

NCERT Solutions Class 8 English (Poorvi)

Unit 4: Chapter 10 The Cherry Tree

Let us do these activities before we read. (Page 155)

I. Work in pairs and answer the questions that follow. Share your answers with your classmates and teacher.

1. Have you ever used a seed or a sapling to grow a plant?

Answer: Yes, I have planted a seed/sapling.

2. What kind of care did the plant need? Who helped you with it?

Answer: The plant needed water, sunlight, and care. My parents helped me.

3. How did you feel when you saw the plant grow?

Answer: I felt happy and proud watching it grow.

II. What kind of trees do people plant in their homes? Why is it important to plant trees?

Answer: People plant aloe vera, moneyplant and tulsi at their homes. Trees give shade, oxygen, and beauty.

III. Name some fruit trees that grow in your region. What type of conditions help these fruit trees to grow?



Answer: Mango, guava, and coconut trees grow in my region. They need warmth, sunlight, and good soil.

Let us discuss (Pages 159-160)

I. Arrange the events in order of occurrence in the story. Two have been done for you. Share your answers with your classmates and the teacher.

1. Rakesh discovered that the small, well- rooted twig, had grown into a cherry tree.
2. Rakesh was sent to live with his grandfather in Mussoorie.
3. Rakesh pressed the cherry seed into the soft soil with his thumb. (5)
4. The cherry tree grew quickly after the rains arrived early.
5. Rakesh bought a bunch of cherries and ate most of them.
6. A goat entered the garden and ate all the leaves of the young cherry tree. .
7. Rakesh's parents grew maize, rice, and barley in a village. (1)
8. Rakesh sprinkled water on the cherry tree and surrounded it with pebbles.
9. Grandfather told Rakesh that cherry trees were tough.
10. Rakesh kept rolling the last cherry seed in his mouth.

Answer: The correct order of the events is:

7. → 2. → 5. → 10. → 3. → 1. → 8. → 4. → 6. → 9. →

II. Do you think the cherry tree would survive? Why do you think so?

Answer: Yes, the cherry tree would survive because it has already overcome many difficulties and shown strong will to live, just like a living being with determination.

Let us discuss (Page 164)

I. Complete the table given below based on your understanding of Part II of the story. One example has been done for you. Share your answers with your classmates and teacher.

| Cause | Effect |
|---|------------------------------------|
| 1. A woman cut the cherry tree while cutting grass. | (i) Grandfather scolded the woman. |



| | |
|--|---|
| 2. | (ii) Rakesh was thinner but stronger when he came back. |
| 3. A hairy caterpillar started eating the leaves of the cherry tree. | (iii) |
| 4. | (iv) Rakesh and Grandfather gazed at the tree as though it was a miracle. |
| 5. Rakesh tasted one of the small cherries during summer. | (v) |

Answer:

| Cause | Effect |
|---|---|
| 1. A woman cut the cherry tree while cutting grass. | (i) Grandfather scolded the woman. |
| 2. Rakesh helped in farm work in his village. | (ii) Rakesh was thinner but stronger when he came back. |

| | |
|--|---|
| 3. A hairy caterpillar started eating the leaves of the cherry tree. | (iii) Rakesh removed it and dropped it on the ground. |
| 4. A blossom appeared on the cherry tree. | (iv) Rakesh and Grandfather gazed at the tree as though it was a miracle. |
| 5. Rakesh tasted one of the small cherries during summer. | (v) He spat it out because it was too sour. |

Let us think and reflect (Page 164)

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

1. "Have a cherry, Grandfather," he said, as soon as he saw his grandfather in the garden. Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

"Are cherry seeds lucky?" asked Rakesh. "Of course. "

"Then I'll keep it. "

"Nothing is lucky if you put it away. If you want luck, you must put it to some use. "

(i) Substitute the underlined phrase with a correct word from the extract. The Kho-kho captain changed her strategy quickly and without delay when a new player came in from the opposing team.

Answer: promptly

(ii) What does Rakesh's action of rolling the cherry seed in his mouth most likely suggest about his mood at _____ that moment?

A. He is feeling impatient and restless.

B. He is enjoying the taste and the moment.

C. He is bored and has nothing better to do.

D. He is thoughtful and feeling playful.

Answer: B. He is enjoying the taste and the moment.

(iii) Complete the following sentence suitably with reference to Rakesh and his grandfather.

Rakesh's decision to plant the seed shows that _____

(he respects and values his grand-father's advice/he has a close bond with his grandfather and a willingness to learn from him)

Answer: he respects and values his grandfather's advice.

(iv) How does the grandfather's advice reflect his view about luck and effort?

Answer: Grandfather believes luck only works when paired with action and effort.

2. Winter came early. The cherry tree bent low with the weight of snow.

Field-mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy. His stories began to have unhappy endings.

In February it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh.

(i) Complete the following sentence suitably.

The phrase 'field-mice sought shelter in the roof of the cottage' suggests that _____

Answer: it was very cold outside.

(ii) What can be inferred about the cherry tree's toughness from the line, 'The cherry tree bent low with the weight of snow'?

A. The weight of the tree was more than the snow.

B. The tree could withstand harsh weather.

C. The tree was growing close to the ground.

D. The snow gave support to the tree.

Answer: B. The tree could withstand harsh weather.

(iii) How did the early winter affect Grandfather's mood and storytelling?

Answer: Grandfather became grumpy, and his stories had unhappy endings due to the early winter.

(iv) Complete the sentence by choosing the correct option.

The comparison of Rakesh's age to the cherry tree's age symbolises _____ (the tree's growth paralleling Rakesh's own development/the tree standing as a dear one on Rakesh's birthday)

Answer: the tree's growth paralleling Rakesh's own development.

II. Answer the following questions.

Question 1. Why did Rakesh's parents send him to Mussoorie?

Answer: Rakesh's parents lived in a small village in the lower Himalayan slopes where there were no schools. They were keen that Rakesh should receive a proper education. Since his grandfather lived in Mussoorie, a place with schools, they decided to send him there. They wanted him to have better opportunities to study and grow. So, Rakesh began living with his grandfather to attend school.

Question 2. Why did Rakesh let the praying-mantis remain on the branch of the cherry tree?

Answer: Rakesh let the praying-mantis remain on the branch of the cherry tree because he saw it as a harmless and perhaps even welcome visitor. It was the first insect he noticed on the tree after it had started growing well. He didn't feel the need to remove it since it wasn't causing any damage. His gentle attitude showed his growing care and respect for the tree and its ecosystem. He understood the tree was now a small part of nature.

Question 3. How is life in the Himalayan foothills described in the story?

Answer: Life in the Himalayan foothills is described as beautiful but challenging for plant life. The soil was mostly stony, and the dry, cold winds made it difficult for fruit trees to grow. However, forests of oak and deodar thrived in the more sheltered areas. The environment changed with the seasons—spring brought migrating birds, monsoons brought rain and greenery, and winters brought snow and silence. Despite its challenges, the setting added natural beauty and rhythm to the story.

Question 4. What might Rakesh mean when he says, "Is this what it feels to be God?" at the end of the story?

Answer: When Rakesh says, "Is this what it feels to be God?" he is reflecting on the joy and wonder of having nurtured something from a tiny seed to a fully grown tree. By planting and caring for the cherry tree, he experienced the process of creation and growth. Watching the tree flourish gave him a sense of accomplishment and peace. The feeling of having given life and beauty to the world made him feel powerful in a quiet, divine way. It was a moment of deep emotional connection with nature.

Question 5. How does the writer describe the relationship between Rakesh and his grandfather?

Answer: The writer describes Rakesh and his grandfather's relationship as warm, affectionate, and full of mutual respect. Grandfather is wise and caring, guiding Rakesh gently with advice and stories. They share quiet evenings around the fire and joyful moments in the garden. Grandfather teaches Rakesh about responsibility and nature through small acts like planting a seed. Their bond deepens as they care for the cherry tree together. It is a relationship built on love, learning, and companionship.



Question 6. What can you infer about the connection between humans and nature based on the story?

Answer: The story shows that the connection between humans and nature is emotional, nurturing, and deeply meaningful. By planting a seed, Rakesh unknowingly begins a journey of care and responsibility. Nature responds to his effort by growing, blooming, and offering peace and beauty. This bond teaches patience, resilience, and respect. It also shows that humans can find joy and a sense of purpose in nurturing life. Nature and humans thrive when they support each other.

Question 7. Imagine Rakesh reflects on his wonderful experience of watching a seed being transformed into a full-grown cherry tree. Write how he must have felt.

