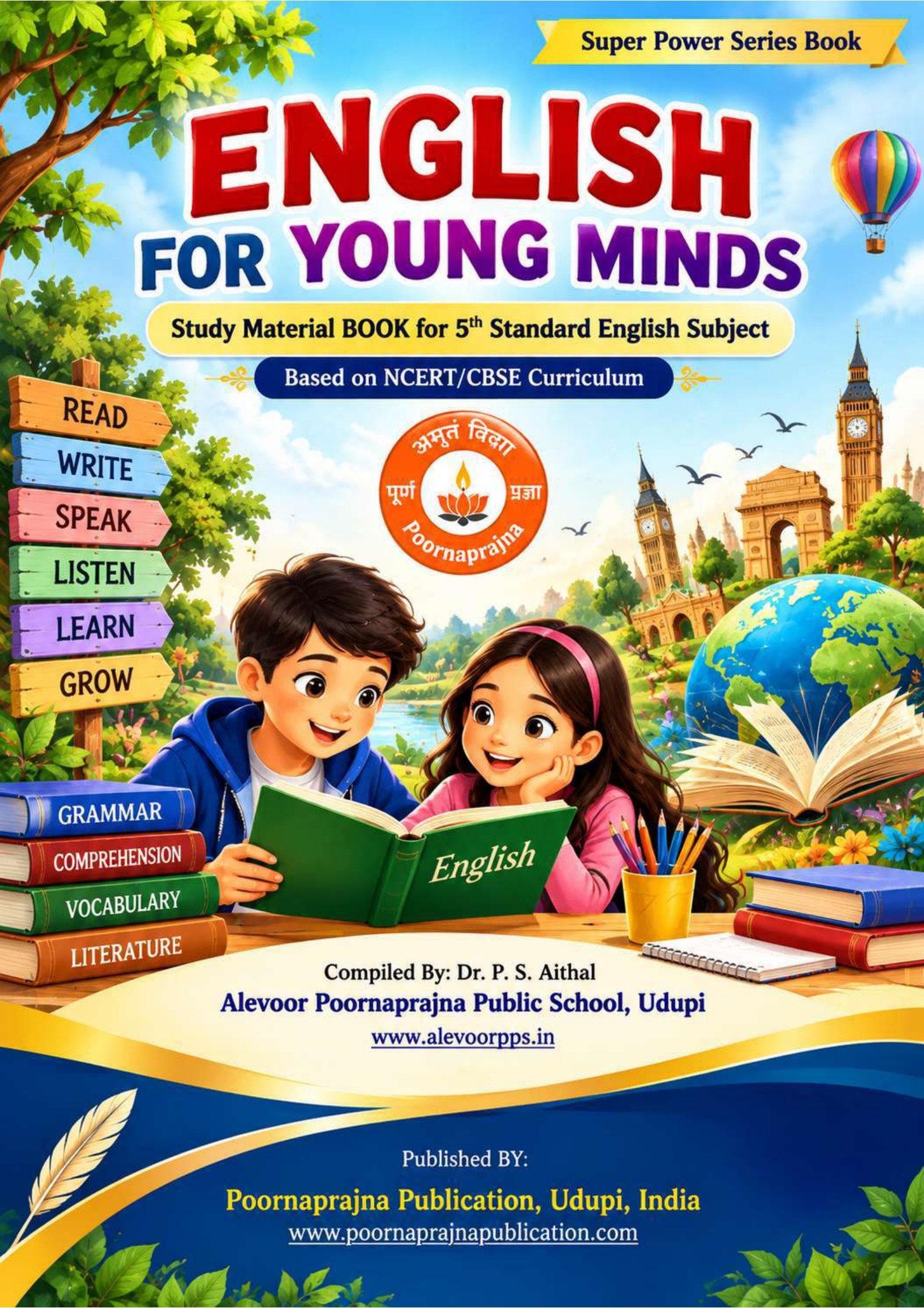
Super Power Series Book

ENGLISH FOR YOUNG MINDS

Study Material BOOK for 5th Standard English Subject

Based on NCERT/CBSE Curriculum



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Alevoor Poornaprajna Public School, Udupi

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(Prepared as per Poornaprajna Integrated Student Support Model)

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PREFACE

English FOR YOUNG MINDS – Study Material BOOK for 5th Standard English Subject has been thoughtfully developed with the help of AI-driven GPTs in accordance with the **Poornaprajna Integrated Student Support Model** to provide comprehensive and learner-centred academic support to Grade 5 students. Based on the **NCERT/CBSE Curriculum**, the book is designed to strengthen essential English language competencies while developing reading comprehension, vocabulary, grammar, written expression, communication skills, creativity, and confidence among young learners. Book for Preface

The book offers systematic learning support through ten engaging chapters, including **"Papa's Spectacles," "Gone with the Scooter," "The Rainbow," "The Wise Parrot," "The Frog," "What a Tank!," "Gilli Danda," "The Decision of the Panchayat," "Vocation," and "Glass Bangles."** Book for Preface Each chapter provides structured practice through summaries, important grammar concepts, **LOTS and HOTS questions, fill-in-the-blanks, one-mark to five-mark descriptive questions, application-based questions, and Olympiad-style multiple-choice questions**. Book for Preface This progressive approach encourages students to move beyond simple recall towards understanding, reasoning, analysis, application, and independent thinking.

Designed to prepare learners for both **CBSE school examinations and competitive examinations such as Olympiads**, *English FOR YOUNG MINDS* aims to make the learning of English enjoyable, purposeful, and intellectually stimulating. Its combination of curriculum-based learning, higher-order thinking, application-oriented activities, and competitive-exam practice enables students to consolidate classroom learning while developing the confidence to face different forms of assessment. We hope this book becomes a valuable learning companion that inspires every young mind to **read with understanding, think critically, communicate effectively, express creatively, and develop a lifelong love for the English language**.

Dr. P. S. Aithal
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5th Standard English Book Chapter 1

Chapter 1: Papa's Spectacles

1.1 Summary of the Chapter:

Summary: "Papa's Spectacles":

(1) Papa cannot find his only pair of spectacles.
(2) Without them, he cannot read the newspaper or watch television clearly.
(3) He also finds it difficult to cut vegetables.
(4) Papa searches everywhere for his spectacles.
(5) He checks his pockets and looks under his chair.
(6) He searches near the window and around the room.
(7) The speaker notices where the spectacles are and asks Papa to stop searching.
(8) Papa's spectacles are resting on his head.
(9) The poem humorously shows how people can overlook something they are already wearing.
(10) It also reminds us to help others patiently when they misplace things.

1.2 Important Formulas:

Important Grammar Topics in "Papa's Spectacles":

(1) **Nouns** – naming people, places, animals, and things: *Papa, newspaper, chair, window*.
(2) **Pronouns** – words used instead of nouns: *he, his, it, I*.
(3) **Verbs** – action words: *searching, lost, read, watch, checked, looked*.
(4) **Adjectives** – words that describe nouns: *only pair, big box*.
(5) **Prepositions** – words showing position or place: *inside his pockets, under his chair, near the window, on his head*.
(6) **Adverbs** – words that describe how an action is done: *everywhere, finally*.
(7) **Conjunctions** – words that join words or ideas: *and, but*.
(8) **Tenses** – present actions and past actions, such as *Papa is searching* and *He checked*.
(9) **Possessive words** – words showing ownership: *Papa's spectacles, his pockets*.
(10) **Articles and determiners** – words used before nouns: *the newspaper, a pair, his spectacles*.
(11) **Punctuation** – capital letters, commas, full stops, and quotation marks used in the poem's dialogue.
(12) **Rhyming words and sound patterns** – for example, *everywhere/chair* and *TV/be*.

1.3 Fill-Up the Blank LOTS type questions with Answers: (32 Questions)

Complete each sentence with the correct word or phrase from the chapter:

1. Papa is searching for his _____.
   Answer: spectacles
2. Papa has lost his only _____ of spectacles.
   Answer: pair
3. Papa cannot read the _____ without his spectacles.
   Answer: newspaper
4. Papa cannot watch _____ clearly.
   Answer: TV
5. Papa cannot cut the _____ easily.
   Answer: vegetables
6. Papa is searching _____ for his spectacles.
   Answer: everywhere

7. He checks inside his _____.
   Answer: pockets
8. Papa glances under his _____.
   Answer: chair
9. He searches near the _____.
   Answer: window
10. Papa looks _____ for his missing spectacles.
    Answer: everywhere
11. The speaker tells Papa, "_____, Papa!"
    Answer: Stop
12. The speaker goes _____ to Papa.
    Answer: close
13. The spectacles are right there on Papa's _____.
    Answer: head
14. The poem is about Papa's lost _____.
    Answer: spectacles
15. Papa has only one _____ of spectacles.
    Answer: pair
16. Papa searches inside his _____.
    Answer: pockets
17. The speaker asks Papa to _____ searching.
    Answer: stop
18. Papa cannot read the newspaper because he cannot find his _____.
    Answer: spectacles
19. The speaker finds the spectacles on Papa's _____.
    Answer: head
20. Papa looks under his chair and near the _____.
    Answer: window
21. A _____ is something worn to help people see clearly.
    Answer: spectacle
22. The word "glanced" means looked _____.
    Answer: briefly
23. The word "searching" means trying to _____ something.
    Answer: find
24. "A pair of shoes" means _____ shoes.
    Answer: two
25. Papa cannot watch _____ without his spectacles.
    Answer: TV
26. The poem's speaker helps Papa find his _____.
    Answer: spectacles
27. Papa searches near the window and under the _____.
    Answer: chair
28. The spectacles were not lost; they were on Papa's _____.
    Answer: head
29. Papa wants to find his spectacles so he can read the _____.
    Answer: newspaper
30. Papa searches in many _____ for his missing spectacles.
    Answer: places
31. The speaker says the spectacles are "right there" on Papa's _____.
    Answer: head

32. Papa is unable to cut the vegetables because he cannot find his _____.
Answer: spectacles

1.4 Fill-Up the Blank HOTS type questions with Answers: (32 Questions)

Complete each sentence using clues from the poem. These questions ask you to think beyond simply recalling a line.

1. Papa has trouble doing several everyday tasks because he cannot find his _____.
Answer: spectacles
2. Since Papa cannot read the newspaper, he may not be able to see the _____ clearly.
Answer: words
3. Papa cannot watch television clearly without his _____.
Answer: spectacles
4. Papa's search becomes amusing when we learn that his spectacles are on his _____.
Answer: head
5. Papa looks in many places, but he overlooks the place where he is already _____ his spectacles.
Answer: wearing
6. The speaker solves the problem by looking carefully at _____.
Answer: Papa
7. Instead of continuing to search, Papa should first check whether he is already _____ the spectacles.
Answer: wearing
8. Papa's repeated searching shows that people can sometimes overlook things when they are _____.
Answer: worried
9. The poem is humorous because Papa searches everywhere for something that is right _____ him.
Answer: on
10. The speaker helps Papa by giving him a simple but useful _____.
Answer: reminder
11. If Papa had checked his head first, he might have saved time and _____.
Answer: effort
12. Papa needs his spectacles for reading and watching television, and also for cutting _____.
Answer: vegetables
13. The speaker asks Papa to stop because the spectacles have already been _____.
Answer: found
14. The poem suggests that we should look carefully before saying something is _____.
Answer: lost
15. Papa searches under his chair and near the window, showing that he checks places around the _____.
Answer: room
16. The speaker goes close to Papa so they can point out the spectacles on his _____.
Answer: head

17. If Papa had kept his spectacles in the same place each day, they might have been easier to _____.
Answer: find
18. Papa's spectacles are described as his only pair, so he should take good _____ of them.
Answer: care
19. The speaker's calm help is more useful than laughing at Papa's _____.
Answer: mistake
20. The poem shows that a small observation can solve a big _____.
Answer: problem
21. Papa looks inside his pockets, but the spectacles are not _____ them.
Answer: inside
22. The speaker knows where the spectacles are after looking at Papa _____.
Answer: carefully
23. Papa could avoid searching for a long time by pausing and thinking _____.
Answer: calmly
24. The poem's funny ending comes as a surprise because the spectacles are not far away; they are on Papa's _____.
Answer: head
25. Papa is unable to do his usual tasks until someone helps him find his _____.
Answer: spectacles
26. The speaker's words "Stop, Papa!" show that they want Papa to pause his _____.
Answer: search
27. The poem encourages readers to help family members when they are having a _____.
Answer: difficulty
28. Papa searches many places because he believes his spectacles are _____.
Answer: missing
29. After finding the spectacles, Papa can return to reading, watching television, and cutting _____.
Answer: vegetables
30. A sensible first step when something seems missing is to check the place where it was last _____.
Answer: used
31. The speaker notices what Papa himself has not _____.
Answer: noticed
32. The title "Papa's Spectacles" focuses on the object that causes the poem's funny _____.
Answer: situation

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

1. **What is Papa searching for?**
Papa is searching for his spectacles.
2. **How many pairs of spectacles does Papa have?**
Papa has only one pair of spectacles.
3. **What can Papa not read without his spectacles?**
Papa cannot read the newspaper without his spectacles.
4. **What can Papa not watch clearly without his spectacles?**
Papa cannot watch television clearly without his spectacles.

5. **What does Papa find difficult to cut without his spectacles?**
   Papa finds it difficult to cut vegetables without his spectacles.
6. **Where does Papa look first in the poem?**
   Papa checks inside his pockets.
7. **Where does Papa look after checking his pockets?**
   Papa glances under his chair.
8. **Where does Papa search near the room?**
   Papa searches near the window.
9. **What does the speaker tell Papa to do?**
   The speaker tells Papa to stop searching.
10. **Where are Papa's spectacles?**
    Papa's spectacles are on his head.
11. **Who helps Papa find his spectacles?**
    The speaker helps Papa find his spectacles.
12. **What is the title of the poem?**
    The title of the poem is "Papa's Spectacles."
13. **What is another word for glasses used to help someone see?**
    Spectacles are glasses used to help someone see.
14. **What does Papa search for everywhere?**
    Papa searches everywhere for his spectacles.
15. **What does Papa check inside?**
    Papa checks inside his pockets.
16. **What does Papa look under?**
    Papa looks under his chair.
17. **What does Papa look near?**
    Papa looks near the window.
18. **What does the speaker do before telling Papa where the spectacles are?**
    The speaker goes close to Papa.
19. **What is the only pair Papa has lost?**
    Papa has lost his only pair of spectacles.
20. **Why can't Papa read the newspaper?**
    Papa cannot read the newspaper because he cannot find his spectacles.
21. **What does the word "glanced" mean?**
    "Glanced" means looked quickly.
22. **What does the word "searching" mean?**
    "Searching" means trying to find something.
23. **What household chore can Papa not do easily without his spectacles?**
    Papa cannot cut vegetables easily without his spectacles.
24. **What does Papa do after checking his pockets?**
    Papa looks under his chair.
25. **What does Papa do after looking under his chair?**
    Papa searches near the window.
26. **Who says, "Stop, Papa!"?**
    The speaker says, "Stop, Papa!"
27. **What is Papa doing at the beginning of the poem?**
    Papa is searching for his spectacles.
28. **Where should Papa look to find his spectacles?**
    Papa should look on his head.
29. **What makes the ending of the poem funny?**
    The ending is funny because Papa's spectacles are on his head.

30. **What does Papa need to watch television comfortably?**
    Papa needs his spectacles to watch television comfortably.
31. **What does Papa need to read the newspaper?**
    Papa needs his spectacles to read the newspaper.
32. **What does the speaker point out to Papa?**
    The speaker points out that Papa's spectacles are on his head.

1.6 One-mark questions with Answers of HOTS Type: (32 Questions)

One-Mark Descriptive Questions — HOTS

1. **Why does Papa search in many places for his spectacles?**
   Papa thinks he has misplaced them and does not notice they are on his head.
2. **Why is the ending of the poem funny?**
   It is funny because Papa searches everywhere for spectacles he is already wearing.
3. **What could Papa do first to save time when he cannot find something?**
   Papa could calmly check whether he is already wearing or carrying it.
4. **How does the speaker help Papa?**
   The speaker looks carefully and points out the spectacles on Papa's head.
5. **What does Papa's search teach us about looking for lost things?**
   It teaches us to check carefully, even in obvious places.
6. **Why might Papa have overlooked the spectacles on his head?**
   He may have been so busy searching that he did not think to check his head.
7. **How do we know Papa depends on his spectacles?**
   He needs them to read, watch television, and cut vegetables.
8. **Why does the speaker ask Papa to stop searching?**
   The speaker has noticed that Papa's spectacles are already on his head.
9. **What might Papa say after discovering where his spectacles are?**
   Papa might laugh at himself for searching while wearing them.
10. **Why is the speaker's observation important?**
    It solves Papa's problem quickly.
11. **What might have happened if the speaker had not helped Papa?**
    Papa might have continued searching in the wrong places.
12. **What quality does the speaker show by helping Papa?**
    The speaker shows care and attentiveness.
13. **Why should Papa take care of his only pair of spectacles?**
    He needs them for several everyday activities.
14. **How could Papa avoid misplacing his spectacles in the future?**
    He could keep them in a regular, safe place when he is not wearing them.
15. **What does the poem suggest about rushing while searching?**
    Rushing can make us overlook things that are close by.
16. **Why is checking the most obvious place a sensible idea?**
    An item may be right there even when it seems to be missing.
17. **What is the main source of humour in the poem?**
    The humour comes from Papa searching for spectacles that are on his head.
18. **How does the speaker's short instruction change the situation?**
    It stops the search and helps Papa find his spectacles.
19. **What can Papa learn from this experience?**
    Papa can learn to pause and look carefully before searching everywhere.
20. **Why might Papa feel relieved at the end?**
    He discovers that his spectacles were not lost after all.

21. **What does the poem show about careful observation?**
    Careful observation can help us solve simple problems quickly.
22. **Why might Papa be unable to cut vegetables comfortably without spectacles?**
    He may not be able to see the vegetables clearly.
23. **What does Papa's search tell us about his belief at that moment?**
    He believes his spectacles are somewhere he has put them down.
24. **How could the speaker help without making Papa feel embarrassed?**
    The speaker can kindly point out the spectacles on his head.
25. **What would be a useful habit for someone who often misplaces things?**
    Keeping each item in the same place would be a useful habit.
26. **Why does the poem list several places Papa checks?**
    The list shows how widely he searches before noticing the spectacles on his head.
27. **What might Papa do once he has found his spectacles?**
    He can return to reading, watching television, or cutting vegetables.
28. **What does the poem suggest about helping family members?**
    We should help them patiently when they have a problem.
29. **How would the poem change if the spectacles were under the chair?**
    The ending would be less surprising because Papa had already searched there.
30. **What could the speaker have done instead of simply saying "Stop, Papa"?**
    The speaker could gently point to the spectacles on Papa's head.
31. **Why is "Papa's Spectacles" a suitable title?**
    The spectacles are central to the poem's funny situation.
32. **What lesson can readers take from Papa's mistake?**
    Readers can learn to stay calm and check carefully before worrying.

1.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Two-Mark Descriptive Questions — LOTS

1. **What is Papa searching for, and how many pairs does he have?**
   Papa is searching for his spectacles. He has only one pair.
2. **What two things can Papa not do without his spectacles?**
   He cannot read the newspaper or watch television clearly.
3. **What does Papa find difficult to cut, and why?**
   He finds it difficult to cut vegetables. He cannot see clearly without his spectacles.
4. **Where does Papa look after checking his pockets?**
   He looks under his chair. Then he searches near the window.
5. **What does Papa do when he cannot find his spectacles?**
   He searches everywhere. He checks his pockets and looks around the room.
6. **Who helps Papa find the spectacles?**
   The speaker helps Papa. The speaker notices that the spectacles are on Papa's head.
7. **What does the speaker say to Papa?**
   The speaker tells Papa to stop searching. The speaker then points out where the spectacles are.
8. **Where are Papa's spectacles at the end of the poem?**
   They are on Papa's head. He has been wearing them while searching.
9. **What does the word "glanced" mean?**
   "Glanced" means looked quickly. Papa glances under his chair.
10. **What does the word "searching" mean?**
    "Searching" means trying to find something. Papa searches for his spectacles.

11. **Name two places Papa checks while looking for his spectacles.**
    He checks inside his pockets. He also looks under his chair.
12. **Name two activities Papa cannot do easily without spectacles.**
    He cannot read the newspaper easily. He also cannot cut vegetables easily.
13. **Why does Papa search near the window?**
    He thinks he may have left his spectacles there. He looks in several places to find them.
14. **What does Papa's search tell us about his spectacles?**
    He needs them for everyday activities. He has only one pair.
15. **What does the speaker notice that Papa does not?**
    The speaker notices the spectacles on Papa's head. Papa is still searching for them.
16. **Why is the poem's ending amusing?**
    Papa searches everywhere for his spectacles. They are on his head all along.
17. **What does the speaker do before telling Papa where the spectacles are?**
    The speaker goes close to Papa. Then the speaker tells him to stop.
18. **What might Papa do after finding his spectacles?**
    He can read the newspaper again. He can also watch television or cut vegetables.
19. **What is the poem mainly about?**
    The poem is about Papa searching for his spectacles. He finally discovers they are on his head.
20. **What does "a pair" mean in the poem?**
    "A pair" means two things that belong together. Papa has one pair of spectacles.
21. **What does Papa check inside while searching?**
    Papa checks inside his pockets. He hopes his spectacles are there.
22. **How does the speaker solve Papa's problem?**
    The speaker looks carefully at Papa. The speaker points out that the spectacles are on his head.
23. **Why does Papa need spectacles to read the newspaper?**
    Spectacles help Papa see the words clearly. Without them, he cannot read comfortably.
24. **What does Papa do after looking near the window?**
    He continues searching. He looks in other places around him.

1.8. Two-mark questions with Answers of HOTS Type: (24 Questions)

Two-Mark Descriptive Questions — HOTS:

1. **Why is the ending of the poem funny?**
   Papa searches all around for his spectacles. They are on his head the whole time.
2. **How does the speaker solve Papa's problem?**
   The speaker looks carefully at Papa. Then the speaker tells him where the spectacles are.
3. **Why might Papa have overlooked the spectacles on his head?**
   He is concentrating on searching in other places. He does not think to check where he is wearing them.
4. **What could Papa do first the next time he cannot find something?**
   He could pause and stay calm. He could check the most obvious places first.
5. **How does the speaker show care for Papa?**
   The speaker notices Papa's difficulty. The speaker helps him find the spectacles.
6. **What does Papa's search teach us about looking for lost things?**
   We should look carefully and calmly. We should check nearby places before searching everywhere.

7. **Why are spectacles important to Papa?**
   They help him read the newspaper and watch television. He also needs them to cut vegetables.
8. **What might Papa have done if the speaker had not helped him?**
   He might have continued searching around the room. He might not have noticed the spectacles on his head.
9. **How could Papa avoid misplacing his spectacles in the future?**
   He could keep them in one safe place when he is not wearing them. This would make them easier to find.
10. **Why is careful observation important in the poem?**
    The speaker notices what Papa has missed. This observation quickly solves the problem.
11. **What does the poem suggest about worrying when something is missing?**
    Worrying may make us overlook simple answers. It is better to pause and think calmly.
12. **Why does the speaker tell Papa to stop searching?**
    The speaker has noticed that the spectacles are on Papa's head. There is no need to search further.
13. **What does Papa's mistake show about everyday life?**
    People sometimes overlook things that are right in front of them. A calm look can help them notice.
14. **How could the speaker point out the spectacles without embarrassing Papa?**
    The speaker could speak kindly and gently. The speaker could simply say, "Papa, your spectacles are on your head."
15. **What might Papa feel when he discovers where the spectacles are?**
    He might feel relieved because they are not lost. He may also laugh at his mistake.
16. **Why might Papa check his pockets and the area around him?**
    He believes he has put the spectacles down somewhere. He searches in places where he thinks they might be.
17. **How does the poem combine an ordinary problem with humour?**
    Papa has a common problem: he cannot find his spectacles. The funny surprise is that he is already wearing them.
18. **What can readers learn from the speaker's actions?**
    We can learn to pay attention to what is happening around us. We can also help others patiently.
19. **Why is "Papa's Spectacles" a suitable title?**
    The search for Papa's spectacles is the main event. Their surprising location creates the poem's humour.
20. **How would the poem be different if the spectacles were under the chair?**
    Papa would have found them in a place he had already checked. The ending would not be as surprising or funny.
21. **What does the poem suggest about helping family members?**
    Family members should help one another when a problem arises. A kind reminder can make a difference.
22. **Why should Papa take care of his only pair of spectacles?**
    He relies on them for several everyday tasks. Losing them could make those tasks difficult.
23. **What is a sensible way to search for a missing object?**
    First, stay calm and think about where it might be. Then check nearby and obvious places carefully.

24. **What makes the speaker's help effective?**
    The speaker observes Papa closely instead of searching more places. This helps reveal the simple answer.

1.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions — LOTS:

1. **What is Papa searching for, and why does he need it?**
   Papa is searching for his spectacles. He needs them to read the newspaper. He also needs them to watch television and cut vegetables.
2. **Where does Papa search for his spectacles?**
   He checks inside his pockets. He looks under his chair. He also searches near the window.
3. **What can Papa not do easily without his spectacles?**
   He cannot read the newspaper clearly. He cannot watch television clearly. He also finds it difficult to cut vegetables.
4. **Who helps Papa find his spectacles, and how?**
   The speaker helps Papa. The speaker goes close to him. Then the speaker points out that the spectacles are on his head.
5. **What does the speaker say when Papa is searching?**
   The speaker says, "Stop, Papa!" The speaker tells him to pause. Then the speaker shows him where the spectacles are.
6. **Where are Papa's spectacles at the end of the poem?**
   The spectacles are on Papa's head. Papa has been wearing them while searching. The speaker notices them and tells Papa.
7. **What does the word "glanced" mean in the poem?**
   "Glanced" means looked quickly. Papa glances under his chair. He is checking places where the spectacles might be.
8. **What does the word "searching" mean?**
   "Searching" means trying to find something. Papa is searching for his spectacles. He looks in several places.
9. **Why does Papa look inside his pockets?**
   He thinks he may have put his spectacles there. He checks his pockets carefully. However, the spectacles are on his head.
10. **What does Papa do after checking his pockets?**
    He looks under his chair. He searches near the window. He continues looking around for his spectacles.
11. **What does "a pair of spectacles" mean?**
    A pair means two things that belong together. Spectacles have two lenses joined by a frame. Papa has only one pair.
12. **What is the main event in the poem?**
    Papa cannot find his spectacles. He searches in many places. At last, the speaker tells him they are on his head.
13. **How does the speaker know where the spectacles are?**
    The speaker looks closely at Papa. The speaker notices the spectacles on his head. Then the speaker tells Papa to stop searching.
14. **What is the title of the poem, and what is it about?**
    The title is "Papa's Spectacles." The poem is about Papa searching for his spectacles. He discovers they are on his head.

15. **What does Papa search for near the window and under the chair?**
    Papa searches for his spectacles. He thinks he may have left them in those places. They are actually on his head.
16. **What does Papa need his spectacles for while doing household tasks?**
    He needs them to see clearly. He uses them when cutting vegetables. He also needs them to read the newspaper.
17. **Who says, "Stop, Papa!" and what does Papa do before hearing this?**
    The speaker says, "Stop, Papa!" Papa has been searching for his spectacles. He has checked his pockets and looked around.
18. **Why is Papa unable to watch television clearly?**
    Papa cannot find his spectacles. Without them, he cannot see the television clearly. He searches for them around the room.
19. **What does the speaker do before telling Papa where the spectacles are?**
    The speaker goes close to Papa. The speaker looks carefully at him. Then the speaker points out the spectacles on his head.
20. **What happens after Papa searches everywhere?**
    The speaker asks Papa to stop. The speaker tells him that the spectacles are on his head. Papa's search comes to an end.

1.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions — HOTS:

1. **Why is the ending of the poem surprising and funny?**
   Papa searches everywhere for his spectacles. The speaker notices they are on Papa's head. The funny surprise is that Papa has been wearing them all along.
2. **What could Papa do to avoid searching for his spectacles for so long?**
   He could pause and stay calm. He could check the places closest to him first. He could also check whether he is already wearing them.
3. **How does the speaker show care and helpfulness?**
   The speaker notices that Papa is having trouble. The speaker goes close to him. The speaker kindly points out where the spectacles are.
4. **What does Papa's search teach us about finding lost things?**
   We should not panic when something seems lost. We should look carefully in nearby places. We should also check the obvious places.
5. **Why might Papa not notice the spectacles on his head?**
   He is busy searching in other places. He may be worried about losing his only pair. His attention is not on what he is already wearing.
6. **How could Papa prevent this problem from happening again?**
   He could keep his spectacles in the same safe place when not wearing them. He could develop a habit of checking that place. This would make them easier to find.
7. **Why are spectacles important to Papa in the poem?**
   He needs them to read the newspaper. He also needs them to watch television clearly. They help him cut vegetables as well.
8. **What might have happened if the speaker had not noticed the spectacles?**
   Papa might have continued searching around the room. He might have checked the same places again. He could have become more worried.
9. **How does the poem show that careful observation can solve a problem?**
   Papa searches without finding his spectacles. The speaker looks carefully at Papa. This observation reveals the answer immediately.

