

NCERT Solutions Class 8 English (Poorvi)

Unit 2: Chapter 4 A Tale of Valour : Major Somnath Sharma and the Battle of Badgam

Let us do these activities before we read. (Page 49)

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

Question 1. What do you think about the Republic Day Parade on 26 January?

Answer: India became Republic on 26 January 1950. To commemorate this day, the Republic Day is celebrated every year, on 26 January. A parade is held at Rajpath, New Delhi, to celebrate this event. The President of India hoists the National Flag.

Question 2. What are the highlights of this parade?

Answer: A foreign dignitary is invited to be a guest during the Republic Day parade. A march past is done by the armed forces. Many states display their floats during the parade.

Question 3. What bravery awards are given on this day, and who receives them?

Answer: The awards given on Republic Day are: Param Vir Chakra, Mahavir Chakra, Vir Chakra, Ashoka Chakra, Kirti Chakra and Shaurya Chakra. The personnel of armed forces receive them.

II. Work in groups of four and discuss.

Question 1. What qualities do you think a soldier should have?

Answer: A good soldier needs a combination of courage, discipline, and adaptability to succeed in the military.

Question 2. If you had to share a message with a soldier, what would it be?

Answer: I would like to tell a soldier that all people of our country love and respect him/her for his/her willingness to sacrifice his/her life for the sake of the country. They are backed by the prayers of the whole country.

Let us discuss (Page 59)

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

1. Major Somnath Sharma was born in 1923 in Kangra, Himachal Pradesh. (1)
2. Even after losing Major Somnath Sharma, the soldiers fought bravely to save Srinagar for India.
3. The D Company, under the command of Major Somnath Sharma, was flown into Srinagar.

4. Major Somnath Sharma underwent training at the Royal Military College, Sandhurst.
5. Major Somnath Sharma requested air strikes to combat the enemy at Badgam.
6. Major Somnath Sharma was commissioned into the 19th Hyderabad Regiment in 1942.
7. Major Somnath Sharma was killed immediately after a mortar shell hit him.
8. Major Somnath Sharma was the first recipient of the Param Vir Chakra. (8)

Answer: 1. → 4. → 6. → 3. → 5. → 7. → 2. → 8.

Let us think and reflect (Pages 59-61)

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

1. Vastly outnumbered and facing devastating fire, Major Somnath Sharma and his men stood resolute. The air was thick with the sound of gunfire and the cries of battle, but Major Somnath Sharma's voice cut through the chaos, urging his men to fight with tenacity and valour. Despite heavy casualties and his own injuries, Major Somnath Sharma displayed unparalleled bravery. He moved fearlessly through the battlefield, directing fire, filling magazines for his gunners, and encouraging his men to hold their ground.

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

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

Answer: B. There was intense fighting on the battlefield.

(ii) Complete the sentence with a suitable reason.

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

Answer: he was deeply committed to his duty and wanted to inspire his soldiers to fight with courage and determination.

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



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

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



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

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

(iv) Fill in the blank with the correct word from those given in the brackets: Major Somnath Sharma was filling magazines, and encouraging his men to hold their ground despite _____ (injuries/worry)

Answer: injuries

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

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

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

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

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

Somnath Sharma belonged to a wealthy family.

Answer: False.

(iii) What does the phrase 'served the nation with distinction' tell us about Major General Amar Nath Sharma? (He performed his duties with exceptional dedication, honour, and excellence./He was highly respected for his contributions to the country.)

Answer: Major General Amar Nath Sharma performed his duties with exceptional dedication, honour, and excellence.

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

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

Answer: picturesque

II. Answer the following questions.

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

Answer: The repetition of the phrase 'forever alive' emphasizes the lasting impact of Major Somnath's bravery and devotion. It conveys that his sacrifice is remembered not just as a moment in history, but as an eternal source of inspiration for future generations.

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

Answer: Major Somnath's leadership was critical during the Battle of Badgam because he remained calm under pressure, inspired his men to fight bravely despite overwhelming odds, and made strategic decisions such as requesting air strikes. His presence and courage motivated his troops to hold their ground, buying valuable time for reinforcements to arrive and save Srinagar.

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

Answer: Major Somnath's last words were: "The enemy is only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round."

These words reflect his unshakeable commitment to his mission and his willingness to sacrifice everything for the defence of his country. They show his deep sense of duty, bravery, and leadership.

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

Answer: If Major Somnath and his company had not held their ground, the infiltrators might have captured the Srinagar airport and the surrounding areas. This could have led to the loss of Kashmir to Pakistan in 1947, changing the course of Indian history significantly.

