

Super Power Series Book

ENGLISH FOR YOUNG THINKERS

Study Material BOOK for

English Subject

7th
Standard

Based on NCERT/CBSE Curriculum



Compiled By: Dr. P. S. Aithal
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www.alevoorpps.in

Published BY:
Poornaprajna Publication, Udupi, India
www.poornaprajnapublication.com

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Published BY:

Poornaprajna Publication, Udupi, India

Year of Publication: September, 2026

ISBN: 978-81-17181-44-7

DOI: <https://doi.org/10.5281/zenodo.22954120>

www.poornaprajnapublication.com

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Study Material BOOK for 7th Standard English Subject

(Prepared as per Poornaprajna Integrated Student Support Model)

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PREFACE

English FOR YOUNG THINKERS – Study Material BOOK for 7th Standard English Subject has been thoughtfully developed with the help of AI-driven GPT in accordance with the **Poornaprajna Integrated Student Support Model** to provide systematic and learner-friendly academic support to Grade 7 students. Book for Preface Aligned with the **CBSE curriculum**, the book seeks to strengthen students' understanding of English language and literature while developing reading, writing, vocabulary, grammar, communication, creativity, and comprehension skills.

The book provides a structured learning experience through five engaging thematic chapters—**Learning Together, Wit and Humour, Dreams and Discoveries, Travel and Adventure, and Brave Hearts**. Book for Preface Each chapter combines conceptual understanding with a variety of practice activities, including **LOTS and HOTS questions, application-oriented exercises, descriptive questions, grammar and language activities, and Olympiad-type multiple-choice questions**. This approach encourages students to progress beyond simple recall towards reasoning, interpretation, critical thinking, and practical application of language skills.

Designed to support students in both **CBSE school examinations and competitive examinations such as Olympiads**, this study material aims to make English learning purposeful, enjoyable, and intellectually stimulating. It encourages young learners to **read attentively, think independently, express ideas confidently, appreciate literature, and apply their learning in real-life situations**. We hope *English FOR YOUNG THINKERS* becomes a trusted learning companion that inspires curiosity, perseverance, creativity, confidence, and a lifelong interest in the English language.

7th Standard English Book Chapter 1

Chapter 1: LEARNING TOGETHER

1.1 Summary of the Chapter:

The chapter includes three selections: *The Day the River Spoke*, *Try Again*, and *Three Days to See*.

- (1) **Jahnavi's wish to learn:** In *The Day the River Spoke* by Kamala Nair, Jahnavi is a curious girl who dreams of attending school and understanding the world around her.
- (2) **Obstacles to education:** Although she is nearly ten, Jahnavi stays home to care for her younger brothers. Her schooling has repeatedly been postponed.
- (3) **The River's encouragement:** The talking River listens to her worries, reminds her that girls can do as much as boys, and encourages her to enter the school and listen.
- (4) **Courage brings an opportunity:** Despite her fear, Jahnavi visits the school with little Appu. Her teacher welcomes her and speaks to her parents about allowing her to study.
- (5) **A dream of helping others:** With her parents' support, Jahnavi can finally attend school. She hopes to become a teacher and help other village girls receive an education.
- (6) **King Bruce's disappointment:** In Eliza Cook's poem *Try Again*, King Bruce of Scotland feels discouraged after repeatedly failing to accomplish a great deed for his people.
- (7) **Learning from a spider:** The king watches a spider repeatedly fall while climbing towards its web. It continues trying until it finally succeeds.
- (8) **Perseverance leads to success:** Inspired by the spider, King Bruce renews his efforts and succeeds. The poem teaches us to face failure with patience, determination, and hope.
- (9) **Experiencing nature through touch:** In *Three Days to See*, Helen Keller describes how touching leaves, tree bark, buds, and a singing bird helps her appreciate nature.
- (10) **Her imagined first day of sight:** If she could see for three days, Keller would spend the first day looking at the people whose kindness and friendship have enriched her life.
- (11) **Her second and third days:** On the second day, she would watch the sunrise and visit museums to explore the world's history. On the third, she would observe city life and understand people's joys, determination, and suffering.
- (12) **The unit's central message:** These selections encourage equal opportunities for learning, courage, perseverance, empathy, and gratitude. They remind us to learn from others and appreciate the world through all our senses.

1.2 Important Formulas:

Important Grammar Topics for Class 7 — Unit 1: "Learning Together"

The chapter contains *The Day the River Spoke*, *Try Again*, and *Three Days to See*. The following topics will help students understand the texts and complete the language exercises.

(1) Nouns and Capitalisation

Recognise common nouns and proper nouns, and use capital letters correctly.

Examples: *girl*, *school*, and *river* are common nouns; *Jahnavi* and *Scotland* are proper nouns. In the story, **River** is capitalised because it is presented as a speaking character.

(2) Prepositions — a Main Grammar Focus

Learn words that show place, direction, time, or relationships: *in*, *on*, *at*, *under*, *over*, *towards*, *through*, and *between*.

Example: Jahnavi stood **outside** the classroom.

Example: The River flows **towards** the sea.

(3) Distinguishing Prepositions from Adverbs

Understand how words such as *up*, *down*, and *outside* function differently in sentences.

Preposition: She walked **up** the steps.

Adverb: She looked **up**.

In the first sentence, *up* introduces *the steps*; in the second, it modifies the action without an object.

(4) Modal Verbs — a Main Grammar Focus

Learn *can*, *could*, *may*, *might*, *shall*, *should*, *will*, *would*, *must*, and *ought to*. They express ability, permission, possibility, advice, requests, or obligation.

Examples: “Girls **can** learn.” “You **should** keep trying.” “**May** I enter?”

Use the base form of the main verb after a modal: **can learn**, not *can learns*.

(5) Verbs and Tenses

Revise the tenses used to narrate events and describe experiences.

Simple present: Helen **feels** the bark.

Simple past: Jahnavi **visited** the school.

Past continuous: The spider **was climbing**.

Past perfect: The king **had tried** repeatedly.

(6) Adjectives and Degrees of Comparison

Use adjectives to describe people, places, and things, especially in descriptive paragraphs.

Examples: a **bright** girl; a **delicate** thread; **rough** bark.

Revise comparisons such as **high–higher–highest** and **small–smaller–smallest**.

(7) Adverbs

Identify words that explain how, when, where, or how often an action happens.

Examples: The spider climbed **steadily**. Helen touched the tree **gently**.

Students should distinguish adjectives describing nouns from adverbs modifying actions.

(8) Pronouns and Possessives

Use pronouns to avoid repetition and possessive forms to show belonging.

Examples: Jahnavi wanted to study. **She** approached the school.

Possessives: **her** brother, **its** web, **Jahnavi’s** dream.

(9) Conjunctions and Connecting Words

Join ideas using *and*, *but*, *because*, *when*, *while*, and *if*.

Example: Jahnavi was frightened, **but** she entered the classroom.

Example: The king felt hopeful **because** the spider succeeded.

(10) Sentence Types and Question Formation

Practise statements, questions, commands, and exclamations.

Statement: Jahnavi wants to learn.

Question: Why does Jahnavi want to attend school?

Command: Try again.

Exclamation: What a brave girl!

(11) Direct Speech and Punctuation

Notice how conversations use quotation marks, commas, question marks, and exclamation marks.

Example: “May I join the class?” asked Jahnavi.

Practise punctuating dialogue and identifying the speaker.

(12) Contractions and Apostrophes

Understand shortened forms found in dialogue and poetry.

Examples: *couldn't* = *could not*; *I'll* = *I will*; *don't* = *do not*.

In the poem, **'tis** means *it is*, and **'twas** means *it was*.

(13) Conditional Sentences

Recognise sentences that connect a condition with a possible or imagined result.

Possible situation: If you keep trying, you will improve.

Imagined situation: If I could see for three days, I would watch the sunrise.

(14) Sequencing and Transition Words

Organise ideas using *first*, *next*, *after that*, *then*, and *finally*.

These are especially useful for the unit's informal letter and descriptive writing tasks.

Example: **First**, identify the problem. **Next**, plan your steps. **Finally**, act on your plan.

Related language and literary topics: Students should also learn **personification**, **similes**, **metaphors**, **alliteration**, **repetition**, **rhyme scheme**, **interjections** such as *Bravo!*, **antonyms**, and **sensory vocabulary**. These support the unit's poetry, comprehension, and descriptive writing activities.

Priority for revision: Prepositions, prepositions versus adverbs, and modal verbs are the unit's main explicit grammar exercises.

1.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers — LOTS Type

These questions test recall and basic understanding of the three selections in the chapter.

The Day the River Spoke

- Jahnvi lived in a coastal village in _____.
Answer: India
- Jahnvi's parents worked on the _____.
Answer: farm
- Jahnvi had _____ brothers.
Answer: three
- Jahnvi dreamed of going to _____.
Answer: school
- Jahnvi was nearly _____ years old when she spoke to the River.
Answer: ten
- Jahnvi called her elder brother _____.
Answer: Ettan
- The real name of Jahnvi's elder brother was _____.
Answer: Gopi
- Jahnvi's youngest brother was called _____.
Answer: Appu
- The River said that little girls could do as much as little _____.
Answer: boys
- When Jahnvi reached the school, the teacher was reading about a prince named _____.
Answer: Ashoka
- The teacher visited Jahnvi's home to speak to her _____ about her schooling.
Answer: father
- Jahnvi wanted to become a _____ when she grew up.
Answer: teacher

Try Again

- King Bruce was the king of _____.
Answer: Scotland

14. King Bruce felt sad because he had tried repeatedly but could not _____.

Answer: succeed

15. While thinking about giving up, the king noticed a _____.

Answer: spider

16. The spider was trying to reach its _____ home.

Answer: cobweb

17. The spider climbed using a fine, silken _____.

Answer: thread

18. Despite falling repeatedly, the spider continued to _____.

Answer: climb

19. When the spider succeeded, the king cried, “_____, bravo!”

Answer: Bravo

20. Inspired by the spider, King Bruce tried once more and did not _____.

Answer: fail

21. The poem *Try Again* was written by Eliza _____.

Answer: Cook

Three Days to See

22. *Three Days to See* was written by Helen _____.

Answer: Keller

23. Helen Keller found hundreds of interesting things through the sense of _____.

Answer: touch

24. Helen felt the delicate symmetry of a _____.

Answer: leaf

25. Helen imagined having the use of her eyes for just _____ days.

Answer: three

26. On the first day, Helen wanted to see the people whose kindness and _____ had enriched her life.

Answer: companionship

27. On the second day, Helen wanted to see the transformation of night into _____.

Answer: day

28. Helen wished to visit _____ to learn about the world's past and human progress.

Answer: museums

29. On the third day, Helen planned to observe everyday life in the _____.

Answer: city

30. Helen advised readers to make the most of every _____.

Answer: sense

1.4 Fill-Up the Blank HOTS type questions with Answers: (28 Questions)

Fill-in-the-Blank Questions with Answers — HOTS Type

Complete the sentences by drawing conclusions, interpreting ideas, or applying the lessons from the texts. Suggested answers are given; other suitable answers conveying the same meaning may also be accepted.

The Day the River Spoke

1. Jahnvi's repeated questions about nature suggest that she has a _____ mind.

Answer: curious

2. Although Jahnvi is frightened, she enters the school, showing that courage means acting despite one's _____.

Answer: fear

3. By saying that girls can do as much as boys, the River challenges unequal treatment based on _____.

Answer: gender

4. The River does not take Jahnvi to school but encourages her to act, helping her develop _____.

Answer: self-confidence

5. Jahnvi's responsibility for her younger brothers shows how household duties can become a barrier to a child's _____.

Answer: education

6. The teacher's willingness to speak to Jahnvi's parents suggests that teachers can support students beyond the _____.

Answer: classroom

7. Jahnvi's mother supports her daughter's schooling although she herself was denied it, showing a desire to prevent the same _____ from being repeated.

Answer: injustice

8. Jahnvi's wish to teach other girls shows that she wants to use her education for the benefit of her _____.

Answer: community

Try Again

9. The spider's repeated attempts suggest that failure should be treated as a temporary _____ rather than a final defeat.

Answer: setback

10. King Bruce's position as a king does not prevent him from learning from a spider, showing that valuable lessons can come from _____ sources.

Answer: unexpected

11. The spider's success changes the king's attitude from despair to _____.

Answer: hope

12. Although the spider falls repeatedly, it keeps climbing, making it a symbol of _____.

Answer: perseverance

13. The similarity between the king's struggle and the spider's climb lies in their repeated efforts to reach a _____.

Answer: goal

14. A student who attempts a difficult problem again after getting it wrong is applying the poem's lesson of not _____.

Answer: giving up

15. The spider's example would not have helped King Bruce if he had felt inspired but taken no _____.

Answer: action

16. The repeated descriptions of climbing and falling emphasise that success may require sustained _____.

Answer: effort

Three Days to See:

17. Helen Keller's enjoyment of leaves and tree bark shows that appreciating beauty does not depend entirely on _____.

Answer: sight

18. Helen's decision to spend her first day seeing those who care for her suggests that she deeply values human _____.

Answer: relationships

19. By choosing museums for her second day, Helen shows an interest in understanding the connection between the past and the _____.

Answer: present

20. Helen's response to the suffering of people in the city reveals her sense of _____.

Answer: compassion

21. Helen's imagined three-day limit encourages readers to value experiences they might otherwise take for _____.

Answer: granted

22. A student who pauses to notice birdsong and the scent of flowers is practising Helen's advice to use the senses _____.

Answer: attentively

23. Helen expects to leave many things unseen even after three days, suggesting that the world offers more beauty than one can experience in a _____ time.

Answer: limited

24. Helen's ability to find pleasure through touch suggests that focusing on what we can do may help us discover new _____.

Answer: possibilities

Connecting the Three Selections:

25. The River helps Jahnvi, while the spider inspires King Bruce; both show that encouragement can turn hesitation into _____.

Answer: action

26. Jahnvi's interest in nature and Helen's careful exploration through touch show that learning begins with paying _____.

Answer: attention

27. Jahnvi and King Bruce both move towards their goals when they refuse to let difficulties make them _____.

Answer: quit

28. Together, the three selections suggest that learning can happen through people, personal experiences, and _____.

Answer: nature

1.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type

Each answer is given in one sentence.

The Day the River Spoke

1. **Where did Jahnvi live?**

Answer: Jahnvi lived in a coastal village in India.

2. **What work did Jahnvi's parents do?**

Answer: Jahnvi's parents worked on a farm.

3. **What was Jahnvi's dream?**

Answer: Jahnvi dreamed of going to school and learning to read and write.

4. **Why did Jahnvi have to stay at home?**

Answer: Jahnvi had to stay at home to look after her younger brothers.

5. **How old was Jahnvi when she spoke to the River?**

Answer: Jahnvi was nearly ten years old when she spoke to the River.

6. **What was the real name of Jahnvi's elder brother?**

Answer: The real name of Jahnvi's elder brother was Gopi.

7. What did the River suggest Jahnavi should do?

Answer: The River suggested that Jahnavi go to school, sit there, and listen to the lessons.

8. Whom did Jahnavi carry with her to school?

Answer: Jahnavi carried her youngest brother, Appu, to school.

9. What story was the teacher reading when Jahnavi arrived?

Answer: The teacher was reading a story about Prince Ashoka, who became a great king.

10. What did Jahnavi want to become when she grew up?

Answer: Jahnavi wanted to become a teacher and educate the girls in her village.

Try Again:

11. Who wrote the poem “Try Again”?

Answer: Eliza Cook wrote the poem “Try Again.”

12. Who is the king mentioned in the poem?

Answer: The king mentioned in the poem is King Bruce of Scotland.

13. Why was King Bruce feeling sad?

Answer: King Bruce was feeling sad because his repeated efforts to accomplish a great deed had failed.

14. What did King Bruce think of doing in his despair?

Answer: King Bruce thought of giving up his efforts.

15. What creature caught the king’s attention?

Answer: A spider hanging by a fine silken thread caught the king’s attention.

16. Where was the spider trying to go?

Answer: The spider was trying to reach its cobweb home near the ceiling.

17. What did the spider do whenever it fell?

Answer: The spider began climbing again whenever it fell.

18. Did the spider finally reach its home?

Answer: The spider finally reached its cobweb home after repeated attempts.

19. How did the king express his appreciation of the spider?

Answer: The king cried “Bravo, bravo!” when the spider succeeded.

20. What happened when King Bruce tried once more?

Answer: King Bruce succeeded when he tried once more.

Three Days to See:

21. Who wrote “Three Days to See”?

Answer: Helen Keller wrote “Three Days to See.”

22. Which sense helped Helen Keller explore leaves and trees?

Answer: Helen Keller explored leaves and trees through her sense of touch.

23. What did Helen search for on tree branches in spring?

Answer: Helen searched for a bud that signalled nature’s awakening after winter.

24. For how many days did Helen imagine being able to see?

Answer: Helen imagined being able to see for three days.

25. Whom did Helen want to see on the first day?

Answer: Helen wanted to see the people whose kindness and companionship had enriched her life.

26. How did Helen recognise her friends’ faces?

Answer: Helen recognised her friends’ faces by touching them with her fingertips.

27. What natural event did Helen want to watch on the second day?

Answer: Helen wanted to watch the sunrise transform night into day.

28. Why did Helen want to visit museums?

Answer: Helen wanted to visit museums to learn about the history of the earth and human progress.

29. Where did Helen plan to spend her third day?

Answer: Helen planned to spend her third day in the city observing people's everyday lives.

30. What advice did Helen give about our senses?

Answer: Helen advised us to make the most of every sense and appreciate the beauty of the world.

1.6 One-mark questions with Answers of HOTS Type: (28 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

These questions test inference, reasoning, and application; each suggested answer is one sentence.

The Day the River Spoke:

1. What do Jahnavi's questions about nature reveal about her?

Answer: Her questions reveal her curiosity and eagerness to understand the world.

2. Why is Jahnavi's decision to enter the school an act of courage?

Answer: She enters the school despite fearing that she will be rejected.

3. How does the River challenge unequal treatment of girls?

Answer: The River challenges it by reminding Jahnavi that girls are as capable as boys.

4. Why is the River's encouragement important to Jahnavi?

Answer: It helps her believe in herself and take the first step towards schooling.

5. What does bringing Appu to school suggest about Jahnavi?

Answer: It suggests that she tries to pursue learning while fulfilling her responsibility towards her brother.

6. What quality does the teacher show by visiting Jahnavi's parents?

Answer: The teacher shows care by helping remove an obstacle to Jahnavi's education.

7. Why might Jahnavi's mother understand her daughter's wish to study?

Answer: Her mother understands because she too had wanted to attend school as a child.

8. How does Jahnavi's ambition to teach show concern for others?

Answer: She wants other village girls to receive the educational opportunity she struggled to obtain.

Try Again:

9. Why is the spider a suitable example for the discouraged king?

Answer: Its repeated attempts show the king how to continue despite failure.

10. What does King Bruce's willingness to learn from a spider suggest?

Answer: It suggests that useful lessons can come from even the smallest creatures.

11. Why is the spider's persistence more important than its size?

Answer: Its determination enables it to overcome a difficulty despite being small.

12. How does watching the spider change the king's thinking?

Answer: He begins to see failure as a reason to try again rather than give up.

13. Why would admiring the spider alone not solve the king's problem?

Answer: The king must act on the lesson by renewing his own efforts.

14. How does the repetition of climbing and falling strengthen the poem's message?

Answer: It emphasises that progress can involve repeated setbacks.

15. How could a student apply the poem's message after losing a competition?

Answer: The student could practise further and enter another competition with renewed determination.

16. What does the spider's eventual success suggest about early failures?

Answer: Early failures do not necessarily prevent later success.

Three Days to See:

17. What does Helen's enjoyment of nature through touch teach us?

Answer: It teaches us that beauty can be experienced through senses other than sight.

18. What does Helen's choice for her first day reveal about her priorities?

Answer: It reveals that she deeply values the people who have shown her love and kindness.

19. Why does Helen include museums in her imagined three days?

Answer: She values the opportunity to understand the earth's history and human achievements.

20. What does Helen's interest in ordinary city life suggest?

Answer: It suggests that everyday human experiences are meaningful and worthy of attention.

21. What does Helen's response to suffering reveal about her character?

Answer: It reveals her empathy for people facing difficulties.

22. Why does Helen imagine having sight for only a short time?

Answer: The limited time highlights the importance of appreciating experiences while they are available.

23. How can a student apply Helen's advice during a walk?

Answer: The student can notice the surrounding colours, sounds, scents, and textures attentively.

24. Why might Helen notice details that a sighted person overlooks?

Answer: Her careful attention to touch helps her discover details that others may take for granted.

Connecting the Selections:

25. How do Jahnavi and King Bruce respond similarly to encouragement?

Answer: Both turn encouragement into action towards achieving their goals.

26. What connects Jahnavi's curiosity with Helen's exploration of nature?

Answer: Both show a strong desire to understand the world through close observation.

27. How does nature become a teacher in the unit?

Answer: The River encourages courage, the spider demonstrates perseverance, and natural objects help Helen discover beauty.

28. What shared lesson do the three selections offer about learning?

Answer: Learning grows when we remain curious, persevere through difficulties, and pay attention to our experiences.

1.7 Two-mark questions with Answers of LOTS Type: (20 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type

Each answer contains two sentences, with one relevant point per sentence.

The Day the River Spoke:

1. Where did Jahnavi live, and what did her parents do?

Answer: Jahnavi lived with her parents and three brothers in a coastal village in India. Her parents worked on a farm.

2. **What did Jahnavi want to learn at school?**

Answer: Jahnavi wanted to learn to read, write her name, and do sums. She also wanted to find answers to her many questions about nature.

3. **Why had Jahnavi not been able to attend school?**

Answer: Her mother initially told her that she was too small to attend school. Later, Jahnavi had to look after her younger brothers while her mother worked in the fields.

4. **What advice did the River give Jahnavi about attending school?**

Answer: The River advised Jahnavi to go to school one morning, sit there, and listen. It suggested that the teacher might allow her to stay.

5. **What happened when Jahnavi first entered the classroom?**

Answer: Jahnavi sat in the back row with little Appu asleep on her shoulder. She listened to the teacher reading a story about Prince Ashoka.

6. **How did the teacher help Jahnavi attend school?**

Answer: The teacher assured Jahnavi that they would find a way for her to study. The next evening, the teacher visited her home and spoke to her father.

7. **What did Jahnavi tell her mother about her future plans?**

Answer: Jahnavi said that she wanted to become a teacher. She planned to visit homes in her village and invite all the little girls to her school.

Try Again:

8. **Why was King Bruce unhappy at the beginning of the poem?**

Answer: King Bruce had repeatedly failed to accomplish a great deed for his people. He felt so discouraged that he thought of giving up.

9. **What did King Bruce notice while he was thinking?**

Answer: King Bruce noticed a spider hanging by a fine silken thread. He watched it try to climb to its cobweb home near the ceiling.

10. **What difficulties did the spider face while climbing?**

Answer: The spider had to climb a long way along a delicate thread. It repeatedly slipped and fell, sometimes becoming dizzy and faint.

11. **What did the spider do after its repeated falls?**

Answer: The spider kept climbing again instead of stopping. It finally reached its cobweb home with one last bold effort.

12. **How did King Bruce react to the spider's success?**

Answer: King Bruce cheered the spider by crying, "Bravo, bravo!" He decided to try again and succeeded in his own effort.

Three Days to See:

13. **What features of leaves and trees did Helen Keller experience through touch?**

Answer: Helen felt the delicate symmetry of a leaf. She also felt the smooth bark of a silver birch and the rough bark of a pine.

14. **What signs of life did Helen experience by touching trees?**

Answer: In spring, Helen searched the branches for buds that marked nature's awakening. Sometimes, she felt the trembling movement of a bird singing on a small tree.

15. **How did Helen recognise her friends through touch?**

Answer: Helen traced the outlines of her friends' faces with her fingertips. Through touch, she could recognise expressions of laughter, sorrow, and other obvious emotions.

16. **How did Helen wish to spend her first day of sight?**

Answer: Helen wanted to see the people whose kindness and companionship had enriched her life. She wished to look into their eyes and see their faces.

17. What did Helen plan to do on her second day of sight?

Answer: Helen planned to rise at dawn and watch night change into day. She then wanted to visit museums to explore the history of the earth and human progress.

18. How did Helen plan to spend her third day of sight?

Answer: Helen planned to visit the city and observe people going about their daily work. She wanted to understand their lives by watching their expressions and activities.

19. How did Helen respond to the different expressions she imagined seeing?

Answer: People's smiles made Helen happy, while their determination made her proud. Their suffering filled her with compassion.

20. What advice did Helen give readers about using their senses?

Answer: Helen advised readers to use their senses as though they might lose them the next day. She urged them to appreciate fully the pleasure and beauty that the world offers.

1.8. Two-mark questions with Answers of HOTS Type: (20 Questions)
Two-Mark Descriptive Questions with Answers — HOTS Type:

Each suggested answer contains two sentences that address reasoning, interpretation, or application.

The Day the River Spoke:
1. How do Jahnavi's questions about nature show that she is ready to learn?

Answer: Her questions reveal that she observes her surroundings carefully and wants to understand them. This curiosity shows her eagerness to gain knowledge through education.

2. Why is Jahnavi courageous even though she admits being scared?

Answer: Jahnavi enters the school despite her fear of being sent away. Her action shows that courage means facing fear rather than never feeling it.

3. How does the River help Jahnavi become more confident?

Answer: The River reminds her that girls are as capable as boys and points to situations she already faces bravely. It then suggests a practical step she can take towards attending school.

4. Why is the teacher's visit to Jahnavi's home important?

Answer: Jahnavi's wish to study cannot overcome her family circumstances by itself. By speaking to her parents, the teacher helps turn her wish into a real opportunity.

5. How might Jahnavi's mother's childhood experience influence her support for her daughter?

Answer: Her mother knows the disappointment of being denied schooling because she experienced it herself. She therefore welcomes the chance for Jahnavi to receive the education she missed.

6. How could Jahnavi's ambition to become a teacher bring change to her village?

Answer: She could help more girls gain knowledge and confidence by encouraging them to attend school. Her own example could also persuade families to value girls' education.

Try Again:
7. Why does the spider's struggle have such a strong effect on King Bruce?

Answer: The spider's repeated falls resemble the king's own failures. Its eventual success gives him a reason to believe that another effort may succeed.

8. **What does King Bruce's willingness to learn from a spider reveal about him?**

Answer: He is willing to recognise a useful lesson even when it comes from a tiny creature. This openness helps him replace discouragement with determination.

9. **Why is taking action essential after King Bruce feels inspired?**

Answer: Inspiration alone cannot accomplish the deed he has been trying to achieve. He must renew his efforts to turn his hope into success.

10. **How would the poem's message change if the spider stopped after falling?**

Answer: The king would not witness an example of persistence leading to success. The poem would lose the event that encourages him to try again.

11. **How can a student apply the poem's lesson after repeatedly struggling with a lesson?**

Answer: The student can continue practising and ask for help with the parts that are difficult. This combines perseverance with steps that can improve understanding.

12. **Does the spider's success mean that every task will be easy if we keep trying? Explain.**

Answer: The spider's repeated falls show that continued effort can still be difficult and tiring. The poem encourages persistence through difficulties rather than promising an easy path.

Three Days to See:

13. **How does Helen Keller's experience challenge the idea that sight is necessary to appreciate nature?**

Answer: Helen enjoys the shapes and textures of leaves, bark, and buds through touch. Her experience shows that different senses can reveal different kinds of beauty.

14. **What does Helen's plan for her first day of sight reveal about her values?**

Answer: She gives priority to seeing the people whose kindness has enriched her life. This choice shows that gratitude and relationships matter deeply to her.

15. **Why does Helen include both museums and city streets in her plans?**

Answer: Museums would help her understand the history of the earth and human achievements. City streets would help her understand people's lives in the present.

16. **How does the imagined three-day limit strengthen Helen's message?**

Answer: The short period makes every opportunity to see seem precious. It encourages readers to appreciate experiences they might otherwise overlook.

17. **Why does Helen want to understand suffering as well as happiness?**

Answer: Both suffering and happiness are parts of human experience. Her willingness to notice both shows compassion and a desire to understand people fully.

18. **How could you apply Helen's advice during an ordinary school day?**

Answer: I could listen carefully to others and notice the colours, sounds, and textures around me. Paying attention would help me appreciate experiences I usually take for granted.

Connecting the Selections:

19. **How are the River and the spider similar in their influence on the main characters?**

Answer: Both help a discouraged character recognise the possibility of moving forward. The River encourages Jahnvi through words, while the spider inspires King Bruce through its actions.

20. **How do Jahnvi and Helen Keller show that learning extends beyond books?**

Answer: Jahnvi's questions arise from observing the natural world around her. Helen gains understanding through touch and shows interest in learning from everyday human life.

1.9. Three-mark questions with Answers of LOTS Type: (13 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

Each answer contains three sentences, with one relevant point per sentence.

The Day the River Spoke:

1. **Describe Jahnavi's family and her responsibilities at home.**

Answer: Jahnavi lived with her parents and three brothers in a coastal village in India. Her parents worked on a farm. She looked after her younger brothers while her mother worked in the fields.

2. **What did Jahnavi tell the River about her wish to attend school?**

Answer: Jahnavi said that she wanted to attend school like her brother and Meena. She wanted to learn to read and find answers to her questions about nature. However, she feared that she was too old to be allowed to join.

3. **What advice and encouragement did the River give Jahnavi?**

Answer: The River told Jahnavi that little girls could do as much as little boys. It advised her to go to school one morning and sit quietly to listen. It suggested that the teacher might allow her to stay.

4. **Describe Jahnavi's first visit to the classroom.**

Answer: Jahnavi reached the school carrying little Appu, who was asleep on her shoulder. She gradually moved inside and sat in the back row with the other children. She listened to a story about Prince Ashoka, who became a great king.

5. **How did the teacher and Jahnavi's mother support her schooling?**

Answer: The teacher assured Jahnavi that they would find a way for her to attend school. The next evening, the teacher visited her home and spoke to her father. Her mother welcomed this support and said that girls should learn as much as they wanted.

Try Again:

6. **Describe King Bruce's feelings at the beginning of the poem.**

Answer: King Bruce felt lonely and discouraged. He had tried repeatedly to accomplish a great deed for his people but had failed. In his despair, he considered giving up.

7. **Describe the spider's attempts to reach its home.**

Answer: The spider climbed a fine silken thread towards its cobweb home near the ceiling. It repeatedly slipped and fell, sometimes becoming dizzy and faint. Despite these difficulties, it continued climbing and finally reached its home.

8. **How did King Bruce respond to the spider's success?**

Answer: King Bruce cheered the spider by crying, "Bravo, bravo!" He recognised that it had overcome difficulties by continuing to try. Inspired by its example, he renewed his own efforts and succeeded.

Three Days to See:

9. **How did Helen Keller experience nature through touch?**

Answer: Helen felt the delicate symmetry of leaves and the different textures of tree bark. In spring, she searched the branches for buds. Sometimes, she felt the movement of a singing bird by gently placing her hand on a small tree.

10. **What did Helen wish to do on her first day of sight?**

Answer: Helen wished to see the people whose kindness and companionship had enriched her life. She wanted to see the faces she knew through touch. She also longed to look into a friend's eyes, which she described as the "window of the soul."

11. **What were Helen's plans for her second day of sight?**

Answer: Helen planned to rise at dawn and watch night turn into day. She wanted to

see the sunlight awaken the earth. She would then visit museums to explore the earth's history and human progress.

12. How did Helen plan to spend her third day of sight?

Answer: Helen planned to visit the city and watch people going about their daily lives. She wished to stand at a busy corner and understand people by observing them. Their smiles would make her happy, their determination would make her proud, and their suffering would stir her compassion.

13. What advice did Helen give readers about appreciating their senses?

Answer: Helen advised readers to use their eyes as though they might lose their sight the next day. She urged them to listen attentively and fully enjoy touch, smell, and taste. She encouraged everyone to appreciate the pleasure and beauty revealed by all their senses.

1.10. Three-mark questions with Answers of HOTS Type: (15 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

Each suggested answer contains three sentences covering interpretation, reasoning, or application.

The Day the River Spoke:

1. How does Jahnavi's experience show that curiosity needs opportunities to grow?

Answer: Jahnavi's questions about nature show that she already has a strong desire to learn. However, her household responsibilities prevent her from attending school and developing her knowledge. The teacher's support gives her an opportunity to turn her curiosity into learning.

2. Why is the River's encouragement effective in helping Jahnavi overcome her fear?

Answer: The River listens to Jahnavi's worries and reminds her of her abilities. It suggests the manageable step of entering the school and listening to a lesson. This combination of encouragement and practical advice helps her act despite her fear.

3. How do Jahnavi's actions and the teacher's support work together to fulfil her dream?

Answer: Jahnavi shows initiative by going to the classroom despite being afraid. The teacher recognises her eagerness and speaks to her parents about her schooling. Her courage and the teacher's support together make education possible for her.

4. How could Jahnavi's plan to become a teacher benefit more than one generation?

Answer: Jahnavi could help village girls gain knowledge and confidence through schooling. These girls might later encourage their own children to study. Her efforts could therefore create a lasting appreciation of education within families.

Try Again:

5. Why does the spider teach King Bruce a stronger lesson than words of encouragement alone might have done?

Answer: The king sees the spider struggle repeatedly instead of merely hearing advice about persistence. Its success provides a visible example of what continued effort can achieve. Because its difficulties resemble his own, he finds the lesson personally meaningful.

6. How does the poem show a connection between attitude and action?

Answer: When King Bruce feels hopeless, he considers abandoning his efforts. Watching the spider changes his attitude and restores his determination. This renewed hope leads him to act again and eventually succeed.

7. **A student says, “Failing several times proves that I cannot succeed”; how would you respond using the poem?**

Answer: The spider’s repeated falls do not prevent it from reaching its home. Similarly, King Bruce’s earlier failures do not stop him from succeeding later. The student should therefore treat failure as a setback and continue working to improve.

8. **Does perseverance mean repeating an unsuccessful method without thinking? Explain with an application of the poem’s lesson.**

Answer: Perseverance means continuing to work towards a goal despite difficulties. A learner can remain determined while changing a method or seeking guidance. For example, a student struggling with a problem can study a worked example before trying again.

Three Days to See:

9. **How does Helen Keller encourage readers to reconsider what it means to appreciate nature?**

Answer: Helen discovers beauty in the shapes, textures, and movements she experiences through touch. Her descriptions show that appreciating nature involves more than looking at it. Readers can deepen their enjoyment by paying attention to several senses.

10. **What do Helen’s choices for her three days reveal about her interests and values?**

Answer: Her first day shows gratitude towards the people who have cared for her. Her second day reflects curiosity about nature, history, and human progress. Her third day reveals an interest in ordinary people and compassion for their experiences.

11. **Why is Helen’s imagined loss of sight after three days important to the message?**

Answer: The deadline makes each experience seem precious and encourages careful attention. It also shows that even familiar sights deserve appreciation. Readers are prompted to value their senses instead of assuming that opportunities will always remain available.

12. **How could Helen’s advice change the way students experience their school surroundings?**

Answer: Students could notice details such as changing leaf colours, birdsong, and the texture of tree bark. They could also listen more carefully to classmates and become more aware of others’ feelings. Such attention could make an ordinary school day more meaningful.

Connecting the Selections:

13. **How does nature play different teaching roles across the three selections?**

Answer: The speaking River encourages Jahnnavi to believe in herself and seek education. The spider’s actions teach King Bruce the value of persistence. Natural objects help Helen experience beauty and encourage readers to use their senses attentively.

14. **How do the three selections show that learning requires active participation?**

Answer: Jahnnavi must enter the school to move closer to her dream. King Bruce must act on the spider’s example by trying again. Helen’s reflections encourage people to engage attentively with the world rather than let experiences pass unnoticed.

15. **What qualities from the three selections would help a student learn a difficult new skill?**

Answer: Jahnnavi’s curiosity would encourage the student to ask questions and seek help. The spider’s perseverance would support continued effort after mistakes. Helen’s attentiveness would help the student notice details and learn more carefully.

1.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:*Each answer contains five sentences.***1. Describe Jahnavi's wish to attend school and the difficulties she faced.**

Answer: Jahnavi was a curious girl who lived in a coastal village in India. She wanted to attend school and learn to read like her brother and Meena. Her mother initially told her that she was too young to go to school. Later, she had to care for her younger brothers while her mother worked in the fields. By the time she was nearly ten, she worried that she was too old to join and feared being turned away.

2. Explain how the River encouraged Jahnavi to go to school.

Answer: The River listened as Jahnavi described her wish to study and her worries about attending school. It reminded her that little girls could do as much as little boys. It advised her to enter the school one morning, sit quietly, and listen to the lesson. When she expressed fear, it reminded her of things she already faced without being frightened. The River encouraged her to take the first step and suggested that the teacher might let her stay.

3. Describe how Jahnavi finally received the opportunity to attend school.

Answer: Jahnavi gathered courage and went to school with little Appu asleep on her shoulder. She entered the classroom and listened to a story about Prince Ashoka. The teacher noticed her, asked her name, and learned that she was Gopi's sister. The teacher promised to find a way for her to study and visited her father the following evening. With her family's support, Jahnavi was finally allowed to attend school.

4. Describe the spider's struggle and success in "Try Again."

Answer: The spider hung from a fine silken thread below its cobweb home. It began climbing towards the ceiling but slipped and fell. It climbed repeatedly, even though its efforts left it dizzy and tired. King Bruce watched its many attempts and thought that it would stop trying. However, the spider climbed once more and reached its home with a final bold effort.

5. Explain how King Bruce's feelings and actions changed during the poem.

Answer: At first, King Bruce felt sad because he had repeatedly failed to accomplish a great deed for his people. He considered giving up and lay down in despair. He then watched a spider continue climbing despite falling many times. When the spider finally succeeded, he cheered and decided that he too could overcome his difficulties. He renewed his efforts and succeeded when he tried again.

6. Describe how Helen Keller experienced nature through touch.

Answer: Helen Keller discovered many interesting things in nature through her sense of touch. She felt the delicate symmetry of a leaf with her hands. She enjoyed the smooth bark of a silver birch and the rough, shaggy bark of a pine. In spring, she searched tree branches for buds that signalled nature's awakening. Occasionally, she placed her hand on a small tree and felt the trembling movement of a singing bird.

7. Describe Helen Keller's plans for three days of sight.

Answer: On the first day, Helen wanted to see the people whose kindness and companionship had enriched her life. She wished to look at their faces and into their eyes. On the second day, she planned to watch the sunrise and visit museums to explore the earth's history and human progress. On the third day, she wanted to visit the city and observe people going about their daily lives. She imagined responding with happiness to their smiles, pride to their determination, and compassion to their suffering.

8. What advice did Helen Keller give readers about using their senses?

Answer: Helen advised readers to use their eyes as though they might lose their sight the next day. She encouraged them to listen carefully to voices, birdsong, and music. She asked them to experience the touch of objects as though their sense of touch might fail. She urged them to enjoy the fragrance of flowers and savour each morsel of food. She wanted everyone to appreciate fully the pleasure and beauty revealed through all their senses.

1.12 Five-mark questions with Answers of HOTS Type: (5 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

Each suggested answer contains five sentences.

1. “Jahnavi’s courage and the support of others are equally important in fulfilling her dream.” Explain.

Answer: Jahnavi shows courage by entering the school despite her fear of rejection. The River’s encouragement helps her recognise her abilities and take this first step. The teacher then supports her by discussing her schooling with her parents. Her family’s acceptance enables her to continue learning at school. Thus, her achievement results from both personal initiative and the willingness of others to help.

2. How does Jahnavi’s story challenge the belief that girls should only perform household duties?

Answer: Jahnavi’s curiosity shows that girls have a strong desire and ability to learn. Her childcare responsibilities prevent her from receiving the opportunities available to her brothers. The River challenges this inequality by stating that girls can do as much as boys. Her mother’s support suggests that families can change expectations that previously restricted girls. Jahnavi’s ambition to teach further shows how educating one girl can benefit many others.

3. Why is the spider an effective teacher for King Bruce even though it cannot speak to him?

Answer: The spider demonstrates perseverance through its actions rather than through spoken advice. Its repeated falls remind King Bruce of his own unsuccessful efforts. By continuing to climb, it shows that setbacks need not end an attempt. Its eventual success gives the king hope and encourages him to act again. The episode shows that careful observation can teach lessons as powerfully as words.

4. Does “Try Again” suggest that failure is useless? Explain how failure can help a learner.

Answer: The poem presents failure as a setback that need not prevent success. The spider’s falls make its persistence visible and inspire the discouraged king. For a learner, an unsuccessful attempt can reveal what needs more practice or a different approach. Seeking guidance and correcting mistakes can make the next attempt more effective. Therefore, failure can become useful when it leads to reflection and renewed effort.

5. How does Helen Keller’s account encourage us to appreciate ordinary experiences?

Answer: Helen finds pleasure in simple things such as leaves, tree bark, and the movement of a bird. Her descriptions show how much beauty people may overlook in familiar surroundings. Her imagined three days of sight make everyday experiences seem precious. She encourages readers to use all their senses attentively instead of taking them for granted. Following her advice can make an ordinary walk or conversation more meaningful.

6. What do Helen’s plans for her three days of sight reveal about the kind of person she is?

Answer: Her wish to see caring friends first reveals her gratitude and affection. Her interest in the sunrise shows her appreciation of natural beauty. Her plan to visit museums reflects curiosity about history and human achievements. Her desire to observe city life reveals an interest in understanding ordinary people. Her response to their suffering shows compassion as well as a willingness to recognise life’s difficulties.

7. Compare the ways in which nature helps Jahnavi, King Bruce, and Helen Keller learn.

Answer: In Jahnavi’s story, the personified River offers encouragement and practical advice. Its words help her overcome hesitation and seek an education. In the poem, the spider teaches King Bruce perseverance through its repeated efforts. In Helen’s account, natural objects reveal

beauty through touch and close attention. Together, the selections show that nature can inspire courage, determination, and appreciation.

8. How could the lessons from all three selections help a student complete a challenging school project?

Answer: Like Jahnavi, the student could remain curious and take the initiative to begin. The student could also seek support from teachers and classmates when difficulties arise. The spider's example would encourage continued effort after unsuccessful attempts. Helen's attentiveness would help the student notice details and appreciate each stage of learning. Combining curiosity, support, perseverance, and careful observation would help the student improve the project.