10. **What could the speaker say to help Papa without making him feel embarrassed?**
The speaker could speak gently and kindly. The speaker could say, "Papa, your spectacles are on your head." A friendly tone would make Papa feel comfortable.
11. **Why should Papa take good care of his only pair of spectacles?**
He depends on them for everyday tasks. Without them, reading and watching television are difficult. Keeping them safe would prevent unnecessary searching.
12. **How does the poem turn an ordinary situation into a humorous one?**
Papa's spectacles seem to be missing. He searches in several places. The humour comes from discovering they are on his head.
13. **What lesson can readers learn from the speaker's actions?**
We should pay attention to what is happening around us. We can help others when they have a problem. We should offer help kindly.
14. **How might Papa feel after discovering where the spectacles are?**
He may feel relieved because they are not lost. He may feel amused at his mistake. He can then return to his usual activities.
15. **Why is "Papa's Spectacles" a suitable title for the poem?**
The poem centres on Papa's spectacles. His search for them drives the events. Their surprising location makes the poem memorable.
16. **Why might checking the most obvious places be useful when something is missing?**
A lost item may be very close by. Worry can make people overlook it. A careful check may save time.
17. **What does Papa's repeated searching suggest about his state of mind?**
He is worried because he cannot find his spectacles. He keeps checking different places. He does not stop to think that they may be on his head.
18. **How could the speaker's quick help make a difference to Papa's day?**
Papa can stop searching sooner. He can use his spectacles for his tasks again. He avoids wasting more time.
19. **What would change if Papa had found the spectacles under his chair?**
He would find them in a place he had already checked. The ending would be less surprising. The poem would lose its main humorous moment.
20. **What does the poem suggest about helping family members?**
Family members can support one another with small problems. Noticing what someone else has missed can be helpful. Kindness makes the help easier to accept.

1.11 Five-mark questions with Answers of LOTS Type: (5 Questions)

Five-Mark Descriptive Questions — LOTS:

1. **Describe Papa's search for his spectacles.**
Papa is searching for his spectacles. He checks inside his pockets. He looks under his chair. He searches near the window. At last, the speaker tells him that the spectacles are on his head.
2. **What activities can Papa not do easily without his spectacles?**
Papa cannot read the newspaper clearly. He cannot watch television clearly. He finds it difficult to cut vegetables. He searches for his spectacles because he needs them. His only pair is on his head.
3. **How does the speaker help Papa find his spectacles?**
The speaker notices that Papa is searching everywhere. The speaker goes close to Papa. The speaker asks him to stop. Then the speaker tells Papa to look at his head. Papa's spectacles are resting there.

4. **Name the places where Papa looks for his spectacles.**
   Papa checks inside his pockets. He looks under his chair. He searches near the window. He looks around the room. He does not notice that the spectacles are on his head.
5. **Explain the main events in "Papa's Spectacles."**
   Papa loses his only pair of spectacles. He cannot read the newspaper or watch television clearly. He searches his pockets, under his chair, and near the window. The speaker asks him to stop searching. The speaker points out that the spectacles are on Papa's head.

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

Five-Mark Descriptive Questions — HOTS:

1. **Why is the ending of "Papa's Spectacles" humorous?**
   Papa searches in many places for his spectacles. He checks his pockets and looks under his chair. He also searches near the window. The speaker notices the spectacles on Papa's head. It is funny because Papa has been wearing them all along.
2. **What does Papa's experience teach us about finding misplaced things?**
   We should stay calm when something seems lost. We should look carefully in nearby places. We should check obvious places first. We should also think about whether we are already carrying or wearing the item. Careful observation can save time and effort.
3. **How does the speaker help Papa, and what qualities does the speaker show?**
   The speaker notices that Papa is searching everywhere. The speaker goes close to him and asks him to stop. Then the speaker points out the spectacles on Papa's head. The speaker is observant. The speaker is also helpful and caring.
4. **Why are Papa's spectacles important to him?**
   Papa needs his spectacles to read the newspaper. He also needs them to watch television clearly. They help him cut vegetables. He has only one pair. Finding them allows him to return to his everyday activities.
5. **How could Papa avoid a similar search in the future?**
   Papa could keep his spectacles in one safe place when he is not wearing them. He could check that place before looking elsewhere. He could pause and think calmly when something seems missing. He could check whether he is already wearing the item. These habits would help him find his belongings more easily.

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

Five-Mark Descriptive Questions — Applied Type

1. **You cannot find your school ID card before leaving home. What steps would you take to find it calmly?**
   I would pause and think about where I last used it.
   I would check the usual place where I keep it.
   I would look in my school bag and pockets.
   I would ask a family member to help me look carefully.
   I would keep it in a regular place next time.
2. **Your family member is searching for something they are already carrying. How would you help?**
   I would watch carefully to see whether the item is nearby.
   I would speak kindly and ask them to pause.
   I would point out where the item is.

I would not laugh or make them feel embarrassed.
I would help them keep it safely afterward.

3. **You often misplace your pencils and erasers. What habits could help you keep them safe?**
   I would keep my pencils and erasers in my pencil box.
   I would place the box in the same part of my school bag.
   I would check that I have packed it before leaving school.
   I would avoid leaving my things on desks or benches.
   I would label my belongings with my name.
4. **Your friend is worried because they cannot find their spectacles. How would you help them?**
   I would ask my friend to stay calm.
   I would ask where they last used the spectacles.
   I would help check nearby and usual places.
   I would remind them to check whether they are already wearing them.
   I would help put them in a safe place once found.
5. **You are about to read a book but cannot find your reading glasses. What would you do?**
   I would stop and think about where I last used them.
   I would check the table and the place where I keep them.
   I would look in my bag and around the room.
   I would ask someone at home to help if needed.
   After finding them, I would return them to their usual place.

1.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. What is Papa searching for?
   A. His newspaper
   B. His spectacles
   C. His vegetables
   D. His chair
   Answer: B. His spectacles
2. Why can't Papa read the newspaper clearly?
   A. The newspaper is missing
   B. The room is dark
   C. He cannot find his spectacles
   D. He has forgotten how to read
   Answer: C. He cannot find his spectacles
3. What does Papa find difficult to cut?
   A. Paper
   B. Bread
   C. Fruit
   D. Vegetables
   Answer: D. Vegetables
4. Where does Papa look first in the poem?
   A. Inside his pockets

B. Behind the door
C. In the kitchen
D. Under the bed
Answer: A. Inside his pockets

5. Where does Papa look after checking his pockets?
A. Near the window
B. Under his chair
C. Inside a cupboard
D. On the table
Answer: B. Under his chair

6. Where does Papa search near the room?
A. The door
B. The bookshelf
C. The window
D. The television
Answer: C. The window

7. Where are Papa's spectacles actually found?
A. In his pocket
B. Under his chair
C. Near the window
D. On his head
Answer: D. On his head

8. Who notices where Papa's spectacles are?
A. A neighbour
B. The speaker
C. Papa's friend
D. The teacher
Answer: B. The speaker

9. What does the speaker say to Papa?
A. "Come here, Papa!"
B. "Look outside, Papa!"
C. "Stop, Papa!"
D. "Sit down, Papa!"
Answer: C. "Stop, Papa!"

10. What does the word **"glanced"** mean?
A. Looked quickly
B. Walked slowly
C. Spoke softly
D. Searched carefully
Answer: A. Looked quickly

11. In the poem, the word **"pair"** means:
A. A single object
B. Two things that belong together
C. A place to search
D. A kind of newspaper
Answer: B. Two things that belong together

12. Which word completes the phrase "a pair of _____"?
A. spectacles
B. water
C. furniture

D. sugar
Answer: A. spectacles

13. Which activity can Papa do more easily once he finds his spectacles?
A. Fly a kite
B. Read the newspaper
C. Climb a tree
D. Ride a bicycle
Answer: B. Read the newspaper

14. Why is the ending of the poem amusing?
A. Papa finds a new pair of spectacles
B. The speaker hides the spectacles
C. Papa searches for spectacles that are on his head
D. The spectacles are near the window
Answer: C. Papa searches for spectacles that are on his head

15. Which word from the poem is a verb?
A. Chair
B. Window
C. Searching
D. Pair
Answer: C. Searching

16. Which word names a place Papa checks?
A. Everywhere
B. Pockets
C. Searching
D. Lost
Answer: B. Pockets

17. Which sentence best describes the speaker?
A. The speaker is observant and helpful
B. The speaker is careless and impatient
C. The speaker is confused and worried
D. The speaker is hiding the spectacles
Answer: A. The speaker is observant and helpful

18. What should Papa do first if he cannot find something next time?
A. Buy a replacement immediately
B. Search only outside the house
C. Pause and check the obvious places
D. Ask someone to search everywhere
Answer: C. Pause and check the obvious places

19. Which pair of words rhymes in the poem?
A. Chair — everywhere
B. Pockets — window
C. Newspaper — vegetables
D. Papa — spectacles
Answer: A. Chair — everywhere

20. Which word is closest in meaning to **"searching"**?
A. Finding
B. Looking
C. Reading
D. Watching
Answer: B. Looking

21. What does Papa need his spectacles to do besides read?
    A. Watch television
    B. Sing a song
    C. Open a window
    D. Write a letter
    Answer: A. Watch television
22. Which is the best lesson from the poem?
    A. Always buy two pairs of spectacles
    B. Search everywhere before asking for help
    C. Stay calm and look carefully when something seems missing
    D. Never read a newspaper
    Answer: C. Stay calm and look carefully when something seems missing
23. Choose the correctly spelled word.
    A. specticles
    B. spectacles
    C. spectakles
    D. spectecals
    Answer: B. spectacles
24. What does the speaker do before telling Papa where the spectacles are?
    A. Goes close to Papa
    B. Leaves the room
    C. Looks under the chair
    D. Reads the newspaper
    Answer: A. Goes close to Papa

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

Best Practices for Teaching "Papa's Spectacles":

(1) Expressive poem reading: Read the poem aloud with clear pronunciation, rhythm, and expression. Invite students to echo-read selected lines.

(2) Teach vocabulary in context: Explain words such as *spectacles, pair, glanced,* and *searching* using simple examples, actions, or pictures.

(3) Use a picture sequence: Show or draw Papa searching his pockets, under the chair, and near the window, then reveal the spectacles on his head. Ask students to retell the events in order.

(4) Practise careful listening: Read the poem aloud and ask students to listen for details, such as the places Papa checks and the tasks he cannot do without his spectacles.

(5) Connect the poem to daily life: Invite students to share how they keep track of commonly misplaced items, such as pencils, books, or water bottles.

(6) Build speaking skills through role-play: Let students act as Papa and the speaker, practising the dialogue with suitable expression and polite language.

(7) Check understanding with questions: Ask simple questions about who, what, and where to help students recall the poem's details.

(8) Encourage a positive classroom response: Discuss the humorous ending kindly, reminding students to help someone who has misplaced an item without teasing them.

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

Innovative Teaching–Learning Ideas for "Papa's Spectacles":

(1) **"Where Are the Spectacles?" classroom hunt:** Hide a paper spectacles cutout in a visible but unexpected place. Give students clues using prepositions such as *under, beside, near,* and *on*.
(2) **Digital poem with sound effects:** Create a simple audio or slide presentation with expressive narration and sounds for Papa searching. Pause before the final line and invite students to predict where the spectacles are.
(3) **Freeze-frame storytelling:** In groups, students create still poses showing key moments: Papa checking his pockets, looking under the chair, searching near the window, and discovering the spectacles.
(4) **Make a mini comic strip:** Students draw the poem's events in sequence and add short speech bubbles. This combines reading comprehension, visual storytelling, and dialogue writing.
(5) **"Be the narrator" audio recording:** Students record themselves reciting the poem with suitable expression. They can listen to their recordings and practise clear pronunciation and rhythm.
(6) **Interactive preposition map:** Use a classroom drawing or simple digital board. Students place a picture of the spectacles in different positions and describe each location using prepositions.
(7) **Change the ending:** Ask students to imagine that the spectacles are somewhere else. They write or act out a new, funny ending while keeping the characters and main problem.
(8) **Everyday problem-solving challenge:** Students choose a commonly misplaced item and design a "Find It" checklist or labelled storage spot to help prevent it from getting lost.

1.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. Papa is searching for his _____.
   Answer: spectacles

2. Papa has lost his only _____ of spectacles.
   Answer: pair

3. Papa cannot read the _____ without his spectacles.
   Answer: newspaper

4. Papa looks under his _____.
   Answer: chair

5. The spectacles are on Papa's _____.
   Answer: head

B. One-Mark Questions:

1. **What is Papa searching for?**
   Answer: Papa is searching for his spectacles.

2. **Where does Papa look after checking his pockets?**
   Answer: He looks under his chair.

3. **Who helps Papa find his spectacles?**
   Answer: The speaker helps Papa find them.

4. **What does Papa find difficult to cut?**
   Answer: Papa finds it difficult to cut vegetables.

5. **Where are the spectacles at the end of the poem?**
   Answer: They are on Papa's head.

C. Two-Mark Questions:

1. **Name two places where Papa searches for his spectacles.**
   Answer: Papa checks inside his pockets and looks under his chair.

2. **What two activities can Papa not do easily without his spectacles?**
   Answer: He cannot read the newspaper or watch television clearly.

3. **How does the speaker help Papa?**
   Answer: The speaker goes close to Papa and tells him that the spectacles are on his head.

4. **Why is the ending of the poem funny?**
   Answer: Papa searches everywhere for his spectacles. They are on his head all along.

5. **What does the word "glanced" mean?**
   Answer: "Glanced" means looked quickly. Papa glances under his chair.

D. Three-Mark Questions:

1. **Describe Papa's search for his spectacles.**
   Answer: Papa checks inside his pockets. He looks under his chair and near the window. He searches everywhere but does not notice the spectacles on his head.

2. **How does the speaker solve Papa's problem?**
   Answer: The speaker notices Papa is searching. The speaker goes close and asks him to stop. Then the speaker points out the spectacles on Papa's head.

3. **Why does Papa need his spectacles?**
   Answer: Papa needs them to read the newspaper. He also needs them to watch television clearly. They help him cut vegetables.

4. **What is the main idea of the poem?**
   Answer: Papa cannot find his spectacles. He searches in several places. The speaker discovers that they are on Papa's head.

5. **What can we learn from the speaker's actions?**
   Answer: We should notice when someone needs help. We should help patiently and kindly. A careful look can solve a problem.

E. Five-Mark Questions:

1. **Retell the main events of "Papa's Spectacles."**
   Answer: Papa loses his only pair of spectacles. Without them, he cannot read the newspaper or watch television clearly. He also finds it difficult to cut vegetables. He checks his pockets, looks under his chair, and searches near the window. The speaker finally tells him that the spectacles are on his head.

2. **Explain why the ending of the poem is humorous.**
   Answer: Papa thinks he has lost his spectacles. He searches in many places around him. He checks his pockets and looks under his chair. The speaker notices the spectacles resting on Papa's head. It is funny because Papa has been wearing them while searching.

3. **How does the speaker help Papa, and what qualities does the speaker show?**
   Answer: The speaker notices that Papa is searching everywhere. The speaker goes close to him. The speaker asks Papa to stop searching. Then the speaker points out the spectacles on his head. The speaker shows care, helpfulness, and good observation.

4. **What lesson can readers learn from Papa's experience?**
   Answer: We should stay calm when something seems lost. We should look carefully before worrying. We should check nearby and obvious places. We can ask someone for help when needed. We should keep our belongings in a regular place.

5. **Describe how Papa uses his spectacles in everyday life.**
   Answer: Papa needs his spectacles to read the newspaper. They help him watch television clearly. He also needs them to cut vegetables. Without them, these activities become difficult. Finding his spectacles helps him return to his usual tasks.

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5th Standard English Book Chapter 2

Chapter 2: Gone with the Scooter

2.1 Summary of the Chapter:

Summary: "Gone with the Scooter"

(1) On a hot summer afternoon, Gopi was reading a book on the veranda.
(2) He heard something rustle past and fall with a thud in the garden, so he went to investigate.
(3) After searching the grass and bushes, he found a white hockey ball among some dry leaves.
(4) Gopi did not know whose ball it was and decided to ask his friends instead of keeping it.
(5) At the playground, Manoj said he had lost a ball four months earlier, so Gopi knew it could not be his.
(6) Ramani claimed the ball was hers, while Deepak boasted about his new football.
(7) Gopi showed the ball, and the friends began a game of hockey.
(8) The children passed and dribbled the ball across the field as Manoj played goalkeeper.
(9) Jay hit the ball so hard that it flew through the gate and landed in the basket of a passing scooter.
(10) The scooterist rode away without noticing the ball, and the children laughed as the ball disappeared with the scooter.

2.2 Important Formulas:

Important Grammar Topics in "Gone with the Scooter":

(1) **Adverbs of frequency** – words that tell how often something happens, such as *usually* and *regularly*.
(2) **Adverbs of time** – words that tell when something happens, such as *suddenly*, *immediately*, and *today*.
(3) **Conjunctions** – words that join ideas, such as *and*, *but*, *because*, *since*, *when*, and *however*.
(4) **Simple past tense** – describing completed actions: *Gopi heard a sound*; *Jay hit the ball*.
(5) **Present continuous tense** – describing actions happening now: *The scooterist is wearing a helmet*.
(6) **Pronouns** – words used in place of nouns, such as *he*, *his*, *they*, and *it*.
(7) **Direct speech and dialogue punctuation** – using quotation marks and question marks in conversations.
(8) **Compound words** – joining two words to form a new word, such as *hockey ball*, *goalpost*, and *playground*.
(9) **Word meanings and word forms** – understanding vocabulary such as *dribble*, *rustle*, *grab*, *boast*, and *unaware*.
(10) **Sentence construction and punctuation** – forming clear sentences and using capital letters, commas, full stops, and question marks correctly.

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

Complete each sentence using details from "Gone with the Scooter.":

1. Gopi was sitting in the _____, reading a book.
   Answer: veranda
2. It was a _____ afternoon.
   Answer: summer

3. Gopi heard something rustling past and falling with a _____.
   Answer: thud
4. Gopi thought that a _____ might have fallen from the tree.
   Answer: mango
5. Gopi ran into the _____ to find out what had fallen.
   Answer: garden
6. Gopi searched near the garden _____.
   Answer: fence
7. Gopi looked among the _____ but found nothing.
   Answer: bushes
8. Gopi found a white ball on a heap of dry _____.
   Answer: leaves
9. The ball Gopi found was a _____ ball.
   Answer: hockey
10. Gopi wondered whose _____ it was.
    Answer: ball
11. Gopi's mother asked him to come _____.
    Answer: inside
12. Gopi drank a glass of _____.
    Answer: water
13. Gopi decided to ask _____ about the ball.
    Answer: around
14. In the evening, Gopi went to a nearby _____.
    Answer: playground
15. Gopi's friends regularly gathered to play _____.
    Answer: hockey
16. _____ said that he had lost a ball four months earlier.
    Answer: Manoj
17. _____ said that the ball was hers.
    Answer: Ramani
18. Deepak said his father had bought him a brand-new _____.
    Answer: football
19. Gopi said the ball he had found was a _____ ball.
    Answer: hockey
20. Manoj grabbed the ball and tossed it to _____.
    Answer: Deepak
21. Manoj liked to be the _____.
    Answer: goalkeeper
22. Gopi stood at the _____ of the field with a hockey stick.
    Answer: centre
23. Gopi passed the ball to _____.
    Answer: Deepak
24. Deepak drove the ball towards _____.
    Answer: Ramani
25. Ramani dribbled the ball with the _____.
    Answer: stick
26. Ramani's pass sent the ball to _____.
    Answer: Jay
27. Jay hit the ball very _____.
    Answer: hard

28. The ball went past the playground _____.
    Answer: gate
29. The hockey ball fell into the basket of a passing _____.
    Answer: scooter
30. The scooterist was _____ of what had happened.
    Answer: unaware
31. By the time the children reached the gate, the scooter was _____.
    Answer: gone
32. At the end of the story, the children burst into _____.
    Answer: laughter

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

Use your understanding of "Gone with the Scooter" to complete each sentence.:

1. Gopi went to the garden because he wanted to find out what had fallen with a _____.
   Answer: thud
2. After searching the grass and bushes, Gopi found the ball under some dry _____.
   Answer: leaves
3. Gopi chose to ask his friends about the ball because he knew it did not _____ to him.
   Answer: belong
4. Manoj's ball could not be the one Gopi found because Manoj had lost his ball _____ months earlier.
   Answer: four
5. Gopi questioned Ramani's claim by asking what _____ the ball was.
   Answer: colour
6. Deepak's story about his new football did not match the hockey ball because they were different kinds of _____.
   Answer: ball
7. The friends laughed when Gopi pointed out that the ball he found was a _____ ball, not a football.
   Answer: hockey
8. The children began playing hockey instead of continuing to argue about _____ owned the ball.
   Answer: who
9. Manoj stood at the goalpost because he enjoyed playing as a _____.
   Answer: goalkeeper
10. Jay was asked to aim his shot towards the _____.
    Answer: goalpost
11. Jay's powerful shot sent the ball past the playground _____.
    Answer: gate
12. The children could not retrieve the ball because it landed in the basket of a passing _____.
    Answer: scooter
13. The scooterist continued riding because he was _____ of the ball landing in the basket.
    Answer: unaware
14. When the children reached the gate, the scooter had already _____.
    Answer: gone

15. The title "Gone with the Scooter" refers to the ball leaving the playground in the _____.
    Answer: scooter's basket
16. If Gopi had kept the ball without asking his friends, he would not have acted _____.
    Answer: honestly
17. Gopi's decision to ask around shows that he was _____ and responsible.
    Answer: honest
18. The ball disappeared because Jay hit it too _____.
    Answer: hard
19. Instead of becoming upset when the ball disappeared, the friends burst into _____.
    Answer: laughter
20. The story's ending is humorous because the children lost the ball in an unexpected _____.
    Answer: way
21. If the children had reached the gate sooner, they might have been able to _____ the scooterist.
    Answer: stop
22. The story shows that a simple game can turn into an _____ adventure.
    Answer: unexpected
23. Before the ball flew away, the friends passed it from one player to _____.
    Answer: another
24. The children's laughter suggests they took the mishap in a _____ spirit.
    Answer: cheerful

2.5 One-mark questions with Answers of LOTS Type: (35 Questions)

Answer each question in one sentence.:

1. **What was Gopi doing on the veranda?**
   Gopi was reading a book on the veranda.
2. **What kind of afternoon was it?**
   It was a summer afternoon.
3. **What sound did Gopi hear?**
   He heard something rustling past and falling with a thud.
4. **What did Gopi think might have fallen from the tree?**
   He thought a mango might have fallen.
5. **Where did Gopi go after hearing the sound?**
   He ran into the garden.
6. **Where did Gopi first search for the fallen object?**
   He searched in the thick grass near the garden fence.
7. **What did Gopi find among the dry leaves?**
   He found a white hockey ball.
8. **What did Gopi wonder when he found the ball?**
   He wondered whose ball it was.
9. **What did Gopi's mother ask him to do?**
   She asked him to come inside because it was very hot.
10. **What did Gopi drink after coming inside?**
    He drank a glass of water.
11. **What did Gopi decide to do with the ball?**
    He decided to ask around to find its owner.

12. **Where did Gopi go in the evening?**
    He went to the nearby playground.
13. **What game did Gopi and his friends play?**
    They played hockey.
14. **How long ago had Manoj lost a ball?**
    Manoj had lost a ball four months earlier.
15. **What did Ramani say about the ball?**
    Ramani said that the ball was hers.
16. **What had Deepak's father bought him?**
    Deepak's father had bought him a brand-new football.
17. **Who grabbed the ball from Gopi?**
    Manoj grabbed the ball from Gopi.
18. **What position did Manoj take in the game?**
    Manoj stood at the goalpost as the goalkeeper.
19. **Who hit the ball towards the goalpost?**
    Jay hit the ball towards the goalpost.
20. **Where did the ball land after Jay hit it?**
    It landed in the basket of a passing scooter.
21. **Why did the scooterist keep driving?**
    The scooterist was unaware that the ball had landed in the basket.
22. **What happened to the scooter by the time the children reached the gate?**
    The scooter had already gone.
23. **How did the children react at the end of the story?**
    They looked at one another and burst into laughter.
24. **What type of ball did Gopi find?**
    Gopi found a hockey ball.

2.6 One-mark questions with Answers of HOTS Type: (24 Questions)

Answer each question in one sentence.:

1. **Why did Gopi stop reading and go to the garden?**
   He went to investigate the strange sound he had heard.
2. **Why did Gopi look in several places before finding the ball?**
   He did not know what had fallen or where it had landed.
3. **What does Gopi's decision to ask his friends about the ball tell us about him?**
   It shows that he was honest and wanted to return the ball to its owner.
4. **Why was Manoj's claim unlikely to be correct?**
   Manoj had lost his ball four months earlier, so it was unlikely to be the ball Gopi had just found.
5. **Why did Gopi ask Ramani what colour the ball was?**
   He wanted to check whether Ramani could identify the ball as hers.
6. **Why did the friends laugh when Deepak spoke about his football?**
   They knew that the ball Gopi had found was a hockey ball, not a football.
7. **Why did Gopi tell his friends to stop tossing the ball?**
   He wanted them to begin playing before it got dark.
8. **Why did Manoj choose to be the goalkeeper?**
   He liked playing in that position.
9. **How did Jay's shot change the game?**
   His shot sent the ball out of the playground and into a scooter's basket.

10. **Why couldn't the children get the ball back immediately?**
    The scooterist had already driven away with the ball in the basket.
11. **Why didn't the scooterist stop after the ball landed in the basket?**
    He did not know that the ball had fallen into his basket.
12. **Why is the ending of the story funny?**
    It is funny because the hockey ball unexpectedly travelled away in a passing scooter.
13. **What might the children have done if the scooter had still been nearby?**
    They might have called to the scooterist and asked for their ball back.
14. **How did the children show that they were good friends after losing the ball?**
    They laughed together instead of blaming one another.
15. **What does the story suggest about playing games outdoors?**
    It suggests that outdoor games can be enjoyable but sometimes lead to unexpected events.
16. **Why was it sensible for Gopi to go inside when his mother called him?**
    It was very hot, and his mother wanted him to stay safe and cool.
17. **What could Gopi have done if none of his friends had claimed the ball?**
    He could have asked other people nearby or kept the ball safely until its owner was found.
18. **What lesson about honesty can readers learn from Gopi?**
    Readers can learn to make an effort to return things that do not belong to them.
19. **Why did the children run to the gate after the ball flew out?**
    They ran to see where the ball had gone and try to retrieve it.
20. **What made the ball's journey unusual?**
    The ball flew from the hockey field into the basket of a moving scooter.
21. **How might the game have ended if Jay had hit the ball less forcefully?**
    The ball might have stayed inside the playground, allowing the game to continue.
22. **What does the title "Gone with the Scooter" tell us about the story?**
    It hints that something from the game would leave with a scooter.
23. **Why was Gopi's first guess about the mango incorrect?**
    He later discovered that the object in the garden was a hockey ball.
24. **What could the friends learn about aiming from Jay's shot?**
    They could learn to aim carefully so the ball stays within the playing area.

2.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Answer each question in two sentences or points.:

1. **What was Gopi doing when he heard a sound, and what did he hear?**
   Gopi was sitting on the veranda and reading a book. He heard something rustling past and falling with a thud in the garden.
2. **What did Gopi think had fallen, and where did he go to look for it?**
   He thought a mango might have fallen from the tree. He went into the garden to search.
3. **Where did Gopi search before finding the ball?**
   He searched in the thick grass near the garden fence. He also looked among the bushes.
4. **Where did Gopi find the ball, and what kind of ball was it?**
   He found it on a heap of dry leaves. It was a white hockey ball.
5. **What did Gopi do after finding the ball?**
   He looked around and peeped outside the gate to see if anyone was there. Later, he decided to ask his friends about the ball.