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

Answer: Major Somnath's story inspires people because it embodies courage, patriotism, and selfless sacrifice. He led from the front despite personal injury and chose to fight against overwhelming odds rather than retreat. Such dedication to the nation sets a powerful example for both soldiers defending the country and civilians striving to uphold values in their daily lives.

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

Answer: These values can guide us to face challenges bravely, take responsibility for our actions, and put the well-being of others above our own interests. Whether it's helping

someone in need, standing up for what’s right, or staying committed to our goals, we can honour his legacy by living with integrity, responsibility, and compassion.

Let us learn (Pages 62-66)

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

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

Answer:

| Column 1 | Column 2 |
|----------|----------|
| | |

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

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

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

Answer: A. foil the plan

B. deliver a blow

C. hold their ground

D. fight to the last man

II. Read the highlighted words in the following sentence from the text. A contingent of troops posted to Jammu and Kashmir was air-lifted into Srinagar...

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



Match the collective nouns in Column 1 to their meanings in Column 2. You may refer to a dictionary.

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

Answer:

| Column 1 | Column 2 |
|----------|----------|
| | |

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

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

- A. The commanding officer addressed the entire _____ of soldiers during the morning assembly.
- B. The admiral ordered the entire _____ to set sail for battle.
- C. The _____ of infantry advanced slowly through the dense forest.
- D. A _____ of fighter jets was sent to intercept the enemy planes.

Answer: A. regiment

B. fleet

C. battalion

D. squadron

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

overwhelm overthrow overrun

Meanings

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

Answer: 1. overthrow

2. overrun
3. overwhelm

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

- Answer:** 1. Overestimate-Don't overestimate your ability to finish the project in just one day.
2. Overlook – She overlooked a small detail that caused the entire plan to fail.
 3. Overreact-//e tends to overreact to even minor criticism.
 4. Overwork-//- you overwork yourself, you'll end up feeling exhausted and burned out.
 5. Overslept-/ missed the bus because I overslept this morning.

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

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

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

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

- Answer:** 1. (i) advice (ii) advise
2. (i) practice (ii) practise
 3. (i) device (ii) devise
 4. (i) council (ii) counsel

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

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



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

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

The highlighted words are either singular verbs or plural verbs.

They are in agreement with the subject of the sentence. This is called Subject-Verb Agreement.

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

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

Answer: 1. is

2. were

3. has

4. show

5. was

6. has

7. is

8. is

9. have delivered

10. is



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

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

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

Each soldier salute with pride while the commander and his assistants inspects the parade.

The sound of marching feet echo through the air as a group of cadets prepare for their drill.

Meanwhile, a convoy of military vehicles pass by, drawing cheers from the gathered crowd.

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

Let us listen (Page 66)

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

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

Answer: 1. Brave
2. Enemy
3. Dr. Rajendra Prasad, the then President of India.
4. a Vedic rishi
5. lotus flowers

Let us speak (Pages 66-67)

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

You can choose from the themes given below:

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

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

- I believe one of the best ways to serve the nation is by...
- A small change we can make is... and it will have a big impact because...
- If everyone contributes by... it can lead to...
- One of the biggest challenges we face is... and I propose we address it by...
- We can make a difference by working together as a team, if we...
- Serving the nation is not just about big actions; even small efforts like... matter.

Answer: Student 1: I believe one of the best ways to serve the nation is by saving the environment. Our natural resources are limited, and we need to act now to protect them for future generations.

Student 2: A small change we can make is carrying our own cloth bags instead of using plastic bags, and it will have a big impact because plastic takes hundreds of years to decompose and harms animals and water bodies.

Student 3: If everyone contributes by reducing waste, planting trees, and conserving water, it can lead to cleaner air, better health, and a more sustainable future for all citizens.

Student 4: One of the biggest challenges we face is the lack of awareness and careless habits, and I propose we address it by organizing awareness drives in schools and neighbourhoods to educate people about eco-friendly practices.

Student 5: We can make a difference by working together as a team, if we start local projects like cleanliness drives, food banks, or tutoring programs for underprivileged children.

Student 1: Serving the nation is not just about big actions; even small efforts like being kind, listening to someone's problems, or helping a neighbour matter.