Answer: Rakesh must have felt incredibly proud and joyful watching the seed he planted grow into a tall, blossoming cherry tree. He would have remembered how small and insignificant the seed looked at first and how he had nearly forgotten about it. But over time, through seasons of rain, snow, and sunshine, the seed became something beautiful. The tree was not only a plant but a living reminder of his patience, care, and love. He probably felt humbled by nature's magic and amazed at how such a simple act could bring so much meaning. Lying under its shade, he must have felt peaceful and deeply connected to the tree. It was a quiet joy that came from having helped something grow.

Let us learn (Pages 166-169)

I. Each word list has one word that does not match with the other words.

Identify the odd word. One example has been done for you.

1. chop, trim, slice, mince

(‘chop’, ‘slice’ and ‘mince’ are words used for cutting with a knife; whereas ‘trim’ is to cut a part with a pair of scissors)

2. plodded, galloped, scrambled, trudged

3. tender, delicate, soft, smooth

4. stared, peered, pecked, gazed

5. growing, blossoming, progressing, planting

Answer:

1. Trim – (Odd word)

‘Chop’, ‘slice’, and ‘mince’ are knife actions, while ‘trim’ is done with scissors.

2. Galloped – (Odd word)

‘Plodded’, ‘scrambled’, and ‘trudged’ refer to slow or difficult movements, while ‘galloped’ means fast running (especially of a horse).

3. Smooth – (Odd word)

Tender’, ‘delicate’, and ‘soft’ are similar in texture or sensitivity. ‘Smooth’ refers more to surface texture than gentleness.



4. Pecked – (Odd word)

'Stared', 'peered', and 'gazed' relate to looking; 'pecked' refers to hitting with the beak.

5. Planting – (Odd word)

'Growing', 'blossoming', and 'progressing' are natural stages of development. 'Planting' is the beginning action, not part of the progression itself.

II. Choose the most suitable taste words given in the box below and write against the food items that follow.

| | | | |
|-------|-------|-------------------|--------|
| sweet | sour | tangy | bitter |
| spicy | salty | bland (tasteless) | |



1. tamarind
2. jaggery
3. neem leaves
4. paneer (cottage cheese)
5. lemon
6. pickle
7. a dish of vegetables

Answer: 1. sour

2. sweet
3. bitter
4. bland
5. tangy
6. spicy
7. salty

Now, use any five taste words and make sentences of your own.

Answer: 1. Sweet – My grandmother makes the best sweet laddoos.

2. Sour – The lemonade tasted too sour without any sugar.

3. Spicy – I love eating spicy pickles with parathas.

4. Bitter – The medicine had a very bitter taste, but I swallowed it anyway.

5. Bland – The soup was bland, so I added some salt and pepper.

III. Choose the correct antonyms for the textual words given below from the box. There are two extra words that you will not need.

| | | | | |
|---------|----------|-------------|----------|----------|
| growing | ordinary | unprotected | cheerful | hard |
| wide | fasting | shaky | fussing | coldness |

| | | | |
|-----------|--|--------------|--|
| 1. tender | | 5. feasting | |
| 2. sturdy | | 6. grumpy | |
| 3. narrow | | 7. sheltered | |
| 4. warmth | | 8. special | |

Answer: 1. hard

2. shaky

3. wide

4. coldness

5. fasting

6. cheerful

7. unprotected

8. ordinary

IV. Read the following lines from the text and underline all the verbs and identify the form of tense.

1. Rakesh was on his way home from school when he bought the cherries.

2. Rakesh was looking for Grandfather without finding him in any of his favourite places around the house.

3. Rakesh and Grandfather gazed at the tree as though it had performed a miracle.

The forms of tenses in the given statements are Simple Past Tense (1 and 3), Past Progressive Tense (2), and Past Perfect Tense (3).

Answer: 1. Rakesh was on his way home from school when he bought the cherries. → Simple Past Tense

2. Rakesh was looking for Grandfather without finding him in any of his favourite places around the house → Past Progressive Tense

3. Rakesh and Grandfather gazed at the tree as though it had performed a miracle. → Simple Past Tense and Past Perfect Tense

Now, fill in the blanks with the correct form of Simple Past, Past Progressive, or Past Perfect Tenses of the verbs given in brackets.

One example has been done for you.

(i) I was sitting (sit) with my grandparents in the garden, sharing the wonderful memories from my childhood. As we (ii) _____ (talk), I (iii) _____ (realise) how much wisdom they (iv) _____ (impart) to me over the years. While I (v) _____ (listen) to their

stories for hours together, I (vi) _____ (remember) the times we (vii) _____ (spend) together planting flowers and learning about life. By the time I left, the sun (viii) _____ (set), and I (ix) _____ (feel) a deep sense of gratitude for the bond we (x) _____ (nurture) through love, care, and countless memories.



Answer: (i) was sitting

(ii) were talking

(iii) realised

(iv) had imparted

(n) was listening

(vi) remembered

(vii) had spent

(viii) had set

(ix) felt

(x) had nurtured

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

- “Hey, not there,” said Grandfather, “I’ve sown mustard in that bed. Plant it in that shady corner, where it won’t be disturbed.”
- When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.
- She did not try to avoid the tree: one sweep, and the cherry tree was cut in two.

Punctuation refers to the symbols used in writing to clarify meaning and separate sentences and their components. Proper punctuation ensures the clarity and flw of a text, guiding readers through its structure.

Here are some of the most common punctuation marks:

Full stop (.)—ends a declarative sentence

For example: She went to the store.

Comma (,)—separates components in a list, clauses, or phrases within a sentence

For example: We bought apples, oranges, and bananas.

Question Mark (?)—ends a direct question

For example: Where are you going?

Exclamation Mark (!)—indicates strong emotion or emphasis

For example: Watch out!

Colon (:)—introduces a list, explanation or elaboration

For example: He had one goal: win the race.

Semicolon (;)—connects closely related independent clauses or separates complex list items

For example: She likes reading; he prefers writing.

Apostrophe (')

In contractions—He's (He is), they'll (they will), I'm (I am)

To show possession—Jagan's book, the girls' toys

If the noun ends in -s, add only the apostrophe—Manas' car

Quotation Marks (" ")—enclose direct speech or quotations

For example: She said, "I'm happy."

Dash (– or —)—adds emphasis or separates related thoughts

For example: He was late—again.

Capitalisation Rules

Names of people and places—Priya, India

Days, months, festivals—Monday, December, Diwali

Titles with names—Dr. Sneha, Mr. Patel

Deities and holy books—God, the Quran, the Bhagawad Gita

First person pronoun—I

Adjectives from proper nouns—Indian, American

Geographical features, races, religions, languages—the Himalayas,

Hindu, French

Titles of books, poems, or plays—Malgudi Days, The Road Not Taken,

Good Heavens, etc.

Now, punctuate the following paragraph appropriately.

every sunday roshni would visit her grandparents house on their farm come sit grandpa would say patting the bench on their porch roshni loved these moments where the world



slowed down and stories flowed like magic grandma would bring tea her eyes twinkling with joy im excited to hear about your younger days the adventures the lessons and the memories roshni said eagerly grandpa smiled softly his wrinkled hands resting on the cane ah the old days... when everything was simple and happiness was all we had roshni could feel the warmth of those memories he sat in silence bound not by words but by a timeless bond

Answer: Every Sunday, Roshni would visit her grandparents' house on their farm. "Come, sit," Grandpa would say, patting the bench on their porch.

Roshni loved these moments, where the world slowed down and stories flowed like magic. Grandma would bring tea, her eyes twinkling with joy. "I'm excited to hear about your younger days—the adventures, the lessons, and the memories," Roshni said eagerly. Grandpa smiled softly, his wrinkled hands resting on the cane. "Ah, the old days... when everything was simple and happiness was all we had." Roshni could feel the warmth of those memories. She sat in silence, bound not by words but by a timeless bond.

Let us listen (Page 170)

I. You will listen to a conversation between a son and his mother. As you listen, select four true statements from 1-7 given below. (Refer to the NCERT Textbook Page 201 for Transcript.)

Son : Amma, could you help me with this project?

Mother : Why not? What's the project about?

Son : It's about the Chipko Movement. I have to make a PowerPoint presentation and talk about it in class.

Mother : That's good! Chipko Movement was all about hugging trees to prevent them from being cut, isn't it? Such an inspiring movement it was!

Son : Yes, it was the first time that common people came together for the noble cause of saving trees. It showed how people can also make a difference. Have you heard or read about something similar?

Mother : Yes, of course. The success of the Chipko Movement led to the Appiko Movement.

Son : Really? Doesn't appiko mean 'hugging' in Kannada? So, did they also hug trees to protect them?

