Government of Karnataka

POORVI

Textbook of English for Grade 7

Part - II

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एन सी ई आर टी NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram, Bangalore 560 003

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Unit 3

DREAMS AND DISCOVERIES

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My Brother's Great Invention

Let us do these activities before we read.

I Work in pairs and guess the invention.

1. I am a concept invented by ancient Indian mathematicians. I add value to numbers. Without me, calculations in the modern digital world would be impossible. Who am I?
2. I am an ancient Indian practice, now popular globally. I focus on physical and mental well-being. What am I?

II Discuss in groups of four what you think the world today would have been like without inventions and discoveries.

III Fill the grid given below with missing letters to complete the words. These words display qualities of an inventor.

C	R		A	T		V		T				
C	U					I	T	Y				
R	I			-	T		K		N	G		
D	E	T	E			I	N	A	T	I		
I			G	I		A		I	O	N		

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Let us read

racket: a loud and disturbing noise

sopping: soaking

scowling: having an angry or frowning expression

rigged up: assembled something temporarily

tinkering: experimenting or fiddling

dynamos: electric generator

I

"Who put that water bag here?" roared my father from the front doorstep. "Your burglar alarm," I hissed to my brother Anand, who was getting ready to disappear from the house. Ma rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

"I want to know who is behind this nonsense," Papa said grimly.

"I think it's supposed to be a burglar alarm," Ma said, in a soothing voice.

"I don't care what it's supposed to be," Papa said.

"Where's that boy? I'm sure he rigged this up."

Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

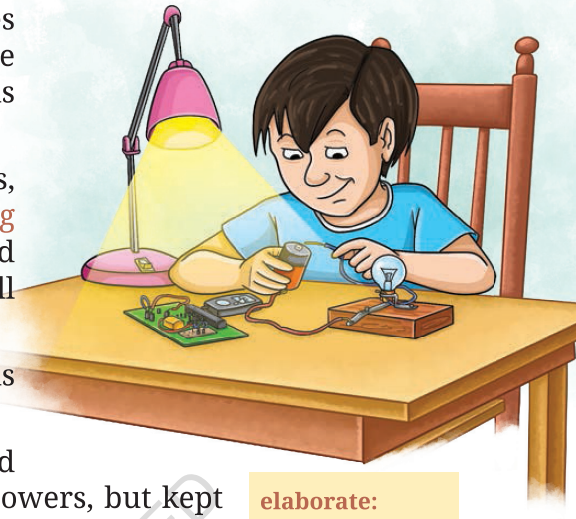


Before this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.

Recently there had been a rush of thefts in the colony and Anand had got it into his head that what was needed was a burglar alarm. So, the minute Papa left for the office and Ma for the market, he started on his latest scheme. As usual I had to be involved, though I'd have preferred to finish my novel. "If you get a shelling, don't bring me in," I warned Anand.

"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."

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Anand loves words like blueprint—it makes him feel professional! Anyway, I looked at the elaborate drawing of doors, wires, and bells and asked, "How does this thing work?"

"It's quite simple. The moment the door opens, this alarm is tripped off and makes a clanging sound. Then this water bag here is loosened and falls on the thief's head. By then we call the police—simple!"

"But how does the alarm know that a burglar is opening the door?"

"I've taken care of that," Anand said loftily. I had my own doubts about the alarm's guessing powers, but kept them to myself because when Anand is in one of his inventive moods, nothing stops him.

"You see," Anand explained smugly, "A thief tries to open the door stealthily. I've rigged it up so that the alarm works only when the door is opened gently."

I was sceptical. "Remember, if Papa asks, I'm not involved," I warned. "Now clean up this mess before anyone gets home."

As you already know, my doubts about the alarm were quite justified. Papa, who always opens the door softly, was thoroughly soaked and angry as angry could be. Anyway, for a week after this, Anand did not dare try out anything new. Then we saw this film 'Back to the Future'. I don't know if you have seen it, but it's all about a time machine. Well, that was the end of peace and quiet in the house.



My brother decided that he had to make a time machine too. Papa locked up his tool box and hid the key while Ma kept a wary eye on her oven and mixer. Because, as I told you, when Anand is on one of his inventing binges, he takes apart all the gadgets in the house to collect parts. You can't imagine the noise that

elaborate: detailed

clanging: a loud ringing sound like that of a metal being hit

smugly: proudly

stealthily: quietly or carefully so that one is not seen or heard

sceptical: doubtful

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was going on—hammering and sawing and clattering. Anand's room, next to our room, was transformed into a network of wires, springs, levers, and bulbs. There was an enormous panel which was to be control switchboard. As for Anand, he went around looking like a savage. When Ma didn't notice, the fellow didn't even comb his hair.

frantic: hurried and disorganised

Anand just wouldn't let anyone into his room. Finally, after a fortnight of frantic activity, the time machine was ready. "We can try it out tonight," Anand announced to everyone at home at lunch time.

"I don't know what you've been up to in that room, but you're not trying out anything new," Papa said firmly.

"But it's a time machine! I've invented it," Anand protested.

"When I say NO, I mean NO," Papa said, glaring.

crestfallen look: sad and disappointed appearance

"Poor boy," Ma said noticing Anand's crestfallen look.

"At least let's take a look at it."

Papa sighed. "All right, but if the house falls, it's your fault."

As it turned out, we could not try out the time machine that day at all. The next day, Papa and Ma were going to Kharagpur, a few hours away from Calcutta (now Kolkata), for a wedding. Ma was worried about leaving us alone, but we reassured her. "We're old enough to look after ourselves, Ma," I said. "And we can go next door to Sharma Aunty if we need anything."

"And it's only one night," Anand added.

offended: felt upset or hurt

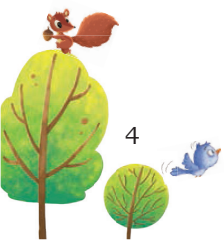
"All right. But promise me you won't do anything with that time machine till we come back," Ma said sternly, looking at Anand. He promised half-heartedly, offended at this lack of respect for his creation. I breathed a sigh of relief.

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Let us discuss

I Complete the cause-and-effect table given below.

Causes	Effects
1. Anand set up his burglar alarm and rigged it to work when the door was opened softly.	



2.	Anita was able to avoid any responsibility as Anand faced the consequences alone.
3. We watched the movie 'Back to the Future'.	Anand:
4. Papa firmly said 'NO' to trying out the time machine.	

II Do you think Anand was able to keep his promise regarding the time machine? If yes, why? If no, why not?

II

They left by the afternoon train and were coming back the following evening. Anand fell asleep immediately, but I stayed up to finish a novel. At about eleven thirty I thought I heard a scratching at the front door. Telling myself it was only my imagination, I went back to the book. A little later there was a rattle and a click. I was really scared, I can tell you, what with a murder story before me and then strange noises in the middle of the night! I shook Anand and whispered, "Listen, there's someone at the door."

"Go and open it then," he muttered groggily.

"You silly! Someone's trying to get in," I said.

Anand sat up. "Who? What?"

"I don't know," I said. "What shall we do?"

"Let's holler for help," he said. Before we could do anything, the door swung open and we found ourselves looking at a ruffianly fellow with a green scarf around his neck. Anand gasped.

"Hey, it's Boppa!" I whispered. It was indeed the fellow who had recently begun sweeping out the compounds in our row of houses. So, he was the thief, and no wonder. He knew exactly when the occupants were out, leaving the coast clear.

The fellow gave an evil grin. "One squeak out of you and see what happens," he said, brandishing his cudgel and backing out of the room. We heard him slide the latch in.

"What do we do now?" I asked in a low voice.

groggily: sleepily

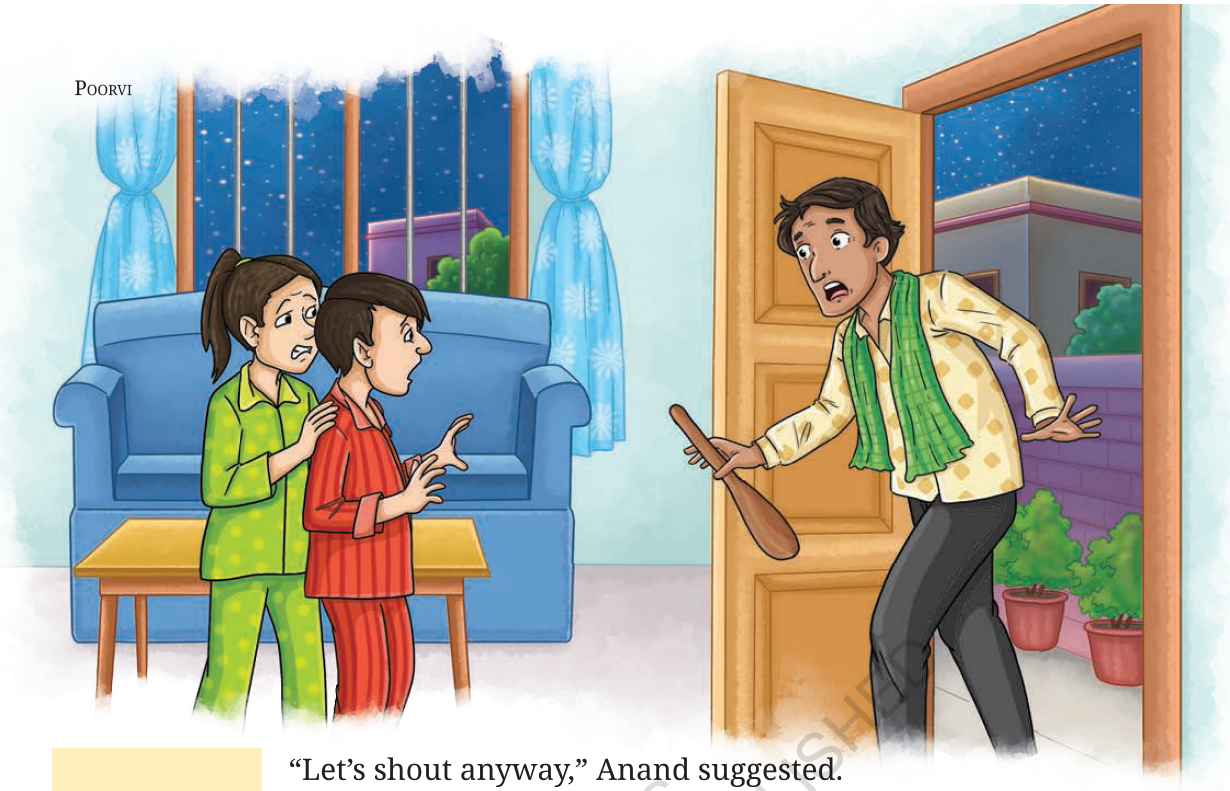
ruffianly: rough or violent looking

gasped: took a short, deep breath in surprise

brandishing: waving

cudgel: a short, thick stick used as a weapon

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"Let's shout anyway," Anand suggested.

The door opened suddenly again in the middle of our discussion.

"No noise from you! Now, where is your father's room?"

I was about to direct him upstairs when Anand said quickly, "The one next to this one."

"You silly goose!" I said angrily as soon as the man had gone.

"That's your room. He'll come back as mad as mad can be."

"At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.

muffled: not a very clear and loud sound

eerie: strange

clattering: continuous loud noises

"My time machine, he's started it!" Anand gasped. "I wish we could get out of this room and see what is happening out there."

There was another howl, much fainter this time, and a great deal of clattering. We shouted for all we were worth. In a few minutes, we heard footsteps running up our drive. Thankfully we recognised Mrs. Sharma's voice, along with her husband and Dr. Mohan—also a neighbour.

"Anand! Anita! Children, what's the matter? Where are you?"

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"Here!" we shouted in unison. In a minute the door was unlocked.

unison: together

"What on earth has been happening here, children?" Sharma Uncle asked. Both Anand and I fell over ourselves trying to explain. "Where is the fellow now?"

"The last we heard, he was in the time machine," I explained hastily, seeing everyone looking rather puzzled.

hastily: quickly



We entered the room cautiously and turned on the lights. The time machine was still humming softly but otherwise there was no other sound from the room.

"Well, where is he?" Dr. Mohan asked, peering behind the door. "Did you imagine this?"

peering: looking carefully

"Oh no," I protested. "How could both of us have imagined the same thing?"

"Maybe he ran out," Anand suggested.

"I'm sure we'd have seen him. There's only one way out of this house and we came the same way as soon as we heard you," Sharma Uncle sounded very sure.

"Look!" Anand said, pointing to the floor. "He was wearing that." Near the panel of switches was the green scarf.

indulgently: fondly

intruders: people who enter a place without permission

dismantled: taken apart

niggling: slight feeling (of)

"Let's search the house—perhaps he's still around," Dr. Mohan said, going upstairs.

Boppa was nowhere to be seen. "Well maybe he did run out and we missed him," Mrs. Sharma said at last, "I can't imagine what else could have happened."

"My time machine! He's gone through that!" Anand burst out, his eyes shining.

"What an imagination this boy has!" Mr. Sharma said, smiling indulgently. "Now off to bed, both of you. I'll spend the night here so you needn't worry about any more intruders now."



Needless to say, Boppa was never seen again. Anand insists that his time machine worked and he disappeared into the past. The machine itself was dismantled because Papa thought it wasn't safe (maybe he also had a niggling suspicion that it worked), so we couldn't try it out.

As for Anand, he is convinced that he is a genius and has launched a new project—something about a telephone to contact creatures in outer space. Tell you all about it next time.

Anita Rau Badami

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Let us discuss

Arrange the following events in the correct order of occurrence.

1. The door swings open, and they see Boppa, standing there with an evil grin.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
4. Anita wakes Anand up, informing him that someone is trying to get into the house.
5. Anand misleads Boppa into entering his room instead of his father's room.

Let us think and reflect

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



1. *Before beginning this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.*

   (i) Complete the following sentence suitably by choosing the correct option from those given in the brackets.

   When Anita says, "...let me put you in the picture", she wants to _____ (introduce/summarise) the situation for the benefit of the readers.

   (ii) Anand loves 'tinkering' with all sorts of electrical gadgets. This means that he enjoys _____ gadgets.

   A. dismantling and creating B. labelling or naming

   C. repairing or improving D. collecting and displaying

   (iii) Which of the following options most suitably describes Anand's personality?

   A. methodical and cautious B. creative and experimental

   C. energetic and hasty D. shy and reserved

   (iv) Based on the extract, compare what Anita thinks of her brother Anand with what he thinks of himself.

2. *I was about to direct him upstairs, when Anand said quickly, "The one next to this one."*

   "You silly goose!" I said angrily as soon as the man had gone.

   "That's your room. He'll come back as mad as mad can be."

   "At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.



   (i) Complete the sentence given below with a suitable reason.

   Anita was angry with Anand because _____.

   (ii) Which action of Anand shows his presence of mind?

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(iii) What might be the cause of the strange noises emerging from the next room?

A. The intruder moving furniture around

B. Anand's time machine getting activated

C. The intruder locating the light switch

D. Anand's invention malfunctioning

(iv) Which of the following best describes the atmosphere in this extract?

A. relaxing B. peaceful C. tense D. sad

E. suspenseful F. joyful

(a) A, D and E (b) B and F (c) C and E (d) Only D

II Complete the table with the suitable traits of the characters based on evidence from the text. Choose the traits given in the box below. An example has been done for you.

creative curious careful responsible bothersome confident

Character	Traits	Evidence from the Text
Anand	1. bothersome	*And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house.*
	2. _____	*He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.*
	3. _____	*"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."*
Anita	1. _____	*"We're old enough to look after ourselves, Ma..."*
	2. _____	*"But how does the alarm know that a burglar is opening the door?"*
	3. _____	*"Now clean up this mess before anyone gets home."*

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III Answer the following questions.

1. What prompted Anand to create the burglar alarm?
2. How did Anand's father become the target of the burglar alarm?
3. How did Anand's parents and sister react to his ideas?
4. How did Anand behave when he was on his 'inventing binges'?
5. Why did Mr. Sharma not believe Anand when he spoke about his time machine?
6. Give an ending to this story, explaining what might have happened to Boppa.



Let us learn

I Read the highlighted word in the following sentence.

It's quite simple. The moment the door opens, this alarm is tripped off and makes a ***clanging*** *sound.*

Such sound words are called onomatopoeic words.

Onomatopoeia is the use of words that imitate actual sounds of the thing they describe. The 'boom' of a firework exploding, the 'ding-dong' of a bell, the 'pitter-patter' of rain drops, the 'tick-tock' of a clock are all examples of onomatopoeia.

1. Read the sound words used in the story in Column 1. Complete Column 2 by matching expressions from the box given below. An example has been done for you.

whispered angrily
constant and loud construction noises
sudden loud sound of breaking
a continuous low and soothing sound

Column 1	Column 2
(i) Crash	sudden loud sound of breaking
(ii) Humming	
(iii) Hissed	
(iv) Hammering, sawing, clattering	

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

Well, that was the end of ***peace and quiet*** *in the house.*

The highlighted phrase displays a combination of two words generally used together in a fixed order. Such phrases are called binomials.

Binomials are expressions consisting of two words, usually linked by a conjunction such as 'and' or 'or' that are commonly used together in a fixed order. The two words convey a single meaning or an opposite.

1. Match the words in Column 1 with the correct pairs in Column 2 to make binomials.

Column 1	Conjunction	Column 2
(i) safe	and	A. break
(ii) odds		B. cons
(iii) make		C. never
(iv) pros	or	D. take
(v) now		E. sound
(vi) give		F. ends

2. Complete the following sentences with suitable binomials from 1.
   (i) This project will be a _____ moment for our team's success.
   (ii) After a long journey, we were relieved to arrive home _____.
   (iii) Every friendship works well when there is a balance of _____.
   (iv) She organised all the _____ in the cupboard, to make space for new clothes.
   (v) Before making a decision, it is important to weigh the _____ carefully.
   (vi) This is our final chance to perform on stage, it is _____.
3. Complete the paragraph by using the phrasal verbs given in the box below.

tripped off let up turned out ran out of rigged up

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It had been raining and we (i) _____ time to set up for the function, so we quickly (ii) _____ some decorations using whatever materials we had. We accidentally (iii) _____ the fire alarm because of the smoke from the bonfire. Thankfully, the rain (iv) _____ just as the guests were arriving, and despite all the chaos, the function (v) _____ to be a huge success.

III Read the highlighted expressions in the following sentence from the text.

And this is not the first time he's ***got on Papa's nerves*** *or* ***frightened someone half to death*** *in the house.*

The highlighted expressions are called idioms.

An **idiom** is a phrase or expression that has a meaning different from the literal meaning of the individual words. It is like a special saying that people understand in a specific way. For example, 'It is raining cats and dogs' means it's raining very heavily.

Complete the following sentences by filling in the blanks with suitable idioms from the text given in the box below.

leaving the coast clear	get on our nerves	fell over ourselves
frighten me half to death	get a shelling	

1. Shekhar knew he would _____ for breaking his mother's favourite flower vase.
2. We _____ trying to help the injured dog and get it to the vet as quickly as possible.
3. Faizy distracted Kanchan, _____ for us to get inside the room to prepare the birthday surprise.
4. The constant power fluctuations during meetings can _____.
5. When I am alone at home, any unexpected loud noise in the night can _____.

IV Read the highlighted words in the given sentence.

It ***was*** *indeed the fellow who* ***had*** *recently* ***begun*** *sweeping out the compounds in our row of houses.*

Here we refer to two completed actions—the recent past (new action) and the later past (old action).

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1. Underline the verbs in simple past and past perfect tense for the following sentences from the text.

   (i) Ma had rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

   (ii) Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

2. Fill in the blanks with the simple past or past perfect form of the verbs given in brackets.

   (i) After Rohan A. _____ (finish) his homework, he B. _____ (decide) to go for a walk. He C. _____ (leave) the house and D. _____ (realise) he E. _____ (forget) his keys inside.

   (ii) By the time we A. _____ (reach) the station, the train B. _____ (already/leave). We C. _____ (wait) for the next one to arrive.

3. Combine the pairs of sentences using the time expressions in the boxes given below and rewrite them using the past perfect tenses. An example has been done for you.

   Example: Rohan had packed his suitcase before he left for the airport.

Old Actions	Time Expressions	New Actions
(i) Rohan packed his suitcase.	before, after, by the time, when	He left for the airport.
(ii) We started work.		He arrived in the morning.
(iii) They set up the tents.		The others brought food and medicine.
(iv) The students became quiet.		They heard the teacher coming.
(v) The villagers left the village.		The flood submerged the entire area.

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Let us listen

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1–5 given below. (Transcript for the teacher on pg. 46)

1. Toby misses his school.
2. Anita accepts Toby as her friend.
3. Anita asks Toby about one of his facial features.
4. Toby tells Anita that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.

II Listen to the conversation again and fill in the blanks with the exact words you hear.

1. Toby: I miss my _____ and home.
2. Toby: Well, we _____ don't need to eat anything. We get our _____ from the Sun.
3. Anita: Oh! Don't you ever feel like having ice creams and _____?
4. Anita: Okay, tell me one thing. How are you able to see with only_____ eye?
5. Toby: I can see beyond mountains and _____, woods and even _____.

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Let us speak

I Read the following sentences from the text.

As usual, I had to be involved, though I'd have preferred to finish my novel.

"We're old enough to look after ourselves, Ma," I said.

The word 'though' is pronounced to rhyme with the word 'low'. The word 'enough' is pronounced to rhyme with the word 'puff'.

In English there are many words ending with –ough, which are pronounced very differently. Listen to the teacher say these words aloud and notice how they are pronounced.

bough	dough
through	cough
thought	plough



Now, work in pairs. Pronounce these words out loud and put them in the correct boxes given below.

Sounds like 'oo'	Sounds like 'off'	Sounds like 'o'	Sounds like 'ow'	Sounds like 'aw'

Share more words that sound similar to the words in the table.

II Read the story given below aloud. Check the correct pronunciation with the teacher.

In spite of a nagging **cough**, the woman continued working in her farm, right **through** the **rough** weather. She filled up the **trough** with water for her cows and **ploughed** the fields to plant the seeds. She then plucked some raw mangoes from a low **bough** of a mango tree to make a spicy chutney. **Though** the day had been **tough**, she smiled peacefully as she had already prepared **dough** to make **enough** rotis for dinner.

III Now try saying this tongue twister fast as many times as you can clearly.

The boy with the tough dough on the rose bough fell in the trough and caught a cough.

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Let us write

Think about different vocations that you see around or you are currently studying.

For example: electrician, mechanic, chef, nurse, graphic designer. You may add more vocations to the list given here.



Now, choose a vocation and write a paragraph. You may use the hints given below.

- why you like this vocation
- what training is needed
- what tools and equipment are required
- who would your co-workers be
- highlight the importance of team work
- how you would deal with the customers
- how you plan to pursue it with a sense of pride

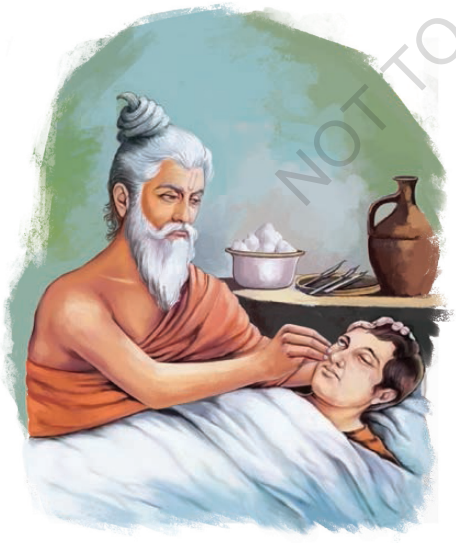


Let us explore

Creativity is 'thinking new things'; innovation is 'doing new things' and an invention is 'bringing ideas or objects together in a novel way to create something that did not exist before'. All it takes is a simple idea.

Human beings are naturally very curious and creative, and this has led to many scientific and technological inventions. You must have heard about many famous inventions. Some of them are mentioned below. You may look for the names of more such Indian inventors and their inventions.

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- Sushruta (sixth century B.C.), was a pioneer figure in medical science. His innovations in surgery paved the way for modern surgery.





- Dr. Janaki Ammal (Padma Shri) was a brilliant woman scientist of India who made a significant contribution to the field of cytogenetics.

- Under the directorship of Dr. A.P.J. Abdul Kalam (Bharat Ratna), Indian Space Research Organisation (ISRO) launched the satellite Rohini in near-earth orbit with India's first Satellite Launch Vehicle in 1980 (the project was named 'SLV-III').





- Dr. Narinder Singh Kapany (Padma Vibhushan) is known as Father of Fibre Optics. He played a pivotal role in inventing fibre optics. He was named one of the seven 'Unsung Heroes of the Twentieth Century' for his invention.

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Paper Boats

Let us do these activities before we read.

I Read the questions given below. Share your answers with your classmates and the teacher.

1. What comes to mind when you think about 'paper boats'?
2. What do you think someone might hope for when they send a paper boat down a stream?
3. Read the title of the poem 'Paper Boats' and predict what the poem might be about.

II Read the given paragraph and match the highlighted words with their meanings given in the box below.

loading speedily flowing swelling putting bouncing

I love to play beside a 1. **running** stream at a short distance from my grandparent's house. I love to see it 2. **skipping** along to join a river. On the river, I can see boats with 3. **bulging** sails moving swiftly. Some of them take the people from one shore to the other while in some of them people can be seen 4. **lading** things too. I can spend hours watching the busy river and dreaming about them, 5. **burying** my head in my pillow at night.