Let us write (Pages 67-68)

I. Read about ;

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

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

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

(Sender's address)

(Date)

(Receiver's address)

Subject: Enquiry about a School Visit to a Memorial

Dear Sir,

(Body of the letter)

Yours sincerely,

(Name)

| Body of the Letter | Prompts for Enquiry |
|---|---|
| Paragraph 1: State the purpose of writing | <ul style="list-style-type: none"> ✓ This is to enquire about... ✓ Could you please provide details about... ? |
| Paragraph 2: Ask for more details | <ul style="list-style-type: none"> ✓ Firstly, I request you to share... ✓ Secondly, I would appreciate it if you could explain... ✓ I would also be grateful to get further details on... ✓ Lastly, could you clarify if... ? |
| Paragraph 3: Request an early response | <ul style="list-style-type: none"> ✓ An early reply will be greatly appreciated, as it will help... ✓ I look forward to your guidance and support for making this trip meaningful. |

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

Answer:

Green Valley Public School
Sector 10, Lakeview Road
Bhopal, Madhya Pradesh – 462003
17 May 2025
The Incharge
Shaheed Smarak Memorial
Central Square, Bhopal – 462001

Subject: Enquiry about a School Visit to a Memorial

Dear Sir

This is to enquire about the possibility of organising a visit to the Shaheed Smarak Memorial for students of classes IX and X of our school. The visit is intended to help students learn about the nation's history and honour the sacrifices of our martyrs. Could you please provide details about the procedures and formalities involved in arranging such a visit?

Firstly, I request you to share the available dates for group visits in the coming month. Secondly, I would appreciate it if you could explain the duration of the tour and whether guided tours are provided.

I would also be grateful to get further details on any entry fees or group discounts applicable for school students. Lastly, could you clarify if there are any specific guidelines or safety protocols we need to follow while bringing a student group?

An early reply will be greatly appreciated, as it will help us in planning the schedule and seeking necessary approvals. I look forward to your guidance and support for making this trip meaningful and educational for our students.

Yours sincerely
Ananya Sharma
Cultural Activities Coordinator
Green Valley Public School

Let us explore (Pages 68-69)

Out of twenty-one PVC awardees, Major Somnath Sharma was the first recipient of the PVC, and Captain Vikram Batra was the last recipient of the PVC, the highest gallantry award. soldiers at point blank range and himself sustained serious injuries. Despite his injuries, his dauntless determination inspired his men to clear the enemy from a dominating position. Later, he succumbed to his injuries. His fearless determination and leadership encouraged his company men to avenge his death and finally captured Point 4875. Captain Vikram Batra, is popularly remembered as the "Shershah of Kargil". His iconic success signal was 'Yeh Dil Mange More'. Captain Vikram Batra, the D Company commander was tasked to capture Point 5140 on 20 June 1999, which he did with exemplary courage. After Point 5140 was captured, 13 JAK RIF was tasked to capture Point 4875.

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

duty with absolute disregard for his personal safety. He was awarded the Param Vir Chakra, (Posthumously).

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

Some of the gallantry awards in India are:

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

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

Key Roles of Women in the Indian Army:

1. Officer Ranks

- Women can serve as commissioned officers in multiple branches.
- They are recruited through Short Service Commission (SSC) and Permanent Commission (PC) (recently allowed in many branches).

2. Combat Support and Services Women serve in:

- Army Medical Corps
- Army Education Corps
- Judge Advocate General (JAG) (military law)
- Signals and Engineering units
- Intelligence and Military Police

3. Corps of Military Police (CMP)

- In 2020, the Indian Army began recruiting women soldiers (non-officer ranks) for the first time in history in the CMP.
- Their duties include:
 - Policing army establishments
 - Controlling female offenders
 - Handling gender-sensitive operations



4. Peacekeeping and UN Missions

Indian women officers have represented the country in UN Peacekeeping Missions, often serving as role models and community leaders in war-affected zones.

5. Leadership Roles

- Women officers have held command roles in administrative and operational capacities.
- Notable example: Lt. Gen. Punita Arora, the first woman in the Indian Armed Forces to reach the rank of Lieutenant General.

Recent Progress and Achievements

- In 2020, the Supreme Court ruled in favor of granting Permanent Commission to women in the Indian Army in noncombat streams.
- Women have begun training at institutions like the National Defence Academy (NDA) since 2021.
- Women are now eligible for command postings like their male counterparts.

Conclusion

Women in the Indian Army have proven their bravery, discipline, and dedication in every role assigned to them. Their growing presence is a symbol of gender equality and national pride.

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



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

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

Answer: Do it yourself.



NCERT Solutions Class 8 English (Poorvi)

Unit 2: Chapter 5 Somebody's Mother

Let us do these activities before we read. (Page 70)

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



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

Answer: 1. Happy, Proud

2. Relieved, Grateful

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

| | | | |
|--------|---------|-----------|-----------|
| strong | worried | trembling | hastening |
| firm | bent | merry | grey |
| slow | guide | helpful | |

Answer:

| | | | |
|------------------|----------------|------------------|--------------|
| <u>strong</u> | <u>worried</u> | <u>trembling</u> | |
| <u>hastening</u> | <u>firm</u> | <u>bent</u> | <u>merry</u> |
| <u>slow</u> | <u>guide</u> | <u>helpful</u> | <u>grey</u> |

III. Read the lines.

The woman was old and ragged and grey And bent with the chill of the Winter's day. Select the suitable meaning of 'ragged' as used in these lines. There are other four meanings given below. Discuss with your classmates and teacher.