6. **Why did Gopi's mother call him inside?**
   She called him because it was very hot. She asked him to come inside from the garden.
7. **What did Gopi do after coming inside?**
   He drank a glass of water. Then he lay down on the mat and thought about the ball.
8. **Where did Gopi go in the evening, and why?**
   He went to the nearby playground. He wanted to ask his friends if anyone had lost a ball.
9. **What did Manoj and Ramani say about the ball?**
   Manoj said he had lost a ball four months earlier. Ramani said that the ball was hers.
10. **What did Deepak say about his ball, and how did Gopi reply?**
    Deepak said his father had bought him a brand-new football the previous day. Gopi replied that the ball he had found was a hockey ball.
11. **Who grabbed the ball, and where did Manoj go to play?**
    Manoj grabbed the ball and tossed it to Deepak. He then went to the goalpost to play as goalkeeper.
12. **How did the hockey game begin?**
    Gopi stood at the centre of the field and passed the ball to Deepak. Deepak drove it towards Ramani, who dribbled it to Jay.
13. **What did Jay do with the ball?**
    Jay hit the ball very hard with his hockey stick. It flew past the playground gate.
14. **Where did the ball land, and what happened next?**
    The ball landed in the basket of a passing scooter. The scooterist drove away without noticing it.
15. **What did the children do when they saw that the scooter had gone?**
    They looked at one another. Then they burst into laughter.
16. **What did Gopi ask his friends when he reached the playground?**
    He told them that he had found a ball that afternoon. He asked whether any of them had lost one recently.
17. **What position did Manoj play in the hockey game, and why?**
    Manoj played as the goalkeeper. He chose that position because he liked being a goalkeeper.
18. **How did the ball travel from Ramani to Jay?**
    Ramani dribbled the ball with her stick. The ball then went to Jay.

2.8. Two-mark questions with Answers of HOTS Type: (18 Questions)

Answer each question in two sentences or points.:

1. **Why was Gopi right to ask his friends about the ball instead of keeping it?**
   He knew the ball belonged to someone else. Asking around was an honest way to find its owner.
2. **How does Gopi's behaviour show that he is responsible?**
   He did not claim the ball as his own. He tried to return it to the person who had lost it.
3. **Why was Manoj's claim not convincing to Gopi?**
   Manoj had lost a ball four months earlier. Gopi had found this ball that very afternoon.
4. **Why might Ramani have said the ball was hers without first describing it?**
   She may have been eager to claim the ball. Gopi asked its colour to check whether she really recognised it.

5. **How did Deepak's comment help clarify what kind of ball Gopi had found?**
   Deepak spoke about the football his father had bought him. Gopi explained that the found ball was a hockey ball.
6. **Why did Gopi say, "Let's play before it gets dark"?**
   He wanted his friends to stop tossing the ball and start the game. He knew they had only a limited time to play outdoors.
7. **How did teamwork help the friends begin their hockey game?**
   Gopi passed the ball to Deepak, who sent it towards Ramani. Ramani dribbled it to Jay, and the game continued.
8. **What might have happened if Jay had aimed his shot more carefully?**
   The ball might have stayed inside the playground. The friends could have continued their game.
9. **Why couldn't the children retrieve the ball after it flew into the scooter's basket?**
   The scooterist did not know the ball had landed in the basket. By the time the children reached the gate, the scooter had gone.
10. **Why is the scooterist described as unaware?**
    He did not notice the ball falling into his basket. So he continued riding away.
11. **What makes the ending surprising as well as amusing?**
    A hockey ball unexpectedly flew into a moving scooter's basket. The children could only watch it disappear and laugh.
12. **What could Gopi and his friends have done if the scooter had stopped nearby?**
    They could have politely told the scooterist that a ball had fallen into the basket. They could then have asked him to return it.
13. **How did the ball's journey connect the two parts of the story?**
    Gopi first found the ball in the garden and took it to the playground. During the game, it flew away in a scooter.
14. **What does the friends' laughter at the end suggest about them?**
    They were able to see the funny side of the mishap. They did not let the loss spoil their friendship.
15. **What lesson about playing sports can be learned from Jay's shot?**
    Players should control the direction and force of their shots. Careful play can prevent accidents or lost equipment.
16. **Why was Gopi's first guess about a mango reasonable, even though it was wrong?**
    He heard something fall near a tree in the garden. After investigating, he discovered it was a hockey ball instead.
17. **How did Gopi respond when his mother called him inside?**
    He went inside and drank some water. This was sensible because it was very hot.
18. **What might Gopi have done if none of his friends had recognised the ball?**
    He could have kept it safely and asked other people nearby. He could continue trying to find its owner.

2.9. Three-mark questions with Answers of LOTS Type: (12 Questions)

Answer each question in three sentences or points.

1. **What did Gopi hear, and how did he react?**
   Gopi heard something rustling past and falling with a thud. He wondered what it was. He put his book aside and ran into the garden.

2. **How did Gopi search for the object in the garden?**
   First, he searched the thick grass near the garden fence. Then he looked among the bushes. Finally, he noticed a white ball on a heap of dry leaves.
3. **What did Gopi do after finding the ball?**
   He picked up the white ball and wondered whose it was. He looked around and peeped outside the gate. He later decided to ask his friends about it.
4. **What happened when Gopi's mother called him inside?**
   His mother told him that it was very hot and asked him to come inside. Gopi went in and drank a glass of water. Then he lay down on a mat and thought about the ball.
5. **How did Gopi try to find the owner of the ball?**
   He went to the nearby playground in the evening. He asked his friends if anyone had lost a ball recently. Manoj and Ramani responded to his question.
6. **What did Manoj and Ramani say about the ball?**
   Manoj said that he had lost a ball four months earlier. Gopi replied that the ball he found could not be Manoj's. Ramani then claimed that the ball was hers.
7. **How did Gopi and his friends begin the hockey game?**
   Manoj grabbed the ball and tossed it to Deepak. Gopi stood at the centre of the field and passed the ball to Deepak. Deepak drove it towards Ramani.
8. **How did the ball travel during the game before it reached Jay?**
   Gopi passed the ball to Deepak. Deepak drove it towards Ramani. Ramani dribbled it with her stick, and it went to Jay.
9. **What happened after Jay hit the ball?**
   Jay hit the ball very hard with his stick. It flew past the playground gate and landed in a passing scooter's basket. The scooterist drove away without noticing it.
10. **How did the children react when the ball disappeared?**
    They ran to the gate after the ball flew out of the playground. By then, the scooter and the ball were gone. The children looked at one another and burst into laughter.
11. **What positions did Gopi and Manoj take during the game?**
    Gopi stood at the centre of the field holding a hockey stick. Manoj went to the goalpost. He played as the goalkeeper because he liked that position.
12. **What did Deepak say about the football, and how did Gopi respond?**
    Deepak said that his father had bought him a brand-new football the previous day. Gopi explained that the ball he found was a hockey ball. His reply showed that the two balls were different.

2.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Answer each question in three sentences or points:

1. **How does Gopi show honesty after finding the ball?**
   He does not keep the ball for himself. He decides to ask around for its owner. He takes it to the playground to check whether one of his friends lost it.
2. **Why was it sensible for Gopi to ask Manoj how long ago he had lost his ball?**
   Manoj said he lost his ball four months earlier. Gopi had found the ball that afternoon. The difference in time made Manoj's claim unlikely.
3. **Why did Gopi ask Ramani about the ball's colour?**
   He wanted to find out whether Ramani recognised the ball. Knowing its colour could help check her claim. This was a sensible way to verify ownership.
4. **How did the friends turn a disagreement about the ball into a game?**
   The friends first talked about who might own the ball. Gopi explained that it was a hockey ball. They then started passing it around and playing hockey.

5. **What could the friends have done to avoid losing the ball?**
   They could have aimed their shots away from the playground gate. Jay could have hit the ball with less force. Someone could also have stood near the gate to stop balls from rolling out.
6. **Why is the title "Gone with the Scooter" suitable for the story?**
   Jay's shot sent the ball out of the playground. It landed in the basket of a passing scooter. The scooter drove away with the ball.
7. **What makes the ending humorous?**
   The children were playing with the ball when it suddenly flew away. It landed in a scooter's basket without the rider noticing. The unexpected disappearance made the friends laugh.
8. **How might the story have changed if the scooterist had noticed the ball?**
   The scooterist might have stopped to find out where the ball came from. The children could have explained what happened. They might have got the ball back and continued playing.
9. **What can the friends learn from Jay's powerful shot?**
   A shot that is too forceful can send the ball out of the playing area. Players should pay attention to where they are aiming. Careful play can prevent equipment from being lost.
10. **How does the story show that unexpected events can happen during a game?**
    The friends began playing hockey at the playground. Jay's shot sent the ball through the gate into a scooter's basket. The scooter carried it away before anyone could retrieve it.
11. **What does the children's laughter at the end tell us about their response to the mishap?**
    They were surprised to see the ball go away with the scooter. They did not spend time blaming one another. They found the situation funny and laughed together.
12. **What might Gopi have done if none of his friends had claimed the ball?**
    He could have kept the ball safely instead of taking it for himself. He could have asked other people nearby if they had lost it. He could keep looking for its owner.

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

Answer each question in five sentences or points:

1. **Describe how Gopi found the hockey ball.**
   Gopi was reading a book on the veranda on a summer afternoon. He heard something rustling past and falling with a thud in the garden. He thought a mango might have fallen and ran outside. He searched the grass near the fence and looked among the bushes. At last, he found a white hockey ball on a heap of dry leaves.
2. **What did Gopi do after finding the ball?**
   Gopi picked up the ball and wondered whose it was. He looked around and peeped outside the gate. His mother called him inside because it was very hot. He drank a glass of water and lay down on a mat. He decided to ask around rather than keep the ball for himself.
3. **How did Gopi ask his friends about the ball?**
   In the evening, Gopi went to the nearby playground. His friends regularly gathered there to play hockey. He told them that he had found a ball that afternoon. He asked whether any of them had lost a ball recently. Manoj and Ramani then spoke about the ball.

4. **Describe how the children began their hockey game.**
   Gopi explained that the ball he had found was a hockey ball. Manoj grabbed it and tossed it to Deepak. Manoj went to the goalpost because he liked being the goalkeeper. Gopi stood at the centre of the field with his hockey stick. He passed the ball to Deepak, who drove it towards Ramani.
5. **What happened to the ball during the hockey game?**
   Ramani dribbled the ball with her stick and sent it to Jay. Manoj called to Jay to shoot towards the goalpost. Jay hit the ball very hard. It flew past the playground gate and landed in the basket of a passing scooter. The scooterist drove away without noticing it.
6. **How did the story end?**
   The ball landed in the basket of a passing scooter. The scooterist was unaware of what had happened. By the time the children reached the gate, the scooter was gone. The ball had gone with it. The children looked at each other and burst into laughter.

2.12 Five-mark questions with Answers of HOTS Type: (6 Questions)

Answer each question in five sentences or points:

1. **How does Gopi's behaviour show honesty and responsibility?**
   Gopi does not keep the ball he found in the garden. He wonders who might own it. He takes it to the playground to ask his friends. He checks their claims by listening to what they say. His actions show that he wants to return the ball to its owner.
2. **Why is the ending of the story surprising and humorous?**
   The children begin playing hockey with the ball Gopi found. Jay hits it very hard during the game. The ball flies past the playground gate and lands in a scooter's basket. The scooterist rides away without noticing the ball. The friends find the unexpected mishap funny and laugh.
3. **What could the friends have done to prevent the ball from being lost?**
   They could have played farther from the playground gate. Jay could have aimed his shot more carefully. He could have used less force when hitting the ball. One friend could have stood near the gate to watch for balls going out. These steps might have kept the ball inside the playground.
4. **How might the story have changed if the scooterist had noticed the ball?**
   The scooterist might have stopped after hearing or seeing the ball fall. He could have asked the children if the ball belonged to them. The children could have explained that it had flown into his basket. He might have returned the ball to them. The friends could then have continued their game.
5. **Why was Gopi's decision to ask his friends about the ball a good one?**
   Gopi knew the ball did not belong to him. Asking his friends gave its owner a chance to claim it. He listened carefully when Manoj and Ramani spoke. He also pointed out that the ball was a hockey ball. His decision showed honesty and good judgement.
6. **What does the story teach about dealing with unexpected problems?**
   The hockey ball unexpectedly flew out of the playground. The children ran to the gate, but the scooter had already gone. They did not waste time blaming one another. Instead, they laughed about what had happened. Their response shows that people can sometimes face small problems with a cheerful attitude.

2.13 Five-mark questions with Answers of Applied Type: (6 Questions)

Answer each question in five sentences or points:

1. **You find a cricket bat in the school playground. What would you do to return it to its owner?**
   I would not take the bat home or keep it for myself. I would ask the students nearby if it belongs to them. I would tell my teacher that I found it. I would leave it in a safe place or hand it to the teacher. I would return it to the owner when they are identified.
2. **During a game, your ball rolls onto a road. What steps would you take to stay safe?**
   I would stop at the edge of the playground. I would not run into the road to get the ball. I would tell an adult or teacher what happened. I would wait until an adult says it is safe to retrieve it. I would play again only in a safe area.
3. **Your friend hits a ball too hard and it breaks a window. How would you respond?**
   I would check that nobody is hurt. I would tell the teacher or another responsible adult immediately. I would ask my friend to be honest about what happened. We would apologise to the people affected. We would follow the adult's instructions to help resolve the problem.
4. **A classmate says a lost pencil case belongs to them, but you are unsure. How could you check?**
   I would ask them to describe the pencil case. I would ask what items or colours are inside it. I would check their description against the pencil case without letting others take it. I would ask a teacher to help if the owner is still uncertain. I would return it once its owner is confirmed.
5. **You are playing hockey near a gate where people are walking past. What rules would help prevent an accident?**
   We would choose a playing area away from the gate. We would check that the area is clear before starting. We would aim the ball away from people and the road. We would stop the game if someone walks through the playing area. We would collect the ball carefully if it goes out.
6. **A ball accidentally lands in a passing vehicle, as it does in the story. What should you do?**
   I would not chase the moving vehicle into the road. I would tell my teacher or a nearby adult what happened. I would ask the adult to help contact the vehicle's owner if possible. I would wait in a safe place. I would avoid playing near traffic in the future.

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

Choose the best answer for each question:

1. What was Gopi doing when he heard the sound?
   A. Playing hockey
   B. Reading a book
   C. Sleeping in the garden
   D. Talking to his friends
   Answer: B. Reading a book
2. Where was Gopi sitting?
   A. In the playground
   B. In the kitchen
   C. On the veranda
   D. Near the garden gate
   Answer: C. On the veranda

3. What did Gopi hear falling in the garden?
   A. Something rustling and falling with a thud
   B. A bird singing
   C. A gate creaking
   D. Water dripping
   Answer: A. Something rustling and falling with a thud
4. What did Gopi first think might have fallen from the tree?
   A. A ball
   B. A coconut
   C. A mango
   D. A branch
   Answer: C. A mango
5. Where did Gopi find the ball?
   A. Among the bushes
   B. In the thick grass
   C. On a heap of dry leaves
   D. Beside the gate
   Answer: C. On a heap of dry leaves
6. What kind of ball did Gopi find?
   A. Football
   B. Tennis ball
   C. Cricket ball
   D. Hockey ball
   Answer: D. Hockey ball
7. Why did Gopi decide to ask around about the ball?
   A. He wanted to sell it.
   B. He wanted to find its owner.
   C. He wanted to play alone.
   D. He thought it was broken.
   Answer: B. He wanted to find its owner.
8. Why did Gopi's mother ask him to come inside?
   A. It was getting dark.
   B. It was very hot.
   C. His friends had arrived.
   D. It was going to rain.
   Answer: B. It was very hot.
9. Where did Gopi go in the evening?
   A. To the market
   B. To the nearby playground
   C. To his school
   D. To Manoj's house
   Answer: B. To the nearby playground
10. How long ago had Manoj lost a ball?
    A. Four days earlier
    B. Four weeks earlier
    C. Four months earlier
    D. One year earlier
    Answer: C. Four months earlier
11. What did Deepak say his father had bought him?
    A. A hockey stick

B. A brand-new football
C. A cricket bat
D. A new scooter
Answer: B. A brand-new football

12. Who grabbed the ball from Gopi?
A. Ramani
B. Deepak
C. Jay
D. Manoj
Answer: D. Manoj

13. Which position did Manoj play?
A. Centre forward
B. Goalkeeper
C. Umpire
D. Defender
Answer: B. Goalkeeper

14. Who stood at the centre of the field holding the hockey stick?
A. Gopi
B. Manoj
C. Ramani
D. Jay
Answer: A. Gopi

15. To whom did Gopi pass the ball first?
A. Jay
B. Ramani
C. Deepak
D. Manoj
Answer: C. Deepak

16. What did Ramani do with the ball?
A. She picked it up and carried it away.
B. She dribbled it with the stick.
C. She threw it over the gate.
D. She passed it to Manoj.
Answer: B. She dribbled it with the stick.

17. Who hit the ball so hard that it flew past the gate?
A. Gopi
B. Deepak
C. Ramani
D. Jay
Answer: D. Jay

18. Where did the ball land after Jay hit it?
A. On the roof of a house
B. In a passing scooter's basket
C. In the garden
D. Near the goalpost
Answer: B. In a passing scooter's basket

19. Why did the scooterist keep driving?
A. He was in a hurry.
B. He had lost his way.
C. He was unaware that the ball had landed in the basket.

D. He wanted to take the ball home.
Answer: C. He was unaware that the ball had landed in the basket.

20. What did the children do at the end of the story?
A. They called the police.
B. They searched the garden.
C. They burst into laughter.
D. They went home angrily.
Answer: C. They burst into laughter.
21. In the story, the word **"dribble"** means:
A. To move a ball with small taps
B. To catch a ball with both hands
C. To throw a ball high
D. To kick a ball out of a field
Answer: A. To move a ball with small taps
22. Which word is closest in meaning to **"unaware"**?
A. Careful
B. Not knowing
C. Excited
D. Unhappy
Answer: B. Not knowing
23. Choose the correct past-tense form: "Jay _____ the ball hard."
A. hit
B. hits
C. hitting
D. has hit
Answer: A. hit
24. Which sentence uses a conjunction correctly?
A. Gopi went outside because he heard a sound.
B. Gopi because went outside heard a sound.
C. Because Gopi went outside heard a sound.
D. Gopi went because outside heard a sound.
Answer: A. Gopi went outside because he heard a sound.
25. What is the best lesson to learn from Gopi's actions?
A. Keep anything you find.
B. Ask around and try to return lost things.
C. Never play games with friends.
D. Blame others when something goes wrong.
Answer: B. Ask around and try to return lost things.

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

Best Practices for Teaching "Gone with the Scooter":

(1) Use a read-aloud with expression: Read the story aloud, changing your voice for each character and pausing at suspenseful moments to hold students' interest.

(2) Teach key vocabulary in context: Explain words such as *rustling*, *thud*, *dribble*, *boast*, and *unaware* using examples, gestures, or pictures.

(3) Check comprehension as you read: Pause after important events and ask simple questions about what happened, who was involved, and what may happen next.

(4) Use role-play: Assign students the roles of Gopi, Manoj, Ramani, Deepak, Jay, and the mother. Have them act out the story and practise reading dialogue clearly.

(5) **Sequence the events:** Give students picture or sentence cards showing the main events. Ask them to arrange the cards in the order of the story and retell it.
(6) **Connect the story to honesty:** Discuss what students should do if they find something that belongs to someone else. Encourage them to suggest safe, responsible ways to return it.
(7) **Link the lesson to road safety:** Use the scooter incident to discuss staying away from moving vehicles and playing sports in a safe area.
(8) **Practise speaking and listening:** Let students work in pairs to retell the story, describe a favourite character, or explain the funny ending while classmates listen respectfully.

2.16 Innovations Opportunity List from the Chapter: (7 Ideas)

Innovative Teaching–Learning Ideas for "Gone with the Scooter":

1. **Create a soundscape:** Play or have students make sounds such as rustling leaves, a ball falling, footsteps, and a scooter passing. Students identify each sound and connect it to the story.
2. **Make a story comic strip:** Students draw the main events in sequence, add speech bubbles for the characters, and write short captions.
3. **Stage a "Who owns the ball?" role-play:** Students act as Gopi and his friends, then invent clues each character could give to prove ownership. This practises dialogue, listening, and reasoning.
4. **Build a safe-playground map:** In groups, students sketch a playground, mark the gate and nearby road, and suggest safer places to play hockey.
5. **Record a mini radio drama:** Groups record the story using different voices and sound effects. They can listen back and suggest ways to make the narration clearer.
6. **Write an alternate ending:** Students imagine that the scooterist notices the ball or that the children retrieve it safely, then write or perform their new ending.
7. **Use a vocabulary challenge:** Students create a word wall for *rustling*, *thud*, *dribble*, *grab*, *boast*, and *unaware*, adding a picture, gesture, synonym, or example sentence for each word.

2.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. Gopi was sitting on the _____, reading a book.
   Answer: veranda

2. Gopi found a white _____ ball in the garden.
   Answer: hockey

3. Manoj said he had lost a ball _____ months earlier.
   Answer: four

4. Manoj liked to play as the _____.
   Answer: goalkeeper

5. The ball landed in the basket of a passing _____.
   Answer: scooter

B. One-Mark Questions:

Answer in one sentence.

1. **What did Gopi hear in the garden?**
   Gopi heard something rustling past and falling with a thud.

2. **Where did Gopi find the ball?**
   He found it on a heap of dry leaves.

3. **Who hit the ball out of the playground?**
   Jay hit the ball out of the playground.

4. **What did the children do at the end?**
   They looked at each other and burst into laughter.

C. Two-Mark Questions:

Answer in two sentences or points.

1. **Why did Gopi go into the garden?**
   He heard something fall with a thud. He went to find out what it was.

2. **What did Gopi decide to do with the ball?**
   He decided not to keep it for himself. He went to ask his friends if anyone had lost it.

3. **How did the ball disappear during the game?**
   Jay hit it so hard that it flew past the playground gate. It landed in a passing scooter's basket, and the scooterist drove away.

D. Three-Mark Questions:

Answer in three sentences or points.

1. **Describe how Gopi searched for the object in the garden.**
   He searched the thick grass near the garden fence. He looked among the bushes but found nothing. Then he saw a white ball on a heap of dry leaves.

2. **How did the hockey game begin?**
   Manoj grabbed the ball and tossed it to Deepak. Gopi stood at the centre of the field and passed it to Deepak. Deepak drove it towards Ramani, who dribbled it to Jay.

3. **Why is the ending of the story funny?**
   Jay's shot sent the ball flying past the gate. It landed in a passing scooter's basket without the rider noticing. The children could only watch it go and laugh.

E. Five-Mark Questions:

Answer in five sentences or points.

1. **Retell how Gopi found the ball and tried to find its owner.**
   Gopi was reading on the veranda when he heard something fall in the garden. He thought a mango might have fallen and went to investigate. After searching the grass and bushes, he found a hockey ball on dry leaves. He wondered who owned it and decided not to keep it. In the evening, he took it to the playground and asked his friends if they had lost a ball.

2. **Describe what happened to the ball during the hockey game.**
   Gopi and his friends began playing hockey at the playground. Gopi passed the ball to Deepak, who sent it towards Ramani. Ramani dribbled it to Jay. Jay hit the ball so hard that it went past the gate and landed in a scooter's basket. The scooterist drove away unaware, and the children burst into laughter.

3. **What does Gopi's behaviour teach us?**
   Gopi did not keep the ball he had found. He thought about who might own it. He asked his friends to help identify the owner. His actions show honesty and responsibility. We should also try to return things we find to their rightful owners.

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5th Standard English Book Chapter 3

Chapter 3: The Rainbow

3.1 Summary of the Chapter:

Summary: "The Rainbow":

(1) The poem **"The Rainbow"** is written by **Christina Rossetti**.
(2) It compares boats sailing on rivers and ships sailing on seas with clouds moving across the sky.
(3) The poet thinks clouds sailing across the sky are prettier than boats and ships.
(4) Bridges are built across rivers, but the rainbow looks like a beautiful bridge in the sky.
(5) The rainbow arches above the trees and seems to make a road from the earth to the sky.
(6) The poet admires the rainbow more than the bridges made by people.
(7) The poem uses colourful images from nature to help readers imagine the beauty of the sky.
(8) **VIBGYOR** is a way to remember the rainbow's colours in order: violet, indigo, blue, green, yellow, orange and red.
(9) A rainbow forms when sunlight passes through raindrops and separates into seven colours.
(10) The chapter also encourages students to notice rhyming words, recite poems with different expressions, and explore boats, bridges, colours and rainbows.

3.2 Important Formulas:

Important Grammar Topics in "The Rainbow":

(1) **Nouns** – Naming words for people, places, things, and ideas.
Examples: boats, rivers, clouds, bridge, sky, rainbow.
(2) **Verbs** – Action or doing words.
Examples: sail, builds, bridges, overtops. Some words can be both nouns and verbs: *bridge, dance, paint,* and *plant*.
(3) **Past tense** – The chapter's travel-writing activity asks students to use the past tense to describe a journey.
Example: "We travelled to the beach."
(4) **Compound words** – Two smaller words joined to make a new word.
Examples: rain + bow = rainbow; note + book = notebook.
(5) **Opposites (antonyms)** – Words with opposite meanings.
Examples: large–small; weak–strong; fast–slow.
(6) **Adjectives** – Words that describe nouns.
Examples from the poem: prettier describes clouds or the rainbow; *pretty* describes bridges.
(7) **Pronouns and reference words** – Words that refer to nouns already mentioned. The chapter asks students to identify what **"these"** refers to in each stanza.
(8) **Rhyming words and sound patterns** – Words that have similar ending sounds, as practised in the listening activities.
Examples from the poem: seas–these; trees–these.
(9) **Capital letters and punctuation** – Notice capital letters at the beginning of sentences and the use of commas and end marks in the poem.
(10) **Sentence formation** – Students practise using vocabulary in sentences, including making sentences with words that can function as both nouns and verbs.