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Let us read

Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am.

I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

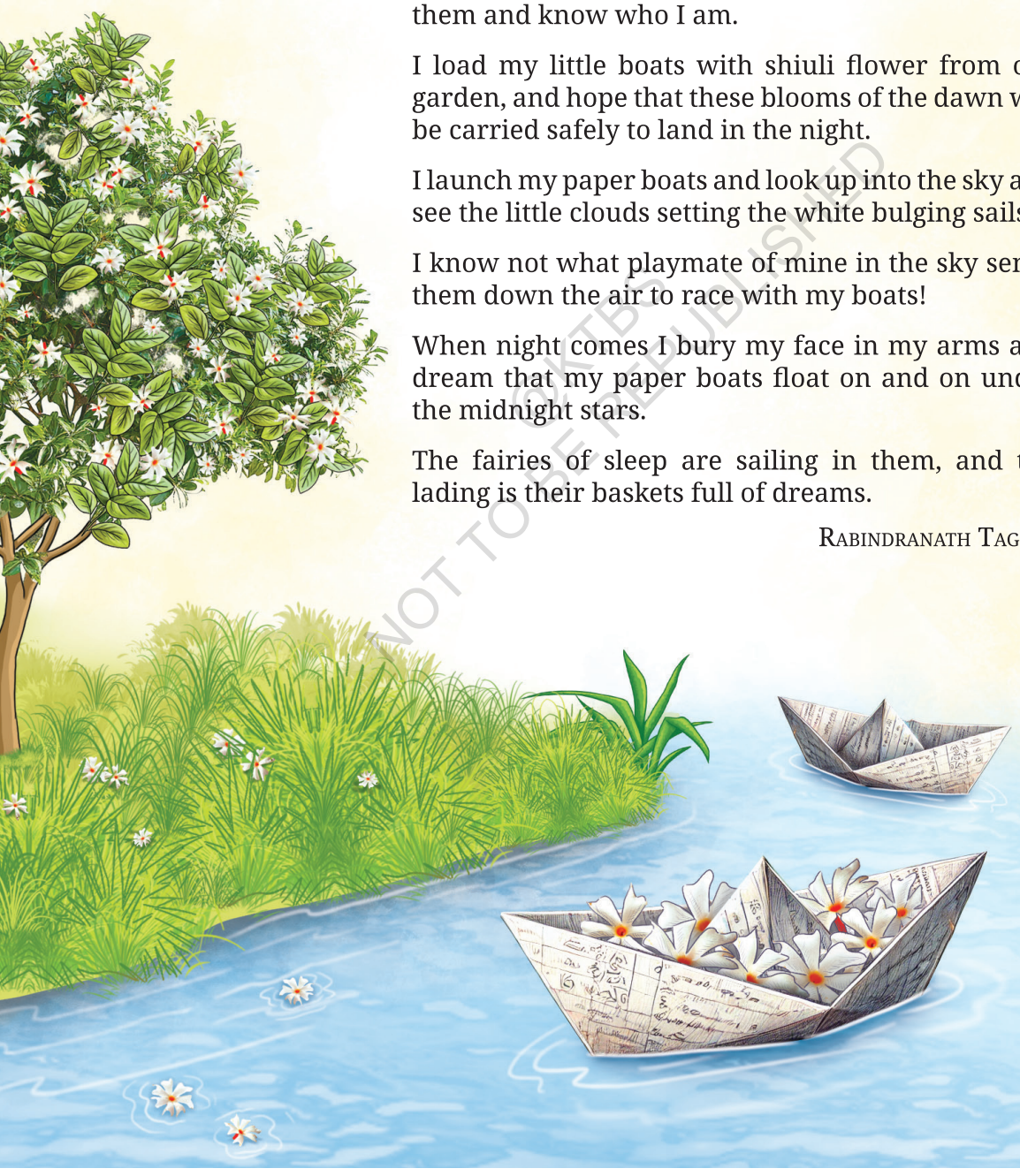
I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.

I know not what playmate of mine in the sky sends them down the air to race with my boats!

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

Rabindranath Tagore



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Let us discuss

I Choose the correct words from the brackets to complete the summary of the poem given below.

The poet sends paper boats down a 1. _____ (stream/river) each day, writing his name and the name of his 2. _____ (school/ village) on them. He hopes that someone in a 3. _____ (strange/familiar) land will find them and know who he is. The poet fills his boats with 4. _____ (rose/shiuli) flowers from his garden, hoping they will be safely carried to another land at 5. _____ (night/morning). As he launches his boats, he imagines that the 6. _____ (clouds/birds) in the sky are like friends, racing with his boats. At night, he dreams that his paper boats continue to 7. _____ (swim/float) under the midnight stars, with the fairies of sleep sailing in them, their baskets full of 8. _____ (dreams/fruits).

II Choose the correct option for the following.

The theme of the poem is _____.

1. innocence 2. imagination 3. ignorance
4. playfulness 5. travel

(i) 1, 2 and 3 (ii) 3, 4 and 5 (iii) 1, 4 and 5 (iv) 1, 2 and 4

III Identify whether the following statement is **true** or **false**.

The setting of the poem is a natural, outdoor environment.

IV Complete the following sentence by choosing the correct word given within the brackets.

The tone is _____ (sad and serious/gentle and wishful) and the mood is _____ (thoughtful/boring).

V Identify the examples of alliteration from the poem.

VI Fill in the blanks with suitable words from the poem.

1. The repetition of words _____ and _____ emphasises the passage of time.
2. The poet uses imagery like _____ and _____ to create a clear picture in the minds of the readers.

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VII Match the descriptions in Column 1 with what they symbolise in Column 2.

Column 1	Column 2
1. the child's innocence, dreams, hopes, and messages sent out into the world	(i) midnight stars
2. purity, beauty, and the start of a new day	(ii) paper boats
3. the vast universe and the child's dreams continuing through the night	(iii) shiuli flowers

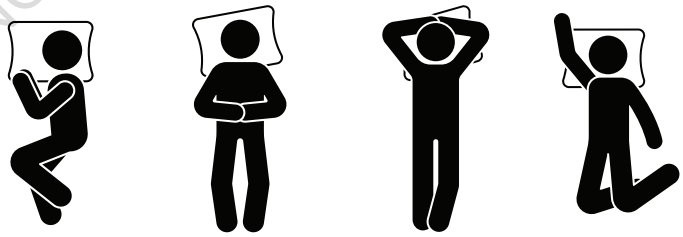


Let us think and reflect

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

1. *When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.*

(i) Select the option that is most likely to be the speaker as per the extract.



A. B. C. D.

(ii) What can be inferred about the speaker's feelings when night comes?

(iii) What kind of beings are the 'fairies of sleep' imagined as? Select the most appropriate option.

A. mischievous B. gentle C. fearsome D. playful

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

The phrase 'lading is their baskets full of dreams' suggests that the speaker imagines the fairies of sleep carefully _____ (carrying his dreams /collecting his wishes) in their baskets.

II Answer the following questions.

1. Why do you think the poet writes his personal details on the paper boats?
2. The poet talks about the imagination of a child. Support this view with examples from the poem.
3. How does the poet bring together imagination and reality to make the poem more interesting?



Let us learn

I The poet has used phrases like 'blooms of the dawn' and 'fairies of sleep' in the poem. In the same way we can create phrases. Now, select words from Column 1 and Column 2 and combine them with 'of'. Write as many phrases as possible in Column 3. An example has been done for you.

Column 1		Column 2	Column 3
wings		the birds	wings of the wind
waves		the wind	
dreams		the evening	
songs		the children	
glimmers	of	the rain	
cries		the stars	
tears		the thunder	
roars		the ocean	
shadows		the clouds	

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II The poet uses words like 'dawn', 'night' and 'midnight' to show different parts of the day. The box given below has some more words. Write the words in the appropriate columns.

twilight	dawn	dusk	sunrise	noon	daybreak
nightfall	sunset	midnight	sunup	forenoon	sundown
noontime	night-time	noonday	midday		

Morning	Afternoon	Evening	Night

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III Match the words from the text given in Column 1 with their opposites in Column 2.

Column 1	Column 2
1. strange	(i) halt
2. dawn	(ii) emptying
3. launch	(iii) sink
4. bulging	(iv) dusk
5. float	(v) ordinary
6. lading	(vi) shrinking



Let us listen

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the **true** statements from 1–7. (Transcript for the teacher on pg. 47)

1. Sai was trying to make an origami boat.
2. Sai's father used to do origami as a child.
3. Paper was very expensive so it was used only for special occasions.
4. People have been making paper cranes for thousands of years.
5. There is a belief that if you make a thousand paper cranes, your wish will come true.
6. The art of origami is about enjoying the process.
7. Sai's father suggests making a paper bookmark next time.

Let us speak

Create any craft item using eco-friendly materials. Make a presentation in front of your classmates and teacher about the craft item you have made.

Your presentation should include the following information:

- Introduction of the item
- Description of how you made it
- Reason why you like the craft
- Conclusion



Use the phrases given below to make your presentation.

- Today, I'm going to show you a... I made.
- This... is made of... (materials)
- It's... (describe colour, shape, size)
- It can be used to...
- First, I started by...
- Then, I used... (tool or material) to...
- The most difficult part was to...
- This... is special to me because...
- I hope you enjoyed seeing my craft and learning about it.
- Thank you for your attention.

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Let us write

A diary entry is a personal document. It records an individual's account of a day of her or his life expressing the thoughts, feelings and opinions in the individual's mind.

The guidelines to compose a diary entry include:

- mentioning day, date and time of writing it
- beginning with a general sentence describing the day or feelings towards an event or experience
- giving details
- concluding with a final remark

Now, write a diary entry expressing your joy experiencing a rainy day. You may begin as given below:

Friday, 15 July 20XX 6:30 p.m.

Dear Diary,

It was quite humid today. On my journey back from school, I wished that it would rain. And it did! ...

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Let us explore



I *Shiuli* flowers often find a mention in Rabindranath Tagore's poems. These flowers are found in many parts of our country.

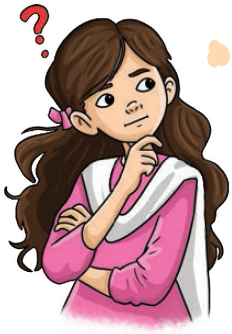
Look at the pictures of *shiuli* flowers and recall what you call them in your language.

1. Find out names of some more trees or plants in your locality which have fragrant flowers. Write their names in your language and English language. Draw any two flowers and colour them.

II Solve the riddles given below. Share your answers with your classmates and the teacher.

1. I have water that you cannot drink,
People come to see how in me the Sun sinks.
I can be rough, I can be calm,
I hold within myself plenty of charm.
My depths tell a never-ending tale.
Who am I with dolphins and the whale?





2. I sit in stillness, but move with the wind,
My surface mirrors the world you are in.
The trees around me live happily,
In me, you can take a dip daily.
Home to ducks, frogs, fish, and all,
Can you guess what I am, after all?

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3. I gently travel through valleys deep,
My soft murmur can make you sleep.
Little paper boats float on me in rain
The merry laughter of the kids I gain.
You may sit beside me without any fear,
Who am I who skips along, crystal clear?





4. I have a bed, but I do not sleep.
I have a bank, but no money I keep.
I carry stories, old and new,
High mountains to the oceans blue.
I journey far to meet the sea,
Can you guess, who I can be?

North, South, East, West

Let us do these activities before we read.

I Work in pairs. Discuss the place that you have enjoyed travelling to. Talk about who you went with, how you travelled, and what you learnt from the experience.

II Which State or Union Territory of India do you live in? Write the following details about it.

1. Part of the country—North, East, Northeast, West, South or Centre
2. Its capital
3. Language
4. River(s)
5. Tourist attraction
6. Food

III Work in pairs. Recall the names of the states of our country which have 'Pradesh' in their names. Mention if it is in the North, East, Northeast, West, South or Centre of our country. Recall any special feature about each 'Pradesh'. Share your answers with your classmates and the teacher.

First Part of the Name	Second Part of the Name	Part of the Country	Special Feature
1.	Pradesh		
2.			
3.			
4.			

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Let us read

Shaana, who lives in Rameswaram island, is travelling the length and breadth of the country with her parents, exploring the many landscapes, people and cultures of India. She shares her travel experiences through postcards that she writes to her friends back at school. Let us read these postcards.

30 April 20XX

Hi everyone,

You won't believe where I am!

I'm way up north, at the Thajiwas glacier in Kashmir. The glaciers are white and blue and we have to wear four layers of clothes. Appa and Amma love it here, and they like throwing snowballs at each other. But they say there was much more snow last year.

I also like the snow, but my hands are shaking from not wearing gloves, so I don't think I can write any more.

Send my love to PT Miss and Library Ma'am.

Love,

Shaana

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10 May 20XX

Dear class,

We took another train yesterday and reached Himachal Pradesh. It is very quiet, and we can see so many mountains from our cabin. Colourful birds wake me with their chirping when the Sun rises in the east.

I also think I hear bears growling in the west when it gets dark. But Amma says that's just Appa snoring. I would love to meet a bear and give it a hug.



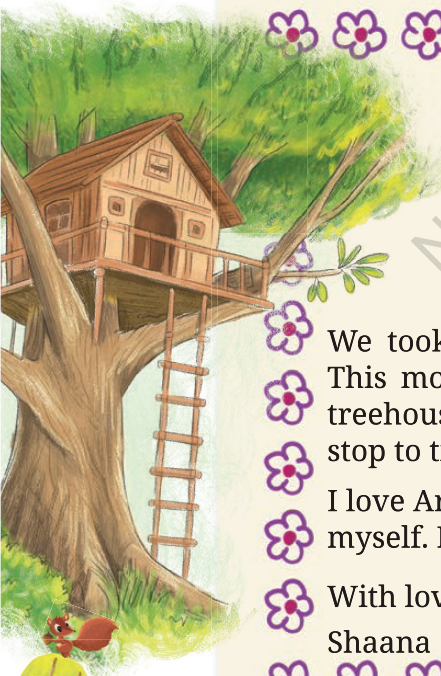
With love from your best friend,

Shaana

chirping: short, sharp sound made by birds

snoring: making a loud noise as one breathes while sleeping

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17 May 20XX

Hi everyone,

Did you know that Arunachal Pradesh is far away from Himachal Pradesh? Himachal is in the north but Arunachal is all the way in the east. I thought all the Pradesh states sat next to each other.

We took two trains and drove a long time to get here. This morning, we walked through a forest to reach our treehouse. The forest here is so thick that if you blink or stop to tie your shoelaces, you will get lost.

I love Arunachal the best so far and am beginning to enjoy myself. I hope we get to see red pandas.

With love,

Shaana

24 May 20XX

Dear classmates,

It did not take any time at all to travel south west and get to the Sundarbans in West Bengal. Today, Amma and Appa took me out onto the river in a small boat. Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.

We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

How is everyone? Are you missing me yet?

Love,

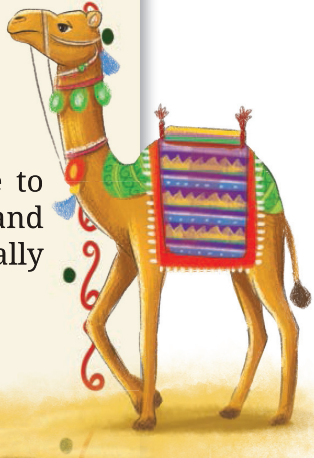
Shaana

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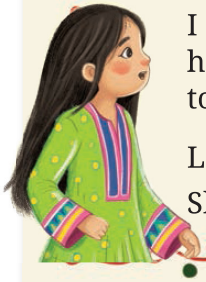
30 May 20XX

Hi everyone,

We travelled across the country, all the way from east to west, from West Bengal to Gujarat, and it took us two-and-a-half days!



I don't know why my Amma and Appa brought me to the middle of the desert. It's hot, dry, and there's sand everywhere. It's like a beach without the sea! But I do really love the clothes here. They're so pretty and colourful.



I am sure you're all busy with your holiday homework. Amma gave me a surprise test today, and I passed with 88 per cent.

Love,

Shaana



7 June 20XX

Dear class,

Today was the best day ever! We drove east from the desert to the Narmada river, which flows all the way to the centre of India, and it only took us six hours. In the afternoon, Amma, Appa, and I went rafting in the river and you won't believe how wild and scary it was. I always thought rivers were calm, but up close they're really fast. Appa says that there used to be a lot more water, and rafting was much scarier then.

rafting: the sport of travelling down a river in an air-filled rubber boat

I was fully wet by the time I was done, and Appa was so scared that he decided never to go rafting ever again. I love the water so much and can't wait to go back.

Your best friend,

Shaana

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12 June 20XX

Dear classmates,

Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.

There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus. Maybe when we're in Class 11.



Love,

Shaana

17 June 20XX

Dear friends,

I can't believe we're in the same state again! We travelled south, and I will be home soon.

We reached Chennai yesterday, and on the way to Puducherry, we decided to learn how to surf. I think I'm good at it now because I only fell down twice. Amma and Appa splashed water on each other and behaved like children. It's a good thing I was there to control them.

surf: (here) a water sport that involves standing on a long lightweight board and riding a wave to the seashore

The beaches here are not like the ones we have on our island. The waves are a lot rougher and the water is browner, but I still like it here.

Your best friend,

Shaana



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22 June 20XX

Hi everyone,

I just crossed the Pamban bridge.

I could see the ocean on both sides. How amazing that a train can travel across the sea like this!

I'm almost home, and I can't wait to give you my final letter in person.

Love,

Shaana

24 June 20XX

Dear classmates,

I thought Amma and Appa would be tired from all our travelling, but we made one last stop at the Olaikaadu beach before we reached home. And I'm so happy we did.

Amma wanted to teach me how to dive, but they did not have diving suits my size, so I spent the day floating and looking at the fish while my parents dove below me.

We found all sorts of pebbles on the beach, and I can't wait to give them to you in person tomorrow.

Your best friend,

Shaana

dive: (here) swim underwater with special breathing equipment; (past tense: dove)

pebbles: small, smooth stones

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25 June 20XX

Dear Amma and Appa,

I can't believe we travelled across the whole country! I know we're going to miss visiting the forests, glaciers, deserts, wetlands, plateaus, and mountains. And we are going to miss hearing all those new languages and meeting all those different people. But we're finally home now, and we can join our friends again.

I hope we get to travel like this again, and maybe next time we can take our friends with us.

With love,

Shaana

C.G. Salamander

(Excerpts from *North, South, East, West)*

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Let us discuss

Complete the table given below based on Shaana's postcards. An example has been done for you. Share your answers with your classmates and the teacher.

Places Visited	Interesting Descriptions and Activities
1. Thajiwas glacier, Kashmir	white and blue glaciers; throwing snowballs
2. Himachal Pradesh	
3.	walking through a thick forest to reach the tree house
4. Gujarat	
5. The Narmada river	
6. Chennai	
7.	floating and looking at the fish; Appa and Amma went for a dive



Let us think and reflect

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

1. *Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.*

   We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

   How is everyone? Are you missing me yet?

   (i) What feeling does Shaana most likely experience when she says, "I never knew such a place existed..."?

   A. pride B. hope C. relief D. wonder

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

   Amma is sad about the frequent flooding in Sundarbans because _____.

   (iii) Select the evidence from the text that reflects a feeling of the speaker's slight nervousness.

   (iv) Select the option that applies to both the Assertion and the Reason.

   Assertion : The speaker is missing her friends.

   Reason : The speaker wishes to know the well-being of her friends.

   A. Both the assertion and the reason are true, and the reason correctly explains the assertion.

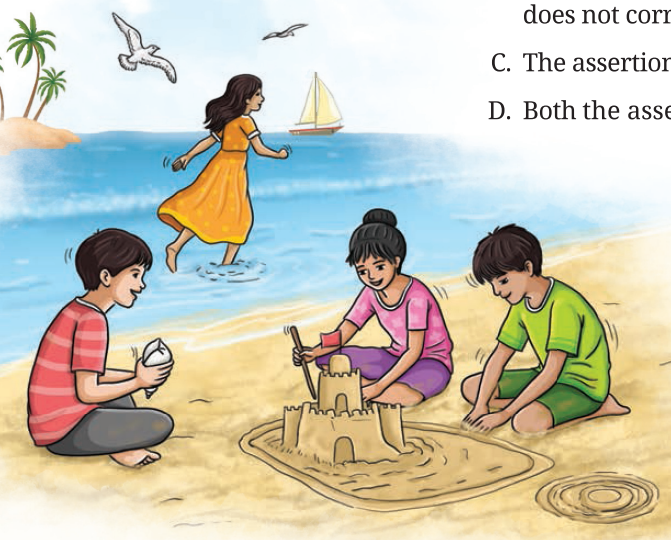
   B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion.

   C. The assertion is true, but the reason is false.

   D. Both the assertion and the reason are false.

2. *Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.*

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There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.

(i) Complete the sentence with a suitable reason.

The speaker chooses to stay awake because _____.

(ii) What does the speaker mean by saying, 'You won't believe how nice the plateaus look'?

(iii) What has been the change in the speaker's attitude towards tunnels?

A. from fear to comfort B. from courage to confidence

C. from doubt to clarity D. from fascination to delight

(iv) Fill in the blanks with the correct option from those given in the brackets.

The speaker's wish to share the experience of touring the plateaus with others indicates her _____ (ability to communicate/sense of connection) as well as the value she places on _____ (shared experiences/updating information) with her peers.

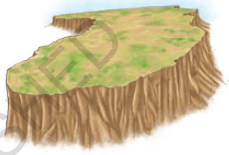
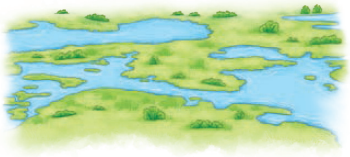
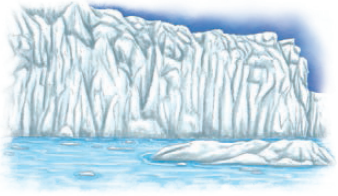
II Answer the following questions.

1. Shaana mentions that she used to be afraid of tunnels. What could have been the most likely reason for her to be scared of tunnels?
2. Do you think Shaana's Appa and Amma enjoyed themselves, just like children do? Support your answer with evidence from the text.
3. Shaana mentions less snow in the glaciers and more flooding in the Sundarbans. Explain what these observations indicate.
4. Shaana's visits to different parts of the country highlight the diversity of India's geography. Support this statement with evidence from the text.
5. How does Shaana use language to convey her excitement, curiosity, and sometimes her fears about the places she visits?
6. What might Shaana have learnt from her travels across India? How would it impact her understanding of the country?
7. What could be the author's purpose of presenting the text in the form of postcards?

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Let us learn

I Read the words from the text given in Column 1 and match them with suitable pictures in Column 2.

Column 1	Column 2
1. glaciers	(i) 
2. treehouse	(ii) 
3. wetlands	(iii) 
4. plateaus	(iv) 
5. pebbles	(v) 
6. rafting	(vi) 

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II Read the situations given in Column 1. Choose the associated words from the text given in the box below and write them in Column 2. An example has been done for you.

blink scary existed amazing splashed floating

Column 1	Column 2
1. In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep.	scary
2. There used to be a bookstore near my house. But it is now shifted to the town.	
3. The flashes of light from the car made her suddenly close and open her eyes several times.	
4. The children jumped into the pool and threw water at each other with loud noises.	
5. My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience.	
6. When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky.	

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III The following word grid has six words related to 'travel' used in the lesson. Circle the words in the grid. You can search horizontally and vertically. The last letter of each word has been highlighted.

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

IV Read the following sentences from the text and underline the subject and the verb.

1. *Amma and Appa are fast asleep.*

   (When the subject of a sentence has two or more nouns or pronouns that are connected by 'and', we use a plural verb).

2. *It's hot, dry, and there is sand everywhere.*

   (In case the subject is 'it', the verb that follows is either 'is' or 'was' depending on the tense of the sentence).

3. *There are so many hills here, and beaches too.*

   (When we begin a sentence with 'there', the subject comes after the verb).

The subject of a sentence is closely linked to the verb. The verb form changes depending on whether the subject is singular or plural and if it is in the third person. Choosing the correct verb based on the subject is called **subject-verb agreement**.

Let us understand subject-verb agreement better.

- A subject and its verb must agree, even if other words or phrases come between them.

  The formation of paragraphs **is** important in writing.

- When the subjects are considered individually, we use a singular verb.

  Every man and woman **has** the right to vote.

- Collective nouns such as 'class', 'committee', 'audience', 'team' can be singular or plural, based on the context of the sentence. If the sentence implies the group is acting as one unit, the noun is singular and takes a singular verb.

  The committee **decides** on the new policy tomorrow.

- The indefinite pronouns 'each', 'either', 'every', 'much', and 'neither' always require singular verbs.

  Each of the children **was** given a gift.

- Subjects that look plural because they end in 's' but refer to one thing are singular.

  Mathematics **is** an interesting subject.

- Some nouns (like glasses, scissors, pants, and tongs) are plural but take a singular verb when the phrase 'pair of' is placed before it. Here, 'pair' is the subject.

  This pair of scissors **is** sharp.

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- When subjects are joined by 'or' or 'nor', the verb should match the subject that is closer to it.
  - ✓ Neither the students nor the teacher **wants** to cancel the trip.
  - ✓ Either the manager or the employees **are** responsible for the mistake.

V Choose the correct option from the words given in the brackets.