1. (of clothes) old and torn; synonym: shabby
a ragged jacket

2. Having an outline, an edge, or a surface that is not straight or even
a ragged coastline

3. Not smooth or regular; not showing control or careful preparation

- I could hear the sound of his ragged breathing.
- Their performance was still very ragged.

4. (Informal] very tired, especially after physical effort

The elderly man was ragged after climbing the stairs.

Answer: (of clothes) old and torn; synonym: shabby a ragged jacket

Explanation: In the poem, “ragged” refers to the old and worn-out appearance of the woman’s clothing.

Let us discuss (Pages 73-74)

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

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

Answer: 2 → 3 → 6 → 4 → 7 → 1 → 8 → 5

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

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

Answer: 1. kindness and empathy

2. sympathetic and hopeful

3. two

4. story’s pace and message

5. AABB

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

1. Simile
2. Alliteration
3. Repetition

Answer: 1. Came the boys like a flock of sheep
2. The woman was old and ragged and grey
3. So meek, so timid

IV. Complete the following sentences appropriately explaining the imagery.

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

Answer: 1. 'Amid the throng of human beings who passed her by'.
2. slippery

V. Complete the following sentence with a suitable reason. The poet repeats the phrase **Somebody's mother** because it _____.

Answer:= it reminds the readers that every elderly person is important and loved by someone, deserving kindness and respect.

VI. Complete the analogy: **The old woman: vulnerable and neglected :: The young boy:**

Answer: strong and beloved

Let us think and reflect (Paves 74-75)

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



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

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

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

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

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

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

A. The street was wet with recent snow

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

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

Answer: (i) B. The woman's old and worn-out appearance.

(ii) weak due to old age and the cold weather.

(iii) A – Fact B – Opinion

(iv) The woman's feet were described so because she was old, weak, and unsteady due to her physical condition and the cold.

2. He guided the trembling feet along,

Proud that his own were firm and strong. Then back again to his friends he went, His young heart happy and well content.

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

Answer: It emphasises the difference between the weakness of old age and the strength of youth.

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

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

Answer: grateful for his ability to help

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

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

B. I'm worried about her safety.

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

D. I'm thankful for all your support.

Answer: A. I'm so glad I could help her.

(iv) Rectify the false sentence given below. The young boy's actions were driven by a logical decision.

Answer: The young boy's actions were driven by empathy and kindness.

II. Answer the following questions.

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

Answer: She could be afraid of falling on the slippery road or getting hit by carriages and horses.

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

Answer: The poet shows the helplessness of the old woman by describing her as timid, meek, and afraid to stir, standing alone and uncared for.

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

Answer: The boy does so because he is kind-hearted and empathetic. It shows he values others' needs and acts compassionately.

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

Answer: While the other boys ignored the old woman, he noticed her difficulty and chose to help, showing empathy.

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

Answer: The title of the poem is appropriate as it reminds us that every elderly person is the mother of someone like ours and deserves our respect and care.

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

Answer: The poem suggests that small acts of kindness reflect the best of human nature and can have a deep, lasting impact.

Let us learn (Pages 76-77)

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

You may refer to a dictionary.

firm meek merry kind anxious bent

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



Answer:

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

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

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

Answer:

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

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

| Column 1 | Column 2 |
|----------|----------|
| | |



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

Answer:

| Column 1 | Column 2 |
|-------------------------------|---|
| 1. get out of hand | (iv) become difficult to control |
| 2. try your hand at something | (i) do something new |
| 3. give somebody a free hand | (vi) allow somebody to do something with full freedom |
| 4. give somebody a big hand | (ii) applaud somebody |

| | |
|-------------------------|---------------------|
| 5. work hand in hand | (iii) work together |
| 6. have your hands full | (v) be very busy |

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

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

Answer: 1. cold

2. harm
3. proud
4. see
5. crowd

Read the lines from the poem given below.

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

'Lest' is a conjunction that means to prevent something bad or unpleasant from happening. To better understand its usage in a sentence, we can replace 'lest' with 'just in case'. For example, in the sentence 'She showed all the documents lest we doubt her', the word 'lest' can be replaced with 'just in case' to mean that she showed the documents to prevent any doubt.

Let us listen (Page 78)

I. You will listen to a woman read the special broadcast of the news. As you listen, arrange the pictures in the correct sequence of the events that took place. (Refer to NCERT Textbook Page 99 for transcript)



1.