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

Complete each sentence using a word from the chapter:

1. The poem **"The Rainbow"** was written by _____.
   Answer: Christina Rossetti
2. Boats sail on the _____.
   Answer: rivers
3. Ships sail on the _____.
   Answer: seas
4. _____ sail across the sky.
   Answer: Clouds
5. The poet thinks clouds are _____ than boats and ships.
   Answer: prettier
6. There are _____ on the rivers.
   Answer: bridges
7. A rainbow is also called a _____.
   Answer: bow
8. The rainbow bridges _____.
   Answer: heaven
9. The rainbow _____ the trees.
   Answer: overtops
10. The rainbow builds a road from earth to the _____.
    Answer: sky
11. The poet likes the rainbow more than the bridges made by _____.
    Answer: people
12. The poem has _____ stanzas.
    Answer: two
13. In the first stanza, the poet mentions boats, ships and _____.
    Answer: clouds
14. The word **"these"** appears in _____ stanzas of the poem.
    Answer: both
15. VIBGYOR helps us remember the _____ colours of the rainbow.
    Answer: seven
16. The first letter in VIBGYOR stands for _____.
    Answer: Violet
17. The letter **I** in VIBGYOR stands for _____.
    Answer: Indigo
18. The letter **B** in VIBGYOR stands for _____.
    Answer: Blue
19. The letter **G** in VIBGYOR stands for _____.
    Answer: Green
20. The letter **Y** in VIBGYOR stands for _____.
    Answer: Yellow
21. The letter **O** in VIBGYOR stands for _____.
    Answer: Orange
22. The letter **R** in VIBGYOR stands for _____.
    Answer: Red
23. A rainbow forms when sunlight passes through _____.
    Answer: raindrops
24. The chapter asks students to find pairs of _____ words.
    Answer: rhyming

25. The chapter suggests reciting poems in happy, angry and _____ voices.
Answer: surprised
26. Students are asked to write about a journey they took to a _____.
Answer: place
27. The travel paragraph should be about _____ to 100 words long.
Answer: 80
28. In the word **"rainbow,"** the words *rain* and *bow* join to form a _____ word.
Answer: new
29. The word **"bridge"** can be used as a noun and a _____.
Answer: verb
30. In "I have seen a bridge," the word **"bridge"** is a _____.
Answer: noun
31. In "They used planks to bridge the stream," **"bridge"** is a _____.
Answer: verb
32. **"Notebook"** is formed by joining *note* and _____.
Answer: book
33. The opposite of **"large"** is _____.
Answer: small
34. The opposite of **"weak"** is _____.
Answer: strong
35. The opposite of **"fast"** is _____.
Answer: slow
36. Isaac Newton created a spinning disc painted with the seven colours of the _____.
Answer: rainbow
37. When the disc spins very fast, the colours appear _____.
Answer: white
38. The chapter asks students to make a list of different types of _____.
Answer: boats
39. A rainbow is a natural thing, while a bridge is usually _____-made.
Answer: human
40. The poet says the rainbow is prettier than the bridges on the _____.
Answer: rivers

3.4 Fill-Up the Blank HOTS type questions with Answers: (24 Questions)

Complete each sentence using your understanding of the chapter:

1. The poet compares clouds moving across the sky to boats and ships sailing on _____.
Answer: water
2. The rainbow is called a bridge because it seems to connect the earth and the _____.
Answer: sky
3. Unlike a human-made bridge, a rainbow appears in the _____.
Answer: sky
4. The poet finds the rainbow more beautiful than ordinary bridges because it stretches above the _____.
Answer: trees
5. In the poem, the word **"these"** helps the poet compare the rainbow with the boats, ships and _____.
Answer: bridges

6. The poem encourages readers to notice beauty in _____ things such as clouds and rainbows.
   Answer: natural
7. The rainbow's colours appear when sunlight passes through tiny drops of _____.
   Answer: rain
8. VIBGYOR is useful because it helps us remember the rainbow colours in the correct _____.
   Answer: order
9. If red and blue are mixed, the activity in the chapter suggests the new colour is _____.
   Answer: purple
10. If yellow and blue are mixed, the new colour is _____.
    Answer: green
11. A student who describes a past journey should mainly use the _____ tense.
    Answer: past
12. To make a travel paragraph interesting, a student could describe the people travelled with and the _____ seen along the way.
    Answer: scenery
13. The word **"bridge"** can name a structure or describe an action, so it can be used as a noun and a _____.
    Answer: verb
14. In the sentence "Clouds sail across the sky," **"sail"** describes what the clouds _____.
    Answer: do
15. If a reader imagines walking on a rainbow, the poem invites them to use their _____.
    Answer: imagination
16. Rhyming words make a poem more musical because their ending _____ sound alike.
    Answer: sounds
17. Reciting a poem in different voices changes the _____ conveyed to the listeners.
    Answer: feeling
18. A rainbow is different from a road because it is made of coloured light and does not provide a surface to _____ on.
    Answer: walk
19. In the poem, the comparison between boats, bridges and the rainbow helps show the poet's love of _____.
    Answer: nature
20. If students compare a ship with a cloud, they can explain that one is human-made and the other is _____.
    Answer: natural
21. The chapter's activities ask students to think about how people can cross a river, such as by using a _____.
    Answer: bridge
22. When students make a new word from *rain* and *bow*, they combine two smaller words to form a _____ word.
    Answer: compound

23. If a student sees a rainbow after rainfall, sunlight and raindrops have worked together to produce _____.
Answer: colours
24. The poet repeats the phrase **"prettier far than these"** to emphasise that the rainbow is _____ than the things mentioned.
Answer: prettier

3.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions – LOTS:

1. **Who wrote the poem "The Rainbow"?**
Answer: Christina Rossetti wrote the poem "The Rainbow."
2. **Where do boats sail?**
Answer: Boats sail on rivers.
3. **Where do ships sail?**
Answer: Ships sail on seas.
4. **What sails across the sky?**
Answer: Clouds sail across the sky.
5. **Which does the poet find prettier than boats and ships?**
Answer: The poet finds the clouds prettier than boats and ships.
6. **What is built across rivers?**
Answer: Bridges are built across rivers.
7. **What does the poet call a bow that bridges heaven?**
Answer: The poet calls the rainbow a bow that bridges heaven.
8. **What does the rainbow overtop?**
Answer: The rainbow overtops the trees.
9. **What does the rainbow seem to build from earth to sky?**
Answer: The rainbow seems to build a road from earth to sky.
10. **What does the word "bow" mean in the poem?**
Answer: The word "bow" means a rainbow.
11. **How many colours are there in a rainbow?**
Answer: A rainbow has seven colours.
12. **What does the letter V in VIBGYOR stand for?**
Answer: The letter V stands for violet.
13. **What does the letter I in VIBGYOR stand for?**
Answer: The letter I stands for indigo.
14. **What does the letter B in VIBGYOR stand for?**
Answer: The letter B stands for blue.
15. **What does the letter G in VIBGYOR stand for?**
Answer: The letter G stands for green.
16. **What does the letter Y in VIBGYOR stand for?**
Answer: The letter Y stands for yellow.
17. **What does the letter O in VIBGYOR stand for?**
Answer: The letter O stands for orange.
18. **What does the letter R in VIBGYOR stand for?**
Answer: The letter R stands for red.
19. **What happens when sunlight passes through raindrops?**
Answer: Sunlight splits into seven colours when it passes through raindrops.
20. **What is VIBGYOR used to remember?**
Answer: VIBGYOR is used to remember the seven colours of the rainbow in order.

21. **Which two words join to form "rainbow"?**
    Answer: The words "rain" and "bow" join to form "rainbow."
22. **Which two words join to form "notebook"?**
    Answer: The words "note" and "book" join to form "notebook."
23. **In the sentence "I have seen a bridge," what part of speech is "bridge"?**
    Answer: In that sentence, "bridge" is a noun.
24. **In the sentence "They used planks to bridge the stream," what part of speech is "bridge"?**
    Answer: In that sentence, "bridge" is a verb.
25. **Name one word from the chapter that can be both a noun and a verb.**
    Answer: "Dance" can be used as both a noun and a verb.
26. **What is the opposite of "large"?**
    Answer: The opposite of "large" is "small."
27. **What is the opposite of "weak"?**
    Answer: The opposite of "weak" is "strong."
28. **What is the opposite of "fast"?**
    Answer: The opposite of "fast" is "slow."
29. **How long should the travel paragraph be?**
    Answer: The travel paragraph should be 80 to 100 words long.
30. **What tense should students use when writing about a past journey?**
    Answer: Students should use the past tense when writing about a past journey.
31. **Who created a spinning disc painted with the colours of the rainbow?**
    Answer: Isaac Newton created a spinning disc painted with the colours of the rainbow.
32. **What colour do the spinning disc's colours appear to be when it spins very fast?**
    Answer: The colours appear white when the disc spins very fast.
33. **What does the chapter ask students to find in the poem?**
    Answer: The chapter asks students to find rhyming words in the poem.
34. **What kinds of things are students asked to compare in the exploration activity?**
    Answer: Students are asked to compare human-made things and natural things.
35. **Name one human-made thing mentioned in the chapter.**
    Answer: A ship is one human-made thing mentioned in the chapter.

3.6 One-mark questions with Answers of HOTS Type: (25 Questions)

One-Mark Descriptive Questions – HOTS:

1. **Why does the poet prefer the rainbow to bridges on rivers?**
   Answer: The poet prefers the rainbow because it arches above the trees and looks like a beautiful road from earth to sky.
2. **How does the poem help readers imagine the rainbow?**
   Answer: It describes the rainbow as a bow that bridges heaven and stretches from earth to sky.
3. **What do the clouds, boats and ships have in common in the first stanza?**
   Answer: They all seem to travel across different parts of the world.
4. **Why might the poet describe clouds as "sailing" across the sky?**
   Answer: The word "sailing" makes the clouds seem like boats moving through the sky.
5. **How is a rainbow like a bridge?**
   Answer: A rainbow looks like a curved bridge connecting the earth and the sky.

6. **How is a rainbow different from a bridge made by people?**
   Answer: A rainbow is made of colours in the sky, while a human-made bridge is a structure people can cross.
7. **What does the poet's description show about the way she sees nature?**
   Answer: It shows that she finds nature beautiful and more wonderful than many human-made things.
8. **Why is the phrase "prettier far than these" repeated?**
   Answer: It emphasises the poet's belief that the rainbow or clouds are more beautiful than the things being compared.
9. **What does the word "these" refer to in the first stanza?**
   Answer: In the first stanza, "these" refers to boats and ships.
10. **What does the word "these" refer to in the second stanza?**
    Answer: In the second stanza, "these" refers to bridges on rivers.
11. **Why is VIBGYOR helpful when learning about rainbows?**
    Answer: VIBGYOR helps learners remember the seven colours in their correct order.
12. **What can you infer about the effect of raindrops on sunlight from the chapter?**
    Answer: Raindrops separate sunlight into the colours that form a rainbow.
13. **Why does the chapter ask students to find rhyming words by sound?**
    Answer: It helps students listen for similar ending sounds, even when the words are spelled differently.
14. **How can changing your voice affect a poem's recitation?**
    Answer: A happy, angry or surprised voice can change the feeling listeners get from the poem.
15. **Why should a student use the past tense when writing about a journey already taken?**
    Answer: The past tense shows that the journey happened earlier.
16. **How could including local food make a travel paragraph more interesting?**
    Answer: Describing local food gives readers another detail about the place and the journey.
17. **What does combining "rain" and "bow" show about compound words?**
    Answer: It shows that two smaller words can join to make one new word.
18. **Why can the same word sometimes be both a noun and a verb?**
    Answer: Its role changes according to how it is used in a sentence.
19. **How can you tell whether "bridge" is a noun or a verb in a sentence?**
    Answer: It is a noun when it names a structure and a verb when it describes the action of making a crossing.
20. **Why might students compare natural things with human-made things?**
    Answer: Comparing them helps students notice how each is made and what makes it special.
21. **What does the poem suggest about beauty beyond the things people build?**
    Answer: It suggests that nature can create beauty that is more wonderful than human-made structures.
22. **Why might a rainbow seem like a road to someone looking at it?**
    Answer: Its curved shape across the sky can look like a path stretching between the earth and the sky.
23. **How does the poem make an ordinary sky seem magical?**
    Answer: It imagines clouds sailing and a rainbow forming a bridge and a road through the sky.

24. **What can a student learn by collecting information about different boats?**
    Answer: The student can learn how boats differ in their shapes, uses and ways of travelling.
25. **Why does the chapter include an activity about mixing colours?**
    Answer: The activity helps students observe how combining colours can create new colours.

3.7 Two-mark questions with Answers of LOTS Type: (17 Questions)

Two-Mark Descriptive Questions – LOTS:

1. **Where do boats and ships sail?**
   Answer: Boats sail on rivers. Ships sail on seas.
2. **What does the poet say about clouds?**
   Answer: Clouds sail across the sky. The poet thinks they are prettier than boats and ships.
3. **What is built across rivers, and what does the poet compare it to?**
   Answer: Bridges are built across rivers. The poet compares a rainbow to a bridge in the sky.
4. **What does the rainbow appear to do in the poem?**
   Answer: It seems to overtop the trees. It also appears to build a road from earth to sky.
5. **Who wrote "The Rainbow"?**
   Answer: Christina Rossetti wrote the poem. It describes the beauty of clouds and a rainbow.
6. **What is the meaning of VIBGYOR?**
   Answer: VIBGYOR is a word that helps us remember the rainbow's colours. It lists them in order from violet to red.
7. **Name the first three colours in VIBGYOR.**
   Answer: The first three colours are violet, indigo and blue. They are followed by green, yellow, orange and red.
8. **How is a rainbow formed, according to the chapter?**
   Answer: Sunlight passes through raindrops. It splits into seven colours and forms a rainbow.
9. **Give two examples of compound words from the chapter activities.**
   Answer: *Rainbow* is formed from *rain* and *bow*. *Notebook* is formed from *note* and *book*.
10. **How can the word "bridge" be used in two ways?**
    Answer: "Bridge" is a noun when it names a structure. It is a verb when it means to make a crossing over something.
11. **Name two words that can be used as both nouns and verbs in the chapter activity.**
    Answer: *Dance* and *paint* can each be used as a noun or a verb. Their use depends on how they are placed in a sentence.
12. **What opposite is given for "large," and what does it mean?**
    Answer: The opposite of *large* is *small*. It describes something of little size.
13. **What should students include in their travel paragraph? Give two examples.**
    Answer: Students can write about when and with whom they travelled. They can also describe the food or scenery they enjoyed.

14. **How long should the travel paragraph be, and what tense should students use?**
    Answer: The paragraph should be 80–100 words long. Students should use the past tense to describe a journey they have already taken.
15. **What does Isaac Newton's spinning disc show?**
    Answer: The disc is painted with the seven rainbow colours. When it spins very fast, the colours appear white.
16. **What activities help students notice the sound of words?**
    Answer: Students listen for and suggest rhyming words. They also find rhyming pairs in the poem.
17. **How are students asked to recite poems in the speaking activity?**
    Answer: They recite the poems in different voices. The voices may be happy, angry or surprised.

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

Two-Mark Descriptive Questions – HOTS:

1. **Why might the poet compare a rainbow to a bridge?**
   Answer: A rainbow has a curved shape like a bridge. It appears to connect the earth and the sky.
2. **How does the poem show that nature can be more beautiful than human-made things?**
   Answer: The poet describes the rainbow as more beautiful than bridges built across rivers. She also finds clouds prettier than boats and ships.
3. **Why do you think the poet uses the word "sail" for clouds?**
   Answer: "Sail" usually describes the movement of boats and ships. Using it for clouds makes the sky seem like a vast sea.
4. **What might a reader imagine when the poem describes a road from earth to sky?**
   Answer: The reader might picture a rainbow stretching like a colourful path across the sky. It can make the sky seem magical and inviting.
5. **How does the repeated phrase "prettier far than these" help express the poet's opinion?**
   Answer: The repetition draws attention to the poet's preference. It shows that she admires the clouds and rainbow more than the objects compared with them.
6. **Why does the word "these" refer to different things in the two stanzas?**
   Answer: Each stanza introduces different objects before using "these." In the first it refers to boats and ships, while in the second it refers to bridges.
7. **How does knowing the colours in VIBGYOR help when describing a rainbow?**
   Answer: It helps a person name all seven colours. It also helps remember their order.
8. **What can you infer from the chapter's explanation of how a rainbow forms?**
   Answer: A rainbow forms when sunlight passes through raindrops. The light separates into different colours that we can see in the sky.
9. **Why might the chapter include an activity about mixing colours?**
   Answer: Mixing colours lets students observe how colours work together. It also helps them connect the lesson's colour theme to a hands-on activity.
10. **How does finding rhyming words help students enjoy a poem?**
    Answer: Rhyming words create a pleasing sound pattern. Listening for them can make reciting and remembering the poem easier.
11. **Why might reciting a poem in different voices change how listeners understand it?**

Answer: A speaker's voice can express different feelings. Listeners may understand the words differently when they sound happy, angry or surprised.

12. **How could a student make a travel paragraph vivid for classmates?**
    Answer: The student could describe the people, food or scenery experienced during the trip. These details help readers imagine the journey.
13. **Why should a student use the past tense when writing about a journey already completed?**
    Answer: The journey happened before the writing, so past-tense verbs show when it took place. This helps readers follow the order of events.
14. **How does combining "rain" and "bow" create a useful new word?**
    Answer: The two words join to form "rainbow." The new word names the colourful arc seen in the sky after rain.
15. **How can context help you decide whether "bridge" is a noun or a verb?**
    Answer: If it names a structure, "bridge" is a noun. If it describes the action of making a crossing, it is a verb.
16. **Why can a word such as "paint" be used as both a noun and a verb?**
    Answer: A word's job depends on how it is used in a sentence. "Paint" can name a material or describe the action of applying colour.
17. **What might students learn by comparing boats and bridges with clouds and rainbows?**
    Answer: They can identify which things are made by people and which occur in nature. They can also compare how each is used or admired.
18. **Why might the poet describe the rainbow as a "bow"?**
    Answer: A rainbow has a curved shape like a bow. The comparison helps readers picture its arch in the sky.
19. **How does the poem help readers notice their surroundings?**
    Answer: It draws attention to clouds, rivers, trees and rainbows. Readers may begin to look for beauty in familiar natural scenes.
20. **Why is it helpful to learn both the meaning and sound of new words in this chapter?**
    Answer: Understanding meanings helps students follow the poem and activities. Listening to sounds helps them recognise rhymes and recite with expression.

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

Three-Mark Descriptive Questions – LOTS:

1. **Where do boats, ships and clouds sail in the poem?**
   Answer: Boats sail on rivers. Ships sail on seas. Clouds sail across the sky.
2. **What does the poet say about clouds in the first stanza?**
   Answer: The clouds move across the sky. The poet compares them with boats and ships. She thinks the clouds are prettier.
3. **What does the poet describe about the rainbow in the second stanza?**
   Answer: The rainbow arches across the sky. It overtops the trees. It seems to build a road from earth to sky.
4. **What does the rainbow bridge in the poem seem to connect?**
   Answer: It appears above the trees. It stretches from the earth towards the sky. The poet describes it as a bridge across heaven.
5. **What is VIBGYOR, and what is it used for?**
   Answer: VIBGYOR is a word formed from the first letters of the rainbow colours. It helps us remember the seven colours. It gives the colours in order from violet to red.

6. **Name the seven colours of the rainbow in order.**
   Answer: The colours begin with violet, indigo and blue. They continue with green and yellow. They end with orange and red.
7. **How does a rainbow form, according to the chapter?**
   Answer: Sunlight passes through raindrops. The light splits into seven colours. These colours form a rainbow in the sky.
8. **What does the poem compare, and what does the poet prefer?**
   Answer: It compares clouds with boats and ships. It compares the rainbow with bridges on rivers. The poet prefers the beauty of the clouds and rainbow.
9. **What does "these" refer to in each stanza?**
   Answer: In the first stanza, "these" refers to boats and ships. In the second stanza, it refers to bridges on rivers. The reference changes according to the objects mentioned in each stanza.
10. **What are compound words? Give two examples from the chapter activities.**
    Answer: Compound words are made by joining two smaller words. *Rain* and *bow* form *rainbow*. *Note* and *book* form *notebook*.
11. **How can "bridge" be used as a noun and as a verb?**
    Answer: "Bridge" is a noun when it names a structure. It is a verb when it describes making a crossing over something. Its use depends on the sentence.
12. **What should students include in their travel paragraph?**
    Answer: They should mention the time and destination of their journey. They can write about whom they travelled with and what they liked. They may also describe food, landmarks or scenery.
13. **How should students write about a journey they have already taken?**
    Answer: They should write about a real or remembered journey. They should use the past tense. Their paragraph should be 80–100 words long.
14. **What does Isaac Newton's spinning disc show?**
    Answer: The disc is painted with seven rainbow colours. Newton used it to show that white light contains many colours. When the disc spins quickly, the colours appear white.
15. **How does the chapter help students practise the sounds of words?**
    Answer: It asks students to find rhyming words. They listen for words with similar sounds. They also practise reciting poems aloud.
16. **What opposite words are students asked to find? Give three examples.**
    Answer: Students are asked to find opposites beginning with the letter "S." *Large* and *small* are an example. Other pairs include *weak–strong* and *fast–slow*.

3.10. Three-mark questions with Answers of HOTS Type: (16 Questions)

Three-Mark Descriptive Questions – HOTS:

1. **Why might the poet describe clouds as sailing?**
   Answer: Clouds move slowly across the sky. Their movement can resemble boats travelling over water. This comparison helps readers picture the sky as a wide sea.
2. **How does the rainbow become a bridge in the poet's imagination?**
   Answer: Its curved shape looks like an arch. It appears to stretch above the trees. The poet imagines it joining the earth and sky.
3. **How does the poem show that nature can be more beautiful than human-made things?**
   Answer: The poet compares clouds with boats and ships. She also compares a rainbow with bridges. She finds the natural sights more beautiful.

4. **What does the repeated phrase "prettier far than these" tell you about the poet's feelings?**
   Answer: The poet admires the beauty of the sky. She repeats the phrase to emphasise her preference. The words show that she finds clouds and the rainbow more beautiful than the objects mentioned.
5. **Why does "these" refer to different things in the two stanzas?**
   Answer: Each stanza describes a different group of objects. In the first, "these" refers to boats and ships. In the second, it refers to bridges on rivers.
6. **How does learning VIBGYOR help someone describe a rainbow?**
   Answer: VIBGYOR helps a person remember all seven colours. It also gives them in order. This makes it easier to describe the rainbow accurately.
7. **What can you infer about sunlight from the chapter's explanation of a rainbow?**
   Answer: Sunlight contains many colours. Raindrops separate these colours as light passes through them. We can then see a rainbow in the sky.
8. **Why might the chapter ask students to mix colours?**
   Answer: Mixing colours helps students learn by doing. They can observe how new colours are made. This connects the activity to the chapter's theme of colour.
9. **How can a poem's rhymes affect the way it sounds?**
   Answer: Rhyming words create a pattern of similar sounds. This can make a poem musical. It can also make the poem easier to remember.
10. **Why might a poem sound different when recited in happy, angry or surprised voices?**
    Answer: A speaker's voice expresses feelings. Changing the voice changes the mood of the recitation. Listeners may respond differently to each version.
11. **How could a student make a travel paragraph vivid for classmates?**
    Answer: The student could describe what they saw during the journey. They could mention the people they travelled with and the food they tried. These details help readers imagine the experience.
12. **Why should students use the past tense when writing about a journey they have already taken?**
    Answer: The journey happened before the writing. Past-tense verbs show that the events are complete. This helps make the time of the story clear.
13. **How does joining "rain" and "bow" create a new word?**
    Answer: "Rain" and "bow" are two separate words. Joined together, they form "rainbow." The new word names a colourful arc seen in the sky.
14. **How can the sentence help you decide whether "bridge" is a noun or a verb?**
    Answer: A noun names a person, place or thing. In "a bridge over the river," the word names a structure. In "bridge the stream," it describes an action and is a verb.
15. **Why is it useful to compare natural things with human-made things?**
    Answer: The comparison helps us notice how things are different. We can identify which things people build and which occur in nature. We can also think about what makes each beautiful or useful.
16. **How does the poem encourage readers to imagine?**
    Answer: It describes clouds sailing through the sky. It presents the rainbow as a bridge and a road. These images invite readers to picture a colourful scene.

3.11 Five-mark questions with Answers of LOTS Type: (6 Questions)

Five-Mark Descriptive Questions – LOTS:

1. What does the poem say about boats, ships and clouds?

Answer:

1. Boats sail on rivers.
2. Ships sail on seas.
3. Clouds sail across the sky.
4. The poet compares clouds with boats and ships.
5. She thinks the clouds are prettier than them.

2. Describe the rainbow as it is presented in the poem.

Answer:

1. The rainbow is described as a bow in heaven.
2. It appears to form a bridge across the sky.
3. It rises above the trees.
4. It seems to build a road from earth to sky.
5. The poet finds it prettier than bridges on rivers.

3. What are the seven colours of the rainbow?

Answer:

1. The first colour is violet.
2. The second colour is indigo.
3. The third colour is blue.
4. The next three colours are green, yellow and orange.
5. The seventh colour is red.

4. How does a rainbow form, according to the chapter?

Answer:

1. Sunlight passes through raindrops.
2. The light separates into different colours.
3. Seven colours appear.
4. These colours can be seen together in the sky.
5. This colourful arc is called a rainbow.

5. What does the chapter teach about compound words?

Answer:

1. A compound word is made by joining two smaller words.
2. The words *rain* and *bow* form *rainbow*.
3. The words *note* and *book* form *notebook*.
4. The words *tea* and *cup* form *teacup*.
5. Compound words give a name to something using joined words.

6. What does the chapter teach about the word "bridge"?

Answer:

1. "Bridge" can be used as a noun.
2. As a noun, it names a structure built across a river or other space.
3. "Bridge" can also be used as a verb.
4. As a verb, it describes making a crossing over something.
5. Its meaning depends on how it is used in a sentence.

3.12 Five-mark questions with Answers of HOTS Type: (6 Questions)

Five-Mark Descriptive Questions – HOTS:

1. How does the poet use comparisons to show the beauty of nature?

Answer:

1. The poet compares clouds moving across the sky to boats and ships sailing.
2. This makes the sky seem like a great sea.
3. The poet compares the rainbow to a bridge across heaven.

4. She imagines it stretching above the trees and connecting earth to sky.
5. These comparisons show that she finds the sky's natural sights especially beautiful.

2. Why might the poet say that the rainbow is prettier than bridges on rivers?
Answer:

1. A rainbow has bright colours that attract the eye.
2. It arches high above the trees.
3. It seems to stretch from earth towards the sky.
4. Unlike an ordinary bridge, it appears in the open sky.
5. The poet finds this natural sight more beautiful than a human-made bridge.

3. How do the images in "The Rainbow" help readers use their imagination?
Answer:

1. The poem describes clouds as if they were sailing.
2. This helps readers picture them travelling across the sky.
3. The rainbow is described as a bow and a bridge.
4. It is also imagined as a road from earth to sky.
5. These images encourage readers to imagine a colourful scene above them.

4. How does the chapter help students understand and appreciate colour?
Answer:

1. It introduces the seven colours of the rainbow through VIBGYOR.
2. This helps students remember the colours in order.
3. It explains that sunlight passing through raindrops forms a rainbow.
4. The colour-mixing activity lets students see how new colours can be made.
5. Together, these activities help students observe colours in nature and in everyday life.

5. Why is it useful to learn that some words can be both nouns and verbs?
Answer:

1. It shows that a word's role can change in different sentences.
2. "Bridge" is a noun when it names a structure.
3. "Bridge" is a verb when it describes making a crossing.
4. Other words in the activity, such as *dance* and *paint*, can also have both uses.
5. Understanding this helps students choose and use words correctly.

6. How can students use the chapter's travel-writing activity to make a paragraph interesting?
Answer:

1. They can begin by naming the time and destination of their journey.
2. They can say whom they travelled with.
3. They can describe something they liked or disliked.
4. They can include local food, a landmark or scenery.
5. Using the past tense helps explain what happened during the completed journey.

3.13 Five-mark questions with Answers of Applied Type: (6 Questions)

Five-Mark Descriptive Questions – Applied Type:
1. Imagine you saw a rainbow after a rainfall. Write five sentences describing it.
Answer:

1. I saw a bright rainbow in the sky after the rain.
2. It looked like a colourful bridge above the trees.
3. I could see violet, indigo, blue, green, yellow, orange and red.
4. Sunlight shining through the raindrops made the colours visible.
5. The beautiful rainbow filled me with joy.

2. Write five sentences about a journey you have taken.

Answer:

1. Last month, I travelled with my family to Mysuru.
2. We went there by bus in the morning.
3. I enjoyed looking at the fields and hills along the way.
4. We ate tasty local food during our visit.
5. I returned home with happy memories of the journey.

3. Use "bridge" first as a noun and then as a verb, and explain the difference.

Answer:

1. We crossed the river over a wooden **bridge**.
2. In this sentence, **bridge** is a noun because it names a structure.
3. The workers used planks to **bridge** the small stream.
4. In this sentence, **bridge** is a verb because it describes an action.
5. The word's role changes according to how it is used in a sentence.

4. Create three compound words and write how each is formed.

Answer:

1. *Rain* + *bow* = **rainbow**.
2. *Note* + *book* = **notebook**.
3. *Tea* + *cup* = **teacup**.
4. Each new word is formed by joining two smaller words.
5. The joined word has its own meaning.

5. Write five sentences using the seven colours of the rainbow.

Answer:

1. The rainbow begins with **violet** and **indigo**.
2. **Blue** and **green** shine brightly across the sky.
3. **Yellow** reminds me of warm sunshine.
4. **Orange** and **red** make the rainbow look vivid.
5. I remember the colour order using the word **VIBGYOR**.

6. Write five sentences describing a bridge and a rainbow.

Answer:

1. A bridge is built by people to cross a river or road.
2. A rainbow appears in the sky after rain when sunlight passes through raindrops.
3. A bridge is made from materials such as wood, stone or steel.
4. A rainbow is made up of seven visible colours.
5. Both have an arch-like shape, but only a bridge can be crossed.

3.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

Olympiad-Style Multiple-Choice Questions:

Choose the best answer for each question.