1.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

Each suggested answer contains five sentences applying the lessons of the unit to everyday situations.

1. A classmate frequently misses school because she must care for her younger siblings. How would you help her, using the lesson from “The Day the River Spoke”?

Answer: I would listen to my classmate and try to understand her difficulties. I would tell her that her wish to study is important and deserves support. With her knowledge, I would explain the situation to a trusted teacher. I would request the teacher to discuss possible arrangements with her family so that she could attend regularly. I would also share class notes and help her catch up on missed lessons.

2. You are afraid to join a storytelling competition even though you want to participate. How would you apply Jahnavi's example?

Answer: I would remind myself that Jahnavi entered the classroom despite being afraid. I would identify what worries me most, such as forgetting the story or speaking before others. I would practise first with a friend and then with a small group. I would ask my teacher for suggestions and register for the competition. I would consider taking part a valuable step towards building confidence, whatever the result.

3. You have repeatedly failed to solve a difficult mathematics problem. Explain how you would apply the message of “Try Again.”

Answer: I would remind myself that an unsuccessful attempt does not mean I cannot learn. I would review my working to identify the step where I made a mistake. If I remained confused, I would ask my teacher or a classmate to explain the method. I would then attempt the problem again and practise similar questions. Like the spider, I would continue working towards my goal despite setbacks.

4. Your team loses an interschool quiz and wants to stop participating. How would you encourage the members using King Bruce's experience?

Answer: I would acknowledge that losing is disappointing and listen to my teammates' feelings. I would explain how King Bruce gained hope by watching the spider persist. We would review the questions we missed and identify topics that need preparation. We would divide the topics among ourselves and organise regular practice quizzes. I would encourage everyone to enter another competition with better preparation and renewed confidence.

5. Your teacher asks you to take a nature walk inspired by “Three Days to See.” Describe how you would make the experience meaningful.

Answer: I would walk slowly and observe the colours and shapes of plants around me. I would listen carefully to birdsong, rustling leaves, and other nearby sounds. I would notice the scents of flowers and the earth without disturbing the plants. Where permitted, I would gently feel

safe surfaces such as tree bark to compare textures. Afterwards, I would write a descriptive paragraph explaining the details I noticed and appreciated.

6. A student with a visual impairment joins your class. How would you help make classroom activities inclusive?

Answer: I would welcome the student and ask what support they prefer. I would describe relevant pictures and board content clearly during shared activities. I would keep walkways free of bags and avoid moving the student's belongings without asking. During group work, I would help ensure that materials are available in a format the student can use. I would include the student in decisions and activities while respecting their independence.

7. Design a simple class activity that applies the central lessons of all three selections.

Answer: Our class could organise a "Learning Together" activity in which groups investigate something in the school garden. Following Jahnvi's example, each student would ask a question they wanted to explore. Following the spider's example, groups would revise their approach if their first attempt did not work. Following Helen's advice, students would observe carefully using suitable senses and record their findings. Each group would share what it learned and explain how curiosity, perseverance, and attention helped.

8. You notice that your family members spend little time appreciating one another or their surroundings. What five-day activity would you suggest based on Helen Keller's message?

Answer: On the first day, each person could thank someone whose kindness has helped them. On the second day, we could watch the morning sky and describe its changing colours. On the third day, we could listen quietly to natural sounds and share what we heard. On the fourth day, we could enjoy a meal attentively, noticing its flavours, aromas, and textures. On the fifth day, we could discuss how paying attention helped us appreciate familiar people and experiences.

1.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Style Multiple-Choice Questions with Answers:

These questions cover comprehension, inference, vocabulary, grammar, and literary devices from the chapter.

The Day the River Spoke

1. Which quality of Jahnvi is most clearly revealed by her questions about nature?

- A. Carelessness
- B. Curiosity
- C. Pride
- D. Impatience

Answer: B. Curiosity

2. What was the main obstacle preventing Jahnvi from attending school?

- A. She disliked reading.
- B. The teacher refused to admit her.
- C. She had to look after her younger brothers.
- D. There was no school in her village.

Answer: C. She had to look after her younger brothers.

3. The River's statement that girls can do as much as boys primarily supports the idea of:

- A. equal opportunities.
- B. competition between siblings.
- C. physical strength.
- D. freedom from all responsibilities.

Answer: A. Equal opportunities.

4. Which sequence correctly describes the events in the story?

- A. Teacher visits home → River advises Jahnavi → Jahnavi enters school
- B. Jahnavi enters school → River advises her → Teacher visits home
- C. River advises Jahnavi → Teacher visits home → Jahnavi first enters school
- D. River advises Jahnavi → Jahnavi enters school → Teacher visits home

Answer: D. River advises Jahnavi → Jahnavi enters school → Teacher visits home

5. Why is the teacher's response especially important to Jahnavi?

- A. It allows her to avoid learning difficult subjects.
- B. It replaces her fear of rejection with hope and support.
- C. It promises that she will immediately become a teacher.
- D. It removes the need to speak to her family.

Answer: B. It replaces her fear of rejection with hope and support.

6. Jahnavi's ambition to teach village girls suggests that she views education as:

- A. a way to become more important than others.
- B. a means of escaping every responsibility.
- C. an opportunity that should be shared.
- D. a privilege meant only for a few children.

Answer: C. An opportunity that should be shared.

7. Giving the River the ability to speak is an example of:

- A. personification.
- B. alliteration.
- C. rhyme.
- D. simile.

Answer: A. Personification.

8. In the story, the word "startled" most nearly means:

- A. deeply disappointed.
- B. completely relaxed.
- C. extremely tired.
- D. suddenly surprised.

Answer: D. Suddenly surprised.

Try Again**9. At the beginning of the poem, King Bruce considers giving up because he:**

- A. no longer cares about his people.
- B. feels discouraged by repeated failure.
- C. wants to study spiders instead.
- D. has already achieved his goal.

Answer: B. Feels discouraged by repeated failure.

10. What makes the spider's behaviour inspiring to the king?

- A. It reaches its home without difficulty.
- B. It waits for someone to carry it.
- C. It continues climbing despite repeated falls.
- D. It chooses a different home on the ground.

Answer: C. It continues climbing despite repeated falls.

11. Which statement best expresses the poem's central message?

- A. Continued effort can help overcome setbacks.
- B. Success depends entirely on good luck.
- C. Difficult tasks should always be avoided.
- D. Watching others is enough to achieve success.

Answer: A. Continued effort can help overcome setbacks.

12. Which pair best describes the change in King Bruce's attitude?

- A. Confidence → Fear
- B. Curiosity → Boredom
- C. Happiness → Anger
- D. Despair → Determination

Answer: D. Despair → Determination

13. Which situation best applies the lesson of the poem?

- A. A player stops practising after losing a match.
- B. A student practises difficult spellings after making mistakes.
- C. A singer performs only songs that require no practice.
- D. A learner refuses to attempt an unfamiliar activity.

Answer: B. A student practises difficult spellings after making mistakes.

14. The word “endeavour” most nearly means:

- A. complaint.
- B. reward.
- C. effort.
- D. fear.

Answer: C. Effort.

15. Which option contains an example of alliteration from the poem?

- A. “silken, filmy clue”
- B. “a lonely mood”
- C. “ceiling dome”
- D. “spider dropped”

Answer: A. “Silken, filmy clue”

16. What is the rhyme scheme of the first four lines, ending in “down,” “think,” “crown,” and “sink”?

- A. AABB
- B. ABBA
- C. ABCB
- D. ABAB

Answer: D. ABAB

Three Days to See

17. Helen Keller’s descriptions of leaves and tree bark mainly demonstrate:

- A. her preference for museums over nature.
- B. her inability to enjoy her surroundings.
- C. her appreciation of nature through touch.
- D. her wish to avoid outdoor experiences.

Answer: C. Her appreciation of nature through touch.

18. Helen’s choice to see caring friends on her first day highlights her:

- A. gratitude.
- B. ambition for fame.
- C. dislike of unfamiliar places.
- D. interest in competition.

Answer: A. Gratitude.

19. Which option correctly matches Helen’s plans with the three days?

- A. First—museums; second—friends; third—city life
- B. First—friends; second—sunrise and museums; third—city life
- C. First—city life; second—friends; third—museums
- D. First—sunrise; second—city life; third—friends

Answer: B. First—friends; second—sunrise and museums; third—city life

20. Why does Helen wish to visit museums?

- A. To avoid meeting people
- B. To practise reading through touch
- C. To escape the morning sunlight
- D. To understand the earth's history and human progress

Answer: D. To understand the earth's history and human progress

21. Helen's imagined response to people's suffering reveals her:

- A. indifference.
- B. disappointment in learning.
- C. compassion.
- D. impatience.

Answer: C. Compassion.

22. What is the main effect of the imagined three-day limit?

- A. It emphasises the importance of appreciating each experience.
- B. It suggests that everything can be seen in three days.
- C. It makes human relationships seem unimportant.
- D. It proves that museums deserve more attention than people.

Answer: A. It emphasises the importance of appreciating each experience.

23. Which action best follows Helen's advice?

- A. Rushing through a garden without looking around
- B. Listening carefully to birds and noticing the textures of leaves
- C. Ignoring familiar sights because they are ordinary
- D. Waiting for a special occasion to appreciate nature

Answer: B. Listening carefully to birds and noticing the textures of leaves

24. The expression "window of the soul," used for the eye, is a:

- A. literal description.
- B. rhyme.
- C. simile.
- D. metaphor.

Answer: D. Metaphor.

Grammar and Language Application

25. Choose the correct preposition: "Jahnavi sat _____ two classmates."

- A. among
- B. through
- C. between
- D. towards

Answer: C. Between

26. In which sentence does "up" function as an adverb rather than a preposition?

- A. The child looked up.
- B. The spider climbed up the thread.
- C. Jahnavi walked up the steps.
- D. The traveller went up the hill.

Answer: A. The child looked up.

27. Choose the modal verb that most clearly expresses advice: "You _____ keep practising after a setback."

- A. may
- B. can
- C. might
- D. should

Answer: D. Should

28. What does "could" express in "Could you explain the lesson, please?"

- A. Past habit
- B. Polite request
- C. Certainty
- D. Prohibition

Answer: B. Polite request

29. Choose the grammatically correct sentence.

- A. Jahnavi can learns quickly.
- B. Jahnavi can learning quickly.
- C. Jahnavi can learn quickly.
- D. Jahnavi can learned quickly.

Answer: C. Jahnavi can learn quickly.

30. Which sentence best connects the central ideas of all three selections?

- A. Curiosity, perseverance, and attentiveness enrich learning.
- B. Learning happens only when a teacher explains a textbook.
- C. Success requires people to avoid all difficult experiences.
- D. Nature offers enjoyment but cannot teach useful lessons.

Answer: A. Curiosity, perseverance, and attentiveness enrich learning.

1.15 Best Practices Opportunity List from the Chapter: (8 Ideas)

Best Practices for Teaching Class 7 English — Unit 1: “Learning Together”:

The following practices connect *The Day the River Spoke*, *Try Again*, and *Three Days to See* with language development, active participation, and reflection.

(1) Use Guided Reading with Purposeful Questions

Divide each selection into short sections and pause for discussion. Begin with factual questions, such as “What advice did the River give?”, and move towards inference, such as “Why did Jahnavi act despite her fear?” Ask students to support answers with details from the text.

Learning benefit: Develops comprehension, reasoning, and evidence-based answers.

(2) Encourage Expressive Reading and Role-Play

Assign students the roles of Jahnavi, the River, the teacher, and the narrator. Model suitable pauses, pronunciation, and expression before students read their parts. For *Try Again*, use paired or choral reading to explore rhythm and changing emotions.

Learning benefit: Builds oral fluency, listening skills, and confidence.

(3) Teach Vocabulary in Context

Select words such as *startled*, *endeavour*, *despair*, *perseverance*, and *compassion*. Let students infer meanings from surrounding sentences, check their understanding, and use the words in fresh sentences. Revisit the vocabulary through brief matching or recall activities in later lessons.

Learning benefit: Strengthens vocabulary retention and accurate usage.

(4) Connect Grammar to Meaningful Examples

Teach prepositions through Jahnavi’s movement towards and into the classroom. Use the texts to practise modal verbs expressing ability, advice, permission, and possibility. Ask students to explain differences such as “She walked **up the steps**” and “She looked **up**.”

Learning benefit: Helps students understand grammar through use and context.

(5) Provide Structured Support for Descriptive Answers

Model how to answer a question directly and add relevant supporting details. For a three-mark response, guide students to write three distinct points without repeating the

same idea. Gradually remove sentence starters as students become more independent.

Learning benefit: Improves clarity, organisation, and examination readiness.

(6) Make Participation Inclusive

Offer individual thinking time before pair and class discussions so that quieter students can prepare. Provide readable text, audio support, accessible digital materials, or verbal descriptions according to students' needs. When teaching Helen Keller's account, discuss accessibility and independence without using blindfold activities to represent blindness.

Learning benefit: Supports equitable participation and respectful understanding of disability.

(7) Use Observation to Develop Descriptive Writing

Invite students to observe a tree, the school garden, or a familiar classroom object. Ask them to record precise sensory details using senses available and comfortable to them, without requiring tasting or touching unfamiliar objects. Help them turn these notes into a paragraph with an opening, supporting details, and a conclusion.

Learning benefit: Connects Helen Keller's reflections with attentive observation and expressive writing.

(8) Build Reflection and Feedback into Learning

After *Try Again*, ask students to identify something they found difficult, the approach they tried, and one improvement they can make. Give specific feedback on effort, strategy, and progress, then allow revision. End lessons with an exit ticket such as "One idea I learned" or "One question I still have."

Learning benefit: Encourages perseverance while helping the teacher identify learning gaps.

1.16 Innovations Opportunity List from the Chapter: (8 Ideas)

Innovations in Teaching–Learning:

These activities connect *The Day the River Spoke*, *Try Again*, and *Three Days to See* with creative expression, problem-solving, and inclusive learning.

(1) "Ask the River" Question Box

Create a river-shaped display where students place questions about nature, learning, or school life, following Jahnvi's example. Each group selects a question, investigates it using suitable resources, and presents an answer in the River's voice. Students distinguish imaginative explanations from factual answers.

Learning outcome: Develops curiosity, questioning, research, and personification.

(2) Choose-the-Next-Step Storytelling

Pause Jahnvi's story before she enters the school and invite groups to imagine different choices she could make. Students write short alternative scenes, discuss their possible consequences, and compare them with the original ending. Each group explains which choice best supports her wish to learn.

Learning outcome: Strengthens prediction, reasoning, dialogue writing, and understanding of character.

(3) "Try, Review, Improve" Challenge Lab

Give groups a simple challenge, such as building a freestanding paper tower with limited materials. After each attempt, students record what happened, what they changed, and why. They connect their experience with the spider's persistence and explain how feedback can make repeated effort more effective.

Learning outcome: Combines perseverance, teamwork, reflective thinking, and sequencing language.

(4) Sensory Description Museum

Let groups create small displays using familiar objects, photographs, recorded sounds, and written descriptions. Inspired by Helen Keller, students describe an object through more than one accessible sense and provide alternatives so everyone can participate. Visitors identify descriptive words and suggest details that make each account more vivid.

Learning outcome: Develops sensory vocabulary, descriptive writing, and accessible communication.

(5) Student-Produced Audio Drama

Students adapt a short scene from *The Day the River Spoke* into an audio performance using dialogue, narration, and simple sound effects. They rehearse expression and pronunciation, then record or perform it live. A written transcript accompanies the performance.

Learning outcome: Integrates scriptwriting, speaking, listening, and purposeful use of sound.

(6) Grammar Detective Trail

Set up classroom stations containing short extracts and language challenges from the unit. Students identify prepositions, distinguish prepositions from adverbs, and select modal verbs for different situations. At each station, they must explain their answer and create a new example before moving on.

Learning outcome: Makes grammar practice collaborative and checks understanding beyond guessing.

(7) “A School Where Everyone Learns” Design Task

Ask groups to design an imaginary school that addresses barriers faced by learners such as Jahnavi and students with different access needs. Their poster must propose practical support and use modal verbs—for example, “Students **should** receive accessible materials.” Groups present their designs and answer classmates’ questions.

Learning outcome: Applies the unit’s themes through persuasive language, empathy, and problem-solving.

(8) Three-Day Appreciation Journal

Adapt Helen’s imagined three days into a short writing project: Day 1 focuses on a supportive person, Day 2 on nature or an object with a history, and Day 3 on everyday community life. Students record details through writing, drawing, or audio and develop one entry into a polished paragraph. They conclude by explaining what closer attention helped them discover.

Learning outcome: Encourages observation, gratitude, reflection, and organised expression.

1.17: Practicing Questions/Question Bank**A. Fill-in-the-Blank Questions — 1 Mark Each:**

- Jahnavi’s elder brother’s real name was _____.
Answer: Gopi
- Jahnavi carried her youngest brother, _____, when she went to school.
Answer: Appu
- The teacher was reading a story about Prince _____ when Jahnavi arrived.
Answer: Ashoka

4. Jahnavi hoped to become a _____ and educate village girls.
Answer: teacher
5. King Bruce learned the value of perseverance by watching a _____.
Answer: spider
6. The poem *Try Again* was written by _____.
Answer: Eliza Cook
7. Helen Keller explored the textures of leaves and bark through _____.
Answer: touch
8. Helen wished to visit _____ to explore the earth's history and human progress.
Answer: museums
9. Complete with a suitable preposition: Jahnavi sat _____ two classmates.
Answer: between
10. Complete with a modal expressing advice: You _____ keep trying when a task becomes difficult.
Answer: should

B. One-Mark Descriptive Questions:

Each answer contains one sentence.

1. **Why was Jahnavi unable to attend school earlier?**
Answer: Jahnavi had to stay at home to care for her younger brothers.
2. **What did the River suggest Jahnavi should do?**
Answer: The River suggested that she enter the school, sit quietly, and listen to the lesson.
3. **What does Jahnavi's decision to enter the classroom reveal about her?**
Answer: It reveals her courage and determination to learn despite her fear.
4. **Why did King Bruce think of giving up?**
Answer: King Bruce felt discouraged because his repeated efforts had failed.
5. **What happened when the spider finally reached its home?**
Answer: King Bruce cheered and felt inspired to renew his own efforts.
6. **What quality does the spider represent in the poem?**
Answer: The spider represents perseverance in the face of difficulties.
7. **Whom did Helen wish to see on her first day of sight?**
Answer: Helen wished to see the people whose kindness and companionship had enriched her life.
8. **What is Helen's main advice to readers?**
Answer: Helen advises readers to appreciate the world by making full use of their senses.

C. Two-Mark Descriptive Questions:

Each answer contains two sentences.

1. **What did Jahnavi want to learn, and what encouraged her curiosity?**
Answer: Jahnavi wanted to learn to read, write her name, and do sums. Her observations of nature prompted questions that she hoped education would help her answer.

2. **How did the teacher help Jahnavi fulfil her dream?**

Answer: The teacher assured Jahnavi that they would find a way for her to attend school. The teacher then visited her home and spoke to her father.

3. **Why did Jahnavi's mother welcome the opportunity for her daughter to study?**

Answer: Her mother had wanted to attend school as a child but had been denied the opportunity. She was glad that Jahnavi could receive the education she herself had missed.

4. **How did the spider react to its repeated falls?**

Answer: The spider continued climbing after each fall. Its persistent efforts eventually enabled it to reach its home.

5. **How can a student apply the message of "Try Again"?**

Answer: A student can continue practising after making mistakes instead of abandoning the task. Seeking guidance and improving the approach can make further attempts more effective.

6. **How did Helen experience the beauty of trees?**

Answer: Helen felt the smooth bark of a silver birch and the rough bark of a pine. She also searched the branches for buds that marked the arrival of spring.

7. **Why did Helen want to observe people in the city?**

Answer: She wanted to understand people's everyday lives through their expressions and activities. Their happiness, determination, and suffering would awaken different feelings in her.

8. **What connects the River's role with the spider's role?**

Answer: Both encourage a discouraged person to take action. The River guides Jahnavi through words, while the spider inspires King Bruce through its behaviour.

D. Three-Mark Descriptive Questions:

Each answer contains three sentences.

1. **Describe Jahnavi's first experience inside the classroom.**

Answer: Jahnavi entered the classroom with little Appu asleep on her shoulder. She sat in the back row and listened to a story about Prince Ashoka. The teacher noticed her and expressed willingness to help her attend school.

2. **How does Jahnavi's ambition show concern for other girls?**

Answer: Jahnavi wants to become a teacher after completing her education. She plans to visit homes and encourage village girls to attend her school. Her ambition shows that she wants others to share the opportunity she struggled to obtain.

3. **Describe how the spider's example changed King Bruce.**

Answer: King Bruce initially felt hopeless and considered giving up. Watching the spider succeed after repeated falls restored his confidence. He tried again and succeeded in his own effort.

4. **What does the poem teach about responding to failure?**

Answer: Failure need not be the end of an effort. The spider's persistence encourages the king to continue despite earlier disappointments. The poem teaches readers to face setbacks with determination and renewed action.

5. **Explain Helen's plan for her three days of sight.**

Answer: On the first day, Helen wished to see the people who had cared for her. On the

second day, she wanted to watch the sunrise and visit museums. On the third day, she planned to observe people's daily lives in the city.

6. **How could you apply Helen's advice during a nature walk?**

Answer: I would observe the colours, shapes, and movements around me carefully. I would listen to natural sounds and notice familiar scents. Afterwards, I would describe the details that made the walk meaningful.

E. Five-Mark Descriptive Questions:

Each answer contains five sentences.

1. **Describe Jahnavi's journey from wishing to attend school to receiving the opportunity.**

Answer: Jahnavi longed to attend school but remained at home caring for her younger brothers. She shared her worries with the River, which encouraged her to believe in her abilities. Following its advice, she entered the classroom with Appu asleep on her shoulder. The teacher recognised her eagerness and visited her father to discuss her schooling. With her family's support, Jahnavi could finally begin learning at school.

2. **How does "The Day the River Spoke" communicate the importance of equal educational opportunities?**

Answer: Jahnavi is eager to learn, yet her household responsibilities keep her away from school. Her situation shows how girls may lose educational opportunities despite their abilities and interest. The River challenges this inequality by reminding her that girls can do as much as boys. The teacher and her mother support her wish to study. Her ambition to teach other girls shows how one educational opportunity can benefit a wider community.

3. **Explain how the spider's actions inspire King Bruce in "Try Again."**

Answer: King Bruce feels discouraged after repeatedly failing to accomplish a great deed. He watches a spider trying to reach its cobweb home along a fine thread. The spider falls many times but continues its efforts. When it finally succeeds, the king realises that he too should keep trying. He renews his efforts and achieves success.

4. **What can readers learn from Helen Keller's appreciation of the world?**

Answer: Helen's account shows that careful attention can reveal beauty in ordinary things. Her enjoyment of textures demonstrates that appreciation is possible through different senses. Her wish to see caring friends highlights the importance of gratitude and relationships. Her interest in museums and city life reflects curiosity about the wider world. She encourages readers to value their senses and make everyday experiences meaningful.

5. **A classmate wants to stop learning a difficult skill after several unsuccessful attempts; how would you help using ideas from the unit?**

Answer: I would listen to my classmate's worries and offer encouragement, as the River does for Jahnavi. I would explain how the spider's repeated efforts inspired King Bruce to try again. Together, we would identify which part of the skill needs more practice. We could ask a teacher for guidance and set small, achievable goals. I would encourage my classmate to notice progress and use mistakes to improve the next attempt.

6. **Explain how all three selections show that learning can happen beyond textbooks.**

Answer: Jahnavi's observations of nature lead her to ask questions about the world. The River's encouragement helps her discover the courage to pursue education. King Bruce learns perseverance by watching a spider overcome repeated setbacks. Helen Keller gains understanding and pleasure through touch and attentive observation. Together, the selections show that people, nature, and everyday experiences can all become sources of learning.



7th Standard English Book Chapter 2

Chapter 2: WIT AND HUMOUR

2.1 Summary of the Chapter:

The chapter contains three literary selections: *Animals, Birds, and Dr. Dolittle, A Funny Man*, and *Say the Right Thing*.

- (1) **Doctor Dolittle's knowledge of animals:** In Hugh Lofting's story, the Cat's-food-Man suggests that Doctor Dolittle should treat animals because he understands them better than the local veterinarians.
- (2) **Polynesia's encouragement:** Dolittle's parrot, Polynesia, supports this suggestion and reveals that animals have their own languages through which they communicate.
- (3) **Learning animal languages:** Polynesia teaches Dolittle bird language and explains that animals also communicate through movements of their ears, noses, feet, and tails.
- (4) **Becoming an animal doctor:** After learning to understand animals, Dolittle gives up treating people. Owners begin bringing their sick pets and farm animals to him.
- (5) **Helping a horse see clearly:** A plough horse explains that it needs spectacles rather than medicines. Dolittle provides green spectacles, helping the horse see properly again.
- (6) **Dolittle's growing fame:** His ability to listen to animals helps him treat them successfully. He creates separate entrances for different animals, and birds spread his fame worldwide.
- (7) **An unusually dressed man:** In Natalie Joan's poem *A Funny Man*, the speaker meets a polite but strange man who wears a shoe on his head and hats on his feet.
- (8) **Amusing actions and language:** The man offers a currant bun as though it were a rose, sings a song, and hops home on his head. These impossible actions and playful descriptions create humour.
- (9) **A lesson in polite conversation:** In G. C. Thornley's play *Say the Right Thing*, Mrs. Shaw advises her daughter Mary to speak kindly and make their visitors feel welcome.
- (10) **Mary's embarrassing mistakes:** When Mrs. Harding and Mrs. Lee arrive, Mary mistakenly praises children Mrs. Harding does not have and criticises occupations, clothes, and habits connected with the guests and their family.
- (11) **A humorous farewell:** Mary continues offending the visitors unintentionally. When they prepare to leave, she reverses her mother's advice and says, "Oh, must you stay? Can't you go?"
- (12) **The unit's central message:** Through fantasy, nonsense, and awkward conversations, the unit entertains readers while highlighting empathy, careful listening, kindness, and the importance of thinking before speaking.

2.2 Important Formulas:

The following topics support the three selections: *Animals, Birds, and Dr. Dolittle, A Funny Man*, and *Say the Right Thing*. Examples below are drawn from or adapted to the unit.

- (1) **Simple Present Tense**
Used to express habits, general truths, and present states.
Structure: Subject + base verb / verb with **-s or -es**.
Examples: "Polynesia speaks two languages." "Mary talks too much."
- (2) **Present Continuous Tense**
Used for actions happening now or situations that are changing.
Structure: Subject + **am/is/are** + **verb-ing**.
Examples: "He is asking you a question." "I am going blind in one eye."

(3) Present Perfect Tense

Used for completed actions connected with the present or experiences without a specified past time.

Structure: Subject + **has/have** + **past participle**.

Examples: “It has stopped raining.” “Dolittle has learned animal languages.”

(4) Simple Past Tense

Used to describe completed actions in the past, especially when narrating a story.

Structure: Subject + past form of the verb.

Examples: “They lived in London before.” “The funny man wore a shoe upon his head.”

(5) Present Perfect Continuous Tense

Used for activities that began in the past and continue into the present, or recent activities with visible results.

Structure: Subject + **has/have been** + **verb-ing**.

Example: “She has been staying with them for a while.”

Learn **since** for a starting point and **for** for a duration: *since morning; for two hours*.

(6) Kinds of Sentences

Learn to identify sentences by their purpose:

- Declarative:** Makes a statement — “The room looks cleaner now.”
- Interrogative:** Asks a question — “What does that mean?”
- Imperative:** Gives an instruction or request — “Put that coat away.”
- Exclamatory:** Expresses strong feeling — “What beautiful children you have!”

(7) Phrasal Verbs

These combine a verb with a particle, such as an adverb or preposition, to express a meaning. The unit practises:

- Take up:** Begin an activity.
- Take after:** Resemble a family member.
- Take in:** Understand information.
- Take over:** Assume control or responsibility.
- Take off:** Become successful quickly.
- Look after:** Take care of someone or something.

Example: “Arjun decided to take up painting.”

(8) Suffixes and Word Formation

Learn how endings change a word’s meaning or grammatical function.

Examples: **quiet** → **quietly**, **guide** → **guidance**, **courage** → **courageous**, **tough** → **toughest**, and **tomato** → **tomatoes**.

Important suffixes include **-ly**, **-ance**, **-ous**, **-est**, **-ed**, **-es**, **-ward**, and **-logy**.

(9) Correct Choice of Similar Verbs

The unit practises differences between **say/tell**, **fetch/bring**, **see/look**, **live/stay**, **study/learn**, **speak/talk**, and **hear/listen**.

Examples: “Tell **me** the story.” “Say something kind.” “Listen **to** the song.”

Pay attention to both meaning and the words that follow each verb.

(10) Regular and Irregular Verb Forms

These are necessary for using past and perfect tenses correctly.

Examples: **talk–talked–talked**, **go–went–gone**, **wear–wore–worn**, **speak–spoke–spoken**, and **write–wrote–written**.

(11) Modal Verbs

Learn how **can**, **could**, **may**, **must**, **should**, and **will** express ability, permission, obligation, advice, or future action.

Structure: Modal + base verb.

Examples: “Animals can communicate.” “You must look nice.” “Mary should speak politely.”

(12) Question Formation and Negatives

Practise using **do/does/did**, forms of **be**, and modal verbs to form questions and negative sentences.

Examples: “Why do people keep dogs?” “What does that mean?” “I don’t like dogs.”

After **does** or **did**, use the base verb: “*Did he wear a hat?*”

(13) Pronouns and Possessive Forms

Pronouns avoid repetition, while possessive forms show ownership or relationships.

Examples: **he, she, they, him, them, my, her, and their.**

In “Polynesia teaches him,” **him** refers to Doctor Dolittle. Practise apostrophes in expressions such as **the horse’s eyes**.

(14) Adjectives and Adverbs

Adjectives describe nouns; adverbs can describe how actions happen.

Examples: “a **wealthy** man,” “**green** spectacles,” “She spoke **quietly**,” and “The animals waited **patiently**.”

(15) Prepositions and Conjunctions

Prepositions show relationships of place, time, or movement; conjunctions connect ideas.

Examples: “**on** his head,” “**in** the kitchen,” “**against** the wall,” and “**before** the visit.”

Practise connectors such as **and, but, because, and when**: “The animals trusted Dolittle because he understood them.”

(16) Punctuation, Direct Speech, and Contractions

Learn to use quotation marks, commas, full stops, question marks, and exclamation marks in dialogue.

Example: “What does that mean?” asked the Doctor.

Practise contractions such as **don’t = do not, can’t = cannot, and I’ll = I will**.

Remember that **’s** can mean **is** or **has**, depending on the sentence.

Related language skills: The unit also covers **palindromes, rhyme scheme, alliteration, poetic inversion, sentence stress, and intonation**. These are vocabulary, literary, and speaking skills rather than grammar topics.

2.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Complete the sentences using information from the selections.

A. Animals, Birds, and Dr. Dolittle

1. The _____ suggested that Doctor Dolittle should become an animal doctor.

Answer: Cat’s-food-Man

2. The Cat’s-food-Man visited Doctor Dolittle because he had a _____.

Answer: stomach-ache

3. Doctor Dolittle’s parrot was named _____.

Answer: Polynesia

4. The Cat’s-food-Man’s wife, _____, read Dolittle’s book to him.

Answer: Theodosia

5. Polynesia said that parrots could speak people’s language and _____ language.

Answer: bird

6. Dolittle brought a book and a _____ to write down the bird words.

Answer: pencil

7. Doctor Dolittle’s dog was called _____.

Answer: Jip

8. Polynesia explained that dogs nearly always used their _____ for asking questions.
Answer: noses
9. The plough horse told Dolittle that it needed _____.
Answer: spectacles
10. The horse wanted glasses that were _____ in colour.
Answer: green
11. Dolittle asked the plough horse to return on _____ to collect its glasses.
Answer: Tuesday
12. Dolittle wrote “_____” over the front door for a particular group of animals.
Answer: HORSES
13. The mice entered the cellar through a tiny _____.
Answer: tunnel
14. Birds flying to other countries spread Dolittle’s fame among animals around the _____.
Answer: world

B. A Funny Man

15. The poem *A Funny Man* was written by _____.
Answer: Natalie Joan
16. The funny man wore a _____ upon his head.
Answer: shoe
17. The funny man wore hats upon his _____.
Answer: feet
18. Although the man looked unusual, his manners were _____.
Answer: polite
19. The funny man offered a currant bun, calling it a _____.
Answer: rose
20. The speaker staggered back against a _____.
Answer: wall
21. The funny man sat down on the ground and began to sing a _____.
Answer: song
22. At the end of the poem, the funny man hopped home on his _____.
Answer: head

C. Say the Right Thing

23. Mary Shaw’s mother was called _____.
Answer: Mrs. Shaw
24. Mrs. Shaw asked Mary to put her coat away in her _____.
Answer: bedroom
25. Mr. Harding had bought a big house in _____.
Answer: Lanfield
26. Mrs. Lee was Mr. Harding’s _____.
Answer: sister
27. Mrs. Shaw advised Mary to be _____ to people.
Answer: kind
28. Mrs. Harding told Mary that she had no _____.
Answer: children
29. Mr. Best travelled to London every morning by _____.
Answer: train
30. Mrs. Lee said that her brother worked as a _____.
Answer: banker

31. Mary criticised Mrs. Best for wearing a blue dress with a _____ coat.
Answer: red
32. The dog that Mary criticised belonged to Mrs. Harding and was named _____.
Answer: Towzer
33. Mary saw Mr. Pomeroy riding a _____.
Answer: horse
34. Instead of politely asking the guests to stay, Mary said, "Oh, must you stay? Can't you _____?"
Answer: go
35. The play *Say the Right Thing* was written by _____.
Answer: G. C. Thornley

2.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Complete each sentence by inferring, analysing, or applying ideas from the selections. Suggested answers are provided; other suitable answers with similar meanings may also be accepted.

A. Animals, Birds, and Dr. Dolittle

1. Dolittle's willingness to learn animal languages shows that he is _____ to new ideas.
Answer: open
2. Although Polynesia is a bird, she becomes Dolittle's teacher, suggesting that knowledge can come from _____ sources.
Answer: unexpected
3. The earlier veterinarian's failure to understand the horse shows that treatment becomes difficult without effective _____.
Answer: communication
4. By listening to the horse before treating it, Dolittle shows that understanding a patient's needs is better than making _____.
Answer: assumptions
5. Polynesia's explanation of animal movements suggests that communication can be both verbal and _____.
Answer: non-verbal
6. Dolittle's separate entrances for different animals show his ability to _____ his arrangements to suit his patients.
Answer: adapt
7. The animals recommend Dolittle to others because his successful treatment earns their _____.
Answer: trust
8. Dolittle's willingness to help tiny field creatures as well as large farm animals suggests that every creature deserves _____.
Answer: care
9. If a student observes a pet's movements to understand its needs, the student is applying Polynesia's lesson about _____ language.
Answer: body
10. Dolittle's happiness in his new profession suggests that helping others can bring personal _____.
Answer: fulfilment

B. A Funny Man

11. Wearing a shoe on the head and hats on the feet creates humour by reversing the reader's _____.
Answer: expectations
12. The funny man's polite behaviour despite his strange appearance suggests that we should not judge people only by their _____.
Answer: appearance
13. Calling a currant bun a rose creates a humorous mismatch between words and _____.
Answer: reality
14. Expressions such as "funny sounding sight" mix different senses and make the description seem _____.
Answer: nonsensical
15. The man's act of hopping home on his head places the poem in a world of _____ rather than everyday reality.
Answer: fantasy
16. The repeated use of the word "funny" strengthens the poem's _____ mood.
Answer: humorous
17. The speaker's question about the hats shows a desire to understand the man's unusual behaviour, revealing her _____.
Answer: curiosity
18. If an illustrator drew someone using an umbrella as a walking stick on a sunny day, the unexpected use of the object could create _____, as in the poem.
Answer: humour

C. Say the Right Thing

19. Mary's confidence that anyone can talk overlooks the need to consider other people's _____.
Answer: feelings
20. Mary's insistence that Mrs. Harding has children shows the danger of treating an assumption as a _____.
Answer: fact
21. Mary's claim that bankers cannot think is an unfair _____ about an entire profession.
Answer: generalisation
22. Mary's repeated apologies do not prevent further mistakes because she fails to _____ before speaking.
Answer: think
23. The awkward silences after Mary's remarks suggest that the guests feel _____.
Answer: uncomfortable
24. Mrs. Shaw repeatedly changes the topic to prevent further _____ to the guests.
Answer: offence
25. Mary remembers parts of her mother's advice but fails to apply them appropriately, showing that memorisation alone does not ensure _____.
Answer: understanding
26. Mary's final words reverse the intended invitation and make the guests feel _____.
Answer: unwelcome
27. If Mary had asked respectful questions instead of criticising people, the conversation would probably have been more _____.
Answer: pleasant

28. Before commenting negatively on someone's habits, imagining how that person might feel is an act of _____.

Answer: empathy

D. Connecting the Selections

29. Dolittle listens carefully to others, while Mary speaks without sufficient consideration; this contrast highlights the importance of _____.

Answer: listening

30. Both *A Funny Man* and *Say the Right Thing* create humour through events or statements that differ from what the reader _____.

Answer: expects

2.5 One-mark questions with Answers of LOTS Type: (32 Questions)

Each answer is given in one sentence.

A. Animals, Birds, and Dr. Dolittle:

1. **Who suggested that Doctor Dolittle should become an animal doctor?**
Answer: The Cat's-food-Man suggested that Doctor Dolittle should become an animal doctor.
2. **Why did the Cat's-food-Man visit Doctor Dolittle?**
Answer: The Cat's-food-Man visited Doctor Dolittle because he had a stomach-ache.
3. **Who read Doctor Dolittle's book to the Cat's-food-Man?**
Answer: His wife, Theodosia, read Doctor Dolittle's book to him.
4. **What was the name of Doctor Dolittle's parrot?**
Answer: Doctor Dolittle's parrot was named Polynesia.
5. **Which two languages could Polynesia speak?**
Answer: Polynesia could speak people's language and bird language.
6. **What did Dolittle bring to record the bird words?**
Answer: Dolittle brought a book and a pencil to record the bird words.
7. **How do animals communicate apart from using their mouths?**
Answer: Animals communicate through movements of their ears, feet, tails, and other body parts.
8. **What was the name of Doctor Dolittle's dog?**
Answer: Doctor Dolittle's dog was called Jip.
9. **What problem did the plough horse describe to Dolittle?**
Answer: The plough horse said that it was going blind in one eye.
10. **What did Dolittle provide for the plough horse?**
Answer: Dolittle provided a pair of green spectacles for the plough horse.
11. **Why did the horse request green spectacles?**
Answer: The horse requested green spectacles to keep the sunlight out of its eyes while ploughing.
12. **How did the mice enter Dolittle's house?**
Answer: The mice entered Dolittle's house through a tiny tunnel leading into the cellar.
13. **How did animals in foreign countries learn about Dolittle?**
Answer: Birds travelling to other countries told the animals there about Dolittle.

B. A Funny Man

14. **Who wrote the poem "A Funny Man"?**
Answer: Natalie Joan wrote the poem "A Funny Man."
15. **What did the funny man wear on his head?**
Answer: The funny man wore a shoe on his head.

16. **What did the funny man wear on his feet?**

Answer: The funny man wore hats on his feet.

17. **How did the funny man greet the speaker?**

Answer: The funny man raised the shoe from his head and smiled at the speaker.

18. **What did the funny man offer the speaker instead of a rose?**

Answer: The funny man offered the speaker a currant bun instead of a rose.

19. **How did the speaker react when the man held the bun to her nose?**

Answer: The speaker staggered back against the wall.

20. **What did the funny man do while sitting on the ground?**

Answer: The funny man sang a song while sitting on the ground.

21. **How did the funny man return home?**

Answer: The funny man hopped home on his head.

C. Say the Right Thing

22. **Who are the four characters in the play?**

Answer: The four characters are Mary Shaw, Mrs. Shaw, Mrs. Harding, and Mrs. Lee.

23. **Where did Mrs. Shaw ask Mary to put her coat?**

Answer: Mrs. Shaw asked Mary to put her coat in her bedroom.

24. **Where had the Hardings lived before moving to Lanfield?**

Answer: The Hardings had lived in London before moving to Lanfield.

25. **How was Mrs. Lee related to Mr. Harding?**

Answer: Mrs. Lee was Mr. Harding's sister.

26. **What did Mrs. Shaw advise Mary to do if everyone stopped talking?**

Answer: Mrs. Shaw advised Mary to say something kind to make the guests talk again.

27. **What did Mrs. Harding say when Mary praised her children?**

Answer: Mrs. Harding said that she had no children.

28. **What was Mr. Best's profession?**

Answer: Mr. Best was a banker.

29. **What colour combination did Mary criticise in Mrs. Best's clothes?**

Answer: Mary criticised Mrs. Best for wearing a blue dress with a red coat.

30. **Who owned the dog named Towzer?**

Answer: Towzer belonged to the Hardings.

31. **What did Mary say when the guests were leaving?**

Answer: Mary said, "Oh, must you stay? Can't you go?"

32. **Who wrote the play "Say the Right Thing"?**

Answer: G. C. Thornley wrote the play "Say the Right Thing."

2.6 One-mark questions with Answers of HOTS Type: (28 Questions)

Each question carries one mark, and each suggested answer is one sentence.

A. Animals, Birds, and Dr. Dolittle

1. **What does Dolittle's readiness to learn from Polynesia reveal about him?**

Answer: His readiness shows that he values knowledge regardless of who provides it.

2. **Why was Dolittle better able to help the horse than the earlier veterinarian?**

Answer: Dolittle understood the horse's explanation instead of treating it without knowing its actual problem.

3. **What can we infer about the horse's feelings when it meets Dolittle?**

Answer: The horse feels relieved because it has finally found someone who understands it.

4. How do the separate animal entrances reflect Dolittle's thoughtfulness?

Answer: They show that he considers the different needs of his patients.

5. Why is observing an animal's movements important for understanding it?

Answer: Its movements may communicate needs or feelings that it cannot express in human words.

6. What does the spread of Dolittle's fame suggest about good service?

Answer: Good service earns trust and encourages others to recommend the person providing it.