1. A pair of sunglasses _____ (is/are) essential when travelling to sunny destinations.
2. Either the tour guide or the tourists _____ (has/have) to arrive first at the meeting point.
3. The information on travel expenses _____ (is/are) useful for first-time travellers.
4. Neither the flight crew nor the pilot _____ (was/were) aware of the delay.
5. The news about the heavy rains _____ (makes/make) many people reconsider their vacation plans.
6. A pair of binoculars _____ (is/are) useful for spotting wildlife on a safari.
7. The hill stations in India _____ (remains/remain) a popular travel destination during winter.
8. Keeping accounts _____ (is/are) important for spending money wisely during travel.
9. Either the ticket or the bus passes _____ (need/needs) to be used for travelling in the tourist bus.
10. Neither the passengers nor the taxi driver _____ (was/were) aware of the best route to the hotel.

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Let us listen

You will listen to a girl speak about the story of how Agartala got its name and the importance of *agar*. As you listen, choose the correct option for the questions given below. (Transcript for the teacher on pg. 48)

1. What does the word 'Agartala' mean?

   (i) under the agar tree (ii) beside the agar tree

   (iii) around the agar tree



2. Which of these is another name for agarwood trees?

   (i) gharuwood (ii) sandalwood (iii) rosewood

3. What kind of smell does agarwood have?

   (i) woody and citrusy (ii) woody and flowery

   (iii) fresh and citrusy

4. How is agarwood formed?

   (i) when the tree dries (ii) when the tree dies

   (iii) when the tree gets infected

5. What is agarwood used to make?

   (i) incense and edible oil

   (ii) perfumes and wood carvings

   (iii) gum and candies



Let us speak

Read the questions listed below.
Which of the two given options do you prefer?

1. How do you like to travel?

   Bus ☐ train ☐

2. What kind of a trip do you like?

   Family trip ☐ school trip ☐

3. Where would you like to go?

   Beaches ☐ mountains ☐

4. What do you like to do on a trip?

   Adventure activities ☐ sightseeing ☐

5. When do you like to travel?

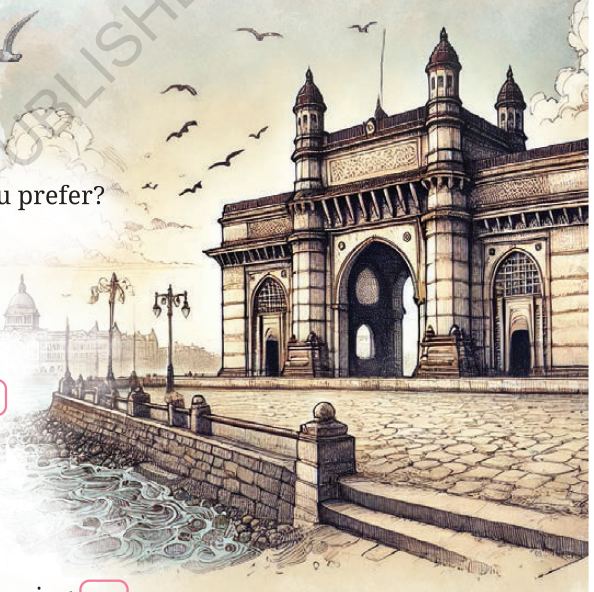
   Winter ☐ summer ☐

6. What kind of places would you like to visit?

   Historic monuments ☐ wildlife sanctuaries ☐

7. How long a trip would you like?

   Short ☐ long ☐



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Now, work in pairs and tell each other about your preferences with respect to the questions. You may use the phrases given below to speak about your choices.

- I prefer... to... because...
- I would rather... than... because...
- I like... better than... as...
- ... is or are better than... because...
- ... appeal or appeals to me more than... as...
- I am alright with both, but I prefer... because...
- Given a choice, I would go for... over... as...



Let us write

Imagine that you have to travel to your hometown to attend a family event. Write an application to the Principal of your school, requesting leave of absence. Remember to include the duration of the leave, the reason for the leave and mention how you will complete your school work. Use the format of the application and the verbal cues given below.

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_____ (House no. and street)
_____ (City)
_____ (State or Union territory)
_____ (Date)

The Principal
_____ (Name of your school)
_____ (City)
_____ (State or Union territory)

Subject: Request for leave for... days

Dear _____ (Madam or Sir),

I am writing to request _____ days leave with effect from _____ to _____ in order to attend _____.

I would like to assure you that I would _____.

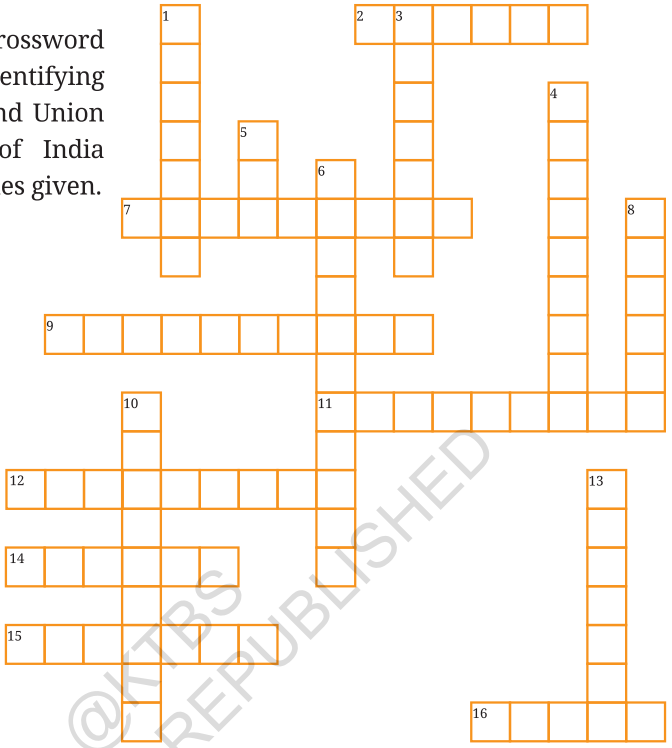
I would be grateful if you could grant me the leave.

Yours sincerely,
_____ (Name)
_____ (Class, Section, Roll Number)



Let us explore

I Solve the crossword puzzle by identifying the States and Union Territories of India using the clues given.



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Across

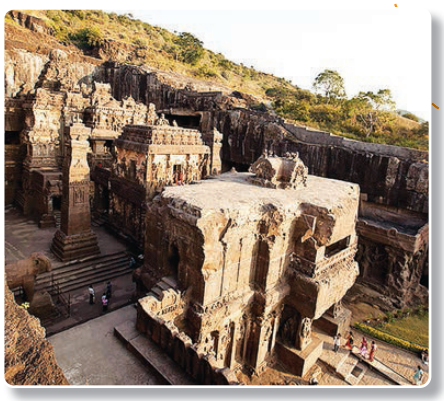
2. Pangong Lake
7. Thar Desert
9. Serenity Beach
11. Hampi
12. Nagarjuna Sagar Dam
14. Thangka Paintings
15. Rann of Kutch
16. Nalanda University

Down

1. Dampa Tiger Reserve
3. Cellular Jail
4. Double Decker Living Root Bridge
5. Dudhsagar Falls
6. Gangotri Glacier
8. Chilika Lake
10. Chota Nagpur Plateau
13. Kurukshetra



II There are many ancient places to visit in India. For example, Kailasa, the majestic cave temples of Ellora. They are officially listed on the World Heritage list by UNESCO. These caves were carved out of the vertical basalt cliffs of the Sahyadri hills. You may visit this site to know more about these caves- https://indianculture.gov.in/stories/kailasa-majestic-temple-ellora



The Kailasa Temple
Source: UNESCO

1. Rani-ki-Vav (the Queen's Stepwell) is located at Patan, Gujarat and is also on the World Heritage list by UNESCO. Stepwells are a distinctive form of water resource and storage systems on the Indian subcontinent, and were constructed during ancient times. They evolved over time from what was basically a pit in sandy soil towards elaborate multi-storey works of art and architecture.



Rani-ki-Vav
Source: UNESCO

Now, find out about the unique places in your village, region or state and share the details with your classmates and the teacher.



III The Hornbill festival is a unique festival that is held annually in the Kisama village near Kohima, the capital of Nagaland.

In groups of four, find out about this festival—when it is held, who participates in it, what its purpose is, what events are held, etc. Share your findings with your classmates and the teacher.

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TRANSCRIPTS

My Brother's Greatest Invention



Let us listen *(refer to page 15)*

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1–5.

Anita : Hi, Toby! Do you miss your planet?

Toby : Very much, Anita! I miss my people and home.

Anita : Oh! I wish I could do something about it! But I am happy to have you as my friend.

Toby : Thank you, Anita!

Anita : Er... could you tell me something more about yourself?

Toby : Why not! What do you want to know about me, Anita?

Anita : What do you eat for breakfast?

Toby : Well, we Martians don't need to eat anything. We get our energy from the Sun.

Anita : Oh! Don't you ever feel like having ice creams and chocolates? I can't think of life without them!

Toby : No, Anita! We are made of different stuff.

Anita : Okay, tell me one thing. How are you able to see with only one eye? I see only one big eye in the centre of your face.

Toby : My friend, we Martians need only one eye to see clearly. In fact, I can see even with my eye closed. I can see beyond mountains and clouds, wood and even metals. I can see that you are carrying a toy in your pocket. It's a blue aeroplane. Isn't it? And yes! That apple you just had for breakfast is going round-and-round in your stomach right now!

Anita : *(gasps in disbelief)* Oh my goodness!

II Listen to the conversation again and fill in the blanks with the exact words you hear.

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Paper Boats



Let us listen *(refer to page 24)*

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the **true** statements from 1–7.

Father : Sai dear! What are you working on there with all that paper?

Sai : Baba, I am trying to make an origami crane, but it's a bit tricky. I keep messing up the folds.

Father : Ah, origami! I remember doing that when I was your age. You know, Sai, origami has a really interesting history.

Sai : Really? I thought it was just something fun to do with paper.

Father : It is fun, but it's also an age-old art form. Origami started in Japan over a thousand years ago. Back then, paper was really expensive, so it was only used for special occasions, like religious ceremonies.

Sai : Wow, I didn't know that. So, it wasn't just for doing crafts?

Father : It wasn't until the seventeenth century that people began making animals, flowers and other designs just for fun.

Sai : So, people have been making paper cranes for hundreds of years?

Father : Yes, and the crane is especially important in Japanese culture. It's a symbol of peace and long life. There's even a belief that if you fold a thousand paper cranes, you can make a wish, and it will come true.

Sai : A thousand cranes? That's a lot! But it sounds like a really nice tradition.

Father : It is. Origami isn't just about the final shape—it's about the process, the patience and the creativity involved. And over the years, it's spread all over the world, with people adding their own styles and techniques.

Sai : I had no idea origami had such a long history. It makes folding this crane feel even more special.

Father : I'm glad you think so, Sai. Perhaps we can start with something simpler next time. How about we make an

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origami paper boat next? It's easier, and we can float it in the stream outside.

SAI : A boat sounds awesome! Let's do it! But first, I want to finish this crane. Can you help me with the last few steps?

FATHER : Of course! Let's finish this crane together. After that, we'll sail our paper boat.

NORTH, SOUTH, EAST, WEST



Let us listen *(refer to page* 41*)*

You will listen to a girl speak about the story of how Agartala got its name and the importance of *agar*. As you listen, choose the correct option for the questions given below.

Hi everyone,

We all know that Agartala is the capital of Tripura. But did you know how Agartala got its name? It's made up of two words: *'agar'*, which is a type of tree, and *'tala'*, meaning underneath. So, Agartala means 'under the agar tree'. These trees are also called aloeswood, eaglewood, or gharuwood. It is also referred to as 'wood of the gods'.

Agarwood, the wood from these trees, is really special. It smells amazing—like a mix of woody and flowery scents. It is one of the rarest and the most expensive woods in the world. People have used it for thousands of years in medicines, perfumes and rituals. It has been described as early as 1400 BCE in the Vedas. The Egyptians are believed to have used agarwood incense as part of their rituals more than 3,000 years ago.

Here's something even more remarkable—agarwood only forms when the tree is hurt or infected with a bug or virus. Instead of dying, the tree creates this dark, sticky, sweet-smelling substance called agar oil which protects it from further infection.

Agarwood is very important to people in Agartala. It's used to make perfumes, incense, and the hand carvings which Tripura is famous for.

And here's the best part: the tree was once almost extinct, but now, thanks to people taking care of it, you can find it in almost every house in northern Tripura. How great is that!

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UNIT 4

TRAVEL AND ADVENTURE

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THE TUNNEL

Let us do these activities before we read.

I What kind of an adventure activity would you like to be a part of? Now, choose the option(s) that best applies to you.

1. How would you like to spend your weekends?
   (i) Trying new activities (ii) Reading a book
   (iii) Spending time with friends (iv) Learning something new
2. Which of these places would you prefer to explore?
   (i) Dense forests and clear streams
   (ii) Magical lands with fairies
   (iii) Busy cities with interesting people
   (iv) Quiet places to think and create
3. Which one of these activities would you prefer to do?
   (i) Climbing a mountain or exploring a jungle
   (ii) Finding a hidden treasure or discovering a secret world
   (iii) Solving puzzles or guessing riddles with friends
   (iv) Making something creative or building a model
4. What do you think about teamwork?
   (i) I love leading the team.
   (ii) I enjoy working with others.
   (iii) I prefer sharing ideas with friends.
   (iv) I like working alone.

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Based on your choices, which of the following do you think applies the best to you? Discuss with your classmates.

- Bold Explorer
- Imaginative Dreamer
- Energetic Planner
- Thoughtful Creator

You may add to the list as per your choices.

Let us read



shimmered: shined with a light that appears to move

railway embankment: a stone wall made to carry the railway over low ground

cutting: a narrow valley cut through a hill to make space for a railway line

scrub-covered: covered with short trees and bushes

I

It was almost noon, and the jungle was very still, very silent. Heat waves shimmered along the railway embankment where it cut a path through the tall evergreen trees. The railway lines were two straight black serpents disappearing into the tunnel in the hillside.

Suraj stood near the cutting, waiting for the midday train. It wasn't a station, and he wasn't catching a train. He was waiting so that he could watch the steam engine come roaring out of the tunnel.

He had cycled out of the town and taken the jungle path until he had come to a small village. He had left the cycle there, and walked over a low scrub-covered hill and down to the tunnel exit.

Now he looked up. He had heard, in the distance, the shrill whistle of the engine. He couldn't see anything, because the train was approaching from the other side of the hill;

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but presently a sound like distant thunder issued from the tunnel, and he knew the train was coming through.



A second or two later, the steam engine shot out of the tunnel, snorting and puffing like some green, black, and gold dragon, some beautiful monster out of Suraj's dreams. Showering sparks left and right, it roared a challenge to the jungle.

Instinctively, Suraj stepped back a few paces. Waves of hot steam struck him in the face. Even the trees seemed to flinch from the noise and heat. And then the train had gone, leaving only a plume of smoke to drift lazily over the tall shisham trees.

The jungle was still again. No one moved.

Suraj turned from his contemplation of the drifting smoke and began walking along the embankment towards the tunnel.

The tunnel grew darker as he walked further into it. When he had gone about twenty yards, it became pitch dark. Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.

The tunnel was still full of smoke from the train, but it would be several hours before another train came through. Till then, the cutting belonged to the jungle again.

instinctively: without thought or plan

flinch: make a quick movement

plume of smoke: long, thin cloud of smoke

shisham: a tree found in northern parts of India

contemplation: deep thought

reassure: comfort, calm

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scuttled: ran hurriedly

dazzled: blinded by bright light

swishing: moving with a brushing sound

Suraj didn't stop, because there was nothing to do in the tunnel and nothing to see. He had simply wanted to walk through, so that he would know what the inside of a tunnel was really like. The walls were damp and sticky. A bat flew past. A lizard scuttled between the lines.

Coming straight from the darkness into the light, Suraj was dazzled by the sudden glare and put a hand up to shade his eyes. He looked up at the tree-covered hillside and thought he saw something moving between the trees.



It was just a flash of orange and gold, and a long swishing tail. It was there between the trees for a second or two, and then it was gone.

About fifteen metres from the entrance to the tunnel stood the watchman's hut. Marigolds grew in front of the hut, and at the back there was a small vegetable patch. It was the watchman's duty to inspect the tunnel and keep it clear of obstacles.

Every day, before the train came through, he would walk the length of the tunnel. If all was well, he would return to his hut and take a nap. If something was wrong, he would walk back up the line and wave a red flag, and the engine driver would slow down. At night, the watchman lit an oil lamp and made a similar inspection of the tunnel. Of course, he would not stop the train if there was a porcupine on the line. But if there was any danger to the train, he'd go back up the line and wave his lamp to the approaching engine. If all was well, he'd hang his lamp at the door of his hut and go to sleep.

obstacles: things that block the way

porcupine: a small animal (large rodent) with sharp spikes on its back

He was just settling down on his cot for an afternoon nap when he saw the boy emerge from the tunnel. He waited until Suraj was only a metre or so away and then said, "Welcome, welcome. I don't often have visitors. Sit down for a while, and tell me why you were inspecting my tunnel."

"Is it your tunnel?" asked Suraj.

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"It is," said the watchman. "It is truly my tunnel, since no one else will have anything to do with it. I have only lent it to the Government."

Suraj sat down on the edge of the cot.

"I wanted to see the train come through," he said. "And then, when it had gone, I thought I'd walk through the tunnel."

"And what did you find in it?"

"Nothing. It was very dark. But when I came out, I thought I saw an animal—up on the hill—but I'm not sure, it moved off very quickly."

"It was a leopard you saw," said the watchman. "My leopard."

"Do you own a leopard too?"

"I do."

"And do you lend it to the Government?"

"I do not."

"Is it dangerous?"

"No, it's a leopard that minds its own business. It comes to this range for a few days every month."

range: area

"Have you been here a long time?" asked Suraj.

"Many years. My name is Sunder Singh."

"My name's Suraj."

"There is one train during the day. And there is one train

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night mail: a train that runs at night

during the night. Have you seen the night mail come through the tunnel?"

"No. At what time does it come?"

"About nine o'clock, if it isn't late. You could come and sit here with me, if you like. And after it has gone, instead of going to sleep I will take you home."

"I'll ask my parents," said Suraj. "Will it be safe?"

"Of course. It is safer in the jungle than in the town. Nothing happens to me out here. But last month, when I went into town, I was almost run over by a bus."

Sunder Singh yawned and stretched himself out on the cot. "And now I am going to take a nap, my friend. It is too hot to be up and about in the afternoon."

"Everyone goes to sleep in the afternoon," complained Suraj. "My father lies down as soon as he's had his lunch."

"Well, the animals also rest in the heat of the day. It is only the tribe of boys who cannot, or will not, rest."

Sunder Singh placed a large banana leaf over his face to keep away the flies, and was soon snoring gently. Suraj stood up, looking up and down the railway tracks. Then he began walking back to the village.

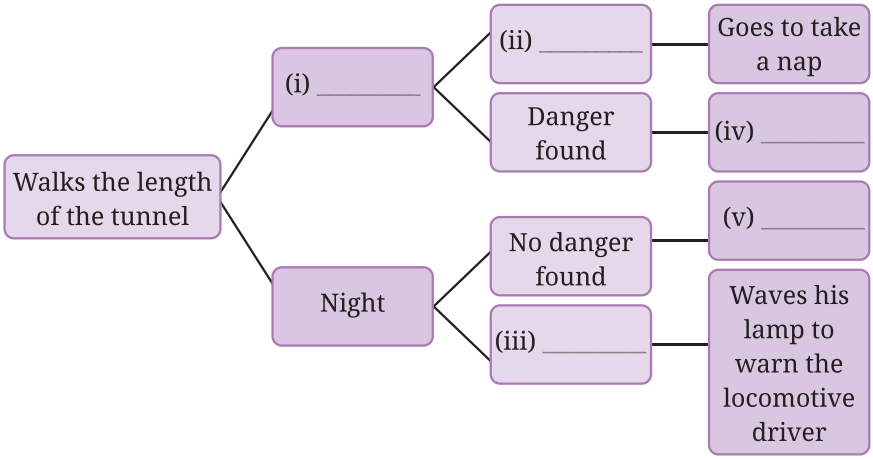
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Let us discuss

1. Suraj compares the train to a magical creature. Pick the phrases that convey the meaning.
2. Suraj knew that the train was close by because _____.
3. What did Suraj see inside the tunnel?
4. Select the correct option.

   What does Sunder Singh convey about the tunnel?

   He says that _____ (it is damp and sticky inside/he has lent it to the Government).
5. The watchman has created a system through which he informs the locomotive driver about any danger in the tunnel. The following flow chart shows this system. Refer to the text and complete the flow chart.



II

The following evening, towards dusk, as the flying foxes swooped silently out of the trees, Suraj made his way to the watchman's hut.

It had been a long hot day, but now the earth was cooling, and a light breeze was moving through the trees. It carried with it the scent of mango blossoms, the promise of rain.

Sunder Singh was waiting for Suraj. He had watered his small garden, and the flowers looked cool and fresh. A kettle was boiling on a small oil stove.

"I am making tea," he said. "There is nothing like a glass of hot tea while waiting for a train."

They drank their tea, listening to the sharp notes of the tailorbird and the noisy chatter of the seven sisters.

swooped: moved quickly through the air downwards

seven sisters: birds, also called jungle babblers and found in groups of six to eight

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quaint: unusual

nightjar: a nocturnal bird with a short bill

flexing: bending

trimming: (here) adjusting the wick of the lamp

As the brief twilight faded, most of the birds fell silent. Sunder Singh lit his oil lamp and said it was time for him to inspect the tunnel. He moved off towards the tunnel, while Suraj sat on the cot, sipping his tea. In the dark, the trees seemed to move closer to him. And the nightlife of the forest was conveyed on the breeze—the sharp call of a barking deer, the cry of a fox, the quaint tonk-tonk of a nightjar. There were some sounds that Suraj didn't recognise—sounds that came from the trees, creakings and whisperings, as though the trees were coming to life, stretching their limbs in the dark, shifting a little, flexing their fingers.

Sunder Singh stood inside the tunnel, trimming his lamp. The night sounds were familiar to him and he did not give them much thought; but something else—a padded footfall, a rustle of dry leaves—made him stand still for a few seconds, peering into the darkness. Then, humming softly to himself, he returned to where Suraj was waiting. Ten minutes remained for the night mail to arrive.

As Sunder Singh sat down on the cot beside Suraj, a new sound reached both of them quite distinctly—a rhythmic sawing sound, as if someone cutting through the branch of a tree.

"What's that?" whispered Suraj.

"It's the leopard," said Sunder Singh. "I think it's in the tunnel."

"The train will soon be here," said Suraj.

"Yes, my friend. And if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen."

"But won't it attack us if we try to drive it out?" asked Suraj, beginning to share the watchman's concern.

"Not this leopard. It knows me well. We have seen each other many times. It has a weakness for goats and stray dogs, but it will not harm us. Even so, I'll take my axe with me. You stay here, Suraj."

"No, I'm coming with you. It will be better than sitting here alone in the dark!"

"All right, but stay close behind me. And remember, there is nothing to fear."

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Raising his lamp, Sunder Singh advanced into the tunnel, shouting at the top of his voice to try and scare away the animal. Suraj followed close behind, but he found he was unable to do any shouting. His throat was quite dry.



They had gone about twenty paces into the tunnel when the light from the lamp fell upon the leopard. It was crouching between the tracks, only five metres away from them. It was not a very big leopard, but it looked lithe and sinewy. Baring its teeth and snarling, it went down on its belly, tail twitching.

Suraj and Sunder Singh both shouted together. Their voices rang through the tunnel. And the leopard, uncertain as to how many terrifying humans were there in the tunnel with him, turned swiftly and disappeared into the darkness.

To make sure that it had gone, Sunder Singh and Suraj walked the length of the tunnel. When they returned to the entrance, the rails were beginning to hum. They knew the train was coming.

Suraj put his hand to one of the rails and felt its tremor. He heard the distant rumble of the train. And then the engine came round the bend, hissing at them, scattering sparks into the darkness, defying the jungle as it roared through the steep

lithe: thin, graceful

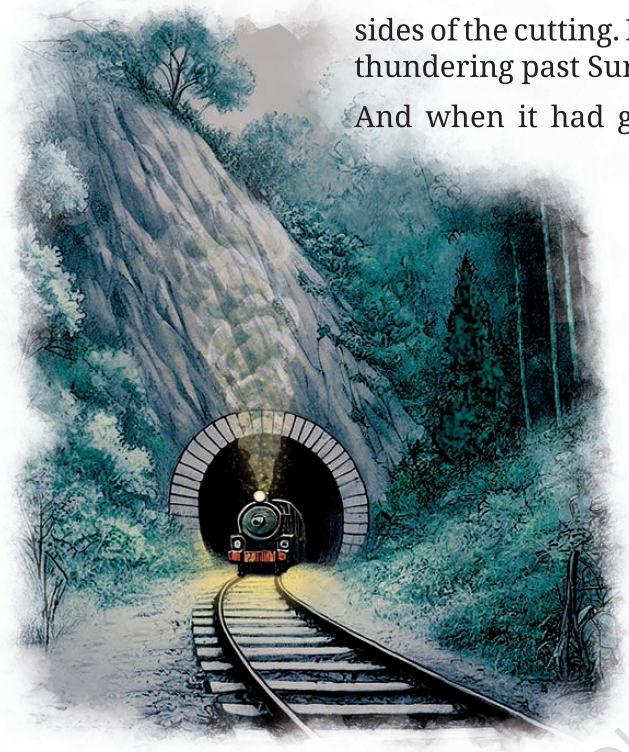
sinewy: lean and muscular

snarling: growling

twitching: a short, sudden movement

defying: opposing

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sides of the cutting. It charged straight at the tunnel, and into it, thundering past Suraj like the beautiful dragon of his dreams.