1. Who wrote the poem **"The Rainbow"**?
   A. Isaac Newton
   B. Christina Rossetti
   C. William Wordsworth
   D. Robert Frost
   Answer: B. Christina Rossetti
2. According to the poem, where do boats sail?
   A. Across the sky
   B. On the seas

C. On the rivers
D. Over the trees
Answer: C. On the rivers

3. What sails across the sky in the poem?
A. Ships
B. Boats
C. Bridges
D. Clouds
Answer: D. Clouds

4. In the poem, the word **"bow"** refers to a —
A. boat
B. rainbow
C. river
D. tree
Answer: B. rainbow

5. What does the rainbow seem to build from earth to sky?
A. A bridge
B. A boat
C. A road
D. A ship
Answer: C. A road

6. Which word means **"goes above"** in the poem?
A. Sails
B. Overtops
C. Builds
D. Bridges
Answer: B. Overtops

7. Which set lists the rainbow colours in the correct order?
A. Red, orange, yellow, green, blue, indigo, violet
B. Violet, indigo, blue, green, yellow, orange, red
C. Blue, green, violet, red, yellow, orange, indigo
D. Indigo, violet, green, blue, orange, yellow, red
Answer: B. Violet, indigo, blue, green, yellow, orange, red

8. What does the letter **G** in VIBGYOR stand for?
A. Gold
B. Grey
C. Green
D. Glowing
Answer: C. Green

9. How does a rainbow form, according to the chapter?
A. When clouds pass over the trees
B. When sunlight passes through raindrops
C. When ships sail across the sea
D. When a bridge is built across a river
Answer: B. When sunlight passes through raindrops

10. Which pair of words forms the compound word **"rainbow"**?
A. Rain + walk
B. Rain + bow
C. Ray + bow

D. River + bow
Answer: B. Rain + bow

11. Which word is formed by joining **"note"** and **"book"**?
A. Booknote
B. Notebook
C. Notepad
D. Booklet
Answer: B. Notebook

12. In the sentence **"We crossed the bridge,"** the word *bridge* is a —
A. verb
B. noun
C. adjective
D. adverb
Answer: B. noun

13. In the sentence **"They used planks to bridge the stream,"** the word *bridge* is a —
A. noun
B. verb
C. adjective
D. pronoun
Answer: B. verb

14. Which word can be used as both a noun and a verb?
A. Violet
B. River
C. Dance
D. Pretty
Answer: C. Dance

15. Which word rhymes with **"sea"**?
A. Ship
B. Tree
C. Sky
D. Boat
Answer: B. Tree

16. What is the opposite of **"large"**?
A. Long
B. Little
C. Small
D. Short
Answer: C. Small

17. Which word is the opposite of **"weak"**?
A. Strong
B. Slow
C. Soft
D. Sharp
Answer: A. Strong

18. A student is writing about a journey that happened last week. Which tense should the student mainly use?
A. Present tense
B. Past tense
C. Future tense

D. Present continuous tense
Answer: B. Past tense

19. Which detail would best help make a travel paragraph vivid?
A. A list of unrelated colours
B. A description of the scenery along the way
C. The spelling of every word in the poem
D. A list of bridge-building materials
Answer: B. A description of the scenery along the way

20. Which object is human-made?
A. Cloud
B. Rainbow
C. Bridge
D. Raindrop
Answer: C. Bridge

21. Which object is natural?
A. Ship
B. Bridge
C. Boat
D. Cloud
Answer: D. Cloud

22. What did Isaac Newton's spinning disc demonstrate?
A. Rivers have seven colours
B. White light contains many colours
C. Clouds are made of white light
D. A rainbow is a human-made bridge
Answer: B. White light contains many colours

23. What colour do the spinning disc's colours appear to make when it spins very fast?
A. Black
B. White
C. Green
D. Violet
Answer: B. White

24. Which sentence uses **"paint"** as a verb?
A. The paint is in the box.
B. The artist will paint the flowerpot.
C. I bought blue paint.
D. This paint is bright.
Answer: B. The artist will paint the flowerpot.

25. Which activity helps students practise expressive speaking?
A. Rearranging letters
B. Reciting a poem in different voices
C. Listing types of boats
D. Mixing colours
Answer: B. Reciting a poem in different voices

3.15 Best Practices Opportunity List from the Chapter: (7 Ideas)

Best Practices for Teaching "The Rainbow":

1. **Begin with observation:** Show students a picture of a rainbow or invite them to share what they have seen in the sky. Connect their observations to the poem's images.

2. **Read aloud with expression:** Read the poem slowly, highlighting its rhythm and rhyming words. Then let students recite it with clear pronunciation and suitable expression.
3. **Teach new words in context:** Explain words such as *overtops*, *bridges* and *bow* using pictures, actions or example sentences. Ask students to use each word in a sentence.
4. **Practise VIBGYOR:** Help students remember the seven rainbow colours in order. Use coloured cards or a labelled rainbow display for quick recall.
5. **Explore nouns and verbs:** Use examples such as *bridge* to show how one word can function as a noun or a verb. Ask students to identify its role in different sentences.
6. **Build compound words:** Model how two words can join to form a new word, such as *rain* + *bow* = *rainbow*. Let students find or make other examples from familiar vocabulary.
7. **Connect writing to experience:** Guide students in planning a short paragraph about a journey, including the destination, travel companions and memorable sights. Remind them to use past tense for a completed journey.

3.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovative Teaching–Learning Ideas for "The Rainbow":

1. **Create a classroom rainbow:** Let students work in groups to make a rainbow using coloured paper, ribbons or classroom materials. Each group can name the colours in VIBGYOR order and explain how rainbows form.
2. **Perform the poem as a mini-play:** Students can act out boats on rivers, ships at sea, clouds sailing and a rainbow bridging the sky. Invite them to use simple props and expressive voices.
3. **Make a sound-and-rhyme wall:** Students can add word cards that rhyme with words from the poem, such as *sea* and *tree*. They can read the pairs aloud and group them by similar ending sounds.
4. **Try a safe colour-mixing investigation:** Using washable paints or coloured water, students can mix pairs of colours and record the new colours they observe. Connect the activity to the chapter's colour-mixing exercise.
5. **Build compound-word puzzles:** Prepare cards with word parts such as *rain*, *bow*, *note* and *book*. Students can match the cards to form compound words and use each word in a sentence.
6. **Make a "noun or verb?" movement game:** Show words from the chapter, such as *bridge*, *sail* or *paint*. Students can act out the word when it is a verb and point to or sketch an object when it is used as a noun.
7. **Create a digital or paper travel postcard:** Students can draw a place they visited and write a short paragraph about the journey using past-tense verbs. They can share their postcards with the class.

3.17: Practicing Questions/Question Bank

Question Bank: "The Rainbow" – Grade 5 English:

A. Fill in the Blanks:

1. Boats sail on the _____.
   Answer: rivers

2. Ships sail on the _____.
   Answer: seas

3. The poet of "The Rainbow" is _____.
   Answer: Christina Rossetti

4. Clouds sail across the _____.
   Answer: sky

5. The rainbow appears to build a road from earth to the _____.
   Answer: sky

6. VIBGYOR helps us remember the _____ colours of the rainbow.
   Answer: seven

7. Sunlight passing through _____ helps form a rainbow.
   Answer: raindrops

8. The word *rainbow* is formed by joining *rain* and _____.
   Answer: bow

B. One-Mark Questions:

1. **Where do boats sail?**
   Answer: Boats sail on rivers.

2. **What does the rainbow overtop?**
   Answer: The rainbow overtops the trees.

3. **What does the letter "G" in VIBGYOR stand for?**
   Answer: It stands for green.

4. **Who created the spinning disc painted with the rainbow's colours?**
   Answer: Isaac Newton created it.

5. **What is the opposite of "large"?**
   Answer: The opposite of "large" is "small."

C. Two-Mark Questions:

1. **Where do boats, ships and clouds sail?**
   Answer: Boats sail on rivers, and ships sail on seas. Clouds sail across the sky.

2. **What does VIBGYOR help us remember?**
   Answer: VIBGYOR helps us remember the seven colours of the rainbow. It gives them in order from violet to red.

3. **How is "bridge" used as a noun and as a verb?**
   Answer: "Bridge" is a noun when it names a structure. It is a verb when it describes making a crossing over something.

4. **What should students include in their travel paragraph?**
   Answer: They can write about their destination and whom they travelled with. They may also describe the food, scenery or landmarks they enjoyed.

D. Three-Mark Questions:

1. **Describe the rainbow as it appears in the poem.**
   Answer: The rainbow is described as a bow that bridges heaven. It rises above the trees. It seems to build a road from earth to sky.

2. **How does a rainbow form, according to the chapter?**
   Answer: Sunlight passes through raindrops. The light splits into seven colours. These colours appear together as a rainbow in the sky.

3. **What does the chapter teach about compound words? Give two examples.**
   Answer: Compound words are made by joining two smaller words. *Rain* and *bow* form *rainbow*. *Note* and *book* form *notebook*.

4. **How does the chapter help students practise listening to word sounds?**
   Answer: Students listen for rhyming words. They find words with similar ending sounds. They practise saying the rhymes aloud.

E. Five-Mark Questions:

1. **What does the poem say about boats, ships, clouds and the rainbow?**
   Answer:
   1. Boats sail on rivers.
   2. Ships sail on seas.
   3. Clouds sail across the sky.
   4. The rainbow appears to form a bridge above the trees.
   5. The poet finds the beauty of clouds and the rainbow greater than that of boats, ships and bridges.

2. **Explain how VIBGYOR helps us learn the colours of the rainbow.**
   Answer:
   1. VIBGYOR is a word formed from the first letters of the rainbow's colours.
   2. **V** stands for violet.
   3. **I** and **B** stand for indigo and blue.
   4. **G**, **Y** and **O** stand for green, yellow and orange.
   5. **R** stands for red, completing the seven colours in order.

3. **Write five sentences about a journey you have taken.**
   Sample answer:
   1. Last month, I travelled with my family to Mysuru.
   2. We went there by bus.
   3. I enjoyed watching the fields and hills along the way.
   4. We tasted delicious local food during our visit.
   5. I returned home with happy memories of the journey.

4. **Explain how the word "bridge" can be both a noun and a verb.**
   Answer:
   1. A noun names a person, place, thing or idea.
   2. In "We crossed the bridge," *bridge* names a structure.

3. In that sentence, *bridge* is a noun.
4. In “Workers bridge the stream with planks,” *bridge* describes an action.
5. In that sentence, *bridge* is a verb.

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5th Standard English Book Chapter 4

Chapter 4: The Wise Parrot

4.1 Summary of the Chapter:

Summary: "The Wise Parrot":

(1) A rich merchant kept a bright, talkative parrot in a golden cage.
(2) The parrot entertained the merchant with stories and songs, but longed to fly freely.
(3) Before leaving on a journey, the merchant asked the parrot what gift it wanted.
(4) The parrot asked to be released, but the merchant refused because he loved it and feared losing it.
(5) The parrot then asked the merchant to greet its friends in the jungle.
(6) In a forest, the merchant passed the greeting to a group of parrots.
(7) One parrot suddenly fell from a tree, and the merchant felt distressed.
(8) When he returned, the merchant told his pet what had happened.
(9) On hearing the news, the caged parrot fell from its perch, appearing to be dead.
(10) The merchant gently placed the parrot's body on the windowsill.
(11) The parrot stirred, spread its wings, and flew away into the open sky.
(12) The parrot had cleverly learned from its friend how to escape and gain its freedom.

4.2 Important Formulas:

Important Grammar Topics in "The Wise Parrot":

- **Simple past tense** — for completed actions in the story: *The merchant travelled.*
- **Present perfect tense** — for past actions connected to the present: *The parrot has escaped.*
- **Subject–verb agreement** — matching the subject and verb: *The parrot was bright; the parrots were colourful.*
- **Direct speech and quotation marks** — showing the characters' exact words.
- **Pronouns** — words such as *he, it, they,* and *you* that replace nouns.
- **Adjectives** — describing words, such as *rich, bright, golden,* and *beautiful*.
- **Adverbs** — words that describe actions, such as *gently, suddenly,* and *cleverly*.
- **Prepositions** — showing place or position: *in a cage, on a tree, into the sky.*
- **Conjunctions** — joining words or ideas, such as *and, but,* and *when.*
- **Collective nouns** — naming a group, such as *a flight of parrots.*
- **Phrases and sentences** — identifying word groups and complete thoughts.
- **Punctuation and capital letters** — using full stops, commas, question marks, and capitals correctly.

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

Complete each sentence using details from **"The Wise Parrot":**

1. A rich _____ kept a parrot in a golden cage.
   Answer: merchant
2. The parrot was bright and _____.
   Answer: talkative
3. The parrot entertained the merchant with stories and _____.
   Answer: songs
4. The parrot longed to fly in the open _____.
   Answer: sky
5. The merchant was going to travel to a far-off _____.
   Answer: land

6. The merchant asked the parrot what he could bring back for it.
   Answer: gift
7. The parrot said that it wanted the joy of _____.
   Answer: flying
8. The parrot asked the merchant to let it fly into the _____.
   Answer: sky
9. The merchant could not bear to let the parrot _____.
   Answer: go
10. The parrot asked the merchant to send its _____ to its friends.
    Answer: greetings
11. The merchant saw a flight of parrots in a _____.
    Answer: forest
12. The parrots in the forest had the same _____ as the merchant's pet.
    Answer: colour
13. The merchant told the wild parrots that one of their relatives was his _____.
    Answer: pet
14. After hearing the message, one parrot fell from the _____.
    Answer: tree
15. The merchant felt _____ when the parrot fell.
    Answer: distressed
16. After returning home, the merchant went to the parrot's _____.
    Answer: cage
17. The merchant told his pet about the bird that had fallen to the _____.
    Answer: ground
18. The pet parrot fell from its _____.
    Answer: perch
19. The merchant placed the parrot on the _____.
    Answer: windowsill
20. The parrot stretched its beautiful green _____.
    Answer: wings
21. The parrot flew away into the open _____.
    Answer: sky
22. The pet parrot escaped by pretending to be _____.
    Answer: dead

4.4 Fill-Up the Blank HOTS type questions with Answers: (22 Questions)

Complete each sentence using your understanding of the story.

1. The parrot wanted _____ more than tasty fruit and chillies.
   Answer: freedom
2. The merchant kept the parrot in a cage because he cared for it but did not understand its need for _____.
   Answer: freedom
3. The parrot's request to send greetings helped it communicate with its _____.
   Answer: friends
4. The wild parrot pretended to fall so it could show the caged parrot how to _____.
   Answer: escape
5. The merchant did not realise that the wild parrot's fall was a _____.
   Answer: message

6. The caged parrot understood the lesson when the merchant described what had happened in the _____.
   Answer: forest
7. By falling from its perch, the pet parrot made the merchant believe it was _____.
   Answer: dead
8. The parrot waited until it was outside the cage before spreading its _____.
   Answer: wings
9. The story shows that clever thinking can help someone overcome a difficult _____.
   Answer: situation
10. The parrot's plan succeeded because it understood the wild bird's _____.
    Answer: signal
11. The merchant's love for his pet made him unwilling to grant its wish for _____.
    Answer: freedom
12. A golden cage may be beautiful, but it cannot replace the _____ of living freely.
    Answer: joy
13. The wild parrot communicated without speaking directly to the caged bird by using an _____.
    Answer: action
14. The caged parrot showed that it was wise by observing and learning from its _____.
    Answer: friend
15. The merchant placed the parrot on the windowsill because he thought it was _____.
    Answer: dead
16. The parrot's escape teaches us that intelligence can be more useful than _____.
    Answer: strength
17. The merchant could have made his pet happier by allowing it to live in its natural _____.
    Answer: surroundings
18. The parrots' plan worked because the merchant unknowingly carried the message back to the _____ parrot.
    Answer: caged
19. The parrot said goodbye after it had gained its _____.
    Answer: freedom
20. The story encourages people to understand what others truly _____.
    Answer: need
21. The merchant's mistake was assuming that food and comfort were enough to make the parrot _____.
    Answer: happy
22. The parrot escaped through a plan that relied on patience, observation, and _____.
    Answer: cleverness

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

One-Mark Questions and Answers — LOTS:

1. **Who kept the parrot in a golden cage?**
   A rich merchant kept the parrot in a golden cage.

2. **Where did the merchant live?**
   He lived in a quiet village.
3. **What was the parrot like?**
   It was bright and talkative.
4. **How did the parrot entertain the merchant?**
   It entertained him with stories and songs.
5. **What did the parrot long to see?**
   It longed to see the open skies and green trees.
6. **Why was the merchant going away?**
   He was travelling to a far-off land for business.
7. **What did the merchant ask the parrot before leaving?**
   He asked what gift he could bring back for it.
8. **What did the parrot want to experience?**
   It wanted to experience the joy of flying in the sky.
9. **What did the merchant say when the parrot asked to fly away?**
   He said he could not bear to let it go.
10. **What did the parrot ask the merchant to do instead?**
    It asked him to send greetings to its friends.
11. **Where did the merchant see a group of parrots?**
    He saw them in a forest.
12. **What was the group of parrots called in the story?**
    It was called a flight of parrots.
13. **What did the merchant tell the parrots?**
    He told them that his pet parrot sent them greetings.
14. **What happened after the merchant delivered the message?**
    One parrot fell from the tree to the ground.
15. **How did the merchant feel when the wild parrot fell?**
    He felt distressed.
16. **What did the merchant tell his pet after returning home?**
    He told it about his journey and the parrot that had fallen.
17. **Where was the pet parrot sitting before it fell?**
    It was sitting on its perch.
18. **What did the pet parrot do when it heard the merchant's story?**
    It fell from its perch to the floor of the cage.
19. **What did the merchant think had happened to his pet?**
    He thought that it had died.
20. **Where did the merchant place the parrot's body?**
    He placed it on the windowsill.
21. **What did the parrot do on the windowsill?**
    It stirred, stretched its wings and flew away.
22. **What colour were the parrot's wings?**
    They were green.
23. **What did the parrot say as it flew away?**
    It said goodbye and explained that its friend had shown it how to escape.
24. **How did the parrot escape from the cage?**
    It pretended to be dead until the merchant placed it outside the cage.
25. **What was the parrot's friend's message to it?**
    The friend showed it how to escape by pretending to fall.
26. **What did the merchant keep the parrot in?**
    He kept it in a cage of gold.

27. **What did the parrot say it had already tasted?**
    It said it had tasted tender fruits and chillies.
28. **What did the parrot want its friends to know?**
    It wanted them to know that it sent them greetings from its cage.
29. **Where did the merchant put the parrot after taking it from the cage?**
    He put it on the windowsill.
30. **What did the parrot do after it escaped?**
    It flew into the open sky.
31. **What did the merchant describe to the parrot about his journey?**
    He described the wonders and beauty he had seen.
32. **What did the parrot's friends do when they heard the merchant's message?**
    One of them dropped from the tree.

4.6 One-mark questions with Answers of HOTS Type: (22 Questions)

One-Mark Questions and Answers — HOTS:

1. **Why was the parrot unhappy despite having a golden cage and plenty of food?**
   It wanted the freedom to fly in the open sky.
2. **Why did the merchant refuse to release the parrot?**
   He loved it and was afraid of losing it.
3. **What does the parrot's request for freedom tell us about its feelings?**
   It shows that freedom mattered more to it than comfort.
4. **Why did the parrot ask the merchant to greet its friends?**
   It wanted to send them a message that could help it escape.
5. **How did the wild parrot help the caged parrot?**
   It showed the caged parrot what to do by pretending to fall.
6. **Why did the wild parrot fall from the tree?**
   It pretended to be dead to teach the caged parrot how to escape.
7. **Why did the merchant tell his pet about the fallen parrot?**
   He wanted to share what had happened in the forest.
8. **How did the caged parrot understand its friend's message?**
   It understood that it should pretend to be dead and wait to be taken out of the cage.
9. **Why did the merchant place the parrot on the windowsill?**
   He thought it was dead and wanted to lay it outside the cage.
10. **What allowed the parrot to fly away?**
    The merchant placed it on the windowsill, where it could spread its wings and escape.
11. **What quality helped the parrot gain its freedom?**
    Its cleverness helped it gain freedom.
12. **What does the story suggest about solving problems?**
    It suggests that careful observation and clever thinking can help solve problems.
13. **Why was the merchant unaware of the parrots' plan?**
    He did not realise that the wild parrot's fall was a signal.
14. **Why could the parrot's friends not speak directly to it?**
    They were far away in the forest while it was trapped in the merchant's cage.
15. **What does the merchant's refusal reveal about his understanding of the parrot?**
    He cared for it but did not understand how strongly it wanted freedom.
16. **Why was the parrot's escape peaceful rather than forceful?**
    It used a clever plan instead of fighting or damaging the cage.
17. **What contrast does the story show between a golden cage and the open sky?**
    The golden cage offered comfort, while the open sky offered freedom.

18. **How did the merchant unknowingly help the parrot escape?**
    He carried the wild parrot's message back and placed his pet on the windowsill.
19. **What can readers learn from the parrot's friendship with the wild bird?**
    Friends can help one another through thoughtful actions.
20. **Why is the parrot called "wise"?**
    It understood its friend's signal and used it to escape.
21. **What might have happened if the merchant had understood the parrot's wish?**
    He might have found a safe way to let it live freely.
22. **How did the parrot show patience in its plan?**
    It waited until the merchant placed it outside the cage before flying away.

4.7 Two-mark questions with Answers of LOTS Type: (15 Questions)

Two-Mark Questions and Answers — LOTS:

1. **What kind of parrot did the merchant keep? How did it entertain him?**
   The merchant kept a bright and talkative parrot in a golden cage. It entertained him with stories and songs.
2. **What did the parrot long for?**
   It longed to fly freely in the open sky. It also wanted to be among the green trees.
3. **Why was the merchant travelling?**
   The merchant was travelling to a far-off land. He was going there for business.
4. **What did the merchant ask the parrot before leaving?**
   He asked what he could bring back for it. He wanted to do something to please his pet.
5. **What did the parrot ask the merchant to bring back?**
   It did not ask for a material gift. It asked to be allowed to fly freely.
6. **Why did the merchant refuse to let the parrot fly away?**
   The merchant said the parrot was very dear to him. He could not bear to let it go.
7. **What message did the parrot ask the merchant to give its friends?**
   It asked him to greet its friends in the jungle. It sent them greetings from its cage.
8. **Where did the merchant see a group of parrots?**
   He saw them in a forest during his travels. They had the same colour as his pet parrot.
9. **What happened after the merchant delivered the greeting?**
   One parrot dropped from the tree like a stone. It fell to the ground.
10. **How did the merchant react when the wild parrot fell?**
    He felt distressed at what had happened. He hurried away from the forest.
11. **What did the merchant tell his pet after returning home?**
    He described the wonders and beauty he had seen on his journey. He also told it about the parrot that had fallen.
12. **What did the pet parrot do after hearing the merchant's story?**
    It fell from its perch to the floor of the cage. The merchant thought it had died.
13. **What did the merchant do with the parrot's body?**
    He gently took it from the cage. He placed it on the windowsill.
14. **What did the parrot do on the windowsill?**
    It stirred and stretched its green wings. Then it flew into the open sky.
15. **What did the parrot say before flying away?**
    It said that its friend had shown it how to escape. Then it said goodbye to the merchant.

4.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Questions and Answers — HOTS:

1. **Why was the parrot unhappy even though the merchant cared for it?**
   The merchant gave it food and kept it in a golden cage. However, the parrot wanted the freedom to fly in the open sky.
2. **Why do you think the merchant refused the parrot's request?**
   He loved the parrot and feared losing it. He did not understand that freedom was more important to the bird than a comfortable cage.
3. **Why did the parrot ask the merchant to greet its friends instead of asking for another gift?**
   The greeting gave the wild parrots a way to learn about the caged bird. It helped the parrot's friends send it a message.
4. **Why did the wild parrot pretend to fall from the tree?**
   It wanted to show the caged parrot what action to take. Its act taught the parrot how to escape without speaking directly.
5. **How did the caged parrot understand what its friend meant?**
   The merchant described the wild parrot's fall after returning home. The caged parrot recognised it as a signal to pretend to be dead.
6. **Why did the merchant unknowingly help the parrot escape?**
   He believed the parrot had died and took it out of the cage. By placing it on the windowsill, he gave it a chance to fly away.
7. **What does the parrot's plan tell us about its character?**
   It was observant and clever. It could understand a message and use it to solve its problem.
8. **What does the story suggest about the difference between comfort and freedom?**
   The golden cage provided comfort and food. The parrot still chose freedom because it wanted to live naturally.
9. **How did friendship help the caged parrot?**
   The wild parrot understood the caged bird's situation. It found a clever way to show it how to escape.
10. **Why did the merchant hurry away after seeing the wild parrot fall?**
    He was distressed by the sudden fall. He did not know that the parrot had only pretended to be dead.
11. **How might the story have ended if the merchant had understood the wild parrot's signal?**
    He might have realised that the two parrots were communicating. He could have prevented the escape or chosen to release his pet.
12. **Why was the windowsill important to the parrot's escape?**
    The merchant placed the parrot there after taking it out of the cage. From the windowsill, it could spread its wings and fly into the sky.
13. **What lesson does the parrot's escape teach about problem-solving?**
    A difficult problem can sometimes be solved through observation and planning. The parrot used intelligence instead of force.
14. **Why is the title "The Wise Parrot" suitable?**
    The parrot understood its friend's message and acted on it. Its clever plan helped it gain freedom.
15. **What could the merchant have done to show greater understanding of his pet?**
    He could have listened carefully to the parrot's wish to fly freely. He could have found a safe way for it to live outside the cage.

4.9. Three-mark questions with Answers of LOTS Type: (10 Questions)

Three-Mark Questions and Answers — LOTS:

1. **Describe the parrot kept by the merchant.**
   The parrot was bright and talkative. It entertained the merchant with stories and songs. It lived in a golden cage.
2. **What did the parrot want, and why?**
   The parrot wanted to fly freely in the sky. It longed to be among the open skies and green trees. It asked the merchant to let it fly away.
3. **What did the merchant ask the parrot before his journey?**
   The merchant said he was travelling to a far-off land. He asked what he could bring back for the parrot. He wanted to please his pet.
4. **How did the merchant respond when the parrot asked for freedom?**
   He said the parrot was very dear to him. He could not bear to let it go. He asked it to choose something else.
5. **What message did the parrot ask the merchant to give its friends?**
   The parrot asked the merchant to greet its friends in the jungle. It sent them greetings from its cage. The merchant agreed to deliver the message.
6. **What happened when the merchant delivered the message in the forest?**
   He spoke to a group of parrots in a tree. He told them that his pet parrot sent greetings. One parrot then fell to the ground.
7. **What did the merchant do after returning home?**
   He went to the parrot's cage. He described the wonders he had seen on his journey. He also told the parrot about the bird that had fallen.
8. **What did the caged parrot do after hearing the merchant's story?**
   It fell from its perch to the floor of the cage. The merchant thought it had died. He gently lifted it out of the cage.
9. **How did the parrot escape from the merchant?**
   The merchant placed the parrot on the windowsill. The bird stirred and stretched its green wings. Then it flew into the open sky.
10. **What did the parrot say as it flew away?**
    It said its friend had shown it how to escape. It said it could now fly in the sky. Then it said goodbye to the merchant.

4.10. Three-mark questions with Answers of HOTS Type: (12 Questions)

Three-Mark Questions and Answers — HOTS:

1. **Why was the parrot unhappy despite living in a golden cage?**
   The cage gave it food and shelter, but it could not fly freely. The parrot longed for the open sky and green trees. This shows that freedom mattered more to it than comfort.
2. **Why did the merchant refuse to let the parrot go?**
   He cared deeply for the bird and called it dear to him. He feared that it would leave and not return. He did not understand how important freedom was to the parrot.
3. **How did the parrot's friends help it escape?**
   The parrot asked the merchant to carry greetings to its friends. One friend pretended to fall from a tree. The caged parrot understood the signal and copied the act.
4. **Why did the wild parrot pretend to fall?**
   It wanted to send a message to the caged parrot. It showed that pretending to be dead could make the merchant take the parrot out of the cage. This gave the caged parrot a chance to escape.

5. **How did the merchant unknowingly help the parrot?**
   He told his pet what had happened in the forest. The parrot then pretended to be dead. The merchant placed it on the windowsill, where it could fly away.
6. **What qualities helped the parrot gain its freedom?**
   The parrot was observant and understood its friend's signal. It planned carefully and waited for the right moment. Its cleverness helped it escape without using force.
7. **What does the story suggest about friendship?**
   The wild parrot understood the caged parrot's situation. It found a way to send help from far away. The story shows that friends can support one another through thoughtful actions.
8. **How does the story show that intelligence can solve problems?**
   The parrot could not open the cage by itself. It understood the message its friend had sent. By acting wisely at the right moment, it escaped.
9. **Why is the title "The Wise Parrot" suitable?**
   The parrot understood its friend's clever signal. It used the message to plan its escape. Its wisdom helped it gain the freedom it wanted.
10. **What could the merchant have done to make the parrot happier?**
    He could have listened carefully to the parrot's wish to fly. He could have provided a safe place where it could move freely. This would have respected the parrot's need for freedom.
11. **Why was the windowsill important in the parrot's plan?**
    The merchant carried the parrot out of the cage. He placed it on the windowsill because he thought it was dead. From there, the bird could spread its wings and fly away.
12. **What lesson can readers learn from the parrot's escape?**
    We should listen to what others truly need. Care and comfort do not always replace freedom. Clever thinking and patience can help solve a difficult problem.