Mother : Yes they did. In this movement people not only hugged trees to protect them but also regenerated the forest areas in the Western Ghats.

Son : That's great! This reminds me of what my teacher shared about Saalumara Thimakka last week. She is a Padma Shri awardee.

Mother : What an amazing personality! I've heard about her and I'm interested to know what your teacher has shared with you.

Son : She is an Indian environmentalist who has been planting trees since 1948. She has planted over 8000 trees in the area around her village.



Mother : Wonderful!

Son : What I admire about her is the commitment she has towards conserving the environment.

Mother : Incredible! That is one superwoman! But do you know who the Forest Man of India is?

Son : Yes, I've read about him. It is Jadav Payeng, from Assam. He too is a Padma Shri awardee. Isn't he the one who single-handedly turned a barren land of around a thousand acres into a lush green forest? He did so by planting nearly forty million trees.

Mother : Yes, you're absolutely right. It was not something that happened overnight. It took him thirty years to achieve this. This forest has become a habitat for different kinds of animals including migratory birds.

Son : Fascinating, isn't it? I've read a book and watched a documentary in school about him which has really inspired me.

Mother : I'm glad that you have begun to care about the environment too.

1. The mother encouraged her son to deliver a presentation on the Chipko Movement.
2. The son was surprised to know about the Appiko Movement.
3. The son agreed that the Chipko Movement was about people uniting to make an impact.
4. The mother expressed a desire to share more details about Saalumarada Thimakka.
5. The mother was curious to hear about Saalumarada Thimakka.
6. The mother and son were in disagreement about the work of Jadav Payeng.
7. The son found the information on Jadav Payeng wonderful.

Answer: Four True statements: 2. → 3. → 5. → 7.

Let us speak (Pages 170-171)

A syllable is a single, unbroken vowel sound in a word. Some words have only one syllable. Some have two and some more than two. For example, the word 'tree' has one syllable.

The word 'cherry' has two syllables—cherry. (Here the hyphen is used to mark the gap between the two syllables.)

A syllable can also be called a 'beat' because you can clap out the 'beats' in the word.

I. Work in pairs. Read aloud the following words from the text. Write the number of syllables in each word. Check your answers with your classmates and teacher.

| | | | |
|-------------|-------------|-----------|-----------|
| mountains | grandfather | tender | disturbed |
| caterpillar | Himalayan | performed | intention |
| slope | newspaper | favourite | |



Now, read the words aloud again with the beats. Check if the number of syllables matches with the number of beats.

II. Speak about Van Mahotsav Diwas and its significance. Before you speak in the class or assembly, prepare yourself on the following points:

- When is it celebrated?
- Who celebrates it?
- Why is it celebrated?
- How is it celebrated?
- What is the message it conveys?

Answer: Here is a model speech based on the five guiding points given in the textbook:
Good morning, respected teacher and my friends,

Today I'm going to speak about Van Mahotsav Diwas, a festival that celebrates the importance of trees in our lives. It is celebrated in the first week of July every year across India, especially in schools, colleges, and by environmental groups. Van Mahotsav, which means "Tree Festival," was started in 1950 to spread awareness about tree plantation and forest conservation. It reminds us that trees are our lifeline—they give us oxygen, food, shelter, and help in maintaining the climate.

During this week, people plant saplings, take part in rallies, poster-making, skits, and awareness drives. It is celebrated with great enthusiasm to inspire others to protect and grow more trees.

The festival conveys a strong message: "Plant more trees, save the environment!" Let's promise to do our part by planting and nurturing trees around us and make the Earth greener for future generations.

Thank you!

Let us Write (Pages 171-172)

An article is a piece of writing on a specific topic. It showcases independent opinions expressed by a writer. Articles are published in newspapers, newsletters, magazines, journals, and online portals.

Let us understand how to draft an article for a school magazine.

Remember to

- write the heading or title at the top,
- write the name of the writer below it as a byline, and
- follow the correct layout.



Paragraph 1: Give a brief introduction of the topic or issue. Focus on the main idea of the paragraph.

Paragraph 2: Elaborate by giving facts and advantages.

Paragraph 3: Include consequences and disadvantages.

Paragraph 4: Provide suggestions. End with a word of hope, a word of caution or a call for action.

Now, complete the article for a magazine on 'Trees—Our Lifeline'. Use the words and phrases given in the box below.

Complete the article for a magazine on 'Trees- Our Lifeline?'. Use the words and phrases given in the box below.

| | | |
|-------------------------|----------------------|-------------------------|
| absorb carbon dioxide | Moreover, our planet | reduces pollution |
| Additionally | would stop existing | ensures a better future |
| climate control | Trees—Our Lifeline | To conclude |
| If trees were not there | | |

(i) _____ -by _____ (write your name and class) Trees are essential for life on Earth. Without them, life as we know (ii) _____. This is the reason why trees are our lifeline. Trees provide us with food, shelter, and even medicine. Trees (iii) _____ and release oxygen, helping us breathe. This process also (iv) _____ and keeps the environment clean. (v) _____, trees give us fruits, nuts, and other foods. Trees also help in (vi) _____ and prevention of soil erosion. (vii) _____, the air would be polluted, and we would struggle to breathe. (viii) _____ would be barren, lacking food, shelter, and life-giving greenery. (ix) _____, trees are true friends. Protecting and planting trees (x) _____ for everyone on Earth. Therefore, we must act now to protect and plant more trees, preserving Earth's green lifeline for future generations.

Answer: (i) Trees – Our Lifeline by Anisha, Class VIII-A

(ii) would stop existing

(iii) absorb carbon dioxide

(iv) reduces pollution

(y) Additionally,

(vi) climate control

(vii) If trees were not there

(viii) Moreover, our planet

(ix) To conclude

(x) ensures a better future

Let us explore (Page 172)

I. Did you know that the banyan tree is the National Tree of India?

Our country has age-old banyan trees. Some of them are:

1. The Great Banyan, located in Shibpur, Howrah, near Kolkata.
2. Dodda Aalada Mara, located in Kethohalli village, near Bengaluru.
3. Thimmamma Marrimanu, in Anantapur District in Andhra Pradesh. It was recorded as the largest tree specimen in the world in the Guinness Book of World Records in 1989.

II. Kailash Sankhala, 'The Tiger Man of India', was an Indian biologist and conservationist. He carried out a census of the tigers in India in 1971. Later, because of his studies, he was appointed the first director of Project Tiger—an initiative to prevent the extinction of the Indian Tiger. He was awarded the Padma Shri in 1992.

Now, find more information about such Indian environmentalists and share with your classmates.

Find more information about such Indian environmentalists and share with your classmates.

Answer: Sundarlal Bahuguna

Sundarlal Bahuguna was a prominent Indian environmentalist known for leading the Chipko Movement in the 1970s. In this movement, villagers' hugged trees to stop them from being cut down by commercial loggers. He worked tirelessly to protect Himalayan forests and raised awareness about the importance of sustainable development. His efforts helped influence forest conservation policies in India. He believed that nature and humans should coexist in harmony. He was awarded the Padma Vibhushan in 2009 for his environmental work.

NCERT Solutions Class 8 English (Poorvi)

Unit 4: Chapter 11 Harvest Hymn

Let us do these activities before we read. (Page 173)

I. Work in pairs and share your responses with your classmates and teacher.

1. India celebrates many harvest festivals. When is the harvest festival celebrated in your region and how is it celebrated?

Answer: Select harvest festival according to your region.

- **Pongal:** Pongal is celebrated in January. A four-day harvest festival primarily celebrated in Tamil Nadu.
People celebrate this festival by offering prayers to the sun and cattle. Baisakhi: Baisakhi is celebrated in April. It is celebrated in Punjab and Haryana, it marks the new year in the Punjabi calendar and is a time for gratitude for the harvest.
- **Bihu (Assam):** A three-part harvest festival, with Rongali Bihu (Bohag Bihu) in April, Magh Bihu (Bhogali Bihu) in January, and Kongali Bihu (Kati Bihu) in October-November.
- **Onam:** Onam is celebrated in August- September. A ten-day harvest festival in Kerala, it celebrates the return of King Mahabali. They are cultural celebrations. People celebrate it by feasting.
- **Navanna:** Navanna (West Bengal) is celebrated during the Bengali month of Agrahayan, it marks the new rice harvest. People offer the first grains to Goddess Lakshmi.
- **Vishu:** Vishu (Kerala) is celebrated on the first day of the Malayalam month of Medam, it marks the beginning of the agricultural season. People celebrate it as the new year.

2. A hymn refers to a song of praise.

- (i) To whom do we offer a hymn?
- (ii) When and where do we sing a hymn?
- (iii) Why do we offer it?