7. How does Dolittle's treatment of tiny creatures reveal his attitude towards life?

Answer: It suggests that he considers small creatures as deserving of care as larger animals.

8. What lesson could a doctor learn from Dolittle's encounter with the horse?

Answer: A doctor should listen carefully to a patient before deciding on treatment.

B. A Funny Man**9. Why does the funny man's clothing make readers laugh?**

Answer: His clothing makes readers laugh because he wears familiar objects in unexpected places.

10. Why is offering a currant bun as a rose humorous?

Answer: It is humorous because the object he offers is completely different from what he calls it.

11. What does the funny man's politeness suggest about judging appearances?

Answer: It suggests that an unusual appearance does not mean a person has bad manners.

12. How does the phrase "funny sounding sight" contribute to the poem's humour?

Answer: It amusingly mixes hearing and sight to describe the man's unusual appearance.

13. Why is hopping home on his head a suitable ending to the poem?

Answer: It ends the poem with an impossible action that matches the man's other unusual behaviour.

14. How would the poem change if the man behaved normally?

Answer: The poem would lose much of its surprise and humour.

15. What does the speaker's question about the hats reveal about her?

Answer: It reveals her curiosity about the man's strange way of dressing.

C. Say the Right Thing**16. Why does Mary's confidence fail to make her a good conversationalist?**

Answer: She speaks confidently but does not consider how her remarks affect others.

17. Why is Mary's insistence about Mrs. Harding's children impolite?

Answer: Mary dismisses Mrs. Harding's correction and assumes that she knows better.

18. Why is Mary's statement that bankers cannot think unfair?

Answer: It judges everyone in a profession without evidence.

19. What do the repeated silences suggest about the guests' feelings?

Answer: The silences suggest that the guests feel uncomfortable after Mary's remarks.

20. Why do Mary's apologies fail to improve the conversation?

Answer: She continues making thoughtless remarks instead of changing her behaviour.

21. Why does Mrs. Shaw repeatedly introduce new topics?

Answer: She hopes to move the conversation away from Mary's offensive remarks.

22. What is the difference between Mary's intention and the effect of her words?

Answer: Mary intends to keep the conversation going, but her words offend the guests.

23. Why is Mary's final farewell especially humorous?

Answer: She reverses her mother's polite farewell and accidentally asks the guests to leave.

24. How could Mary have responded politely when she discovered that Towzer belonged to the Hardings?

Answer: She could have apologised sincerely and avoided further criticism of the dog.

25. What does the play suggest about memorising polite expressions?

Answer: Memorising polite expressions is insufficient without understanding when and how to use them.

D. Connecting the Selections

26. How does Dolittle's approach to communication differ from Mary's?

Answer: Dolittle listens to understand others, while Mary speaks without considering their feelings.

27. How do both the poem and the play create surprise?

Answer: Both create surprise by making characters act or speak differently from what readers expect.

28. What shared lesson about understanding others emerges from Dolittle's story and Mary's play?

Answer: Both selections show that successful communication requires attention to others' needs and feelings.

2.7 Two-mark questions with Answers of LOTS Type: (23 Questions)

Each question carries two marks, and each answer contains two sentences.

A. Animals, Birds, and Dr. Dolittle:

1. What suggestion did the Cat's-food-Man give Dolittle, and why?

Answer: The Cat's-food-Man suggested that Dolittle should become an animal doctor. He believed that Dolittle knew more about animals than the local veterinarians.

2. What did Polynesia tell Dolittle about the languages spoken by parrots?

Answer: Polynesia told Dolittle that parrots could speak people's language and bird language. She demonstrated bird language by saying words that meant, "Is the porridge hot yet?"

3. How did Dolittle prepare to learn bird language?

Answer: Dolittle fetched a book and a pencil to write down the words. He asked Polynesia to teach him the Birds' ABC slowly.

4. What did Polynesia explain about the ways animals communicate?

Answer: Polynesia explained that animals do not always communicate with their mouths. They also use their ears, feet, tails, and other body parts.

5. What was Jip doing, and what did his movement mean?

Answer: Jip was twitching one side of his nose. Polynesia explained that he was asking whether Dolittle could see that the rain had stopped.

6. Who brought animals to Dolittle after he became an animal doctor?

Answer: Old ladies brought their pet pugs and poodles that had eaten too much cake. Farmers travelled many miles to bring their sick cows and sheep.

7. **What did the plough horse say about its problem and its earlier treatment?**
Answer: The plough horse said that it was going blind in one eye and needed spectacles. The earlier veterinarian had given it big pills without examining its eyes.
8. **What kind of spectacles did the horse request, and why?**
Answer: The horse requested spectacles like Dolittle's but with green lenses. It wanted them to keep the sunlight out of its eyes while ploughing.
9. **What arrangements did Dolittle make for different animals to enter his house?**
Answer: Dolittle labelled separate doors for horses, cows, and sheep. He also had a tiny tunnel made for mice to enter the cellar.
10. **How did Dolittle become famous among animals in other countries?**
Answer: Birds flying to other countries in winter told the animals there about Dolittle. They explained that he could understand their language and help them with their troubles.

B. A Funny Man

11. **How was the funny man dressed, and how did he greet the speaker?**
Answer: The funny man wore a shoe on his head and hats on his feet. He raised the shoe and smiled politely at the speaker.
12. **What did the funny man offer the speaker, and what did he call it?**
Answer: The funny man took out a currant bun and held it to the speaker's nose. He called it a rose and addressed the speaker as "Your Highness."
13. **How did the speaker react to the funny man's gift?**
Answer: The speaker staggered back against the wall. She remarked that she had never seen a rose with such a funny-looking smell.
14. **What did the funny man do when he began to sing?**
Answer: The funny man sat down on the ground as he began singing. The speaker described his song as a "funny feeling sound."
15. **What question did the speaker ask at the end, and how did the man respond?**
Answer: The speaker asked why the man wore two hats on his feet. He turned the other way and hopped home on his head.

C. Say the Right Thing

16. **Who were Mrs. Harding and Mrs. Lee?**
Answer: Mrs. Harding was the wife of the wealthy Mr. Harding. Mrs. Lee was Mr. Harding's married sister, who was staying with them.
17. **Why did Mrs. Shaw want to know Mrs. Harding better?**
Answer: Mrs. Shaw wanted Mrs. Harding to invite her to their house. She also wanted to make more friends because there was not much to do in Lanfield.
18. **What advice did Mrs. Shaw give Mary about keeping the conversation pleasant?**
Answer: Mrs. Shaw told Mary to be kind and say things that would please the guests. She also asked Mary to say something kind if everyone stopped talking.
19. **What did Mary say about Mrs. Harding's children, and how did Mrs. Harding respond?**
Answer: Mary praised Mrs. Harding's children and said she had seen a little boy and girl walking along the road. Mrs. Harding replied that she had no children.
20. **What did Mary say about bankers, and what did Mrs. Lee reveal?**
Answer: Mary said that bankers could not think while criticising Mr. Best's daily routine. Mrs. Lee revealed that her brother was a banker who also travelled to London by train and read newspapers.
21. **What did Mary say about Mrs. Best's clothes, and how did Mrs. Harding respond?**

Answer: Mary laughed at Mrs. Best for wearing a blue dress with a red coat. Mrs. Harding replied that she often wore the same colour combination.

22. What did Mary say about the dog outside, and whose dog was it?

Answer: Mary complained that the dog looked dirty and questioned why people kept dogs. Mrs. Harding explained that it was their dog, Towzer.

23. What farewell had Mrs. Shaw taught Mary, and what did Mary actually say?

Answer: Mrs. Shaw had taught Mary to say, “Must you go? Can’t you stay?” Mary reversed the words and said, “Oh, must you stay? Can’t you go?”

2.8. Two-mark questions with Answers of HOTS Type: (20 Questions)

Each question carries two marks, and each suggested answer contains two sentences.

A. Animals, Birds, and Dr. Dolittle

1. How does Dolittle’s willingness to learn from Polynesia challenge the idea that humans know more than animals?

Answer: Polynesia possesses knowledge of animal languages that Dolittle lacks. His willingness to become her student shows that learning depends on another’s knowledge rather than their identity.

2. Why did the horse need an understanding doctor rather than more medicine?

Answer: The horse needed spectacles for its eyesight, but the earlier veterinarian had given it pills without understanding the problem. Dolittle’s ability to listen helped him provide the appropriate solution.

3. What might have happened if Dolittle had ignored animals’ body language?

Answer: He might have missed messages expressed through movements of their noses, ears, or tails. This would have limited his understanding of their needs even after learning their spoken language.

4. How do the separate entrances demonstrate both kindness and practical thinking?

Answer: The entrances make access easier for animals of different sizes and kinds. They also help Dolittle organise the large number of patients visiting his house.

5. Why is the animals’ recommendation of Dolittle more convincing than a claim he might make about himself?

Answer: The animals recommend him after experiencing his care and successful treatment. Their accounts provide evidence of his abilities that a personal claim alone would not provide.

6. What connection does the story suggest between choosing suitable work and finding happiness?

Answer: Dolittle uses his knowledge of animals and his ability to communicate with them in his new profession. His happiness suggests that work suited to one’s interests and abilities can be fulfilling.

B. A Funny Man

7. How does the poet turn ordinary objects into sources of humour?

Answer: The poet places a shoe on the man’s head and hats on his feet instead of in their usual positions. These unexpected uses of familiar objects create surprise and amusement.

8. Why is the contrast between the man’s appearance and his manners interesting?

Answer: His unusual clothing makes him seem strange, but his greeting is polite. This contrast reminds readers that appearance does not necessarily reveal how someone will behave.

9. **How does calling a currant bun a rose add to the poem's nonsense?**

Answer: The man gives an ordinary food item the name of a flower and presents it formally. The mismatch between his words and actions makes the situation absurd and humorous.

10. **How do expressions such as “funny sounding sight” affect the reader's experience?**

Answer: These expressions combine senses that readers normally describe separately. They make the language seem as unexpected and playful as the man's actions.

11. **Why is the final action of hopping home on his head an effective ending?**

Answer: It continues the pattern of doing things in unusual or reversed ways. Its impossibility gives the reader one final surprise and strengthens the poem's humorous mood.

12. **Would a realistic explanation of every strange action improve this poem? Give a reason.**

Answer: A realistic explanation could reduce the poem's surprise and playful nonsense. Leaving the actions unexplained allows readers to enjoy its imaginative world.

C. Say the Right Thing

13. **Why does Mary's knowledge of polite greetings fail to help her during the visit?**

Answer: Knowing greetings does not teach Mary to choose considerate topics or respond sensitively. She continues making critical remarks without thinking about their effect on the guests.

14. **How does Mary's reaction to Mrs. Harding's correction reveal a weakness in her conversational skills?**

Answer: Mary insists that Mrs. Harding has children even after being told otherwise. This shows that she relies on her assumptions instead of listening carefully and accepting correction.

15. **Why do Mary's repeated apologies fail to repair the conversation?**

Answer: Her apologies are followed by more remarks that offend the visitors. She does not use the earlier mistakes to change how she speaks.

16. **How do the silences help communicate the guests' feelings without directly describing them?**

Answer: The silences follow Mary's embarrassing remarks and interrupt the conversation. They suggest that the guests feel uncomfortable and are unsure how to respond politely.

17. **Why is Mrs. Shaw's advice to keep talking insufficient unless Mary also understands kindness?**

Answer: Filling a silence can make a conversation worse if the new remark is hurtful. Mary needs to consider the listeners' feelings as well as find something to say.

18. **How does the final farewell reveal the difference between memorising and understanding?**

Answer: Mary remembers the words of the farewell but reverses them so that they express the opposite meaning. Her mistake shows that polite language must be understood and used appropriately, not merely repeated.

D. Connecting the Selections

19. **How do Dolittle and Mary demonstrate opposite approaches to communication?**

Answer: Dolittle pays attention to others and learns how to understand their needs. Mary concentrates on speaking and overlooks how her words affect her listeners.

20. **How does humour differ in “A Funny Man” and “Say the Right Thing”?**

Answer: “A Funny Man” creates humour through impossible actions and playful

nonsense. “Say the Right Thing” creates humour through believable social mistakes and embarrassing conversation.

2.9. Three-mark questions with Answers of LOTS Type: (15 Questions)

Each question carries three marks, and each answer contains three sentences.

A. Animals, Birds, and Dr. Dolittle

1. **Describe the Cat’s-food-Man’s suggestion to Doctor Dolittle.**

Answer: The Cat’s-food-Man suggested that Dolittle should stop treating people and become an animal doctor. He believed that Dolittle knew more about animals than the local veterinarians. He praised Dolittle’s book about cats, which his wife, Theodosia, had read to him.

2. **How did Polynesia begin teaching Dolittle bird language?**

Answer: Polynesia told Dolittle that parrots could speak both people’s language and bird language. Dolittle excitedly brought a book and a pencil to record her words. Polynesia spent the rainy afternoon teaching him bird words at the kitchen table.

3. **What did Polynesia teach Dolittle about animals’ body language?**

Answer: Polynesia explained that animals communicate with their ears, feet, tails, and other body parts. She pointed out that Jip was asking a question by twitching one side of his nose. His movement meant that he wanted Dolittle to notice that the rain had stopped.

4. **Describe the plough horse’s problem and the help Dolittle provided.**

Answer: The plough horse told Dolittle that it was going blind in one eye and needed spectacles. It requested green spectacles to keep the sunlight out of its eyes while ploughing. Dolittle provided the glasses, and the horse could see as well as before.

5. **What arrangements did Dolittle make for the animals visiting his house?**

Answer: Dolittle labelled the front door “HORSES” and the side door “COWS.” He labelled the kitchen door “SHEEP.” The mice had a tiny tunnel leading into the cellar, where they waited patiently in rows.

6. **How did Dolittle become famous among animals near and far?**

Answer: Animals treated by Dolittle told their brothers and friends about his ability to help them. Soon, creatures such as harvest mice, badgers, and bats also began visiting him. Birds flying abroad in winter spread news of him to animals in other countries.

B. A Funny Man

7. **Describe the funny man’s appearance and greeting.**

Answer: The funny man wore a shoe upon his head. He wore hats upon his feet. He raised the shoe and smiled politely at the speaker.

8. **Describe the funny man’s gift and the speaker’s reaction.**

Answer: The funny man addressed the speaker as “Your Highness” and offered her a rose. However, he took out a currant bun and held it to her nose. The speaker staggered against the wall and remarked that she had never seen a rose with such a funny-looking smell.

9. **What happened after the funny man presented his gift?**

Answer: The funny man began singing and sat down on the ground. The speaker asked him why he wore two hats on his feet. He turned the other way and hopped home on his head.

C. Say the Right Thing

10. **What instructions did Mrs. Shaw give Mary before the guests arrived?**

Answer: Mrs. Shaw asked Mary to put her coat in her bedroom and change into a

clean dress. She told Mary to be kind and say things that would please the guests. She also asked Mary to say something kind whenever everyone stopped talking.

11. What did Mrs. Shaw tell Mary about Mrs. Harding and Mrs. Lee?

Answer: Mrs. Harding was the wife of a wealthy man who had bought a big house in Lanfield. The Hardings had previously lived in London. Mrs. Lee was Mr. Harding's married sister and was staying with them for a while.

12. Describe Mary's mistake when she spoke about Mrs. Harding's children.

Answer: Mary praised Mrs. Harding's children and said she had seen them walking along the road. When Mrs. Harding said she had no children, Mary insisted that she had seen a little boy and a little girl. Mrs. Shaw explained that they must have been someone else's children.

13. What did Mary say about Mr. Best, and how did Mrs. Lee respond?

Answer: Mary criticised Mr. Best for travelling to London by train every day and reading newspapers instead of books. She also said that bankers could not think. Mrs. Lee replied that her brother was a banker who travelled to London by train and read newspapers.

14. Describe Mary's remarks about the dog outside the house.

Answer: Mary complained that the dog looked dirty and was always near their house. She questioned why people kept dogs and why its owner did not keep it clean. Mrs. Harding identified the dog as Towzer, their own pet.

15. How did the visit end?

Answer: Mrs. Harding said that it was getting late and that they must leave. Mrs. Shaw thanked the guests for visiting and asked them to stay a little longer. Mary mistakenly said, "Oh, must you stay? Can't you go?"

2.10. Three-mark questions with Answers of HOTS Type: (15 Questions)

Each question carries three marks, and each suggested answer contains three sentences.

A. Animals, Birds, and Dr. Dolittle:

1. How does Dolittle's willingness to learn from Polynesia contribute to his success?

Answer: Dolittle accepts that Polynesia knows something valuable that he does not. By learning from her, he becomes able to understand animals and identify their problems. His success shows the importance of curiosity and willingness to learn from others.

2. What does the horse's experience reveal about the danger of making assumptions?

Answer: The earlier veterinarian gives the horse pills without recognising its difficulty in seeing. Dolittle understands the actual problem because he listens to the horse's explanation. The incident shows that solutions based on assumptions may fail to meet someone's needs.

3. How do Dolittle's arrangements for his patients combine compassion with practical thinking?

Answer: Dolittle recognises that animals of different sizes need suitable ways to enter his house. He provides separate doors and a tiny tunnel for the mice. These arrangements make his care accessible while helping him manage the crowd.

4. Why does understanding animal language make Dolittle's treatment more effective?

Answer: The animals can tell him where they feel pain and describe their difficulties. This information helps him identify their problems more accurately. Their ability to communicate with him also encourages them to seek his help.

5. **What can students learn from Dolittle about responding to someone who communicates differently?**

Answer: Students can learn to observe gestures and expressions instead of depending only on spoken words. They should listen patiently and make an effort to understand the other person's needs. Like Dolittle, they can adapt their communication to help others feel understood.

B. A Funny Man

6. **How does the poem create humour by changing the usual purposes of everyday objects?**

Answer: The man wears a shoe on his head and hats on his feet. He also presents a currant bun as though it were a rose. These changes surprise readers because familiar objects appear in unexpected roles.

7. **How does the funny man challenge the idea that unusual people must be unfriendly?**

Answer: His strange clothing makes him appear different from other people. However, he smiles politely and formally offers the speaker a gift. His behaviour suggests that appearance alone is an unreliable guide to someone's manners.

8. **How does the poet's unusual use of sensory descriptions support the poem's mood?**

Answer: Expressions such as "funny sounding sight" combine senses in unexpected ways. These descriptions make the language seem as strange as the man's behaviour. Together, the words and actions create a playful, nonsensical mood.

9. **Why would a realistic ending be less suitable than the man hopping home on his head?**

Answer: The poem has already established a world in which ordinary expectations are reversed. Hopping home on his head continues this pattern and provides a final surprise. A realistic departure would weaken the poem's consistent sense of nonsense.

C. Say the Right Thing

10. **Why is Mary's belief that "Anyone can talk" an incomplete understanding of conversation?**

Answer: Conversation requires more than the ability to speak. A good speaker listens, selects suitable topics, and considers the feelings of others. Mary's remarks show that speaking confidently without these skills can cause embarrassment.

11. **How do Mary's repeated mistakes show that an apology should be followed by a change in behaviour?**

Answer: Mary apologises after discovering that her remarks offend the guests. However, she continues making similar comments about other people and their habits. Her apologies would be more effective if she began thinking carefully before speaking.

12. **How does the playwright use silence to show the effect of Mary's remarks?**

Answer: Awkward silences follow several of Mary's comments. These pauses suggest that the guests feel uncomfortable and do not know how to respond. They also make Mary's failure to create pleasant conversation more noticeable.

13. **Why does Mary's final farewell provide an effective ending to the play?**

Answer: Mrs. Shaw has carefully taught Mary how to ask the guests to stay. Mary reverses the words and accidentally invites them to leave instead. This final mistake completes the pattern of her saying the wrong thing despite trying to speak correctly.

D. Connecting the Selections

14. **Compare the role of listening in Dolittle's success and Mary's failure.**

Answer: Dolittle listens closely and uses what he learns to help his patients. Mary

overlooks corrections and continues speaking without considering her listeners. Their contrasting experiences show that effective communication depends on understanding others.

15. How do “A Funny Man” and “Say the Right Thing” produce different kinds of humour?

Answer: “A Funny Man” uses impossible actions and unusual descriptions to create nonsense humour. “Say the Right Thing” uses everyday social mistakes that readers can recognise. Both surprise the reader, but the poem depends on fantasy while the play depends on awkward human behaviour.

2.11 Five-mark questions with Answers of LOTS Type: (6 Questions)

Each question carries five marks, and each answer contains five points.

1. Describe how Doctor Dolittle began learning animal languages.

Answer:

1. The Cat’s-food-Man suggested that Dolittle should become an animal doctor because he understood animals well.
2. Polynesia supported the suggestion and told Dolittle that animals had languages of their own.
3. She explained that parrots could speak both people’s language and bird language.
4. Dolittle brought a book and a pencil and asked her to teach him the Birds’ ABC slowly.
5. Polynesia taught him bird words throughout the rainy afternoon and later explained how animals communicated through body movements.

2. Describe the plough horse’s problem and how Doctor Dolittle helped it.

Answer:

1. The plough horse told Dolittle that it was going blind in one eye and needed spectacles.
2. Its previous veterinarian had treated it for six weeks with pills without examining its eyes.
3. The horse requested spectacles like Dolittle’s but wanted green ones to protect its eyes from sunlight while ploughing.
4. Dolittle promised to arrange the spectacles and asked the horse to return on Tuesday.
5. After receiving the green spectacles, the horse could see as well as before.

3. Describe how Dolittle’s animal practice grew and how he managed his patients.

Answer:

1. After hearing about Dolittle’s new practice, old ladies brought their pets and farmers brought sick cows and sheep.
2. Animals told their friends and relatives about his treatment, and his garden became crowded with patients.
3. Dolittle provided separate entrances labelled “HORSES,” “COWS,” and “SHEEP.”
4. He also arranged a tiny tunnel into the cellar, where mice waited patiently in rows.
5. Birds carried news of his abilities to other countries, making him famous among animals worldwide.

4. Describe the funny man’s appearance and actions in the poem “A Funny Man.”

Answer:

1. The funny man walked down the street wearing a shoe on his head and hats on his feet.
2. He raised the shoe and smiled politely at the speaker.
3. Addressing the speaker as “Your Highness,” he offered a currant bun while calling it a rose.
4. He then began singing a song and sat down on the ground.

- When the speaker asked about the hats on his feet, he turned away and hopped home on his head.

5. What instructions did Mrs. Shaw give Mary before the guests arrived?

Answer:

- Mrs. Shaw asked Mary to put her coat in her bedroom and change into a clean dress.
- She advised Mary to be kind and say things that would please the guests.
- She told Mary to laugh and try to make the visitors laugh too.
- She instructed Mary to say something kind if everyone stopped talking and to avoid making the guests angry.
- She asked Mary to look sorry when the guests prepared to leave and say, "Must you go? Can't you stay?"

6. Describe five mistakes Mary made during the guests' visit in "Say the Right Thing."

Answer:

- Mary praised Mrs. Harding's children and insisted that she had seen them, although Mrs. Harding had no children.
- She criticised bankers before learning that Mrs. Lee's brother was a banker.
- She laughed at Mrs. Best's blue dress and red coat, only to discover that Mrs. Harding wore the same combination.
- She criticised a dirty-looking dog outside before discovering that it was the Hardings' dog, Towzer.
- When the guests were leaving, she mistakenly said, "Oh, must you stay? Can't you go?"

2.12 Five-mark questions with Answers of HOTS Type: (6 Questions)

Each question carries five marks, and each suggested answer contains five points.

1. "Dolittle's success depends as much on his attitude as on his knowledge." Explain with examples.

Answer:

- Dolittle shows an open mind by accepting Polynesia's explanation that animals have their own languages.
- His willingness to learn from a bird shows humility rather than pride in his position as a doctor.
- He listens carefully to the horse and discovers its need for spectacles instead of continuing unsuitable treatment.
- He considers different animals' needs by arranging separate entrances and a tunnel for the mice.
- His curiosity, patience, and kindness help him use his knowledge effectively and earn his patients' trust.

2. How does the horse's experience show the importance of understanding a problem before offering a solution?

Answer:

- The earlier veterinarian gives the horse pills without identifying its difficulty in seeing.
- His treatment fails to meet the horse's actual need because he cannot understand its explanation.
- Dolittle listens to the horse and recognises that spectacles are required.
- He also respects its request for green lenses to reduce the sunlight entering its eyes while it works.
- The incident shows that careful listening and attention to individual needs lead to more suitable solutions.

3. How does "A Funny Man" use unexpected actions and language to create humour?

Answer:

1. The man reverses normal dressing habits by wearing a shoe on his head and hats on his feet.
2. His polite greeting contrasts amusingly with his strange appearance.
3. Presenting a currant bun as a rose creates a mismatch between what he says and what he offers.
4. Expressions such as “funny sounding sight” mix the senses and make the language playful.
5. His final act of hopping home on his head completes the poem with an impossible and surprising image.

4. Does Mary fail because she cannot remember instructions or because she does not understand considerate conversation? Justify your answer.**Answer:**

1. Mary’s main difficulty is her lack of understanding of considerate conversation, although she also mixes up the farewell.
2. She remembers that she should keep people talking but chooses topics that make them uncomfortable.
3. Her insistence about Mrs. Harding’s children shows that she does not listen carefully to corrections.
4. Her repeated criticism of people’s habits shows that she does not consider how her comments might affect the guests.
5. She therefore needs to develop empathy and listening skills as well as remember polite expressions.

5. Compare Dolittle and Mary as communicators and explain what readers can learn from them.**Answer:**

1. Dolittle tries to understand others, while Mary concentrates on finding something to say.
2. Dolittle accepts new knowledge from Polynesia, whereas Mary dismisses Mrs. Harding’s correction about having no children.
3. His careful listening helps him solve problems, while her thoughtless remarks create discomfort.
4. His considerate actions earn trust, whereas her repeated mistakes make the visit awkward.
5. Their experiences show that good communication requires patience, respect, and attention to other people’s needs.

6. How do the three selections use humour differently, and what can readers gain from each?**Answer:**

1. Dolittle’s story uses fantasy, including talking animals and a horse wearing spectacles, to create amusing situations.
2. Its humour encourages readers to imagine animals’ viewpoints and recognise the value of compassionate care.
3. “A Funny Man” uses impossible actions and mixed sensory descriptions to encourage enjoyment of playful imagination.
4. “Say the Right Thing” uses embarrassing conversations and a reversed farewell to reveal the effects of thoughtless speech.
5. Together, the selections entertain readers while encouraging imagination, understanding, and consideration for others.

2.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Each question carries five marks, and each suggested answer contains five points.

1. A new student in your class does not speak your language fluently. How would you apply Dolittle's approach to help the student communicate and feel welcome?

Answer:

1. I would welcome the student warmly and give them time to express their thoughts.
2. Like Dolittle, I would observe gestures and facial expressions to understand their needs.
3. I would use simple words, pictures, and demonstrations to explain classroom activities.
4. I would learn a few words from the student's language and help them learn useful words in mine.
5. I would check whether I had understood correctly instead of making assumptions.

2. Your class is organising an exhibition for visitors of different ages and needs. How would you apply Dolittle's thoughtful arrangements for his patients to plan the event?

Answer:

1. We would find out what support different visitors might need before planning the exhibition.
2. We would keep entrances and pathways clear so that everyone could move comfortably.
3. We would place clear signs at suitable heights to help visitors find each section.
4. We would provide seating and arrange student volunteers to offer assistance.
5. Like Dolittle's separate entrances, our arrangements would make access easier and help manage the crowd.

3. Guests are visiting your home, and you are expected to speak with them. How would you apply the lessons from Mary's mistakes to make the visit pleasant?

Answer:

1. I would greet the guests politely and offer them comfortable seats.
2. I would ask friendly questions about their journey or interests without making assumptions.
3. I would listen to their answers and avoid interrupting or insisting that I knew better.
4. I would avoid criticising other people's appearance, jobs, or habits.
5. When the guests left, I would thank them for visiting and warmly invite them to come again.

4. During a group discussion, you accidentally make a remark that hurts a classmate. Using the lesson from Mary's repeated apologies, explain how you would handle the situation.

Answer:

1. I would stop speaking and acknowledge that my remark was hurtful.
2. I would offer a sincere apology without blaming the classmate for feeling upset.
3. I would listen to their response to understand the effect of my words.
4. I would correct any unfair statement I had made and avoid repeating it.
5. Unlike Mary, I would show through my later behaviour that I had learned from the mistake.

5. Your school asks you to create a short humorous performance inspired by "A Funny Man." Describe how you would make it funny, safe, and respectful.

Answer:

1. I would create a character who wears a paper crown on one elbow and a scarf around a bag.
2. The character would politely offer a wooden spoon while calling it a beautiful flower.
3. I would include playful dialogue that mixes up ordinary descriptions, such as calling a colour noisy.

4. I would replace the poem's impossible head-hopping with a safe, exaggerated walk.
5. The humour would come from unexpected actions rather than making fun of anyone's appearance or abilities.

6. Two classmates disagree because each keeps talking without listening. How would you use ideas from Dolittle's story and "Say the Right Thing" to help them resolve the disagreement?

Answer:

1. I would ask both classmates to pause and speak one at a time.
2. Like Dolittle, I would listen carefully to understand the actual problem.
3. I would ask each person to explain the other's viewpoint before giving a response.
4. I would encourage respectful language and discourage personal criticism like Mary's remarks.
5. I would help them agree on a fair solution that considers both their needs.

2.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Choose the most appropriate answer. The questions cover comprehension, inference, vocabulary, grammar, and literary devices.

A. Animals, Birds, and Dr. Dolittle

1. Why did the Cat's-food-Man consider Dolittle suitable for treating animals?

- A. Dolittle owned the largest hospital in town.
- B. Dolittle understood animals better than the local veterinarians.
- C. Dolittle charged nothing for treatment.
- D. Dolittle had previously worked on a farm.

Answer: B — Dolittle understood animals better than the local veterinarians.

2. Which sequence correctly presents events from the story?

- A. Dolittle treats the horse → Polynesia teaches him → the man suggests a career change.
- B. Polynesia teaches Dolittle → the man suggests a career change → Dolittle treats the horse.
- C. The man suggests a career change → Polynesia teaches Dolittle → Dolittle treats the horse.
- D. The man suggests a career change → Dolittle treats the horse → Polynesia teaches him.

Answer: C — The suggestion comes first, followed by language learning and treatment.

3. Polynesia's explanation of Jip's movements mainly illustrates that communication _____.

- A. can take place without spoken words
- B. is possible only between similar animals
- C. always requires loud sounds
- D. depends entirely on facial expressions

Answer: A — Animals also communicate through body movements.

4. What was the main weakness of the horse's previous treatment?

- A. The medicine was too expensive.
- B. The horse refused to cooperate.
- C. The veterinarian prescribed spectacles too early.
- D. The veterinarian failed to identify the actual problem.

Answer: D — He gave pills without recognising the horse's eyesight problem.

5. Dolittle's separate entrances for animals best demonstrate _____.

- A. his desire to separate pets from wild animals
- B. his preference for larger patients
- C. his consideration for different patients' needs
- D. his wish to reduce the number of visitors

Answer: C — He adapted the entrances to accommodate different animals.

6. Which statement is NOT supported by the story?

- A. Polynesia helped Dolittle learn animal languages.
- B. Dolittle treated only animals brought by human owners.
- C. The horse requested green spectacles.
- D. Birds spread news of Dolittle to other countries.

Answer: B — Wild creatures also came to Dolittle for help.

7. Dolittle's willingness to learn from Polynesia suggests that he is _____.

- A. impatient and doubtful
- B. proud and competitive
- C. careless and easily distracted
- D. curious and open-minded

Answer: D — He eagerly accepts the opportunity to learn something new.

8. Which is the strongest evidence that animals trusted Dolittle's treatment?

- A. They recommended him to their brothers and friends.
- B. He placed flowerpots outside in the rain.
- C. Polynesia sang a sailor song.
- D. He kept a pencil in a drawer.

Answer: A — Their recommendations reflect confidence in his care.

B. A Funny Man

9. Which feature most clearly makes the poem an example of nonsense verse?

- A. It describes a person walking along a street.
- B. It includes a polite greeting.
- C. It presents impossible actions as if they were ordinary.
- D. It contains a conversation between two characters.

Answer: C — Actions such as hopping home on one's head defy ordinary reality.

10. What creates humour when the man offers his gift?

- A. The speaker refuses to accept a real flower.
- B. He calls a currant bun a rose.
- C. He forgets to bring a gift.
- D. The gift is too large to carry.

Answer: B — His words do not match the object he offers.

11. Which expression contains alliteration?

- A. "currant bun"
- B. "upon your feet"
- C. "against the wall"
- D. "hopped home on his head"

Answer: D — The repeated initial "h" sound creates alliteration.

12. What is the rhyme scheme of the first stanza, whose lines end with "man," "street," "head," and "feet"?

- A. ABCB
- B. AABB
- C. ABAB
- D. ABBA

Answer: A — Only the second and fourth line endings rhyme.

13. Which sentence gives the usual prose order of "But never had I seen before / Such a funny sounding sight"?

- A. But never such a funny sounding sight had before I seen.
- B. But I never before such a funny sounding sight had.

C. But I had never seen such a funny sounding sight before.

D. But such a funny sounding sight never I had before seen.

Answer: C — It restores the usual subject–verb order.

14. The word “staggered” most nearly means _____.

A. marched confidently

B. moved unsteadily

C. waited patiently

D. turned silently

Answer: B — To stagger is to move unsteadily, as if losing balance.

15. What does the contrast between the man’s appearance and his manners suggest?

A. Unusual clothing always indicates bad behaviour.

B. Polite people must dress formally.

C. Strange behaviour should always be copied.

D. Appearance alone does not reveal a person’s manners.

Answer: D — Despite his unusual appearance, the man behaves politely.

C. Say the Right Thing

16. Why does Mary’s attempt to praise Mrs. Harding’s children fail?

A. Her compliment is based on an incorrect assumption.

B. Mrs. Harding dislikes all compliments.

C. Mary refuses to describe the children.

D. Mrs. Harding cannot hear her clearly.

Answer: A — Mrs. Harding has no children.

17. Which statement best explains why Mary’s apologies do not improve the visit?

A. She speaks too softly for the guests to hear.

B. The guests demand an expensive gift.

C. She continues making similar thoughtless remarks.

D. Mrs. Shaw prevents her from apologising.

Answer: C — Mary apologises but does not change her behaviour.

18. Mary’s claim that bankers cannot think is an example of _____.

A. a carefully supported conclusion

B. an unfair generalisation

C. a polite disagreement

D. an accurate description of every banker

Answer: B — She makes an unsupported judgement about an entire profession.

19. What do the repeated silences after Mary’s remarks mainly suggest?

A. The guests are enjoying a peaceful rest.

B. Everyone agrees with Mary.

C. The visitors are waiting for music.

D. The conversation has become uncomfortable.

Answer: D — The pauses reveal the embarrassment caused by her comments.

20. Why does Mrs. Shaw repeatedly introduce new topics?

A. To move away from embarrassing remarks

B. To test the guests’ general knowledge

C. To encourage Mary to criticise more people

D. To prevent the visitors from speaking

Answer: A — She tries to restore a pleasant conversation.

21. Which response would best show that Mary had learned from her mistake about the children?

A. “You must have forgotten that you have children.”

B. “I am certain that I know better.”

C. "I'm sorry; I must have mistaken them for someone else's children."

D. "Then you should find out whose children they are."

Answer: C — It accepts the correction and politely acknowledges her mistake.

22. Mary's final farewell is humorous because it _____.

A. repeats her mother's words correctly

B. expresses the opposite of the intended invitation

C. introduces a new guest

D. contains words the visitors cannot understand

Answer: B — She accidentally asks the guests to go instead of stay.

D. Grammar and Vocabulary

23. Identify the tense: "The rain has stopped."

A. Simple past

B. Present continuous

C. Past perfect

D. Present perfect

Answer: D — "Has + past participle" forms the present perfect tense.

24. Choose the correct form: "Polynesia _____ Dolittle several bird words so far."

A. has taught

B. have taught

C. is teach

D. teaching

Answer: A — The singular subject requires "has taught."

25. Identify the tense: "She has been staying with them for a while."

A. Past continuous

B. Present perfect

C. Present perfect continuous

D. Simple present

Answer: C — The structure is "has been + verb-ing."

26. Choose the correct pair: "Mary has been practising _____ an hour, _____ nine o'clock."

A. since; for

B. for; since

C. during; for

D. since; since

Answer: B — "For" indicates duration, while "since" identifies a starting point.

27. Which sentence is imperative?

A. Mary is wearing a clean dress.

B. Why are the guests leaving?

C. What a strange gift this is!

D. Put your coat in your bedroom.

Answer: D — It gives an instruction.

28. Choose the correct pair: "Please _____ me what you wish to _____."

A. tell; say

B. say; tell

C. tell; tell

D. say; say

Answer: A — We "tell someone" something and "say" words or a message.

29. Choose the correct phrasal verb: "Riya decided to _____ painting as a hobby."

A. take after

B. take over

- C. take up
- D. take in

Answer: C — “Take up” means to begin an activity.

30. Which sentence uses “take after” correctly?

- A. We take after the meaning of the poem.
- B. Meena takes after her mother; both have the same smile.
- C. The pilot will take after at noon.
- D. Please take after your shoes before entering.

Answer: B — “Take after” means to resemble a family member.

31. Which suffix changes “quiet” into an adverb?

- A. -ness
- B. -est
- C. -ous
- D. -ly

Answer: D — Adding “-ly” forms “quietly.”

32. Which word is a palindrome?

- A. radar
- B. parrot
- C. doctor
- D. polite

Answer: A — “Radar” reads the same forwards and backwards.

2.15 Best Practices Opportunity List from the Chapter: (8 Ideas)

The following practices support comprehension, language development, creativity, and considerate communication across the three selections.

(1) Use expressive reading and role-play.

Model a short passage using appropriate pauses, tone, and expression, then assign students roles such as Dolittle, Polynesia, Mary, and Mrs. Shaw. During *Say the Right Thing*, encourage students to convey embarrassment through pauses and facial expressions. This develops reading fluency and helps students understand how dialogue creates humour.

(2) Teach the importance of listening through paired activities.

Connect Dolittle’s careful listening with Mary’s conversational mistakes. Ask one student to describe a simple problem while a partner listens and restates it before suggesting a solution. Assess whether the listener understood the problem accurately and responded respectfully.

(3) Ask students to support answers with textual evidence.

Use questions such as “How do we know Dolittle is open-minded?” or “What suggests that the guests feel uncomfortable?” Ask students to identify a relevant action or line before explaining their answer. This builds the habit of distinguishing what the text states from what readers infer.

(4) Teach grammar through meaningful examples from the unit.

Use sentences such as “He is asking you a question” and “She has been staying with them for a while” to compare tense forms and meanings. Let students identify the verb phrase and write a similar sentence about classroom life. Include short practice with phrasal verbs, suffixes, and kinds of sentences.

(5) Practise polite conversation through correcting Mary’s remarks.

Give pairs one awkward exchange from *Say the Right Thing* and ask them to rewrite Mary’s response respectfully. Students can practise accepting corrections, avoiding

assumptions, apologising sincerely, and welcoming guests. Discuss how their revised words change the likely reaction of the listener.

(6) Explore humour without encouraging ridicule.

Compare the talking animals in Dolittle's story, the impossible actions in *A Funny Man*, and the conversational mistakes in the play. Ask students to explain what makes each example funny. Establish that classroom humour should come from situations and wordplay rather than mocking classmates or personal differences.

(7) Provide support while maintaining a common learning goal.

Offer vocabulary clues, sentence starters, and short reading sections to students who need help. Allow rehearsal with a partner before reading or performing in front of the class. Give confident learners extension tasks, such as explaining how a change in tone alters a line's meaning.

(8) Use brief assessments to guide the next lesson.

End a lesson with three quick prompts: recall one event, explain one character's action, and use one new language feature. For example, students might identify the horse's need, explain why listening helped Dolittle, and write a present-perfect sentence. Use their responses to decide which ideas need further explanation or practice.

2.16 Innovations Opportunity List from the Chapter: (10 Ideas)

(1) Create a "Dolittle Communication Lab."

Give students fictional animal-role cards describing a need, such as thirst or difficulty seeing. Students communicate through gestures while partners interpret the message and ask questions to check their understanding. Afterwards, discuss why observation is useful but assumptions require verification.

Learning outcome: Develops observation, questioning, and non-verbal communication skills.

(2) Stage a "Pause and Repair" Theatre.

Students perform a short scene from *Say the Right Thing*, pausing immediately after Mary makes an inappropriate remark. Classmates suggest considerate alternatives, and the actors replay the exchange using a revised response. Compare how the original and revised versions affect the conversation.

Learning outcome: Encourages empathy, spontaneous speaking, and appropriate language use.

(3) Build a "Nonsense Poetry Studio."

Inspired by *A Funny Man*, students combine an ordinary object with an unexpected use, such as a teacup serving as a crown. They create a four-line humorous poem using a rhyming pair and an example of alliteration, then illustrate it. Display the poems with students' explanations of what makes them funny.

Learning outcome: Strengthens creative writing, rhyme, alliteration, and poetic interpretation.

(4) Design a Branching Conversation Challenge.

Present a situation from Mary's visit with three possible responses: thoughtful, careless, and argumentative. Groups choose a response, predict its effect, and write the guest's likely reply. Use paper cards or linked presentation slides to show how different choices lead to different outcomes.

Learning outcome: Develops inference, decision-making, and awareness of the consequences of speech.

(5) Produce a "Wit and Humour" Audio Show.

Groups record a short fictional interview with Dolittle, a reading of *A Funny Man*, or

a corrected conversation featuring Mary. Assign roles such as scriptwriter, speaker, and sound coordinator, and keep recordings within the classroom unless sharing is authorised. Students assess whether stress, pauses, and intonation communicate the intended meaning.

Learning outcome: Integrates scriptwriting, oral fluency, listening, and collaborative revision.

(6) Run a Grammar Detective Trail.

Place clues around the classroom based on the unit's grammar: identify a tense, complete a phrasal verb, add a suffix, or punctuate dialogue. Each correct answer reveals the next clue, and teams must explain their reasoning before proceeding. Finish with students creating a new clue for another team.

Learning outcome: Makes grammar practice interactive while checking understanding rather than guessing.

(7) Create a Character Perspective Swap.