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

Five-Mark Questions and Answers — LOTS:

1. **Describe the parrot kept by the merchant.**
   The merchant kept a bright and talkative parrot. It lived in a golden cage. It entertained him with stories and songs. The parrot had tasted tender fruits and chillies. Although it was well cared for, it longed to fly freely.
2. **What happened before the merchant went on his journey?**
   The merchant planned to travel to a far-off land for business. He asked the parrot what he could bring back. The parrot asked him to let it fly into the sky. The merchant refused because he could not bear to let it go. The parrot then asked him to greet its friends in the jungle.
3. **What happened when the merchant met the parrots in the forest?**
   The merchant saw a flight of parrots in a forest. He told them that his pet was one of their relatives. He said that the pet had sent them greetings from its cage. As soon as he finished speaking, one parrot fell from the tree. The distressed merchant hurried away.
4. **What did the merchant tell his pet after returning home?**
   The merchant went to the parrot's cage. He described the wonders and beauty he had seen on his journey. He told the parrot that he had met its friends in the forest. He also explained that one of them had fallen from a tree. The pet parrot then fell from its perch.

5. **How did the parrot escape from the cage?**
   The merchant thought that his parrot had died. He gently lifted it from the cage. He placed it on the windowsill. The parrot stirred and stretched its green wings. Then it flew into the open sky, thanking its friend for showing it how to escape.

4.12 Five-mark questions with Answers of HOTS Type: (6 Questions)

Five-Mark Questions and Answers — HOTS:

1. **Why was the parrot unhappy even though the merchant cared for it?**
   The merchant kept the parrot in a golden cage and gave it food. The parrot had tasted tender fruits and chillies. However, it could not fly in the open sky. It longed to be among the green trees. This shows that freedom mattered more to it than comfort.
2. **Explain how the wild parrot helped the caged parrot escape.**
   The caged parrot asked the merchant to greet its friends in the jungle. One wild parrot heard the message and understood its situation. It pretended to fall from the tree. The merchant described this incident to his pet after returning home. The caged parrot understood the signal and used the same idea to escape.
3. **How did the merchant unknowingly help the parrot gain its freedom?**
   The merchant carried the parrot's greeting to its friends. He later brought their response back by describing the fallen bird. The caged parrot then pretended to be dead. The merchant lifted it from the cage and placed it on the windowsill. The parrot took the chance to fly away.
4. **What qualities made the parrot wise?**
   The parrot was observant and listened carefully to the merchant's story. It understood that its friend's fall was a message. It thought of a plan to escape without fighting. It waited until the merchant placed it outside the cage. Its cleverness and patience helped it gain freedom.
5. **What lesson does the story teach about understanding others?**
   The merchant loved his parrot and cared for its needs. But he did not understand how much the parrot wanted freedom. The story shows that providing comfort may not meet every need. We should listen to what others say and respect their feelings. Understanding others helps us care for them better.
6. **Why is the title "The Wise Parrot" appropriate?**
   The parrot wanted to be free from the golden cage. It paid attention to the story about the wild parrot. It understood the hidden message in its friend's action. It pretended to be dead and waited for the right moment. Its clever plan helped it fly away.

4.13 Five-mark questions with Answers of Applied Type: (6 Questions)

Five-Mark Questions and Answers — Applied Type:

1. **If you were the merchant, what would you do when the parrot asked to be free?**
   I would listen carefully to the parrot's wish. I would understand that it longed to fly in the open sky. I would make sure it could leave the cage safely. I would provide food and water in a safe place outdoors. I would let it choose whether to stay or fly away.
2. **Imagine you found a bird that could not fly. What would you do to help it?**
   I would keep a safe distance and observe it carefully. I would tell a trusted adult about the bird. I would contact a nearby animal rescue centre or veterinarian for advice. I would avoid feeding it unless an expert recommended it. I would help protect it from danger until it received proper care.
3. **How could you make your home or school welcoming to birds?**
   I could place a bird feeder in a safe outdoor spot. I could keep a shallow bowl of clean

water nearby. I would use suitable seeds or grains to feed the birds. I would clean the feeder and water bowl regularly. I would observe the birds quietly without disturbing them.

4. **If a friend gave you a message to pass on, how would you make sure it reached the right person?**
   I would listen carefully to the message. I would remember the person who needs to receive it. I would repeat the message to check that I understood it correctly. I would pass it on clearly and respectfully. If I could not find the person, I would tell my friend.
5. **What would you do if a classmate felt trapped or unhappy about a situation?**
   I would listen patiently without interrupting. I would ask what is making my classmate unhappy. I would encourage them to speak with a trusted adult if they need help. I would offer support without making fun of them. I would respect their feelings and choices.
6. **How would you solve a problem when you cannot use force?**
   I would stay calm and understand what the problem is. I would look for information that could help me. I would think of safe and fair solutions. I would ask a trusted person for advice if needed. I would choose the best solution and learn from the result.

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

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. **What did the parrot long for most?**
   A. More fruits
   B. A larger cage
   C. Freedom to fly
   D. A new owner
   Answer: C. Freedom to fly
2. **Why did the merchant ask the parrot what it wanted?**
   A. He was leaving on a journey and wanted to please it.
   B. He wanted to sell the parrot.
   C. He wanted it to sing for his guests.
   D. He wanted it to guard his house.
   Answer: A. He was leaving on a journey and wanted to please it.
3. **What did the parrot ask the merchant to do after he refused to release it?**
   A. Bring it more fruit
   B. Greet its friends in the jungle
   C. Take it on the journey
   D. Find it another cage
   Answer: B. Greet its friends in the jungle
4. **Where did the merchant meet the parrot's friends?**
   A. In a garden
   B. In a village
   C. In a forest
   D. In a market
   Answer: C. In a forest
5. **What is the collective noun used for the parrots in the story?**
   A. A swarm

B. A flight
C. A bunch
D. An army
Answer: B. A flight

6. **What happened after the merchant delivered the parrot's greeting?**
A. The parrots sang loudly.
B. One parrot fell from the tree.
C. The parrots flew after the merchant.
D. The parrots left the forest.
Answer: B. One parrot fell from the tree.
7. **How did the merchant feel when he saw the parrot fall?**
A. Amused
B. Angry
C. Distressed
D. Excited
Answer: C. Distressed
8. **What did the merchant tell his pet when he returned home?**
A. He had bought it a new cage.
B. He had seen its friends and one had fallen from a tree.
C. He had forgotten its message.
D. He had found a new pet.
Answer: B. He had seen its friends and one had fallen from a tree.
9. **What did the pet parrot do after hearing the merchant's story?**
A. It began to sing.
B. It hid behind its perch.
C. It fell to the floor of the cage.
D. It asked for food.
Answer: C. It fell to the floor of the cage.
10. **Why did the merchant place the parrot on the windowsill?**
A. He thought it was dead.
B. He wanted it to see outside.
C. He was cleaning the cage.
D. He wanted it to eat there.
Answer: A. He thought it was dead.
11. **How did the parrot finally escape?**
A. It opened the cage door.
B. The merchant released it into the forest.
C. It flew away from the windowsill.
D. Its friends broke the cage.
Answer: C. It flew away from the windowsill.
12. **Which quality best describes the pet parrot?**
A. Careless
B. Wise
C. Selfish
D. Fearful
Answer: B. Wise
13. **Which word in the story means "a place where a bird sits"?**
A. Merchant
B. Perch
C. Windowsill

D. Forest
Answer: B. Perch

14. **Which sentence best expresses the parrot's main problem?**
A. It did not like the merchant's songs.
B. It had no food in its cage.
C. It wanted freedom but was kept in a cage.
D. It could not find its friends.
Answer: C. It wanted freedom but was kept in a cage.
15. **What does "tender" mean in the phrase "tender fruits"?**
A. Soft and easy to eat
B. Sour and unripe
C. Large and heavy
D. Dry and hard
Answer: A. Soft and easy to eat
16. **Which sentence uses the present perfect tense correctly?**
A. The parrot has flew away.
B. The parrot have flown away.
C. The parrot has flown away.
D. The parrot is flown away.
Answer: C. The parrot has flown away.
17. **Which pronoun can replace "the merchant" in the sentence "The merchant travelled far away"?**
A. It
B. He
C. They
D. We
Answer: B. He
18. **Which word is an adjective in "The bright parrot sang a song"?**
A. parrot
B. sang
C. bright
D. song
Answer: C. bright
19. **Which word is an adverb in "The merchant gently lifted the parrot"?**
A. merchant
B. gently
C. lifted
D. parrot
Answer: B. gently
20. **Which word correctly completes the sentence: "A flight of parrots ___ in the forest"?**
A. were
B. are
C. was
D. have
Answer: C. was
21. **What did the wild parrot's action most likely communicate?**
A. "Come and sit in the tree."
B. "Pretend to be dead so you can escape."
C. "The merchant is coming."

D. "You should sing a song."
Answer: B. "Pretend to be dead so you can escape."

22. **Which lesson is best supported by the story?**
A. Gold is more valuable than friendship.
B. Clever thinking can help solve a problem.
C. Birds should never travel in groups.
D. A pet should always be kept in a cage.
Answer: B. Clever thinking can help solve a problem.

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

Best Practices for Teaching "The Wise Parrot":

(1) Use expressive read-alouds: Read the story with clear expression and different voices for the merchant and the parrot; pause to check that students understand the events.
(2) Teach key vocabulary in context: Explain words such as *merchant, perch, distressed,* and *windowsill* using the story, pictures, gestures, or simple examples.
(3) Check understanding in sequence: Ask students to retell what happened first, next, and last, helping them follow how the parrot escaped.
(4) Use guided discussion: Ask questions about the characters' choices, such as why the parrot wanted freedom and why the merchant refused to let it go.
(5) Practise grammar through the text: Use sentences from the chapter to identify present perfect tense, phrases, and collective nouns such as *a flight of parrots*.
(6) Encourage speaking and listening: Have students retell the story in pairs, take turns speaking, and listen respectfully to their classmates' ideas.
(7) Provide a choice of written responses: Let students write a short continuation of the story, describe a character, or explain the story's message.
(8) Connect learning with care for birds: Discuss safe ways to support local birds, such as placing clean water outdoors and observing birds without disturbing them.

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

Innovative Teaching–Learning Ideas for "The Wise Parrot":

(1) Create a story comic: Students draw the main events in sequence and add short speech bubbles for the merchant and the parrots.
(2) Act out the story: Groups perform the tale, using simple props such as a paper cage, bird masks, or a windowsill sign.
(3) Build a story map: Use cards or a digital board to arrange the setting, characters, problem, message, and ending.
(4) Record a news report: Students work in pairs to record a short "forest news" report about the merchant meeting the parrots and share it with the class.
(5) Make a choice-and-ending activity: Students choose how the merchant should respond to the parrot's request, then write or present a new ending.
(6) Explore bird sounds and words: Play recordings of bird calls and invite students to describe them, then practise the story's *ai* and *oi* sound patterns.
(7) Create a digital vocabulary wall: Students add a word from the chapter, its meaning, a picture, and a sentence—for example, *perch* or *distressed*.
(8) Design a safe bird feeder: In groups, students sketch a feeder using suitable household materials and explain how it could help birds safely.

4.17: Practicing Questions/Question Bank :

A. Fill in the Blanks:

1. A rich _____ kept a bright parrot in a golden cage.
   Answer: merchant
2. The parrot entertained the merchant with stories and _____.
   Answer: songs
3. The parrot longed to fly in the open _____.
   Answer: sky
4. The merchant saw a flight of parrots in a _____.
   Answer: forest
5. The merchant placed the parrot on the _____.
   Answer: windowsill

B. One-Mark Questions:

1. **What did the parrot want most?**
   It wanted the freedom to fly in the open sky.
2. **Where did the merchant meet the parrot's friends?**
   He met them in a forest.
3. **What did the wild parrot do after hearing the merchant's message?**
   It fell from the tree to the ground.
4. **Where was the pet parrot sitting before it fell?**
   It was sitting on its perch.
5. **How did the parrot leave the merchant's house?**
   It flew away from the windowsill.

C. Two-Mark Questions:

1. **Why did the merchant refuse to let the parrot fly away?**
   The merchant said the parrot was very dear to him. He could not bear to let it go.
2. **What message did the parrot send to its friends?**
   It asked the merchant to greet its friends in the jungle. It sent them greetings from its cage.
3. **What did the merchant tell his pet after returning home?**
   He described the wonders he had seen during his journey. He also told it that one parrot had fallen from a tree.
4. **What did the merchant do when the parrot fell from its perch?**
   He gently took the parrot from the cage. He placed it on the windowsill.
5. **What did the parrot say as it flew away?**
   It said its friend had shown it how to escape. It said goodbye to the merchant.

D. Three-Mark Questions:

1. **How did the wild parrot help the caged parrot?**
   It pretended to fall from a tree after hearing the merchant's message. The merchant told the caged parrot about this incident. The caged parrot understood the signal and copied the action.

2. **Why did the merchant think his pet parrot had died?**
   The parrot fell from its perch to the floor of the cage. It lay still after hearing the merchant's story. The merchant believed it was dead.

3. **What happened after the merchant placed the parrot on the windowsill?**
   The parrot stirred and stretched its green wings. It realised it was outside the cage. Then it flew into the open sky.

4. **Describe the parrot's life in the merchant's home.**
   It lived in a golden cage. It had tasted tender fruits and chillies. Although it was cared for, it longed to fly freely.

5. **Why is the parrot called wise?**
   It listened carefully to the merchant's story. It understood its friend's signal. It used the message to escape from the cage.

E. Five-Mark Questions:

1. **Retell how the parrot escaped from its cage.**
   The parrot asked the merchant to greet its friends in the jungle. One wild parrot pretended to fall from a tree. The merchant later told his pet what had happened. The pet parrot fell from its perch and pretended to be dead. The merchant placed it on the windowsill, and it flew away.

2. **Describe the merchant's journey and what happened in the forest.**
   The merchant travelled to a far-off land for business. During his journey, he saw a flight of parrots in a forest. He told them that his pet parrot sent greetings. After hearing him, one parrot fell from the tree. The distressed merchant hurried away.

3. **Why was the parrot unhappy despite being well cared for?**
   The merchant kept it in a golden cage. He gave it tender fruits and chillies. The parrot could not fly in the open sky. It longed to be among the green trees. It wanted freedom more than the comforts of the cage.

4. **What lesson can readers learn from the story?**
   The merchant cared for his parrot but did not understand its wish for freedom. The wild parrot helped its friend through a clever action. The caged parrot observed and understood the message. It waited for the right moment to act. The story shows that understanding, friendship, and clever thinking can help solve problems.

5. **Describe how the two parrots communicated without speaking to each other.**
   The caged parrot asked the merchant to greet its friends. The merchant delivered the greeting to the parrots in the forest. One wild parrot then pretended to fall from a tree. The merchant described this incident to his pet after returning home. The caged parrot understood the signal and used it to escape.

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5th Standard English Book Chapter 5

Chapter 5: The Frog

5.1 Summary of the Chapter:

Summary: "The Frog":

(1) The poem describes a frog that lives in ponds, muddy drains and damp places.
(2) A young frog, called a tadpole, swims in water and looks like a tiny fish.
(3) The frog uses its quick, flicking tongue to catch food.
(4) It can live both on land and in water.
(5) Its colours blend with plants and trees, helping it hide among grass and leaves.
(6) The frog must beware of snakes that may try to catch it.
(7) It makes a loud croaking sound, especially around its pond.
(8) The frog hops and leaps high on land.
(9) Its webbed feet help it swim easily.
(10) The chapter also includes activities about frog habitats, animal words, sentence order, pronunciation and aquatic animals.
(11) It explains that frogs usually have smooth, moist skin and long legs, while toads have dry, rough skin and shorter legs.

5.2 Important Formulas:

Important Grammar Topics in "The Frog":

- **Conjunctions:** Using *and, but, because,* and *or* to join ideas.
- **Word order in sentences:** Arranging words correctly to form clear sentences, such as "The frog hunts insects."
- **Parts of speech:** Identifying nouns, verbs, adjectives, and adverbs in sentences about the frog.
- **Present simple tense:** Describing facts and habits, such as "A frog lives on land and in water."
- **Pronouns:** Using words such as *it* and *they* in place of nouns.
- **Prepositions:** Describing position or place, such as *in the pond, on a lily pad,* and *near the water*.
- **Adjectives:** Using describing words such as *muddy, damp, tiny,* and *webbed*.
- **Adverbs:** Describing actions, such as *silently* or *carefully*.
- **Singular and plural nouns:** Changing words such as *frog* to *frogs* and *foot* to *feet*.
- **Punctuation and capital letters:** Using capitals at the start of sentences and full stops, commas, and question marks correctly.

5.3 Fill-Up the Blank LOTS type questions with Answers: (32 Questions)

Complete each sentence using details from **"The Frog.":**

1. The frog likes to sit in _____ and in the rain.
   Answer: ponds
2. The frog may hop about in a muddy _____.
   Answer: drain
3. A young frog is called a _____.
   Answer: tadpole
4. A tadpole swims in _____.
   Answer: water
5. A tadpole looks like a tiny _____.
   Answer: fish

6. The frog uses its _____ to catch food.
   Answer: tongue
7. The frog flicks its tongue very _____.
   Answer: fast
8. A frog lives on land and in _____.
   Answer: water
9. Frogs live in places that are _____.
   Answer: damp
10. The frog's colours match the plants and _____.
    Answer: trees
11. The frog hides among grass and _____.
    Answer: leaves
12. The frog must beware of _____.
    Answer: snakes
13. The frog makes a loud sound called a _____.
    Answer: croak
14. The frog croaks near its _____.
    Answer: pond
15. The frog can hop and jump _____.
    Answer: high
16. The frog uses its _____ feet to swim.
    Answer: webbed
17. Webbed feet help the frog swim with _____.
    Answer: ease
18. A frog's skin is usually smooth and _____.
    Answer: moist
19. Frogs usually have long legs for _____.
    Answer: hopping
20. Toads have dry, rough, _____ skin.
    Answer: bumpy
21. Toads usually have _____ legs than frogs.
    Answer: shorter
22. The frog likes splashing water when it _____.
    Answer: rains
23. Hopper writes his message from a big lily _____.
    Answer: pad
24. Hopper enjoys sitting in water _____.
    Answer: puddles
25. Hopper's favourite hobby is sitting in puddles and _____.
    Answer: croaking
26. The frog likes to eat mosquitoes and other _____.
    Answer: insects
27. In the poem, the frog swims as a tadpole with _____.
    Answer: cheer
28. The frog's tongue helps it catch its _____.
    Answer: food
29. The frog's colours help it _____ in its surroundings.
    Answer: hide
30. The poem says the frog hops into the _____.
    Answer: sky

31. The national aquatic animal of India is the Ganges river _____.
    Answer: dolphin
32. The Ganges river dolphin uses _____ to find its way in the water.
    Answer: sounds

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

Complete each sentence using your understanding of **"The Frog.":**

1. A frog can live on land and in water, so it is an _____ animal.
   Answer: amphibious
2. A tadpole's fish-like shape helps it move easily through _____.
   Answer: water
3. The frog's quick tongue helps it catch _____.
   Answer: food
4. The frog's colours help it blend in with plants and _____.
   Answer: trees
5. By hiding among grass and leaves, a frog can stay safer from its _____.
   Answer: predators
6. The poem warns the frog to beware of _____.
   Answer: snakes
7. A frog's webbed feet help it swim by pushing against the _____.
   Answer: water
8. A frog's long legs help it make powerful _____.
   Answer: jumps
9. Damp places are suitable for frogs because they need to stay _____.
   Answer: moist
10. If a pond dried up, the frog would lose an important place to live and find _____.
    Answer: food
11. If a frog's colour did not match its surroundings, it might be easier for a snake to _____ it.
    Answer: spot
12. A frog that croaks loudly may be heard by animals nearby, so it must remain _____ of danger.
    Answer: aware
13. The poem shows that a frog uses different body parts for moving, hiding and catching _____.
    Answer: food
14. Since tadpoles live in water and adult frogs can live on land and in water, a frog's habitat changes as it _____.
    Answer: grows
15. A pond with plants, water and damp areas can provide a frog with food and _____.
    Answer: shelter
16. If the plants around a frog disappeared, it would have fewer places to _____.
    Answer: hide
17. A frog's webbed feet are useful in water, while its strong legs help it move on _____.
    Answer: land
18. The frog's ability to live in two environments helps it adapt to different _____.
    Answer: habitats

19. Frogs and fish both live in water, but only frogs can also live on _____.
    Answer: land
20. A frog's loud croak can help someone locate it near a _____.
    Answer: pond
21. If a frog could not flick its tongue quickly, catching insects might become more _____.
    Answer: difficult
22. The poem's description of the frog's colours suggests that its appearance helps with _____.
    Answer: camouflage
23. Protecting ponds and wet areas helps preserve the frog's natural _____.
    Answer: habitat
24. A frog uses its long legs to leap and its webbed feet to _____.
    Answer: swim
25. The poem describes the frog as both a lively jumper and a capable _____.
    Answer: swimmer
26. If a frog were moved to a dry place without water, it might not be able to live _____.
    Answer: comfortably
27. The frog's life in water as a tadpole and on land as an adult shows how animals can change as they _____.
    Answer: develop
28. The frog hides among leaves and grass to avoid being _____ by a snake.
    Answer: caught
29. A clean pond with plants is better for a frog than a muddy drain because it offers a healthier _____.
    Answer: habitat
30. The poem encourages readers to notice how an animal's body helps it survive in its _____.
    Answer: environment

5.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Questions and Answers — LOTS:

1. **Where does the frog like to sit?**
   The frog likes to sit in ponds and in the rain.
2. **Where does the frog hop about?**
   It hops about in a muddy drain.
3. **What is a young frog called?**
   A young frog is called a tadpole.
4. **Where does the tadpole swim?**
   The tadpole swims in water.
5. **What does a tadpole look like?**
   A tadpole looks like a tiny fish.
6. **How does the frog catch its food?**
   It flicks its tongue quickly to catch food.
7. **Where can a frog live?**
   A frog can live on land and in water.
8. **What kind of places does the frog live in?**
   The frog lives in damp places.

9. **What do the frog's colours match?**
   Its colours match the plants and trees.
10. **Where does the frog hide?**
    It hides among grass and leaves.
11. **Which animal must the frog beware of?**
    The frog must beware of snakes.
12. **What sound does the frog make?**
    The frog makes a loud croaking sound.
13. **How does the frog move on land?**
    It hops and leaps on land.
14. **What helps the frog swim easily?**
    Its webbed feet help it swim easily.
15. **What does Hopper enjoy doing when it rains?**
    Hopper enjoys splashing water.
16. **Where does Hopper sit in the message?**
    Hopper sits on a big lily pad.
17. **What does Hopper like to eat?**
    Hopper likes to eat mosquitoes and other insects.
18. **What type of skin do frogs usually have?**
    Frogs usually have smooth, moist skin.
19. **How are a toad's legs different from a frog's legs?**
    A toad's legs are usually shorter than a frog's legs.
20. **What is India's national aquatic animal?**
    India's national aquatic animal is the Ganges river dolphin.

5.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Questions and Answers — HOTS:

1. **Why can a frog live both on land and in water?**
   A frog can live in both places because it is adapted to move in water and on land.
2. **How do a frog's colours help it stay safe?**
   Its colours help it blend in with plants and trees.
3. **Why does the frog need to beware of snakes?**
   Snakes may catch and eat the frog.
4. **How do webbed feet help a frog in water?**
   They help the frog swim with ease.
5. **How do a frog's long legs help it on land?**
   They help it hop and leap high.
6. **Why is a damp place suitable for a frog?**
   A damp place helps the frog keep its skin moist.
7. **What might happen if the frog could not flick its tongue quickly?**
   It might find it harder to catch its food.
8. **Why is hiding among leaves useful to the frog?**
   Hiding among leaves makes the frog less visible to predators.
9. **How is a tadpole's life different from an adult frog's life?**
   A tadpole lives in water, while an adult frog can live on land and in water.
10. **Why might a frog's croaking be useful?**
    Its croaking can help other frogs hear it.
11. **What could happen if a frog's pond dried up?**
    The frog would lose an important place to live and find food.

12. **Why does the poem describe the frog's webbed feet and quick tongue?**
    These details show how the frog moves and catches food.
13. **How might plants around a pond help a frog?**
    Plants can give the frog places to hide and rest.
14. **Why should people protect ponds and damp places?**
    These places provide suitable habitats for frogs and other animals.
15. **How are a frog's feet useful in different ways?**
    Its webbed feet help it swim, while its strong legs help it leap.
16. **Why might a frog be easier for a snake to catch in an open area?**
    Without grass or leaves, the frog has fewer places to hide.
17. **What does the frog's life show about animal adaptations?**
    It shows that an animal's body features help it live in its surroundings.
18. **Why does the frog need both water and land?**
    It uses water for swimming and can also move about on land.
19. **How could loud croaking make the frog easier to find?**
    Other animals may hear the sound and locate where the frog is.
20. **What might happen if the frog had short legs like a toad?**
    It might not be able to hop as high or as far.
21. **How does the poem help readers picture the frog's habitat?**
    It describes ponds, muddy drains, damp places, grass and leaves.
22. **Why is the frog described as both a swimmer and a jumper?**
    It swims with its webbed feet and leaps with its strong legs.

5.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Two-Mark Questions and Answers — LOTS:

1. **Where does the frog spend its time?**
   The frog sits in ponds and in the rain. It may also hop about in a muddy drain.
2. **What does a tadpole look like, and where does it swim?**
   A tadpole looks like a tiny fish. It swims in water.
3. **How does the frog catch its food?**
   It flicks its tongue quickly. The tongue helps it catch food.
4. **Where can a frog live?**
   A frog can live on land. It can also live in water.
5. **What kind of places does the frog live in?**
   The frog lives in damp places. The poem mentions ponds and muddy drains.
6. **How does the frog hide in its surroundings?**
   Its colours match the plants and trees. It hides among grass and leaves.
7. **Which danger does the frog need to watch out for?**
   The frog needs to beware of snakes. Snakes may catch it.
8. **What sound does the frog make, and where does it croak?**
   The frog makes a loud croaking sound. It croaks near its pond.
9. **How does the frog move on land?**
   It hops around. It can also leap high.
10. **What helps the frog swim?**
    The frog has webbed feet. These help it swim with ease.
11. **Where does Hopper sit in the message?**
    Hopper sits on a big lily pad. The message is written from there.
12. **What does Hopper enjoy doing when it rains?**
    Hopper enjoys splashing water. It also likes sitting in water puddles.

13. **What does Hopper like to eat?**
    Hopper eats mosquitoes. It also eats other insects.
14. **How are frogs' skin and legs described in the chapter?**
    Frogs usually have smooth, moist skin. They have long legs for hopping.
15. **How are toads' skin and legs described?**
    Toads have dry, rough, bumpy skin. They usually have shorter legs than frogs.
16. **What is India's national aquatic animal?**
    India's national aquatic animal is the Ganges river dolphin. It uses sounds to find its way in water.
17. **What does the frog do with its tongue?**
    It flicks its tongue quickly. It uses it to catch food.
18. **What does the frog's colour match?**
    Its colour matches plants. It also matches trees.
19. **What is the poem's description of the frog's life as a tadpole?**
    As a tadpole, the frog swims in water. It looks like a tiny fish.
20. **What two ways does the frog use its feet to move?**
    Its webbed feet help it swim. Its legs help it hop and leap.

5.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Questions and Answers — HOTS:

1. **Why do the frog's colours help it survive?**
   They help it blend in with plants and trees. This makes it harder for predators to spot it.
2. **How do a frog's webbed feet help it?**
   They help it swim through water with ease. This is useful because frogs live in and around water.
3. **Why might a frog need both long legs and webbed feet?**
   Its long legs help it hop and leap on land. Its webbed feet help it swim in water.
4. **Why is a pond a suitable home for a frog?**
   A pond provides water for swimming. Plants around it may also offer places to hide.
5. **What might happen if the frog's habitat became very dry?**
   It would have fewer damp places to live. It might also lose access to the water it needs.
6. **How does the tadpole's life differ from an adult frog's life?**
   The tadpole swims in water and looks like a tiny fish. An adult frog can live on land as well as in water.
7. **Why does the frog need to beware of snakes?**
   Snakes may prey on frogs. The frog's colours and hiding places can help it avoid them.
8. **How might hiding among grass and leaves protect the frog?**
   The frog's colours blend with its surroundings. This camouflage makes it less noticeable to predators.
9. **Why is a quick tongue useful to the frog?**
   It helps the frog catch food quickly. Without it, catching insects might be harder.
10. **How could a frog's croaking help it communicate?**
    Other frogs may hear its loud croak. The sound can help them know where it is.
11. **What could happen if plants disappeared from the frog's habitat?**
    The frog would have fewer places to hide. Predators might spot it more easily.