Answer: (i) A hymn is usually offered to God or divine beings.

(ii) Hymns are sung during prayers, religious ceremonies, or festivals, often in temples, churches, or during community gatherings.

(iii) We offer hymns to express devotion, gratitude, and reverence to the divine for blessings and protection.

II. Some poets and authors use words that are no longer a part of common usage. Such words are called archaic words. Work in pairs. Read the sentences given below. Match the underlined archaic words in Column 1 with their meanings in Column 2.

Thou art my friend, and I trust thee. Thy kindness is great, and everything that is mine is thine.'

| Column 1 | Column 2 |
|----------|---------------------|
| 1. thou | (i) yours |
| 2. art | (ii) you (object) |
| 3. thee | (iii) you (subject) |
| 4. thy | (iv) are |
| 5. thine | (v) your |

Answer:

| Column 1 | Column 2 |
|----------|---------------------|
| 1. thou | (iii) you (subject) |
| 2. art | (iv) are |

| | |
|----------|-------------------|
| 3. thee | (ii) you (object) |
| 4. thy | (v) your |
| 5. thine | (i) yours |

III. Work in pairs. Read the paragraph and select the correct meaning for each underlined word from the options given below. Share your answers with your classmates and teacher.

Under the golden 1. radiance of the evening sun, the villagers gathered to pay 2. tribute to their 3. cherished elder, who had dedicated his life to their well-being. His wise 4. counsel had guided generations, steering them through challenges. Known for his 5. munificent spirit, he never hesitated to share his resources generously.

- 1. radiance : (i) glow (ii) brilliance
- 2. tribute : (i) respect (ii) gratitude
- 3. cherished : (i) preserved (ii) loved
- 4. counsel : (i) advice (ii) decision
- 5. munificent : (i) rich (ii) generous

Answer: 1. (ii),

2. (i),

3. (ii),

4. (i),

5. (ii)

Let us discuss (Pages 176-177)

I. Write the stanza number for the main idea of each stanza given below. Share your answers with your classmates and teacher.

| | |
|--|--|
| 1. The speakers recognise the lord's kindness and praise him for nourishing the field. | |
| | |
| 2. The speakers praise the generosity of the creator of the universe who ensures a rich harvest. | |
| | |
| 3. The speakers devote their lives and work as a mark of respect to the lord and seek his support, wisdom, and care. | |
| | |
| 4. The speakers pay homage to the Earth and appreciate her role in supporting life, by dedicating their harvest. | |
| | |

Answer: 1. Stanza 1

2. Stanza 4

3. Stanza 4

4. Stanza 3

II. Fill in the blanks by choosing the appropriate words or phrases from within the brackets.



1. The setting of the poem is a rural landscape, possibly during a _____ (harvest/religious) festival.
2. The tone of the poem is respectful and celebratory because it praises _____ (the men and women / nature and the Lord) with deep respect and gratitude.
3. In the line 'Thou art our Hands and our Heart and our Home', the letter 'h' is capitalised in 'Hands', 'Heart' and 'Home' because _____ (it represents the hard work of farmers/ God resides in them)

Answer: 1. harvest
2. nature and the Lord
3. God resides in them.

III. Identify the poetic device used in the

- Bright and munificent lord of the morn!
- We bring thee our lives and our labours poetic device from

Answer:

- Alliteration
- Alliteration

IV. Match the lines from the poem in following lines from the poem. Column 1 with their expressions in Column 2. Choose the appropriate the box given below for tribute and write in Column 3.

imagery alliteration simile metaphor personification

| Column 1 | Column 2 | Column 3 |
|--------------------------------|--|----------|
| 1. sweet and omnipotent mother | (i) creates a clear description of the scene and appeals to the senses | |

| | | |
|---|--|--|
| 2. The wealth of our valleys, new-garnered and ripe | (ii) implied comparison of growth and reaping with beginning and end of all life | |
| 3. Thou art the Seed and the Scythe | (iii) the earth is being given human-like qualities | |

Answer:

| Column 1 | Column 2 | Column 3 |
|---|--|-----------------------|
| 1. sweet and omnipotent mother | (i) creates a clear description of the scene and appeals to the senses | (iii) Personification |
| 2. The wealth of our valleys, new-garnered and ripe | (ii) implied comparison of growth and reaping with beginning and end of all life | (i) Imagery |
| 3. Thou art the Seed and the Scythe | (iii) the earth is being given human-like qualities | (ii) Metaphor |

V. Certain words or phrases are repeated in the same line of the poem.

For example, The gold of our fields and the gold of our fruit;

Find more such repetitions from the poem. What is the poet's purpose of using repetition in the poem?

Answer:

- We bring thee our songs and our garlands for tribute
- We praise thee... (repeated for different deities)

The poet uses repetition to create a rhythmic and musical quality, emphasize the importance of gratitude, and unify the voices of the community in praise.

VI. The poem uses symbolism to convey deeper meanings. Match the symbols in Column 1 with the meanings they convey in Column 2.

| Column 1 | Column 2 |
|-----------------------|--|
| 1 Prithvi (the Earth) | (i) light, energy, life— representing the giver of warmth and prosperity |
| 2. Surya (the Sun) | (ii) mercy and nourishment— crucial for agriculture and sustenance |
| 3. Varuna (Rain) | (iii) fertile land, motherhood, nurturing—the source of all life |

Answer:

| Column 1 | Column 2 |
|-----------------------|--|
| 1 Prithvi (the Earth) | (iii) fertile land, motherhood, nurturing—the source of all life |
| 2. Surya (the Sun) | (i) light, energy, life— representing the giver of warmth and prosperity |
| 3. Varuna (Rain) | (ii) mercy and nourishment— crucial for agriculture and sustenance |



Let us think and reflect (Pages 178-179)

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

1. We bring thee our songs and our garlands for tribute,
The gold of our fields and the gold of our fruit;

O giver of mellowing radiance, we hail thee,
We praise thee, O Surya, with cymbal and flute.

(i) What does the act of bringing songs and garlands as tribute suggest about the people's relationship with the divine?

- A. They fear the gods and wish to calm them in any way possible.
- B. They have a deep sense of reverence and gratitude towards the divine.
- C. They are forced to perform rituals without understanding the divine.
- D. They depend on the gods for their daily needs and activities.

Answer: B. The act of bringing songs and garlands as tribute suggests that people have a deep sense of reverence and gratitude towards the divine.

(ii) Complete the following sentence suitably.

The word 'gold' in the phrases 'the gold of our fields' and 'the gold of our fruit' symbolises _____

Answer: richness and abundance of the harvest

(iii) How does the description 'O giver of mellowing radiance' help us understand Surya's role in the harvest?

Answer: It highlights Surya's (Sun's) role in ripening and nurturing the crops by providing gentle, life-giving light.

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

The use of cymbal and flute signifies _____ (joy and celebration/meditation and worship)

Answer: joy and celebration

2. All Voices:

Lord of the Universe, Lord of our being, Father eternal, ineffable Om!
Thou art the Seed and the Scythe of our harvests,
Thou art our Hands and our Heart and our Home.



(i) In the phrase 'Lord of our being,' what does the word 'being' most likely refer to?

- A. Our physical body
- B. Our entire existence
- C. Our spiritual practices
- D. Our earthly possessions

Answer: B. Our entire existence

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

The imagery of 'the Seed and the Scythe' symbolises the divine's role as both the beginning (creation) and the end (harvest) of the agricultural cycle.

Answer: True

(iii) Identify the phrases from the extract that mean the following:

- A. The divine as a timeless, everlasting presence
- B. Beyond human comprehension or description

Answer: A. Father eternal

B. Ineffable Om

(iv) How do we know that these lines from the extract are spoken as a chorus?

Answer: These lines from the extract are spoken as a chorus because the stanza is introduced with "All Voices", indicating a collective, choral praise by the entire community.

II. Answer the following questions.

Question 1. Why do the farmers hail the God of rain?

Answer: The farmers hail the God of rain because rain is essential for the crops to grow, and they are grateful to Varuna for nourishing the fields with rain and dew.

Question 2. What is being referred to as "wealth of our valleys"? Why?

Answer: The phrase "wealth of our valleys" refers to the freshly harvested crops, which represent the rich produce gathered from the valleys, symbolising prosperity and abundance.

Question 3. State one reason why the women refer to the Earth as a 'source of manifold gladness'.

Answer: The women refer to the Earth as a 'source of manifold gladness' because Mother Earth provides food, shelter, and life, bringing joy, sustenance, and well-being to all.

Question 4. Why does everyone in the poem offer their "labours for tribute"?