Ask students to retell one incident through another character's eyes—for example, the horse meeting Dolittle or Mrs. Harding listening to Mary. Students present their version as a diary entry, comic strip, or short monologue. Have them label which details come from the text and which feelings or thoughts they have inferred.

Learning outcome: Builds perspective-taking, textual evidence use, and imaginative writing.

(8) Establish a "Humour Investigation Gallery."

Groups select an example of humour from each selection and explain the technique: fantasy, unexpected action, wordplay, or social misunderstanding. They then change one detail and test whether the example remains funny. Display the original situation, the changed version, and their explanation side by side.

Learning outcome: Encourages comparison, experimentation, and analysis of how writers create humour.

2.17: Practicing Questions/Question Bank

These questions cover *Animals*, *Birds*, and *Dr. Dolittle*, *A Funny Man*, and *Say the Right Thing*, combining recall, understanding, inference, and application.

A. Fill-in-the-Blank Questions — 1 Mark Each:

- _____ taught Doctor Dolittle the language of birds.
Answer: Polynesia
- The Cat's-food-Man's wife, _____, read Dolittle's book to him.
Answer: Theodosia
- The plough horse requested _____ spectacles to protect its eyes from sunlight.
Answer: green
- The mice entered Dolittle's cellar through a tiny _____.
Answer: tunnel
- The funny man wore a _____ on his head.
Answer: shoe
- The funny man offered a currant bun while calling it a _____.
Answer: rose

7. Mrs. Lee was Mr. Harding's _____.
Answer: sister
8. The Hardings' dog was named _____.
Answer: Towzer
9. Complete with the present perfect form: "Dolittle _____ (learn) to understand animals."
Answer: has learned / has learnt
10. Complete with a suitable phrasal verb: "The students decided to _____ acting as a hobby."
Answer: take up

B. One-Mark Descriptive Questions:

Each answer contains one sentence.

1. **Why did the Cat's-foot-Man recommend that Dolittle become an animal doctor?**
Answer: He believed that Dolittle understood animals better than the local veterinarians.
2. **How do animals communicate without using their mouths?**
Answer: Animals communicate through movements of their ears, feet, tails, and other body parts.
3. **What does Dolittle's willingness to learn from Polynesia reveal about him?**
Answer: It reveals that he is open-minded and willing to learn from others.
4. **Who wrote "A Funny Man"?**
Answer: Natalie Joan wrote "A Funny Man."
5. **How did the funny man return home?**
Answer: He hopped home on his head.
6. **Why is the funny man's gift amusing?**
Answer: It is amusing because he presents a currant bun as though it were a rose.
7. **What did Mrs. Shaw advise Mary to do when everyone stopped talking?**
Answer: Mrs. Shaw advised Mary to say something kind to restart the conversation.
8. **What do the awkward silences in the play suggest?**
Answer: They suggest that the guests feel uncomfortable after Mary's remarks.

C. Two-Mark Descriptive Questions:

Each answer contains two sentences.

1. **How did Dolittle begin learning bird language?**
Answer: Polynesia demonstrated bird language and explained what her words meant. Dolittle brought a book and a pencil and asked her to teach him slowly.
2. **What was wrong with the plough horse, and how did Dolittle help it?**
Answer: The horse was going blind in one eye and needed spectacles. Dolittle provided green spectacles that helped it see properly again.
3. **Why was Dolittle's treatment more suitable than the earlier veterinarian's treatment?**
Answer: The earlier veterinarian gave the horse pills without recognising its eyesight problem. Dolittle understood the horse's explanation and provided the spectacles it needed.

4. **Describe the funny man's appearance and manners.**

Answer: He wore a shoe on his head and hats on his feet. Despite his unusual appearance, he greeted the speaker politely by raising the shoe and smiling.

5. **What happened when Mary praised Mrs. Harding's children?**

Answer: Mrs. Harding told Mary that she had no children. Mary insisted that she had seen them until Mrs. Shaw explained that they must belong to someone else.

6. **Why did Mary's apologies fail to improve the conversation?**

Answer: Mary continued making thoughtless remarks after apologising. She did not change her behaviour or consider the guests' feelings before speaking again.

D. Three-Mark Descriptive Questions:

Each answer contains three sentences.

1. **Describe Dolittle's arrangements for the animals visiting his house.**

Answer: Dolittle provided separate entrances for different kinds of animals. He labelled the front, side, and kitchen doors for horses, cows, and sheep respectively. Mice used a tiny tunnel into the cellar, where they waited patiently in rows.

2. **How did Dolittle's reputation spread beyond his town?**

Answer: The animals he treated told their friends and relatives about him. More creatures began visiting his house for help. Birds travelling to other countries carried news of his abilities abroad.

3. **Explain three ways in which "A Funny Man" creates humour.**

Answer: The man wears a shoe and hats in unexpected places. He offers a currant bun while calling it a rose. His impossible departure, hopping home on his head, provides a final humorous surprise.

4. **What advice did Mrs. Shaw give Mary about speaking to the guests?**

Answer: Mrs. Shaw told Mary to speak kindly and say things that would please the visitors. She asked her to restart the conversation politely whenever everyone became silent. She also advised Mary to invite the guests to stay longer when they prepared to leave.

5. **How does Mary's final farewell show the difference between memorising and understanding?**

Answer: Mary remembers the words of her mother's farewell but reverses them. Her version asks the guests to leave instead of encouraging them to stay. The mistake shows that polite expressions must be understood and used appropriately.

6. **How would you apply Dolittle's communication skills while helping a classmate?**

Answer: I would listen patiently to understand the classmate's difficulty. I would ask questions instead of assuming that I already knew the problem. I would then offer help suited to the classmate's actual needs.

E. Five-Mark Descriptive Questions:

Each answer contains five points.

1. Describe how Doctor Dolittle became a successful animal doctor.

Answer:

1. The Cat's-food-Man suggested that Dolittle should use his knowledge of animals to treat them.

2. Polynesia encouraged him and taught him animal languages.
3. Dolittle learned to understand both animal speech and body movements.
4. Animals explained their problems to him, allowing him to provide suitable treatment.
5. Satisfied patients and travelling birds spread his reputation among animals worldwide.

2. Describe the main events of the poem “A Funny Man.”

Answer:

1. The speaker meets a man wearing a shoe on his head and hats on his feet.
2. He raises the shoe and smiles politely at her.
3. He offers a currant bun as a rose, causing the speaker to stagger back against a wall.
4. He begins singing and sits down on the ground.
5. When asked about the hats on his feet, he turns away and hops home on his head.

3. Explain how Mary’s remarks make the guests uncomfortable in “Say the Right Thing.”

Answer:

1. Mary insists that Mrs. Harding has children even after being corrected.
2. She criticises bankers without knowing that Mrs. Lee’s brother is a banker.
3. She laughs at a blue dress worn with a red coat, a combination Mrs. Harding also wears.
4. She criticises a dog before discovering that it belongs to the Hardings.
5. Her final farewell accidentally asks the guests to leave instead of stay.

4. Compare Dolittle and Mary as communicators.

Answer:

1. Dolittle makes an effort to understand others, while Mary focuses on keeping the conversation going.
2. Dolittle welcomes new information, whereas Mary initially rejects Mrs. Harding’s correction about her children.
3. His careful listening helps him identify problems, while her assumptions create misunderstandings.
4. His considerate behaviour earns trust, while her critical remarks cause discomfort.
5. Their experiences show that effective communication requires listening, respect, and thoughtful responses.

5. Imagine you are welcoming visitors to a school exhibition. How would you apply the lessons of this unit?

Answer:

1. I would greet visitors warmly and explain the exhibition clearly.
2. Like Dolittle, I would listen carefully to understand their questions and needs.

3. I would avoid making assumptions about their knowledge or interests.
4. Learning from Mary's mistakes, I would speak respectfully and accept corrections politely.
5. I would thank visitors for coming and offer help before they leave.



7th Standard English Book Chapter 3

Chapter 3: DREAMS AND DISCOVERIES

3.1 Summary of the Chapter:

The chapter includes “*My Brother’s Great Invention*,” “*Paper Boats*,” and “*North, South, East, West*.”

- (1) **Anand’s interest in inventions:** In “*My Brother’s Great Invention*,” fourteen-year-old Anita describes her younger brother Anand’s enthusiasm for experimenting with gadgets and making inventions.
- (2) **The unsuccessful burglar alarm:** Anand designs an alarm that drops a water bag when the door opens gently. However, it soaks his father instead of catching a thief.
- (3) **Building a time machine:** Inspired by the film *Back to the Future*, Anand builds a time machine. His parents are concerned about his experiments and warn him against using it while they are away.
- (4) **The burglar’s mysterious disappearance:** When the burglar Boppa enters their house, Anand directs him into the room containing the machine. After strange noises, Boppa disappears, leaving his green scarf behind. Anand believes the machine sent him into the past, but this remains unproven.
- (5) **A child’s paper boats:** In Rabindranath Tagore’s poem “*Paper Boats*,” a child floats paper boats down a stream every day, writing their name and village’s name on them.
- (6) **Hope of reaching distant places:** The child hopes that someone in a faraway land will discover the boats and learn who sent them. The boats carry shiuli flowers from the garden.
- (7) **An imaginary playmate:** Looking at the clouds with their sail-like shapes, the child imagines a playmate in the sky sending them to race with the paper boats.
- (8) **Boats filled with dreams:** At night, the child dreams of the boats floating beneath the stars, carrying fairies of sleep and baskets of dreams. The poem celebrates childhood imagination and wonder.
- (9) **Shaana’s journey across India:** In “*North, South, East, West*,” Shaana travels with her parents and describes her experiences in postcards to her classmates.
- (10) **Discovering different landscapes:** She visits Kashmir’s glaciers, Himachal Pradesh’s mountains, Arunachal Pradesh’s forests, the Sundarbans’ wetlands, Gujarat’s desert, the Narmada River, and coastal regions.
- (11) **Adventure and environmental awareness:** Shaana enjoys rafting, learns to surf, and overcomes her fear of tunnels. Her parents’ observations about reduced snow, increased flooding, and lower river water levels draw attention to environmental changes.
- (12) **Learning through exploration:** Shaana returns home to Rameswaram with memories and pebbles for her friends. Together, the three selections show how curiosity, imagination, and exploration help children discover the world.

3.2 Important Formulas:

The following topics are important for understanding “*My Brother’s Great Invention*,” “*Paper Boats*,” and “*North, South, East, West*.” Examples below are taken from or adapted to the unit.

- (1) **Simple Past Tense**
Used to describe completed actions in the past.
Structure: Subject + past form of the verb.
Examples: “Anand built a machine.” “Shaana visited Kashmir.”
- (2) **Past Perfect Tense**
Used to show that an action happened before another past action.

Structure: Subject + had + past participle.

Example: “Anand had vanished before his father called him.”

(3) Simple Past and Past Perfect Together

Learn to distinguish the earlier action from the later action using **before**, **after**, and **by the time**.

Example: “By the time the neighbours arrived, the burglar had disappeared.”

(4) Subject–Verb Agreement

A verb must agree with its subject in number and person. This is a major grammar focus of the unit.

Examples: “Shaana travels with her parents.” “Amma and Appa are fast asleep.”

Practise special cases such as **each**, **neither...nor**, **either...or**, collective nouns, and a **pair of**: “A pair of binoculars is useful.”

(5) Identifying Subjects and Verbs

Recognise who or what a sentence is about and the verb connected to it.

Example: In “The children float paper boats,” **the children** is the subject and **float** is the verb.

In “There are many hills,” the subject is **many hills**.

(6) Phrases with “Of”

The poem includes phrases such as “**blooms of the dawn**” and “**fairies of sleep**.”

Practise forming similar phrases: **waves of the ocean**, **songs of the birds**, and **dreams of the children**.

(7) Phrasal Verbs

Learn combinations of verbs and particles that express particular meanings.

Examples: **rigged up**—assembled temporarily; **ran out of**—had none left; **let up**—became less intense; **turned out**—proved to be.

Sentence: “Anand rigged up a burglar alarm.”

(8) Conjunctions and Sentence Linking

Use **and**, **but**, **because**, **though**, **when**, **before**, and **after** to connect ideas and events.

Examples: “Anand was creative, but his inventions caused trouble.” “The children shouted because they needed help.”

(9) Other Tenses Used in the Selections

Recognise the **simple present** for regular actions, the **present continuous** for ongoing actions, and the **past continuous** for actions in progress in the past.

Examples: “I float my paper boats every day.” “Shaana is travelling.” “Anand was working on his invention.”

(10) Pronouns and Possessives

Understand how **I**, **we**, **he**, **she**, **they**, **my**, **our**, and **their** identify speakers and show possession.

Examples: “She writes to her friends.” “I float my paper boats.”

(11) Adjectives and Adverbs

Adjectives describe nouns; adverbs can describe how actions happen.

Examples: **colourful birds**, **thick forest**, and **little boats** contain adjectives.

In “He opened the door gently,” **gently** is an adverb.

(12) Prepositions of Place, Time, and Movement

Practise **in**, **on**, **at**, **under**, **through**, **across**, and **to** when describing journeys and locations.

Examples: “The boats float under the stars.” “The train travels across the bridge.”

(13) Direct Speech and Punctuation

The story uses dialogue. Learn quotation marks, commas, question marks, and exclamation marks.

Example: Anand said, “I have invented a time machine!”

Also recognise contractions such as **I’m**, **don’t**, and **can’t**.

(14) Modal Verbs and Polite Requests

Use **can**, **could**, **should**, and **would** to express ability, possibility, advice, and polite requests. These support the leave-application activity.

Examples: “We can look after ourselves.” “Could you grant me two days’ leave?”

(15) Expressions of Preference

Practise the patterns used in the travel-speaking activity: **prefer...to...**, **would rather...than...**, and **like...better than...**

Examples: “I prefer trains to buses.” “I would rather visit mountains than beaches.”

Related vocabulary and literary features:

16. **Binomials:** Fixed word pairs such as **peace and quiet**, **safe and sound**, **pros and cons**, and **now or never**.

17. **Idioms:** Expressions with meanings different from their individual words, such as **get on someone’s nerves**—annoy someone; **get a shelling**—receive a scolding.

18. **Onomatopoeia:** Words that imitate sounds, such as **crash**, **clanging**, and **clattering**.

19. **Antonyms:** Opposite words, such as **float–sink**, **dawn–dusk**, and **full–empty**.

Priority for grammar practice: Simple past and past perfect, subject–verb agreement, phrases with **of**, and phrasal verbs are directly emphasised in the unit’s language exercises.

3.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

A. My Brother’s Great Invention:

1. The narrator of the story is _____.

Answer: Anita

2. Anita is _____ years old.

Answer: fourteen

3. Anita’s younger brother is named _____.

Answer: Anand

4. Anand’s burglar alarm dropped a _____ on his father.

Answer: water bag

5. The burglar alarm was designed to work when the door was opened _____.

Answer: gently

6. The film _____ inspired Anand to build a time machine.

Answer: *Back to the Future*

7. Anand’s parents went to _____ to attend a wedding.

Answer: Kharagpur

8. The burglar who entered the children’s house was called _____.

Answer: Boppa

9. The burglar’s _____ scarf was found near the panel of switches.

Answer: green

10. Anand believed that his time machine had sent the burglar into the _____.

Answer: past

B. Paper Boats

11. The poem “Paper Boats” was written by _____.

Answer: Rabindranath Tagore

12. The child floats paper boats down a running _____.

Answer: stream

13. The child writes their name and the name of their _____ on the boats.

Answer: village

14. The letters written on the boats are big and _____.
Answer: black
15. The child hopes someone in a strange _____ will find the boats.
Answer: land
16. The child loads the boats with _____ flowers from the garden.
Answer: shiuli
17. The little clouds appear to set white, bulging _____.
Answer: sails
18. The child imagines a playmate in the _____ sending clouds to race with the boats.
Answer: sky
19. In the child's dream, the paper boats float beneath the midnight _____.
Answer: stars
20. The fairies of sleep carry baskets full of _____.
Answer: dreams

C. North, South, East, West

21. The girl who travels across India with her parents is _____.
Answer: Shaana
22. Shaana lives on _____ island.
Answer: Rameswaram
23. Shaana shares her travel experiences with her school friends through _____.
Answer: postcards
24. In Kashmir, Shaana visits the _____ glacier.
Answer: Thajiwas
25. In Himachal Pradesh, colourful _____ wake Shaana with their chirping.
Answer: birds
26. In Arunachal Pradesh, the family walks through a forest to reach their _____.
Answer: treehouse
27. The trees that Shaana learns can grow in seawater are called _____.
Answer: mangroves
28. Shaana and her parents go rafting in the _____ River.
Answer: Narmada
29. On the way to Puducherry, the family decides to learn how to _____.
Answer: surf
30. Shaana crosses the _____ bridge as she approaches home.
Answer: Pamban

3.4 Fill-Up the Blank HOTS type questions with Answers: (24 Questions)

Complete the blanks by making inferences, interpreting ideas, and applying your understanding. Suggested answers are provided; other suitable answers may also be accepted.

A. My Brother's Great Invention

1. Anand's alarm could not distinguish between a burglar and a family member, showing a weakness in its _____.
Answer: design
2. Anita's doubts about the burglar alarm show that she examines her brother's ideas _____.
Answer: critically
3. Anand continues inventing despite unsuccessful attempts, demonstrating _____.
Answer: perseverance

4. Anand's decision to send Boppa into his own room to gain time demonstrates his _____.
Answer: presence of mind
5. The green scarf suggests that Boppa entered the room, but it does not prove that he travelled through _____.
Answer: time
6. Anand accepts the disappearance as proof of his invention, while the adults remain doubtful; this shows that people can interpret the same event _____.
Answer: differently
7. Before using an invention around others, testing it carefully would help prevent _____.
Answer: accidents
8. The unexplained disappearance of Boppa leaves readers with a sense of _____.
Answer: mystery

B. Paper Boats

9. By writing identifying details on the boats, the child expresses a wish to form a _____ with someone far away.
Answer: connection
10. Sending flowers to an unknown person suggests the child's willingness to share _____.
Answer: beauty
11. The child's hope that the boats will reach a distant land reflects an _____ attitude towards their journey.
Answer: optimistic
12. Imagining clouds as boats with sails shows the child's ability to find _____ between nature and play.
Answer: similarities
13. The imagined playmate in the sky turns a solitary activity into an experience of _____.
Answer: companionship
14. The baskets full of dreams suggest that the boats carry the child's hopes and _____.
Answer: imagination
15. Although the child cannot control where the boats go, launching them shows a willingness to explore the _____.
Answer: unknown
16. The movement from daytime play to nighttime dreams suggests that the child's imagination remains _____ even after play ends.
Answer: active

C. North, South, East, West

17. Shaana's discovery that Himachal Pradesh and Arunachal Pradesh are far apart corrects her earlier _____.
Answer: misconception
18. Seeing different landscapes firsthand helps Shaana connect geographical knowledge with real-life _____.
Answer: experience
19. Shaana's parents' observations about reduced snow and increased flooding encourage readers to think about _____ changes.
Answer: environmental

20. Shaana's changing feelings about tunnels suggest that experience can help people overcome _____.
Answer: fear
21. Learning that mangroves grow in seawater helps Shaana understand how plants are suited to different _____.
Answer: habitats
22. Shaana's postcards allow her classmates to learn about places through her personal _____.
Answer: observations
23. Collecting pebbles for her classmates shows that Shaana wishes to _____ her travel experiences with them.
Answer: share
24. Anand's experiments, the child's imagined voyages, and Shaana's travels all reveal a desire for _____.
Answer: discovery

3.5 One-mark questions with Answers of LOTS Type: (35 Questions)

A. My Brother's Great Invention:

1. **Who narrates the story "My Brother's Great Invention"?**
Answer: Anita, Anand's fourteen-year-old sister, narrates the story.
2. **What does Anand enjoy doing?**
Answer: Anand enjoys experimenting with electrical gadgets and making inventions.
3. **Why did Anand decide to make a burglar alarm?**
Answer: Anand decided to make a burglar alarm because there had been several thefts in the colony.
4. **When was Anand's burglar alarm supposed to work?**
Answer: The alarm was supposed to work when someone opened the door gently.
5. **What happened when Anand's father opened the door?**
Answer: A water bag fell on him and soaked him.
6. **Which film inspired Anand to build a time machine?**
Answer: The film *Back to the Future* inspired Anand to build a time machine.
7. **How long did Anand take to complete his time machine?**
Answer: Anand completed his time machine after a fortnight of frantic activity.
8. **Why did the children's parents go to Kharagpur?**
Answer: Their parents went to Kharagpur to attend a wedding.
9. **Where did Anand direct the burglar when he asked for their father's room?**
Answer: Anand directed the burglar to his own room, which contained the time machine.
10. **What belonging of the burglar was found near the machine?**
Answer: The burglar's green scarf was found near the panel of switches.
11. **Why was Anand's time machine dismantled?**
Answer: The time machine was dismantled because his father thought it was unsafe.
12. **What new project did Anand begin at the end of the story?**
Answer: Anand began working on a telephone to contact creatures in outer space.

B. Paper Boats:

13. **Who wrote the poem "Paper Boats"?**
Answer: Rabindranath Tagore wrote the poem "Paper Boats."
14. **Where does the child float the paper boats?**
Answer: The child floats the paper boats down a running stream.

15. What does the child write on the paper boats?

Answer: The child writes their name and the name of their village on the paper boats.

16. Why does the child write identifying details on the boats?

Answer: The child hopes that someone in a distant land will find the boats and know who sent them.

17. What flowers does the child put into the boats?

Answer: The child puts shiuli flowers from the garden into the boats.

18. What does the child see when looking up at the sky?

Answer: The child sees little clouds that appear to have white, bulging sails.

19. Who does the child imagine sends clouds to race with the boats?

Answer: The child imagines that a playmate in the sky sends the clouds to race with the boats.

20. Who sails in the paper boats in the child's dream?

Answer: The fairies of sleep sail in the paper boats in the child's dream.

21. What do the fairies' baskets contain?

Answer: The fairies' baskets contain dreams.

C. North, South, East, West:**22. Where does Shaana live?**

Answer: Shaana lives on Rameswaram island.

23. How does Shaana share her travel experiences with her classmates?

Answer: Shaana shares her travel experiences through postcards.

24. Which glacier does Shaana visit in Kashmir?

Answer: Shaana visits the Thajiwas glacier in Kashmir.

25. What wakes Shaana in Himachal Pradesh?

Answer: The chirping of colourful birds wakes Shaana at sunrise.

26. Which animal does Shaana hope to see in Arunachal Pradesh?

Answer: Shaana hopes to see red pandas in Arunachal Pradesh.

27. What animals does Shaana see while boating in the Sundarbans?

Answer: Shaana sees crocodiles and a snake while boating in the Sundarbans.

28. What does Shaana particularly like about Gujarat?

Answer: Shaana particularly likes the pretty and colourful clothes in Gujarat.

29. Where does Shaana go rafting with her parents?

Answer: Shaana goes rafting with her parents in the Narmada River.

30. What water sport does Shaana learn on the way to Puducherry?

Answer: Shaana learns to surf on the way to Puducherry.

31. Which bridge does Shaana cross while returning home?

Answer: Shaana crosses the Pamban bridge while returning home.

32. Why could Shaana not go diving at Olaikaadu beach?

Answer: Shaana could not go diving because no diving suit was available in her size.

33. What does Shaana collect at the beach for her classmates?

Answer: Shaana collects pebbles at the beach for her classmates.

3.6 One-mark questions with Answers of HOTS Type: (30 Questions)

Each question carries one mark; suggested answers are given in one sentence.

A. My Brother's Great Invention:**1. What mistaken assumption caused Anand's burglar alarm to fail?**

Answer: Anand mistakenly assumed that only a burglar would open the door gently.

2. What does Anita's questioning of the alarm reveal about her thinking?

Answer: Anita thinks critically because she questions how the alarm could distinguish a burglar from a family member.

3. How does Anand's response to unsuccessful inventions show perseverance?

Answer: Anand shows perseverance by continuing to invent despite failures and criticism.

4. Why was directing Boppa into Anand's room a clever action?

Answer: It gave the children extra time to think of a way to get help.

5. Why does the green scarf fail to prove that the time machine worked?

Answer: The scarf indicates Boppa's presence near the machine but does not explain his disappearance.

6. What does the father's decision to dismantle the machine reveal about his priorities?

Answer: His decision shows that he values his family's safety more than testing the invention.

7. How does the ending encourage readers to use their imagination?

Answer: The unexplained disappearance invites readers to imagine different possibilities for what happened to Boppa.

8. What should Anand learn from the burglar alarm incident?

Answer: Anand should learn to test his inventions carefully and consider how they might affect innocent people.

B. Paper Boats:**9. What does writing a name and village on the boats suggest about the child's wishes?**

Answer: It suggests that the child wishes to be known by someone beyond their familiar surroundings.

10. How do the flowers make the paper boats more than ordinary playthings?

Answer: The flowers turn the boats into gifts that carry beauty to an imagined recipient.

11. What does the child's hope for the boats' safe arrival reveal about their attitude?

Answer: It reveals the child's optimism about a journey whose outcome is uncertain.

12. Why might the child imagine a playmate in the sky?

Answer: The imagined playmate gives the child a sense of companionship during solitary play.

13. How does the child connect the stream with the sky?

Answer: The child imagines that the clouds are sailing boats racing against the paper boats below.

14. What might the baskets full of dreams represent?

Answer: The baskets may represent the child's hopes, wishes, and imaginative possibilities.

15. How does the poem show that simple activities can bring happiness?

Answer: Making and floating paper boats gives the child joy, wonder, and opportunities to dream.

16. Why is the boats' imagined journey important even if they never reach a distant land?

Answer: The imagined journey allows the child to explore unfamiliar places through thought and creativity.

C. North, South, East, West:**17. How does travelling correct Shaana's idea about states with "Pradesh" in their names?**

Answer: Travelling helps her discover that similar state names do not mean the states are neighbours.

18. **What does Shaana's changed attitude towards tunnels suggest about overcoming fear?**

Answer: It suggests that becoming familiar with something can make it less frightening.

19. **Why are the parents' comparisons of past and present landscapes significant?**

Answer: Their comparisons draw attention to environmental changes that Shaana might otherwise overlook.

20. **How does Shaana's experience of rafting challenge her earlier belief about rivers?**

Answer: Rafting teaches her that rivers can be fast and powerful rather than always calm.

21. **What does Shaana's appreciation of Gujarat's clothes reveal about her attitude?**

Answer: She can appreciate something beautiful in a place even when she dislikes its weather and landscape.

22. **How do Shaana's postcards benefit her classmates?**

Answer: Her postcards help them learn about India through her observations and experiences.

23. **What does collecting pebbles for her friends suggest about Shaana?**

Answer: It suggests that she is thoughtful and wants to share the happiness of her journey.

24. **How are Anand, the child in "Paper Boats," and Shaana alike?**

Answer: All three show curiosity about possibilities beyond their everyday experiences.

3.7 Two-mark questions with Answers of LOTS Type: (20 Questions)

Each question carries two marks, and each answer contains two sentences.

A. My Brother's Great Invention:

1. **Who are Anita and Anand, and what does Anand enjoy doing?**

Answer: Anita is the fourteen-year-old narrator, and Anand is her younger brother, aged thirteen. Anand enjoys experimenting with electrical gadgets, tools, and other materials to make inventions.

2. **How was Anand's burglar alarm supposed to work?**

Answer: The alarm was supposed to make a clanging sound when someone opened the door gently. A water bag would then fall on the person's head.

3. **What happened when Anand's father returned home?**

Answer: Anand's father opened the door softly and was soaked by the water bag. He became angry and demanded to know who had set up the device.

4. **What inspired Anand to build a time machine, and how long did he take?**

Answer: Watching the film *Back to the Future* inspired Anand to build a time machine. He completed it after a fortnight of frantic activity.

5. **How did Anand's parents protect their belongings when he began building the time machine?**

Answer: His father locked the toolbox and hid its key. His mother kept a watchful eye on her oven and mixer because Anand often took gadgets apart for their parts.

6. **Where were the parents going, and what promise did they ask Anand to make?**

Answer: The parents were going to Kharagpur for a wedding. His mother asked

Anand to promise that he would not do anything with the time machine until they returned.

7. **What happened after Boppa entered Anand's room?**

Answer: The children heard a crash, a scream, and strange noises from the room. Anand believed that Boppa had started the time machine.

8. **What did the neighbours and children find when they searched for Boppa?**

Answer: They found the time machine humming softly and Boppa's green scarf near the panel of switches. They searched the house but could not find Boppa.

B. Paper Boats:

9. **What does the child do with the paper boats every day?**

Answer: The child floats paper boats one by one down a running stream. The child writes their name and village's name on the boats in big black letters.

10. **Why does the child write identifying details on the paper boats?**

Answer: The child hopes that someone in a distant land will find the boats. The identifying details will help that person know who sent them.

11. **What does the child put in the paper boats, and what is the child's hope?**

Answer: The child puts shiuli flowers from the garden into the boats. The child hopes that these flowers of the dawn will be carried safely to land at night.

12. **What does the child observe in the sky after launching the boats?**

Answer: The child sees little clouds that appear to have white, bulging sails. The child imagines that a playmate in the sky sends them to race with the paper boats.

13. **What does the child dream about at night?**

Answer: The child dreams that the paper boats float beneath the midnight stars. The fairies of sleep sail in them with baskets full of dreams.

C. North, South, East, West:

14. **Who is Shaana, and how does she share her travel experiences?**

Answer: Shaana is a girl from Rameswaram island who travels across India with her parents. She shares her experiences through postcards to her school friends.

15. **What does Shaana describe about her visit to the Thajiwas glacier?**

Answer: Shaana describes the glaciers as white and blue and says that she wears four layers of clothes. Her parents enjoy throwing snowballs at each other but mention that there was more snow the previous year.

16. **What does Shaana experience in Himachal Pradesh?**

Answer: Shaana sees many mountains from the family's cabin and wakes to the chirping of colourful birds. She thinks she hears bears at night, but her mother says that the sound is her father snoring.

17. **What does Shaana describe about her stay in Arunachal Pradesh?**

Answer: Shaana and her parents walk through a thick forest to reach their treehouse. She enjoys the place and hopes to see red pandas.

18. **What does Shaana learn and see in the Sundarbans?**

Answer: Shaana learns that the Sundarbans are wetlands where mangrove trees grow in seawater. During the boat ride, she sees crocodiles and a snake.

19. **How does Shaana describe rafting in the Narmada River?**

Answer: Shaana finds rafting wild and scary and discovers that the river flows very fast. She gets completely wet and wants to return, while her frightened father decides never to go rafting again.

20. **What does Shaana do at Olaikaadu beach before reaching home?**

Answer: Shaana spends the day floating and watching fish because no diving suit is available in her size. She also collects pebbles on the beach to give to her classmates.

3.8. Two-mark questions with Answers of HOTS Type: (18 Questions)

Each question carries two marks, and each suggested answer contains two sentences.

A. My Brother's Great Invention:

1. **Why was Anand's burglar alarm unsuitable for protecting the house despite working as he planned?**

Answer: The alarm reacted to anyone who opened the door gently, so it could not distinguish a burglar from a family member. His father's experience showed that a device can function as planned and still have a faulty design.

2. **How do Anita and Anand differ in their approach to inventions?**

Answer: Anand is enthusiastic and confident about his inventions, often overlooking possible problems. Anita questions his plans and considers practical difficulties, as shown by her doubts about the burglar alarm.

3. **How did Anand show presence of mind when Boppa asked for his father's room?**

Answer: Anand directed Boppa to his own room to gain time while the burglar searched for the light switch. This gave the children an opportunity to think and call for help.

4. **Is Boppa's green scarf enough evidence to prove that the time machine worked? Explain.**

Answer: The scarf supports the claim that Boppa was near the machine, but it does not establish where he went. Other evidence would be needed to prove that he travelled into the past.

5. **Was the father's decision to dismantle the time machine reasonable? Give a balanced answer.**

Answer: His decision was understandable because he believed the machine might be dangerous. However, arranging a safe inspection could also have supported Anand's curiosity while addressing the safety concern.

6. **How does the unexplained ending make the story interesting?**

Answer: Boppa's disappearance leaves readers uncertain about whether the machine worked or he escaped in another way. This uncertainty creates mystery and invites readers to form their own explanations.

B. Paper Boats

7. **How do the child's paper boats express a wish for friendship?**

Answer: The child writes identifying details on the boats in the hope that someone far away will discover them. This suggests a desire to connect with people beyond the child's familiar surroundings.

8. **Why can the shiuli flowers be considered an imaginary gift?**

Answer: The child sends flowers from the garden without knowing who might receive them. They can be understood as a gift of beauty and goodwill to an unknown person.

9. **How does imagination change the child's view of the clouds?**

Answer: The child sees the clouds as boats with white sails rather than merely shapes in the sky. Imagining that they are racing with the paper boats makes nature part of the child's game.

10. **What might the paper boats symbolise in the poem?**

Answer: The paper boats may symbolise the child's hopes and wishes travelling beyond familiar places. Their journey reflects a longing to explore and make connections with the wider world.

11. **How does the ending show that the child's enjoyment continues after daytime play?**

Answer: At night, the child dreams of the boats sailing beneath the stars with fairies of sleep. These dreams extend the pleasure of the activity beyond the time spent beside the stream.

12. Would the activity lose all its value if nobody found the boats? Explain.

Answer: The activity would still give the child joy and opportunities to imagine distant places. Its value lies partly in the creativity and hope it encourages, regardless of where the boats end up.

C. North, South, East, West

13. How does travelling help Shaana correct her misunderstanding about states with “Pradesh” in their names?

Answer: Shaana initially assumes that these states are located next to one another. Travelling from Himachal Pradesh to Arunachal Pradesh helps her understand that similar names do not indicate geographical closeness.

14. What do Shaana’s parents’ remarks about snow, floods, and river water add to the travel account?

Answer: Their remarks show that the landscapes have changed since earlier visits. They encourage readers to notice environmental changes rather than view these places only as tourist attractions.

15. How does Shaana’s response to Gujarat show that she can appreciate a place despite discomfort?

Answer: Shaana dislikes the desert’s heat and dryness but admires the colourful clothes. Her response shows that an uncomfortable experience can still contain something enjoyable.

16. Why do Shaana and her father react differently to the same rafting experience?

Answer: Shaana finds the adventure exciting and wants to return, while her father finds it frightening and decides not to repeat it. Their reactions show that people can have different feelings about the same event.

17. What does Shaana’s changing attitude towards tunnels suggest about learning through experience?

Answer: Travelling through tunnels helps Shaana become familiar with something she once feared. This suggests that experience can build confidence and change earlier feelings.

18. How are Shaana’s postcards and the child’s paper boats similar and different as ways of communicating?

Answer: Both carry a wish to share something with people beyond the sender’s immediate surroundings. Shaana writes to known classmates, while the child hopes that an unknown person will discover the boats.

3.9. Three-mark questions with Answers of LOTS Type: (18 Questions)

Each question carries three marks, and each answer contains three sentences.

A. My Brother’s Great Invention:

1. Describe Anand and his interest in inventions.

Answer: Anand is Anita’s thirteen-year-old brother who thinks of himself as a scientist. He enjoys experimenting with electrical gadgets, tools, dynamos, and pieces of wood. His inventions often fail to work as intended and cause trouble at home.

2. Describe Anand’s burglar alarm and what happened when his father opened the door.

Answer: Anand designed the alarm to make a clanging sound when the door was opened gently. A water bag was also supposed to fall on the person opening the door.

His father opened the door softly, became thoroughly soaked, and angrily demanded an explanation.

3. **How did Anand prepare his time machine?**

Answer: Anand decided to build a time machine after watching *Back to the Future*. His room became filled with wires, springs, levers, bulbs, and an enormous control panel. After a fortnight of frantic work, he announced that the machine was ready.

4. **What happened after Anand directed Boppa into his room?**

Answer: The children heard a crash followed by a loud scream from Anand's room. Muffled thumps, an eerie whine, and a low humming sound followed, making Anand believe that Boppa had started the machine. The children shouted loudly, and their neighbours came to help them.

5. **What happened to the time machine, and what did Anand decide to do next?**

Answer: Anand insisted that Boppa had disappeared into the past through his time machine. His father had the machine dismantled because he considered it unsafe. Anand then began a new project involving a telephone to contact creatures in outer space.

B. Paper Boats

6. **Describe the child's daily activity with the paper boats.**

Answer: The child floats paper boats one by one down a running stream. The child writes their name and village's name on the boats in big black letters. The child hopes that someone in a distant land will find the boats and know who sent them.

7. **What does the child put into the boats, and what does the child observe after launching them?**

Answer: The child loads the boats with shiuli flowers from the garden. The child hopes that the flowers of the dawn will be carried safely to land at night. After launching the boats, the child looks up and sees little clouds with what appear to be white, bulging sails.

8. **Describe the child's imaginary playmate and the race.**

Answer: The child imagines that there is a playmate in the sky. This playmate appears to send clouds through the air with their white sails spread out. The child imagines that these clouds are racing with the paper boats.

9. **Describe the child's dream at night.**

Answer: The child dreams that the paper boats continue floating beneath the midnight stars. The fairies of sleep are sailing in the boats. Their cargo consists of baskets full of dreams.

C. North, South, East, West

10. **Describe Shaana's visit to the Thajiwas glacier in Kashmir.**

Answer: Shaana sees white and blue glaciers and wears four layers of clothes to keep warm. Her parents enjoy throwing snowballs at each other and remark that there was more snow the previous year. Her hands shake because she is not wearing gloves, so she cannot continue writing her postcard.

11. **What does Shaana describe about her visit to Arunachal Pradesh?**

Answer: Shaana discovers that Arunachal Pradesh is far away from Himachal Pradesh. Her family takes two trains and travels a long distance by road before walking through a thick forest to reach their treehouse. She says that Arunachal Pradesh is her favourite place so far and hopes to see red pandas.

12. **Describe Shaana's experience in the Sundarbans.**

Answer: Shaana goes out onto the river in a small boat with her parents. She learns that the Sundarbans are wetlands and that mangrove trees can grow in seawater. She

sees crocodiles and a snake, while her mother expresses sadness about the frequent flooding.

13. Describe the family's rafting experience in the Narmada River.

Answer: Shaana and her parents go rafting in the Narmada River, where she discovers that the water flows very fast. She finds the experience wild and scary and becomes completely wet. Shaana wants to return, but her frightened father decides never to go rafting again.

14. What does Shaana describe about Goa in her postcard?

Answer: Shaana enjoys looking at Goa's plateaus, hills, and beaches through the train window. The train passes through many tunnels, which she no longer fears. She wishes that her classmates could join her on a tour of the plateaus someday.

15. Describe Shaana's final stop at Olaikaadu beach.

Answer: Shaana's mother wants to teach her to dive, but there is no diving suit in her size. Shaana spends the day floating and looking at fish while her parents dive below her. She also collects pebbles from the beach to give to her classmates.

31.10. Three-mark questions with Answers of HOTS Type: (15 Questions)

Each question carries three marks, and each suggested answer contains three sentences.

A. My Brother's Great Invention:

1. Why can Anand's burglar alarm be considered both creative and poorly planned?

Answer: Anand creatively combines a sound alarm with a falling water bag to catch a burglar. However, he wrongly assumes that only burglars open doors gently. His father's experience shows that Anand has not considered how the device might affect family members.

2. How could Anita's practical thinking and Anand's imagination help them work better together?

Answer: Anand could contribute original ideas and enthusiasm for building devices. Anita could identify weaknesses by asking practical questions, as she does about the burglar alarm. Together, they could plan and test inventions more carefully.

3. Does Boppa's disappearance justify Anand's claim that his time machine worked? Explain.

Answer: The strange noises and Boppa's disappearance make Anand's explanation seem possible within the story. However, nobody witnesses Boppa travelling through time, and the scarf only indicates his presence near the machine. Anand's claim therefore remains unproven.

4. How does Anand show presence of mind during the burglary?

Answer: Anand directs Boppa into his own room to delay him while he searches for the light switch. This gives the children time to think and shout for help. His action shows that he can respond quickly even in a frightening situation.

5. How could Anand's parents encourage his scientific interest while addressing their concerns?

Answer: They could provide suitable materials and a supervised space for his experiments. They could ask him to explain and safely test each invention before anyone uses it. This would encourage his creativity while teaching him responsibility.

B. Paper Boats:

6. How do the paper boats connect the child's familiar world with an unknown world?

Answer: The boats carry the child's name, village's name, and flowers from the home

garden. The child imagines them reaching someone in a distant land. They therefore form an imagined connection between home and places the child has never visited.

7. **What does the child's imagined playmate in the sky reveal about imagination?**

Answer: The child turns ordinary clouds into sailing boats sent by an unseen companion. This makes solitary play feel like a shared adventure. It shows that imagination can create companionship and excitement from simple surroundings.

8. **Why are the flowers important to the meaning of the poem?**

Answer: The flowers add beauty to the boats and connect their journey with the child's garden. Sending them to an unknown place can be understood as an act of sharing. The child's hope for their safe arrival also expresses care and optimism.

9. **How does the poem show that an activity can be valuable even without a known result?**

Answer: The child does not know whether anyone will find the paper boats. Nevertheless, launching them brings pleasure and inspires thoughts of distant lands. The poem suggests that creativity and hope can make an activity meaningful even when its outcome is uncertain.

10. **How does the nighttime dream develop the ideas introduced during the child's daytime play?**

Answer: During the day, the child imagines the boats travelling to distant places and racing with clouds. At night, the journey continues in dreams beneath the stars with fairies of sleep. The dream extends the child's sense of wonder beyond the visible world.

C. North, South, East, West:

11. **How does Shaana's journey demonstrate the value of learning through experience?**

Answer: Shaana corrects her belief that states with "Pradesh" in their names are located together. Rafting also teaches her that rivers can be fast and powerful rather than always calm. These experiences help her revise ideas through direct observation.

12. **What do the different reactions of Shaana and her father to rafting teach us?**

Answer: Shaana enjoys the adventure and wants to return, while her father decides never to try it again. Their responses show that the same activity can produce different feelings in different people. We should respect these differences instead of expecting everyone to enjoy the same experiences.

13. **How do the parents' observations encourage environmental awareness?**

Answer: Shaana's parents mention reduced snow in Kashmir, increased flooding in the Sundarbans, and less water in the Narmada. Their comparisons draw attention to changes that a first-time visitor might not recognise. These observations encourage readers to ask questions about the causes and effects of environmental change.