2.



3.



4.



5.



6.

Answer: 3 → 6 → 1 → 5 → 2 → 4

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

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

Answer: 1. strong currents

2. hesitation

3. several onlookers

4. selflessness

5. just a number

Let us speak (Page 79)

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

| | | | |
|---------|--------|--------|-----------|
| ragged | aged | waited | heeded |
| offered | paused | guided | whispered |

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

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

Answer:

| | | |
|-----------|-----------|-----------|
| /id/sound | /d/sound | /t/ sound |
| ragged | heeded | paused |
| aged | whispered | waited |
| guided | offered | |

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

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

You may use the following prompts.

| Beginning the Story | Describing the Experience |
|--|--|
| <ul style="list-style-type: none"> • It all started when... • The day began like any other... • I still remember... • At that moment, I realised... | <ul style="list-style-type: none"> • At that moment, I realised... • I was completely taken by surprise... • The next few hours were... • I couldn't believe my eyes when I saw... |
| Beginning the Story | Describing the Experience |
| <ul style="list-style-type: none"> • I was overjoyed/thrilled/extremely satisfied • A wave of relief/joy/excitement washed over me... • I felt a mixture of emotions... • I have never felt... | <ul style="list-style-type: none"> • From that day on... • This memory reminds me to always... • This experience taught me the value of... • In the end, I realised... |

Answer: Do it yourself.

Let us write (Page 80)

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

- Start with a sentence describing the day.
- Mention whom you helped.
- Explain the situation in which the other person needed help.

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

You may begin like this:

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

Dear Diary,

Today, I feel was a special day...

Answer:

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

Dear Diary,

Today, I feel was a special day. I helped an elderly man carry his bags across the busy market. He was grateful and thanked me with a smile. It made me feel so good.

I learned that a small act of kindness can make a big difference to the people whom we help.

Let us explore (Pages 80-81)

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

माता भूमिः पुत्रोऽहं पृथिव्याः।

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

Answer: For self-reading.

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

Answer: Do it yourself.

III. Read the poem and enjoy.

A Nation's Strength

Not gold, but only men can make

A people great and strong...

Men who for truth and honour's sake

Stand fast and suffer long.

Brave men who work while others sleep,

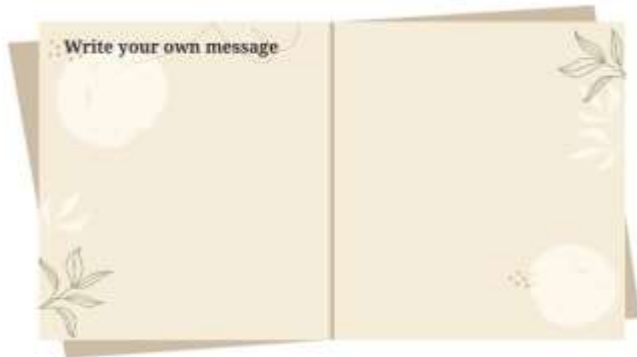
Who dare while others fly...

They build a nation's pillars deep
And lift them to the sky.

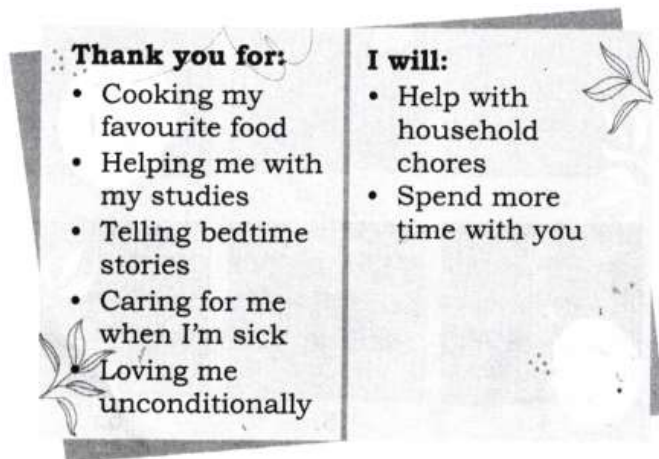
Ralph Waldo Emerson (Note: Here, men refers to both men and women)

Answer: For self-reading.

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



Answer:



NCERT Solutions Class 8 English (Poorvi)

Unit 2: Chapter 6 Verghese Kurien – I Too Had A Dream

Let us do these activities before we read. (Page 82)

I. Arrange the worldwide means of communication given below in the timeline provided.



Answer: Carrier pigeons → Telegraph → Postcard → Telephone → Mobile phone → Email

II. Work in pairs and discuss the following things.

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

Answer: 1. Due to technological advancements, ease of use, and the need for faster communication.