Answer: Everyone in the poem offers their "labours for tribute" to show gratitude to the divine for blessing their hard work with a successful harvest, and to dedicate their celebration, unity, and richness of the efforts to the greater cosmic power. harvest season.

Question 5. Why has the poet presented the poem as voices of men, women, and all voices?

Answer: The poet has presented the poem as voices of men, women, and all voices to show that the entire community — regardless of gender — comes together in unity and gratitude to celebrate the harvest and praise nature and divinity.

Question 6. How does the poet create the joyous atmosphere of rural India at harvesting time?







Answer: The poet creates the joyous atmosphere of rural India at harvesting time by using vivid imagery, musical instruments (like cymbals, flutes, and drums), and words of praise and thanks, the poet conveys

Question 7. Why is the poem presented as a hymn?

Answer: The poem is presented as a hymn because it is a song of praise and devotion, expressing spiritual gratitude towards nature and the divine for the blessings of the harvest.

Let us learn (Pages 179-181)

I. Match the pictures of the farming implements given in Column 1 with their use given in Column 2. Then, fill in the blanks in Column 3 to complete the name of the implement.

| Column 1 | Column 2 | Column 3 |
|--|---|-------------|
| 1.  | (i) A tool with a long handle with metal teeth for collecting hay or leaves. | S _ C K L _ |
| 2.  | (ii) A small hand tool used for digging and making shallow furrows. | S C _ T H _ |
| 3.  | (iii) A hand-held tool with a curved blade attached to a short handle. It is used for harvesting crops. | P L _ _ G H |
| 4.  | (iv) A tool pulled by oxen. It is used for turning over the soil in the field so that seeds can be sown or planted. | T R _ W _ L |
| 5.  | (v) A farm tool having a flat rectangular blade attached to a long wooden handle used for digging the soil. | R _ K _ |
| 6.  | (vi) A hand-held tool with a long-curved blade attached to a long handle used for cutting tall grass. | S P _ D _ |

Answer: 1. (iii) SICKLE

2. (vi) SCYTHE

3. (iv) PLOUGH

4. (ii) TROWEL

5. (i) RAKE
6. (v) SPADE

II Choose the correct synonyms for the underlined words in the given sentences from the box below. Circle the words or phrases in the sentences that helped you to infer the meanings. One example has been done for you.

generous help brightness indescribable kind

1. The king was beneficent to the poor because he took good care of them.
synonym: kind

2. He was munificent towards the needy and donated a lot for their health care,
synonym: _____
Answer: Generous

3. When he lost his job, all his friends gave him succour by supporting him with money.
synonym: _____
Answer: Help

4. When the sun's rays came into the dark room, the whole room was full of radiance,
synonym: _____
Answer: Brightness

5. The little girl was speechless with ineffable joy when she got her birthday gift from her aunt.
synonym: _____
Answer: Indescribable

III. You have learnt about some archaic words. Some more archaic words are given below. Refer to a dictionary to find commonly used words which are similar in meaning.

1. morrow
2. hither
3. quoth
4. betwixt
5. Yonder

Answer: 1. tomorrow
2. here
3. said
4. between
5. over there



Let us listen (Pages 181-182)

I. Listen to the talk about paddy cultivation. As you listen, number the events in the correct order in which they happen.

(Refer to the NCERT Textbook Page No. 203 for transcript.)

Hello everyone!

Did you know that rice is actually a type of grass, and the part we eat is its seed? Let me tell you about the process of cultivating rice.

It all starts with preparing the land. First, the soil has to be ploughed. Rice is typically grown in fertile soil that holds a lot of water. The most important step in preparing the soil is to soak it with plenty of water. This step is called puddling. Once the nursery bed is prepared, the seeds can be planted. After that, we sow the seeds on the soil's surface.

Paddy farmers have to ensure that their fields stay floded with water because irrigation is crucial. It takes around 4 to 5 weeks for the seeds to grow into seedlings. After this comes the most important step—transplanting. The seedlings that were prepared in the nursery bed are uprooted and then transplanted into the floded field.

In around 120 days, the rice plants are fully grown. At this point, the crops are harvested by cutting them. Following this, the seeds are separated from the plant. This is called threshing. To reduce the moisture content even more, the separated grains are dried. This ensures that they can be stored or processed further. Through a process called milling, the rice is separated from the outer covering on it.

Finally, the rice reaches the market, and that's where we get it to make all kinds of delicious foods. Whether it's Appam, Pulao, Khichdi, or Daal Bhaat, rice is a big part of many meals.



1. Transplanting of seedlings
2. Ploughing of soil
3. Threshing of grains
4. Puddling of land
5. Harvesting of paddy
6. Irrigating the field
7. Milling of rice

Answer: 1. Ploughing of soil

2. Puddling of land
3. Irrigating the field
4. Transplanting of seedlings
5. Harvesting of paddy
6. Threshing of grains
7. Milling of rice

II. Now, listen to the talk again. As you listen, choose the correct option to answer the questions that follow.

1. What is the main step in preparing the soil for cultivation of rice?

- (i) Ploughing the soil
- (ii) Clearing the soil
- (iii) Puddling the soil

Answer: (iii) Puddling the soil

2. How long does it take for rice seeds to grow into seedlings before being transplanted?

- (i) 2-3 weeks
- (ii) 4-5 weeks
- (iii) 6-7 weeks

Answer: (ii) 4-5 weeks

3. Why is drying rice grains important after threshing?

- (i) To get rice seeds for plantation
- (ii) To separate the rice grains easily
- (iii) To store the rice grains for longer

Answer: (iii) To store the rice grains for longer

Let us speak (Pages 182-183)

I . In English, some letters are not pronounced in certain words. For example, in words like 'knife', 'knowledge', and 'know', the first letter 'k' is not pronounced. Let us look at a few more such examples.

In the words given below the letter 'n' is silent when it appears with 'm' at the end of the word.

hymn, column, autumn, solemn

Now, say these words aloud.

In the words given below the letter 'b' is silent when it appears with 'm'.

womb, tomb, bomb, climb, comb

Now, say these words aloud.

Answer: Do it yourself.

II. In our country, harvest is celebrated with the preparation of delicious dishes. Work in groups and make a presentation on any popular dish made during the harvest festival in your region. Use the prompts given in the box to make your presentation. Make sure that all the members share their views.

Include the following:

- What is the dish called? Is it known by any other name in other parts of India?
- What ingredients are used to make the dish?
- How is the dish prepared?
- How is the dish served?
- What does the dish taste like?
- What is the special ritual related to the preparation of this dish? .
- Describe any special memory associated with the preparation of this dish.

| Column 1 | Column 2 |
|--------------------|---|
| Greet the audience | Good morning to all of you gathered here... |



| | |
|--|---|
| Introduce the members of your group and your topic | Today we.... and are here to tell you about... |
| Explain the structure of your presentation | <ul style="list-style-type: none"> • We will start off with... • Following this, we will move on to... • The next point we will deal with is... • Finally, we will speak about... |
| Speak about the first point | <ul style="list-style-type: none"> • Let's begin by... • I'd like to start by... |
| Describe the details | <ul style="list-style-type: none"> • Now I'll move on to... • Next... • I'd like to now discuss... • Let's now consider... • Let me tell you about |
| Conclude your presentation | <ul style="list-style-type: none"> • In conclusion, I'd like to say... • To summarise... |
| Thank the audience | <ul style="list-style-type: none"> • Thank you for listening. • Thank you for your attention. |

Answer: Good morning respected Principal, teachers, and friends!

Today, we, Asha, Ravi, and I, are here to tell you about a delicious dish made during our

harvest festival — Pongal also known as Ven Pongal in Tamil Nadu. It is made of rice, moong dal, ghee, pepper, cumin, ginger, and cashews. Rice and dal are boiled together, then tempered with spices in ghee. It is served usually hot, with chutney or sambhar on banana leaves. It tastes savoury, warm, and mildly spicy with a rich aroma. It is offered to the Sun God during Pongal festival. Every year, our grandmother makes it early in the morning and we eat it together as a family. Finally, I'd like to say that Pongal is not just a dish, it is a tradition that brings our family together. We hope you enjoyed learning about our harvest dish!

Thank you very much for listening to our presentation.

Let us write (Page 80)

Creative slogans are used to spread a message to capture the reader's attention. Some examples are given below:

- Education is the Key, Unlock Your Destiny!
- Protect the Environment Today for a Better Tomorrow
- Learn, Grow, Succeed
- Go Green by Keeping the Planet Clean

Your school wishes to express gratitude to the farmers who play an important role in providing us the food on our plates. Draft a creative slogan to be put up on the school notice board.