14. **How does Shaana's response to Gujarat reveal an ability to appreciate unfamiliar places?**

Answer: Shaana finds the desert hot and dry and initially questions why her parents brought her there. However, she admires the beautiful, colourful clothes. Her response shows that she can discover something enjoyable even when a place does not immediately appeal to her.

15. **Compare the journeys in "Paper Boats" and "North, South, East, West."**

Answer: The child in "Paper Boats" explores distant places through imagination, while Shaana travels to different places in person. Both show curiosity about the world beyond their homes. Together, the selections suggest that both imagination and travel can widen our understanding and sense of wonder.

3.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Each question carries five marks, and each answer contains five points.

1. Describe Anand's burglar alarm and the trouble it caused.

Answer:

1. Anand decided to build a burglar alarm because several thefts had occurred in the colony.
2. His plan included doors, wires, bells, and a water bag.
3. The alarm was designed to make a clanging sound when someone opened the door gently.
4. The water bag would then fall on the person's head, giving the family time to call the police.
5. However, Anand's father opened the door softly, became thoroughly soaked, and angrily demanded an explanation.

2. Describe how Anand built his time machine and how his family reacted.

Answer:

1. The film *Back to the Future* inspired Anand to build a time machine.
2. His father locked the toolbox and hid the key, while his mother watched her oven and mixer carefully.
3. Anand filled his room with wires, springs, levers, bulbs, and an enormous control panel.
4. After a fortnight of work, he announced that the machine was ready, but his father initially refused to let him try it.
5. Before leaving for a wedding, his mother made him promise not to use the machine until his parents returned.

3. Describe the events that followed Boppa's entry into Anand's room.

Answer:

1. Anand directed Boppa into his own room when the burglar asked where his father's room was.
2. The children heard a crash, a scream, muffled thumps, an eerie whine, and a low humming sound.
3. Anand believed that Boppa had started the time machine, and the children shouted loudly for help.
4. Their neighbours arrived, freed the children, and found Boppa's green scarf near the machine, but could not find him.
5. Anand insisted that Boppa had travelled into the past, while his father later had the machine dismantled because he considered it unsafe.

4. Describe the child's activities, hopes, and dreams in "Paper Boats."

Answer:

1. The child floats paper boats one by one down a running stream every day.
2. The child writes their name and village's name in big black letters, hoping someone in a distant land will find the boats.
3. The boats carry shiuli flowers from the garden, which the child hopes will reach land safely at night.
4. The child imagines that a playmate in the sky sends clouds with white sails to race with the boats.
5. At night, the child dreams of the boats floating beneath the stars, carrying fairies of sleep and baskets full of dreams.

5. Describe Shaana's experiences in Kashmir, Himachal Pradesh, and Arunachal Pradesh.

Answer:

1. At the Thajiwas glacier in Kashmir, Shaana sees white and blue glaciers and wears four layers of clothes.
2. Her parents throw snowballs at each other and remark that there was more snow the previous year.
3. In Himachal Pradesh, Shaana sees mountains from the cabin and wakes to the chirping of colourful birds.
4. She thinks she hears bears at night, but her mother explains that the sound is her father snoring.
5. In Arunachal Pradesh, the family walks through a thick forest to reach a treehouse, and Shaana hopes to see red pandas.

6. Describe Shaana's experiences in the Sundarbans, Gujarat, and the Narmada River.

Answer:

1. In the Sundarbans, Shaana takes a boat ride with her parents and learns that mangrove trees can grow in seawater.
2. She sees crocodiles and a snake, while her mother expresses concern about the flooding.
3. In Gujarat, Shaana finds the desert hot, dry, and sandy but admires the colourful clothes.
4. She goes rafting with her parents in the Narmada River and discovers that rivers can flow very fast.
5. Shaana becomes completely wet and wants to return, but her frightened father decides never to go rafting again.

3.12 Five-mark questions with Answers of HOTS Type: (5 Questions)

Each question carries five marks, and each suggested answer contains five points.

1. "Creativity needs practical thinking and responsibility." Explain this statement with reference to Anand's inventions.

Answer:

1. Anand shows creativity by designing a burglar alarm and attempting to build a time machine.
2. His alarm has a weakness because it cannot distinguish a burglar from a family member who opens the door gently.
3. His father's unexpected soaking shows why inventors must consider different situations before using a device.
4. Anita's questions demonstrate how practical thinking can help identify weaknesses in an invention.
5. Anand could become a more responsible inventor by welcoming feedback and testing his ideas safely under adult supervision.

2. Do you agree with Anand that Boppa's disappearance proves the time machine worked? Give reasons.

Answer:

1. Anand's belief is understandable because Boppa disappears after strange sounds come from the room containing the machine.
2. The green scarf supports the children's account that Boppa was near the machine.
3. However, neither the children nor the neighbours actually see him travelling through time.
4. An unnoticed escape remains a possible explanation, although the neighbours believe they would have seen him leave.
5. Therefore, the disappearance creates a mystery but does not provide enough evidence to prove Anand's claim.

3. How does “Paper Boats” show that imagination can turn a simple activity into a meaningful experience?

Answer:

1. Floating paper boats becomes more than a game when the child imagines them reaching distant lands.
2. Writing identifying details on the boats expresses a wish to connect with unknown people.
3. The shiuli flowers can be seen as gifts that carry the beauty of the child’s garden to others.
4. Clouds become racing boats sent by an imaginary playmate, bringing companionship to solitary play.
5. The nighttime dream extends the adventure and shows how an ordinary activity can inspire lasting joy and wonder.

4. What might the boats, flowers, and baskets of dreams symbolise in “Paper Boats”?

Answer:

1. The paper boats may symbolise the child’s hopes travelling beyond familiar surroundings.
2. The name and village written on them may represent a desire to be recognised and connected with others.
3. The flowers may symbolise generosity because the child sends something beautiful to an unknown recipient.
4. The baskets of dreams may represent wishes and possibilities that exist in the child’s imagination.
5. Together, these images suggest that curiosity and hope can carry the mind beyond the limits of everyday life.

5. How does Shaana’s journey show that travel can change a person’s ideas and attitudes?

Answer:

1. Shaana corrects her assumption that states with “Pradesh” in their names are located close together.
2. Her rafting experience changes her belief that rivers are always calm.
3. Travelling through tunnels helps her overcome a fear she previously had.
4. Although she dislikes Gujarat’s heat and dryness, she learns to appreciate its colourful clothes.
5. These experiences show that travel can replace assumptions with understanding and help a person become more confident and open-minded.

6. How do Shaana’s postcards encourage both appreciation of nature and concern for the environment?

Answer:

1. Shaana’s descriptions of glaciers, forests, wetlands, rivers, and beaches reveal the variety of India’s landscapes.
2. Her excitement about birds, red pandas, and fish encourages interest in wildlife.
3. Her parents’ remarks about reduced snow, increased flooding, and lower river water levels draw attention to environmental changes.
4. These observations encourage readers to investigate the changes rather than assume that natural places remain the same forever.
5. The postcards therefore invite readers to enjoy nature while recognising the importance of caring for it.

3.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Each question carries five marks, and each suggested answer contains five points.

1. Your science club wants to build a model burglar alarm for an exhibition. How would you apply the lessons learnt from Anand's invention?

Answer:

1. We would first discuss the purpose of the alarm and draw a clear plan.
2. We would use a teacher-approved, low-voltage kit with a buzzer instead of a falling water bag.
3. We would include an on–off switch so that an authorised person could open the model door without triggering the alarm.
4. We would test the model under our teacher's supervision and record when it worked or failed.
5. We would improve the design using feedback and explain its limitations to visitors.

2. A classmate claims that an invention works because something unusual happened near it. How would you investigate the claim using what you learnt from Boppa's disappearance?

Answer:

1. I would ask my classmate to describe exactly what happened and what the invention was supposed to do.
2. I would separate what people actually observed from what they believed had happened.
3. I would consider other explanations for the unusual event.
4. With our teacher's help, I would arrange a safe test and record whether the result could be repeated.
5. I would accept the claim only if the evidence supported it and leave the conclusion open if the evidence was insufficient.

3. Inspired by "Paper Boats," plan a classroom activity through which students can share hopes and make new friends.

Answer:

1. Each student would fold a paper boat using clean, reused paper.
2. Students would write their first names and one hope or dream on their boats.
3. We would display the boats on a blue sheet representing a stream.
4. Each student would pick a classmate's boat and write a kind response to the hope expressed on it.
5. We would discuss how sharing dreams can help us understand and encourage one another.

4. Imagine that Shaana's postcards inspire your class to organise a local educational trip. Explain how you would make the trip a learning experience.

Answer:

1. We would choose a nearby natural or historical place with our teacher's guidance.
2. Before the visit, we would locate it on a map and prepare questions about its special features.
3. During the trip, we would observe the surroundings and record information through notes and sketches.
4. We would follow the site's rules, avoid disturbing wildlife, and carry our waste back.
5. After returning, each student would write a postcard describing one observation and one new thing learnt.

5. During a family trip, you feel disappointed because the place is different from what you expected. How would you apply Shaana's response to Gujarat?

Answer:

1. I would recognise my disappointment without deciding that the entire visit would be unpleasant.

2. Like Shaana, who admired Gujarat's clothes despite disliking the heat, I would look for something interesting.
3. I would learn about the place's food, crafts, landscape, or local traditions.
4. I would discuss my discomfort with my family and suggest a suitable adjustment to our plans.
5. I would record the enjoyable parts of the visit to remind myself that unfamiliar places can offer unexpected discoveries.

6. You notice litter near a stream where children play with paper boats. Suggest actions inspired by "Paper Boats" and Shaana's interest in nature.

Answer:

1. I would inform a teacher or responsible adult about the litter near the stream.
2. I would help organise a supervised clean-up, leaving sharp or hazardous waste for trained adults.
3. I would suggest floating paper boats in a reusable tub so that they could be collected easily.
4. I would prepare posters explaining how litter can harm water, plants, and animals.
5. I would encourage classmates to reduce waste and check regularly that our activity area remains clean.

3.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Choose the most appropriate answer. These questions cover comprehension, inference, vocabulary, grammar, and literary appreciation.

A. My Brother's Great Invention

1. What was the main weakness in Anand's burglar alarm?

- A. It worked only when someone opened a window.
- B. It could not distinguish a burglar from a family member.
- C. It required someone to ring the bell manually.
- D. It worked only when the door was opened forcefully.

Answer: B — Anyone opening the door gently could trigger the alarm.

2. Anita's question about how the alarm would recognise a burglar reveals her:

- A. lack of interest in her family's safety.
- B. confidence that the invention would succeed.
- C. practical and questioning attitude.
- D. desire to build a similar invention.

Answer: C — She identifies a practical weakness in Anand's plan.

3. Which sequence correctly represents the events in the story?

- A. Time machine built → Father soaked → Boppa disappears → Film watched
- B. Film watched → Boppa disappears → Father soaked → Time machine built
- C. Father soaked → Boppa disappears → Film watched → Time machine built
- D. Father soaked → Film watched → Time machine built → Boppa disappears

Answer: D — The failed burglar alarm comes before the film-inspired time machine.

4. Why did Anand direct Boppa into his own room?

- A. To gain time while Boppa searched for the light switch
- B. To show Boppa his scientific achievement
- C. To help Boppa find valuable objects
- D. To prove that the machine could travel through time

Answer: A — Anand explicitly wanted to gain time to think.

5. Which statement about Boppa's disappearance is best supported by the story?

- A. The neighbours saw him escape through a window.

- B. Anita watched him travel into the past.
- C. His disappearance remains unexplained.
- D. The police found him inside the machine.

Answer: C — The story does not establish how or where Boppa disappeared.

6. In the story, the word “sceptical” most nearly means:

- A. delighted.
- B. doubtful.
- C. careless.
- D. frightened.

Answer: B — A sceptical person is not easily convinced.

7. Which expression means “to annoy someone”?

- A. Get on someone’s nerves
- B. Leave the coast clear
- C. Arrive safe and sound
- D. Weigh the pros and cons

Answer: A — “Get on someone’s nerves” means to irritate someone.

8. What can reasonably be inferred from Anand’s decision to begin another project?

- A. He has lost interest in science.
- B. He accepts that every invention is dangerous.
- C. He wants Anita to do all his work.
- D. He remains enthusiastic despite earlier difficulties.

Answer: D — His new project shows continued enthusiasm for invention.

B. Paper Boats

9. Why does the child write identifying details on the paper boats?

- A. To prevent the boats from sinking
- B. To help a distant finder know who sent them
- C. To record how fast the boats move
- D. To make the boats easier to fold

Answer: B — The child hopes to be recognised by someone in a distant land.

10. Which pair is correctly matched?

- A. Paper boats — made by the imaginary playmate
- B. Shiuli flowers — gathered from a distant country
- C. Clouds — imagined as having white sails
- D. Baskets — filled with pebbles

Answer: C — The child imagines the clouds with white, bulging sails.

11. The imagined playmate in the sky adds which element to the child’s activity?

- A. Companionship
- B. Disappointment
- C. Competition for a prize
- D. Fear of the unknown

Answer: A — The child imagines sharing the game with a companion.

12. The phrase “baskets full of dreams” most strongly suggests:

- A. baskets containing written schoolwork.
- B. containers filled with sleeping flowers.
- C. a collection of travel tickets.
- D. hopes and imaginative possibilities.

Answer: D — The phrase presents dreams as the boats’ imaginative cargo.

13. Which description best captures the mood of the poem?

- A. Bitter and accusing
- B. Hopeful and dreamy

- C. Tense and threatening
- D. Formal and factual

Answer: B — The poem combines hope, wonder, and imagination.

14. Which detail most clearly shows that the child’s imaginative journey continues after daytime play?

- A. The child writes in black letters.
- B. The flowers come from the garden.
- C. The child dreams of boats beneath the midnight stars.
- D. The boats float one by one.

Answer: C — The nighttime dream continues the boats’ imagined adventure.

15. The word “lading” in the poem refers to:

- A. the cargo being carried.
- B. the speed of the stream.
- C. the shape of the sails.
- D. the depth of the water.

Answer: A — “Lading” means a load or cargo.

16. Which statement best expresses a central idea of “Paper Boats”?

- A. Games are worthwhile only when they produce results.
- B. Travelling always requires expensive equipment.
- C. Nature prevents children from making friends.
- D. Simple play can inspire imagination and connection.

Answer: D — The child transforms a simple activity into an imagined connection with the wider world.

C. North, South, East, West

17. Which belief does Shaana correct during her journey?

- A. All rivers flow slowly throughout the year.
- B. All states with “Pradesh” in their names lie together.
- C. All Indian beaches have identical names.
- D. All forests contain only one kind of tree.

Answer: B — She discovers that Himachal Pradesh and Arunachal Pradesh are far apart.

18. Which place–experience pair is incorrect?

- A. Kashmir — visiting the Thajiwas glacier
- B. Sundarbans — observing mangrove trees
- C. Gujarat — staying in a forest treehouse
- D. Narmada — going rafting

Answer: C — The treehouse is in Arunachal Pradesh.

19. What do Shaana’s feelings about tunnels suggest?

- A. Familiarity can help reduce fear.
- B. Fear always increases with travel.
- C. Tunnels are the main purpose of her journey.
- D. She avoids every unfamiliar experience.

Answer: A — She is no longer afraid after experiencing tunnels during her travels.

20. Which statement best compares Shaana’s and her father’s reactions to rafting?

- A. Both decide never to try it again.
- B. Both find it calm and relaxing.
- C. Her father enjoys it more than she does.
- D. She wants to return, while he does not.

Answer: D — The same experience excites Shaana but frightens her father.

21. The parents’ remarks about snow, floods, and river water mainly draw attention to:

- A. changes in school holiday dates.

- B. differences in travel prices.
- C. changes in the natural environment.
- D. improvements in postcard delivery.

Answer: C — Their comparisons highlight environmental changes.

22. Shaana admires Gujarat's colourful clothes despite disliking the desert heat. This shows that she:

- A. dislikes learning about unfamiliar places.
- B. can appreciate a place despite some discomfort.
- C. believes every place should resemble her home.
- D. prefers clothes to every other aspect of travel.

Answer: B — She recognises something enjoyable even in an uncomfortable setting.

23. Why does Shaana float and watch fish instead of diving at Olaikaadu beach?

- A. She has already completed a diving lesson.
- B. Her parents refuse to enter the water.
- C. She prefers collecting postcards underwater.
- D. No diving suit is available in her size.

Answer: D — The absence of a suitable suit prevents her from diving.

24. What is the main difference between Shaana's postcards and the child's paper boats as messages?

- A. Shaana writes to known friends, while the child hopes to reach an unknown finder.
- B. Shaana hides her experiences, while the child describes a completed tour.
- C. Shaana sends flowers, while the child sends photographs.
- D. Shaana writes only at night, while the child writes only at dawn.

Answer: A — Their intended recipients differ.

D. Grammar and Vocabulary

25. Choose the correct pair of verb forms:

"By the time the neighbours _____, Boppa _____."

- A. had arrived; disappears
- B. arrive; had disappeared
- C. arrived; had disappeared
- D. arriving; disappeared

Answer: C — The earlier disappearance takes the past perfect, while the later arrival takes the simple past.

26. Choose the correct verb:

"A pair of binoculars _____ useful for watching birds."

- A. are
- B. is
- C. have
- D. were

Answer: B — The singular subject "a pair" takes "is."

27. Choose the correct verb:

"Neither the students nor the teacher _____ to cancel the trip."

- A. wants
- B. want
- C. have wanted
- D. were wanting

Answer: A — With "neither...nor," the verb agrees with the nearer subject, "teacher."

28. Which option contains a correctly formed binomial?

- A. Sound and safe
- B. Cons and pros

- C. Quiet or peace
- D. Safe and sound

Answer: D — “Safe and sound” is a conventional fixed expression.

29. In “The rain finally let up,” the phrasal verb “let up” means:

- A. became heavier.
- B. became less intense.
- C. changed into snow.
- D. began unexpectedly.

Answer: B — “Let up” means to lessen or become less intense.

30. Which sentence correctly expresses a preference?

- A. I prefer travelling by train than travelling by bus.
- B. I would rather travelling by train to bus.
- C. I prefer travelling by train to travelling by bus.
- D. I like travelling by train best than bus.

Answer: C — The correct pattern is “prefer...to...”.

3.15 Best Practices Opportunity List from the Chapter: (8 Ideas)

The following practices support the teaching of “My Brother’s Great Invention,” “Paper Boats,” and “North, South, East, West.”

(1) Use prediction followed by evidence-based reading.

Pause at key moments in Anand’s story and ask students to predict what might happen next. After reading, let them compare their predictions with the text and distinguish confirmed facts from possibilities, especially when discussing Boppa’s disappearance.

Learning benefit: Builds comprehension, logical thinking, and the habit of supporting answers with evidence.

(2) Organise expressive reading and role-play.

Assign students the roles of Anita, Anand, their parents, and the neighbours for a short reading of selected scenes. Guide them to use suitable expression, pauses, and voice modulation while observing dialogue punctuation.

Learning benefit: Develops reading fluency, listening skills, confidence, and understanding of characters.

(3) Connect poetry with personal experience.

Before reading “Paper Boats,” invite students to discuss simple games that inspire their imagination. After reading, ask them to draw a favourite poetic image and explain how it connects with the child’s feelings or hopes.

Learning benefit: Makes poetry accessible and strengthens interpretation and descriptive language.

(4) Integrate map work with postcard writing.

Ask students to locate the places Shaana visits on a map of India and arrange her postcards in sequence. Each student can then write a short postcard about a familiar place, including its location, one observation, and a personal response.

Learning benefit: Connects reading with geography and gives students a meaningful purpose for writing.

(5) Teach grammar through examples from the unit.

Use Anand’s story to practise the simple past and past perfect, the poem to construct phrases with “of,” and Shaana’s postcards to practise subject–verb agreement. Follow identification exercises with short sentences written by students themselves.

Learning benefit: Helps students understand how grammar communicates meaning and apply it in their own writing.

(6) Build vocabulary through context and regular revision.

Select words and expressions such as *sceptical*, *rigged up*, *safe and sound*, and *get on someone's nerves*. Ask students to infer meanings from the surrounding text, check their understanding, and reuse the expressions in suitable sentences.

Learning benefit: Improves vocabulary retention and accurate use rather than encouraging memorisation alone.

(7) Use structured pair work and inclusive participation.

Give students individual thinking time before they discuss a question with a partner and share an answer. Offer sentence starters or word banks where needed, while giving confident learners questions that require comparing ideas across the three selections.

Learning benefit: Enables students with different levels of English proficiency to participate meaningfully.

(8) Check understanding through brief formative assessments.

End lessons with an exit slip asking for one event and its cause, one inference supported by evidence, or one correctly formed grammar example. Use the responses to identify misconceptions and plan a short review in the next lesson.

Learning benefit: Provides timely feedback and helps the teacher adjust instruction to students' needs.

3.16 Innovations Opportunity List from the Chapter: (10 Ideas)**(1) “The Mystery of Boppa” Evidence Room**

Turn the classroom into an investigation room with clue cards describing the strange sounds, green scarf, humming machine, and neighbours' observations. Groups sort the cards into *facts*, *inferences*, and *unanswered questions*, then propose an explanation supported by evidence.

Learning outcome: Develops critical reading, reasoning, and the ability to distinguish evidence from assumption.

(2) Young Inventors' Design-and-Pitch Studio

Inspired by Anand, students sketch an invention that solves a small classroom problem. Each group presents its purpose, working method, possible weaknesses, and improvements, using a labelled drawing or a simple cardboard model.

Learning outcome: Integrates creative thinking with explanatory writing and persuasive speaking.

(3) A Classroom “River of Dreams”

After reading “Paper Boats,” students make paper boats containing an original wish and a short message to an imaginary reader. Arrange them on a blue-paper river, and invite classmates to write encouraging replies while using phrases such as “dreams of...” and “hopes of...”.

Learning outcome: Combines poetry appreciation, imaginative writing, empathy, and phrase construction.

(4) Shaana's Interactive Travel Trail

Create a large floor or wall map with stations representing places from Shaana's journey. At each station, students read a postcard extract, identify a geographical feature, and deliver a brief first-person travel report.

Learning outcome: Strengthens reading comprehension, sequencing, geographical vocabulary, and oral expression.

(5) Student-Produced Audio Theatre

Let small groups adapt a scene from “My Brother's Great Invention” into a short

audio performance. Students create simple sound effects for the alarm and machine, practise expressive dialogue, and record or perform their scene live.

Learning outcome: Develops pronunciation, listening, scriptwriting, and understanding of onomatopoeia.

(6) Grammar Repair Workshop

Present an imaginary “faulty invention manual” containing errors in past tenses and a “mixed-up postcard” containing subject–verb agreement errors. Teams repair the texts and explain how each correction makes the message clearer.

Learning outcome: Makes grammar practice purposeful and develops editing skills.

(7) “One Journey, Three Voices” Writing Lab

Ask students to describe the same imagined journey from the viewpoints of a paper boat, Shaana, and an inventor testing a travelling machine. Each version should reveal what that narrator notices, feels, and hopes to discover.

Learning outcome: Builds understanding of viewpoint, tone, personification, and creative expression.

(8) Local Discovery Postcard Exchange

Students observe a familiar place, such as the school garden or a neighbourhood landmark, and create illustrated postcards containing three observations and one question. Classmates respond with a relevant question or an additional observation, forming a classroom discovery display.

Learning outcome: Connects the unit with everyday experience and develops observation, authentic writing, and curiosity.

3.17: Practicing Questions/Question Bank

A. Fill-in-the-Blank Questions — 1 Mark Each:

- Anand’s burglar alarm was activated when the door was opened _____.
Answer: gently
- The film _____ inspired Anand to build a time machine.
Answer: *Back to the Future*
- Boppa’s _____ scarf was found near the machine’s control panel.
Answer: green
- The poem “Paper Boats” was written by _____.
Answer: Rabindranath Tagore
- The child loads the paper boats with _____ flowers.
Answer: shiuli
- In the child’s dream, the fairies’ baskets are filled with _____.
Answer: dreams
- Shaana shares her travel experiences through _____.
Answer: postcards
- Shaana goes rafting with her parents in the _____ River.
Answer: Narmada
- Complete with the correct verb: “A pair of binoculars _____ useful for watching wildlife.”
Answer: is

10. Complete with the correct verb form: “By the time the neighbours arrived, Boppa _____.”

Answer: had disappeared

B. One-Mark Descriptive Questions:

Each answer contains one sentence.

- Why did Anand decide to build a burglar alarm?**
Answer: Anand decided to build a burglar alarm because several thefts had occurred in the colony.
- What does Anita’s questioning of the alarm reveal about her?**
Answer: Her questioning reveals that she considers practical problems before accepting an idea.
- Why does the child write identifying details on the paper boats?**
Answer: The child hopes that someone in a distant land will find the boats and know who sent them.
- What do the clouds resemble in the child’s imagination?**
Answer: The clouds resemble boats with white, bulging sails.
- What misconception does Shaana have about states with “Pradesh” in their names?**
Answer: Shaana mistakenly believes that all such states are located next to one another.
- What does Shaana’s changed attitude towards tunnels suggest?**
Answer: It suggests that familiarity and experience can help a person overcome fear.

C. Two-Mark Descriptive Questions:

Each answer contains two sentences.

- How was Anand’s burglar alarm supposed to work?**
Answer: The alarm was supposed to make a clanging sound when the door was opened gently. A water bag would then fall on the person opening the door.
- Why does Boppa’s scarf fail to prove that the time machine worked?**
Answer: The scarf indicates that Boppa was near the machine. It does not explain his disappearance or prove that he travelled through time.
- What does the child put in the paper boats, and what is the child’s hope?**
Answer: The child puts shiuli flowers from the garden into the boats. The child hopes that the flowers will reach land safely at night.
- How does the imagined playmate add to the child’s enjoyment?**
Answer: The child imagines that a playmate in the sky sends clouds to race with the boats. This turns solitary play into an imagined shared adventure.
- What does Shaana learn and observe in the Sundarbans?**
Answer: Shaana learns that the Sundarbans are wetlands where mangrove trees grow in seawater. She sees crocodiles and a snake during the boat ride.
- How do Shaana and her father respond differently to rafting?**
Answer: Shaana enjoys the excitement and wants to return. Her father is frightened and decides never to go rafting again.

D. Three-Mark Descriptive Questions:

Each answer contains three points.

1. Describe Anand's preparations for building the time machine.

Answer:

1. Anand decides to build a time machine after watching *Back to the Future*.
2. His room becomes filled with wires, springs, levers, bulbs, and an enormous control panel.
3. After a fortnight of frantic work, he announces that the machine is ready.

2. How could Anita and Anand work together to improve his inventions?

Answer:

1. Anand could contribute creative ideas and enthusiasm for building devices.
2. Anita could identify practical weaknesses by asking questions about how they would work.
3. Together, they could revise their plans and test suitable models under adult supervision.

3. Describe the child's nighttime dream in "Paper Boats."

Answer:

1. The child dreams of paper boats floating beneath the midnight stars.
2. The fairies of sleep are sailing in the boats.
3. Their cargo consists of baskets full of dreams.

4. How does "Paper Boats" connect the child's home with the wider world?

Answer:

1. The boats carry the child's name and village's name.
2. The flowers come from the child's own garden.
3. The child imagines these familiar things reaching someone in a distant land.

5. Describe Shaana's final stop at Olaikaadu beach.

Answer:

1. Shaana cannot learn to dive because no diving suit is available in her size.
2. She floats and watches fish while her parents dive below her.
3. She collects pebbles to give to her classmates.

6. How do the parents' observations add an environmental message to Shaana's journey?

Answer:

1. They mention reduced snow in Kashmir, increased flooding in the Sundarbans, and lower water levels in the Narmada.
2. Their comparisons show that natural landscapes can change over time.

3. These observations encourage readers to investigate environmental changes and care for nature.

E. Five-Mark Descriptive Questions:

Each answer contains five points.

1. **Describe the events surrounding Boppa's mysterious disappearance.**

Answer:

1. Anand directs Boppa into his own room when the burglar asks for his father's room.
2. The children hear a crash, a scream, and strange noises from the room.
3. Anand believes that Boppa has started the time machine, and the children shout for help.
4. The neighbours arrive and find Boppa's green scarf near the machine, but Boppa is missing.
5. Anand claims that Boppa has travelled into the past, although the disappearance remains unexplained.

2. **Explain how "Paper Boats" presents childhood imagination and hope.**

Answer:

1. The child hopes that the boats will reach someone in an unfamiliar land.
2. Writing identifying details expresses a desire to connect with others.
3. Sending garden flowers suggests a wish to share something beautiful.
4. Imagining clouds as racing boats turns nature into part of the child's game.
5. The nighttime dream allows the imagined journey to continue beneath the stars.

3. **How does travel help Shaana learn and grow?**

Answer:

1. Shaana discovers that states with similar names are not necessarily close together.
2. She learns about different landscapes, including glaciers, wetlands, deserts, and plateaus.
3. Rafting changes her earlier belief that rivers are always calm.
4. Passing through tunnels helps her overcome her fear of them.
5. Writing postcards gives her practice in observing, reflecting, and sharing experiences.

4. **Your class is preparing an invention exhibition inspired by Anand's story; explain how you would plan a responsible project.**

Answer:

1. We would select a simple classroom problem and explain how our invention could solve it.
2. We would draw a labelled plan and discuss it with our teacher.

3. We would use suitable materials to make a safe model.
4. We would test it under supervision and improve any weaknesses.
5. We would present its purpose, results, and limitations honestly to visitors.

5. **Compare the importance of curiosity in the three selections.**

Answer:

1. Anand's curiosity encourages him to experiment with gadgets and invent machines.
2. The child in "Paper Boats" wonders about distant people and places.
3. Shaana explores unfamiliar landscapes and learns through travel.
4. All three show that curiosity can lead to new ideas, experiences, and questions.
5. The unit also suggests that curiosity becomes more useful when supported by observation, thoughtful questioning, and responsibility.



7th Standard English Book Chapter 4

Chapter 4: TRAVEL AND ADVENTURE

4.1 Summary of the Chapter:

The chapter contains three texts: *The Tunnel*, *Travel*, and *Conquering the Summit*. The following points summarise them.

- (1) **Suraj's fascination with trains:** In *The Tunnel* by Ruskin Bond, Suraj visits a railway tunnel in the forest to watch a steam engine emerge. Its power and appearance remind him of a magnificent dragon.
- (2) **Exploring the tunnel:** Driven by curiosity, Suraj walks through the dark tunnel. Inside, he notices damp walls, a bat, and a lizard; outside, he briefly glimpses a leopard.
- (3) **Meeting Sunder Singh:** Suraj befriends Sunder Singh, the tunnel watchman. His duty is to inspect the tunnel, remove obstacles, and warn approaching trains of danger.
- (4) **A nighttime adventure:** Suraj returns the following evening to watch the night train. While waiting together, he and Sunder Singh hear a sound that reveals a leopard is inside the tunnel.
- (5) **Saving the leopard:** Worried that the approaching train will kill the animal, Sunder Singh enters with a lamp and an axe, followed by Suraj. Their combined shouts frighten the leopard away, saving its life.
- (6) **Respect for a devoted watchman:** A week later, Suraj travels through the tunnel with his father. Seeing Sunder Singh's lamp, he remembers his friend's courage, kindness, and quiet service to travellers and wildlife.
- (7) **The attraction of distant trains:** In *Travel* by Edna St. Vincent Millay, the speaker feels drawn to trains, even though the railway track is miles away and daily life is filled with other sounds.
- (8) **Dreams of adventure:** At night, the speaker imagines the train's glowing cinders and hears its engine. Although she treasures her friends, she longs to board any train and explore unfamiliar places.
- (9) **Arunima Sinha's life-changing challenge:** *Conquering the Summit* describes how Arunima, a national-level volleyball player, lost a leg following a train accident in 2011. Despite this setback, she decided to climb Mount Everest.
- (10) **Preparation and encouragement:** Arunima learnt to use a prosthetic leg, completed a mountaineering course, and trained rigorously. Mountaineer Bachendri Pal encouraged her and strengthened her confidence.
- (11) **Achieving extraordinary goals:** On 21 May 2013, Arunima reached Mount Everest's summit after 52 exhausting days. She later completed her Seven Summits goal, demonstrating remarkable determination and endurance.
- (12) **The unit's central message:** These texts celebrate curiosity, adventure, compassion, and perseverance. They show how exploring the world and facing challenges can build courage, broaden our understanding, and inspire others.

4.2 Important Formulas:

Important Grammar Topics — Unit 4: Travel and Adventure:

The chapter includes *The Tunnel*, *Travel*, and *Conquering the Summit*. Its main grammar exercises focus on **past habits, punctuation, parts of speech, word formation, and articles**. The following topics will help students understand the texts and write accurate answers.

(1) "Would" for past habits

Use **would + base verb** to describe actions repeated regularly in the past.

Example: Every day, the watchman **would inspect** the tunnel.

(2) “Used to” for past habits and states

Use **used to + base verb** for past habits or situations that are no longer true. Unlike habitual *would*, *used to* can describe past states.

Examples:

We **used to live** near a forest.

We **used to walk** beside the railway line.

(3) Articles: “A”, “An”, and “The”

Use **a** before a consonant sound, **an** before a vowel sound, and **the** for something specific.

Examples: **a** tunnel, **an** engine, **the** Indian flag.

Remember that sound matters: **an hour**, but **a uniform**.

(4) Omission of articles

Learn when no article is needed, particularly before many proper names and general abstract ideas.

Examples: Arunima climbed **Mount Everest**. She showed **courage**.

Compare: **the Himalayas**, **the Ganga**.

(5) Punctuation: Colon, Semicolon, and Brackets

A **colon (:) introduces a list or explanation.**

Example: Suraj heard several sounds: a whistle, a rumble, and a roar.

A **semicolon (;) joins closely related complete sentences.**

Example: The train passed; the forest became quiet again.

Brackets () add extra information.

Example: Sunder Singh (the tunnel watchman) welcomed Suraj.

(6) Parts of speech

Identify how words function in sentences.

Examples: **courage** is a noun; **climb** is a verb; **brave** is an adjective; **silently** is an adverb.

Practice sentence: The **brave** watchman walked **silently**.

(7) Word formation and word families

Learn to change a word into different grammatical forms.

Example: **success** (noun), **succeed** (verb), **successful** (adjective), **successfully** (adverb).

Application: Arunima **successfully** completed the climb.

(8) Participial adjectives and noun phrases

Some **-ing** words describe nouns rather than acting as the main verb.

Examples from the unit: **drifting smoke**, **approaching engine**, **flickering lights**.

In *flickering lights*, **flickering** describes the lights.

(9) The following additional grammar topics are useful for understanding the narration and completing writing tasks:**(10) Past tenses in storytelling**

Recognise how different past tenses show the order and progress of events.

Simple past: Suraj **entered** the tunnel.

Past continuous: He **was waiting** for the train.

Past perfect: The train **had left** before he entered.

(11) Modal verbs

Use **can**, **could**, **will**, **would**, **must**, and **may** to express ability, possibility, requests, and necessity.

Examples:

Suraj **could** hear the train.

May I join the Adventure Club?

Students **must** follow safety instructions.

(12) Prepositions of place, movement, and time

Prepositions explain where, in which direction, or when something happens.

Examples: **inside** the tunnel, **through** the forest, **towards** the hut, **at** night, **on** 21 May.

(13) Conjunctions and clauses

Use **and**, **but**, **because**, **although**, **when**, and **if** to connect ideas.

Examples:

Suraj was frightened, **but** he followed the watchman.

They shouted **because** the leopard was in danger.

If an obstacle blocks the track, the watchman warns the driver.

(14) Direct and reported speech

Direct speech gives the speaker's exact words; reported speech conveys their meaning.

Direct: Suraj said, "I am coming with you."

Reported: Suraj said that he was coming with him.

Practise quotation marks, pronouns, and appropriate tense changes.

(15) Subject-verb agreement

Make the verb agree with its subject.

Examples: The train **moves** quickly. The trains **move** quickly.

Sunder Singh **inspects** the tunnel. Suraj and Sunder Singh **inspect** it.

(16) Degrees of comparison

Use comparative and superlative forms to compare people, places, and things.

Examples: **high-higher-highest**, **safe-safer-safest**.

Application: Mount Everest is **the highest** mountain in the world.

Related language skills: Students should also study sound words, similes, metaphors, personification, imagery, and rhyme in this unit. These are vocabulary and literary features rather than grammar topics.

4.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

These questions test recall and basic understanding of *The Tunnel*, *Travel*, and *Conquering the Summit*.

The Tunnel:

1. The story "The Tunnel" is written by _____.
Answer: Ruskin Bond
2. _____ went to the railway tunnel to watch the midday train.
Answer: Suraj
3. Suraj compared the steam engine to a beautiful _____ from his dreams.
Answer: dragon
4. The walls inside the tunnel were damp and _____.
Answer: sticky
5. A _____ flew past Suraj inside the tunnel.
Answer: bat
6. The tunnel watchman's name was _____.
Answer: Sunder Singh
7. _____ grew in front of the watchman's hut.
Answer: Marigolds

8. During the day, the watchman would wave a _____ flag to warn the engine driver of danger.
Answer: red
9. At night, Sunder Singh used an oil _____ while inspecting the tunnel.
Answer: lamp
10. Sunder Singh recognised the rhythmic sawing sound made by a _____.
Answer: leopard
11. Sunder Singh carried a lamp and an _____ when he went to drive the leopard away.
Answer: axe
12. Suraj and Sunder Singh frightened the leopard away by _____ together.
Answer: shouting
13. Suraj's father took him to _____ on a business trip.
Answer: Delhi
14. At the end of the story, the watchman is compared to a _____ lighting up the darkness.
Answer: firefly

Travel:

15. The poem "Travel" is written by _____.
Answer: Edna St. Vincent Millay
16. The railroad track is _____ away from the speaker.
Answer: miles
17. During the day, the speaker hears the train's whistle _____.
Answer: shrieking
18. At night, the speaker imagines the train's _____ glowing red against the sky.
Answer: cinders
19. The speaker's heart is warm with the _____ she makes.
Answer: friends
20. The speaker wishes to take a train no matter _____ it is going.
Answer: where

Conquering the Summit:

21. Before her accident, Arunima Sinha was a national-level _____ player.
Answer: volleyball
22. Arunima lost a leg following a train accident in the year _____.
Answer: 2011
23. After the accident, Arunima learnt to use a _____ leg.
Answer: prosthetic
24. Arunima completed a basic mountaineering course at the Nehru Institute of Mountaineering in _____.
Answer: Uttarkashi
25. _____, the first Indian woman to summit Everest, guided and encouraged Arunima.
Answer: Bachendri Pal
26. Arunima reached the summit of Mount Everest on _____.
Answer: 21 May 2013
27. Arunima's Everest expedition took _____ exhausting days.
Answer: 52
28. At the summit, Arunima displayed the _____ flag.
Answer: Indian

29. Arunima left a photograph of her idol, _____, at the summit.

Answer: Swami Vivekananda

30. In 2015, Arunima received the _____, India's fourth-highest civilian award.

Answer: Padma Shri

31. In January 2019, Arunima climbed Mount _____ in Antarctica.

Answer: Vinson

32. Arunima's autobiography is titled *Born Again on the _____: A Story of Losing Everything and Finding It Back*.

Answer: Mountain

4.4 Fill-Up the Blank HOTS type questions with Answers: (26 Questions)

Complete the blanks by inferring motives, interpreting imagery, and applying the texts' messages. **Suggested answers are provided; other suitable answers with similar meanings may also be accepted.**

The Tunnel:

1. Suraj enters the dark tunnel because his desire to explore is stronger than his fear, revealing his _____.

Answer: curiosity

2. Comparing the steam engine to a dragon helps readers imagine its impressive appearance and tremendous _____.

Answer: power

3. Sunder Singh's statement that he has "lent" the tunnel to the Government suggests a strong sense of personal _____ towards his work.

Answer: responsibility

4. Although the leopard is a wild animal, Sunder Singh wants to save it, showing his _____ for living creatures.

Answer: compassion

5. Sunder Singh believes the leopard will not attack him, but still carries an axe; this shows that confidence should be balanced with _____.

Answer: caution

6. Suraj's dry throat when he tries to shout reveals that he is experiencing _____ despite choosing to accompany the watchman.

Answer: fear

7. Suraj eventually joins Sunder Singh in shouting, showing that courage involves acting despite being _____.

Answer: afraid

8. After driving the leopard away, the two walk through the entire tunnel because they need to _____ that it is clear.

Answer: verify

9. The description of the forest seeming to breathe after the train passes suggests that the jungle has regained its _____.

Answer: calm

10. Comparing the watchman to a firefly suggests that even a small, unnoticed presence can provide valuable _____ to others.

Answer: help

Travel:

11. Although the railway is far away, it occupies the speaker's thoughts, showing her powerful longing for _____.

Answer: travel

12. The contrast between the noisy day and the quiet night shows that the speaker's wish to travel remains _____.
Answer: constant
13. The speaker's readiness to board a train without knowing its destination suggests that she values the experience of the _____ itself.
Answer: journey
14. The speaker loves her friends but still wants to travel, showing that affection and a desire for adventure can _____.
Answer: coexist
15. In the poem, the train represents opportunities to move beyond familiar surroundings and explore the _____.
Answer: unknown
16. The images of glowing cinders and a steaming engine appeal to the reader's senses and make the imagined journey seem _____.
Answer: vivid
17. The speaker's willingness to travel anywhere suggests an _____ attitude towards new experiences.
Answer: open-minded

Conquering the Summit:

18. Arunima's decision to climb Everest after losing a leg shows that a serious setback need not destroy a person's _____.
Answer: ambition
19. Bachendri Pal's statement that Arunima had conquered "the Everest within" refers to overcoming inner fears and _____.
Answer: self-doubt
20. Arunima's long period of training shows that achieving a difficult goal requires preparation as well as _____.
Answer: determination
21. By continuing towards her goal despite pain and setbacks, Arunima demonstrates _____.
Answer: perseverance
22. Arunima's use of a prosthetic leg while pursuing mountaineering shows her ability to _____ to changed circumstances.
Answer: adapt
23. The title *Born Again on the Mountain* suggests that mountaineering gave Arunima a renewed sense of _____ in life.
Answer: purpose
24. A student who follows Arunima's example after failing a test would learn from mistakes and _____ again.
Answer: try

Connecting the Texts:

25. Suraj's exploration and the speaker's longing for train journeys both show a desire to discover what lies beyond the _____.
Answer: familiar
26. Sunder Singh's rescue of the leopard and Arunima's mountaineering achievements show that courage becomes meaningful when it leads to _____.
Answer: action

4.5 One-mark questions with Answers of LOTS Type: (34 Questions)

Each question carries **1 mark**, and each answer is given in **one sentence**.