And when it had gone, the silence returned and the forest seemed to breathe, to live again. Only the rails still trembled with the passing of the train.

They trembled again to the passing of the same train, almost a week later, when Suraj and his father were both travelling in it.

Suraj's father was scribbling in a notebook, doing his accounts. Suraj sat at an open window staring out at the darkness. His father was going to Delhi on a business trip and had decided to take the boy along. ("I don't know where he gets to, most of the time," he'd complained. "I think it's time he learnt something about my business.")

flickering: burning unsteadily

fringe: edge

shrill: sharp sound

The night mail rushed through the forest with its hundreds of passengers. The carriage wheels beat out a steady rhythm on the rails. Tiny flickering lights came and went, as they passed small villages on the fringe of the jungle.

Suraj heard the rumble as the train passed over a small bridge. It was too dark to see the hut near the cutting, but he knew they must be approaching the tunnel. He strained his eyes looking out into the night; and then, just as the engine let out a shrill whistle, Suraj saw the lamp.

He couldn't see Sunder Singh, but he saw the lamp, and he knew that his friend was out there.

The train went into the tunnel and out again; it left the jungle behind and thundered across the endless plains.

Suraj stared out at the darkness, thinking of the lonely cutting in the forest and the watchman with the lamp, who would always remain a firefly for those travelling thousands as he lit up the darkness for steam engines and leopards.

RUSKIN BOND

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Let us discuss

1. Sunder Singh knew that the leopard was in the tunnel because _____.
2. Why do you think Suraj was unable to do any shouting in the tunnel in the beginning?
   (i) He was afraid of the leopard.
   (ii) He didn't want to disturb the leopard.
   (iii) He was trying to listen for the leopard.
   (iv) He didn't really believe Sunder Singh.
3. What made the leopard disappear into the darkness?
4. How did Suraj know Sunder Singh was at the tunnel?
5. Why did Suraj's father take him along to Delhi?



Let us think and reflect

I Read the following lines and answer the questions that follow.

1. *Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.*

   The tunnel was still full of smoke from the train, but it would be several hours before another train came through. Till then, the cutting belonged to the jungle again.

   Suraj didn't stop, because there was nothing to do in the tunnel and nothing to see. He had simply wanted to walk through, so that he would know what the inside of a tunnel was really like.

   (i) Write whether the following statement is **true** or **false**.

   Suraj looked back at the opening of the tunnel to check if the train was coming.

   (ii) Choose the correct option to complete the sentence given below.

   Suraj did not stop anywhere in the tunnel because _____.

   A. there was nothing to see in the tunnel
   B. the tunnel was damp and sticky
   C. he was in a hurry to get out of the tunnel
   D. it was time for another train to come



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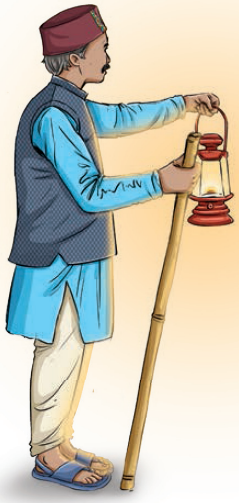
(iii) What does the sentence 'Till then, the cutting belonged to the jungle again' mean?

(iv) Suraj wanted to know the inside of the tunnel. What character trait of Suraj is highlighted here?

2. *"The train will soon be here," said Suraj.*

"Yes, my friend. And if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen."

"But won't it attack us if we try to drive it out?" asked Suraj, beginning to share the watchman's concern.



"Not this leopard. It knows me well. We have seen each other many times. It has a weakness for goats and stray dogs, but it will not harm us. Even so, I'll take my axe with me. You stay here, Suraj."

(i) What was the watchman's concern?

(ii) Complete the sentence with a suitable reason.

Sunder Singh was sure that the leopard in the tunnel would not attack him and Suraj because _____.

(iii) Select the sentences that are **true** from those given below.

A. Suraj wants to see the leopards in the jungle.

B. Suraj is concerned about Sunder Singh's safety.

C. The leopard in the tunnel attacks goats and stray dogs.

D. Sunder Singh wants to protect Suraj.

E. Sunder Singh knows all about the animals in the jungle.

(iv) Choose the correct option to complete the sentence.

Sunder Singh decides to take his axe with him. This tells us that he was _____.

A. violent B. cautious C. bold D. afraid

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II Answer the following questions.

1. What does Sunder Singh convey by saying that he has lent his tunnel to the Government?

2. According to Sunder Singh, "It is safer in the forest than in the town". What example does Sunder Singh give to support his opinion? What does this tell us about him?

3. Sunder Singh has become part of the jungle life. Support the view with a suitable reason.

4. Sunder Singh and Suraj form an unlikely friendship. What draws them together?
5. Why is Sunder Singh referred to as a 'firefly'?
6. Do you think Suraj is an adventure-loving boy? Give reasons.



Let us learn

I Complete the following sentences using the suitable phrases from the text given in the box below.

drifting smoke approaching engine sawing sound flickering lights

1. We could hear the _____ of the train long before it came into view at the station.
2. The street was completely dark but the little boy walked to his house guided by the _____ from the houses.
3. The _____ from the carpenter's workshop grew louder every hour.
4. From the balcony, she watched the _____ from her neighbour's chimney float across the backyard.

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II The text has many 'sound words'. Some of these words are **given** in Column 1 and their meanings are given in Column 2. Match th**e words** with their meanings. You can use a dictionary.

Column 1	Column 2
1. creaking	(i) making a noise like a long 's' sound
2. chatter	(ii) making a long low sound when a door or wooden object moves or is moved
3. hissing	(iii) repeated series of short high sounds made by birds or monkeys
4. rustle	(iv) blowing with short, quick blasts, as the wind
5. puffing	(v) a soft low, dry sound made by the movement of things such as leaves, paper, etc.

Now, complete the sentences given below by filling in the blanks with the correct form of the sound words given in Column 1.

1. The steam engine reached the station _____ black smoke into the sky.
2. Suddenly the snake raised its hood and made a _____ noise.
3. When the wind blew, I heard the _____ of the wooden roof.
4. He heard a _____ of leaves behind him when he was walking in the woods.
5. I get disturbed by the continuous _____ of the monkeys in the neighbourhood.

III Read what the watchman Sunder Singh did regularly at the tunnel as part of his duty. Notice the use of 'would'.

*Every day, before the train came through, he **would** walk the length of the tunnel. If all was well, he **would** return to his hut and take a nap. If something was wrong, he **would** walk back up the line and wave a red flag and the engine driver **would** slow down. At night, the watchman lit an oil lamp and made a similar inspection of the tunnel.*

1. Why is the word 'would' used here?
   (i) to make a polite request
   (ii) to express a desire
   (iii) to talk about a habit in the past

In these sentences, the word 'would' is used to speak about a past habit.

'Would' is used in these sentences to describe repeated activities for a period of time in the past. We call them 'habitual or routine actions in the past'.

Would and **used to** both describe something that happened regularly in the past. However, 'used to' indicates a past action that doesn't happen any longer.

- I **used to** paint when I was in Grade 4.
- Riya **used to** eat a lot of junk food, but she stopped last year.

2. Complete the sentences using the verb in brackets with the correct form of 'used to' or 'would'. An example has been done for you.

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When I was a child we <u>used to</u> live in a village near a forest. Back then, we (i) _____ (grow) vegetables in our back garden. Every day we (ii) _____ (get up) early and go for a walk. The weather in summer (iii) _____ (be) really nice. There was a lake near the house and we (iv) _____ (go) there every Sunday for a picnic. Winters (v) _____ (be) rather cold. In the evenings, my father (vi) _____ (tell) us incredible stories and we (vii) _____ (listen) with admiration.

IV We use punctuation marks to make our writing clear. You already know how to use full stops and commas. Let us look at three more punctuation marks—brackets, semicolon, and colon.

Colon (:) is used to introduce a list or an explanation.

- You need the following ingredients to make Ela Ada: ghee, coconut, jaggery, and rice flour.
- He has one goal: to win the championship.

Semicolon (;) is used to connect two clauses which are closely related without a conjunction.

- She loves reading; he prefers watching movies.
- Suraj followed close behind; but he found he was unable to do any shouting.

Now, use semicolons and colons to punctuate the following paragraph.

We explored the busy by-lanes of Charminar, the heart of Hyderabad it was an exciting day. We wanted to do a few things buy bangles, taste biryani, and purchase pearl earrings, which are special to this area. As we walked through the lanes, we saw stalls selling spices, clothes, and jewellery the market was full of colours. We visited some famous spots Charminar, Golconda Fort, Salar Jung Museum, and Chowmahalla Palace each place was beautiful.

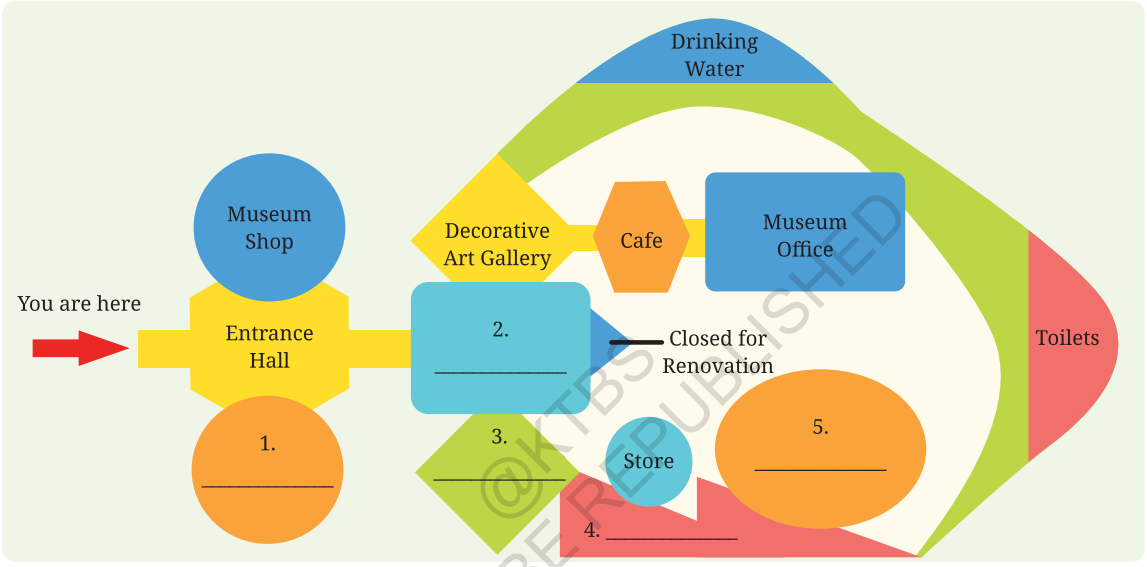
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Let us listen

A famous museum in your town is organising a treasure hunt in the museum premises. You and your friends decide to participate in it. Upon arrival, you find that there are many other teams. Each team is given an audio guide (recorded information) and a map to the museum. (Transcript for the teacher on pg. 86)

Listen to the audio recording and as you listen, mark your map with the route to take to find the treasure. To help you, the names of a few rooms in the museum are given below. Now listen to the audio and mark the various rooms.

library auditorium weapon room art gallery
musical instruments hall



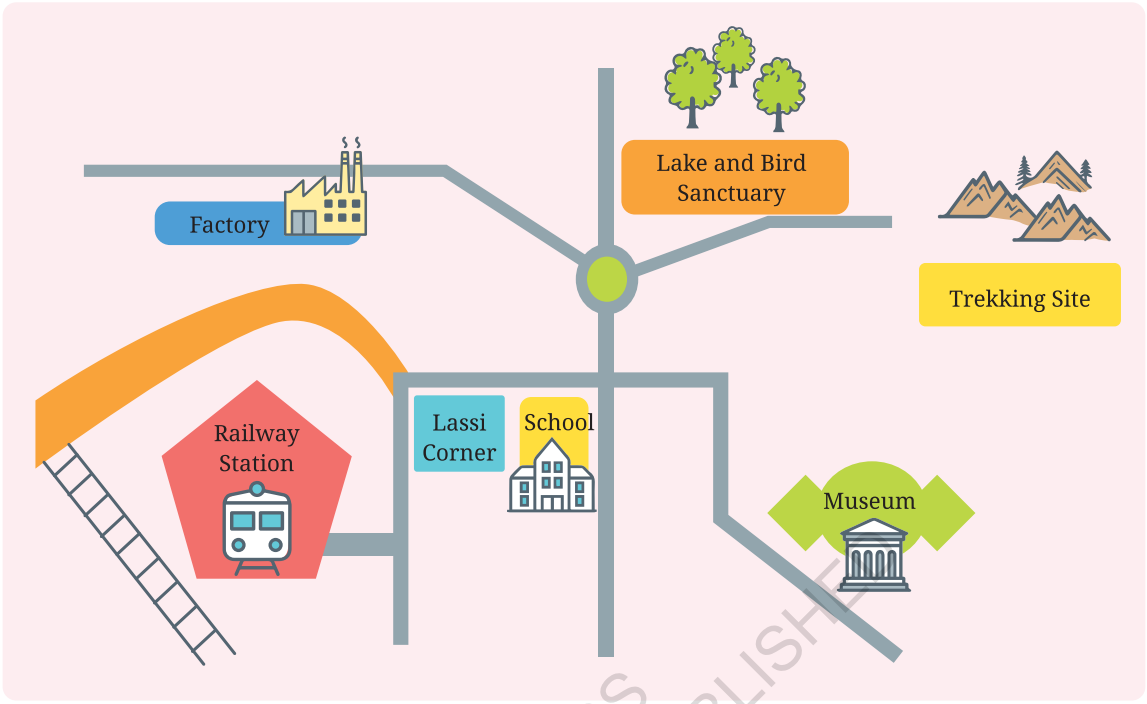
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Let us speak

Anju is going on a trekking trip with her family during the summer vacation. They have reached the railway station. Anju calls the tour manager for directions to the trekking site.

Work in pairs and have this conversation. Student A will play the role of Anju and mark the route on the map given below. Student B will play the role of the tour manager. Looking at the map, give directions to reach the trekking site from the railway station. You may use phrases like the ones in the box to help you.

turn left turn right keep going straight till...
take the next left take the next right take the roundabout
take the second left start from... on the opposite side
right around the corner in front of next to



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Let us write

Write a descriptive paragraph about your experience of a train journey. Describe the sights, sounds, and feelings you experienced during the journey. Include details about the people around you, the scenery outside, and the atmosphere inside the train to make your paragraph vivid and engaging.

You may use the following guidelines to help you create the paragraph.

- Start with how the journey began: boarding the train, finding your seat, and the initial impressions.
- Describe the sounds: the whistle of the train, the chatter of passengers, and the rhythmic clatter of wheels on the tracks.
- Mention the sights: the changing scenery outside the window, the hustle and bustle inside the train, and any interesting moments.
- Reflect on your feelings: Were you excited, relaxed, or curious? How did the journey make you feel overall?

Let us explore

I The Nation's pride Atal Tunnel is 9.02 kilometres long. It runs under the Rohtang Pass. It was constructed on the Manali–Leh Highway under the challenging conditions of freezing temperatures in extremely difficult terrain. The Atal Tunnel has officially been certified by World Book of Records as the 'World's Longest Highway Tunnel above 10,000 Feet'!



II The history of Indian Railways spans over 165 years. On 16 April 1853, the first passenger train ran between Bori Bunder (Mumbai) and Thane, covering 34 kilometres. It was operated by three locomotives named Sahib, Sultan, and Sindh and had thirteen carriages. In 1864, the North received its first station, Delhi Junction, near Chandni Chowk.

You may refer to the given link to know more about Indian Railways.

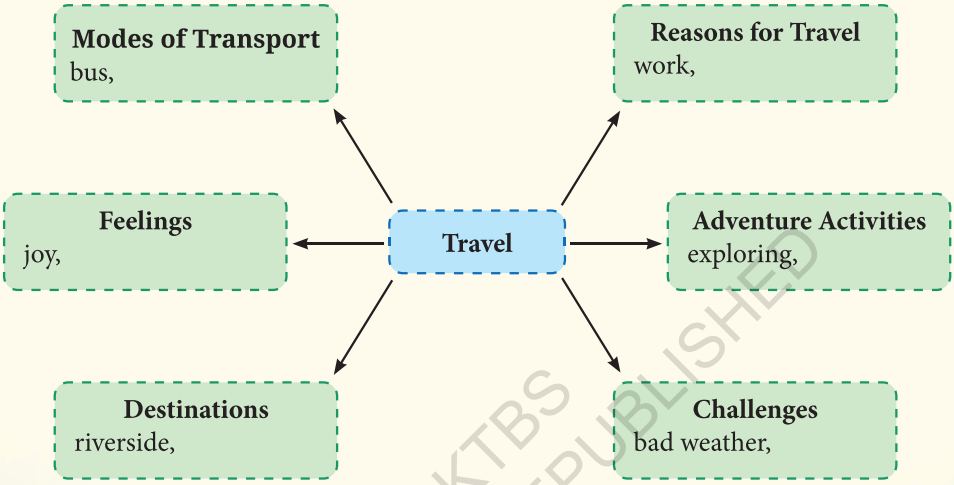
https://artsandculture.google.com/story/a-history-of-indian-railways-national-rail-museum/cAVh7RwiKiTtKg?hl=en

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Travel

Let us do these activities before we read.

I Complete the following word web on travel.

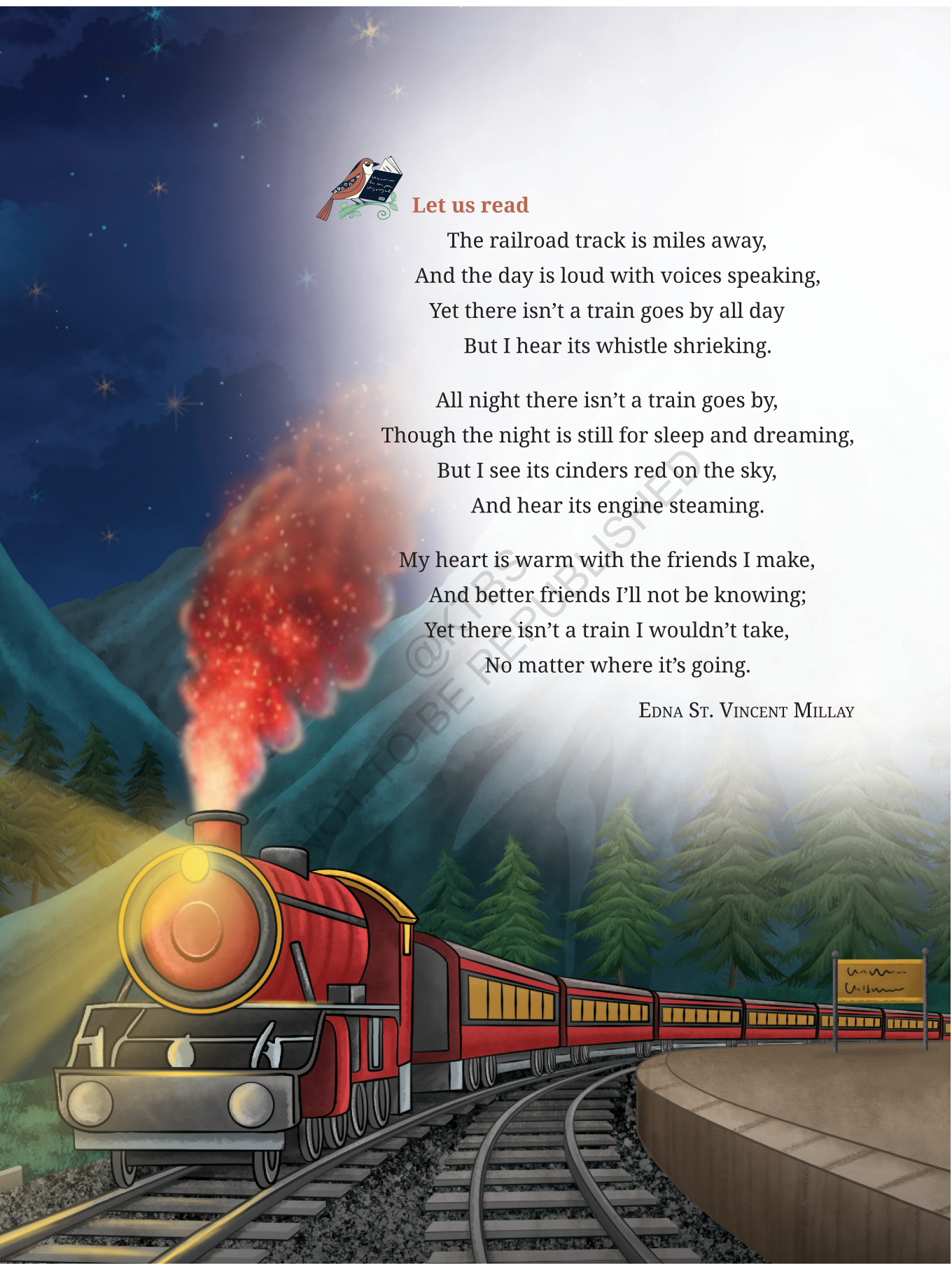


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II You are going on a trip to an adventure camp with your classmates and teacher.

1. How will you travel to the adventure camp?
2. What things will you take along?
3. Why would you like to go there?
4. What are the activities you would like to do with your friends?
5. How much time will it take to complete your adventure trip?

III Discuss in pairs. What might be the reasons that people enjoy train journeys?



Let us read

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day
But I hear its whistle shrieking.

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

My heart is warm with the friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take,
No matter where it's going.

EDNA ST. VINCENT MILLAY

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Let us discuss

I The main ideas of each stanza of the poem are given below. Write the number of the stanza against the matching main idea.

1. At night, the speaker imagines the train and hears its engine in the quiet.
2. The speaker feels a strong desire to take any train, no matter where it goes.
3. The speaker hears the train whistle during the day, even though the train is far away.

II Read the poem and underline the rhyming words in each stanza. Write the rhyming words from each stanza. An example has been done for you.

1. Stanza (i): away-day;
2. Stanza (ii):
3. Stanza (iii):

III Identify the rhyme scheme of the poem from the options given below.

1. AABB 2. ABCA 3. ABAB 4. ABBC

IV Identify the word in the poem that personifies the whistle of the train.

V Tone refers to the attitude the poet has about the poem. Which of these words can be used to describe the poet's tone in this poem?

serious	excited	curious	worried	thoughtful
content	enthusiastic	critical	joyful	

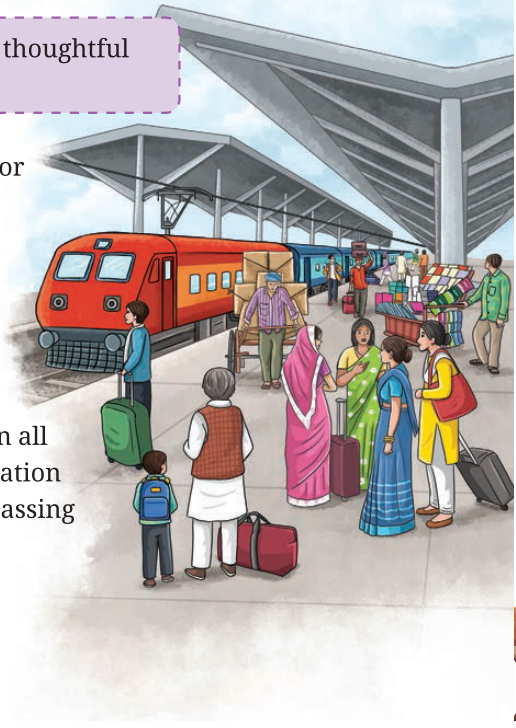
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VI Select the words that tell us what the train symbolises for the poet.

1. education 2. adventure 3. comfort
4. opportunities

VII Complete the following by choosing the correct option from those given in brackets.

The poet repeats the line, '...there isn't a train goes by,' in all three stanzas to _____. (highlight the speaker's fascination with the train/suggest that the area has many trains passing through)



VIII The poem contrasts the busy day with the stillness of the night. What is the common factor in these?

IX **Imagery** is a literary device that uses descriptive language to create mental pictures and appeal to the reader's senses (sight, sound, smell, taste and touch). It makes the descriptions more relatable.

Select the phrases from the poem that are examples of imagery. One example is given: day is loud.



Let us think and reflect

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



1. *My heart is warm with the friends I make,*
   And better friends I'll not be knowing...

   (i) Choose the suitable option to complete the following.

   The line 'My heart is warm' refers to a heart that is ___.

   A. filled with worries
   B. full of love
   C. feeling upset
   D. experiencing anger

   (ii) What does the speaker say about her current friends?

   (iii) What does the line 'better friends I'll not be knowing' suggest about the speaker's feelings toward their current friends?

   (iv) Complete the following suitably.

   The tone of the speaker in these lines is _____. (grateful/content)

II Answer the following questions.

1. What does the phrase 'cinders red on the sky' tell us about the train at night?
2. What is the significance of the repeated references to the train's whistle?
3. What does the line 'no matter where it's going' reveal about the speaker's attitude towards travel?
4. Do you think the poet actually sees and hears the train? Why or why not?