2. I prefer email because it allows me to express myself clearly and can be saved for future reference.

3. Social media is beneficial for connecting people, but we must guard against fake news, cyberbullying, and overuse.

Let us discuss (Page 85)

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

I. Identify which of the following statements are facts and which are opinions.

1. But speaking on the telephone only gives us an immediate but fleeting joy.
2. I started my working life soon after our country became independent.
3. To be quite honest, service to our nation's farmers was not the career I had envisioned for myself.

4. I knew I could make a more meaningful contribution by working here in Anand, Gujarat.
5. ... values that I saw in my mentor and supporter here in Anand—Tribhuvandas Patel.
6. Life is a privilege, and to waste it would be wrong.
7. I hope that you, too, will discover, as I did, that failure is not about not succeeding.
8. ... the magnificent ceremony in which the President awarded me the Padma Vibhushan in 1999?

Answer: 1. Opinion

2. Fact
3. Opinion
4. Opinion
5. Fact
6. Opinion
7. Opinion
8. Fact

Let us think and reflect (Pages 86-88)

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

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



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

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

Answer: communication happens quickly but lacks depth

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

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

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

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

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

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

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

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

Answer: True

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

A. The Rise of Instant Communication

B. The Fleeting Delight of Phone Calls

C. The Lasting Joy of Written Words

D. Living in a Fast-paced World

Answer: C. The Lasting Joy of Written Words

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

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

Answer: Because she gave up comforts to support her husband's choice to serve farmers.

(ii) Complete the following with the correct option from the two given in brackets. The fact that the writer (grandfather) praises his wife tells us that he _____ (truly values/quietly accepts) her role in his life.

Answer: truly values

(iii) Complete the following sentence with the correct option from those given below. Based on the information in the extract, we can infer that the grandmother had all of the following traits EXCEPT

A. encouraging

B. understanding

C. comforting

D. thoughtful

Answer: C. Comforting

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

Answer: "shouldered my responsibilities with poise"

II. Answer the following questions.

Question 1. What event does Dr. Kurien refer to when he mentions receiving the Padma Vibhushan?

Answer: Dr. Kurien refers to the occasion when he was honored with the Padma Vibhushan, India's second-highest civilian award, in recognition of his significant contributions to the White Revolution and to the development of India's dairy industry. It symbolizes the national acknowledgment of his dedication to rural upliftment and cooperative development.

Question 2. How did Dr. Kurien's decision to join the cooperative in Anand affect his life?

Answer: Dr. Kurien's decision to join the cooperative in Anand transformed his life completely. Though initially reluctant, he chose to stay and support the dairy farmers. This decision led him to pioneer the cooperative dairy movement, establish Amul, and spearhead the White Revolution. His life became a mission to empower rural India, and he became a national icon for selfless service and innovation in agriculture.

Question 3. Dr. Kurien's decision to work in Anand reveals his values and sense of duty. Explain.

Answer: Dr. Kurien's choice to stay in Anand, rather than pursue a more lucrative or comfortable career, reveals his deep sense of responsibility, commitment to social justice, and empathy for farmers. Despite being a government employee posted elsewhere, he decided to serve the rural community, reflecting his selflessness, patriotism, and belief in grassroots development.

Question 4. Why did Dr. Kurien write the letter to his grandson?

Answer: Dr. Kurien wrote the letter to his grandson to share the wisdom of his life experiences and to inspire the younger generation. He wanted to convey important lessons about purpose, service, and the importance of making meaningful choices. The letter is a heartfelt attempt to pass on values such as hard work, integrity, and compassion.

Question 5. According to Dr. Kurien "life is a privilege and it is wrong to waste it". What is your opinion on this?

Answer: I agree with Dr. Kurien. Life offers each of us a chance to make a difference, however small. It is a gift filled with opportunities to grow, serve, and leave a positive mark. Wasting it on selfish pursuits or indifference not only limits our own potential but also denies society the benefits of our contributions. Living purposefully, like Dr. Kurien did, brings fulfilment and uplifts others.

Question 6. What message does Dr. Kurien want to convey about selfless service and its long-term impact on the society?

Answer: Dr. Kurien emphasizes that selfless service has the power to bring about lasting transformation. By dedicating his life to rural India, he demonstrated that helping others can create stronger communities, economic empowerment, and social justice. His work



proved that when individuals act with integrity and vision, the impact can resonate for generations.