The Tunnel:

1. **Who wrote the story “The Tunnel”?**
Answer: Ruskin Bond wrote the story “The Tunnel”.
2. **Why did Suraj wait near the railway cutting?**
Answer: Suraj waited near the railway cutting to watch the steam engine emerge from the tunnel.
3. **Where did Suraj leave his bicycle?**
Answer: Suraj left his bicycle in a small village near the forest.
4. **What did the steam engine remind Suraj of?**
Answer: The steam engine reminded Suraj of a beautiful dragon from his dreams.
5. **Why did Suraj walk through the tunnel?**
Answer: Suraj walked through the tunnel to discover what its inside was like.
6. **What were the walls of the tunnel like?**
Answer: The walls of the tunnel were damp and sticky.
7. **Which two creatures did Suraj notice inside the tunnel?**
Answer: Suraj noticed a bat and a lizard inside the tunnel.
8. **Who was Sunder Singh?**
Answer: Sunder Singh was the watchman responsible for inspecting the railway tunnel.
9. **What flowers grew in front of the watchman’s hut?**
Answer: Marigolds grew in front of the watchman’s hut.
10. **How did Sunder Singh warn the engine driver of danger during the day?**
Answer: Sunder Singh waved a red flag to warn the engine driver of danger.
11. **What did Sunder Singh use to inspect the tunnel at night?**
Answer: Sunder Singh used an oil lamp to inspect the tunnel at night.
12. **What did Sunder Singh prepare for Suraj on his evening visit?**
Answer: Sunder Singh prepared tea for Suraj on his evening visit.
13. **How did Sunder Singh recognise that the leopard was nearby?**
Answer: Sunder Singh recognised the leopard by its rhythmic sawing sound.
14. **Why did Sunder Singh want to drive the leopard out of the tunnel?**
Answer: Sunder Singh wanted to prevent the approaching train from running over and killing the leopard.
15. **How did Suraj and Sunder Singh frighten the leopard away?**
Answer: Suraj and Sunder Singh frightened the leopard away by shouting together.
16. **Where was Suraj travelling with his father a week later?**
Answer: Suraj was travelling to Delhi with his father.
17. **What helped Suraj know that Sunder Singh was near the tunnel?**
Answer: Suraj saw the light of Sunder Singh’s lamp near the tunnel.

Travel:

18. **Who wrote the poem “Travel”?**
Answer: Edna St. Vincent Millay wrote the poem “Travel”.
19. **How far away is the railroad track from the speaker?**
Answer: The railroad track is miles away from the speaker.
20. **What sound does the speaker hear during the day?**
Answer: The speaker hears the train’s whistle shrieking during the day.
21. **What does the speaker imagine seeing in the sky at night?**
Answer: The speaker imagines seeing the train’s red cinders against the night sky.
22. **How does the speaker feel about her friends?**
Answer: The speaker feels warmth and affection for her friends.

23. **Which train would the speaker be willing to take?**

Answer: The speaker would be willing to take any train, regardless of its destination.

Conquering the Summit:

24. **Which sport did Arunima Sinha play at the national level?**

Answer: Arunima Sinha played volleyball at the national level.

25. **Where does Arunima Sinha hail from?**

Answer: Arunima Sinha hails from Ambedkar Nagar in Uttar Pradesh.

26. **What happened to Arunima following her train accident?**

Answer: Arunima lost a leg following her train accident.

27. **What goal did Arunima set while recovering in hospital?**

Answer: Arunima set herself the goal of climbing Mount Everest with a prosthetic leg.

28. **Where did Arunima complete her basic mountaineering course?**

Answer: Arunima completed her basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi.

29. **Who guided and encouraged Arunima in her mountaineering journey?**

Answer: Bachendri Pal guided and encouraged Arunima in her mountaineering journey.

30. **When did Arunima reach the summit of Mount Everest?**

Answer: Arunima reached the summit of Mount Everest on 21 May 2013.

31. **Whose photograph did Arunima leave at the summit of Mount Everest?**

Answer: Arunima left a photograph of Swami Vivekananda at the summit.

32. **Which civilian award did Arunima receive in 2015?**

Answer: Arunima received the Padma Shri in 2015.

33. **Which mountain in Antarctica did Arunima climb in January 2019?**

Answer: Arunima climbed Mount Vinson in Antarctica in January 2019.

34. **What is the title of Arunima's autobiography?**

Answer: Arunima's autobiography is titled *Born Again on the Mountain: A Story of Losing Everything and Finding It Back*.

4.6 One-mark questions with Answers of HOTS Type: (26 Questions)

Each question carries **1 mark**; each suggested answer is **one sentence**. These questions assess inference, interpretation, and application.

The Tunnel:

1. **What does Suraj's decision to explore the tunnel reveal about him?**

Answer: His decision reveals his curiosity and eagerness to explore unfamiliar places.

2. **Why does the steam engine appear like a dragon to Suraj?**

Answer: Its roaring noise, escaping steam, and flying sparks make it resemble a powerful dragon.

3. **What does Sunder Singh's claim that the tunnel belongs to him suggest?**

Answer: His claim suggests a deep attachment to the tunnel and pride in caring for it.

4. **What can you infer about Sunder Singh from the garden around his hut?**

Answer: His garden suggests that he cares for his surroundings and enjoys nurturing plants.

5. **Why does Sunder Singh call the wild leopard "my leopard"?**

Answer: He calls it "my leopard" to express familiarity and affection rather than actual ownership.

6. **What does Sunder Singh's decision to save the leopard reveal about his values?**

Answer: It reveals that he values animal life and feels responsible for protecting it.

7. Why does Sunder Singh carry an axe despite trusting the leopard?

Answer: He carries an axe as a precaution because a wild animal's behaviour can be unpredictable.

8. How does Suraj show courage even though he is frightened?

Answer: Suraj shows courage by accompanying Sunder Singh and helping him drive the leopard away despite his fear.

9. Why do they inspect the entire tunnel after the leopard retreats?

Answer: They inspect the entire tunnel to confirm that the leopard has left and the track is clear.

10. What does the comparison of Sunder Singh to a firefly suggest about his service?

Answer: It suggests that his quiet, often unnoticed work brings safety and reassurance to others.

Travel:**11. What does the speaker's awareness of distant trains reveal about her thoughts?**

Answer: It reveals that her desire to travel occupies her mind even during everyday activities.

12. Why is the contrast between the noisy day and the quiet night significant?

Answer: The contrast shows that the speaker's longing for travel continues regardless of her surroundings.

13. What can you infer from the speaker's willingness to take any train?

Answer: She values the excitement of travelling more than reaching a particular destination.

14. Does the speaker's desire to travel mean she dislikes her friends?

Answer: No, she treasures her friends while also wishing to experience unfamiliar places.

15. What might the train symbolise beyond a means of transport?

Answer: The train might symbolise freedom, adventure, and opportunities for discovery.

16. How does the repetition of references to passing trains strengthen the poem?

Answer: The repetition emphasises the speaker's persistent fascination with travel.

17. What attitude towards new experiences can readers learn from the speaker?

Answer: Readers can learn to approach new experiences with curiosity and openness.

Conquering the Summit:**18. Why is Arunima's decision to climb Everest especially remarkable?**

Answer: It is remarkable because she chose an extremely demanding goal while recovering from the loss of a leg.

19. What did Bachendri Pal mean by saying Arunima had conquered "the Everest within"?

Answer: She meant that Arunima had already overcome the inner doubts that could prevent her from pursuing her dream.

20. Why was determination alone insufficient for Arunima's expedition?

Answer: She also needed training, practical skills, and physical preparation to face the mountain's challenges.

21. What does Arunima's acceptance of guidance teach us about achieving goals?

Answer: It teaches us that expert guidance can strengthen our efforts and help us prepare effectively.

22. How does the title *Born Again on the Mountain* reflect Arunima's experience?

Answer: The title reflects how mountaineering gave her renewed confidence and purpose after her accident.

23. **How can a student apply Arunima's example after performing poorly in an examination?**

Answer: The student can identify weaknesses, seek help, and work steadily towards improvement.

24. **Why can Arunima's story inspire people who are not interested in mountaineering?**

Answer: Her story shows that perseverance and preparation can help people face challenges in any field.

Connecting the Texts:

25. **How do Suraj and the speaker in "Travel" share a similar outlook?**

Answer: Both feel drawn towards experiences beyond their familiar surroundings.

26. **What common lesson about courage emerges from Sunder Singh's actions and Arunima's journey?**

Answer: Both show that courage involves taking purposeful action when faced with difficulty.

4.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Each question carries **2 marks**, and each answer contains **two sentences**.

The Tunnel:

1. **Why did Suraj visit the railway cutting, and how did he reach it?**

Answer: Suraj visited the railway cutting to watch the midday steam engine emerge from the tunnel. He cycled to a nearby village, left his bicycle there, and walked over a low hill to the tunnel exit.

2. **Describe the steam engine as it came out of the tunnel.**

Answer: The steam engine emerged with a loud roar, puffing steam and showering sparks. It looked like a green, black, and gold dragon to Suraj.

3. **What did Suraj notice inside the tunnel?**

Answer: Suraj noticed that the tunnel was dark and its walls were damp and sticky. A bat flew past him, and a lizard scuttled between the railway lines.

4. **Describe the surroundings of Sunder Singh's hut.**

Answer: Sunder Singh's hut stood about fifteen metres from the tunnel entrance. Marigolds grew in front of it, and a small vegetable patch lay behind it.

5. **What were Sunder Singh's duties during the day?**

Answer: Sunder Singh walked through the tunnel before the train arrived to check for obstacles. If he found any danger, he waved a red flag to warn the engine driver.

6. **How did Sunder Singh carry out his duties at night?**

Answer: Sunder Singh inspected the tunnel with an oil lamp and waved it to warn the driver if there was danger. If everything was safe, he hung the lamp at his hut's door and went to sleep.

7. **What did Sunder Singh tell Suraj about the leopard?**

Answer: Sunder Singh said that the leopard minded its own business and visited the area for a few days every month. He also said that it had a weakness for goats and stray dogs.

8. **How did Suraj and Sunder Singh spend the early part of the evening together?**

Answer: They drank tea near the watchman's hut while waiting for the train. They listened to the tailorbird's sharp notes and the chatter of the seven sisters.

9. **Why did Sunder Singh decide to enter the tunnel when he heard the leopard?**

Answer: Sunder Singh realised that the leopard was inside the tunnel and the night

train would arrive soon. He decided to drive it out so that it would not be run over and killed.

10. How did Suraj and Sunder Singh drive the leopard away?

Answer: Sunder Singh entered the tunnel holding his lamp, with Suraj following closely behind. When they saw the leopard, they shouted together and frightened it into retreating.

11. What happened when Suraj later travelled through the tunnel with his father?

Answer: Suraj looked out of the train window and saw the watchman's lamp near the tunnel. Although he could not see Sunder Singh, he knew that his friend was there.

Travel

12. What does the speaker say about the train during the day?

Answer: The speaker says that the railroad track is miles away and the day is filled with people's voices. Yet she hears the whistle of every passing train.

13. What does the speaker describe about trains at night?

Answer: The speaker describes seeing red cinders against the sky. She also hears the engine steaming while the night is quiet.

14. What does the speaker say about her friends and her wish to travel?

Answer: The speaker feels warmth towards her friends and believes she could not find better ones. Nevertheless, she would take any train, no matter where it was going.

Conquering the Summit

15. Who was Arunima Sinha, and what happened to her in 2011?

Answer: Arunima Sinha was a national-level volleyball player. In 2011, she suffered a train accident that resulted in the loss of a leg.

16. What did Arunima decide while recovering in hospital?

Answer: Arunima decided that she would walk again using a prosthetic leg. She also resolved to climb Mount Everest after being inspired by an article about it.

17. How did Arunima prepare for her mountaineering goal?

Answer: Arunima completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi. She then underwent eighteen months of rigorous training.

18. Who guided Arunima, and how did she encourage her?

Answer: Bachendri Pal, the first Indian woman to summit Mount Everest, guided Arunima. She encouraged Arunima by saying that her decision to attempt the climb showed she had already conquered the Everest within herself.

19. When did Arunima reach Everest's summit, and what did she do there?

Answer: Arunima reached Mount Everest's summit on 21 May 2013 after 52 exhausting days. She displayed the Indian flag and left a photograph of Swami Vivekananda there.

20. What further mountaineering achievement did Arunima accomplish in January 2019?

Answer: Arunima climbed Mount Vinson in Antarctica and became the world's first female amputee to do so. This achievement completed her goal of climbing the Seven Summits.

21. Name two awards received by Arunima Sinha.

Answer: Arunima received the Padma Shri in 2015. She also received the Tenzing Norgay National Adventure Award.

4.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Each question carries **2 marks**, and each suggested answer contains **two sentences**. The questions assess inference, comparison, evaluation, and application.

The Tunnel:

1. **How does Suraj's behaviour show both curiosity and fear?**
Answer: Suraj's curiosity encourages him to enter the tunnel and discover its interior. His need to look back towards daylight shows that he also feels uneasy in the darkness.
2. **Why does Sunder Singh describe the tunnel as his own?**
Answer: His words suggest that years of caring for the tunnel have created a strong personal attachment. He treats his duty as a responsibility he takes pride in, rather than merely a job.
3. **What does the garden around Sunder Singh's hut suggest about his character?**
Answer: The flowers and vegetable patch suggest that Sunder Singh is caring and hardworking. They also show his effort to make his isolated surroundings pleasant and productive.
4. **How does Sunder Singh combine courage with caution when approaching the leopard?**
Answer: He shows courage by entering the tunnel to save the leopard from the approaching train. He also takes an axe and asks Suraj to remain close behind him, showing that he recognises the danger.
5. **Why is Suraj's fear important in understanding his courage?**
Answer: His dry throat shows that helping the watchman is genuinely frightening for him. His decision to act despite that fear makes his courage more meaningful.
6. **What does checking the entire tunnel after the leopard retreats reveal about Sunder Singh?**
Answer: It reveals that he does not assume the danger has passed simply because the leopard is out of sight. He completes a careful inspection before allowing himself to feel reassured.
7. **Why is the comparison of Sunder Singh to a firefly suitable?**
Answer: Like a firefly, his lamp provides a small light in a large area of darkness. The comparison also suggests that his quiet service benefits many people who may never notice him.
8. **What can students learn from Sunder Singh's concern for the leopard?**
Answer: Students can learn that wild animals deserve compassion and protection. They can apply this lesson by informing trained wildlife rescuers when an animal is in danger.

Travel:

9. **How does the speaker's attention to trains during both day and night reveal her state of mind?**
Answer: Trains remain important to her whether her surroundings are noisy or quiet. This suggests that her longing to travel is persistent rather than temporary.
10. **Does the speaker's wish to leave suggest that she is unhappy with her friends? Explain.**
Answer: Her warm words about her friends show that she values their companionship. Her wish to travel expresses a separate desire for adventure and discovery.
11. **Why does the destination seem unimportant to the speaker?**
Answer: The speaker is attracted to the experience of travelling and discovering unfamiliar places. Her willingness to board any train suggests that the journey itself excites her.

12. How does the train become more than an ordinary vehicle in the poem?

Answer: The train represents the possibility of leaving familiar surroundings behind. It becomes a symbol of freedom, adventure, and new opportunities.

13. How would the poem's meaning change if the speaker wanted to visit only one particular place?

Answer: The poem would focus more on reaching a specific destination. Its present emphasis on an unrestricted desire to explore would become weaker.

Conquering the Summit:

14. Why is Arunima's decision to climb Everest an example of resilience?

Answer: She responds to a life-changing injury by setting herself a demanding new goal. Her decision shows her willingness to rebuild her life despite severe difficulties.

15. What does Bachendri Pal mean by saying that Arunima had conquered "the Everest within"?

Answer: She means that Arunima's decision reflects victory over inner doubts and fears. This mental strength provides a foundation for facing the physical mountain.

16. Why should Arunima's success be linked to preparation as well as determination?

Answer: Determination helped her remain committed to her goal. Training gave her the skills and endurance needed to work towards it.

17. How is the title *Born Again on the Mountain* appropriate for Arunima's autobiography?

Answer: The title suggests that mountaineering gave Arunima renewed confidence and purpose after her accident. Her achievement marked a new beginning in her life.

18. How could a student apply Arunima's approach after failing to qualify for a school team?

Answer: The student could ask for feedback and identify the skills that need improvement. Regular practice and a clear goal would help the student prepare for another opportunity.

Connecting the Texts:

19. How are Suraj's curiosity and the speaker's desire in "Travel" similar?

Answer: Both are drawn towards experiences beyond their familiar surroundings. Suraj acts on this interest by exploring, while the speaker expresses a longing to undertake journeys.

20. How do Sunder Singh and Arunima demonstrate different forms of courage?

Answer: Sunder Singh shows courage by responding to an immediate danger to protect an animal. Arunima shows courage through sustained effort to overcome personal challenges and achieve a difficult goal.

4.9. Three-mark questions with Answers of LOTS Type: (16 Questions)

Each question carries **3 marks**, and each answer contains **three sentences**.

The Tunnel:

1. Describe Suraj's journey to the railway tunnel.

Answer: Suraj cycled out of town and followed a jungle path to a small village. He left his bicycle in the village and walked over a low, scrub-covered hill. He reached the tunnel exit and waited to watch the midday train.

2. Describe the steam engine as it emerged from the tunnel.

Answer: The steam engine emerged with a thunderous sound, snorting and puffing. It showered sparks and sent waves of hot steam towards Suraj. To him, it resembled a beautiful green, black, and gold dragon.

3. **What did Suraj experience while walking through the tunnel?**

Answer: The tunnel became so dark that Suraj looked back at the entrance to reassure himself that daylight was still outside. Its walls were damp and sticky, and smoke from the train remained inside. A bat flew past him, and a lizard scuttled between the railway lines.

4. **Describe Sunder Singh's hut and its surroundings.**

Answer: Sunder Singh's hut stood about fifteen metres from the tunnel entrance. Marigolds grew in front of the hut. A small vegetable patch lay behind it.

5. **Explain how Sunder Singh checked the tunnel and warned approaching trains.**

Answer: Sunder Singh walked through the tunnel before a train arrived to check for obstacles. During the day, he waved a red flag if he found any danger. At night, he inspected the tunnel with an oil lamp and waved it to warn the driver when necessary.

6. **What did Sunder Singh tell Suraj about the leopard?**

Answer: Sunder Singh said that the leopard minded its own business. It visited the area for a few days every month and had a weakness for goats and stray dogs. He believed that it would not harm them because it knew him well.

7. **Describe Suraj's evening visit to Sunder Singh's hut.**

Answer: Suraj reached the hut towards dusk on the following evening. Sunder Singh had watered his garden and was preparing tea on a small oil stove. They drank tea while listening to the tailorbird and the chatter of the seven sisters.

8. **How did Suraj and Sunder Singh save the leopard?**

Answer: Sunder Singh entered the tunnel with a lamp and an axe, and Suraj followed closely behind. When they found the leopard crouching between the tracks, they shouted together and frightened it away. They then walked through the entire tunnel to make sure it had gone before the train arrived.

9. **What happened when Suraj travelled with his father a week later?**

Answer: Suraj accompanied his father on a train journey to Delhi. As they approached the tunnel, he looked into the darkness and spotted Sunder Singh's lamp. He thought about his friend and the lonely railway cutting as the train continued across the plains.

Travel:

10. **What does the speaker describe in the first stanza of "Travel"?**

Answer: The speaker says that the railroad track is miles away. The day is noisy with people's voices. Nevertheless, she hears the shrieking whistle of every passing train.

11. **Describe the nighttime scene presented in "Travel".**

Answer: The night is still and suited to sleeping and dreaming. The speaker imagines the train's red cinders against the sky. She also hears the sound of its steaming engine.

12. **What does the speaker say about friendship and travel in the final stanza?**

Answer: The speaker feels warmth and affection towards the friends she makes. She believes that she could not know better friends. Yet she would willingly board any train, regardless of where it was going.

Conquering the Summit:

13. **Describe Arunima Sinha's accident and the goal she set during her recovery.**

Answer: Arunima was a national-level volleyball player who suffered a train accident in 2011. She lost a leg and received a prosthetic leg during her recovery. While in hospital, she resolved to walk again and climb Mount Everest.

14. **How did Arunima prepare to climb Mount Everest?**

Answer: Arunima completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi. She underwent eighteen months of rigorous training.

She also approached Bachendri Pal for guidance and received encouragement from her.

15. Describe Arunima's achievement at the summit of Mount Everest.

Answer: Arunima reached the summit on 21 May 2013 after 52 exhausting days. She felt pride, relief, and an overwhelming sense of achievement. She displayed the Indian flag and left a photograph of Swami Vivekananda at the summit.

16. Mention three honours received by Arunima Sinha.

Answer: Arunima received the Padma Shri in 2015. She was also awarded the Tenzing Norgay National Adventure Award. The University of Strathclyde in Glasgow awarded her an honorary doctorate.

4.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Each question carries **3 marks**, and each suggested answer contains **three sentences**. These questions assess inference, analysis, evaluation, and application.

The Tunnel:

1. How does Suraj's experience show that courage does not mean the absence of fear?

Answer: Suraj feels frightened when he enters the tunnel to help Sunder Singh confront the leopard. Although his throat is initially too dry to shout, he eventually joins the watchman. His actions show that courage means facing fear to do something worthwhile.

2. How does Sunder Singh show that his sense of responsibility goes beyond his official duties?

Answer: His official duty is to inspect the tunnel and help trains pass safely. However, he also acts to prevent the leopard from being killed by the approaching train. This shows that his responsibility includes compassion for the wildlife around him.

3. Why is Sunder Singh's statement that the jungle is safer than the town a personal opinion rather than a universal truth?

Answer: Sunder Singh feels comfortable in the jungle because he knows its animals and sounds well. His experience of nearly being run over by a bus makes the town seem more dangerous to him. His judgement reflects his own experiences, while other people may face different risks.

4. Explain how Suraj's view of the railway tunnel changes during the story.

Answer: At first, Suraj sees the tunnel as an exciting place where he can watch trains and explore darkness. Through Sunder Singh, he learns about the work required to keep it safe. By the end, the tunnel also reminds him of friendship, courage, and quiet service.

5. Why is the image of Sunder Singh as a firefly an effective ending to the story?

Answer: A firefly gives a small light in darkness, just as Sunder Singh's lamp shines near the tunnel. His work helps many travellers even though they may never see or know him. The image honours the importance of people whose valuable service often goes unnoticed.

Travel:

6. How does the poem show that loving familiar people and wanting new experiences can exist together?

Answer: The speaker expresses warmth towards her friends and believes she could not find better ones. At the same time, she longs to board a train and travel somewhere

new. These feelings show that seeking adventure does not require rejecting existing relationships.

7. **Why does the poet describe trains during both the noisy day and the quiet night?**

Answer: The two settings create a contrast between daily activity and nighttime stillness. Despite this difference, the speaker remains aware of the trains. This emphasises how strongly and continuously travel occupies her thoughts.

8. **What can you infer from the speaker's willingness to board a train without knowing its destination?**

Answer: The speaker is excited by the possibility of discovering unfamiliar places. She values the experience of travelling more than reaching one particular location. Her attitude suggests curiosity and an openness to unexpected experiences.

Conquering the Summit:

9. **How did Bachendri Pal's encouragement support Arunima's journey towards Everest?**

Answer: Bachendri Pal recognised Arunima's decision to climb as evidence of inner strength. Her encouraging words helped Arunima believe that her goal was worth pursuing despite her difficulties. This confidence supported the practical preparation and effort needed for the expedition.

10. **Why would it be incomplete to describe Arunima's success as the result of positive thinking alone?**

Answer: Positive thinking helped Arunima maintain hope and commitment after her accident. However, she also completed a mountaineering course and underwent rigorous training. Her success therefore depended on combining belief with preparation and sustained effort.

11. **How does Arunima's autobiography title, *Born Again on the Mountain*, express more than a mountaineering achievement?**

Answer: The title suggests that climbing gave Arunima a renewed sense of purpose after her accident. Her journey helped her rebuild confidence and discover new possibilities for her life. It therefore describes a personal transformation as well as a physical achievement.

12. **How could a student apply Arunima's example after repeatedly struggling with a difficult subject?**

Answer: The student could set a clear, achievable goal and identify the topics that need improvement. Like Arunima seeking guidance, the student could ask a teacher for help and follow a regular practice plan. Reviewing progress and adjusting the plan would help turn determination into improvement.

Connecting the Texts:

13. **How do Sunder Singh and Arunima demonstrate two different forms of perseverance?**

Answer: Sunder Singh shows perseverance by faithfully carrying out his duties in an isolated place over many years. Arunima shows it through sustained training and effort towards a demanding mountaineering goal. Together, they demonstrate that perseverance matters in both everyday service and extraordinary achievement.

14. **How do the three texts present different meanings of adventure?**

Answer: In *The Tunnel*, adventure involves discovery and an unexpected encounter that tests courage. In *Travel*, it appears as a longing to explore places beyond familiar surroundings. In *Conquering the Summit*, adventure becomes a carefully prepared challenge requiring determination and endurance.

4.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Each question carries **5 marks**, and each answer contains **five points**.

1. Describe Suraj's visit to the railway tunnel and his exploration of it.

Answer:

1. Suraj cycled out of town to a small village, left his bicycle there, and walked to the railway cutting.
2. He waited near the tunnel to watch the midday steam engine emerge.
3. The engine came out roaring, puffing steam, and showering sparks like a magnificent dragon.
4. After the train passed, Suraj entered the tunnel to discover what it was like inside.
5. He found damp, sticky walls, saw a bat and a lizard, and briefly glimpsed a leopard after coming out.

2. Describe Sunder Singh's daily duties as the tunnel watchman.

Answer:

1. Sunder Singh inspected the railway tunnel before trains passed through it.
2. He walked its entire length to check for obstacles or danger.
3. During the day, he waved a red flag to warn the engine driver if something was wrong.
4. At night, he used an oil lamp to inspect the tunnel and signal danger when necessary.
5. If everything was safe at night, he hung the lamp at his hut's door and went to sleep.

3. Narrate how Suraj and Sunder Singh saved the leopard from the approaching train.

Answer:

1. While waiting for the night train, they heard a rhythmic sawing sound that Sunder Singh recognised as the leopard's call.
2. Realising that the leopard was in the tunnel, Sunder Singh decided to drive it out before the train arrived.
3. He entered with a lamp and an axe, while Suraj followed closely behind.
4. When they found the leopard crouching between the tracks, they shouted together and frightened it away.
5. They checked the entire tunnel to ensure that it had left and returned to the entrance before the train passed.

4. Describe Suraj's train journey with his father at the end of "The Tunnel".

Answer:

1. About a week after the leopard incident, Suraj travelled with his father on the same night train.
2. His father was going to Delhi on business and had decided to take Suraj along.
3. While his father worked on his accounts, Suraj looked out of the window into the darkness.
4. Near the tunnel, Suraj saw the watchman's lamp and knew that Sunder Singh was there.
5. As the train continued, he thought of his friend as a firefly lighting the darkness for trains and leopards.

5. Summarise the speaker's thoughts and feelings in the poem "Travel".

Answer:

1. The speaker says that the railway track is miles away from her.
2. Even during the noisy day, she hears the whistle of every passing train.
3. At night, she imagines red cinders against the sky and hears the engine steaming.
4. She feels warmth towards her friends and believes that she could not find better ones.
5. Nevertheless, she longs to board any train, regardless of where it is going.

6. Describe Arunima Sinha's journey from her accident to the summit of Mount Everest.

Answer:

1. Arunima Sinha was a national-level volleyball player who lost a leg following a train accident in 2011.

2. While recovering, she resolved to walk with a prosthetic leg and climb Mount Everest.
3. She completed a basic mountaineering course at the Nehru Institute of Mountaineering and underwent eighteen months of rigorous training.
4. Bachendri Pal guided her and encouraged her by recognising her inner strength.
5. On 21 May 2013, Arunima reached Everest's summit after 52 exhausting days and displayed the Indian flag.

7. Describe Arunima Sinha's achievements and honours mentioned in the chapter.

Answer:

1. Arunima became the first Indian female amputee to reach the summit of Mount Everest.
2. She received the Padma Shri in 2015.
3. She also received the Tenzing Norgay National Adventure Award and the National Award for Best Female Mountaineer.
4. In January 2019, she became the world's first female amputee to climb Mount Vinson, completing her Seven Summits goal.
5. The University of Strathclyde in Glasgow awarded her an honorary doctorate.

4.12 Five-mark questions with Answers of HOTS Type: (7 Questions)

Each question carries **5 marks**, and each suggested answer contains **five points**.

1. "Sunder Singh is an ordinary worker with extraordinary qualities." Justify this statement.

Answer:

1. Sunder Singh performs an essential task by carefully inspecting the tunnel and protecting passing trains.
2. His claim that the tunnel belongs to him reveals personal attachment and pride in his responsibility.
3. His concern for the leopard shows compassion beyond the requirements of his job.
4. He combines courage with caution by carrying a lamp and an axe when approaching the animal.
5. His actions demonstrate that greatness can be expressed through dependable service and kindness.

2. How does Suraj's experience in the tunnel help him grow in understanding and courage?

Answer:

1. Initially, Suraj is mainly interested in the excitement of watching trains and exploring the tunnel.
2. Meeting Sunder Singh helps him understand the responsibility involved in keeping the railway safe.
3. The leopard's presence makes him face a situation that is frightening rather than merely entertaining.
4. By joining the watchman's shouts despite his fear, he demonstrates growing courage.
5. His later thoughts about Sunder Singh show a deeper appreciation of friendship and unnoticed service.

3. Explain how the image of the watchman as a firefly brings together the main ideas of "The Tunnel".

Answer:

1. Like a firefly, Sunder Singh's lamp creates a small point of light in the surrounding darkness.
2. That light reassures Suraj that his friend is present and carrying out his duty.
3. The watchman protects many travellers who may never become aware of his efforts.

4. His concern for the leopard extends this protective role to the forest's wildlife.
5. The comparison suggests that even a quiet, seemingly small contribution can make a meaningful difference.

4. Does the speaker in "Travel" wish to escape an unhappy life, or does she seek new experiences? Support your interpretation.

Answer:

1. The speaker's warm description of her friends suggests that she values her present relationships.
2. There is no clear indication that unhappiness with those friends causes her wish to travel.
3. Her attention to trains during both day and night reveals a strong attraction to journeys.
4. Her willingness to board any train suggests that discovery matters more than a particular destination.
5. Therefore, the poem is better understood as expressing a desire for new experiences than dissatisfaction with her life.

5. "Arunima's achievement depended on more than determination." Evaluate this statement.

Answer:

1. Determination gave Arunima the strength to pursue a difficult goal after losing a leg.
2. Learning to use a prosthetic leg and undergoing physiotherapy were important parts of her recovery.
3. Her mountaineering course and rigorous training developed the skills and endurance required for climbing.
4. Bachendri Pal's guidance strengthened her confidence and supported her preparation.
5. Her achievement shows that determination becomes effective when combined with training, guidance, and sustained action.

6. How does the title *Born Again on the Mountain* reflect Arunima's transformation?

Answer:

1. Arunima's accident disrupted her sporting life and forced her to face changed circumstances.
2. Choosing to climb Everest gave her a demanding new goal during her recovery.
3. Preparing for the climb helped her develop fresh abilities and rebuild confidence.
4. Reaching the summit marked a new beginning and enabled her story to inspire others.
5. The title therefore suggests renewed purpose and identity rather than a literal second birth.

7. Compare the different forms of courage shown by Sunder Singh and Arunima Sinha.

Answer:

1. Sunder Singh faces an immediate danger when he enters the tunnel to drive out the leopard.
2. Arunima faces a long-term challenge that requires recovery, training, and demanding physical effort.
3. Sunder Singh's courage is closely connected to protecting another living creature.
4. Arunima's courage centres on pursuing a meaningful goal despite a life-changing setback.
5. Both show that courage involves purposeful action supported by preparation and awareness of difficulties.

4.13 Five-mark questions with Answers of Applied Type: (7 Questions)

Each question carries **5 marks**. Each model answer contains **five points** applying the lessons of the unit to practical situations.

1. You notice an injured wild animal near a busy road. How would you apply Sunder Singh's compassion while keeping everyone safe?

Answer:

1. I would stay at a safe distance so that the frightened animal does not feel threatened.
2. I would immediately inform a responsible adult about its location and condition.
3. I would ask the adult to contact trained wildlife rescuers or the forest department.
4. I would discourage my friends from crowding around, touching, or teasing the animal.
5. Like Sunder Singh, I would show concern for its life while leaving its handling to trained rescuers.

2. You have been appointed the classroom monitor. How would you apply Sunder Singh's sense of responsibility to your duties?

Answer:

1. I would perform my assigned duties regularly, even when the teacher is not watching.
2. I would check that classroom passages are clear of bags and other obstacles.
3. I would report damaged furniture or other hazards to the teacher promptly.
4. I would help classmates who need assistance and treat everyone fairly.
5. Like Sunder Singh, I would take pride in making our shared surroundings safe and welcoming.

3. Your friend has failed to qualify for the school sports team and wants to stop trying. How would you use Arunima's story to encourage your friend?

Answer:

1. I would listen to my friend's disappointment and acknowledge the effort already made.
2. I would explain how Arunima worked towards a difficult goal despite a serious setback.
3. I would encourage my friend to ask the coach which skills need improvement.
4. Together, we would prepare a realistic practice schedule with small, achievable targets.
5. I would remind my friend that steady preparation and learning from mistakes can create another opportunity.

4. Your class is planning an educational trip. How would you combine the spirit of "Travel" with responsible planning?

Answer:

1. I would suggest a place that offers opportunities to discover something unfamiliar.
2. I would help research what students could observe and learn at the destination.
3. I would work with the teacher to prepare an itinerary and obtain parental permission.
4. I would pack essential items and follow the instructions given for the journey.
5. Inspired by the poem's curiosity, I would record new experiences and share them with my classmates.

5. You find a school subject difficult and feel that you cannot improve. Prepare an action plan based on Arunima's approach to achieving her goal.

Answer:

1. I would identify the specific topics I find difficult rather than deciding that the entire subject is impossible.
2. I would set a manageable goal, such as understanding one topic each week.
3. Like Arunima seeking expert guidance, I would ask my teacher for explanations and advice.
4. I would practise regularly and review my mistakes to find out what needs more work.
5. I would adjust my plan as I improve and remain patient when progress is slow.

6. Your school wants to recognise workers whose efforts often go unnoticed. Suggest a programme inspired by the ending of "The Tunnel".

Answer:

1. Our class could organise an appreciation programme for support staff, such as cleaners, security guards, and drivers.
2. With their permission, we could learn about their duties and the challenges they face.
3. We could explain during assembly how their work supports our daily school life.
4. We could present handwritten thank-you cards expressing specific appreciation for their contributions.
5. Like Suraj recognising Sunder Singh's service, we would continue showing respect through our everyday behaviour.

7. You feel nervous about giving a speech in the school assembly. How would you apply the lessons of courage from Suraj and Arunima?**Answer:**

1. I would accept that feeling afraid does not prevent me from acting courageously, as Suraj's experience shows.
2. I would prepare a short speech with a clear beginning, middle, and ending.
3. Following Arunima's example of preparation, I would practise regularly before the event.
4. I would seek feedback from a teacher or friend and improve the parts I find difficult.
5. On the day, I would speak steadily and continue even if I made a small mistake.

4.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:**Olympiad-Style Multiple-Choice Questions with Answers:**

These questions assess comprehension, inference, vocabulary, grammar, and literary appreciation across *The Tunnel*, *Travel*, and *Conquering the Summit*. **Choose the best answer.**

The Tunnel:**1. Which sequence correctly presents the events in "The Tunnel"?**

- A. Suraj meets Sunder Singh → watches the midday train → saves the leopard → explores the tunnel
- B. Suraj watches the midday train → explores the tunnel → meets Sunder Singh → helps save the leopard
- C. Suraj explores the tunnel → saves the leopard → meets Sunder Singh → watches the midday train
- D. Suraj saves the leopard → watches the midday train → explores the tunnel → meets Sunder Singh

Answer: B**2. Why does Suraj look back towards the tunnel entrance while exploring?**

- A. To check whether Sunder Singh is following him
- B. To find the bicycle he has left behind
- C. To reassure himself that daylight is still outside
- D. To signal the approaching train

Answer: C**3. Sunder Singh's claim that he has "lent" the tunnel to the Government mainly expresses his _____.**

- A. attachment to the place he maintains
- B. desire to sell the railway property
- C. disagreement with railway passengers
- D. wish to stop working as a watchman

Answer: A**4. Which detail best shows Sunder Singh's concern beyond his official responsibility?**

- A. He rests during the afternoon.
- B. He prepares tea on an oil stove.
- C. He tells Suraj when the train arrives.
- D. He acts to save the leopard from the train.

Answer: D

5. Why does Sunder Singh take an axe when approaching the leopard?

- A. He intends to cut firewood inside the tunnel.
- B. He wants to take a precaution against possible danger.
- C. He needs to repair the railway track.
- D. He plans to frighten the engine driver.

Answer: B

6. Suraj is initially unable to shout because his throat is dry. This detail mainly reveals his _____.

- A. boredom
- B. anger
- C. fear
- D. tiredness

Answer: C

7. What causes the leopard to retreat?

- A. The combined shouts of Suraj and Sunder Singh
- B. The arrival of a group of railway workers
- C. The sound of an axe striking the rails
- D. The sudden appearance of daylight

Answer: A

8. Why do Suraj and Sunder Singh walk through the entire tunnel after the leopard retreats?

- A. To find the leopard's resting place
- B. To reach the village before sunset
- C. To collect the watchman's belongings
- D. To confirm that the leopard has left

Answer: D

9. Comparing Sunder Singh to a firefly chiefly highlights _____.

- A. his wish to travel through the forest
- B. his quiet service that brings light and reassurance
- C. his ability to hide from approaching trains
- D. his fear of being alone after sunset

Answer: B

Travel

10. What does the contrast between the noisy day and the quiet night emphasise?

- A. Trains operate only when people are asleep.
- B. The speaker prefers nighttime to daytime.
- C. The speaker's fascination with trains remains constant.
- D. The railway becomes closer to the speaker at night.

Answer: C

11. Which statement best describes the speaker's feelings about her friends?

- A. She values them but also longs to travel.
- B. She feels that travelling will help her avoid them.
- C. She believes that strangers will always be better friends.
- D. She has forgotten them because of her interest in trains.

Answer: A

12. The speaker would take a train regardless of its destination because _____.

- A. she has an urgent appointment
- B. she wants to become an engine driver
- C. she knows every railway route
- D. the experience of travelling attracts her

Answer: D

13. In the poem, the train most strongly symbolises _____.

- A. wealth and social position
- B. adventure and new possibilities
- C. routine and household duties
- D. loneliness and disappointment

Answer: B

14. What is the rhyme scheme of each stanza of “Travel”?

- A. AABB
- B. ABBA
- C. ABAB
- D. ABCB

Answer: C

15. Which pair of words from the poem appeals most directly to the sense of hearing?

- A. Shrieking and steaming
- B. Miles and away
- C. Friends and heart
- D. Red and sky

Answer: A

16. Which description best captures the speaker’s attitude towards travel?

- A. Suspicious and unwilling
- B. Indifferent and distracted
- C. Regretful and disappointed
- D. Eager and curious

Answer: D

Conquering the Summit

17. Which sequence correctly traces Arunima’s journey?

- A. Everest summit → accident → training → decision to climb
- B. Accident → decision to climb → training → Everest summit
- C. Training → Everest summit → accident → decision to climb
- D. Decision to climb → Everest summit → accident → training

Answer: B

18. Bachendri Pal’s reference to “the Everest within” represents _____.

- A. a smaller mountain used for training
- B. a secret route to the summit
- C. the inner barriers of fear and self-doubt
- D. the physical structure of the mountain

Answer: C

19. Which detail best demonstrates that Arunima supported her ambition with practical preparation?

- A. She completed a mountaineering course and trained rigorously.
- B. She read an article about Mount Everest.
- C. She felt proud when she reached the summit.
- D. She received awards after her achievement.

Answer: A

20. Which statement best explains the title *Born Again on the Mountain*?

- A. Arunima returned to her birthplace after climbing.
- B. Arunima began learning volleyball on a mountain.
- C. Arunima forgot everything that happened before her accident.
- D. Mountaineering gave Arunima renewed purpose and confidence.

Answer: D

21. Which achievement completed Arunima's Seven Summits goal, according to the chapter?

- A. Completing her course in Uttarkashi
- B. Climbing Mount Vinson in January 2019
- C. Receiving the Padma Shri in 2015
- D. Reaching Everest's summit in May 2013

Answer: B

22. Which student response best applies the lesson of Arunima's journey?

- A. "I will avoid any task that requires effort."
- B. "I will wait until success becomes certain."
- C. "I will seek guidance, practise regularly, and improve after setbacks."
- D. "I will depend on confidence without preparing."

Answer: C

Vocabulary, Grammar, and Literary Devices

23. In the phrase "lithe and sinewy", the word "sinewy" means _____.

- A. lean and muscular
- B. weak and sleepy
- C. slow and clumsy
- D. soft and delicate

Answer: A

24. Which word means the ability to recover and continue after difficulty?

- A. Contemplation
- B. Hesitation
- C. Decoration
- D. Resilience

Answer: D

25. Choose the correct articles: "We waited for ____ hour before ____ uniformed guide arrived."

- A. a; an
- B. an; a
- C. an; an
- D. a; a

Answer: B

26. Choose the correct word: "Every evening, the watchman ____ inspect the tunnel before the train arrived."

- A. must
- B. may
- C. would
- D. can

Answer: C

27. Which sentence correctly uses "used to" to describe a past state?

- A. Sunder Singh used to lived near the forest.
- B. Sunder Singh use to live near the forest.