12. **Why does the poem describe where the frog lives and how it moves?**
    These details help us picture the frog's life. They also show how its body suits its surroundings.
13. **How is a frog different from a fish in the poem?**
    A fish lives in water, while a frog can live on land and in water. A tadpole looks fish-like, but it grows into a frog.
14. **Why should people protect ponds and other damp places?**
    Frogs depend on these places for their habitat. Protecting them helps frogs and other living things survive.
15. **How do the frog's body features help it live in its environment?**
    Its webbed feet help it swim, and its legs help it leap. Its colours help it hide among plants and leaves.

5.9. Three-mark questions with Answers of LOTS Type: (11 Questions)

Three-Mark Questions and Answers — LOTS:

1. **Where does the frog live?**
   The frog sits in ponds and in the rain. It also hops about in muddy drains. It lives in damp places.
2. **What is a tadpole like?**
   A tadpole is a young frog. It swims in water. It looks like a tiny fish.
3. **How does the frog catch its food?**
   The frog flicks its tongue. Its tongue moves very quickly. It uses it to catch food.
4. **How does the frog hide from danger?**
   Its colours match the plants and trees. It hides among grass and leaves. It must also beware of snakes.
5. **How does the frog move on land and in water?**
   It hops and leaps on land. It uses its webbed feet to swim. It can move easily in both places.
6. **What does the poem tell us about the frog's sound?**
   The frog makes a loud croaking sound. It croaks near its pond. The poem says the frog feels proud there.
7. **What does Hopper tell the reader about itself?**
   Hopper sits on a big lily pad. It likes splashing water when it rains. It enjoys sitting in puddles and croaking.
8. **What does Hopper like to eat?**
   Hopper likes eating mosquitoes. It also eats other insects. It catches food with its quick tongue.
9. **How are frogs described in comparison with toads?**
   Frogs usually have smooth, moist skin. They have long legs for hopping. Toads usually have dry, rough, bumpy skin and shorter legs.
10. **What does the chapter say about the Ganges river dolphin?**
    It is India's national aquatic animal. It cannot see well. It uses sounds to find its way in water.
11. **How does the frog's body help it move?**
    Its long legs help it hop and leap. Its webbed feet help it swim. These features help it move on land and in water.

5.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Questions and Answers — HOTS:

1. **How do the frog's colours help it stay safe?**
   Its colours match plants and trees. This helps it blend into its surroundings. Predators may find it harder to spot.
2. **Why does a frog need both strong legs and webbed feet?**
   Its strong legs help it hop and leap on land. Its webbed feet help it swim. Together, they help it move in both habitats.
3. **What might happen if a frog's pond dried up?**
   The frog would lose an important place to swim. It might also have fewer damp places to live. Finding food and shelter could become harder.
4. **How does the frog's life change as it grows?**
   As a tadpole, it swims in water and looks like a tiny fish. It grows into an adult frog. The adult can live on land as well as in water.
5. **Why is hiding among grass and leaves useful for the frog?**
   The frog's colours blend with the plants. This makes it less visible to predators. Hiding may help it avoid being caught by a snake.
6. **How does the frog's tongue help it survive?**
   The frog flicks its tongue very quickly. It uses it to catch food. This helps it get the food it needs.
7. **Why should people protect ponds and damp places?**
   Frogs need these places for their habitat. Ponds provide water, and plants can offer shelter. Protecting these areas helps frogs survive.
8. **How might the frog's loud croak help it?**
   Its croak can be heard by other frogs. The sound may help them locate one another. The poem describes the frog croaking proudly near its pond.
9. **How is a frog's life different from a fish's life?**
   A fish lives in water. A frog can live both on land and in water. A young frog, called a tadpole, swims in water and looks fish-like.
10. **What can we learn about animal adaptations from the frog?**
    The frog's webbed feet help it swim. Its long legs help it hop and leap. Its colours help it hide among plants and leaves.
11. **What could happen if plants disappeared from the frog's surroundings?**
    The frog would have fewer places to hide. Its colours would no longer blend in as well. Predators might spot it more easily.

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

Five-Mark Questions and Answers — LOTS:

1. **Describe where the frog lives and how it moves.**
   The frog sits in ponds and in the rain. It may hop about in a muddy drain. It lives in damp places. It hops and leaps on land. Its webbed feet help it swim.
2. **How does the frog catch food and protect itself?**
   The frog flicks its tongue quickly to catch food. Its colours match the plants and trees. It hides among grass and leaves. It must beware of snakes. Its hiding places help it stay out of sight.
3. **Describe the life of a tadpole and an adult frog.**
   A tadpole is a young frog. It swims in water. It looks like a tiny fish. As it grows, it becomes an adult frog. An adult frog can live on land and in water.
4. **What does the poem tell us about the frog's appearance and sounds?**
   The frog's colours match plants and trees. It hides among grass and leaves. It makes a loud croaking sound. It croaks near its pond. The poem says it feels proud there.

5. **What do we learn about Hopper from the message?**
   Hopper sits on a big lily pad. It likes splashing water when it rains. It enjoys sitting in water puddles. Its favourite hobby is croaking. It eats mosquitoes and other insects.
6. **How are frogs different from toads according to the chapter?**
   Frogs usually have smooth, moist skin. They have long legs for hopping. Toads have dry, rough, bumpy skin. Their legs are usually shorter than a frog's. Toads may walk or hop.

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

Five-Mark Questions and Answers — HOTS:

1. **How do the frog's body features help it survive in different surroundings?**
   Its webbed feet help it swim in water. Its long legs help it hop and leap on land. Its colours blend with plants and trees. This helps it hide among grass and leaves. Its quick tongue helps it catch food.
2. **Why is it useful for a frog to live both on land and in water?**
   It can swim in ponds and other wet places. It can also hop about on land. As a tadpole, it lives in water. As it grows, it can live on land as well as in water. This ability lets it use different habitats.
3. **What might happen to a frog if its pond and surrounding plants disappeared?**
   The frog would lose an important place to swim. It would have fewer damp places to live. It might have fewer plants and leaves to hide among. Finding food could become harder. It could also be easier for predators to spot.
4. **How does the poem show the frog's relationship with its surroundings?**
   The frog lives in ponds and damp places. Its colours match plants and trees. It hides among grass and leaves. It uses its webbed feet to swim. These details show how it is suited to its environment.
5. **Why should people protect frogs and their habitats?**
   Frogs need damp places and water to live. Ponds provide places for them to swim. Plants and leaves give them places to hide. Frogs also eat mosquitoes and other insects. Protecting their habitats helps them survive.
6. **Compare the frog's ways of moving and explain why it needs them.**
   The frog hops and leaps on land. Its webbed feet help it swim in water. Its strong legs help it jump high. It lives both on land and in water. These different ways of moving help it travel through its habitats.

5.13 Five-mark questions with Answers of Applied Type: (6 Questions)

Five-Mark Questions and Answers — Applied Type:

1. **If you were making a safe place for a frog, what would you include and why?**
   I would include a small pond with clean water. I would add plants and leaves around it for hiding places. I would make sure the area stayed damp. I would keep the place quiet and undisturbed. These features would suit the frog's needs for water, shelter and safety.
2. **Imagine you are Hopper writing to a new friend. What would you tell them about your life?**
   I would tell my friend that I live near water. I would say that I like sitting on a lily pad and splashing in puddles when it rains. I would describe how I croak near my pond. I would explain that I eat mosquitoes and other insects. I would also tell my friend to look for me among the plants and leaves.

3. **A classmate thinks frogs live only in water. How would you explain where frogs live and how they move?**
   I would explain that frogs can live on land and in water. Their webbed feet help them swim. Their long legs help them hop and leap on land. A young frog, called a tadpole, swims in water. These facts show that a frog's life changes as it grows.
4. **How would you help protect frogs in your neighbourhood?**
   I would help keep ponds and wet areas clean. I would avoid disturbing frogs or their hiding places. I would ask others not to throw rubbish into ponds. I would protect plants around the water. These actions would help frogs keep their habitat.
5. **Create a short set of instructions for drawing "Frog's World."**
   First, draw a pond or a damp place where a frog could live. Next, add plants, grass, leaves and a lily pad. Then draw a frog with long legs and webbed feet. Write words from the poem around the picture, such as *hop, croak,* and *damp*. Finally, colour the picture to show the frog's surroundings.
6. **If a frog had no webbed feet, how might its life be different?**
   It might find swimming more difficult. It would have less help pushing through the water. It could have trouble moving around its pond. It might need to rely more on hopping on land. This could make life harder because frogs live both on land and in water.

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

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. **What is a young frog called?**
   A. Calf
   B. Tadpole
   C. Cub
   D. Chick
   Answer: B. Tadpole
2. **Where does a tadpole swim?**
   A. In a nest
   B. In water
   C. On a tree
   D. In a burrow
   Answer: B. In water
3. **How does the frog catch its food?**
   A. It digs for it.
   B. It flicks its tongue.
   C. It catches it with its feet.
   D. It stores food in its mouth.
   Answer: B. It flicks its tongue.
4. **What does the frog's quick tongue help it do?**
   A. Hide among leaves
   B. Catch food
   C. Swim faster
   D. Croak loudly
   Answer: B. Catch food
5. **Where can a frog live?**
   A. Only on land

B. Only in water
C. On land and in water
D. Only in trees
Answer: C. On land and in water

6. **Which feature helps the frog swim easily?**
A. Sharp claws
B. Webbed feet
C. Long tail
D. Feathered wings
Answer: B. Webbed feet

7. **What helps the frog hide among plants and trees?**
A. Its colours
B. Its croaking
C. Its long legs
D. Its tongue
Answer: A. Its colours

8. **Where does the frog hide in the poem?**
A. Among grass and leaves
B. Under a roof
C. Inside a cave
D. On a branch
Answer: A. Among grass and leaves

9. **Which animal does the frog need to beware of?**
A. Horse
B. Snake
C. Butterfly
D. Cow
Answer: B. Snake

10. **What sound does a frog make?**
A. Chirp
B. Neigh
C. Croak
D. Roar
Answer: C. Croak

11. **What does “damp” mean?**
A. Slightly wet
B. Very hot
C. Completely dry
D. Extremely cold
Answer: A. Slightly wet

12. **Which word means “to jump lightly”?**
A. Croak
B. Hop
C. Flick
D. Beware
Answer: B. Hop

13. **What does the frog use to move high on land?**
A. Its webbed feet
B. Its long legs
C. Its tongue

D. Its skin
Answer: B. Its long legs

14. **Which sentence uses the conjunction correctly?**
A. The frog swims and hops.
B. The frog swims because hops.
C. The frog and because hops.
D. The frog hops but because swims.
Answer: A. The frog swims and hops.
15. **Choose the correct word: "Frogs live on land ___ in water."**
A. but
B. and
C. because
D. so
Answer: B. and
16. **Choose the correct word: "Frogs swim easily ___ they have webbed feet."**
A. or
B. but
C. because
D. and
Answer: C. because
17. **Which is the correct sentence order?**
A. Silently the tiger at night hunts.
B. The tiger hunts silently at night.
C. Hunts the tiger silently at night.
D. At silently night hunts the tiger.
Answer: B. The tiger hunts silently at night.
18. **Which word is an adjective in "The frog has webbed feet"?**
A. frog
B. has
C. webbed
D. feet
Answer: C. webbed
19. **Which word is a verb in "The frog hops high"?**
A. frog
B. hops
C. high
D. the
Answer: B. hops
20. **What is Hopper's favourite hobby?**
A. Climbing trees
B. Sitting in puddles and croaking
C. Flying in the sky
D. Building a nest
Answer: B. Sitting in puddles and croaking
21. **What does Hopper like to eat?**
A. Seeds and nuts
B. Mosquitoes and other insects
C. Grass and leaves
D. Fruits and berries
Answer: B. Mosquitoes and other insects

22. **How are frogs' legs usually different from toads' legs?**
    A. Frogs usually have longer legs.
    B. Frogs have shorter legs.
    C. Frogs have no legs.
    D. Frogs and toads always have the same legs.
    Answer: A. Frogs usually have longer legs.
23. **Which description usually matches a toad?**
    A. Smooth, moist skin
    B. Dry, rough, bumpy skin
    C. Feathers and wings
    D. Shiny scales
    Answer: B. Dry, rough, bumpy skin
24. **What is India's national aquatic animal, as stated in the chapter?**
    A. Blue whale
    B. Ganges river dolphin
    C. Sea turtle
    D. Seahorse
    Answer: B. Ganges river dolphin

5.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Best Practices for Teaching "The Frog":

(1) Begin with a short discussion: Ask students what they know about frogs, where they live and how they move.
(2) Read the poem aloud expressively: Model clear pronunciation, rhythm and pauses, then invite students to read lines aloud.
(3) Teach vocabulary in context: Explain words such as *tadpole, damp, beware, croak,* and *webbed* using pictures, actions or examples.
(4) Check understanding as students read: Ask simple questions about the frog's habitat, food, movement and ways of hiding.
(5) Use a labelled diagram: Show a frog and identify its tongue, long legs and webbed feet, connecting each feature to its function.
(6) Compare frogs and toads: Guide students to identify the differences in skin and leg length mentioned in the chapter.
(7) Practise grammar through examples: Use sentences about frogs to teach conjunctions such as *and, but, because,* and *or*, along with correct word order.
(8) Build speaking confidence: Practise the frog-themed tongue twisters slowly first, then repeat them at a gradually faster pace.
(9) Connect the lesson to nature: Discuss why ponds and damp places matter to frogs and how students can help care for local habitats.
(10) Assess learning in different ways: Invite students to answer questions, retell facts, label a frog diagram or write a short message as Hopper.

5.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovative Teaching–Learning Ideas for "The Frog":

(1) Create a frog life-cycle wheel: Students illustrate the tadpole and adult frog stages and explain how the frog changes as it grows.
(2) Make a "Frog's World" diorama: In small groups, students create a pond or damp habitat using recycled materials and label the frog's hiding places.

(3) **Use a movement and sound activity:** Students act out hopping, swimming and croaking as the poem is read, helping connect words to actions.
(4) **Record a frog poem performance:** Students practise the poem in groups, add suitable gestures and sounds, and record or present their recitation.
(5) **Create a digital vocabulary gallery:** Students pair chapter words—such as *tadpole, damp, webbed,* and *croak*—with drawings, photographs or short audio explanations.
(6) **Try a "design a frog" challenge:** Students invent a frog suited to a chosen habitat and describe how its colours, feet and legs would help it live there.
(7) **Make a sentence-building card game:** Provide word cards from the chapter; students arrange them into correct sentences and use conjunction cards such as *and, but,* and *because*.
(8) **Write a message exchange with Hopper:** Students write a reply to the frog, then swap messages and respond as Hopper.
(9) **Build a class sound map:** Listen to safe recordings of pond sounds and note which sounds students might hear near a frog's habitat.
(10) **Create a habitat-protection poster:** Students make posters showing simple ways to protect ponds and wet places where frogs live.

5.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. A young frog is called a _____.
   Answer: tadpole

2. The frog flicks its _____ to catch food.
   Answer: tongue

3. The frog's colours match the plants and _____.
   Answer: trees

4. The frog hides among grass and _____.
   Answer: leaves

5. The frog uses its _____ feet to swim.
   Answer: webbed

B. One-Mark Questions:

1. **Where does the frog like to sit?**
   It likes to sit in ponds and in the rain.

2. **What does the tadpole look like?**
   It looks like a tiny fish.

3. **Which animal must the frog beware of?**
   The frog must beware of snakes.

4. **What sound does a frog make?**
   A frog makes a croaking sound.

5. **What does Hopper like to eat?**
   Hopper likes to eat mosquitoes and other insects.

C. Two-Mark Questions:

1. **How does the frog catch its food?**
   It flicks its tongue quickly. It uses its tongue to catch food.

2. **Where can a frog live?**
   A frog can live on land. It can also live in water.

3. **How does the frog hide?**
   Its colours match plants and trees. It hides among grass and leaves.

4. **What helps the frog swim?**
   The frog has webbed feet. These help it swim with ease.

5. **How are a frog's skin and legs described?**
   Frogs usually have smooth, moist skin. They have long legs for hopping.

D. Three-Mark Questions:

1. **How does the frog move on land and in water?**
   It hops and leaps on land. Its webbed feet help it swim. It can move in both places.

2. **What do we learn about Hopper from the message?**
   Hopper sits on a big lily pad. It enjoys splashing water when it rains. It eats mosquitoes and other insects.

3. **How are frogs different from toads?**
   Frogs usually have smooth, moist skin. They have long legs for hopping. Toads usually have rough, bumpy skin and shorter legs.

4. **How does the frog protect itself from danger?**
   It hides among grass and leaves. Its colours blend with plants and trees. It must beware of snakes.

5. **What is the Ganges river dolphin, and how does it find its way?**
   It is India's national aquatic animal. It cannot see well. It uses sounds to find its way in water.

E. Five-Mark Questions:

1. **Describe how the frog's body helps it live in its surroundings.**
   Its webbed feet help it swim. Its long legs help it hop and leap. Its colours match plants and trees. It hides among grass and leaves. Its quick tongue helps it catch food.

2. **Describe the frog's life as shown in the poem.**
   A young frog is called a tadpole. The tadpole swims in water and looks like a tiny fish. An adult frog can live on land and in water. It catches food with its quick tongue. It hops, leaps and swims with the help of its legs and webbed feet.

3. **What does the chapter tell us about Hopper?**
   Hopper is a frog who sits on a big lily pad. It likes splashing water when it rains. It enjoys sitting in puddles and croaking. It eats mosquitoes and other insects. Hopper asks the reader what they like to do.

4. **How can people help protect frogs and their habitats?**
   People can help keep ponds clean. They can avoid disturbing frogs and their hiding places. They can protect plants around ponds. They should not throw rubbish into water. These actions help frogs keep a safe habitat.

5. **Explain the differences between frogs and toads given in the chapter.**
Frogs usually have smooth, moist skin. They have long legs for hopping. Toads have dry, rough, bumpy skin. Their legs are usually shorter than a frog's. Toads can walk or hop.

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5th Standard English Book Chapter 6

Chapter 6: What a Tank!

6.1 Summary of the Chapter:

Summary: "What a Tank!" — Grade 5 English:

(1) People have stored and conserved water for centuries using different structures and methods.
(2) Traditional water systems in India include Ooranis in Tamil Nadu, Panam Keni wells in Kerala, and Tankas in Rajasthan.
(3) Tankas are underground tanks that can store enough water for six to seven months.
(4) Many homes use overhead tanks to store water for daily needs.
(5) Punjab is known for its unusual overhead water tanks, shaped like flowers, footballs, roosters, statues, or aeroplanes.
(6) The shape of a tank can reflect the interests or work of the people who own the house.
(7) These tanks are built with steel rods and cement concrete, and can hold hundreds of litres of water.
(8) The chapter encourages us to value water, avoid wasting it, and support water conservation.
(9) Suma's experience of a day without water helps her understand how difficult life becomes when water is unavailable.
(10) Suma and her school promote water conservation through posters, tree planting, and other activities.
(11) The chapter also practises contractions and exclamatory sentences, and encourages students to create awareness about protecting and cleaning water tanks.

6.2 Important Formulas:

Important Grammar Topics in "What a Tank!" — Grade 5:

(1) **Contractions:** Combining two words and using an apostrophe for missing letters (e.g., *are not → aren't*, *would not → wouldn't*).
(2) **Apostrophes in contractions:** Placing the apostrophe where letters have been left out.
(3) **Exclamatory sentences:** Sentences that express strong feelings, such as surprise, joy, or amazement.
(4) **Exclamation words:** Words such as *Wow*, *Hurrah*, and *Oh* that can express emotion.
(5) **Exclamation mark (!):** Punctuation used at the end of an exclamatory sentence.
(6) **Nouns:** Naming words used for people, places, things, and ideas (e.g., *Punjab, tank, water, Suma*).
(7) **Adjectives:** Words that describe nouns (e.g., *unique tanks*, *hot summer morning*).
(8) **Simple present and past tense:** Recognising actions happening regularly or now (*tanks store water*) and actions completed in the past (*Suma woke up*).
(9) **Conjunctions:** Words that join ideas or clauses, such as *and*, *but*, and *or*.
(10) **Punctuation and capitalisation:** Using capital letters for names and sentence beginnings, and full stops, commas, quotation marks, and question marks appropriately.

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

Complete each sentence using information from "What a Tank!":

1. Water conservation has been practised for many _____.
   Answer: centuries
2. Ooranis are traditional water-storage structures found in _____ Nadu.
   Answer: Tamil

3. Ooranis store rainwater for drinking and _____.
   Answer: farming
4. Panam Keni wells are found in _____.
   Answer: Kerala
5. Panam Keni wells are known for not _____ up in the hottest months.
   Answer: drying
6. Tankas are common in Rajasthan's _____ region.
   Answer: Thar
7. Tankas are underground tanks that can store water for six to _____ months.
   Answer: seven
8. Many homes have water tanks to store water for daily _____.
   Answer: use
9. Tanks built or kept on rooftops are called _____ water tanks.
   Answer: overhead
10. Punjab is in the _____ part of India.
    Answer: northwestern
11. Punjab is known for its rich culture and _____.
    Answer: heritage
12. Some overhead tanks in Punjab are shaped like a giant _____.
    Answer: flower
13. A water tank in Punjab may be shaped like a large _____.
    Answer: football
14. Some tanks are made in the shape of a brown _____.
    Answer: rooster
15. A farmer's tank might look like a tractor or a _____ cart.
    Answer: bullock
16. The shape of a water tank can tell us something about the people of the _____.
    Answer: house
17. The frame of a water tank is made using steel _____.
    Answer: rods
18. _____ is used to give the tank its final shape.
    Answer: Concrete
19. The unique tanks in rural Punjab can hold hundreds of litres of _____.
    Answer: water
20. Short forms made by joining two words are called _____.
    Answer: contractions
21. An _____ takes the place of the letters left out in a contraction.
    Answer: apostrophe
22. The contraction of *are not* is _____.
    Answer: aren't
23. The contraction of *would not* is _____.
    Answer: wouldn't
24. Sentences that express strong emotions are called _____ sentences.
    Answer: exclamatory
25. An exclamatory sentence often ends with an _____ mark.
    Answer: exclamation
26. *Wow*, *Hurrah*, and *Oh* are examples of exclamatory _____.
    Answer: words
27. Using running water while brushing our teeth can _____ water.
    Answer: waste

28. We can use a tumbler or mug while brushing to _____ water.
    Answer: save
29. Suma woke up on a hot _____ morning.
    Answer: summer
30. Suma was surprised because no water came from the _____.
    Answer: tap
31. Suma's whole area had no water that _____.
    Answer: day
32. People waited near a water _____ for water.
    Answer: tanker
33. Suma promised that she would never _____ water again.
    Answer: waste
34. Suma's school announced a Water Conservation _____.
    Answer: Week
35. The students planned poster-making and _____ trees.
    Answer: planting
36. One slogan on the students' posters was "Save Every _____."
    Answer: Drop
37. Suma asked her parents to set up a rainwater _____ system at home.
    Answer: harvesting
38. The chapter encourages people to preserve and clean old water _____.
    Answer: tanks

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

Use clues from "What a Tank!" to complete each sentence.:

1. Traditional water-storage structures helped communities save water and protect cities from _____.
   Answer: floods
2. A Tanka in Rajasthan is especially useful during dry periods because it can store water for several _____.
   Answer: months
3. If a village wants to collect rainwater for drinking and farming, it could learn from the _____ of Tamil Nadu.
   Answer: Ooranis
4. Panam Keni wells are valuable in hot weather because they do not easily _____ up.
   Answer: dry
5. A household water tank placed on a roof is called an _____ tank.
   Answer: overhead
6. A farmer might choose a tank shaped like a tractor because it represents the farmer's _____.
   Answer: work
7. A football-shaped tank may show that its owner enjoys _____.
   Answer: football
8. The different tank shapes in Punjab show the creativity and _____ of the people who live there.
   Answer: interests
9. Steel rods give a tank a strong frame, while concrete helps give it its final _____.
   Answer: shape

10. If water stops flowing from the taps, people may have to buy bottled water or wait for a _____.
    Answer: tanker
11. Suma understood the value of water after experiencing a day _____ it.
    Answer: without
12. Without water, people cannot easily cook food, clean dishes, or wash their _____.
    Answer: faces
13. Suma decided to tell her friends how _____ water is after the supply returned.
    Answer: precious
14. Poster-making and tree planting can help students spread awareness about water _____.
    Answer: conservation
15. A rainwater harvesting system at home could help a family collect and save _____.
    Answer: rainwater
16. Turning off the tap while brushing is a simple way to prevent water _____.
    Answer: wastage
17. A tumbler or mug uses less water for brushing than a continuously running _____.
    Answer: tap
18. Cleaning and protecting old water tanks helps communities care for their shared water _____.
    Answer: resources
19. The chapter's title, "What a Tank!", expresses _____ at the unusual tank designs.
    Answer: amazement
20. "Save Every Drop!" is an effective slogan because it reminds people that even a small amount of water is _____.
    Answer: valuable
21. If students organise a tank-cleaning drive, they can invite the community to _____.
    Answer: participate / join
22. Traditional systems such as Ooranis, Panam Keni wells, and Tankas show that water conservation is not a _____ idea.
    Answer: new

6.5 One-mark questions with Answers of LOTS Type: (38 Questions)

One-Mark Questions and Answers — LOTS:

1. **What is water conservation?**
   Water conservation is the careful use and protection of water.
2. **For how many centuries have people practised water conservation?**
   People have practised water conservation for centuries.
3. **What did ancient water-storage structures do besides storing water?**
   They also protected cities from floods and provided drinking water.
4. **What are Ooranis used for?**
   Ooranis store rainwater for drinking and farming.
5. **In which state are Ooranis found?**
   Ooranis are found in Tamil Nadu.

6. **Where are Panam Keni wells found?**
   Panam Keni wells are found in Kerala.
7. **What is special about Panam Keni wells?**
   They are known for not drying up during the hottest months.
8. **Where are Tankas commonly found?**
   Tankas are commonly found in Rajasthan's Thar region.
9. **Where are Tankas built?**
   Tankas are built underground.
10. **For how many months can Tankas store water?**
    Tankas can store enough water for six to seven months.
11. **What do people commonly use household water tanks for?**
    They use them to store water for daily needs.
12. **What are rooftop water tanks called?**
    Rooftop water tanks are called overhead water tanks.
13. **Where is Punjab located?**
    Punjab is in the northwestern part of India.
14. **What is Punjab known for?**
    Punjab is known for its rich culture and heritage.
15. **Name one unusual shape of a water tank in Punjab.**
    Some water tanks in Punjab are shaped like giant flowers.
16. **What are some other shapes of Punjab's water tanks?**
    They may be shaped like footballs, roosters, statues, or aeroplanes.
17. **What might a farmer's water tank look like?**
    It might look like a tractor, a bullock cart, or a rooster.
18. **Why might someone choose a football-shaped tank?**
    The person may choose it because they like football.
19. **What can the shape of a water tank tell us?**
    It can tell us something about the house owner's work or interests.
20. **What material is used to make the frame of a water tank?**
    Steel rods are used to make the frame.
21. **What material gives a tank its final shape?**
    Concrete gives the tank its final shape.
22. **Where are the unique tanks installed?**
    They are installed on the roofs of houses.
23. **How much water can these unique tanks hold?**
    They can hold hundreds of litres of water.
24. **What is a contraction?**
    A contraction is a short form made by joining two words and leaving out some letters.
25. **Which punctuation mark shows the missing letters in a contraction?**
    An apostrophe shows the missing letters.
26. **What is the contraction of "are not"?**
    The contraction of "are not" is "aren't."
27. **What is an exclamatory sentence?**
    An exclamatory sentence expresses a strong emotion.
28. **Which punctuation mark usually ends an exclamatory sentence?**
    An exclamation mark usually ends an exclamatory sentence.
29. **Name one exclamatory word given in the chapter.**
    "Hurrah" is an exclamatory word given in the chapter.
30. **Why should we avoid letting water run while brushing our teeth?**
    We should avoid it because it wastes water.