Let us learn (Pages 88-92)

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

essential swift lifelong

momentary useful splendid

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

Answer: 1. Magnificent → Splendid
2. Fleeting → Momentary
3. Instant → Swift
4. Core → Essential
5. Valuable → Useful
6. Abiding → Lifelong

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

| Column 1 | Column 2 |
|--------------------------|--|
| 1. in all humility | (i) to speak in a truthful way |
| 2. hold their heads high | (ii) doing something using all your skills, talents, and knowledge |

| | |
|--------------------------------|--|
| 3. to be quite honest | (iii) observed with great respect and wonder |
| 4. to the best of your ability | (iv) being humble and having no feeling of self importance |
| 5. looked at in awe | (v) in the innermost part of the self |
| 6. somewhere deep down | (vi) be confident and have a positive feeling |

Answer:

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

| | |
|------------------------|---------------------------------------|
| 6. somewhere deep down | (v) in the innermost part of the self |
|------------------------|---------------------------------------|

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

- community — city, toy, tune, unity, mutiny, cot
- important
- magnificent
- satisfied
- generation
- Achievement

Answer: 1. Important → port, part, rant, ramp, point
 2. Magnificent → magi, gift, cent, tent, gain
 3. Satisfied → side, date, fade, safe, said
 4. Generation → gene, ratio, torn, ring, rate
 5. Achievement → achieve, men, vent, cheat, time

IV. Let us play a word game—antakshari.

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

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

- major (synonym)
- problem (synonym)
- uneven (antonym)
- related to post office
- our moral duty
- related to time
- prosperous (synonym)
- related to being alive



Answer:

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | M | P | O | R | T | A | N | T | R | O | U | B | L | E | V | E | N |
| L | E | T | T | E | R | E | S | P | O | N | S | I | B | I | L | I | T |
| Y | E | A | R | S | U | C | C | E | S | S | F | U | L | I | F | E | |

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

- (i) The conference will be held from March 15 March 20.
- (ii) I have lived in Kanpur Raipur for five years now.
- (in) The artist known for her vibrant paintings will be showcasing her work in Guwahati.
- (iv) The scores for the final match were 2 3.
- (v) My favourite snacks samosas, pakoras, and jalebis are all from India.
- (vi) The train journey from Belagavi Bengaluru takes less than ten hours.
- (vii) I just finished reading the book it was absolutely amazing!
- (viii) The event will take place on September 1 September 5.

Answer: (i) March 15 – March 20

(ii) Kanpur-Raipur

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

(iv) 2-3

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

(vi) Belagavi-Bengaluru

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

(viii) September 1-September 5

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

- (i) Please remember to bring _____ (your/you're) assignment book.
- (ii) The team celebrated _____ (their/they're) victory after the match.
- (iii) _____ (its/it's) important to stay hydrated during the hot summer days.
- (iv) I can't believe _____ (your/you're) going to the mango festival today.
- (v) The students said _____ (they're/their) excited for the field trip tomorrow.
- (vi) The tree lost _____ (its/it's) leaves in the winter.

Answer: (i) your

(ii) their

(iii) it's

(iv) you're

(v) they're

(vi) its

VII. Complete the following sentences with suitable prepositional phrases.



- (i) The children played happily in _____
- (ii) Nisha placed the vase on _____
- (iii) We discussed the project in _____
- (iv) Preethi found the lost book under _____
- (v) The cat slept on _____

Answer: (i) the garden

(ii) the table

(iii) the meeting

(iv) the bed

(v) the sofa

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

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

Answer: 1. The dog barked loudly at the strangers walking by the house.

2. My classmate wrote a story during the summer vacations.

3. They enjoyed a picnic under the trees by the lake.

4. He hung the painting in his grandfather's room.

5. The students studied with great determination for the exam.

Let us listen (Page 93)

I. You will listen to the passage about Evelyn Glennie's journey in overcoming her hearing loss through music and turning a physical disability into a success story. (Refer to NCERT Textbook Page 100 for transcript)

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

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

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

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

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

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

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

| Column 1 | Column 2 |
|------------------|--|
| 1. percussionist | (i) a person who plays drums and similar instruments |
| 2. impaired | (ii) the ability to keep going despite difficulties |
| 3. vibrations | (iii) slow and steady over time |

| | |
|------------------|--|
| 4. determination | (iv) physical sensations caused by sound damaged or weakened |
| 5. gradual | (v) <i>damaged or weakend</i> |

Answer:

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

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

1. Evelyn Glennie became deaf suddenly.

Answer: False

2. Her headmistress ignored the signs of her hearing loss.

Answer: False

3. Ron Forbes was a percussionist who helped Evelyn.

Answer: True

4. Evelyn used her skin and bones to sense music.

Answer: True

5. She gave up on music after her diagnosis.

Answer: False

III. Answer the following questions in one or two words.

Question 1. How did Evelyn turn her disability into strength?

Answer: By sensing vibrations

Question 2. What role did Ron Forbes play in her life?