- C. Sunder Singh used to living near the forest.
D. Sunder Singh used to live near the forest.

Answer: D

28. In the phrase “flickering lights”, “flickering” functions as _____.

- A. an adjective describing the lights
B. a pronoun replacing the lights
C. a conjunction joining two ideas
D. a preposition showing direction

Answer: A

29. Choose the correct word: “Arunima completed the expedition _____.”

- A. success
B. successfully
C. successful
D. succeed

Answer: B

30. Which sentence uses a semicolon correctly?

- A. Suraj carried; a small bag.
B. The watchman; inspected the tunnel carefully.
C. The train passed; the forest became quiet again.
D. Arunima trained hard; because she had a goal.

Answer: C

31. Describing the forest as seeming “to breathe” is an example of _____.

- A. rhyme
B. alliteration
C. a factual definition
D. personification

Answer: D

32. Which idea connects all three texts most closely?

- A. Experiences beyond the familiar can encourage discovery and growth.
B. Every journey must involve travelling by train.
C. Adventure is possible only when people work alone.
D. Success depends entirely on avoiding fear.

Answer: A

4.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

The following practices connect *The Tunnel*, *Travel*, and *Conquering the Summit* with reading, language development, values, and practical learning.

(1) Use prediction and evidence-based reading.

Before reading, ask students what the titles suggest about adventure. Pause at key moments, such as the discovery of the leopard, and invite predictions supported by clues from the text. After reading, let students compare their predictions with the actual events.

(2) Practise expressive reading and role-play.

Assign the roles of narrator, Suraj, and Sunder Singh for a classroom reading of *The Tunnel*. Guide students to express curiosity, fear, and reassurance through their voices. Use a simple classroom setting without physically recreating dangerous situations.

(3) Teach vocabulary through context.

Select words such as *shimmered*, *instinctively*, *resilience*, *endurance*, and *fortitude*. Ask students to infer meanings from nearby sentences before checking a dictionary.

Reinforce learning by having them use the words in original sentences about travel or personal challenges.

(4) Teach grammar through meaningful examples.

Use Sunder Singh's routine to teach **"would"** and **"used to"**, and Arunima's account to practise **articles and word families**. Ask students to apply these forms in short descriptions of past habits or achievements. Provide feedback on both meaning and grammatical accuracy.

(5) Develop poetry appreciation through sound and imagery.

Read *Travel* aloud and let students identify rhyming pairs and the ABAB rhyme scheme. Ask them to underline details that appeal to sight and hearing. Discuss how these details communicate the speaker's longing for travel.

(6) Move gradually from recall to deeper thinking.

Begin with factual questions, then progress to inference and application. For example, move from "What does Sunder Singh do?" to "What makes him responsible?" and then to "How can we show responsibility at school?" Encourage students to support interpretations with textual evidence.

(7) Connect character study with everyday values.

Discuss Sunder Singh's compassion, Suraj's curiosity, and Arunima's perseverance. Ask students to identify one action from each text that demonstrates these qualities. Let them choose a realistic way to practise one quality during the week.

(8) Use inclusive and respectful discussion.

While teaching Arunima's story, discuss the importance of preparation, guidance, assistive devices, and opportunities alongside determination. Avoid suggesting that everyone must achieve extraordinary feats to be valued. Allow students to respond through speaking, writing, or drawing according to their learning needs.

(9) Integrate reading with purposeful writing.

Ask students to write a diary entry as Suraj, a short travel paragraph, or a formal letter requesting a school excursion. Provide clear success criteria, such as logical sequence, suitable vocabulary, correct punctuation, and appropriate format. Use peer review followed by a brief revision.

(10) Check understanding through short exit tasks.

End each lesson with three prompts: one fact learned, one inference supported by the text, and one new word used correctly. Use the responses to identify misunderstandings and plan the next lesson. Revisit difficult ideas through short explanations or paired practice.

4.16 Innovations Opportunity List from the Chapter: (10 Ideas)

These activities connect *The Tunnel*, *Travel*, and *Conquering the Summit* with creative expression, problem-solving, and language development.

(1) Create a "Soundscape of the Tunnel"

Students use their voices or classroom objects to create sounds of rustling leaves, a train whistle, and a steaming engine while classmates narrate selected events. They explain how changes in sound communicate suspense and calm.

Learning outcome: Develops expressive reading, listening, and understanding of sound vocabulary.

(2) Build a Branching Decision Story

Present a fictional situation inspired by *The Tunnel*: students notice an animal near a railway line from a safe public area. Groups choose between possible actions and write the likely consequences, leading towards informing responsible adults and

trained personnel.

Learning outcome: Strengthens cause-and-effect reasoning, responsible decision-making, and the use of “if” sentences.

(3) Run a “Train to Anywhere” Writing Studio

Inspired by *Travel*, students draw a destination card and create an imaginary journey using sensory details. They include what they see, hear, and feel, then explain whether the journey or destination matters more to them.

Learning outcome: Builds descriptive writing, imagination, and interpretation of the poem.

(4) Design a Personal “Mountain of Goals”

Students draw a mountain representing a manageable learning goal, with stages labelled “Starting Point,” “Practice,” “Support,” and “Progress.” Drawing on Arunima’s preparation, they identify practical steps and review their progress after a week.

Learning outcome: Connects reading with goal-setting, reflection, and perseverance.

(5) Produce a Character Interview Podcast

In pairs, students take turns interviewing and portraying Suraj, Sunder Singh, or Arunima. They prepare questions requiring both factual answers and interpretations, clearly identifying any imagined responses. The interview can be recorded or performed live.

Learning outcome: Develops speaking, questioning, listening, and evidence-based character interpretation.

(6) Create a “Hidden Helpers” Class Gallery

Students connect the firefly image in *The Tunnel* with the contributions of school support staff. With permission, they conduct brief interviews and create illustrated profiles explaining each person’s work and its importance.

Learning outcome: Encourages empathy, respectful interviewing, and factual paragraph writing.

(7) Organise a Grammar Adventure Trail

Set up classroom stations where teams complete language challenges to collect clues for a fictional journey. Tasks can include correcting articles, describing past habits with “would” or “used to,” and forming words such as *success*, *successful*, and *successfully*.

Learning outcome: Makes grammar practice collaborative and requires students to explain their choices.

(8) Create a Three-Text Adventure Museum

Groups prepare small exhibits: a labelled tunnel scene, an illustrated interpretation of *Travel*, and a timeline of Arunima’s journey. Each exhibit includes textual evidence and one question for visitors to answer.

Learning outcome: Integrates close reading, summarising, visual communication, and peer teaching.

All these activities can be completed with paper and basic classroom materials; audio recording or digital presentation tools are optional.

4.17: Practicing Questions/Question Bank

A. Fill-in-the-Blank Questions — 1 Mark Each:

1. Suraj compared the steam engine to a beautiful _____.

Answer: dragon

2. The watchman responsible for inspecting the tunnel was _____.
Answer: Sunder Singh
3. During the day, the watchman waved a _____ flag to warn the driver of danger.
Answer: red
4. Suraj and Sunder Singh drove the leopard away by _____ together.
Answer: shouting
5. The poem "Travel" was written by _____.
Answer: Edna St. Vincent Millay
6. The speaker in "Travel" would board any train regardless of its _____.
Answer: destination
7. Arunima completed her basic mountaineering course at the Nehru Institute of Mountaineering in _____.
Answer: Uttarkashi
8. _____ guided and encouraged Arunima in her mountaineering journey.
Answer: Bachendri Pal
9. Arunima reached Mount Everest's summit on _____.
Answer: 21 May 2013
10. Choose the correct article: Arunima's father was _____ army engineer.
Answer: an

B. One-Mark Descriptive Questions:

Each answer contains one sentence.

1. **Why did Suraj enter the tunnel after the train passed?**
Answer: Suraj entered the tunnel to discover what its inside was like.
2. **What sound helped Sunder Singh recognise the leopard's presence?**
Answer: Sunder Singh recognised the leopard's rhythmic sawing sound.
3. **What does Sunder Singh's effort to save the leopard reveal about him?**
Answer: His effort reveals his compassion for animals.
4. **What does the train symbolise in "Travel"?**
Answer: The train symbolises adventure and opportunities to explore unfamiliar places.
5. **Which sport did Arunima play at the national level?**
Answer: Arunima played volleyball at the national level.
6. **What can students learn from Arunima's preparation for Everest?**
Answer: Students can learn that ambitious goals require guidance, regular practice, and perseverance.

C. Two-Mark Descriptive Questions:

Each answer contains two sentences.

1. **Describe what Suraj noticed inside the tunnel.**
Answer: The tunnel was dark, and its walls were damp and sticky. A bat flew past Suraj, and a lizard scuttled between the railway lines.

2. **How did Sunder Singh warn train drivers of danger during the day and at night?**

Answer: During the day, he waved a red flag to warn approaching drivers. At night, he used his oil lamp to signal danger.

3. **How did Sunder Singh show both courage and caution?**

Answer: He courageously entered the tunnel to save the leopard from the approaching train. He also carried an axe as a precaution and instructed Suraj to stay close behind him.

4. **How does the speaker in “Travel” feel about friendship and adventure?**

Answer: The speaker treasures her friends and feels warmth towards them. Nevertheless, she also longs to travel and experience unfamiliar places.

5. **How did Arunima prepare for her climb?**

Answer: Arunima completed a basic mountaineering course and underwent eighteen months of rigorous training. She also sought guidance from Bachendri Pal.

6. **What does the expression “the Everest within” mean?**

Answer: It refers to the inner fears and doubts that can prevent a person from pursuing a difficult goal. Bachendri Pal’s words recognise Arunima’s mental strength in deciding to attempt the climb.

D. Three-Mark Descriptive Questions:

Each answer contains three sentences.

1. **Describe how Suraj and Sunder Singh saved the leopard.**

Answer: Sunder Singh entered the tunnel with a lamp and an axe, followed closely by Suraj. When they found the leopard, they shouted together and frightened it away. They then checked the entire tunnel to confirm that the animal had left before the train arrived.

2. **Explain how Suraj shows courage despite being afraid.**

Answer: Suraj is frightened when he accompanies Sunder Singh into the tunnel. His throat is initially too dry for him to shout, but he eventually joins the watchman. His actions show that courage involves acting despite fear.

3. **Summarise the speaker’s longing in “Travel”.**

Answer: The speaker remains aware of passing trains even though the railway track is far away. Both during the noisy day and the quiet night, trains occupy her thoughts. Although she loves her friends, she wishes to take any train regardless of its destination.

4. **Why is the comparison of Sunder Singh to a firefly effective?**

Answer: His lamp shines like a small light in the darkness of the forest. His quiet work protects travellers who may never notice him. The comparison highlights the value of unnoticed service.

5. **Describe Arunima’s achievement at Everest’s summit.**

Answer: Arunima reached the summit on 21 May 2013 after 52 exhausting days. She displayed the Indian flag and left a photograph of Swami Vivekananda there. She experienced pride, relief, and an overwhelming sense of achievement.

6. **How can a student apply Arunima’s example after an academic setback?**

Answer: The student can identify difficult topics and set manageable learning goals. Seeking a teacher’s guidance and practising regularly can support improvement. Reviewing mistakes can help the student adjust the plan and continue making progress.

E. Five-Mark Descriptive Questions:

Each answer contains five points.

1. Describe Sunder Singh's work and his relationship with the forest.

Answer:

1. Sunder Singh inspects the tunnel before trains pass through it.
2. He checks for obstacles and warns drivers when there is danger.
3. He uses a red flag during the day and an oil lamp at night.
4. His familiarity with forest sounds helps him recognise the leopard's presence.
5. His determination to save the leopard shows his concern for the wildlife around him.

2. Explain how Suraj's experiences change his understanding of the tunnel and its watchman.

Answer:

1. Suraj initially visits the tunnel because he enjoys watching the powerful steam engine.
2. His curiosity leads him to explore the tunnel and meet Sunder Singh.
3. Through their friendship, he learns about the watchman's daily responsibilities.
4. Helping save the leopard allows him to witness Sunder Singh's courage and compassion.
5. During his later train journey, Suraj remembers his friend with respect and affection.

3. Discuss how "Travel" expresses a desire for adventure without rejecting friendship.

Answer:

1. The speaker's attention to distant trains reveals a strong interest in travel.
2. This interest continues through both the noisy day and the quiet night.
3. Her warm description of her friends shows that she values their companionship.
4. Her willingness to board any train suggests that new experiences attract her.
5. The poem shows that affection for familiar people can coexist with a desire to explore.

4. Explain how Arunima's journey demonstrates determination supported by action.

Answer:

1. After losing a leg, Arunima chose the demanding goal of climbing Mount Everest.
2. She learnt to use a prosthetic leg and underwent physiotherapy during her recovery.
3. She completed a mountaineering course and followed a rigorous training programme.
4. She sought guidance and encouragement from Bachendri Pal.
5. Her achievement shows how determination, preparation, and support can work together.

5. Your classmate wants to give up after failing to qualify for a competition; how would you use the unit's lessons to help?

Answer:

1. I would listen to my classmate's disappointment and recognise the effort already made.
2. I would use Arunima's story to explain that a setback need not end a meaningful goal.
3. I would suggest asking the teacher or coach for specific feedback.
4. Together, we could create a realistic practice plan with small targets.
5. I would remind my classmate that, like Suraj, feeling afraid does not prevent someone from taking the next step.

6. Compare the meaning of adventure across the three texts.

Answer:

1. In *The Tunnel*, adventure begins with Suraj's curiosity about trains and unfamiliar surroundings.
2. His encounter with the leopard turns exploration into a test of courage and compassion.
3. In *Travel*, adventure appears as a longing for journeys and new possibilities.
4. In *Conquering the Summit*, adventure involves a demanding goal pursued through preparation and perseverance.
5. Together, the texts show that adventure can involve discovery, personal growth, and purposeful action.

7th Standard English Book Chapter 5

Chapter 5: BRAVE HEARTS

5.1 Summary of the Chapter:

This unit includes “*A Homage to Our Brave Soldiers*,” “*My Dear Soldiers*,” and “*Rani Abbakka*.”

- (1) **Honouring bravehearts:** The unit celebrates the courage, patriotism, and sacrifices of people who protect their country and its freedom.
- (2) **Soumya’s educational visit:** In “*A Homage to Our Brave Soldiers*,” Soumya writes to her friend Ananda about her inspiring visit to the National War Memorial in New Delhi.
- (3) **Remembering fallen soldiers:** The memorial honours soldiers who sacrificed their lives for India after Independence. Their names remind visitors of the price paid for freedom and peace.
- (4) **The four Chakras:** The memorial has four concentric circles—Amar Chakra, Veerta Chakra, Tyag Chakra, and Raksha Chakra—representing immortality, bravery, sacrifice, and protection.
- (5) **The eternal flame:** The Amar Jawan Jyoti burns continuously, symbolising the everlasting spirit of fallen soldiers and the nation’s gratitude towards them.
- (6) **Examples of extraordinary courage:** Lance Naik Albert Ekka and Major Padmapani Acharya continued fighting despite serious injuries. Their actions helped their comrades succeed, but both sacrificed their lives.
- (7) **Inspiration to serve:** The soldiers’ stories inspire Soumya and Ananda to think about serving their country. They realise that remembering and respecting these heroes is everyone’s responsibility.
- (8) **A poetic tribute:** In “*My Dear Soldiers*,” A.P.J. Abdul Kalam expresses gratitude to soldiers who remain awake and guard the nation while other citizens sleep peacefully.
- (9) **Duty despite hardships:** The poem describes soldiers serving in extreme weather, mountains, valleys, deserts, marshes, seas, and the air. It honours their sacrifice of their youthful years and ends with a prayer for them.
- (10) **Rani Abbakka’s determination:** Rani Abbakka, the Queen of Ullal in Karnataka, promises to resist Portuguese control. She refuses to pay tribute despite opposition from her husband and discouragement from other rulers.
- (11) **Leadership and victory:** Abbakka strengthens trade, inspires her soldiers, and fights the Portuguese courageously. In the story, her forces defeat their attack after a four-day battle, securing Ullal’s freedom.
- (12) **The unit’s central message:** These selections teach us to value freedom, honour sacrifice, remain united, and face difficulties with courage, determination, and a spirit of service.

5.2 Important Formulas:

The important **grammar and language topics** to learn from **Unit 5: “Bravehearts”** are listed below. The main grammar exercises focus on **clauses, subordinating conjunctions, and direct and indirect speech**.

(1) Main Clauses and Subordinate Clauses

A main clause expresses a complete thought. A subordinate clause depends on the main clause to complete its meaning.

Example: “The soldiers remained alert while the citizens slept.”

Main clause: *The soldiers remained alert.*

Subordinate clause: *while the citizens slept.*

(2) Subordinating Conjunctions

Learn to connect ideas using **because, when, though, although, unless, while, before, after, until, where, and so that**. These show reason, time, contrast, condition, place, or purpose.

Example: “Though he was injured, he continued to fight.”

(3) Sentence Joining and Complex Sentences

Combine two sentences using an appropriate conjunction. A complex sentence contains a main clause and at least one subordinate clause.

Example: “The soldiers fought bravely. They wanted to protect their country.”

Combined: “The soldiers fought bravely because they wanted to protect their country.”

(4) Direct and Indirect Speech

Direct speech gives a speaker’s exact words within quotation marks. Indirect speech reports what the speaker said.

Direct: Rani Abbakka said, “I will make them pay for this.”

Indirect: Rani Abbakka said that she would make them pay for that.

(5) Tense Changes in Reported Speech

Practise common changes when the reporting verb is in the past: **is** → **was**, **are** → **were**, **has** → **had**, **will** → **would**, and **can** → **could**.

Example: Smitha said, “I enjoy reading.” → Smitha said that she enjoyed reading. Such changes depend on the context; they are not always necessary for facts that remain true.

(6) Pronoun Changes in Reported Speech

Change pronouns according to who is speaking, who is being addressed, and who is reporting.

Example: Soumya said, “I respect our soldiers.” → Soumya said that she respected their soldiers.

If the reporter belongs to the same country, “**our soldiers**” may be retained.

(7) Changes in Time and Place Expressions

Practise changes such as **now** → **then**, **today** → **that day**, **tomorrow** → **the following day**, **here** → **there**, and **this** → **that**, when the reporting context requires them.

Example: He said, “I will visit tomorrow.” → He said that he would visit the following day.

(8) Reporting Commands, Requests, and Advice

Use reporting verbs such as **told, ordered, requested, advised, and instructed**, usually followed by an object and **to + verb**.

Example: The captain said to the soldiers, “Remain alert.” → The captain ordered the soldiers to remain alert.

For negative commands, use **not to**: “Do not move.” → He ordered them not to move.

(9) Punctuation in Dialogues

Learn to use quotation marks, commas, full stops, question marks, and exclamation marks correctly in direct speech.

Example: The queen said, “We are a sovereign country!”

(10) The unit also explicitly teaches these supporting language skills:**(11) Prefixes and Word Formation**

Recognise how prefixes change word meanings.

Examples: *dis-* + regard = **disregard**; *im-* + mortal = **immortal**; *un-* + daunted = **undaunted**; *re-* + define = **redefine**.

(12) Synonyms, Antonyms, and Related Words

Build vocabulary connected with courage and fear.

Examples: Synonyms of *brave*: **courageous, fearless, valiant**. Antonyms: **cowardly, timid**. Related nouns: **courage, valour, bravery**.

(13) Collocations

Learn words that naturally occur together.

Examples: **scorching sun, dense forest, barren landscape, and making promises**.

(14) Spelling with “ie” and “ei”

Practise words such as **believe, achieve, shield, receive, and ceiling**. The spelling tip “i before e except after c” has exceptions, including **seize** and **their**.

(15) Silent Letters

Identify letters that are written but not pronounced.

Examples: **w** in *wrath*, **k** in *knowledge*, **h** in *honour*, and **g** in *campaign*.

(16) Idiomatic Expressions

Understand expressions whose meanings differ from the literal meanings of their individual words.

Examples: **laughing stock**—someone others ridicule; **have the last laugh**—succeed after others expected failure; **burst out laughing**—suddenly begin laughing.

5.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

These questions test recall and understanding of the three selections in the unit.

- Soumya wrote a letter to her friend _____ about her educational trip.
Answer: Ananda
- The National War Memorial is located in _____.
Answer: New Delhi
- The National War Memorial is situated near _____ Gate.
Answer: India
- Soumya’s educational trip was organised by her _____.
Answer: school
- The names of fallen soldiers are engraved on stone _____ at the memorial.
Answer: tablets
- India’s highest wartime gallantry medal is the _____.
Answer: Param Vir Chakra
- Major _____ Sharma was awarded India’s first Param Vir Chakra.
Answer: Somnath
- Lance Naik Albert Ekka served in the Brigade of _____.
Answer: Guards
- Despite being seriously _____, Albert Ekka continued fighting alongside his comrades.
Answer: wounded
- The eternal flame at the National War Memorial is called the _____.
Answer: Amar Jawan Jyoti
- The National War Memorial has _____ concentric circles.
Answer: four
- The Amar Chakra is also known as the Circle of _____.
Answer: Immortality
- The Veerta Chakra represents the Circle of _____.
Answer: Bravery
- The Tyag Chakra is known as the Circle of _____.
Answer: Sacrifice

15. The outermost circle, Raksha Chakra, represents _____.
Answer: Protection
16. Major Padmapani Acharya fought in the _____ War in 1999.
Answer: Kargil
17. Major Padmapani Acharya was awarded the _____ for his bravery.
Answer: Maha Vir Chakra
18. The poem “My Dear Soldiers” was written by _____.
Answer: A.P.J. Abdul Kalam
19. In the poem, soldiers guard the borders while other people are _____.
Answer: asleep
20. Soldiers face windy seasons, snowy days, and the heat of the scorching _____.
Answer: sun
21. The poet compares soldiers walking through lonely expanses to _____.
Answer: yogis
22. Soldiers give the prime of their _____ to the nation.
Answer: youth
23. The poem ends with a prayer asking the Lord to _____ the soldiers.
Answer: bless
24. Rani Abbakka was the Queen of _____.
Answer: Ullal
25. Ullal is situated on the west coast of _____.
Answer: Karnataka
26. Rani Abbakka fought against the _____.
Answer: Portuguese
27. Abbakka refused to pay _____ to the Portuguese.
Answer: tribute
28. Rani Abbakka’s husband, Veera Narsimha, was the King of _____.
Answer: Bangadi
29. Abbakka formed an alliance with the Zamorin of _____.
Answer: Kozhikode
30. In the story, the final battle between Ullal’s forces and the Portuguese lasted _____ days.
Answer: four

5.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)

These questions test inference, reasoning, and application based on the unit.

Suggested answers are provided; other meaningful answers may also be accepted.

1. By engraving soldiers’ names on individual tablets, the memorial shows that every soldier’s sacrifice deserves _____.
Answer: recognition
2. The eternal flame suggests that although soldiers may die, the memory of their courage remains _____.
Answer: alive
3. A visitor who understands the sacrifices behind the nation’s freedom is likely to feel a stronger sense of _____ towards its defenders.
Answer: gratitude
4. Soumya feels both pride and sadness during her visit because military courage often comes at the cost of human _____.
Answer: lives

5. Albert Ekka's decision to protect his comrades despite his injuries shows that he placed their safety above his own _____.
Answer: safety
6. Major Padmapani Acharya's ability to encourage his soldiers during a dangerous attack demonstrates effective _____.
Answer: leadership
7. When students share stories of fallen soldiers with younger children, they help preserve the nation's collective _____.
Answer: memory
8. The trees in the Raksha Chakra can be compared to soldiers because both symbolically offer _____.
Answer: protection
9. Ananda's interest in serving the nation after reading Soumya's letter shows that personal accounts can turn admiration into _____.
Answer: action
10. A student who learns about the suffering caused by war should value both the courage of soldiers and the importance of _____.
Answer: peace
11. In "My Dear Soldiers," the contrast between sleeping citizens and watchful soldiers highlights the soldiers' constant _____.
Answer: vigilance
12. The comparison of soldiers to yogis suggests that military service requires self-control and _____.
Answer: discipline
13. The references to mountains, deserts, seas, and the air suggest that protecting a nation requires cooperation among different branches of the _____.
Answer: Armed Forces
14. Soldiers who continue their duties through snow and intense heat demonstrate the ability to endure _____.
Answer: hardship
15. Giving the prime of their youth to the nation suggests that soldiers put national duty before personal _____.
Answer: comfort
16. The prayer at the end of the poem reminds readers that those who protect others also need care and _____.
Answer: support
17. Abbakka's refusal to pay tribute shows her determination to defend Ullal's right to govern itself, or its _____.
Answer: sovereignty
18. When other rulers refuse to support Abbakka, her decision to continue resisting reveals her strong _____.
Answer: determination
19. Abbakka's appeal to neighbouring rulers suggests that she believed collective resistance would be stronger than fighting _____.
Answer: alone
20. By establishing trade with Arabia, Abbakka reduced Ullal's economic dependence on the _____.
Answer: Portuguese

21. The soldiers' refusal to stop Abbakka when her husband orders them to do so suggests their _____ towards her.
Answer: loyalty
22. The Portuguese governor's surprise at being defeated by a woman reveals his gender _____.
Answer: prejudice
23. Abbakka's victory challenges the belief that a person's ability to lead is determined by their _____.
Answer: gender
24. A class leader who stands up for a wrongly blamed student despite opposition demonstrates moral _____.
Answer: courage
25. The soldiers, the poet's defenders, and Rani Abbakka share a willingness to place the welfare of their people above personal _____.
Answer: interests

5.5 One-mark questions with Answers of LOTS Type: (30 Questions)

Each answer is given in one sentence.

- To whom did Soumya write about her visit to the National War Memorial?**
Answer: Soumya wrote to her friend Ananda about her visit.
- Who organised Soumya's educational trip to New Delhi?**
Answer: Soumya's school organised the educational trip to New Delhi.
- Where is the National War Memorial located?**
Answer: The National War Memorial is located near India Gate in New Delhi.
- Whom does the National War Memorial honour?**
Answer: It honours the soldiers who sacrificed their lives for India after Independence.
- What is engraved on the memorial's stone tablets?**
Answer: The names of fallen soldiers are engraved on the stone tablets.
- What is India's highest wartime gallantry medal?**
Answer: The Param Vir Chakra is India's highest wartime gallantry medal.
- Who received India's first Param Vir Chakra?**
Answer: Major Somnath Sharma received India's first Param Vir Chakra posthumously.
- What did Albert Ekka do despite being seriously wounded?**
Answer: Albert Ekka continued fighting and silenced an enemy machine gun despite being seriously wounded.
- What is the Amar Jawan Jyoti?**
Answer: The Amar Jawan Jyoti is an eternal flame that honours the sacrifices of soldiers.
- How many concentric circles form the National War Memorial?**
Answer: Four concentric circles form the National War Memorial.
- What does the Amar Chakra represent?**
Answer: The Amar Chakra represents the Circle of Immortality.
- What does the Veerta Chakra represent?**
Answer: The Veerta Chakra represents the Circle of Bravery.
- What does the Tyag Chakra represent?**
Answer: The Tyag Chakra represents the Circle of Sacrifice.
- What does the Raksha Chakra represent?**
Answer: The Raksha Chakra represents the Circle of Protection.

15. **Which war did Major Padmapani Acharya fight in?**
Answer: Major Padmapani Acharya fought in the Kargil War of 1999.
16. **Which award was given to Major Padmapani Acharya?**
Answer: Major Padmapani Acharya was awarded the Maha Vir Chakra posthumously.
17. **Who wrote the poem “My Dear Soldiers”?**
Answer: A.P.J. Abdul Kalam wrote the poem “My Dear Soldiers.”
18. **What do soldiers do while other citizens sleep?**
Answer: Soldiers remain awake and guard the nation while other citizens sleep.
19. **What weather conditions do soldiers face in the poem?**
Answer: Soldiers face strong winds, snowy days, and scorching heat.
20. **To whom does the poet compare soldiers walking through lonely expanses?**
Answer: The poet compares the soldiers to yogis.
21. **What part of their lives do soldiers give to the nation?**
Answer: Soldiers give the prime of their youth to the nation.
22. **What does the poet pray for at the end of the poem?**
Answer: The poet prays that the Lord will bless the soldiers.
23. **Which place did Rani Abbakka rule?**
Answer: Rani Abbakka ruled Ullal on the west coast of Karnataka.
24. **What promise did Abbakka make to her mother?**
Answer: Abbakka promised her mother that she would drive the Portuguese out of the west coast.
25. **Who was Rani Abbakka’s husband?**
Answer: Rani Abbakka’s husband was Veera Narsimha, the King of Bangadi.
26. **What payment did Abbakka refuse to make to the Portuguese?**
Answer: Abbakka refused to pay the annual tribute to the Portuguese.
27. **Why did Abbakka address a meeting of neighbouring rulers?**
Answer: Abbakka addressed the rulers to seek their support in fighting the Portuguese.
28. **With whom did Abbakka form an alliance to develop trade?**
Answer: Abbakka formed an alliance with the Zamorin of Kozhikode.
29. **With which region did Abbakka establish a profitable trading relationship?**
Answer: Abbakka established a profitable trading relationship with Arabia.
30. **What was the outcome of the four-day battle described in the story?**
Answer: Ullal’s forces defeated the Portuguese, who retreated.

5.6 One-mark questions with Answers of HOTS Type: (25 Questions)

These questions develop inference, reasoning, and application skills; each suggested answer is one sentence.

1. **Why is the National War Memorial more than an impressive monument?**
Answer: It preserves the memory of soldiers whose sacrifices made the nation’s freedom and security possible.
2. **Why is it important to record individual soldiers’ names at the memorial?**
Answer: Recording their names recognises each soldier as a person whose sacrifice deserves remembrance.
3. **How can Soumya feel both proud and sad during the same visit?**
Answer: She feels proud of the soldiers’ courage but sad about the lives lost in war.
4. **What makes the eternal flame a suitable symbol of remembrance?**
Answer: Its continuous burning suggests that the nation’s gratitude should never fade.

5. What can students infer from Albert Ekka's decision to continue fighting despite his injuries?

Answer: His decision shows that protecting his comrades mattered more to him than his own safety.

6. How did Major Padmapani Acharya demonstrate leadership through action?

Answer: He personally led and encouraged his soldiers despite severe danger and injury.

7. Why might Soumya's letter inspire Ananda more than a list of facts about the memorial?

Answer: Soumya's personal feelings help Ananda connect emotionally with the soldiers' sacrifices.

8. How can visiting a war memorial encourage people to value peace?

Answer: Seeing evidence of lives lost in war helps visitors understand why peace is precious.

9. What should students avoid when presenting stories of military bravery?

Answer: Students should avoid glorifying violence while honouring courage, duty, and sacrifice.

10. What does the contrast between sleeping citizens and watchful soldiers suggest?

Answer: It suggests that citizens' peaceful lives depend partly on soldiers' constant vigilance.

11. Why does the poet compare soldiers to yogis?

Answer: The comparison suggests that soldiers show discipline, self-control, and dedication despite isolation.

12. Why does the poem mention several different landscapes?

Answer: The varied landscapes emphasise the wide range of difficult conditions in which soldiers serve.

13. What does giving the "prime of your youth" reveal about military service?

Answer: It reveals that soldiers devote valuable years of their lives to the nation rather than personal pursuits.

14. Why is ending the poem with a prayer meaningful?

Answer: The prayer expresses concern for the safety and well-being of those who protect others.

15. How could a student apply the soldiers' discipline to everyday life?

Answer: A student could follow a regular study routine and complete responsibilities even when they are difficult.

16. Why was Abbakka's refusal to pay tribute more than a financial decision?

Answer: It asserted Ullal's right to remain independent of Portuguese control.

17. What does Abbakka's response to the hesitant rulers reveal about her character?

Answer: Her determination to continue resisting reveals courage and confidence in her cause.

18. Why did Abbakka seek support from neighbouring rulers?

Answer: She understood that united forces would have a better chance of resisting Portuguese power.

19. How did trading with Arabia support Abbakka's goal of independence?

Answer: It helped Ullal earn income without depending on trade with the Portuguese.

20. What can you infer from the soldiers' refusal to obey the order to stop Abbakka?

Answer: Their refusal suggests that they respected Abbakka and supported her leadership.

21. What prejudice is revealed by the Portuguese governor's surprise at Abbakka's victory?

Answer: His surprise reveals the mistaken belief that a woman could not defeat a powerful army.

22. **How does Abbakka's story challenge gender stereotypes?**

Answer: Her courage and military leadership show that ability is not determined by gender.

23. **How might Abbakka's victory have influenced neighbouring rulers?**

Answer: Her victory could have encouraged them to believe that resistance to Portuguese power was possible.

24. **What common quality connects Abbakka with the soldiers honoured in the unit?**

Answer: They place the protection of their people above their personal safety.

25. **How can a student show courage without taking part in a battle?**

Answer: A student can show courage by defending someone who is being bullied despite pressure to remain silent.

5.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Each answer contains **two sentences**, with one relevant point per sentence.

1. **What did Soumya write about in her letter to Ananda?**

Answer: Soumya described her school's educational visit to the National War Memorial in New Delhi. She shared what she learnt about brave soldiers and her feelings about their sacrifices.

2. **Where is the National War Memorial situated, and whom does it honour?**

Answer: The National War Memorial is situated near India Gate in New Delhi. It honours Indian soldiers who sacrificed their lives in service to the nation after Independence.

3. **What is recorded on the memorial's tablets?**

Answer: The tablets bear the names of soldiers who died serving India. Each tablet in the Tyag Chakra is dedicated to an individual fallen hero.

4. **What is the Param Vir Chakra, and who was its first recipient?**

Answer: The Param Vir Chakra is India's highest wartime gallantry medal. Major Somnath Sharma received it posthumously for his bravery in the Battle of Badgam in 1947.

5. **What brave actions did Lance Naik Albert Ekka perform during the battle?**

Answer: Albert Ekka silenced an enemy light machine gun that was causing heavy casualties among his comrades. Despite serious injuries, he also silenced a medium machine gun and helped ensure the success of the attack.

6. **What is the Amar Jawan Jyoti, and what does it symbolise?**

Answer: The Amar Jawan Jyoti is an eternal flame at the National War Memorial. It symbolises the immortal spirit of fallen soldiers and the nation's promise to remember their sacrifices.

7. **Name the four Chakras of the National War Memorial and state their meanings.**

Answer: The Amar Chakra and Veerta Chakra represent immortality and bravery respectively. The Tyag Chakra and Raksha Chakra represent sacrifice and protection respectively.

8. **What can visitors see in the Veerta Chakra?**

Answer: The Veerta Chakra contains a covered gallery with six bronze murals. These murals depict brave battle actions of the Indian Armed Forces.

9. **Describe the Raksha Chakra.**

Answer: The Raksha Chakra is the outermost circle of the National War Memorial

and contains rows of trees. Each tree represents soldiers who protect the nation and ensure its territorial integrity.

10. What did Soumya's class decide to do after visiting the memorial?

Answer: The students divided themselves into five groups to prepare presentations about brave soldiers. Their teacher also advised them to share their experiences during the school assembly.

11. What task was assigned to Major Padmapani Acharya during the Kargil War?

Answer: Major Padmapani Acharya was assigned the task of capturing a heavily defended enemy position. The position was protected by mines, machine-gun fire, and artillery fire.

12. What did Major Padmapani Acharya do after being seriously injured?

Answer: Major Acharya ordered his men to leave him and continue their attack. He kept firing at the enemy, and his men captured the position.

13. Who wrote "My Dear Soldiers," and whom does the poem address?

Answer: A.P.J. Abdul Kalam wrote "My Dear Soldiers." The poem addresses the soldiers who defend the country's borders.

14. What weather conditions do soldiers face in the poem?

Answer: Soldiers perform their duties during windy seasons and snowy days. They also remain on guard under the scorching heat of the sun.

15. Where do soldiers serve, according to "My Dear Soldiers"?

Answer: Soldiers guard mountains, valleys, deserts, and marshes. They also keep watch over the seas and secure the air.

16. What does the poet say about the soldiers' youth, and how does the poem end?

Answer: The poet says that soldiers give the prime of their youth to the nation. The poem ends with a prayer asking the Lord to bless them.

17. Who was Rani Abbakka, and what promise did she make to her mother?

Answer: Rani Abbakka was the Queen of Ullal on the west coast of Karnataka. She promised her mother that she would not rest until she had driven the Portuguese out of the west coast.

18. What decisions did Abbakka announce to her husband after her coronation?

Answer: Abbakka announced that she would stop paying tribute to the Portuguese. She also declared that she would no longer sell them spices and cloth.

19. How did the neighbouring rulers respond to Abbakka's request for support?

Answer: The neighbouring rulers believed that they were no match for the Portuguese. They advised Abbakka not to provoke them.

20. How did Abbakka develop trade independently of the Portuguese?

Answer: Abbakka ordered merchant ships to be built and formed an alliance with the Zamorin of Kozhikode. She established a profitable trading relationship with Arabia.

21. What happened in the four-day battle described at the end of the story?

Answer: Abbakka inspired her soldiers to fight the Portuguese with all their strength. After four days of fighting, the Portuguese were defeated and retreated.

5.8. Two-mark questions with Answers of HOTS Type: (20 Questions)

Each suggested answer contains **two sentences** that develop inference, reasoning, comparison, or application.

1. How does the National War Memorial connect the past with the present?

Answer: It preserves the names and stories of soldiers whose sacrifices helped protect the nation. Present-day visitors learn from these stories and recognise their responsibility to remember the soldiers.

2. **Why are individual names at the memorial more meaningful than just the total number of soldiers who died?**

Answer: Individual names remind visitors that every soldier was a real person with a family and dreams. They ensure that each person's sacrifice receives recognition.

3. **How can a war memorial honour military courage while encouraging peace?**

Answer: It honours the bravery of those who defended the country. It also reminds visitors of the suffering and loss caused by war, encouraging them to value peace.

4. **Why is the eternal flame an appropriate symbol for fallen soldiers?**

Answer: Its continuous burning represents the lasting memory of their courage and sacrifice. It suggests that their service continues to inspire people even after their deaths.

5. **What do Albert Ekka's actions reveal about his understanding of duty?**

Answer: He understood duty as protecting his comrades and completing the mission despite personal danger. His continued efforts after being wounded show that he placed others' safety above his own.

6. **How did Major Padmapani Acharya lead through example?**

Answer: He personally faced enemy fire and encouraged his soldiers during the attack. His actions demonstrated the courage and commitment that he expected from his men.

7. **Why might Soumya's letter motivate Ananda to serve the nation?**

Answer: Soumya combines information about the soldiers with heartfelt descriptions of her experience. This makes their sacrifices personally meaningful to Ananda and encourages her to consider serving the country.

8. **How could students turn their respect for soldiers into meaningful action?**

Answer: They could prepare accurate presentations about soldiers' lives to help others remember their service. They could also practise responsibility and contribute to the well-being of their community.

9. **What does the contrast between sleeping citizens and alert soldiers convey in "My Dear Soldiers"?**

Answer: It shows that soldiers continue working while others enjoy rest and safety. The contrast helps readers appreciate the unseen effort behind their peaceful lives.

10. **Why is the comparison of soldiers to yogis effective?**

Answer: Yogis are associated with discipline, concentration, and the ability to endure isolation. These qualities help readers understand the soldiers' dedication in lonely and difficult surroundings.

11. **How do the descriptions of weather and landscapes strengthen the poem's message?**

Answer: They show that soldiers perform their duties in many uncomfortable and dangerous conditions. These details make the poet's gratitude more meaningful by revealing the hardships behind their service.

12. **Why does the poet mention that soldiers give the prime of their youth to the nation?**

Answer: He highlights that soldiers devote some of their most energetic years to national service. This helps readers recognise that sacrifice includes personal time and opportunities as well as the risk to life.

13. **What does the final prayer suggest about the poet's attitude towards soldiers?**

Answer: The poet admires their bravery but also cares about their safety and happiness. His prayer treats them as people who need protection and support, even while they protect others.

14. Why was Abbakka's refusal to pay tribute an assertion of independence?

Answer: Paying tribute would mean accepting Portuguese authority over Ullal. By refusing, Abbakka declared that her kingdom had the right to govern itself.

15. How did Abbakka combine courage with practical planning?

Answer: She courageously rejected Portuguese demands and prepared to resist their attacks. She also built merchant ships and developed trade with Arabia to strengthen Ullal's economy.

16. What can you infer about Abbakka's leadership from her soldiers' loyalty?

Answer: Their refusal to stop her suggests that they respected her authority and trusted her purpose. Their willingness to fight under her leadership shows that she could inspire commitment.

17. How does Abbakka's response differ from that of the neighbouring rulers?

Answer: The neighbouring rulers focus on Portuguese strength and fear the consequences of resistance. Abbakka recognises the danger but remains determined to defend Ullal's freedom.

18. How does Abbakka's victory challenge the Portuguese governor's view of women?

Answer: The governor's surprise reveals his belief that a woman could not defeat a powerful army. Abbakka's successful leadership proves that courage and ability do not depend on gender.

19. What common values connect Rani Abbakka with Albert Ekka and Major Padmapani Acharya?

Answer: All three demonstrate courage and commitment to protecting their people. They accept personal danger rather than abandon their responsibilities.

20. How could a student apply the courage shown in this unit when witnessing bullying?

Answer: The student could support the targeted child and seek help from a trusted adult. This would show courage through responsible action despite fear or peer pressure.

5.9. Three-mark questions with Answers of LOTS Type: (14 Questions)

Each answer contains **three sentences**, presenting three relevant points from the unit.

1. Describe Soumya's visit to the National War Memorial.

Answer: Soumya visited the National War Memorial in New Delhi during an educational trip organised by her school. Her teacher explained the sacrifices of Indian soldiers and the significance of the memorial. The visit filled Soumya with pride, gratitude, and sadness over the lives lost in wars.

2. State three facts about the National War Memorial.

Answer: The National War Memorial is located near India Gate in New Delhi. It honours Indian soldiers who sacrificed their lives after Independence. Its stone tablets bear the names of fallen soldiers.

3. Describe the Amar Chakra and its eternal flame.

Answer: The Amar Chakra is the innermost circle of the National War Memorial and represents immortality. It contains a central obelisk with the eternal flame called the Amar Jawan Jyoti. The flame symbolises the immortal spirit of fallen soldiers and the nation's promise to remember them.