Remember to

- focus on the main idea to be expressed
- use simple language
- be concise—express yourself in a few words

You may write the slogan on a chart paper and decorate it.

Answer: No Farmers, No Food
Farmers Make Earth Smile

Class 8th English Chapter 11 Harvest Hymn Question Answer – Let us explore (Page 184)

I. Millets are a varied group of small-seeded grasses. They have more fibre and minerals than other cereals. Millets have been a part of the Indian cuisine for years. They have been rediscovered worldwide as superfoods.

1. Read the information on Pearl Millet given below.



Pearl Millet (*Pennisetum glaucum* (L.) R. Br.)

Common name:

Bajra

Vernacular names:

Spiked millet or Pearl millet (English),
Bajra (Bengali, Hindi, Oriya, Punjabi, Urdu),
Bajree (Rajasthani, Gujarati, Marathi),
Sajje (Kannada), Kambu (Tamil),
Sajja (Telugu)

Cultivation areas:

Rajasthan,
Maharashtra,
Gujarat,
Uttar Pradesh and
Haryana

Nutritional Profile:

Highest niacin content amongst all cereals; rich in protein and dietary fiber.

| NUTRIENTS | VALUE PER 100 GRAMS |
|------------------|---------------------|
| Energy (Kcal) | 347 |
| Protein (g) | 10.9 |
| Fat (g) | 5.43 |
| Carbohydrate (g) | 61.8 |
| Ca (mg) | 27.4 |
| Fe (mg) | 6.4 |
| Folic Acid (µg) | 36.1 |

It is the sixth major cereal in terms of area and production and has the highest drought tolerance potential of all millets. Pearl millet is the most widely cultivated cereal in India after rice and wheat.

Health benefits:

- Reduces cholesterol
- Promotes bone health
- Beneficial in treating stomach ulcers
- Promotes heart health
- Aids in weight loss

Uses: Khichdi, Roti, Upma, Idli, Khakhra, Parathas

Use the link given below to know more about other kinds of millets.

2. Work in groups of four and do the following activities.

- Find out if millets are a part of your cuisine.
- Find recipes with millets and compile them into a booklet.
- Create a recipe of your choice.

Answer: Do it yourself.

II. Songs related to harvest season form a part of our culture and heritage. Talk to the elders in your house and learn a song sung on a harvest festival. Share it with your classmates and teacher. Then, compile all the songs to create a songbook with the help of teacher.

Answer: Do it yourself.



NCERT Solutions Class 8 English (Poorvi)

Unit 4: Chapter 12 Waiting for the Rain

Let us do these activities before we read (Page 185)

I. Have you ever waited for the rains? Why?

Answer: Yes, I have waited for the rains, especially during hot summer days. The rain brings coolness and freshness after long, hot weather. It also helps plants and trees to grow well.

II. How do you feel when it rains after a long time?

Answer: When it rains after a long time, I feel very happy and refreshed. The smell of the first rain, the sound of raindrops, and the cool breeze make me feel relaxed and joyful.

III. Why do you think the farmers wait for the rains?

Answer: Farmers depend on rain for watering their crops. Without rain, their fields remain dry, and they cannot grow food. That's why rain is very important for their livelihood and survival.

IV. Discuss in groups what happens when you wait for something or someone for a long period of time. 1. How do you spend the waiting period?

2. What do you think about?

3. How do you feel?

Share your answers with your classmates and teacher.



Answer: 1. I try to stay calm and do other activities like reading, listening to music, or just watching the surroundings while waiting.

2. I think about when the person or thing will arrive and whether everything will go as expected.

3. Sometimes I feel anxious or impatient, but I also feel hopeful and excited, depending on the situation.

Share your answers with your classmates and teacher.

Let us discuss (Page 188)

I. Complete the table given below. One example has been done for you. Share your answers with your classmates and teacher.

| What was Said | Who Said | What was Said | Who Said |
|---|----------|---------------|--------------------------|
| 1. It doesn't look encouraging. | Velu | to himself | He looked up at the sky. |
| 2. The rains came all these years without any such consultations... | Velu | | |
| 3. So many favourable conditions but still no rain. | | | |

Answer:

| What was Said | Who Said to Whom |
|---|------------------|
| 1. It doesn't look encouraging. | Velu to himself |
| 2. The rains came all these years without any such consultations... | Velu to a man |



3. So many favourable conditions but still no rain.

Velu to people at the weather office

II. Do you think the old woman would help Velu? If yes, why? If no, why not?

Answer: Yes, the old woman helps Velu—not by giving him rain, but by offering him a new way of thinking. She explains that just like people, the land also needs rest, which comforts and enlightens Velu during a time of hopelessness.

III. Will Velu's wait continue or will it rain?

Answer: Velu's wait will not continue for long. By the end of the story, clouds begin to gather, and raindrops fall, indicating that rain has finally arrived, bringing relief and joy to Velu.

Let us discuss (Page 191)

I. Complete the following statements given below with suitable reasons.

1. Velu asked the old woman to stop smiling because _____.
2. Velu said that it was hard not being able to work since _____.
3. Velu was confused when the old lady said that the land needed rest because _____.
4. The old lady said that it was good for the land when it didn't rain as _____.
5. Velu ran home laughing and happy because _____.

Answer: 1. there was no rain, and he felt there was nothing to smile about during such a difficult time.

2. he had been working continuously for six years and could not bear to sit idle.
3. he had never thought of land as something that needed rest like humans do.
4. it allowed the land to rest and rejuvenate after years of continuous cultivation.
5. he felt the cool breeze and saw raindrops, realizing that the long-awaited rain had finally come.

Let us think and reflect (Pages 191-193)

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

1. "...I can't see how talking to astrologers will bring rain. "
- He decided to go to the weather office in the city and talk to someone. But the people at the weather office said they couldn't really tell him when the sky would gather clouds and bring rain. "We are at a loss ourselves!" they exclaimed. "So many favourable conditions but still no rain. Very odd!"



(i) What does the first line of the extract tell us about Velu's beliefs?

Answer: It shows that Velu is a practical and rational person. He does not believe in superstitions or relying on astrologers.

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

Velu is determined to seek information about the rain because _____.

(he was at a loss of words/he wants to find a practical solution to the drought affecting his farm)

Answer: he wants to find a practical solution to the drought affecting his farm.

(iii) Complete the table with reference to Velu's weather office visit.

| Expectation (What I think will happen) | Outcome (What actually happened) |
|--|----------------------------------|
| | |

Answer:

| Expectation (What I think will happen) | Outcome (What actually happened) |
|---|--|
| Velu expected to get a clear answer or forecast about when it would rain. | The officials were themselves confused and could not give any definite answer. |

(iv) Complete the following sentence with a suitable option.

The absence of rain despite favourable conditions, shows _____.

- A. lack of astrological knowledge
- B. ineffectiveness of farmers like Velu
- C. delay in understanding the weather
- D. unpredictability of nature

Answer: D. unpredictability of nature

2. "The soil, the land, the earth... shouldn't someone let the land rest a bit?" the old woman said, softly, smiling.

"Rest? Let the land rest? I don't understand," Velu looked at her, a little puzzled.

"Yes, my son, that is the difficulty. You don't realise that the earth is old..."



(i) The old woman's advice was accompanied with a soft tone and a smile. What does that tell us about her?

Answer: It shows that she is wise, gentle, and calm. She speaks kindly, with care and understanding.

(ii) Fill in the blank with the correct option from those given below.

**The old woman's advice _____
Velu, at that moment.**

A. failed to impress

B. confused

C. scared

D. made sense to

Answer: B. confused

(iii) State one thing about the old woman when she referred to Velu as 'my son', while offering advice.

Answer: It shows that the old woman was affectionate, motherly, and caring in her attitude toward Velu.

(iv) Complete the following sentence with a suitable explanation.

The 'difficulty' that the old woman mentions is due to the fact that _____

Answer: people like Velu fail to understand that even the earth needs rest after constant use.

II. Answer the following questions.

Question 1.

How does the old woman convey Nature's wisdom to Velu?

Answer: The old woman explains that just as people need rest, the land also needs time to recover. She personifies the earth, showing that it has worked for centuries and must be allowed to breathe and rejuvenate.

Question 2. The writer says, 'The fields lay untended...' Why couldn't the farmers tend to their fields in the absence of rain?

Answer: Without rain, the soil became dry, cracked, and hard. It was impossible to plough, sow seeds, or grow any crops. Hence, the farmers could not tend to their fields.

Question 3. Support the old woman's perspective that the land needs rest just like people do.