Answer: Mentor/Percussionist

Question 3. What lessons can we learn from Evelyn's story about how to treat others who have different abilities or challenges?

Answer: Respect and support them

Let us speak (Page 94)

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

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

The highlighted word is pronounced with the stress on the second syllable. PreSENT (verb) the stress is on the second syllable.

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

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

PROduce (noun) conTRACT (verb) PROject (noun) conTENT (verb) REfuse (noun)

Answer: Do it yourself.

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

...but it becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure, treasure [treh-Zhuh] pleasure [pleh-Zhuh]

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

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

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

measure
ensure

leisure
seizure

reassure
fissure

enclosure
composure

exposure
unsure

Answer: Words with “Zhuh” sound (-sure ending):
measure, leisure, reassure, enclosure, exposure, composure

Words with “Shuh” sound (-sure but sharp ‘sh’):
pressure, fissure, ensure, unsure

| Word | Sound Type | Pronunciation |
|-----------|------------|---------------|
| measure | Zhuh | meh-ZHUR |
| leisure | Zhuh | lee-ZHUR |
| reassure | Zhuh | ree-ah-SHUR |
| enclosure | Zhuh | en-CLO-zher |
| exposure | Zhuh | ex-PO-zher |
| ensure | Shuh | en-SHUR |
| seizure | Zhuh | SEE-zher |

| | | |
|-----------|------|-------------|
| fissure | Shuh | FISH-er |
| composure | Zhuh | com-PO-zher |
| unsure | Shuh | un-SHUR |

III. 1. Read aloud the following lines from the poem.

Don't Quit

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

Edgar Albert Guest

Now, read the lines of the poem once again by taking a shorter pause (/) or a long pause (//).

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

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

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

Answer: Life is queer with its twists and turns, /

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

Let us write (Page 95)

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

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

Answer:

Dear Grandma and Grandpa,

I hope you are both doing well. I'm writing this letter to thank you from the bottom of my heart for all the wisdom and values you have shared with me over the years. Your life stories, kindness, and the way you help everyone in the neighborhood have left a deep impression on me.

Grandpa, your honesty and sense of responsibility have taught me to always do the right thing, even when no one is watching. Grandma, your compassion and calm nature inspire me to be patient and caring. Because of you both, I've learned the value of hard work, humility, and selfless service.

I try to follow your example by helping my friends at school, respecting my teachers, and being kind to those in need. Your words and actions guide me every day. Thank you for shaping me into a better human being.

With lots of love and gratitude,
[Your Name]

Let us explore (Page 96-97)

I. Read about White Revolution, Green \ ; Revolution and Blue Revolution from: : NCERT Textbook Page 96.

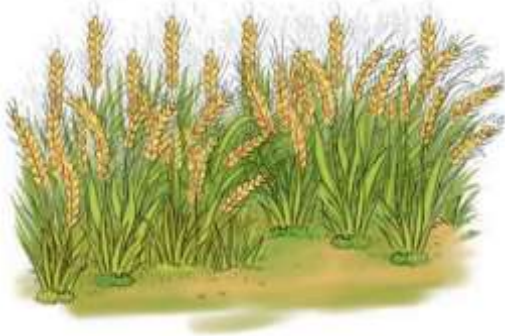


In groups of four, research more information about these revolutions. Share your findings with your classmates and teacher.

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



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



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



Answer: Do it yourself.

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

Answer: Do it yourself.

III. Financial Literacy

Read the passage and discuss the questions given below.

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

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

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

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

Discuss in groups.

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

Answer: 1. Learning about money and saving from a young age is important because it helps children develop responsible financial habits that benefit them throughout their lives. For example, if a child learns to save a portion of their pocket money regularly, they can accumulate enough money to buy something important later, like a book or a toy, teaching them patience and the value of saving.

2. If I received money as a gift, I would consider my current needs, future goals, and opportunities for growth before deciding what to do with it. I would save some money for emergencies or future needs, spend a small part on something useful or enjoyable, and invest a portion if I want to grow the money over time. Factors like how urgent my needs

are, how much money I already have saved, and what investment options are available would influence my decision.

3. I would first list all the essential items and activities required for the event and estimate their costs. Then, I would prioritize spending on the most important things within the budget, look for cost-saving options such as borrowing items or using donations, and keep a record of all expenses to avoid overspending. I would also make sure to allocate some money for unexpected expenses.

4. Financial literacy is important for everyone because it helps people make informed decisions about managing money, saving, budgeting, and investing. It builds confidence to handle financial challenges and promotes responsible spending habits. Whether managing a household, a business, or personal finances, financial literacy ensures long-term financial well-being and security.