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Let us learn

I Read the expressions from the poem given in Column 1 and match them with what they indicate in Column 2.

Column 1	Column 2
1. miles away	(i) The speaker's affection for their friends
2. cinders red	(ii) The fast and powerful movement of the train
3. heart is warm	(iii) The busy and noisy atmosphere during the day
4. day is loud	(iv) The glow of the train's sparks lighting up the night sky
5. engine steaming	(v) The distance of the train from the speaker

Now, use the expressions in Column 1 to fill in the following blanks correctly.

1. After meeting her old friend, her _____ with the joy of rekindled memories.
2. As I arrived at the railway station I could hear the _____.
3. The marketplace is bustling, and the _____ with the chatter of shoppers and vendors.
4. The bonfire glowed brightly, throwing _____ into the dark night sky.
5. The sound of a train could still be heard _____ as the evening grew quiet.

II The poet uses the word 'shrieking' to tell us about the sound of the train's whistle. There are other words that tell us about different types of related sounds.

Read the meanings of such words in Column 1 and match them with the words in Column 2. You may use a dictionary. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. shouting loudly, often in anger or excitement	(i) wailing
2. crying out in fear or excitement	(ii) hollering

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3. crying loudly with grief or sorrow	(iii) screeching
4. making a high-pitched, piercing sound	(iv) yelling
5. calling out loudly, often in a casual or informal way	(v) whimpering
6. crying softly in a low, broken voice	(vi) bawling
7. crying loudly and uncontrollably	(vii) screaming

Now, complete the following paragraph by using suitable words from Column 2.

The street was filled with a variety of sounds. A shopkeeper was 1. _____ to attract customers, while a child nearby was 2. _____ at his friend to wait for him. From the other side of the road, a toddler was 3. _____ uncontrollably after dropping his ice cream, and his mother tried to calm him as he began 4. _____ softly. In the background, someone's loud 5. _____ voice added to the bustling noise of the busy evening.

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Let us listen



I Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the information that is not correct. (Transcript for the teacher on pg. 87)

1. The trip to the National Science Centre is organised on 15 September.
2. Students will start from school at 8.00 in the morning and return by 5.00 in the evening.
3. Refreshment will not be provided during the trip.
4. Students are permitted to carry a phone, a notebook, and a pen.
5. The permission slip is to be signed by the class teacher.
6. The permission slip is to be submitted to your class teacher by 10 September.
7. Mr. Mukherjee is the Adventure Club in-charge.

II Now, listen to the announcement again and rectify the sentences.



Let us speak

When speaking in English, small differences in pronunciation can change the overall meaning of the words. One such difference is in the pronunciation of the consonant 'c'.

For example: cat (uses /k/ sound for 'c') and city (uses the /s/ sound for 'c')

The poem uses the word 'cinders', which is pronounced with a /s/ sound.

The letter 'c' has two sounds. It can be pronounced as a /k/ or /s/ sound. But which is right depends on the next letters of the words.

- Letter 'c' produces /s/ sound if it is followed by the letters 'e', 'i', or 'y'. For example, city ('c' is followed by 'i'). This /s/ sound is known as the soft 'c' sound.
- Letter 'c' produces /k/ sound if it is followed by the letters 'a', 'o', or 'u' or a consonant at the end of the word. For example, cat ('c' is followed by 'a'). This /k/ sound is known as the hard 'c' sound.

That is why 'cinders' is pronounced with a /s/ sound. The letter 'c' is followed by 'i'!

Now, work in pairs. Pronounce the given words aloud. Keep the rules of the soft and hard 'c' pronunciation in mind.

cell	cable	race	cake	decide	receive
concert	circle	bicycle	echo	uncle	

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Let us write

I A diamante poem is a poem that is shaped like a diamond, which uses specific types of words like adjectives and–ing words. Let us read an example.





Day
Bright, sunny
Dancing, playing, running
Out comes the sun, down goes the sun
Resting, listening, dreaming
Quiet, peaceful
Night

In this example we see how two different ideas—day and night are connected through the poem.

Let us now write a diamante poem that connects 'reading' and 'adventure'.

Reading	***the first topic***
_____, _____	*two adjectives about reading*
_____, _____, _____	*three -ing words about reading*
_____	*four nouns or a short phrase linking your topics*
_____, _____, _____	*three -ing words about adventure*
_____, _____	*two adjectives about adventure*
Adventure	*the second topic*

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Share your poem with your classmates and the teacher.

II We come across many interesting characters while travelling. They become interesting because of their actions, their behaviour, and manner of speaking. Describe one such character that you met. Follow these steps.

1. Choose the character.
2. Create a first draft of your description including the following details.
   (i) What is the name of the character?
   (ii) What does the character look like?
   (iii) What does the character do?

(iv) What kind of person is she or he?

(v) Include any line or incident from the text that you like the most.

3. Check your description for any spelling mistakes or errors.
4. Show your classmates your work and ask for suggestions.
5. Rewrite your description including all the changes and suggestions for improvement.



Let us explore

I The Mountain Railways of India are outstanding examples of hill railways and they are designated as a UNESCO World Heritage Site under the name Mountain Railways of India. These three railways are the Darjeeling Himalayan Railway, the Nilgiri Mountain Railway, and the Kalka–Shimla Railway.

The Matheran Hill Railway and Kangra Valley Railway are on the tentative list of UNESCO World Heritage Sites.

They are still fully operational as living examples of the ingenious engineering enterprise of the late nineteenth and early twentieth centuries. The owner of the three properties is the Railway Ministry of the Indian Government.

In groups of four, find out more about these heritage trains and make a presentation in the class.

II As an excellent example of the 'Make in India' success story, the Indian Railways launched India's first indigenous semi-high-speed train, Vande Bharat Express. It has become a symbol of India's aspirations for modern, efficient, and comfortable rail travel. The first Vande Bharat Express train was flagged off on 15 February 2019, on the New Delhi–Kanpur–Allahabad–Varanasi route, running at a speed of 160 kilometres per hour.

Courtesy PIB. Posted on: 02 September 2024 3:41p.m.

In groups of four, find out more about these heritage trains and make a presentation in the class.

III Some of the underwater rail tunnels are the Thames Tunnel in London, the Seikan Tunnel in Japan and the Channel Tunnel between England and France.

India's first underwater metro route in Kolkata started in March 2024. A part of this special metro line runs beneath the Hooghly River.

IV Which of these trains do you think would be adventurous to travel in ? Discuss among yourselves.

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Conquering the Summit

Let us do these activities before we read.

I Identify the activities represented by the icons given below. Share your answers with your classmates and the teacher.

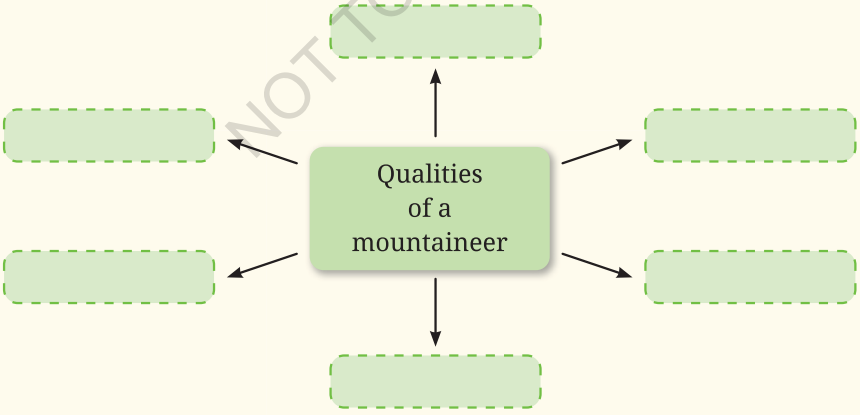


II Work in pairs and discuss the following questions.

1. Why do you think people undertake the activities identified above?
2. How would they prepare for these activities?
3. Which one of them do you find the most exciting? Why?

Share your answers with the teacher.

III Work in pairs to complete the word web given below. Share the answers with the teacher.



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Let us read



Courtesy: Hindustan Times

This is a story that narrates the triumph of will, courage, determination, and dedication. Arunima Sinha's journey from a devastating accident to scaling the highest peak in the world stands as a beacon of hope and resilience. In 2011, at the age of 24, Arunima Sinha, a national-level volleyball player, faced a life-altering event. It challenged her in ways she could never have imagined. As she lay in the hospital bed with one leg amputated, Arunima made a vow that many would deem impossible: not only to walk again with a prosthetic leg but to scale Mount Everest. In 2013, she did just that, becoming the first Indian female amputee to achieve this feat. Hence, in 2015, she was awarded the Padma Shri, the fourth highest civilian award in India. She was also awarded the Tenzing Norgay National Adventure Award and National Award for Best Female Mountaineer.

Arunima hails from Ambedkar Nagar, a small district in Uttar Pradesh. Her father was an army engineer, and her mother worked as a health supervisor. Sports were a significant part of Arunima's life, with her family having a natural inclination towards athletics. After completing her law degree following her post-graduation, Arunima decided to pursue a job in the paramilitary forces, which would allow her to continue her passion for sports while having a regular income.

On the fateful night of 11 April 2011, she met with a train accident. The hours that followed were harrowing. She never imagined she would survive that night, but survive she did, miraculously, displaying an extraordinary will to live. Arunima received a prosthetic leg and underwent physiotherapy. It was during this period that she made a profound decision. Inspired by an article about Mount Everest, she resolved to conquer the highest peak in the world.

To pursue her ambition, Arunima Sinha completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi, followed by eighteen months of rigorous training. Arunima approached Bachendri Pal, the

beacon: source of inspiration

resilience: ability to recover quickly from a difficulty

amputated: cut off a part of the body (here the leg)

prosthetic leg: an artificial leg that helps people to move around easily

feat: achievement

harrowing: extremely disturbing and painful

rigorous: severe

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endeavour: an attempt to do something

surge: a sudden and great increase

endurance: (here) ability to continue doing something difficult for a long time

first Indian woman to summit Everest, to guide her in the endeavour. Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg—you have conquered the Everest within you; the world will realise it later."

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement. She displayed the Indian flag at the summit and left behind a photograph of her idol, Swami Vivekananda, whose teachings had inspired her throughout her journey.

Arunima's feat did not end with Everest. By July 2016, she had summited seven peaks in Europe, Africa, Australia, South America, North America, and of course, Mount Everest in Asia. In January 2019, she climbed the seventh peak on Antarctica and became world's first female amputee to climb Mount Vinson. Her goal to complete the Seven Summits was achieved.



Throughout her journey, Arunima has faced numerous challenges and setbacks. Yet, her story is not just about physical endurance but also about mental

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fortitude and the power of a positive mind set. Her message is simple yet profound: "Never give up and work hard. Always remember your goal and work on it."

Arunima's autobiography, *Born Again on the Mountain: A Story of Losing Everything and Finding It Back* records her incredible journey to the top of the world. It is a story of triumph over adversity, a testament to the human spirit's capacity to rise above the most challenging circumstances.

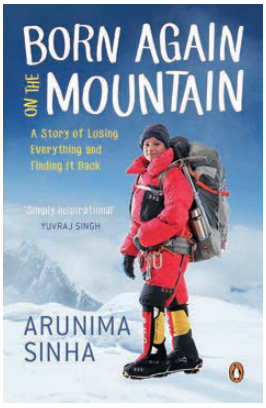
She was conferred with the honorary doctorate by the University of Strathclyde, Glasgow, UK. In her words, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough. Never forget your goal, respect it, work hard, and you will be the winner." Dr. Arunima Sinha has not only conquered mountains but has also won people's hearts the world over, inspiring them to reach their own summits.

fortitude: courage over a long period

adversity: a difficult situation

testament: proof

conferred: given an official title or honour



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Let us discuss

I Read the statements given below and explain each statement in your words.

1. Arunima Sinha is considered a beacon of hope and resilience.
2. Arunima decided to climb Mount Everest despite losing her leg.
3. Bachendri Pal's guidance was crucial in Arunima's journey to the summit of Mount Everest.
4. Arunima's achievements go beyond just physical endurance.
5. Arunima's autobiography inspires readers around the world.

Let us think and reflect

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

Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg—you have conquered the Everest within you; the world will realise it later."

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement.

1. Complete the sentence with a suitable reason.

   Bachendri Pal said that Arunima had conquered the Everest within her because _____.

2. How might Arunima have felt after what Bachendri Pal told her?
3. Choose a phrase from the extract which shows that reaching the summit of Mount Everest was tiring.
4. Select the correct option to complete the sentence.

   After her success when Arunima felt 'an overwhelming sense of achievement', she would have most likely said, "_____."

   (i) I am confident of my abilities
   (ii) I will accomplish this soon
   (iii) I am excited to begin this climb
   (iv) I finally realised my dream

II Answer the following questions.



1. What did Arunima do in order to fulfill her ambition of conquering Mount Everest?
2. Arunima is a beacon of hope and resilience. Support this statement with evidence from the text.
3. Arunima's autobiography is titled *Born Again on the Mountain: A Story of Losing Everything and Finding It Back*. Why do you think this title is appropriate?
4. Arunima says, "Failure is when we don't have goals worthy enough." What would be the most likely impact of this statement on readers?

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Let us learn

I Read the underlined phrases in sentences (i)–(v) and match them with their appropriate meanings given in the box below.

1. genuine, sincere efforts
2. strength of mind
3. periods of time filled with tiring and demanding activities
4. an incident or experience that significantly changes a person's life
5. a source of inspiration or encouragement

(i) Nisha was relieved when the final match was over after several exhausting days of practice.

(ii) Despite several failures, her heartfelt attempts to learn the guitar showed her determination and passion for music.

(iii) Moving to a new city was a life-altering event for Jagan, as it gave him the chance to make new friends and try different activities.

(iv) Competing in the marathon requires not just physical strength but also mental fortitude to stay focused and finish the race.

(v) The lighthouse served as a beacon of hope for the sailors lost at sea.

II Complete the following table by filling in the gaps with correct parts of speech mentioned. An example has been done for you.

Nouns	Adjectives	Verbs (present)	Adverbs
determination	determined	determine	determinedly
relief			relievedly
	inspiring	inspire	
resistance			resistantly
success	successful		

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

- Arunima made **a** vow that many would deem impossible.
- Her father was **an** army engineer.
- Standing at **the** top of the world, she felt **a** surge of emotions—pride, relief, and **an** overwhelming sense of achievement.
- She planted **the** Indian flag at **the** summit and left behind **a** photograph of her idol, Swami Vivekananda.
- Arunima Sinha's journey from **a** devastating accident to scaling **the** highest peak in **the** world stands as a beacon of hope and resilience.

The highlighted words are **articles**.

'A' and 'an' are indefinite articles; 'the' is the definite article. The choice between 'a' and 'an' depends on the sound that follows the article, specifically the initial sound of the word that follows.

1. Fill in the blanks with 'a', 'an', 'the'. Put an 'x' where no article is required.

   We planned (i) _____ adventurous trip to (ii) _____ remote island. (iii) _____ island was known for its beautiful landscapes and (iv) _____ diverse wildlife. On (v) _____ first day, we set out to explore (vi) _____ island's dense jungle. (vii) _____ guide led us through (viii) _____ thick foliage and showed us (ix) _____ hidden waterfall. In (x) _____ evening, we gathered around (xi) _____ campfire to share stories and enjoy (xii) _____ meal we cooked. (xiii) _____ experience was truly unforgettable, and we felt (xiv) _____ connection with (xv) _____ nature.

2. There is an error in each sentence that has been underlined. Correct the error in the following sentences.

   (i) We waited for <u>a</u> hour before the bus finally arrived.

   (ii) The guide insisted on <u>an</u> uniform jacket for the group's safety during the trek.

   (iii) Mount K2 is <u>a</u> second highest peak in the world.

   (iv) <u>A</u> Ganga is a sacred river in India, known for its cultural importance.

   (v) Challenges are faced with courage and determination by <u>a</u> brave.

   (vi) <u>A</u> North Star has guided travellers for centuries.

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Let us listen

You will listen to five speakers share their opinion about adventure sports. As you listen match the statements 1–8 with the speakers (i)–(v). There are three extra statements that you do not need. (Transcript for the teacher on pg. 87)

Statements	Speaker no.
1. Talks about having basic activities in adventure sports	
2. Finds adventure sports thrilling and exciting	
3. Praises the availability of a variety of activities	
4. Expresses concern about the risks in adventure sports	
5. Promotes trekking as a casual sport	
6. Invites applications from first-timers	
7. Focuses on the availability of training and supervision	
8. Finds exposure to risks unnecessary	

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Let us speak

In groups of four, select a role from 1–4 given below and speak about the views allotted to each. Use the prompts and vocabulary given. Take turns to express your opinions, agreement, and disagreement.

Role-Specific Prompts

1. School Student: Talk about why you think Physical Education should be included in school activities.
2. Parent: Discuss your concerns or support for your child participating in Physical Education activities.
3. Physical Education Teacher: Share your experiences about Physical Education activities and why you think they are valuable.



4. Sports Camp Organiser: Explain how you ensure safety and why you believe sports are beneficial for participants.

Prompts

- In my opinion...
- From my point of view...
- One reason for this is...
- I disagree with the notion that...
- I support this perspective because...
- I find it hard to agree because...
- I believe that...
- I disagree with...
- I agree with the idea that...

Vocabulary you may use

precautions unique experiences fun safe enjoyable thrilling builds confidence concern explore overcome fear participate



Let us write

Read the various components of a formal letter from the box given below.

complimentary close	receiver's address	subject	date
introduction	statement of request	expression of interest	
salutation	signature line	sender's address	

1. Now, read the letter given below and write the matching components.

Sender's Address ——→

Date ——→

Receiver's Address ——→

_____School ——→

Subject: Request to join Adventure Club ——→

Madam/Sir, ——→

I am Sreelakshmi, a student of Grade 7-C. I am interested in adventure activities like trekking, hiking, rope climbing, and exploring sites of natural beauty. ——→

I would love to be a part of the Adventure Club of the school and participate in the adventure activities organised. ——→

I request you to grant me permission to join the club. ——→

Yours sincerely, ——→

Sreelakshmi ——→

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2. Write a letter to the Principal of your school requesting her to organise an excursion to a nearby hill station for Grade 7 students of your school.

Let us explore

I Find out more information about the following adventure sports in our country and complete the table given below.

Name	Area	Preferred Time of the Year	Equipment Required
snow skiing	snow- covered hills		skis, ski suit,
trekking		Spring, Autumn, Winter	pole
camping	grassy areas		tent, torch,
river rafting		all year round	
scuba diving			scuba suit, mask, fins,

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II Prepare an information booklet with fact sheets of five Indian mountaineers. Include the following information in the fact sheet.

1. name (and photograph, if available)
2. place of birth
3. profession
4. accomplishments—awards or honours
5. training received
6. sport known for (if any)



TRANSCRIPTS

Tunnel



Let us listen *(refer to page* 63 *)*

A famous museum in your town is organising a treasure hunt in the museum premises. You and your friends decide to participate in it. Upon arrival, you find that there are many other teams. Each team is given an audio guide (recorded information) and a map to the museum.

1. Look at the map given below. Try and predict what each of the rooms might be.

2. Listen to the audio recording and as you listen, mark your map with the route to take to find the treasure. To help you, the names of a few rooms in the museum are given below. Now listen to the audio and mark the various rooms.

Welcome to the City Museum. We start our tour at the entrance hall. Here you will find the information booth and a display devoted to the history of this museum. To the right of the Entrance Hall you will find the (i) library. On the left is the museum shop. Go straight from the Entrance Hall till you reach the (ii) Art Gallery. The gallery is famous for its collection of rare paintings from various parts of India. There are three doors that lead out of the Art Gallery. The first door on the left leads to the Decorative Art Gallery, where you will find items like jewellery, carvings, and textiles from Medieval India. The next door is temporarily closed due to renovation work. The third door on the right leads to the (iii) Weapons Room, where you will find an extensive collection of Indian weapons including bows, swords, shields, and helmets. From the weapons room take a left turn. You will find the world-famous (iv) Musical Instruments Section, where you can find musical instruments from every country in the world. The second room to the left in this gallery will take you to the (v) Auditorium. Hidden here is your treasure! All the best to all. May the best team win!

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Travel



Let us listen *(refer to page 72)*

1. Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the words that are not correct.

Good morning students!

I have some very exciting news to share with you all. The much-awaited educational trip to the National Science Centre will be held on 16 September, that is in two weeks! As you know this would be a fantastic opportunity to explore and learn more about the world around us.

We will be starting from school at 8.00 in the morning and return by 5.30 in the evening. All of you must be in proper school uniform. Don't forget to carry your identity cards. Light refreshments will be provided at the museum. But do carry a water bottle and a packed lunch. You are not permitted to wear any jewellery or carry mobile phones. You may carry a notebook and a pen to make notes. Interested students must bring a permission slip signed by your parent and submit them to their class teachers by 10 September. It is going to be a fun trip so don't miss out. If you have any more questions, please contact Mr. Mukherjee, the excursion in-charge.

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2. Now, listen to the announcement again and rectify the sentences.

Conquering the Summit



Let us listen *(refer to page 83)*

You will listen to five speakers share their opinion about adventure sports. As you listen match the statements 1–8 with the speakers (i)–(v). There are three extra statements that you do not need.

Speaker (i): As a parent, I fear the risks involved, especially with activities like rock climbing or paragliding.



I'm quite worried about the safety risks of adventure sports. It's important to consider these risks before letting children participate.

Speaker (ii): Adventure sports are thrilling! All my friends agree; it is amazing. It's not just about fun; it's about pushing your limits and experiencing something new. I think it's worth trying, of course, with a trainer.

Speaker (iii): As organisers of adventure camps, we take safety very seriously. Our team ensures all equipment is regularly checked and maintained. Participants are given thorough training and are always supervised by professionals. We focus on minimising risks while still providing an exciting experience.

Speaker (iv): At our school, we organise adventure camps with activities like trekking and zip-lining. However, we stick to basic sports that are safe and manageable for students. We always prioritise safety, ensuring that all necessary precautions and measures are in place. Being careful is what we promote.

Speaker (v): In my opinion, sports should be about fitness and enjoyment, like track and field or swimming. Why risk your life for a fleeting moment of thrill just for a feeling of adventure? Traditional sports are safer and just as fulfilling!

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Unit 5

BRAVEHEARTS

0773CH05

A Homage to Our Brave Soldiers

Let us do these activities before we read.

I Homage means 'something that is said or done to show respect publicly for someone'. Whom should every Indian pay homage to? Share your answers with your classmates and the teacher.

II Work in pairs to complete the table by writing any three ways in which we can celebrate the victories and honour the sacrifices of the soldiers. An example has been done for you. Share your answers with your classmates and the teacher.

Celebrating their Victories	Honouring their Sacrifices
	visiting a war memorial

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Let us read

Two friends share their feelings about brave soldiers. One of them shares her experience of visiting the National War Memorial that has left a deep impact on her. They exchange letters and share their feelings of gratitude for the freedom they enjoy because of the sacrifices made by the bravehearts of the country. The memorial symbolises the patriotism of Indian soldiers. Which is this memorial?

I

House No...

Jayanagar

Bengaluru

14 April 20XX

Dear Ananda,

Hope you are all doing well!

Do you remember our last conversation about war and the importance of peace? We talked about how India had to struggle for its Independence from the British for many centuries. Post-independence our country has had to fight several wars to protect its borders, territorial integrity, and its people. This made me wonder, who were these brave Indian people? They fought to protect our country and sacrificed their lives so that we could lead our lives in peace. What were their names? Where did they come from? Does anyone remember anything about them?

territorial integrity: safeguarding nation's borders

Last week I got the answers to some of my questions during an educational trip to New Delhi organised by our school. You may recall, I was looking forward to this trip and our visit to many places of historical and educational significance. I learnt several new and interesting things, and I am excited to share them with you.

Let me begin by asking you to guess the name of the monument that I found most inspiring. Let's see if you can guess. The construction of this monument started in April 2018 and was completed in February 2019. It was envisioned and then inaugurated by India's Prime Minister Shri Narendra Modi

envisioned: visualised

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in February 2019. In terms of location and size, it is spread over 40 acres of land near the iconic India Gate. But more importantly, it is a tribute to some of the bravest Indians. I'm sure you've guessed! It's the 'National War Memorial'. Won't you say, a long-desired aspiration was fulfilled?

Our visit to the National War Memorial began with our teacher explaining that even after Independence, India has had to fight many wars to protect herself, and the freedom and security we enjoy today is because of the many brave men and women who have served in the Indian Armed Forces over decades. Sadly, she said, war always takes its toll, and therefore, many brave soldiers have had to sacrifice their lives for the country even after our Independence in 1947.

This is what makes monuments like the National War Memorial extremely important, so that we should never forget the cost of freedom. We are aware, always, of the pain and horrors of war. We learnt that each brick of the memorial is called a tablet, and it bears the names of soldiers who fought for India and made the supreme sacrifice in different wars from 1947 till date, including the Indo-China conflict of 1962, the Indo-Pak Wars in 1965 & 1971 and the Kargil War in 1999. There are 29,000 tablets on which more than 26,000 names of fallen soldiers have been etched.

It was heartening to know that our government has recognised the sacrifice of brave soldiers. Our teacher told us about the 21 bravehearts who were awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal, for their service to the nation. She also told us about Maha Vir Chakra (MVC), Kirti Chakra (KC), Vir Chakra (VrC), and Shaurya Chakra (SC).