Answer: Just as continuous work tires human beings, the earth too becomes exhausted after constant cultivation. Leaving it fallow helps it restore nutrients and moisture. This rest helps in better crop growth later.



Question 4. What can be inferred about Velu's character based on his reaction to the drought?

Answer: Velu is hardworking, sincere, and deeply connected to his land. He feels helpless and anxious when he cannot work. His actions show that he is responsible and practical, though initially impatient.

Question 5. What does the story suggest about the life of farmers and their relationship with nature?

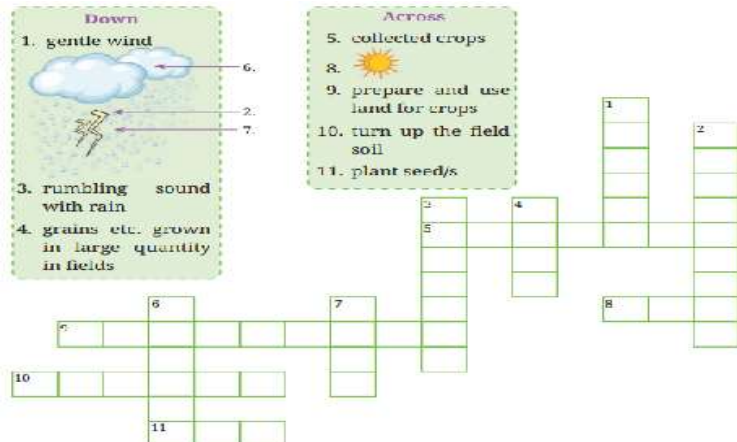
Answer: The story shows that farmers are closely tied to the rhythms of nature. Their lives depend on natural events like rainfall. It also suggests that farmers must learn to respect nature's cycles, including times of rest.

Question 6. How might the rest and care of land contribute to a balanced and sustainable ecosystem?

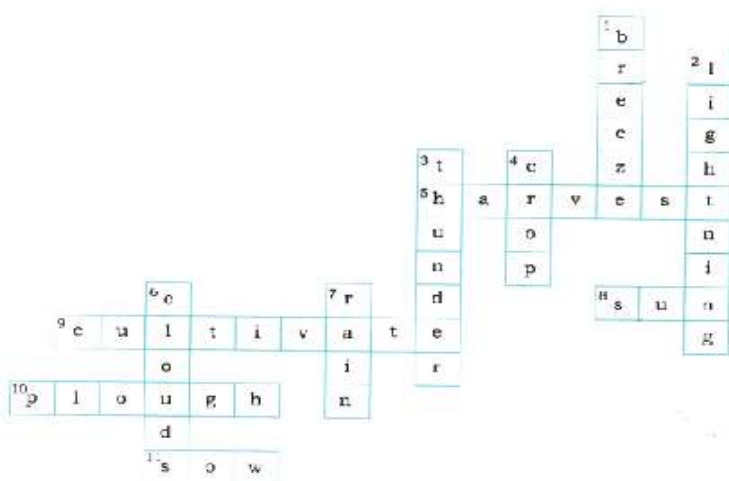
Answer: Resting the land prevents soil exhaustion, preserves moisture, and helps maintain its fertility. This practice supports healthy crop cycles and ensures long-term productivity, contributing to a sustainable farming ecosystem.

Let us learn (Pages 193-197)

I. Solve a crossword using picture and word clues. All clues are related to the words from the text that are connected to weather or agriculture.



Answer:



II. The text uses words like 'piece,' 'weather,' 'son,' and 'rain'. These words are the same as other words that are spelt differently— peace, whether, sun, and reign.

Words that are pronounced the same as other words but differ in meaning or in spelling are called homophones.

Now, complete the paragraph by filling in the correct option of homophones given in the brackets.

The farmer looked at the sky and wondered 1. _____ (weather/whether) the clouds would finally bring rain. He sat down on the ground, breaking a small 2. _____ (piece/peace) of roti for his meal. The 3. _____ (plain/plane) fields stretched endlessly before him, completely dry. He thought about how he could 4. _____ (sell/cell) his last sack of grain to buy some essentials for his family. Without the rains, it didn't 5. _____ (seam/seem) possible to grow another crop this season. Despite his worries, he smiled, knowing that every farmer hopes for the next 6. _____ (rain/reign) by nature to bring life back to the land.

Answer: 1. whether

2. piece

3. plain

4. sell

5. seem

6. rain

III. Choose the correct meanings from the given options for the underlined words or phrases in the following sentences.

1. Being annoyed, she muttered something which nobody heard.

(i) spoke in a low voice

(ii) spoke slowly

(iii) spoke angrily

Answer: (i) spoke in a low voice

2. At the new work place, Riya felt forlorn for a week.

(i) upset and irritated

(ii) angry and bitter

(iii) sad and neglected

Answer: (iii) sad and neglected

3. When all his friends had gone, he was at a loss because he did not know what to do. .

(i) confused

(ii) shocked

(iii) lonely

Answer: (i) confused

4. When the little child saw her father, her eyes sparkled.

(i) glowed dimly

(ii) showed joy

(iii) opened wide

Answer: (ii) showed joy

IV. Match each word (adjective) in Column 1 with a word (noun) that collocates in Column

2. Write the adjective-noun collocation in Column 3. One example has been done for you.

| Column 1 | Column 2 | Column 3 |
|---------------|-----------------|--------------------|
| 1. favourable | (i) country | favourable weather |
| 2. wrinkled | (ii) activity | |
| 3. dejected | (iii) weather | |
| 4. fragrant | (iv) skin | |
| 5. ceaseless | (v) garden | |
| 6. beloved | (vi) expression | |

Answer:

| Column 1 | Column 2 | Column 3 |
|----------|----------|----------|
| | | |



| | | |
|---------------|-----------------|---------------------|
| 1. favourable | (iii) weather | favourable weather |
| 2. wrinkled | (iv) skin | wrinkled skin |
| 3. dejected | (vi) expression | dejected expression |
| 4. fragrant | (v) garden | fragrant garden |
| 5. ceaseless | (ii) activity | ceaseless activity |
| 6. beloved | (i) country | beloved country |

V. Underline the verbs and identify the forms of tenses for the following sentences from the text.

1. Oh, it is hard not to be able to work...
2. ...I am too old.
3. What are you smiling at, Amma?
4. But my son, that is what I am talking about.
5. The earth has worked for years, centuries...
6. I have worked hard and honestly.

Answer: 1. Oh, it is hard not to be able to work...

(Simple Present)

2. ...I am too old. (Simple Present)

3. What are you smiling at, Amma? (Present Progressive)

4. But my son, that is what I am talking about. (Present Progressive)

5. The earth has worked for years, centuries... (Present Perfect)

6. I have worked hard and honestly. (Present Perfect)

The forms of tenses in the given statements are Simple Present Tense (1 and 2), Present Progressive Tense (3 and 4) Present Perfect Tense (5 and 6).

Now, fill in the blanks with the correct form of Simple Present, Present Progressive or Present Perfect tenses of the verbs given in brackets.

Ravi (i) _____ (be) a farmer who (ii) _____ (practise) crop rotation on his land. Each season, he (iii) _____ (plant) different crops to maintain the soil's health. This year, he (iv) _____ (grow) legumes, which help restore the nutrients in the soil. Over the years, Ravi (v) _____ (learn) that planting the same crop repeatedly (vi) _____ (deplete) the soil, making it less fertile. By rotating crops, he (vii) _____ (keep) the land productive and fertile. He (viii) _____ (see) a noticeable improvement in his yields since adopting this method. Now, Ravi (ix) _____ (share) his knowledge with other farmers, explaining how crop rotation(x) _____ (benefit) both the soil and their harvests.

Answer: (i) is

(ii) practices

(iii) plants

(iv) will grow

(v) has learnt

(vi) depletes

(vii) keeps

(viii) has seen

(ix) is sharing

(x) benefits

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

- The rains came all these years without any such consultations.
- So many favourable conditions, but still no rain.
- Every day they hoped that the rains would come.
- But this year turned out to be different.
- This is the first season in five, no, six years that I have not sown, nor ploughed.
- We ought to talk to some astrologers.
- I have only done what any hard-working farmer would do.
- Velu looked at her, a little puzzled.
- She takes care to give her children the rest they need...
- Velu felt a cool breeze on his back.

The highlighted words or phrases that come before a noun but do not describe them are called determiners.

Let us learn the use of some common determiners.