4. What do the Veerta Chakra, Tyag Chakra, and Raksha Chakra represent?

Answer: The Veerta Chakra represents bravery and contains bronze murals showing courageous battle actions. The Tyag Chakra represents sacrifice and has granite tablets

bearing the names of fallen soldiers. The Raksha Chakra represents protection and contains rows of trees symbolising soldiers who guard the nation.

5. **Describe the bravery of Lance Naik Albert Ekka.**

Answer: Albert Ekka attacked an enemy position and silenced a light machine gun that was causing heavy casualties. Although seriously wounded, he continued fighting and silenced another machine gun. His actions helped his comrades capture the objective, but he died from his injuries.

6. **Describe Major Padmapani Acharya's actions during the Kargil War.**

Answer: Major Padmapani Acharya led his men in an attack on a heavily defended enemy position. Even after being seriously injured, he ordered his soldiers to continue the attack while he kept firing at the enemy. His men captured the position, but he later died from his injuries.

7. **What activities did Soumya's class plan after visiting the memorial?**

Answer: The class divided itself into five groups to prepare presentations about brave soldiers. Their teacher advised them to share their experiences during the school assembly. Soumya chose to present the story of Major Padmapani Acharya.

8. **What duties of soldiers are described in "My Dear Soldiers"?**

Answer: Soldiers remain awake to protect the country while other citizens sleep. They guard mountains, valleys, deserts, and marshes. They also keep watch over the seas and secure the air.

9. **What hardships do soldiers face in "My Dear Soldiers"?**

Answer: Soldiers guard the nation during windy seasons and snowy days. They continue their duties under the scorching heat of the sun. They travel through lonely expanses and difficult terrain while remaining alert.

10. **How does the poet express his appreciation of soldiers?**

Answer: The poet addresses soldiers as the great sons of his land. He acknowledges that they give the prime of their youth to the nation. He ends the poem by praying that the Lord will bless them.

11. **What promise did Abbakka make to her mother, and what did she do after becoming queen?**

Answer: Abbakka promised her mother that she would drive the Portuguese out of the west coast. After becoming Queen of Ullal, she asked her people to cooperate in making the kingdom strong, secure, and free. She decided to stop paying tribute and selling spices and cloth to the Portuguese.

12. **How did Abbakka's husband and the neighbouring rulers react to her plans?**

Answer: Her husband, Veera Narsimha, considered her decision to oppose the Portuguese rash. He feared that the Portuguese might also turn against his kingdom of Bangadi. The neighbouring rulers believed they could not match Portuguese power and advised Abbakka not to provoke them.

13. **What steps did Abbakka take to establish independent trade?**

Answer: Abbakka ordered merchant ships to be built. She formed an alliance with the Zamorin of Kozhikode. She established a profitable trading relationship with Arabia in defiance of the Portuguese.

14. **Describe the final battle between Abbakka's forces and the Portuguese in the story.**

Answer: The Portuguese gathered their forces to attack Ullal after losing the fort at Mangalore. Abbakka encouraged her soldiers to fight with all their strength, and the battle lasted four days. Ullal's forces defeated the Portuguese and forced them to retreat.

5.10. Three-mark questions with Answers of HOTS Type: (12 Questions)

Each suggested answer contains **three sentences** involving reasoning, inference, comparison, or application.

1. **How does the National War Memorial help visitors understand the cost of freedom?**

Answer: The names engraved on the tablets remind visitors that many individuals died protecting the country. Stories of their bravery reveal the dangers and suffering behind the freedom citizens enjoy. Together, these experiences encourage visitors to value peace and remember the soldiers' sacrifices.

2. **Why does Soumya's visit create both pride and sadness in her?**

Answer: Soumya feels proud of the courage shown by soldiers in defending the nation. She feels sad when she learns about their deaths and the destruction caused by war. These mixed emotions deepen her gratitude and inspire her to live responsibly.

3. **How do the four Chakras together communicate the meaning of military service?**

Answer: The Veerta Chakra highlights bravery, while the Tyag Chakra honours the sacrifices made by soldiers. The Raksha Chakra represents their role in protecting the nation. The Amar Chakra shows that their service remains alive in the nation's memory.

4. **Compare the courage shown by Albert Ekka and Major Padmapani Acharya.**

Answer: Both soldiers continued their missions despite serious injuries and extreme danger. Albert Ekka protected his comrades by silencing enemy machine guns, while Major Acharya led and encouraged his men to capture an enemy position. Their actions show that courage involves commitment to others even at great personal cost.

5. **Why can Soumya's letter be an effective way of teaching others about soldiers' sacrifices?**

Answer: Her letter combines factual information with personal feelings about the memorial. This helps readers connect emotionally with the soldiers instead of merely remembering names and dates. Ananda's inspired response shows how sharing an experience can motivate another person to act.

6. **How does "My Dear Soldiers" make readers notice service that they may otherwise overlook?**

Answer: The poem contrasts the comfort of sleeping citizens with the watchfulness of soldiers. It describes the difficult weather and lonely places in which soldiers perform their duties. These details help readers recognise the continuous effort behind their everyday safety.

7. **What deeper meaning does the comparison of soldiers to yogis add to the poem?**

Answer: Yogis are associated with discipline, concentration, and simple living. Comparing soldiers to yogis highlights their ability to remain focused despite loneliness and discomfort. The comparison therefore presents courage as inner strength as well as physical bravery.

8. **Why is the poet's reference to soldiers giving their youth to the nation significant?**

Answer: Youth is a period when people often pursue personal dreams and enjoy time with family and friends. Soldiers devote much of this valuable period to demanding national duties. The reference helps readers understand that sacrifice includes time, comfort, and opportunities as well as the risk to life.

9. **How did Abbakka use both determination and planning to resist Portuguese control?**

Answer: Abbakka showed determination by refusing to pay tribute despite threats and opposition. She strengthened Ullal through shipbuilding, trade with Arabia, and an

alliance with the Zamorin of Kozhikode. Her actions show that successful resistance requires practical preparation as well as courage.

10. What can you infer about Abbakka's leadership from the responses of her people and soldiers?

Answer: Their support suggests that they trusted her commitment to Ullal's freedom. The soldiers' refusal to stop her indicates that she had earned their respect. Their willingness to fight under her leadership shows her ability to unite people around a shared purpose.

11. How does Abbakka's victory challenge the Portuguese governor's assumptions?

Answer: The governor's surprise at defeat by a woman reveals his prejudice about women's abilities. Abbakka's leadership and success contradict his belief that military strength belongs only to men. Her story encourages readers to judge leaders by their actions rather than their gender.

12. How can students practise the values of the bravehearts without facing a battlefield?

Answer: Students can show courage by speaking up respectfully against unfair treatment and seeking help when someone is bullied. They can demonstrate discipline by completing their responsibilities even when the work is difficult. They can practise service by helping classmates and contributing to their community.

5.11 Five-mark questions with Answers of LOTS Type: (7 Questions)

Each answer contains **five points** based on the unit 5.

1. Describe Soumya's visit to the National War Memorial and the activities planned afterwards.

Answer:

1. Soumya visited the National War Memorial in New Delhi during an educational trip organised by her school.
2. Her teacher explained how Indian soldiers had sacrificed their lives to protect the country after Independence.
3. Soumya learnt about the memorial's four Chakras, the eternal flame, and the names engraved on the tablets.
4. The visit filled her with pride and gratitude, along with sadness about the loss of lives in wars.
5. Afterwards, her class formed groups to prepare presentations about brave soldiers and planned to share their experiences during the school assembly.

2. Describe the four Chakras and the eternal flame of the National War Memorial.

Answer:

1. The Amar Chakra, or Circle of Immortality, is the innermost circle and contains the central obelisk.
2. The Amar Jawan Jyoti burns continuously at the obelisk to honour the everlasting spirit of fallen soldiers.
3. The Veerta Chakra, or Circle of Bravery, contains six bronze murals depicting courageous battle actions.
4. The Tyag Chakra, or Circle of Sacrifice, has granite tablets bearing the names of fallen soldiers.
5. The Raksha Chakra, or Circle of Protection, contains rows of trees representing soldiers who protect the nation.

3. Describe the courageous actions of Lance Naik Albert Ekka.

Answer:

1. Lance Naik Albert Ekka took part in an attack on a strongly defended enemy position at Gangasagar.
2. He attacked an enemy bunker and silenced a light machine gun that was causing heavy casualties among his comrades.
3. Although seriously wounded, he continued fighting alongside his fellow soldiers and clearing enemy bunkers.
4. He then attacked another fortified position and silenced a medium machine gun, helping his company complete the attack successfully.
5. He died from his injuries after the objective was captured and was awarded the Param Vir Chakra posthumously.

4. Describe Major Padmapani Acharya's bravery during the Kargil War.

Answer:

1. Major Padmapani Acharya was assigned to capture a heavily defended enemy position on 28 June 1999.
2. When enemy fire caused heavy casualties, he led his reserve platoon forward through artillery shelling.
3. He encouraged his men, advanced towards the enemy position, and threw grenades despite intense firing.
4. After being severely injured, he ordered his men to continue the attack while he kept firing at the enemy.
5. His men captured the position, but he died from his injuries and was awarded the Maha Vir Chakra posthumously.

5. Describe the soldiers' service as presented in "My Dear Soldiers."

Answer:

1. Soldiers remain awake and guard the nation while other citizens sleep.
2. They perform their duties during windy weather, snowy days, and scorching heat.
3. They travel through lonely expanses, climb heights, and move through valleys.
4. They defend deserts and marshes, keep watch over the seas, and secure the air.
5. They devote the prime of their youth to the nation, and the poet ends by praying for their well-being.

6. What steps did Rani Abbakka take to oppose Portuguese control over Ullal?

Answer:

1. Abbakka promised her mother that she would drive the Portuguese out of the west coast.
2. After becoming queen, she asked her people to help make Ullal strong, secure, and free.
3. She refused to pay tribute to the Portuguese or sell them spices and cloth.
4. She sought the support of neighbouring rulers to fight against Portuguese power.
5. She built merchant ships, allied with the Zamorin of Kozhikode, and established profitable trade with Arabia.

7. Describe the conflict between Abbakka's forces and the Portuguese as narrated in the story.

Answer:

1. The Portuguese intercepted Abbakka's merchant ships, and her commander's ship did not return.
2. Abbakka sent an envoy to the Portuguese base at Mangalore, but the Portuguese responded by attacking.
3. Her forces attacked the Portuguese fort and forced their commander, Ribero, to escape.
4. The Portuguese gathered more forces to attack Ullal, while Abbakka encouraged her soldiers to fight with all their strength.
5. After a battle lasting four days, Ullal's forces defeated the Portuguese and forced them to retreat.

5.12 Five-mark questions with Answers of HOTS Type: (5 Questions)

Each suggested answer contains **five points** involving analysis, inference, evaluation, or application.

1. How can the National War Memorial inspire both patriotism and a desire for peace?

Answer:

1. The memorial inspires patriotism by honouring soldiers who sacrificed their lives to protect the country.
2. The individual names remind visitors that national security has come at a deeply personal cost.
3. Stories of courage encourage people to respect the dedication of the Armed Forces.
4. The memory of lives lost also helps visitors understand the suffering caused by war.
5. Thus, visitors can admire those who defend the nation while hoping for a peaceful future.

2. Compare the leadership shown by Major Padmapani Acharya and Rani Abbakka.

Answer:

1. Both leaders accepted personal danger while working to protect their people.
2. Major Acharya led his soldiers through enemy fire, while Abbakka led resistance against Portuguese control.
3. Acharya encouraged his men during a difficult attack, while Abbakka inspired her people despite opposition from other rulers.
4. Acharya responded to battlefield difficulties by leading his reserve platoon, while Abbakka prepared for resistance through trade and alliances.
5. Their actions show that effective leadership combines courage, practical decisions, and commitment to a shared goal.

3. “Bravery is more than physical strength.” Explain this statement using examples from the unit.

Answer:

1. Albert Ekka showed selflessness by continuing to protect his comrades despite serious injuries.
2. Major Acharya demonstrated determination by supporting the attack even when he could no longer move.
3. The soldiers in the poem display mental strength by remaining alert in lonely and uncomfortable surroundings.
4. Abbakka shows moral courage by standing by her decision despite threats and discouragement.
5. These examples establish that bravery includes endurance, responsibility, and the willingness to act despite fear.

4. How does the poet make readers appreciate soldiers’ sacrifices in “My Dear Soldiers”?

Answer:

1. The contrast between sleeping citizens and watchful soldiers reveals the effort behind everyday safety.
2. References to snow, wind, and scorching heat help readers picture the discomfort soldiers endure.
3. The varied landscapes show that their responsibilities extend across many difficult environments.
4. The comparison with yogis highlights their discipline and ability to face isolation.
5. The final prayer expresses gratitude and reminds readers that soldiers also need care and protection.

5. Was Abbakka's resistance based only on boldness, or did it also involve careful planning? Explain.

Answer:

1. Abbakka showed boldness by refusing Portuguese demands despite the danger of an attack.
2. She sought support from neighbouring rulers because she recognised the strength of united resistance.
3. Building merchant ships helped Ullal develop its own trading opportunities.
4. Her alliance with the Zamorin and trade with Arabia supported economic independence from the Portuguese.
5. Therefore, her resistance combined personal courage with practical efforts to strengthen her kingdom.

6. How does Rani Abbakka's story challenge unfair assumptions about women's abilities?

Answer:

1. The Portuguese governor's surprise at defeat by a woman reveals his prejudice against women leaders.
2. Abbakka's determination shows that women can make difficult decisions under pressure.
3. Her trade arrangements demonstrate planning and administrative ability.
4. Her soldiers' loyalty and military success show her ability to inspire and lead others.
5. The story encourages readers to assess people by their abilities and actions rather than their gender.

7. How could students apply the values of "Bravehearts" when a classmate faces bullying?

Answer:

1. Students can show moral courage by refusing to join in the bullying even when friends pressure them.
2. They can demonstrate concern for others by supporting the targeted classmate and helping them reach a safe place.
3. They can act responsibly by reporting the incident to a trusted teacher instead of starting a fight.
4. They can practise unity by including the classmate in group activities and discouraging hurtful behaviour.
5. These actions apply the unit's values of courage, protection, service, and responsible leadership to school life.

5.13 Five-mark questions with Answers of Applied Type: (10 Questions)

The following questions apply the chapter's ideas to practical situations. Each model answer contains **five points**, suitable for five marks.

1. Your class is visiting the National War Memorial. As the student guide, explain how you would help your classmates understand and respect the memorial.

Answer:

1. I would explain that the memorial honours Indian soldiers who sacrificed their lives after Independence.
2. I would introduce the four Chakras and explain their meanings of immortality, bravery, sacrifice, and protection.
3. I would explain how the Amar Jawan Jyoti symbolises the lasting memory of fallen soldiers.
4. I would ask everyone to behave respectfully and observe the names engraved on the tablets.

5. I would conclude by inviting classmates to reflect on the sacrifices behind the peace and freedom we enjoy.

2. After reading “My Dear Soldiers,” write a short message of gratitude to soldiers serving far from home.

Answer:

1. Dear Soldiers, thank you for protecting our country while we study, play, and sleep peacefully.
2. We appreciate your service in freezing snow, scorching heat, and difficult surroundings.
3. Your willingness to spend precious years away from loved ones teaches us the meaning of sacrifice.
4. Your discipline inspires us to fulfil our own responsibilities sincerely.
5. We wish you safety, good health, and happy reunions with your families.

3. Your team is discouraged before an inter-school competition because the opposing team appears stronger. How would you apply lessons from Rani Abbakka’s leadership?

Answer:

1. I would encourage my teammates to face the challenge confidently instead of assuming that defeat is certain.
2. Like Abbakka, I would seek cooperation and remind everyone of our shared goal.
3. I would identify each member’s strengths and assign suitable responsibilities.
4. We would prepare carefully, practise together, and improve the areas in which we are weak.
5. I would motivate the team to compete fairly and remain determined whatever the result.

4. Your school asks you to organise an assembly on the theme “Honouring Our Bravehearts.” Describe five activities you would include.

Answer:

1. I would introduce the National War Memorial and explain why the nation remembers fallen soldiers.
2. Students would present brief, accurate accounts of Albert Ekka and Major Padmapani Acharya.
3. A group would recite “My Dear Soldiers” with clear pronunciation and suitable expression.
4. A short role-play would show Abbakka’s determination to protect Ullal’s independence.
5. The assembly would end with a reflection on how students can practise courage, discipline, and service.

5. A classmate says that leadership roles should be given only to boys. How would you respond using Rani Abbakka’s story?

Answer:

1. I would explain that leadership depends on ability and responsibility rather than gender.
2. Rani Abbakka showed courage by resisting Portuguese demands despite threats.
3. She demonstrated planning by developing trade and seeking alliances.
4. Her ability to inspire soldiers and defend Ullal proves that women can lead effectively.
5. I would suggest selecting classroom leaders fairly on the basis of their skills, conduct, and willingness to serve.

6. Inspired by the soldiers’ spirit of service, your class wants to help others in school. Prepare a five-point action plan.

Answer:

1. We would identify a useful activity, such as helping younger students improve their reading.
2. We would obtain our teacher’s guidance and arrange a suitable time and place.
3. Each volunteer would receive a clear responsibility so that everyone contributes.

4. We would attend regularly and treat the younger students with patience and respect.
5. We would review their progress with the teacher and improve our support where needed.

7. After visiting a war memorial, a friend says, “Being patriotic means wanting war.” How would you explain a different understanding based on the unit?

Answer:

1. I would explain that patriotism includes caring for the country and the well-being of its people.
2. Honouring soldiers means appreciating their courage and the sacrifices they make to protect others.
3. The names at the memorial also remind us that war causes painful losses.
4. We can respect the nation’s defenders while supporting peaceful ways of resolving disagreements.
5. As students, we can express patriotism through responsible behaviour, kindness, and service to our community.

5.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

These questions cover comprehension, inference, vocabulary, grammar, and poetic devices from the unit.

1. Which statement best expresses the common theme of all three selections in the unit?

- A. Strong rulers always seek to expand their kingdoms.
- B. Courage and selfless service help protect a nation and its people.
- C. Military achievements are more valuable than education.
- D. Personal success depends entirely on physical strength.

Answer: B — Courage and selfless service help protect a nation and its people.

2. Soumya’s description of the memorial makes her letter especially effective because it combines:

- A. imaginary adventures and humorous incidents.
- B. instructions and rules for visitors.
- C. factual information and personal feelings.
- D. arguments about different tourist destinations.

Answer: C — Factual information and personal feelings.

3. Which option correctly matches the Chakras with their meanings?

- A. Amar—Immortality; Veerta—Bravery; Tyag—Sacrifice; Raksha—Protection
- B. Amar—Protection; Veerta—Sacrifice; Tyag—Bravery; Raksha—Immortality
- C. Amar—Bravery; Veerta—Immortality; Tyag—Protection; Raksha—Sacrifice
- D. Amar—Sacrifice; Veerta—Protection; Tyag—Immortality; Raksha—Bravery

Answer: A — Amar means immortality, Veerta bravery, Tyag sacrifice, and Raksha protection.

4. What does dedicating an individual tablet to each fallen soldier emphasise?

- A. Every soldier served in the same battle.
- B. All soldiers received the same award.
- C. Only well-known soldiers deserve recognition.
- D. Every soldier’s sacrifice deserves personal remembrance.

Answer: D — Every soldier’s sacrifice deserves personal remembrance.

5. Which quality is most clearly demonstrated by Albert Ekka’s actions after he was wounded?

- A. Ambition to gain power
- B. Selfless determination
- C. Reluctance to accept responsibility
- D. Desire for public attention

Answer: B — Selfless determination.

6. Why did Major Padmapani Acharya order his men to continue the attack after he was seriously injured?

- A. He believed the battle had already ended.
- B. He wanted them to abandon their objective.
- C. He placed the success of the mission above his own needs.
- D. He wished to avoid responsibility for the attack.

Answer: C — He placed the success of the mission above his own needs.

7. An award given “posthumously” is presented:

- A. after the recipient’s death.
- B. before the recipient enters service.
- C. only during wartime.
- D. without an official announcement.

Answer: A — After the recipient’s death.

8. Which statement is an opinion rather than a verifiable fact?

- A. The memorial is located in New Delhi.
- B. It contains four concentric circles.
- C. Soumya wrote a letter to Ananda.
- D. The memorial is the most moving place anyone could visit.

Answer: D — The statement expresses a personal judgement.

9. The contrast between sleeping citizens and watchful soldiers mainly highlights:

- A. the different sleeping habits of people.
- B. the soldiers’ constant commitment to protecting others.
- C. the advantages of working at night.
- D. the peaceful surroundings of military camps.

Answer: B — The soldiers’ constant commitment to protecting others.

10. In the phrase “Treading the lonely expanses as yogis,” the comparison is an example of:

- A. personification.
- B. hyperbole.
- C. simile.
- D. onomatopoeia.

Answer: C — Simile.

11. The comparison of soldiers to yogis suggests:

- A. discipline and endurance in isolation.
- B. a desire to avoid all responsibilities.
- C. interest in travelling for pleasure.
- D. dependence on praise from others.

Answer: A — Discipline and endurance in isolation.

12. What does “Prime of your youth given to the nation” imply?

- A. Soldiers serve only for a short period.
- B. Young people should avoid personal goals.
- C. Soldiers receive more leisure time than others.
- D. Soldiers devote valuable years of their lives to national service.

Answer: D — Soldiers devote valuable years of their lives to national service.

13. Which description best captures the tone of “My Dear Soldiers”?

- A. Humorous and playful
- B. Admiring and grateful
- C. Bitter and accusing
- D. Uncertain and suspicious

Answer: B — Admiring and grateful.

14. Abbakka's refusal to pay tribute primarily asserts Ullal's:

- A. need for foreign assistance.
- B. lack of interest in trade.
- C. right to govern itself.
- D. wish to avoid all contact with other kingdoms.

Answer: C — Right to govern itself.

15. What was the practical importance of Abbakka's trade with Arabia?

- A. It supported economic independence from the Portuguese.
- B. It ended the need for merchant ships.
- C. It placed Ullal under Arabian rule.
- D. It made alliances with other rulers unnecessary.

Answer: A — It supported economic independence from the Portuguese.

16. The Portuguese governor's surprise at being defeated by a woman reveals his:

- A. respect for fair competition.
- B. knowledge of Ullal's traditions.
- C. concern for the people of Ullal.
- D. prejudice about women's abilities.

Answer: D — Prejudice about women's abilities.

17. Which sequence correctly follows the events in Abbakka's story?

- A. Trade with Arabia → coronation → promise to her mother → refusal of tribute
- B. Promise to her mother → coronation → refusal of tribute → trade with Arabia
- C. Coronation → Portuguese defeat → promise to her mother → trade with Arabia
- D. Refusal of tribute → promise to her mother → trade with Arabia → coronation

Answer: B — Promise to her mother → coronation → refusal of tribute → trade with Arabia.

18. Which word is closest in meaning to "undaunted"?

- A. Confused
- B. Exhausted
- C. Undiscouraged
- D. Unprepared

Answer: C — Undiscouraged.

19. Which word is the most suitable antonym of "valiant"?

- A. Cowardly
- B. Loyal
- C. Determined
- D. Generous

Answer: A — Cowardly.

20. Which option correctly explains the prefix in "immortal"?

- A. *im-* means "again."
- B. *im-* means "before."
- C. *im-* means "beyond."
- D. *im-* means "not."

Answer: D — "Immortal" means not subject to death or remembered forever.

21. Choose the natural collocation to complete the sentence: "The soldiers marched beneath the _____ sun."

- A. crowded
- B. scorching
- C. heavy
- D. sharp

Answer: B — Scorching sun.

22. Which word contains a silent “w”?

- A. Warrior
- B. Wounded
- C. Wrath
- D. Watchful

Answer: C — Wrath.

23. Choose the correctly spelt word.

- A. Receive
- B. Recieve
- C. Receeve
- D. Receve

Answer: A — Receive.

24. In the sentence “Although he was injured, he continued to fight,” the subordinate clause is:

- A. he continued to fight.
- B. continued to fight.
- C. he was injured, he continued.
- D. Although he was injured.

Answer: D — Although he was injured.

25. Choose the conjunction that best expresses contrast: “_____ the neighbouring rulers were afraid, Abbakka remained determined.”

- A. Because
- B. Although
- C. Unless
- D. So that

Answer: B — Although.

26. Which sentence correctly expresses the purpose of the students’ presentation?

- A. They prepared a presentation although others could learn about the soldiers.
- B. They prepared a presentation unless others could learn about the soldiers.
- C. They prepared a presentation so that others could learn about the soldiers.
- D. They prepared a presentation before others could learn about the soldiers.

Answer: C — “So that” introduces purpose.

27. Choose the correct indirect form of: Rani Abbakka said, “I will make them pay for this.”

- A. Rani Abbakka said that she would make them pay for that.
- B. Rani Abbakka said that I would make them pay for this.
- C. Rani Abbakka said that she will made them pay for that.
- D. Rani Abbakka said that she would made them pay for this.

Answer: A — Rani Abbakka said that she would make them pay for that.

28. Choose the correct indirect form of: The captain said to the soldiers, “Remain alert.”

- A. The captain told that the soldiers remain alert.
- B. The captain ordered the soldiers that remain alert.
- C. The captain said the soldiers to remained alert.
- D. The captain ordered the soldiers to remain alert.

Answer: D — The captain ordered the soldiers to remain alert.

29. Choose the correct indirect form of: The teacher said to the students, “Do not forget their sacrifices.”

- A. The teacher told the students to not forget their sacrifices.
- B. The teacher told the students not to forget their sacrifices.
- C. The teacher said the students do not forget their sacrifices.
- D. The teacher told the students that not to forget their sacrifices.

Answer: B — The teacher told the students not to forget their sacrifices.

30. Which action best applies the unit’s message to everyday school life?

- A. Seeking praise for every helpful act
- B. Avoiding difficult responsibilities
- C. Supporting a bullied classmate and seeking a teacher’s help
- D. Proving courage by taking unnecessary risks

Answer: C — Supporting a bullied classmate and seeking a teacher’s help.

5.15 Best Practices Opportunity List from the Chapter: (8 Ideas)

“Best Practices” for Teaching Unit 5: “Bravehearts” — Class 7 English:

The following practices connect “*A Homage to Our Brave Soldiers*,” “*My Dear Soldiers*,” and “*Rani Abbakka*” with language learning, critical thinking, and responsible citizenship.

(1) Use Guided Reading with Textual Evidence

Divide each selection into manageable sections and ask questions before, during, and after reading. Encourage students to support their answers with a specific event, phrase, or action from the text.

Example: “Which action shows that Albert Ekka placed his comrades’ safety above his own?”

Learning benefit: Builds comprehension and the habit of giving evidence-based answers.

(2) Teach Vocabulary in Context

Introduce words such as *homage*, *valour*, *tribute*, *sovereignty*, and *undaunted* through the sentences in which they appear. Let students infer meanings, check them, and use the words in new sentences.

Example: Link *brave*, *bravery*, and *bravely* to show how related words perform different functions.

Learning benefit: Strengthens vocabulary, word formation, and accurate usage.

(3) Model Expressive Poetry Reading

Read “My Dear Soldiers” aloud with appropriate pauses, emphasis, and emotion before organising paired or group recitation. Discuss how the images of harsh weather and lonely landscapes convey soldiers’ experiences.

Example: Ask students how their voice should change when moving from descriptions of duty to the final prayer.

Learning benefit: Develops pronunciation, fluency, listening, and appreciation of poetry.

(4) Teach Grammar through the Chapter’s Context

Use the letters and dialogues to practise clauses, conjunctions, and reported speech. Explain how grammatical choices communicate time, reason, contrast, and purpose.

Example: Change “Rani Abbakka said, ‘I will make them pay for this’” into indirect speech and discuss the changes.

Learning benefit: Helps students apply grammar meaningfully in reading and writing.

(5) Use Structured Cooperative Learning

Give small groups a focused task and assign roles such as reader, evidence finder, recorder, and presenter. Rotate the roles so that every student participates.

Example: Ask each group to explain one Chakra's name, features, and significance using the chapter.

Learning benefit: Promotes teamwork, clear communication, and individual accountability.

(6) Connect Reading with Purposeful Writing

Follow the readings with short writing tasks that have a clear audience and purpose. Provide a simple checklist covering content, organisation, grammar, and punctuation.

Example: Students write a letter to a friend explaining what they learnt from an imagined visit to the National War Memorial.

Learning benefit: Strengthens composition skills and encourages thoughtful use of chapter vocabulary.

(7) Discuss Courage, Peace, and Gender Fairness

Guide respectful discussion about selfless service, the human cost of war, and Abbakka's leadership. Help students distinguish courage from unnecessary risk and assess leadership through actions rather than gender.

Example: "How can we honour soldiers while also valuing peace?"

Learning benefit: Develops empathy, balanced reasoning, and respect for others.

(8) Provide Support and Check Understanding Regularly

Offer vocabulary banks, sentence starters, and paired reading where needed, while giving extension questions to students ready for a challenge. End lessons with brief exit slips and use the responses to plan revision.

Example: "Name one brave action, explain the quality it shows, and support your answer with a detail from the text."

Learning benefit: Makes learning accessible and identifies gaps before moving to longer answers.

5.16 Innovations Opportunity List from the Chapter: (8 Ideas)**"Innovations" in Teaching–Learning Unit 5: "Bravehearts" — Class 7 English:**

These activities combine creative expression, collaboration, and language practice using the three selections in the unit 5.

(1) Create a Classroom "Living Memorial"

Students develop a miniature exhibition with four sections representing the Amar, Veerta, Tyag, and Raksha Chakras. Each group prepares labels, illustrations, and a short explanation, while student guides lead classmates through the exhibition.

Learning outcome: Strengthens reading comprehension, summarising, and public speaking.

(2) Produce a "Voices of Bravehearts" Audio Programme

Groups record a short programme featuring a narrator, a reading from Soumya's letter, a poetry recitation, and a discussion of Abbakka's leadership. Students distinguish information from the chapter from any imagined dialogue they add. A live classroom presentation can replace recording.

Learning outcome: Develops scriptwriting, pronunciation, listening, and responsible storytelling.

(3) Build a Leadership Decision Trail

Pause Abbakka's story at key moments and present possible choices, such as seeking allies, developing independent trade, or accepting Portuguese demands. Students

explain the likely consequences of each choice before comparing their reasoning with Abbakka's actual decisions.

Learning outcome: Encourages inference, decision-making, and evidence-based discussion.

(4) Transform Comic Panels into Reported Speech

Use the illustrated "Rani Abbakka" story as a grammar workshop. Students select a dialogue, convert it into indirect speech, and write a narrator's caption for the panel. Partners check changes in pronouns, tense, and time or place expressions.

Learning outcome: Applies grammar through visual storytelling and peer feedback.

(5) Create a Poetry Soundscape

Students recite "My Dear Soldiers" with gentle sounds suggesting wind, footsteps, or the sea, made using classroom materials or their voices. They explain how each sound connects with the poem's imagery and ensure that the spoken words remain clear.

Learning outcome: Deepens understanding of imagery, mood, rhythm, and expressive reading.

(6) Design a "Courage in Everyday Life" Comic

Students create a four-to-six-panel comic about helping someone, admitting a mistake, resisting peer pressure, or reporting bullying. A final caption connects the character's actions with a value demonstrated by a braveheart in the unit.

Learning outcome: Transfers literary learning to everyday situations while developing dialogue and narrative sequencing.

(7) Organise a Text-Evidence Detective Challenge

Give groups statements labelled "Fact," "Inference," or "Unsupported Claim" and ask them to justify their classifications using the chapter. For example, students distinguish "Abbakka refused to pay tribute" from "Her soldiers' actions suggest loyalty."

Learning outcome: Builds close reading and the ability to distinguish evidence from interpretation.

(8) Develop a Collaborative "Bravehearts" Newspaper

Assign teams to prepare a memorial visit report, a profile of a soldier, a review of the poem, and a feature on Abbakka. Students edit one another's work for accuracy, clear headings, vocabulary, and punctuation before displaying the newspaper.

Learning outcome: Integrates reading, writing, editing, and teamwork in one purposeful project.

5.17: Practicing Questions/Question Bank

A. Fill-in-the-Blank Questions — 1 Mark Each:

- Soumya describes her visit to the National War Memorial in a letter to _____.
Answer: Ananda
- The National War Memorial is located near _____ in New Delhi.
Answer: India Gate
- The _____ Chakra represents the Circle of Sacrifice.
Answer: Tyag
- The eternal flame at the memorial is called _____.
Answer: Amar Jawan Jyoti
- Major Padmapani Acharya received the _____ posthumously.
Answer: Maha Vir Chakra

6. “My Dear Soldiers” was written by _____.
Answer: A.P.J. Abdul Kalam
7. The poet compares soldiers walking through lonely expanses to _____.
Answer: yogis
8. Rani Abbakka ruled the kingdom of _____.
Answer: Ullal
9. Abbakka established a profitable trading relationship with _____.
Answer: Arabia
10. Complete with a conjunction showing contrast: “_____ he was injured, he continued fighting.”
Answer: Although / Though

B. One-Mark Descriptive Questions:

Each answer contains one sentence.

1. **What is the purpose of the National War Memorial?**
Answer: It honours Indian soldiers who sacrificed their lives in service to the nation after Independence.
2. **What does the Raksha Chakra represent?**
Answer: The Raksha Chakra represents protection.
3. **What does “posthumously” mean?**
Answer: “Posthumously” means after a person’s death.
4. **What do soldiers do while citizens sleep, according to the poem?**
Answer: Soldiers remain awake and guard the nation while citizens sleep.
5. **What payment did Abbakka refuse to make to the Portuguese?**
Answer: Abbakka refused to pay the annual tribute.
6. **What does Abbakka’s determination despite opposition reveal about her?**
Answer: It reveals her courage and commitment to Ullal’s independence.

C. Two-Mark Descriptive Questions:

Each answer contains two sentences.

1. **What did Soumya learn during her visit to the National War Memorial?**
Answer: Soumya learnt about soldiers who sacrificed their lives to protect India. She also learnt about the memorial’s design, its four Chakras, and the eternal flame.
2. **Describe the Veerta Chakra.**
Answer: The Veerta Chakra is the Circle of Bravery. It contains a covered gallery with six bronze murals depicting courageous battle actions.
3. **How did Albert Ekka show selflessness?**
Answer: Albert Ekka attacked enemy machine-gun positions that were causing casualties

among his comrades. He continued fighting despite serious injuries, placing their safety above his own.

4. **Why does the poet compare soldiers to yogis?**

Answer: The comparison highlights the soldiers' discipline and concentration. It also suggests their ability to endure loneliness and discomfort while performing their duties.

5. **How did Abbakka strengthen Ullal through trade?**

Answer: Abbakka built merchant ships and formed an alliance with the Zamorin of Kozhikode. She developed profitable trade with Arabia, supporting independence from Portuguese control.

6. **Change the following into indirect speech: "I will make them pay for this," said Rani Abbakka, and explain the changes.**

Answer: Rani Abbakka said that she would make them pay for that. The pronoun "I" changes to "she," "will" changes to "would," and "this" changes to "that."

D. Three-Mark Descriptive Questions:

Each answer contains three sentences.

1. **How does the National War Memorial preserve the memory of fallen soldiers?**

Answer: Its tablets record the names of individual soldiers who sacrificed their lives. Its murals depict courageous actions of the Armed Forces. The eternal flame symbolises the lasting remembrance of their service.

2. **Describe Major Padmapani Acharya's courage during the Kargil War.**

Answer: Major Acharya led his men towards a heavily defended enemy position despite intense firing. After being seriously injured, he encouraged his soldiers to continue the attack while he kept firing. His men captured the position, but he died from his injuries.

3. **How does "My Dear Soldiers" describe the hardships of military service?**

Answer: Soldiers remain on duty during strong winds, snowy days, and scorching heat. They serve in lonely expanses and difficult landscapes such as mountains, deserts, and marshes. They devote the prime of their youth to protecting the nation.

4. **Why did Soumya feel both pride and sadness during her visit?**

Answer: She felt proud of the courage shown by Indian soldiers. She felt sad about the deaths and destruction caused by war. These emotions deepened her gratitude and motivated her to live a life worthy of their sacrifices.

5. **How does Abbakka's story challenge gender prejudice?**

Answer: The Portuguese governor's surprise at defeat by a woman reveals his prejudice. Abbakka demonstrates effective leadership through planning, determination, and military resistance. Her achievements show that leadership ability does not depend on gender.

6. **How can students apply the values of "Bravehearts" in school?**

Answer: Students can show courage by speaking up against unfair treatment and seeking help when necessary. They can demonstrate discipline by completing their responsibilities sincerely. They can practise service by helping classmates who need support.

E. Five-Mark Descriptive Questions:

Each answer contains five points.

1. Explain the significance of the four Chakras and the eternal flame at the National War Memorial.

Answer:

1. The Amar Chakra represents immortality and contains the central obelisk.
2. The Amar Jawan Jyoti symbolises the everlasting spirit of fallen soldiers.
3. The Veerta Chakra represents bravery through bronze murals depicting battle actions.
4. The Tyag Chakra represents sacrifice through tablets dedicated to individual fallen soldiers.
5. The Raksha Chakra represents protection through rows of trees symbolising the nation's defenders.

2. Describe the courage and sacrifice of Lance Naik Albert Ekka.

Answer:

1. Albert Ekka participated in an attack on a strongly defended enemy position at Gangasagar.
2. He silenced an enemy light machine gun that was causing heavy casualties.
3. Although seriously wounded, he continued fighting alongside his comrades.
4. He silenced another machine gun, helping his company capture the objective.
5. He died from his injuries and was awarded the Param Vir Chakra posthumously.

3. Explain how “My Dear Soldiers” expresses gratitude towards the nation’s defenders.

Answer:

1. The poet respectfully addresses soldiers as defenders of the country's borders.
2. He acknowledges that they remain watchful while citizens sleep.
3. He describes the harsh weather and difficult surroundings in which they serve.
4. He recognises their sacrifice of the prime years of their youth.
5. He concludes with a prayer asking the Lord to bless them.

4. How did Rani Abbakka combine courage with practical leadership?

Answer:

1. Abbakka courageously refused to pay tribute to the Portuguese.
2. She remained determined despite discouragement from her husband and neighbouring rulers.
3. She sought cooperation because she understood the importance of united resistance.
4. She strengthened trade by building ships and establishing links with Arabia.
5. She inspired her soldiers to defend Ullal and resist Portuguese attacks.

5. Your class is preparing an assembly on “Courage and Service.” Suggest five activities based on this unit.

Answer:

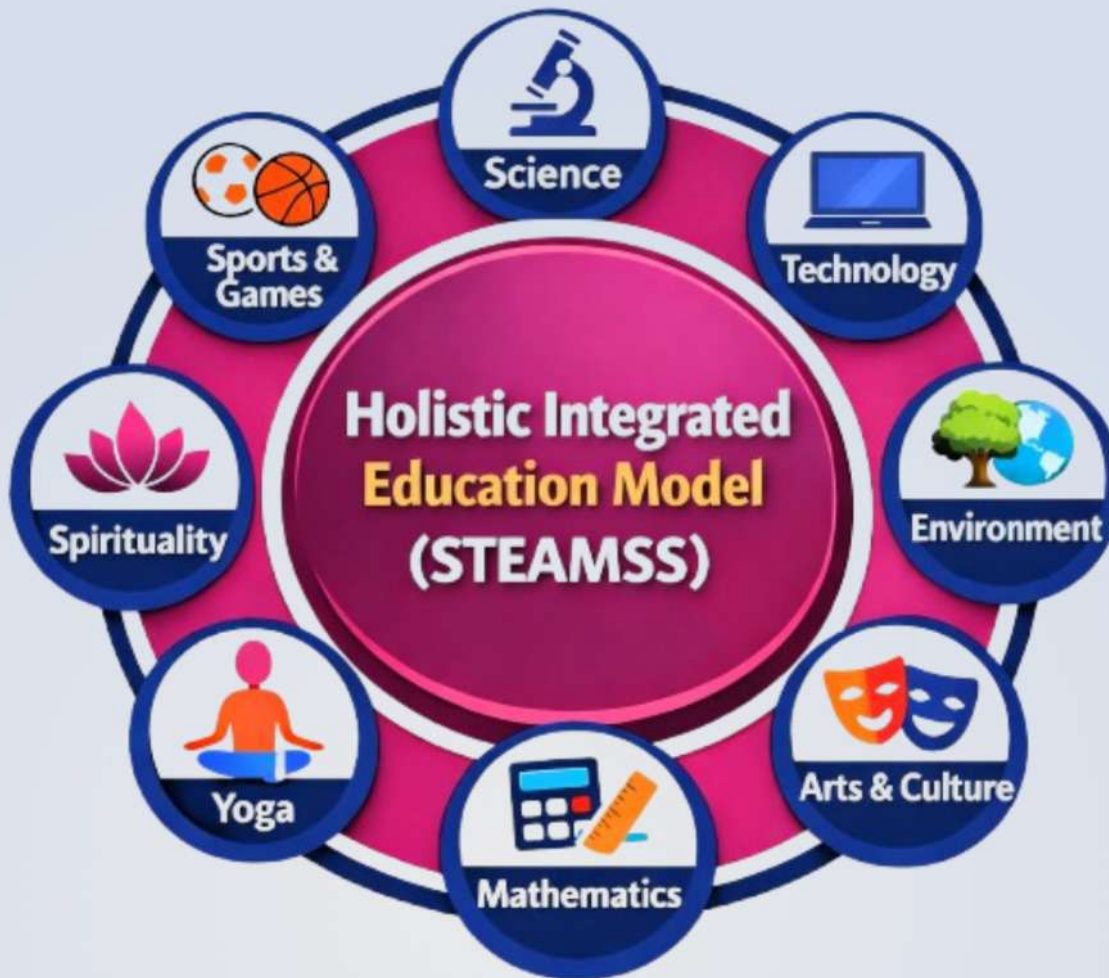
1. Begin with a short explanation of the National War Memorial and its purpose.
2. Present accounts of Albert Ekka's and Major Padmapani Acharya's bravery.
3. Recite "My Dear Soldiers" with appropriate pauses and expression.
4. Perform a brief role-play showing Abbakka's determination and leadership.
5. End with examples of how students can practise courage, discipline, and service in everyday life.





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