Major Somnath Sharma was posthumously awarded India's first PVC in the Battle of Badgam in 1947. Later some more PVCs were awarded for exceptional gallantry during the India-China Conflict of 1962, and the India-Pakistan War of 1965. Besides, a PVC was also awarded for service during the UN Peace Keeping Operations in Congo.

In the 1971 war, some of the heroes who were awarded the PVC (posthumously) include Lance Naik Albert Ekka, Flying Officer Nirmal Jit Singh Sekhon, Second Lieutenant Arun Khetarpal, and Major Hoshiar Singh. Some Navy personnel

iconic: celebrated

tribute: showing respect, gratitude

etched: engraved

gallantry: exceptional courage especially in battle

posthumously: after death

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citation: meritorious performance of duty
awestruck: amazed

including Captain Mahendra Nath Mulla were also awarded MVC for their exemplary courage and leadership.

Then the teacher shared with us the citation of Param Vir Chakra awardee Lance Naik Albert Ekka. It touched my heart and also motivated me. We were awestruck and humbled by his bravery. I aspire to be courageous like him when I join the army!



Lance Naik Albert Ekka (PVC)

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Citation

Lance Naik Albert Ekka, (No. 4239746), 14 Guards

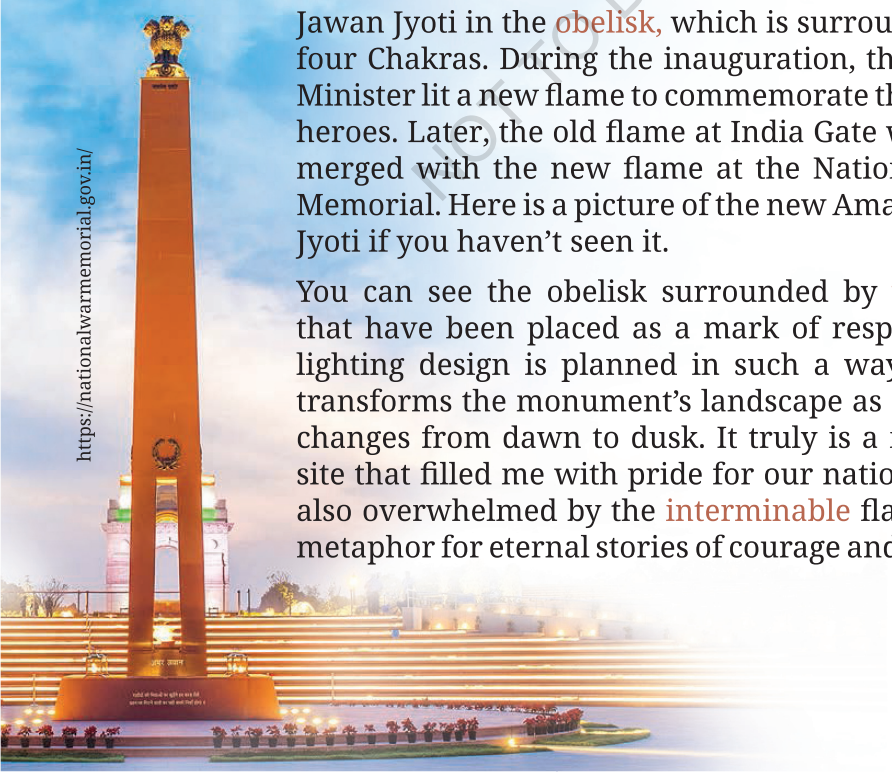
Lance Naik Albert Ekka was in the left forward company of a Battalion of the Brigade of Guards during their attack on the enemy defence at Gangasagar on the eastern front. This was a well-fortified position held in strength by the enemy. The assaulting troops were subjected to intense shelling and heavy small arms fire, but they charged on to the objective and were locked in bitter hand-to-hand combat. Lance Naik Albert Ekka noticed an enemy Light Machine Gun inflicting heavy casualties on his company. With complete disregard to his personal safety, he charged the enemy bunker, bayoneted two enemy soldiers and silenced the Light Machine Gun. Though seriously wounded in this encounter, he continued to fight alongside his comrades through the mile deep objective, clearing bunker after bunker with undaunted courage. Towards the northern end of the objective, one enemy Medium Machine Gun opened up from the second storey of a well-fortified building inflicting heavy casualties and holding up the attack. Once again, this gallant soldier without worrying about his personal safety, despite his serious injury and the heavy volume of enemy fire, crawled forward till he reached the building and lobbed a grenade through the loophole of

the bunker, killing one enemy and injuring the other.

The Medium Machine Gun, however, continued to fire. With outstanding courage and grim determination, Lance Naik Albert Ekka scaled a side wall and entering the bunker, bayoneted the enemy who was still firing and thus silenced the Machine Gun, saving further casualties to his company and ensured the success of the attack.

In this process, however, he received serious injuries and succumbed to them after the capture of the objective. In this action, Lance Naik Albert Ekka displayed the most conspicuous valour, determination and made the supreme sacrifice in the best traditions of the Army. (*Gazette of India* Notification No. 7– Pres./72)

As we continued our visit around the National War Memorial, we came across another important installation called Amar Jawan Jyoti that commemorates our soldiers. The name, as you may have guessed, represents an immortal flame that is kept ablaze all through the day and night to revere the sacrifices of our soldiers. Earlier the Amar Jawan Jyoti, which also displayed a rifle and a helmet, was alighted under the arch of India Gate in January 1972 to commemorate India's victory in the India-Pakistan War of 1971.



https://nationalwarmemorial.gov.in/

The National War Memorial now includes Amar Jawan Jyoti in the obelisk, which is surrounded by four Chakras. During the inauguration, the Prime Minister lit a new flame to commemorate the fallen heroes. Later, the old flame at India Gate was also merged with the new flame at the National War Memorial. Here is a picture of the new Amar Jawan Jyoti if you haven't seen it.

You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation. I was also overwhelmed by the interminable flame as a metaphor for eternal stories of courage and valour.

commemorates: remember officially and show respect

obelisk: tapering stone pillar

wreaths: circular arrangement of flowers used as a respect and remembrance for a person who has died

interminable: everlasting

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murals: large paintings on a wall

Our teacher also explained the significance of the Chakras to us. I found it interesting and hence I am sharing with you.

The National War Memorial consists of four concentric circles, which are known as Amar Chakra, Veerta Chakra, Tyag Chakra, and Raksha Chakra around a 15-metre-tall central obelisk with the eternal flame—the Amar Jawan Jyoti. It also houses bronze and stone murals and graphic panels. Isn't it amazing!

The innermost circle represents the Amar Chakra, also known as the 'Circle of Immortality'. This has the Obelisk with Eternal Flame. The Amar Jawan Jyoti flame symbolises the immortality of the spirit of fallen soldiers with the assurance that the nation will never forget their sacrifice.

The second circle is called the Veerta Chakra, which is also known as the 'Circle of Bravery'. There is a covered gallery that exhibits six murals crafted in bronze, depicting valiant battle actions of our Armed Forces.

The third circle represents the Tyag Chakra, also known as the 'Circle of Sacrifice'. The circular concentric walls of honour symbolise the ancient war formation, which is called Chakravyuh. The walls are covered with granite tablets and

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https://www.mygov.in

individual tablet is solely dedicated to each fallen hero of post-Independent India. Their names are etched in golden letters.

The outermost circle represents the Raksha Chakra, which is also known as the 'Circle of Protection'. In this chakra the row of trees is a reassurance to the citizens of the country about their safety against any threat. Each tree represents the soldiers who ensure the territorial integrity of the nation.

We spent the whole day, from morning to evening, at the National War Memorial and the surrounding areas, marked by majestic lawns and grand buildings of Kartavyapath. We were immersed in the ambience that was solemn and a reminder of what a free nation could achieve. The overall environment created an emotive experience that was visually inspiring. I felt as if I had developed a bond with the place.

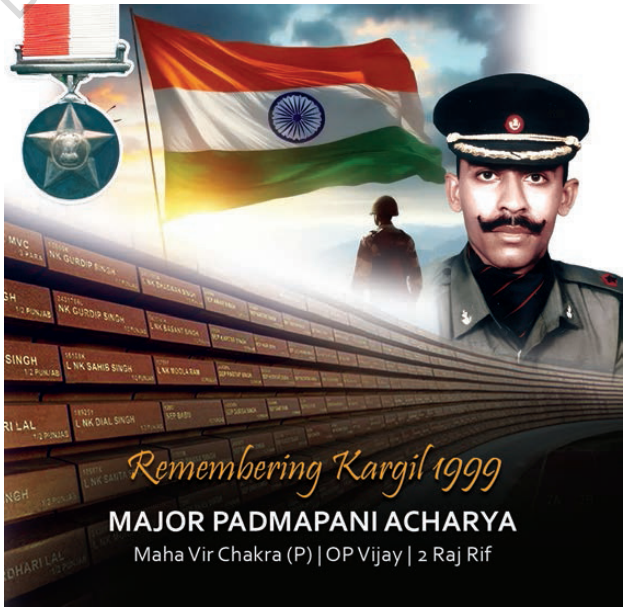
I learnt a lot, but I also have to admit that the various discourses during the day brought tears to my eyes. It was sad to think about the massive devastation and loss of life caused by wars. It motivated me to live a life worthy of the sacrifices of our heroes.

discourses: serious discussions on different topics

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After our visit, the class decided to make presentations on stories of valour of the bravehearts we came across at the National War Memorial. We divided ourselves into five groups. We decided to make presentations depicting the courageous stories of the soldiers. Our teacher has also advised us to share our experience during the school assembly. I am delighted that all the students of our school will get to know about the National War Memorial and the soldiers it commemorates.

I am going to give a presentation on the story of Major Padmapani Acharya, who fought for India in the 1999 Kargil War and was awarded the Maha Vir Chakra.



Major Padmapani Acharya (MVC)

The citation for the Maha Vir Chakra reads as follows:

Gazette Notification: 17 Pres/2000,15.8.99 Operation:
Op Vijay- Kargil Date of Award: 15 Aug 1999

Citation

Major Padmapani Acharya (IC-55072) 2 Rajputana Rifles
(Posthumous)

On 28 June 1999, Major Padmapani Acharya as a Company Commander, was assigned the formidable task of capturing an enemy position which was heavily fortified, strongly held and covered with mines and sweeping machine gun and artillery fire.

Success of the battalion and brigade operation hinged on the early capture of this position. However, the company attack almost faltered at the very beginning when the enemy's artillery fire came down squarely on the leading platoon, inflicting large number of casualties.

With utter disregard to his personal safety, Major Padmapani Acharya took the reserve platoon of his company and led it through raining artillery shells. Even as his men were falling to the murderous enemy fire, he continued to encourage his men and charged at the enemy up the steep rock face with his reserve platoon.

Unmindful of the hail of bullets from the enemy's position, Major Padmapani Acharya crawled up to the enemy position and lobbed grenades. In this daring assault, Major Acharya was severely injured. Despite being seriously injured and unable to move, he ordered his men to leave him and charge at the enemy while he continued to fire at the enemy. The enemy position was finally over-run and the objective was captured.

After completion of the mission, the officer however, succumbed to his injuries.

Major Padmapani Acharya displayed exceptional courage, leadership and spirit of self-sacrifice in the face of the enemy.

https://www.gallantryawards.gov.in/awards

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Before he went into battle, he wrote a letter to his father that he wasn't afraid or scared about losing his life while trying to protect the motherland. Quoting *Shrimad Bhagavad Gita* he went on to say:



हतो वा प्राप्स्यसि स्वर्गं जित्वा वा भोक्ष्यसे महीम्।
तस्मादुत्तिष्ठ कौन्तेय युद्धाय कृतनिश्चयः।।2.37।।

Hato vā prāpsyasi svargaṃ jitvā vā bhokṣyase mahīm
Tasmāduttiṣṭha kaunteya yuddhāya kṛtaniścayaḥ

If you fight, you will either be slain on the battlefield and go to the celestial abode, or you will gain victory and enjoy the kingdom on the earth. Therefore, arise O, son of Kunti! Be determined to fight.

Here is the website link for National War Memorial https://www.mygov.in. Share it with your friends to learn more about it.

We reached Bengaluru yesterday. I have written a long letter as I could not help sharing this inspiring experience with you.

Give my regards to your mom and dad. I miss your mom's *chhole bhature*. You know I am a foodie! Say hello to Amit.

Your friend,
Soumya

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Let us discuss

I Complete the table given below. An example has been done for you. Check your answers with the teacher.

Name of the War Hero	Contribution and Achievement	Award Given
Major Somnath Sharma	Battle of Badgam in 1947	First Param Vir Chakra awarded posthumously
Captain Mahendra Nath Mulla		
Lance Naik Albert Ekka		
Major Padmapani Acharya		

II Find the paragraph(s) and sentences in the text that evoke the feelings given below.

1. feeling of wonder 2. heartening 3. sense of motivation

4. pride 5. visually inspiring 6. sadness
7. gratitude 8. inspiration

III Which is India's highest gallantry award?

IV How would Ananda feel after reading this letter?

V Do you think Soumya enjoyed writing this letter? Why or why not?

II

House No.... Sector...

Chandigarh

24 April 20XX

Dear Soumya,

It was such a pleasure to receive your letter. I enjoyed reading your experience of the visit to the National War Memorial in Delhi, as well as your observations and feelings during the visit. You really have an eye for detail, and being the sensitive person that you are, you have been able to capture the essence of the emotions associated with this memorial.

edifice: a large building which is impressive

I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate our war heroes or victory and commemorate those who lost their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country. I feel motivated and I am seriously thinking of joining the Armed Forces to serve my motherland.

valiant: very brave

I also feel it is our duty to periodically visit such places to honour our valiant soldiers, who have made great sacrifices for us. Their sacrifices enable us to walk freely in our country without fear of enemy threats. It is nice of your teacher and school to arrange this visit to give you all a chance to learn about India's heroes and also pay your respect to them. The idea of your class to make a presentation at the school and make everyone a part of your experience is wonderful! Best of

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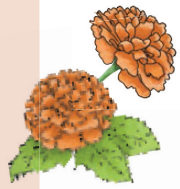
luck for your presentation, I hope it goes well and motivates the school students to join the Indian Armed Forces.

Your letter has reminded me of a time when we visited the war memorial in our city. While visiting one of Chandigarh's gardens, we saw a lot of activity around the Bougainvillea Garden in Sector 3. As we approached the garden, we saw people offering flowers and prayers. We joined the group out of curiosity and quickly realised that they were all there to pay respect to the soldiers at the War Memorial located in the heart of the garden.

When I think back about my visit where everyone was dedicating flowers as a mark of respect to our soldiers, I was reminded of the following poem:

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Pushp ki Abhilasha	**पुष्प की अभिलाषा**
Chaah Nahi, Main Sur Bala Ke Gehanon Mein Goontha Jaaun,	चाह नहीं, मैं सुरबाला के गहनों में गूँथा जाऊँ,
Chaah Nahi, Premi-Mala Mein Bandh Pyaari Ko Lalchaaun!	चाह नहीं, प्रेमी-माला में बंध प्यारी को ललचाऊँ!
Chaah Nahi, Samraaton Ke Shav Par, Hey Hari, Dala Jaaun,	चाह नहीं, सम्राटों के शव पर, हे हरि, डाला जाऊँ,
Chaah Nahi Devon Ke Sir Par Chadhoon, Bhagya Par Ithlaun!	चाह नहीं, देवों के सिर पर चढ़ूँ, भाग्य पर इठलाऊँ!
Mujhe Tod Lena, Vanmali!	**मुझे तोड़ लेना, वनमाली!**
Us Path Per Dena Tum Phaink,	**उस पथ पर देना तुम फेंक,**
Matrabhoomi Per Sheesh Chadhane	**मातृभूमि पर शीश चढ़ाने**
Jis Path Jaavein Veer Anek!	**जिस पथ जावें वीर अनेक!**
-Makhanlal Chaturvedi	–माखनलाल चतुर्वेदी















I hope you like the poem. I must say, I was inspired by your idea of presenting the valourous stories of India's soldiers. There are so many stories of courage, bravery and sacrifice which remind us that many of the challenges we face in our lives are inconsequential. We can enjoy peace in our country and the luxury of exchanging ideas with our friends because our Armed Forces are alert and work hard to create that environment for us.





Captain Anuj Nayyar, MahaVir Chakra

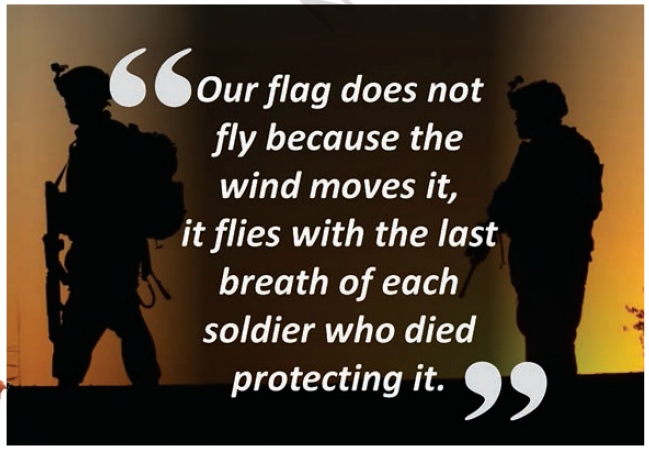
Very recently, I read in the newspaper that Captain Anuj Nayyar, MVC, an Indian Army officer of the 17 Jat regiment was posthumously awarded the Maha Vir Chakra, India's second highest gallantry award, for exemplary valour during the Kargil War in 1999. I look forward to learning more about him. Meanwhile, I learnt that his mother Meena Nayyar has written a memoir titled *Tiger of Drass– Capt. Anuj Nayyar – 23 – Kargil Hero*, which I shall certainly go through. I am sharing with you an excerpt of her interview with IANS.

memoir: an account of one's personal life and experiences

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"Writing about the smallest things about your child who is not with you really used to shake me, but gradually I came to terms with it by telling myself that if I didn't write about him no one would know about Anuj's sacrifice."

Published on: 13 April 2022, 1:59 p.m.



https://lifenlesson.com/wp-content/uploads/2016/07/Slide5-8.jpg

I have shared your experience with many of my friends. We all wish to visit the National War Memorial, Delhi. We have found out a mobile app 'National War Memorial and Museum'. This app is very interactive and provides answers to our queries in 21 languages. The murals on the walls are enchanting. A great learning experience indeed!



Murals depicting soldiers in action https://www.mygov.in

Next week, I am going to share this idea with my classmates and my teacher. I think it would be great to create a collage capturing the lives and stories of people that can inspire us each day.

I know that we can email each other. I really like to receive letters from you, not just because of the ideas that you share but also because the envelope of your letters often comes with beautiful stamps, which make me happy. I don't know if I ever shared it before, but collecting stamps is one of my favourite hobbies. I've been doing it for years. But I learnt recently that the act of collecting stamps is called 'philately'. This time I received a stamp that celebrates India's independence, a theme related to your letter.

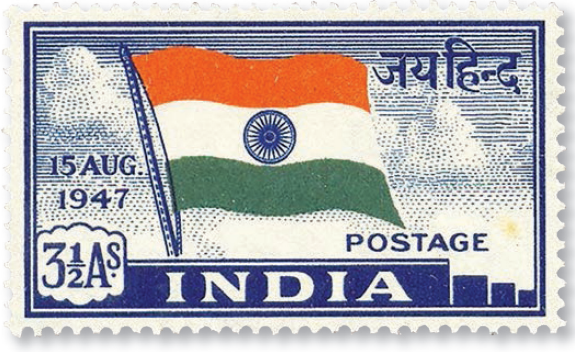
Okay, that's all from me for now. But before I conclude, guess what we had for breakfast! Fluffy idlis and we all remembered you. Give my regards to your parents.

I am inspired by your letter!

Hope to hear from you soon about your new adventures and experiences.

Best wishes,

Ananda



https://postagestamps.gov.in/stamps_List.aspx

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Let us discuss

I Why was Ananda reminded of the poem 'Pushp ki Abhilasha'?

II How does Soumya's letter help Ananda in pursuing her hobby?

III Ananda is inspired to act after reading the letter from Soumya. What actions does she intend to take up? Fill in the table citing the sentences from the text.

1.	visit	
2.	mobile app	
3.	sharing ideas	
4.	creating a collage	
5.	joining the army	
6.	website	

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Let us think and reflect

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

1. *You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation. I was also overwhelmed by the interminable flame as a metaphor for eternal stories of courage and valour.*



(i) Complete the analogy with a word from the extract.

flame: valour:: wreath: _____

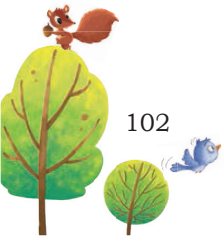
(ii) How does the lighting design make the monument visually appealing?

(iii) State whether the following sentence is a fact or an opinion.

It truly is a majestic site...

(iv) What does the everlasting flame suggest?

(v) Choose the correct option to complete the sentence.



The tone of the writer in this extract is _____.

A. modest B. light-hearted C. admiring D. nostalgic

2. *I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate a war or victory and commemorate those who sacrificed their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country.*

   (i) Choose a line from the extract which shows that Ananda was aware about the National War Memorial.

   (ii) What might be the most likely reason for people to consider a war memorial as a monument?

   (iii) Fill in the blank with a suitable word from the extract.

   We conduct special competitions at school to _____ our Independence day.

   (iv) Select a phrase from the extract showing that Ananda is expressing an opinion.

   (v) Complete the sentence with a suitable reason.

   Ananda refers to the sacrifice of soldiers as 'supreme' sacrifice because _____.

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II Answer the following questions.

1. What is the significance of the National War Memorial?
2. Lance Naik Albert Ekka is an example of selflessness, determination, and exceptional courage. Elaborate.
3. Explain how the National War Memorial and Museum app will be helpful in spreading awareness about war heroes.
4. Why is it our duty to pay homage to our brave soldiers?
5. What is the main idea of this text? How does it justify the title, 'A Homage to our Brave Soldiers'?
6. Why were the students awestruck and humbled? Explain in your own words.





Let us learn

Study the following words taken from the text.

disregard, inconsequential, immortal, undaunted

These words are made by adding word beginnings like dis-, in-, im- and un- to the root words regard, consequence, mortal, and daunt respectively. Such word beginnings are called prefixes.

- dis-+regard
- in-+consequential
- im-+mortal
- un-+daunted

I Match the prefixes with their meanings and the root words to create a new word in the table given below. An example has been done for you.

1. Prefixes	2. Meanings	3. Root Words	4. New Words
re-	badly, wrongly	questionable	
mal-	beyond, outside	activate	
un-	opposed to; against	define	
anti-	former	functioning	
extra-	lacking; not	service	Extraordinary
ex-	remove	ordinary	
de-	do again	social	

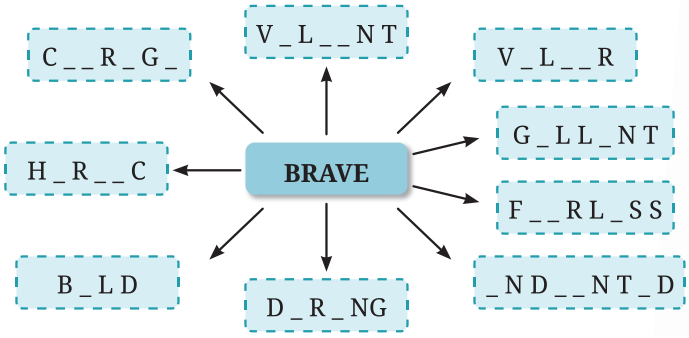
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Now, complete the paragraph by using the new words created in the table.

Soldiers undergo (i) **extraordinary** training to prepare for their challenging duties. They learn to (ii) _____ explosives and handle (iii) _____ equipment with precision. They stand as a powerful force against (iv) _____ elements, displaying (v) _____ bravery. (vi)_____ members often share their experiences to inspire new recruits. Their service can continually (vii) _____ the essence of commitment and sacrifice.



II Find words associated with 'brave' by filling in the missing vowels in the boxes given below.



III Fill in the blanks with the correct opposite words of 'brave' from the box to complete the following sentences.

1. Ajay's _____ refusal to stand up for his friend was disappointing to everyone.
2. The _____ child hid behind his mother, too scared to meet the new teacher.
3. Anjali's _____ of heights prevented her from climbing the tall ladder.
4. Sushma felt _____ as she entered the dark, abandoned building alone.

fear
cowardly
timid
afraid

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IV Read the following sentences from the text and divide them into two parts. An example has been done for you.

1. I aspire to be courageous like him when I join the army!
2. They exchange letters and share their feelings of gratitude for the freedom they enjoy because of the sacrifices made by the bravehearts of the country.
3. Though seriously wounded in this encounter, he continued to fight alongside his comrades.
4. The sacrifices of the soldiers make monuments like the National War Memorial extremely important so that we should never forget the cost of freedom.

Part 1	Part 2
I aspire to be courageous like him	when I join the army!

When the part of a sentence conveys complete meaning and is independent, it is called **main clause.** The part of the sentence which is dependent on the main clause to make complete sense is the **subordinate clause.**

The words or phrases that connect the two parts of sentences such as, when, because, though, so that—convey a specific meaning—time, reason, contrast, purpose, respectively. Connecting words are called **subordinating conjunctions.**

V Combine the following pairs of sentences using suitable subordinating conjunctions given in the box below.

because	unless	when	where	though

1. Wasi burst into tears. He heard the good news.
2. Himani was very nervous. She delivered a great presentation.
3. This is the place. I was born.
4. The students performed very well. They studied diligently.
5. Water the plants. They will die.