- Articles: a, an, the
These are used to introduce nouns.
- Demonstrative Determiners: this, that, these, those
These are used to point out specific items.
- Possessive Determiners: my, our, your, his, her, its, their, one's
These indicate ownership or relationship.
- Definite Numeral Determiners: one, two, three, etc.
These specify exact quantities.
- Indefinite Numeral Determiners: some, any, no, all, much, many, few, less, several, little and few
'Some' is used in affirmative sentences, while 'any' and 'no' are used in negative and interrogative sentences.
'All' refers to the entirety of a group.
'Much' and 'many' denote large quantities of uncountable and countable nouns, respectively.
'Few' indicates a small number, 'less' refers to a smaller quantity, and 'several' means more than two but not many.
'Little' means not much, 'few' means not many. Use 'a little' and 'a few' to convey a positive sense.
- Distributive Determiners: each, every, either, neither
'Each' refers to individual items or people, 'every' refers to all items or people collectively.
'Either' means one of two options and 'neither' means not one of the two options.

Now, fill in the blanks by choosing the correct determiner from those given in the brackets.

It was 1. _____ (a/an) rainy afternoon, and 2. _____ (a/the) sky was thick with dark clouds. Mala noticed a large puddle quickly forming in front of 3. _____ (her/their) house. Excited, she called for her brother to join her, knowing that both of them always loved playing in 4. _____ (a/the) rain. While jumping from 5. _____ (some/one) puddle to another, Mala spotted 6. _____ (few/a few) snails slowly creeping along the wet sidewalk and pointed them out to her brother. With 7. _____ (each/every) jump, the sound of both 8. _____ (her/their) squeals and laughter was heard through the soft patter of raindrops. Though they were fully drenched 9. _____ (either/neither) siblings minded it. It had been a perfect rainy day.

Answer: 1. a

2. the

3. her

4. the

5. one

6. a few

7. each
8. her
9. neither

Let us listen (Page 197)

I. Listen to the weather forecast. As you listen, fill in the blanks with the exact word you listen to. (Refer to NCERT Textbook Page 204 for Transcript)

1. Delhi will mostly have a _____ sky with light rain.
2. Moderate rain is likely to happen in _____.
3. Kolkata is likely to have a maximum temperature of around _____ °C.
4. There is a chance of a _____ in Chennai.
5. Bengaluru will have a _____ temperature of 29 °C.
6. Taking an _____ is advisable because of the weather conditions.

Answer: 1. cloudy

2. Mumbai

3. 34

4. thunderstorm

5. maximum

6. umbrella

Let us speak (Page 198)

I. Here is a tongue twister about 'weather'. Practice saying it as fast as you can.

Whether the weather be fine, or whether the weather be not, whether the weather be cold, or whether the weather be hot, well weather the weather, whatever the weather, whether we like it or not.

Answer: Practise it yourself.

II. Rain has arrived after a long dry spell on the Earth. Imagine the Rain and the Earth have a conversation. Work in pairs and present the role-play.

You may use the hints in the table given below.

You may start the conversation in the following way.

Rain: Greetings, Earth! It's been awhile since we've met. How have you been?

Earth: Hello Rain! I am so glad to see you.

To continue the conversation, use the hints given below.

| Rain | Earth |
|------|-------|
| | |



| | |
|--|---|
| Ask about how the Earth has been. | Respond and express relief at the arrival of Rain. |
| Speak about your long journey from the Earth to the sky and back again to the Earth. | Enquire why it took so long for Rain to arrive. |
| | Express gratitude for the gift of water. |
| Ask about how the Earth can use the gift you brought— rain water. | Speak about how important Rain is to you—for agriculture, for plants and animals to survive |
| Elaborate how much you enjoy being on the Earth. | Enquire how Rain feels about being on earth. |
| Thank the Earth for the invite. Promise to return on time the next year. | Invite Rain to join the celebration of the rivers, forests, and people of earth. |

Answer: Sample Role-play Script

Rain : Greetings, Earth! It's been a while since we've met. How have you been?

Earth : Hello Rain! I am so glad to see you.

I've been dry and tired. Everything on me — the trees, the rivers, the crops — they've all been waiting for you.

Rain : I'm truly sorry I took so long. My journey from the ocean to the sky and back to you is long and sometimes unpredictable. But I've finally arrived!

Earth : Thank you for returning. Your water brings life to my soil. Crops will grow, rivers will flow, and the forests will bloom again.

Rain : I promise to return regularly and on time next year. Ill continue to bring your people and plants the water they need.

Earth : You're always welcome, Rain.

Come, let's celebrate with the rivers, forests, and all the people. You are a blessing to us all.

Rain : I'm glad I can help. I've missed being here too.

- Use voice modulation to show emotion (joy, relief, gratitude).
- Practise with a partner and present it in front of the class.
- Add gestures or simple props if desired for a fun performance.

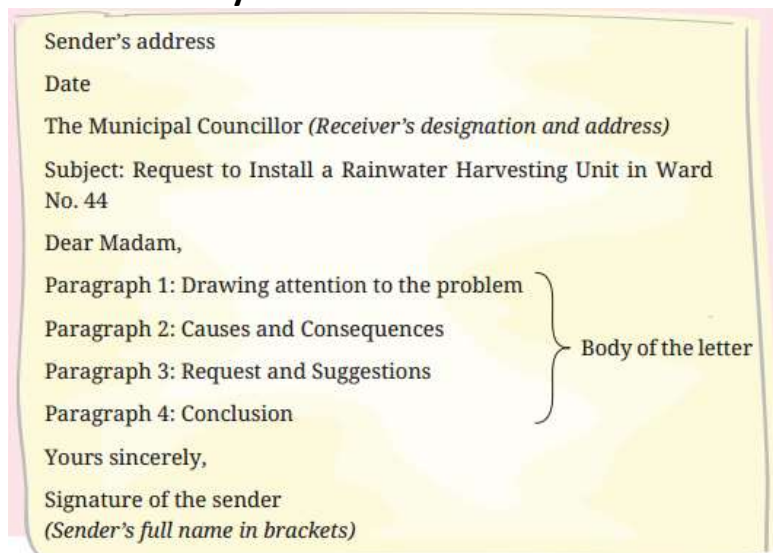
Let us write (Page 199)

I. You have observed the difficulties faced by the people in your neighbourhood due to scarcity of water especially during the summer months. Write a letter to the Councillor of your Municipal ward, requesting her/him to set up a rain water harvesting unit. Provide suggestions to address the issue.

Remember to

- use formal language
- keep sentences short and to the point
- state the purpose clearly and concisely
- give relevant details

Format and Layout:



Answer:

123 Green Lane

Vikas Nagar

New Delhi – 110018

19 May 20XX

The Municipal Councillor
Ward No. 44
New Delhi Municipal Council (NDMC)
New Delhi – 110001
Subject: Request to Install a Rainwater Harvesting Unit in Ward No. 44

Dear Madam

I am writing to draw your kind attention to the severe water scarcity being faced by the residents of our neighbourhood, especially during the summer months.

This scarcity is caused by irregular rainfall, excessive usage, and poor storage systems. As a result, we struggle to meet our daily water needs for drinking, cooking, and cleaning. People are forced to depend on water tankers, which are often irregular and expensive. I humbly request you to set up a rainwater harvesting unit in our locality. This system will help us collect and store rainwater, reduce dependency on groundwater, and ensure sustainable water supply. Public awareness campaigns and community involvement can further support this effort. Rooftop collection systems, recharge pits, and community tanks can be good starting points.

We look forward to your prompt action and support in making our ward water-efficient and eco-friendly.

Yours sincerely
Ravi Sharma

Let us explore (Pages 199-200)

I. Rest is very important for us to function in a proper manner. Even the Earth needs rest. This is known as fallowing.

Read the facts given below related to fallowing:

- A fallow year refers to leaving the land without sowing for one, or several vegetative cycles.
- This is done to allow the land to recover its nutrients and retain moisture. It also helps to avoid spreading of diseases and controlling pests.
- The sustainable land management method has been applied for centuries, wherein a field is divided into two halves—one is planted with crops while the other remains unplanted. Then, the process is reversed in the following year.



II. Find out from your Vocational Education teacher about Agriculture as a vocation and other related vocations, such as horticulture, etc.

Answer: Question to be asked by student from her/ his Vocational Education Teacher:

What are some vocations related to agriculture?

Expected Answer from the teacher: Besides farming, vocations related to agriculture include:

- Horticulture: Growing fruits, vegetables, flowers, and ornamental plants.
- Dairy farming: Rearing animals for milk production.
- Poultry farming: Rearing birds like chickens and ducks for eggs or meat.
- Sericulture: Silk production through silkworm rearing.
- Apiculture: Beekeeping for honey production.
- Agri-business: Selling agricultural tools, seeds, and fertilizers.
- Soil conservation: Working on protecting and enriching soil health.