VI Complete the following sentences with suitable main clause or subordinate clause.

1. Farheen was late to work because _____.
2. The dog started barking when _____.
3. She completed the marathon although _____.
4. _____ while they were hiking in the mountains.
5. Abhishek received a promotion after _____.
6. _____ before the deadline approached.
7. We waited in the car until _____.
8. _____ as the waves rushed to the shore.

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Let us listen

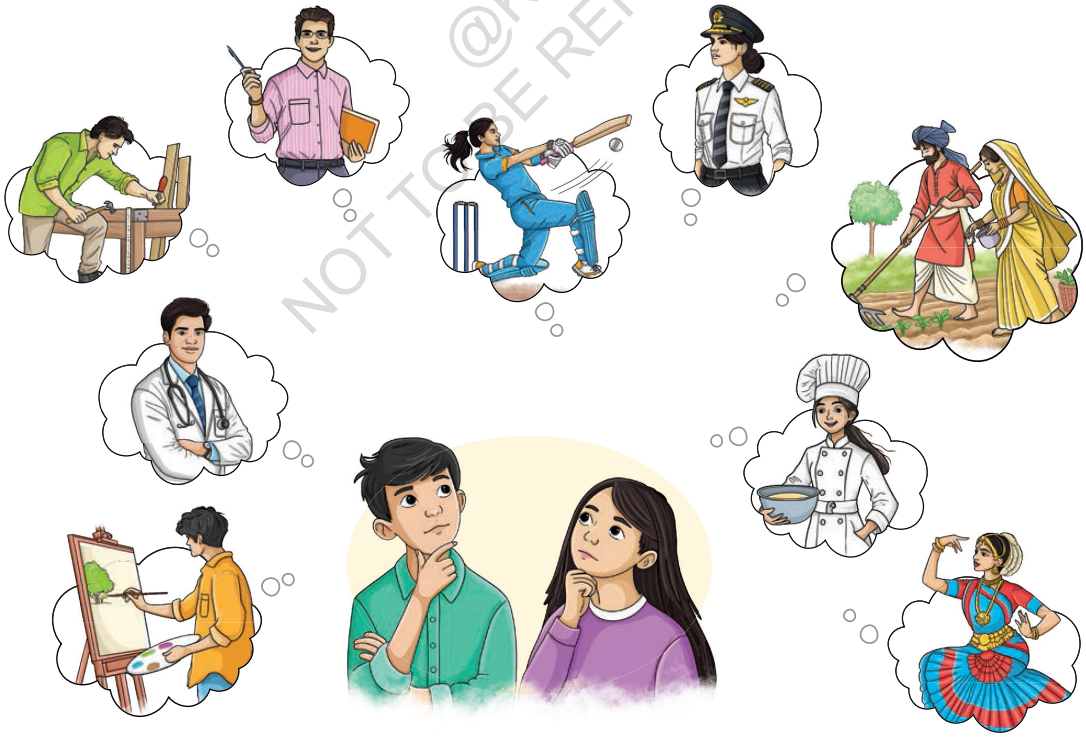
You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear. (Transcript for the teacher on pg. 223)

1. What type of job does Gunjan think the Armed Forces is?
2. What feature of the Armed Forces fills Gunjan with pride?
3. How does the disciplined life of the Armed Forces impact the body and mind, according to Gunjan?
4. List any one aspect about a job in the Armed Forces that Gunjan feels helps someone grow.
5. State any two things that Gunjan feels life in the Armed Forces teaches.

Let us speak

1. Work in pairs and identify the different professions displayed in the picture.

2. Imagine that you dream of or wish to pursue some of these professions and vocations. Take turns to express this along with a reason. Do not forget to include what preparation would be required to fulfill the dream. Speak about all the given professions and vocations.



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Use the prompts given below.

- I would like to become... because... For this I would have to first...
- I dream of working as a... as... This would involve...
- To become a... has been a childhood dream. This is so because...In order to become a... I would have to...
- One day, I hope to become... Then I would be able to... However, first I would need to...
- It would be great if I could work as... as it would let me... For this I would have to...



Let us write

You have read about the sacrifices made by the Armed Forces during war. However, the Armed Forces also play a key role during peace time. Write a letter to your friend sharing how the Armed Forces contribute their services during the times of natural calamities (floods, earthquakes, etc.), infrastructure development (building bridges in remote areas, etc.) and for welfare initiatives (medical camps, establishment of libraries, etc.)



Let us explore

I Every branch of the Armed Forces has a motto. Read the mottos given below.

1. Indian Army	Sevā Paramo Dharmaḥ (Service Before Self)
2. Indian Air Force	Nabhaḥ Spr̥śaṁ Dīptam (Touch the Sky with Glory)
3. Indian Navy	Sham No Varunah (Be Auspicious Unto Us Oh Varuna)

II India has many other Forces that serve the nation. For example, Central Reserve Police Force (CRPF).
Find out about such Forces and discuss with the teacher.

III Create a collage capturing the lives and stories of people that inspire us. In groups of four, prepare a collage on a chart paper on any such person and present it in the class.

IV Many women have joined the Armed Forces and are serving the nation. Have a discussion in the class with examples.

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My Dear Soldiers

Let us do these activities before we read.

I Look around and identify the people who contribute to your life selflessly with a risk to their own lives. Share your answers with your classmates and the teacher.

II Work in pairs. Discuss at least three questions that you would like to ask the people identified in I.



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Let us read

Oh! Defenders of borders
You are great sons of my land
When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
Treading the lonely expanses as yogis
Climbing the heights or striding the valleys
Defending the deserts or guarding the marshes
Surveillance in seas and by securing the air
Prime of your youth given to the nation!!
Wind chimes of my land vibrate your feat
We pray for you brave men!!
May the Lord bless you all!!

A.P.J. Abdul Kalam

Note

When the poet mentions 'great sons' he is actually referring to all the soldiers (men and women) serving the nation.

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Let us discuss

I Complete the summary with an exact word from the poem. An example has been done for you. Share your answers with your classmates and the teacher.

The poem is a tribute to the soldiers of the 1. **land** who defend the 2. _____ of their country. It highlights their untiring commitment and sacrifices as they guard the nation. The soldiers remain vigilant and dedicated, whether it's windy, snowy, or 3. _____ hot. They walk on 4. _____ stretches of land like the yogis. Their duty takes them to different terrains, including mountains, valleys, 5. _____, and marshes. The poet acknowledges that they have given a major part of their 6. _____ to protect the nation. The poet says the wind chimes show their respect to the soldiers' 7. _____. The poet concludes with prayers for their well-being and blessings.

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II Select the correct option for the following questions.



1. The theme of the poem is _____.
   (i) patriotism and sacrifice
   (ii) heroism and awareness
   (iii) nature and hardship
   (iv) seasons and terrains
2. The tone of the poem is _____.
   (i) admiring (ii) sad (iii) respectful
   (iv) grateful (v) prayerful
   A. Only (v) B. (i) and (iii)
   C. (ii), (iii) and (v) D. (i), (iii), (iv) and (v)

III Complete the following sentences by explaining why the poet has used the following poetic devices.

1. **Imagery** because _____.
2. **Simile** because the soldiers are likened to _____.
3. **Metaphor** because the poet uses wind chimes _____.
4. **Repetition** of the words 'you' and 'we' because _____.
5. **Alliteration** such as 'season or snowy' and _____ to create _____.



Let us think and reflect

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

When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
Treading the lonely expanses as yogis

1. Identify a set of opposite words from the extract.
2. Complete the sentence appropriately.

   The phrase 'still hold on to your deed' refers to the soldier's attitude of _____.
3. Identify whether the following statement is **true** or **false**.

   The soldiers walk across the deserted stretches of land.
4. Give evidence from the extract to show that soldiers face harsh weather conditions.
5. Which quality of the soldiers is highlighted in this extract?

   (i) modesty (ii) optimism (iii) simplicity (iv) dedication

II Answer the following questions.

1. Who is the speaker of this poem? How can you say so?
2. How is the theme of the poem conveyed through imagery? Support your answer with examples from the poem.
3. How does the poet highlight the commitment of the soldiers? Provide examples from the poem to support your answer.
4. What is the significance of the line 'Prime of your youth given to the nation!!' with reference to sacrifice and service?
5. The poem ends with a prayer for the soldiers' well-being and blessings. Why is it important for each one of us to pray for the well-being of soldiers?



Let us learn

I The poem mentions a few terrains (physical features of land)—valleys, deserts, and marshes. Identify the terrains from the box given below. There are two that you do not need.

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ghats river plateau delta bay peninsula mountains

II Study the following phrases from the poem.

- *treading the lonely expanses*
- *climbing the heights*
- *scorching sun*

Such phrases are word pairs that come together in combinations and are called **collocations**.

Collocations are specific word pairings in English. They refer to the way certain words frequently appear together with others.

Fill in the blanks by choosing the words given in the brackets that collocate appropriately.

1. The hikers reached the _____ (summit/peak) of the mountain after several days of trekking through challenging conditions.
2. The _____ (empty/barren) landscape of the desert made it nearly impossible to find any water sources.
3. In the rainforest, the _____ (heavy/dense) forest provides a habitat for a diverse range of wildlife.
4. Chitra is a very _____ (heroic/adventurous) person and enjoys mountain climbing.
5. I'll try to get back in time, but I'm not _____ (doing/making) any promises.

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Let us listen

I **Think and complete** the poem titled 'A Soldier's Pride', given below. (Transcript for the teacher on pg. 224)



In fields so vast, our soldiers stand,
With hearts so brave, and firm 1. _____,
They guard our land both night and 2. _____,
To keep our fears and foes at bay.

With every dawn and setting 3. _____,
Their duty calls, it must be done,
Through 4. _____ skies and blazing heat,
They 5. _____ along with steady feet.

For love of land, they 6. _____ and strive,
To keep our hopes and 7. _____ alive,
With pride and honour, they defend,
Our beloved India, till the very 8. _____.

II Now, **listen to the poem** and correct your answers wherever required.

Let us speak

I Work in pairs and practise reciting the poem 'My Dear Soldiers'. Pause briefly at (/) and emphasise the highlighted words.

My/Dear/Soldiers/by A.P.J. Abdul Kalam
(pause and count 1-2-3 silently before reciting the poem)



Oh! Defenders / of borders /
You are **great sons** / of my land /
When we are all / **asleep** /
You still hold on / to your **deed** /
Windy season / or **snowy days** /
Or **scorching sun's** / sweltering **rays** /
You are there / **guarding** all the time / **awake** /
Treading the **lonely expanses** / as **yogis** /
Climbing the heights / or **striding** the valleys /
Defending the **deserts** / or guarding the **marshes** /
Surveillance in seas / and by securing the **air** /
Prime of your **youth** / given to the **nation!!** /
Wind chimes of my land / **vibrate your feat** /
We **pray for you** / brave men!! /
May the **Lord** bless you all!! /

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2. Now, recite aloud in groups of 8–10.

Remember—

- Use volume to add emotion to the poem. For instance, speak more softly for lines that express tenderness or solemnity and louder for lines that convey strength or pride.
- Maintain a steady pace. Don't rush through the lines.
- Use appropriate facial expressions to boost the meaning of the poem. Stand tall with a confident posture to reflect the pride and strength of the soldiers.

Let us write

I An **acrostic poem** is the one in which the first letter of each line spells out a word, name or phrase when read vertically. Read the example given below and compose your own acrostic poem.

Proud of motherland	**S**_____
Always alert I stand	**O**_____
Time, my concern never	**L**_____
Respect to her, forever	**D**_____
In worse times or better	**I**_____
Our love has no end	**E**_____
To me, my country is my friend.	**R**_____

II We cannot thank our soldiers enough. To express your admiration, draft a note of gratitude for their selfless service to the nation. (Word limit: 50 words)

You may begin this way:

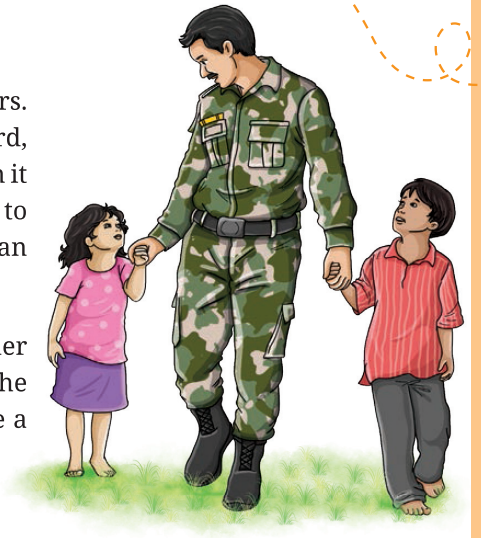
Dear Bravehearts,
I would like to...

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Let us explore

I Design a badge of honour for the soldiers. You may make it by hand, with cardboard, paper, and colours, or alternately, design it digitally and take a printout. Remember to include a self-designed logo and a slogan in the badge.

II Find out any poem or story in your mother tongue or regional language about the sacrifices and bravery of soldiers. Make a presentation in the class.



Rani Abbakka

Let us do these activities before we read.

I Solve the riddle given below and share your answer with your classmates and the teacher.

She was a queen who led the fight,
She fought for her country and her right.
With a shining sword in her hand,
Her son on her back in a cloth band
Remembered as a warrior grand,
She died defending her beloved Motherland.
Who is she?

II Think of any other women warriors who made a significant contribution to India's struggle for Independence. Share your answers with your classmates and the teacher.

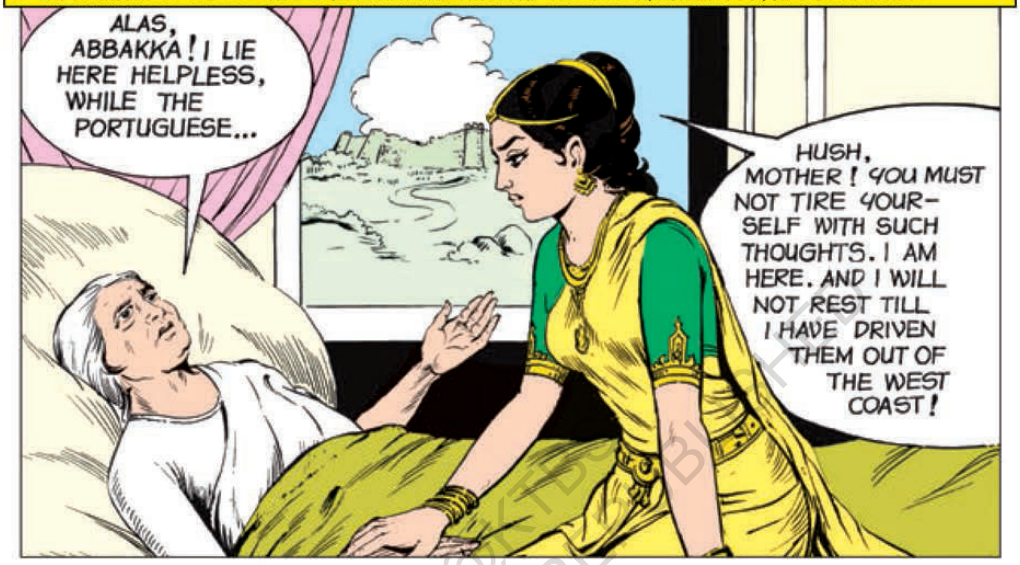
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Let us read

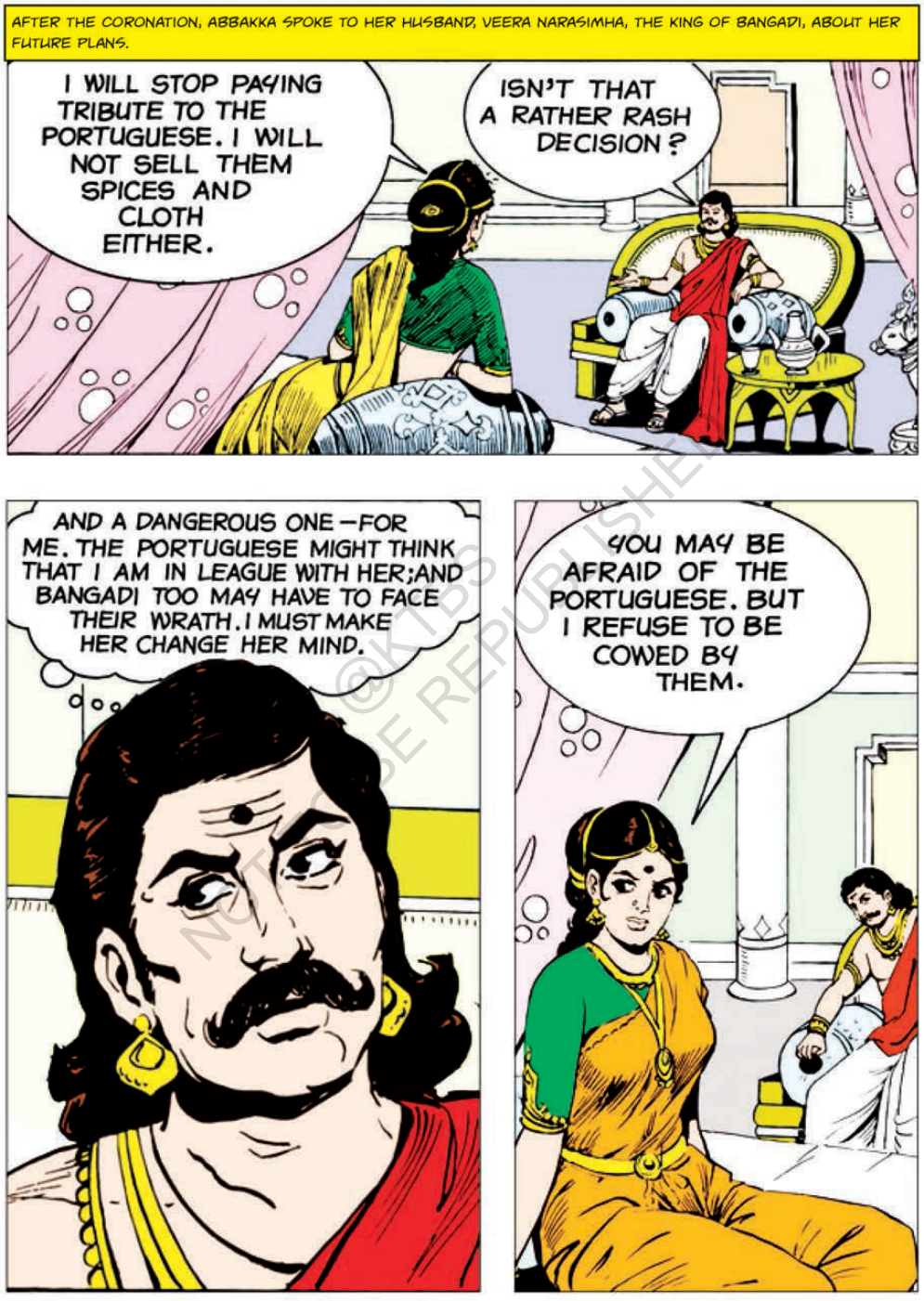
Rani Abbakka

HIRIYA ABBAKKA, THE QUEEN OF ULLAL, A SMALL PRINCIPALITY ON THE WEST COAST OF KARNATAKA, WAS ON HER DEATH-BED. YEARS AGO, ULLAL HAD BEEN CAPTURED BY THE PORTUGUESE AND HAD BECOME A VASSAL – THEY WERE REQUIRED TO PAY A TRIBUTE TO THE COLONIAL POWER. HER DAUGHTER AND SUCCESSOR, ABAKKA DEVI, WAS BY HER SIDE.



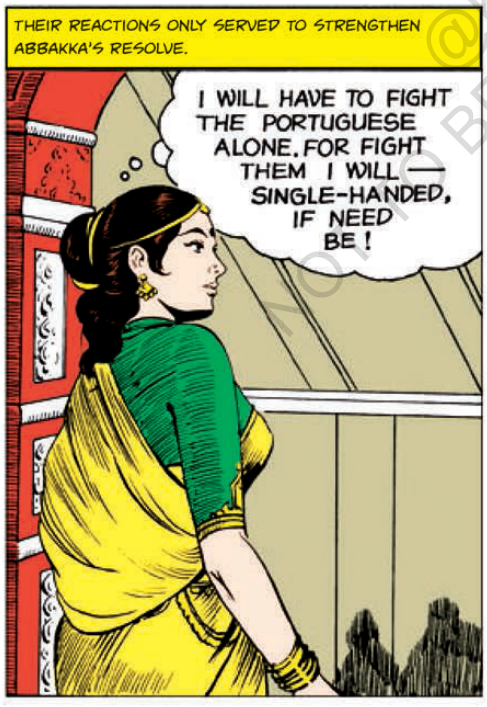


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AFTER THE CORONATION, ABBAKKA SPOKE TO HER HUSBAND, VEERA NARASIMHA, THE KING OF BANGADI, ABOUT HER FUTURE PLANS.
I WILL STOP PAYING TRIBUTE TO THE PORTUGUESE. I WILL NOT SELL THEM SPICES AND CLOTH EITHER.
ISN'T THAT A RATHER RASH DECISION?
AND A DANGEROUS ONE—FOR ME. THE PORTUGUESE MIGHT THINK THAT I AM IN LEAGUE WITH HER; AND BANGADI TOO MAY HAVE TO FACE THEIR WRATH. I MUST MAKE HER CHANGE HER MIND.
YOU MAY BE AFRAID OF THE PORTUGUESE. BUT I REFUSE TO BE COWED BY THEM.

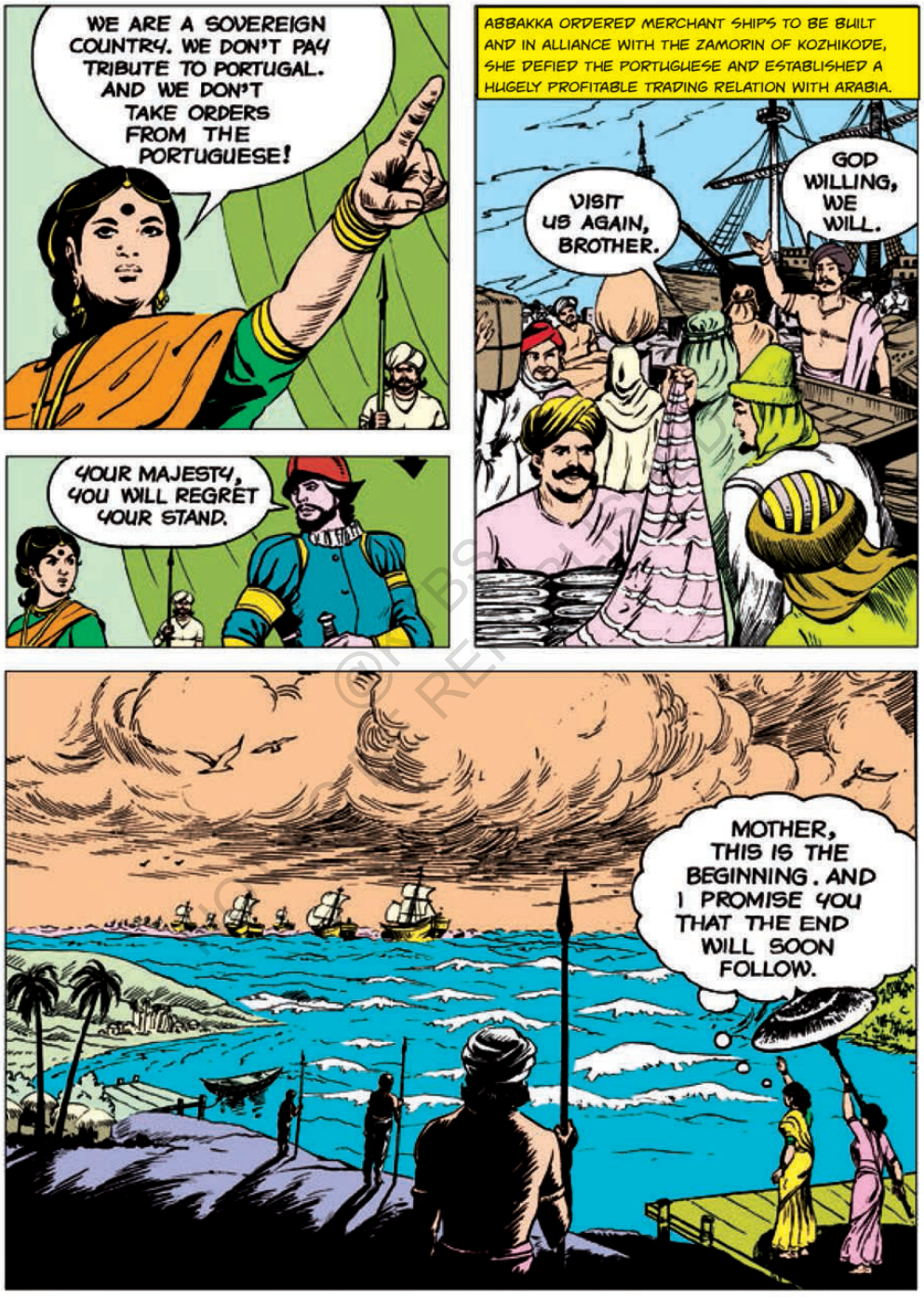


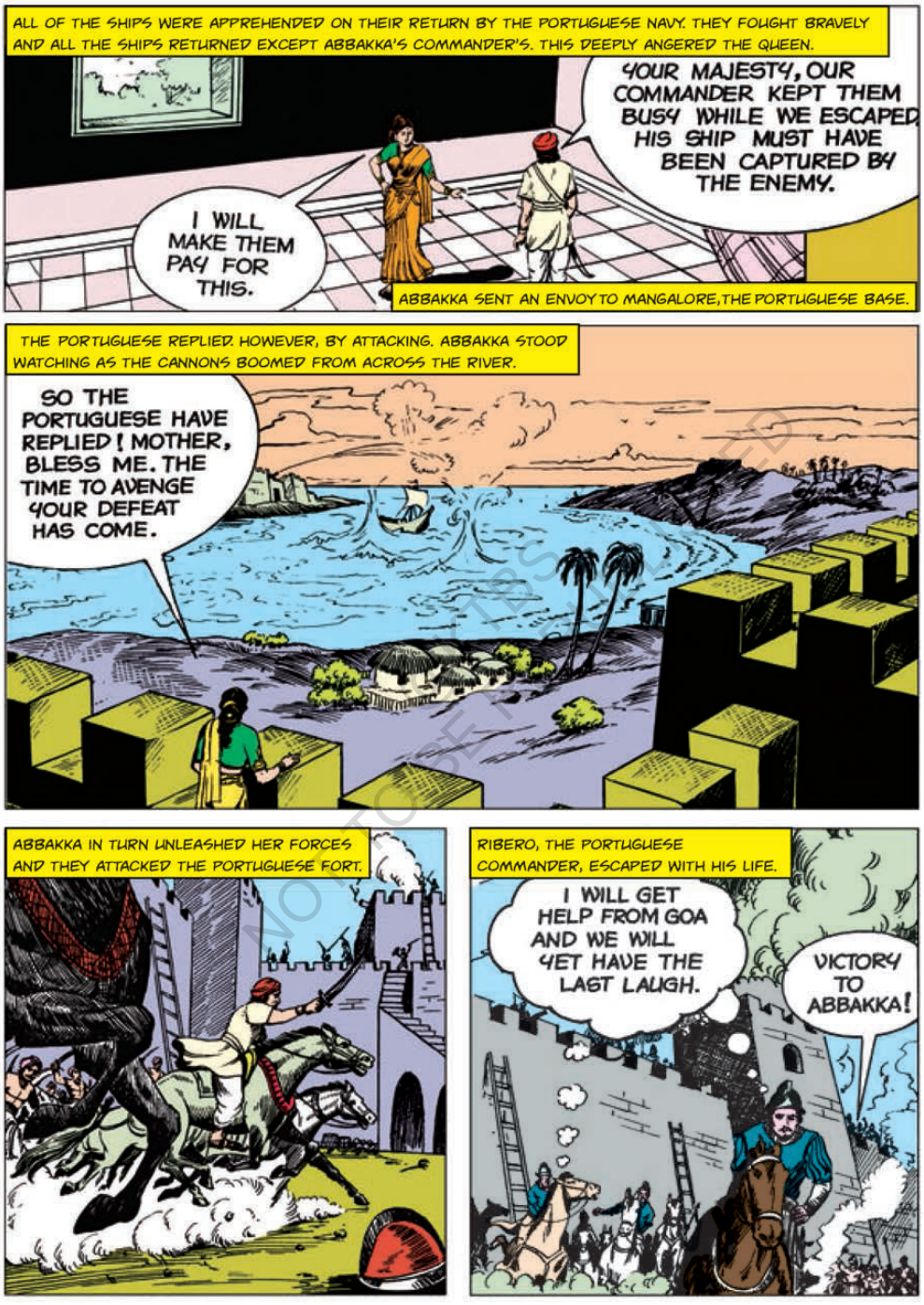


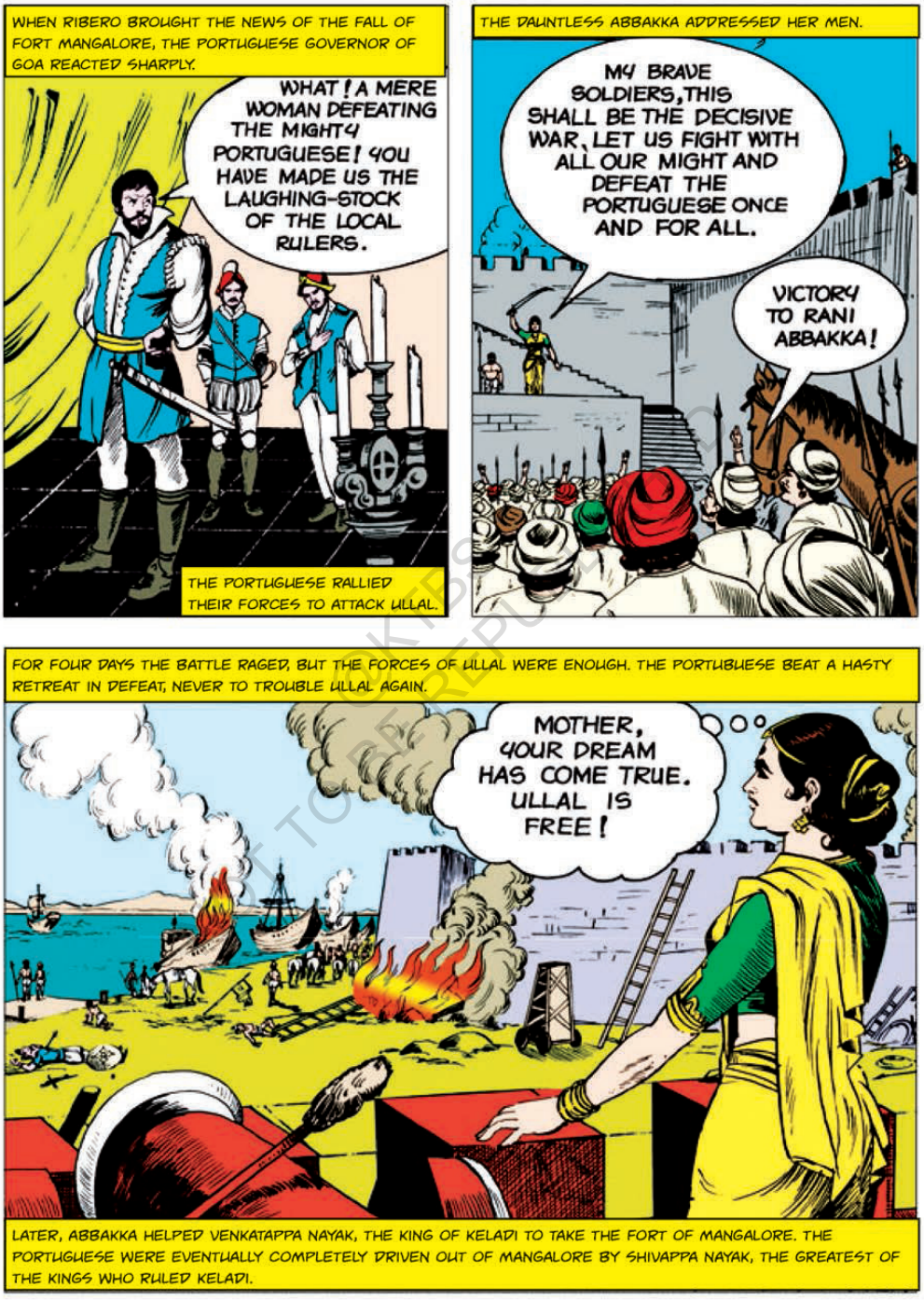




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WE ARE A SOVEREIGN COUNTRY. WE DON'T PAY TRIBUTE TO PORTUGAL. AND WE DON'T TAKE ORDERS FROM THE PORTUGUESE!
YOUR MAJESTY, YOU WILL REGRET YOUR STAND.
ABBAKKA ORDERED MERCHANT SHIPS TO BE BUILT AND IN ALLIANCE WITH THE ZAMORIN OF KOZHIKODE, SHE DEFIED THE PORTUGUESE AND ESTABLISHED A HUGELY PROFITABLE TRADING RELATION WITH ARABIA.
VISIT US AGAIN, BROTHER.
GOD WILLING, WE WILL.
MOTHER, THIS IS THE BEGINNING. AND I PROMISE YOU THAT THE END WILL SOON FOLLOW.


ALL OF THE SHIPS WERE APPREHENDED ON THEIR RETURN BY THE PORTUGUESE NAVY. THEY FOUGHT BRAVELY AND ALL THE SHIPS RETURNED EXCEPT ABBAKKA'S COMMANDER'S. THIS DEEPLY ANGERED THE QUEEN.
YOUR MAJESTY, OUR COMMANDER KEPT THEM BUSY WHILE WE ESCAPED. HIS SHIP MUST HAVE BEEN CAPTURED BY THE ENEMY.
I WILL MAKE THEM PAY FOR THIS.
ABBAKKA SENT AN ENVOY TO MANGALORE, THE PORTUGUESE BASE.
THE PORTUGUESE REPLIED. HOWEVER, BY ATTACKING. ABBAKKA STOOD WATCHING AS THE CANNONS BOOMED FROM ACROSS THE RIVER.
SO THE PORTUGUESE HAVE REPLIED! MOTHER, BLESS ME. THE TIME TO AVENGE YOUR DEFEAT HAS COME.
ABBAKKA IN TURN UNLEASHED HER FORCES AND THEY ATTACKED THE PORTUGUESE FORT.
RIBERO, THE PORTUGUESE COMMANDER, ESCAPED WITH HIS LIFE.
I WILL GET HELP FROM GOA AND WE WILL YET HAVE THE LAST LAUGH.
VICTORY TO ABBAKKA!



https://amritmahotsav.nic.in/unsung-heroes.htm
(Ministry of Culture, GOI)

Let us discuss

I Match the words in Column 1 with their meanings in Column 2. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. vassal (n)	(i) extreme anger
2. coronation (n)	(ii) take hold of suddenly or forcibly
3. successor (n)	(iii) happen in a violent way
4. rash (adj.)	(iv) acting or doing something without thinking about the consequences
5. sovereign country (n)	(v) association or partnership
6. league (n)	(vi) a ceremony at which a person is made king or queen
7. wrath (n)	(vii) fearless
8. seize (v)	(viii) capture
9. resolve (n)	(ix) a country with a government having complete authority
10. raged (v)	(x) a country/ state that is controlled by a more powerful country and has to pay money when needed
11. decisive (adj.)	(xi) a person who succeeds another
12. apprehended (v)	(xii) take revenge for
13. dauntless (adj)	(xiii) showing the ability to make decisions effectively
14. avenge (v)	(xiv) determination

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

Cause	Effect
1. Ullal had been captured by the Portuguese.	(i) Ullal had to pay a tribute to the colonial power.
2.	(ii) Rani Abbakka's husband Veera Narsimha felt it was a hasty decision.
3. Veera Narsimha ordered the soldiers to stop Rani Abbakka when she said she would not be frightened by the Portuguese.	(iii)
4. Rani Abbakka addressed a meeting of rajas for their support, who felt they would be no match for the Portuguese army and their power.	(iv)
5.	(v) Rani Abbakka in turn attacked the Portuguese Fort.

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Let us think and reflect

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

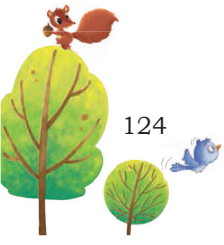
Portuguese envoy: Our Governor has sent me to remind you that the annual tribute from Ullal is long overdue and...

Rani Abbakka: We are a sovereign country. We don't pay tribute to Portugal. And we don't take orders from the Portuguese!

Portuguese envoy: Your Majesty, you will regret your stand.

Abbakka ordered merchant ships to be built and in alliance with the Zamorin of Kozhikode, she defied the Portuguese and established a hugely profitable trading relation with Arabia.

1. What does the word 'tribute' mean in this context?
2. Complete the sentence with a suitable reason.



Rani Abbakka says, “We are a sovereign country” because _____.

3. Identify whether the following statement is **true** or **false**.

   The Portuguese envoy threatened Rani Abbakka.

4. Choose a word given in brackets to replace the underlined word.

   “... she <u>defied</u> the Portuguese and established a hugely profitable trading relation with Arabia.” (defeated/disobeyed)

5. Choose the option that lists the qualities of Rani Abbakka, based on this extract.

   (i) bold (ii) thoughtful (iii) capable

   (iv) generous (v) determined

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

II Answer the following questions.

1. Rani Abbakka spoke to her mother on her deathbed. How might these words have made her mother feel?
2. What does the support of the people of Ullal and the soldiers for Rani Abbakka suggest about their mindset?
3. How might the people of Ullal have felt when the mighty Portuguese were defeated?
4. Why do you think Rani Abbakka’s victory against the Portuguese would have inspired other rulers to go against a foreign power?



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Let us learn

I Study the following words from the text.

seize, sovereign, their, soldiers

The spelling of the given words have ‘ei’ and ‘ie’ in them.

Spelling tip: ‘i’ before ‘e’ except after ‘c’

For example: receive, deceive

Now, fill in the blanks with ‘ie’ or ‘ei’ for the following words.

1. c___ling 2. bel___ve 3. th___f 4. ach___ve 5. perc___ve
6. prot___n 7. soc___ty 8. sh___ld 9. w___ght 10. fr___nd

II Study the highlighted word in the following sentence from the text.

...; and Bangadi too may have to face their ***wrath.***

Was the initial letter 'w' pronounced?

There are many words in the English language where certain letters are not pronounced but are spelt. They are called 'silent letters'.

For example :

campaign, knowledge, pneumonia, honour, calm

Now, find more words with silent letters.

III Read the following expressions from the text.

laughing stock, last laugh

Use the dictionary page given below to find the meanings of the following.

burst out laughing, don't make me laugh, laugh until you cry, have a good laugh.

laugh / la:f; *NAmE* laef/ verb, noun

verb 1 (I,T) to make the sounds and movements of your face that show you are happy or think sth is funny: to **laugh loudly/ aloud/ out loud** ◇~ (**at/ about sth**) *You never laugh at my jokes!* ◇ *The show was hilarious—I couldn't stop laughing.* ◇ She always **makes me laugh.** ◇ He **burst out laughing** (= suddenly started laughing). ◇ *She laughed to cover her nervousness.* ◇ *I told him I was worried but he laughed scornfully.* ◇ + **speech** *'You're crazy!' she laughed.*

2 (I) **be laughing** (*informal*) used to say that you are in a very good position, especially because you have done sth successfully: *If we win the next game we'll be laughing.*

IDM **don't make me 'laugh** (*informal*) used to show that you think what sb has just said is impossible or stupid: *'Will your dad lend you the money?' 'Don't make me laugh!'* **he who laughs, last laughs** 'longest (*saying*) used to tell sb not to be too proud of their present success; in the end another person may be more successful **laugh all the way to the 'bank** (*informal*) to make a lot of money easily and feel very pleased about it **laugh in sb's 'face** to show in a very obvious way that you have no respect for sb **laugh like a 'drain** (BrE) to laugh very loudly **laugh on the other side of your 'face** (BrE, *informal*) to be forced to change from feeling pleased or satisfied to feeling disappointed or annoyed **laugh sb/sth out of 'court** (BrE, *informal*) to completely reject an idea, a story, etc. that you think is not worth taking seriously at all **laugh till/until you 'cry** to laugh so long and hard that there are tears in your eyes **laugh up**

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your ‘sleeve (at sb/sth) *(informal)* to be secretly amused about sth laugh your ‘head off to laugh very loudly and for a long time not know whether to laugh or ‘cry *(informal)* to be unable to decide how to react to a bad or unfortunate situation you have/you’ve got to, ‘laugh *(informal)* used to say that you think there is a funny side to a situation: *Well, I’m sorry you’ve lost your shoes, but you’ve got to laugh, haven’t you?* ⇨ more at KILL *v.*, PISS *v.*

PHR V ‘laugh at sb/sth to make sb/sth seem stupid or not serious by making jokes about them/it **SYN** ridicule: *Everybody laughs at my accent.* ◇ *She is not afraid to laugh at herself* (= is not too serious about herself). ‘laugh sth↔‘off *(informal)* to try to make people think that sth is not serious or important, especially by making a joke about it: *He laughed off suggestions that he was going to resign.*

noun 1 [C] the sound you make when you are amused or happy: *to* ***give a laugh*** ◇ *a short/nervous/hearty laugh* ◇ *His first joke* ***got the biggest laugh*** *of the night.* ⇨ see also BELLY LAUGH **2 a laugh** [sing.] *(informal)* an enjoyable and amusing occasion or thing that happens: *Come to the karaoke night—it should be a good laugh.* ◇ *And he didn’t realize it was you? What a laugh!* **3 a laugh** [sing.] a person who is amusing and fun to be with: *Paula’s a good laugh, isn’t she?*

IDM do sth for a ‘laugh/for ‘laughs to do sth for fun or as a joke: *I just did it for a laugh, but it got out of hand.* have a (good) ‘laugh (about sth) to find sth amusing: *I was angry at the time but we had a good laugh about it afterwards.* ⇨ more at BARREL *n.*, LAST *det.*

Oxford Advanced Learners Dictionary

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Now, use these expressions in sentences of your own.

IV Read the following dialogues from the text.

- *Rani Abbakka said, “I will make them pay for this.”*
- *The merchants said to the Arabians, “Visit us again, brother.”*

The given sentences are the direct words of the speaker; hence, they are in **direct speech**.

The **reported forms** or **indirect forms** of speech for the given sentences are:

- Rani said that she would make them pay for that.
- The merchants told the Arabian brothers to visit them again.

While reporting direct speech to indirect speech, we make certain modifications related to time, place, and person.

- Time (Tense): Verbs are typically shifted back from a present tense to a past form in reported speech to reflect the change in time.
- Place (Adverbs of Place): Words indicating place are adjusted to fit the new context.
- Person: Pronouns and subjects are modified to align with the perspective of the reporter.

Changes made with reference to time (tense)

Direct Speech	Indirect Speech
Present Tense	Past Tense
Past Tense	Past Perfect Tense
Past Perfect Tense	No change
Present Progressive Tense	Past Progressive Tense
Past Progressive Tense	Past Perfect Progressive Tense
Past Perfect Progressive Tense	No change
Present Perfect Tense	Past Perfect Tense
Present Modal	Past Modal
Past Modal	No change

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Changes made in pronouns

Direct Speech	Indirect Speech
I	she, he
you (singular)	she, he
you (plural)	they
we	they
my	her, his
our	their
your	her, his, their
me	her, him
us	them
mine	hers, his

ours	theirs
yours	hers, his, theirs

Changes in time and place expressions

Direct Speech	Indirect Speech
now	then
ago	before
today	that day
tomorrow	the day after/the following day
yesterday	the day before/the previous day
next week/month/year	the following week/month/year
here	there
this	that
these	those

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Rewrite the following sentences in direct speech to indirect speech. Remember to make the necessary changes.

1. The teacher said, "Women of valour have made significant contributions throughout history."

   The teacher remarked that _____.

2. "I enjoy reading historical novels," said Smitha.

   Smitha shared that _____.

3. The captain said to the coach, "Our team won the championship last year."

   The captain told the coach that _____.

4. The class teacher said, "Please turn off the lights when you leave."

   The class teacher requested _____.

5. "Finish the work before dinner," said mother to Ravi.

   Mother advised _____.

6. The vet said to the pet owner, "Take the dog for a walk."

   The vet instructed _____.

V Read the conversation between the Captain and the team.

Captain : We need to focus on our strategy for the final match.

Player : I have some ideas on how we can improve our strategy.

Captain : Make sure to share those ideas with the team during practice.

Complete the following paragraph by transforming the dialogue in the indirect form of speech.

The Captain remarked that 1. _____.

To which one of the players replied that 2. _____.

The Captain advised the player to 3. _____.

Let us listen

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below. (Transcript for the teacher on pg. 134)





Information	Details
Full Name	Rani Gaidinliu
Date of Birth	January 1. _____ 1915
Place of Birth	Tamenglong district, 2. _____
Tribe	Rongmei (Kabui)
Age when joined the Hereka Movement	3. _____
Main aim of Movement	Revival of Naga tribal religion and self-rule (Naga Raj)
Year of Arrest	4. _____
Age of Arrest	5. _____
Sentence	Life imprisonment
Years of Imprisonment	1932 – 1947
Title Given	'Daughter of the Hills', 6. '_____'
Award	7. _____, Birsa Munda Award
Year of Death	1993

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Honour in Silchar, Assam	Park and 8. _____
Postal Stamp Issued	1996
Commemorative Coin Issued	9. _____



Let us speak

Some of the words from the story 'Rani Abbakka' are given in the table below. Work in pairs and pronounce these words by referring to the notes given below. Emphasise the highlighted syllable.

Remember, single syllable (monosyllabic) words do not have any stress.

Words	Pronunciation	Notes
1. vassal *(n)*	**va**-sul (two syllables)	The /a/ sound in **va** is similar to van. The word *vassal* rhymes with *apple*.
2. successor *(n)*	suhk·**seh**·suh (three syllables)	The /r/ sound in the end of the word is not pronounced.
3. rash *(adj.)*	rash (monosyllabic)	The /a/ sound is similar to **rat**.
4. league *(n)*	leeg (monosyllabic)	Use the long -ee sound, as in s**ee**d.
5. wrath *(n)*	roth (monosyllabic)	The -w is silent.
6. seize *(v)*	seez (monosyllabic)	Not to be confused with 'size'.
7. resolve *(n)*	ri-zolv (two syllables)	The -s becomes the /z/ sound.

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Let us write

India's past was heroic, and at present, the pace of her development is inspiring. Women play a significant role in it. These women are around us, inspiring us all the time.

With these thoughts, write a conversation between two students, Pratap and Tarana, discussing the role played by women in forming India's identity as a strong nation.

You may begin like this:

Pratap : Tarana, I have a lot of respect for women like...

Tarana : I believe in the capabilities of women. Did you...?

Complete the conversation in about six to eight sentences for each of them and share your answers with your classmates and the teacher.



Let us explore

In groups of five, find facts about any one brave woman who we remember because of her achievements and present in class. For example, Rani Chennamma of Kittur, Rani Durgavati, Ahilyabai Holkar, Jhalkari Bai, Captain Lakshmi Sahgal, Kanaklata Barua, Kalpana Chawla, or anyone else.

Include the following in your presentation:

1. Childhood
2. Training / Education
3. Achievements
4. Contributions
5. What you have learnt from her



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TRANSCRIPTS

Homage to Our Brave Soldiers



Let us listen *(refer to page* 106*)*

You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear.

Good morning, respected teachers and my dear friends.

Today, I, Gunjan, of Grade 7-C, stand before you to share why I dream of joining the Indian Armed Forces when I grow up.

Serving our country is the most honourable job one can have. It means protecting and securing our nation, even if it means risking one's life. The thought of wearing the uniform, which can only be earned through hard work, fills me with pride and a strong desire to serve India.

The Armed Forces teach you to live a disciplined and organised life. This keeps both the mind and body active. Soldiers are always ready to face challenges because of this discipline. Additionally, regular exercise and training keep soldiers physically fit and ready for any situation. This preparation is something I greatly admire and wish to achieve.

Lastly, being a soldier means having new experiences and adventures everyday. Each day brings new challenges, teaching important lessons, and helping one grow. The Armed Forces offer a life filled with honour, self-respect, safety, and security for both the soldier and their families. It is a life that teaches loyalty, duty, service, and honesty.

This is why I want to join the Indian Armed Forces.

Thank you.

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My Dear Soldiers



Let us listen *(refer to page* 113*)*

I Think and complete the poem titled 'A Soldier's Pride'.
II Now, listen to the poem and correct your answers wherever required.

In fields so vast, our soldiers stand,
With hearts so brave, and firm command,
They guard our land both night and day,
To keep our fears and foes at bay.

With every dawn and setting sun,
Their duty calls, it must be done,
Through stormy skies and blazing heat,
They march along with steady feet.

For love of land, they fight and strive,
To keep our hopes and dreams alive,
With pride and honour, they defend,
Our India, till the very end.

Rani Abbakka



Let us listen *(refer to page* 130*)*

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below.

Hello children, you all have read about Rani Abbakka. Let me share with you some details about one more braveheart. Her name is Rani Gaidinliu.

Gaidinliu was born on 26 January 1915, in the present-day Tamenglong district of Manipur. She was a Naga leader who led an armed uprising against the British in Manipur, Nagaland, and Assam. Gaidinliu belonged to the Rongmei tribe, also known as the Kabui tribe.

In 1927, at the age of 13, Gaidinliu joined the Heraka movement. This movement aimed at the revival of the Naga tribal religion and the establishment of self-rule for the Nagas, ending British rule.

Gaidinliu was arrested in 1932 when she was just 16 and was sentenced to life imprisonment by the British rulers. Between 1932 and 1947, she was kept in several prisons across the Northeast.

After being released in 1947, she continued to work for the betterment of her community. The then Prime Minister described Gaidinliu as the 'Daughter of the Hills' and gave her the title 'Rani' for her courage. She was also awarded the Padma Bhushan in 1982.

In 1991, Rani Gaidinliu returned to her birthplace, where she died on 17 February 1993 at the age of 78. Rani Gaidinliu was conferred the Birsa Munda Award posthumously.

The State Government has developed a park along with a statue to honour Rani Gaidinliu in Silchar, Assam. Not only that, the Government of India issued a postal stamp in her honour in 1996 and a commemorative coin in 2015.

What a braveheart indeed!

https://amritmahotsav.nic.in/unsung-heroes-detail.htm?56

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