31. **What can we use to save water while brushing our teeth?**
    We can use a tumbler or a mug.
32. **Why was Suma surprised one summer morning?**
    She was surprised because no water came from the tap.
33. **How did some people get water when the supply stopped?**
    Some bought bottled water, while others waited for a water tanker.
34. **What promise did Suma make when the water supply returned?**
    She promised never to waste water again.
35. **What special week did Suma's school announce?**
    The school announced a Water Conservation Week.
36. **Name one activity planned for Water Conservation Week.**
    The students planned to make posters.
37. **What did Suma suggest setting up at home?**
    She suggested setting up a rainwater harvesting system.
38. **What did the chapter encourage people to protect and clean?**
    It encouraged people to protect and clean old water tanks.

6.6 One-mark questions with Answers of HOTS Type: (25 Questions)

One-Mark Questions and Answers — HOTS:

1. **Why were traditional water-storage structures important to communities?**
   They stored water, helped protect cities from floods, and brought people together.
2. **Why might an underground Tanka be useful in Rajasthan's Thar region?**
   It can store water for months in a region where water may be scarce.
3. **Why are Panam Keni wells valuable during hot months?**
   They are valuable because they are known for not drying up.
4. **How does an overhead tank help a household?**
   It stores water on the roof so the household can use it when needed.
5. **What might a tractor-shaped tank suggest about its owner?**
   It may suggest that the owner is a farmer or works with farming.
6. **What might a football-shaped tank tell us about its owner?**
   It may suggest that the owner enjoys football.
7. **How do the unusual tanks in Punjab show the owners' identities?**
   Their shapes can reflect the owners' work, interests, or personalities.
8. **Why are steel rods used in a tank's frame?**
   They help make the frame strong enough to support the tank.
9. **Why is concrete used when making a water tank?**
   Concrete helps form the tank and make it sturdy.
10. **What could happen if a community's water supply stops for a day?**
    People may struggle to cook, clean, wash, and find drinking water.
11. **How did Suma's experience change her attitude towards water?**
    She realised how precious water is and promised not to waste it.
12. **Why did some people wait near a water tanker?**
    They needed another source of water while their regular supply was stopped.
13. **How could a rainwater-harvesting system help Suma's family?**
    It could help the family collect and save rainwater for later use.
14. **Why might a school organise a Water Conservation Week?**
    It can teach students and the community ways to save water.
15. **How could making posters help conserve water?**
    Posters can remind people to save water and share conservation messages.

16. **Why is "Save Every Drop" a suitable slogan?**
    It encourages people to value water and avoid wasting even small amounts.
17. **How can planting trees support the environment?**
    Trees help care for the environment and support a healthy community.
18. **What is a simple way to save water while brushing your teeth?**
    Use a mug or tumbler instead of leaving the tap running.
19. **Why should old water tanks be cleaned and preserved?**
    They can continue serving the community as useful water resources.
20. **What does the chapter suggest about water conservation in India?**
    It shows that communities have used different water-saving methods for centuries.
21. **How does the chapter connect water with community life?**
    It describes water structures as useful places and resources that bring people together.
22. **Why might a household choose a tank shaped like something meaningful to them?**
    The shape lets the owners show their interests or way of life.
23. **What lesson can students learn from Suma's promise?**
    Students can learn to use water carefully every day.
24. **Why are water tanks important even when a home has a regular water supply?**
    Tanks store water so it is available for household use when needed.
25. **How could students help their neighbourhood protect water tanks?**
    They could organise a cleaning drive or share awareness messages with residents.

6.7 Two-mark questions with Answers of LOTS Type: (24 Questions)

Two-Mark Descriptive Questions and Answers — LOTS:

1. **What are Ooranis, and where are they found?**
   Ooranis are traditional structures that store rainwater. They are found in Tamil Nadu.
2. **What are Panam Keni wells known for, and where are they found?**
   They are known for not drying up in the hottest months. They are found in Kerala.
3. **What are Tankas, and where are they common?**
   Tankas are underground water-storage tanks. They are common in Rajasthan's Thar region.
4. **How long can Tankas store water?**
   Tankas can store enough water for six to seven months. This makes them useful in dry regions.
5. **What are overhead water tanks?**
   They are tanks kept or built on rooftops. They store water for household use.
6. **Where is Punjab located, and what is it known for?**
   Punjab is in the northwestern part of India. It is known for its rich culture and heritage.
7. **Name two unusual shapes of water tanks found in Punjab.**
   Some tanks are shaped like giant flowers or large footballs. Others look like roosters, statues, or aeroplanes.
8. **What might a farmer's water tank look like?**
   It might be shaped like a tractor or a bullock cart. It may also look like a rooster.
9. **What can the shape of a water tank tell us about its owner?**
   It can show the owner's work or interests. For example, a football-shaped tank may belong to someone who likes football.

10. **What materials are used to make the tanks described in the chapter?**
    Steel rods are used to make the frame. Concrete is used to give the tank its final shape.
11. **Where are the unique tanks installed, and how much water can they hold?**
    They are installed on the roofs of houses. They can hold hundreds of litres of water.
12. **What are contractions? Give one example.**
    Contractions are short forms made by joining two words and leaving out some letters. For example, *are not* becomes *aren't*.
13. **What does an apostrophe do in a contraction?**
    An apostrophe takes the place of the missing letters. It is used in words such as *wouldn't*.
14. **What is an exclamatory sentence? Give one example from the chapter.**
    An exclamatory sentence expresses a strong emotion. "That's so creative!" is one example.
15. **Name two words that can introduce an exclamatory sentence.**
    Wow and *Hurrah* can be used to express strong feelings. *Oh* is another example.
16. **How can we save water while brushing our teeth?**
    We can turn off the running tap while brushing. We can use a tumbler or mug instead.
17. **Why was Suma surprised when she turned on the tap?**
    No water came out of the tap. Her mother explained that the whole area had no water that day.
18. **How did people in Suma's neighbourhood manage without water?**
    Some people went to buy bottled water. Others waited for a water tanker.
19. **What promise did Suma make when the water supply returned?**
    She promised never to waste water again. She also decided to tell her friends that water is precious.
20. **What activities did Suma's school plan for Water Conservation Week?**
    The school planned poster-making and tree planting. It also planned a water-saving competition.
21. **What slogans did Suma and her friends put on their posters?**
    They used slogans such as "Save Every Drop." Another slogan was "No Water, No Life."
22. **What did Suma suggest to her parents?**
    She asked them to set up a rainwater-harvesting system at home. Her parents agreed.
23. **What do traditional water systems show about water conservation?**
    They show that people have conserved water for centuries. Different regions have used methods suited to their needs.
24. **Why should communities protect and clean old water tanks?**
    Old tanks can remain useful places to store water. Cleaning them helps the community care for its water resources.

6.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions and Answers — HOTS:

1. **Why were traditional water-storage structures useful to communities?**
   They stored water for people to use when needed. Some also protected cities from floods and brought people together.
2. **Why might Tankas be especially helpful in Rajasthan's Thar region?**
   They can store water underground for six to seven months. This helps people keep water available during dry periods.

3. **How do Ooranis and Panam Keni wells help meet different water needs?**
   Ooranis collect rainwater for drinking and farming. Panam Keni wells provide a source of water even during the hottest months.
4. **How can a water tank's shape show something about its owner?**
   Its shape may represent the owner's work or interests. For example, a farmer might choose a tractor-shaped tank.
5. **Why might someone choose to build a football-shaped water tank?**
   The owner may be a football fan. The tank's shape makes a practical structure reflect the owner's interests.
6. **Why are both steel rods and concrete used to make a tank?**
   Steel rods form the tank's frame. Concrete gives it its final shape.
7. **How could an overhead tank help a family during a temporary water-supply problem?**
   The family can use the water stored in the tank. This may help them manage until the regular supply returns.
8. **What might happen to daily life if a neighbourhood has no water for a day?**
   People may be unable to cook, wash, or clean properly. They may need to buy bottled water or wait for a tanker.
9. **How did Suma's experience help her understand water conservation?**
   She saw how difficult daily life became without water. After the supply returned, she promised not to waste it.
10. **Why was Suma's decision to talk to her friends useful?**
    Her friends could learn from her experience. They could also help spread the message about saving water.
11. **How could a school's Water Conservation Week influence students?**
    Activities such as poster-making can teach students ways to save water. Students can share these ideas with their families and community.
12. **Why is "Save Every Drop" a meaningful slogan?**
    It reminds people that every amount of water matters. It encourages them to avoid waste in everyday activities.
13. **How does using a mug while brushing help conserve water?**
    A mug provides enough water for brushing and rinsing. It avoids wasting water from a continuously running tap.
14. **Why could rainwater harvesting be useful for Suma's family?**
    It could collect rainwater for later use. This may help the family save water and prepare for shortages.
15. **How can cleaning an old water tank benefit a community?**
    A clean tank can continue to be used for storing water. A community cleaning drive can also encourage people to care for shared resources.
16. **What do the different water-storage methods in the chapter tell us about people's lives?**
    They show that communities use methods suited to their local conditions. For instance, underground Tankas are used in Rajasthan's Thar region.
17. **Why might water tanks be described as the heart of rural communities in Punjab?**
    They provide an important water-storage resource. Their distinctive designs also reflect the people and communities around them.
18. **How can an exclamatory sentence help describe a surprising tank design?**
    It can express a strong feeling such as amazement. For example, "What a tank!" shows surprise or admiration.

19. **Why are contractions useful in everyday speaking and writing?**
    They make expressions shorter and more natural. An apostrophe shows where letters have been left out, as in *aren't*.
20. **How can students turn the chapter's message into an action at school?**
    They can check that taps are turned off after use. They can also create posters or organise a water-saving campaign.
21. **Why is it helpful for students to learn about traditional water systems?**
    They can understand how people conserved water before modern household tanks. They may also find useful ideas for saving water today.
22. **How are water storage and water conservation connected?**
    Storage keeps water available for future use. Conservation helps ensure that water is not wasted.
23. **What can a community learn from Suma's school activities?**
    Awareness activities can encourage people to change their habits. Working together can make water-saving efforts more visible.
24. **Why should a water tank be both strong and carefully designed?**
    It must safely hold a large amount of water. Its design can also reflect the owner's interests or the community's identity.

6.9. Three-mark questions with Answers of LOTS Type: (12 Questions)

Three-Mark Descriptive Questions and Answers — LOTS:

1. **Name three traditional water-storage methods mentioned in the chapter.**
   Ooranis are found in Tamil Nadu. Panam Keni wells are found in Kerala. Tankas are common in Rajasthan's Thar region.
2. **What are Ooranis, and what are they used for?**
   Ooranis are traditional water-storage structures. They collect rainwater. The water is used for drinking and farming.
3. **Describe the Tankas of Rajasthan.**
   Tankas are built underground. They are found in the Thar region. They can store enough water for six to seven months.
4. **What are Panam Keni wells known for?**
   Panam Keni wells are found in Kerala. They are a traditional source of water. They are known for not drying up in the hottest months.
5. **Describe the unusual overhead water tanks found in Punjab.**
   Punjab is in the northwestern part of India. Its rural areas have uniquely shaped overhead tanks. These tanks may look like flowers, footballs, roosters, statues, or aeroplanes.
6. **How are the unique water tanks made?**
   Steel rods are used to make the frame. Concrete is added to give the tank its final shape. The tank is then installed on the roof of a house.
7. **How can a water tank's shape reflect its owner?**
   The shape can show something about the owner's work or interests. A farmer might choose a tractor-shaped tank. A football fan might choose a football-shaped tank.
8. **What are contractions, and how are they written?**
   A contraction is a short form made by combining two words. Some letters are left out. An apostrophe marks the place of the missing letters.
9. **What is an exclamatory sentence? Give two examples of exclamatory words.**
   An exclamatory sentence expresses a strong emotion. It often ends with an exclamation mark. *Wow* and *Hurrah* are examples of exclamatory words.

10. **What did Suma experience when the water supply stopped?**
    No water came from the tap at home. There was no water for cooking, washing, or cleaning. People in the neighbourhood bought bottled water or waited for a tanker.
11. **What activities did Suma's school plan for Water Conservation Week?**
    The school planned poster-making. Students planned to plant trees. They also planned a water-saving competition.
12. **What steps did Suma take after the water supply returned?**
    She promised not to waste water again. She decided to tell her friends that water is precious. She also asked her parents to set up a rainwater-harvesting system at home.

6.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions and Answers — HOTS:

1. **Why might a Tanka be useful in Rajasthan's Thar region?**
   A Tanka is built underground. It can store water for six to seven months. This helps keep water available during dry periods.
2. **How do traditional water systems show that people adapt to their environment?**
   Different regions use different methods to collect and store water. Ooranis collect rainwater in Tamil Nadu. Tankas store water underground in Rajasthan's Thar region.
3. **How can the shape of a water tank tell a story about its owner?**
   A tank's shape can reflect the owner's work or interests. A farmer may choose a tractor-shaped tank. A football fan may choose one shaped like a football.
4. **Why might people in a community take pride in their distinctive water tanks?**
   The tanks show the creativity of the people who designed them. Their shapes can reflect local interests and ways of life. The tanks also store water for household use.
5. **How could a household prepare for a temporary water shortage?**
   The family can store water in a tank when supply is available. It can use water carefully for essential needs. It can also collect rainwater through a harvesting system.
6. **What does Suma's experience teach us about the importance of water?**
   Without water, ordinary activities such as cooking and washing become difficult. Suma saw how the shortage affected her neighbourhood. She understood that water is precious and promised not to waste it.
7. **How can students help their school promote water conservation?**
   They can make posters with messages such as "Save Every Drop." They can remind classmates to turn off taps after use. They can also take part in water-saving activities.
8. **Why is a community cleaning drive for old water tanks useful?**
   Cleaning helps keep the tanks in good condition. It encourages people to care for shared water resources. The drive can also raise awareness about saving water.
9. **How could the water shortage affect different places in Suma's neighbourhood?**
   Homes might not have water for cooking or washing. The school might have limited drinking water and closed toilets. Residents might need to buy bottled water or wait for a tanker.
10. **Why can rainwater harvesting and careful water use work well together?**
    Rainwater harvesting collects water for later use. Careful habits reduce unnecessary waste. Together, they can help a family manage its water supply.
11. **What does the chapter suggest about water conservation in the past and present?**
    People used traditional storage methods centuries ago. Communities still use methods such as Ooranis, Panam Keni wells, and Tankas. Modern homes also use tanks to store water.

12. **Why are both strength and design important when building a water tank?**
    Steel rods help make a strong frame. Concrete gives the tank its final shape. The design can also reflect the owner's interests or work.
13. **How can a water shortage encourage people to work together?**
    People may share information about where water is available. Neighbours may support one another while waiting for a tanker. A school or community can organise activities to conserve water.
14. **Why is "No Water, No Life" an effective slogan?**
    It reminds people that all living things depend on water. It expresses the seriousness of wasting water. It can encourage people to conserve it.
15. **How can learning about traditional water systems help students today?**
    Students can discover practical ways people stored water in different regions. They can understand that water conservation has a long history. They can apply this knowledge by saving water at home and school.
16. **Why did Suma want to share her experience with her friends?**
    She wanted them to understand how difficult life can be without water. Sharing her experience could encourage them to avoid wasting water. They could also help spread conservation messages.
17. **How do the chapter's water-storage examples serve different needs?**
    Ooranis collect rainwater for drinking and farming. Panam Keni wells are known for lasting through hot months. Household overhead tanks store water for everyday use.

6.11 Five-mark questions with Answers of LOTS Type: (8 Questions)

Five-Mark Descriptive Questions and Answers — LOTS:

1. **Describe the three traditional water-storage methods mentioned in the chapter.**
    1. Ooranis are found in Tamil Nadu.
    2. They store rainwater for drinking and farming.
    3. Panam Keni wells are found in Kerala.
    4. They are known for not drying up in the hottest months.
    5. Tankas are underground tanks common in Rajasthan's Thar region.
2. **Describe the Tankas of Rajasthan.**
    1. Tankas are underground water-storage tanks.
    2. They are common in the Thar region of Rajasthan.
    3. They can store enough water for six to seven months.
    4. They help people keep water available for later use.
    5. They are one example of a traditional water-conservation method.
3. **Describe the unique overhead water tanks found in Punjab.**
    1. Punjab is in the northwestern part of India.
    2. Some rural homes have unusually shaped overhead tanks.
    3. Tanks may look like flowers, footballs, roosters, statues, or aeroplanes.
    4. The shapes may reflect the owners' work or interests.
    5. These tanks can hold hundreds of litres of water.
4. **Explain how the unique water tanks are made.**
    1. The tanks are made of cement.
    2. Steel rods are used to create the frame.
    3. Concrete is used to give the tank its final shape.
    4. The completed tank is installed on the roof of a house.
    5. It can store hundreds of litres of water.
5. **What are contractions? Explain with examples.**

1. A contraction is a short form made by combining two words.
2. Some letters are left out when the words are joined.
3. An apostrophe marks the place of the missing letters.
4. *Are not* becomes *aren't*.
5. *Would not* becomes *wouldn't*.

6. **What are exclamatory sentences? How can we recognise them?**
    1. Exclamatory sentences express strong emotions.
    2. They may show feelings such as surprise, joy, or amazement.
    3. Words such as *Wow*, *Hurrah*, and *Oh* can introduce them.
    4. They usually end with an exclamation mark.
    5. "That's so creative!" is an example from the chapter.
7. **Describe what happened when Suma's water supply stopped.**
    1. Suma turned on the tap one morning, but no water came out.
    2. Her mother told her that the whole area had no water that day.
    3. Suma could not easily brush her teeth, wash, or take a bath.
    4. There was also no water for cooking or cleaning dishes.
    5. Some people bought bottled water, while others waited for a tanker.
8. **What did Suma and her school do to promote water conservation?**
    1. Suma promised not to waste water again.
    2. She decided to tell her friends how precious water is.
    3. Her school announced a Water Conservation Week.
    4. Students planned poster-making, tree planting, and a water-saving competition.
    5. Suma asked her parents to set up a rainwater-harvesting system at home.

6.12 Five-mark questions with Answers of HOTS Type: (8 Questions)

Five-Mark Descriptive Questions and Answers — HOTS:

1. **How do traditional water-storage methods help communities manage water?**
    1. Ooranis collect rainwater for drinking and farming in Tamil Nadu.
    2. Panam Keni wells in Kerala are known for not drying up in the hottest months.
    3. Tankas store water underground in Rajasthan's Thar region.
    4. Tankas can hold water for six to seven months.
    5. These examples show how communities use different ways to store water.
2. **What can the unusual water-tank shapes in Punjab tell us about the people who own them?**
    1. A tank's shape may reflect its owner's work or interests.
    2. A farmer might choose a tractor-shaped tank.
    3. Someone who likes football might choose a football-shaped tank.
    4. Other tanks are shaped like flowers, roosters, statues, or aeroplanes.
    5. These designs make water tanks a distinctive part of rural communities.
3. **What lessons can students learn from Suma's experience of a day without water?**
    1. Water is needed for everyday activities such as washing and cooking.
    2. A water shortage can affect homes, schools, and whole neighbourhoods.
    3. People may have to buy bottled water or wait for a tanker.
    4. Suma understood that water is precious.
    5. She promised not to waste it and shared the message with her friends.
4. **How could a school help students practise water conservation?**
    1. It can hold a Water Conservation Week.
    2. Students can make posters with water-saving slogans.
    3. They can plant trees as part of the activities.

4. A water-saving competition can encourage careful habits.
5. Students can share what they learn with their families.

5. **Why might a household use both a water tank and rainwater harvesting?**
    1. A water tank stores water for household use.
    2. Rainwater harvesting collects rain for later use.
    3. The collected water can add to the household's supply.
    4. Careful use helps prevent water from being wasted.
    5. Together, these practices can help a family prepare for water shortages.
6. **How could a community cleaning drive help preserve old water tanks?**
    1. Volunteers can clean the tanks and their surroundings.
    2. Clean tanks can continue to be useful for storing water.
    3. A drive can remind residents that tanks are community resources.
    4. People can share information about why the tanks matter.
    5. Working together can encourage the community to care for them.
7. **Why might water tanks be important to rural communities in Punjab beyond storing water?**
    1. The tanks provide a place to store water for household use.
    2. Their unusual shapes show the creativity of the owners.
    3. The designs may reflect the owners' work or interests.
    4. The tanks are described as an important part of rural communities.
    5. They combine a practical purpose with local identity.
8. **How can the chapter's examples inspire people to save water today?**
    1. Traditional systems show that people have stored water for centuries.
    2. Suma's story shows the difficulties caused by a water shortage.
    3. Using a mug while brushing can prevent water wastage.
    4. Rainwater harvesting can help collect water for later use.
    5. Posters and community activities can encourage others to conserve water.

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

Five-Mark Descriptive Questions and Answers — Applied Type:

1. **Your class notices that students leave taps running after drinking water. Suggest five actions to reduce water wastage.**
    1. Turn off each tap tightly after use.
    2. Tell classmates why running taps waste water.
    3. Put up "Save Every Drop" reminder posters near the taps.
    4. Ask a teacher or class monitor to check the taps regularly.
    5. Report leaking taps so they can be repaired.
2. **Your neighbourhood is organising a cleaning drive for an old water tank. Write five details for a notice inviting people to join.**
    1. Give the notice the title "Save Our Water Tanks."
    2. Mention the name and location of the tank.
    3. State the date and time of the cleaning drive.
    4. Invite residents to bring cleaning tools and drinking water.
    5. Add a slogan such as "Clean Tanks, Safe Water!"
3. **Your family wants to save water at home. Suggest five practical steps inspired by the chapter.**
    1. Turn off the tap while brushing and use a mug.
    2. Check that taps are closed properly after use.
    3. Repair leaking taps quickly.

4. Store water carefully in a household tank.
5. Ask your parents about collecting rainwater at home.

4. **A water shortage has affected your school for one day. Write five things students can do to manage responsibly.**
    1. Use the available drinking water carefully.
    2. Bring a filled water bottle from home if asked by the school.
    3. Avoid wasting water while washing hands.
    4. Tell a teacher if a tap is left running or leaking.
    5. Encourage classmates to save every drop.
5. **Your school is holding a Water Conservation Week. Suggest five activities for the programme.**
    1. Make posters with slogans such as "Save Every Drop."
    2. Hold a class discussion about water-saving habits.
    3. Organise a competition for the best water-conservation message.
    4. Plant trees in a suitable area of the school.
    5. Invite students to share ways their families save water.
6. **Imagine that you could design a water tank for your home. Describe five choices you would make.**
    1. I would choose a shape that represents something important to my family.
    2. I would make sure the tank is strong and safely built.
    3. I would place it where it can be used conveniently.
    4. I would make sure it can store enough water for household needs.
    5. I would keep it clean and avoid wasting the stored water.

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

Olympiad-Style Multiple-Choice Questions:

1. **Which traditional structure stores rainwater for drinking and farming in Tamil Nadu?**
   A. Tanka
   B. Oorani
   C. Panam Keni
   D. Overhead tank
   Answer: B. Oorani
2. **Panam Keni wells are found in which state?**
   A. Punjab
   B. Kerala
   C. Rajasthan
   D. Tamil Nadu
   Answer: B. Kerala
3. **What is special about Panam Keni wells?**
   A. They are shaped like flowers.
   B. They store water on rooftops.
   C. They are known for not drying up in the hottest months.
   D. They are used only for farming.
   Answer: C. They are known for not drying up in the hottest months.
4. **Where are Tankas commonly found?**
   A. The Thar region of Rajasthan
   B. Rural Punjab
   C. Kerala's hills

D. The coast of Tamil Nadu
Answer: A. The Thar region of Rajasthan

5. **How are Tankas built?**
   A. On rooftops
   B. Underground
   C. On riverbanks
   D. Inside wells
   Answer: B. Underground
6. **For how long can Tankas store enough water?**
   A. One to two weeks
   B. Two to three months
   C. Six to seven months
   D. One to two years
   Answer: C. Six to seven months
7. **What is an overhead water tank?**
   A. A tank built underground
   B. A tank kept or built on a roof
   C. A well that never dries up
   D. A container used only for farming
   Answer: B. A tank kept or built on a roof
8. **Punjab is located in which part of India?**
   A. Northeastern
   B. Northwestern
   C. Southeastern
   D. Southwestern
   Answer: B. Northwestern
9. **Which of these is *not* mentioned as a shape of a unique water tank in Punjab?**
   A. Football
   B. Rooster
   C. Aeroplane
   D. Ship
   Answer: D. Ship
10. **A farmer might choose a water tank shaped like a —**
    A. tractor
    B. book
    C. pencil
    D. clock
    Answer: A. tractor
11. **What can a tank's shape tell us about its owner?**
    A. The owner's age
    B. The owner's work or interests
    C. The amount of rain in the area
    D. The tank's exact age
    Answer: B. The owner's work or interests
12. **Which materials are used to make the unique tanks described in the chapter?**
    A. Wood and cloth
    B. Steel rods and concrete
    C. Glass and paper
    D. Plastic and bamboo
    Answer: B. Steel rods and concrete

13. **What is used to make the frame of a water tank?**
    A. Steel rods
    B. Wooden sticks
    C. Plastic sheets
    D. Bricks alone
    Answer: A. Steel rods
14. **What gives the tank its final shape?**
    A. Sand
    B. Concrete
    C. Water
    D. Wood
    Answer: B. Concrete
15. **The unique water tanks in rural Punjab can hold —**
    A. a few drops of water
    B. hundreds of litres of water
    C. only drinking glasses of water
    D. no water
    Answer: B. hundreds of litres of water
16. **A short form made by joining two words and leaving out some letters is called a —**
    A. question
    B. contraction
    C. paragraph
    D. slogan
    Answer: B. contraction
17. **Which punctuation mark shows the missing letters in a contraction?**
    A. Comma
    B. Full stop
    C. Apostrophe
    D. Question mark
    Answer: C. Apostrophe
18. **What is the contraction of "would not"?**
    A. would'nt
    B. wouldn't
    C. wouldnt'
    D. wouldnot
    Answer: B. wouldn't
19. **Which sentence is exclamatory?**
    A. The tank is on the roof.
    B. Where is the tank?
    C. What a tank!
    D. The tank stores water.
    Answer: C. What a tank!
20. **Which punctuation mark usually ends an exclamatory sentence?**
    A. Question mark
    B. Comma
    C. Exclamation mark
    D. Apostrophe
    Answer: C. Exclamation mark

21. **Which word can express a strong feeling in an exclamatory sentence?**
    A. Hurrah
    B. Under
    C. Because
    D. Between
    Answer: A. Hurrah
22. **What happened when Suma turned on the tap one morning?**
    A. Water flowed very quickly.
    B. No water came out.
    C. The tap broke.
    D. Her friends arrived.
    Answer: B. No water came out.
23. **How did some people get water when the supply stopped?**
    A. They waited for a water tanker or bought bottled water.
    B. They collected water from the sea.
    C. They stopped needing water.
    D. They used only juice.
    Answer: A. They waited for a water tanker or bought bottled water.
24. **What promise did Suma make after the water supply returned?**
    A. She would buy a new tank.
    B. She would never waste water again.
    C. She would stop going to school.
    D. She would use more water.
    Answer: B. She would never waste water again.
25. **Which activity was planned for Water Conservation Week?**
    A. Making posters
    B. Building aeroplanes
    C. Painting rooftops
    D. Playing football all day
    Answer: A. Making posters
26. **Which slogan appeared on the students' posters?**
    A. "Fill Every House"
    B. "Save Every Drop"
    C. "Keep Every Roof"
    D. "Water Is a Game"
    Answer: B. "Save Every Drop"
27. **What did Suma ask her parents to set up at home?**
    A. A swimming pool
    B. A rainwater-harvesting system
    C. A new football field
    D. A water tanker
    Answer: B. A rainwater-harvesting system
28. **Which action helps save water while brushing teeth?**
    A. Leave the tap running.
    B. Use a tumbler or mug.
    C. Brush for a longer time with the tap on.
    D. Fill the sink with water and leave it.
    Answer: B. Use a tumbler or mug.
29. **Which pair is correctly matched?**
    A. Oorani — Kerala

B. Panam Keni — Punjab
C. Tanka — Rajasthan's Thar region
D. Overhead tank — underground
Answer: C. Tanka — Rajasthan's Thar region

30. **What is the main message of the chapter?**
A. Water tanks should only be decorative.
B. Water is precious and should be conserved.
C. People should use water only in summer.
D. Every tank must have the same shape.
Answer: B. Water is precious and should be conserved.

6.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching "What a Tank!" — Grade 5 English:

(1) **Begin with students' experiences:** Ask where they see water tanks and how their families store water.
(2) **Use a map of India:** Help students locate Tamil Nadu, Kerala, Rajasthan, and Punjab as they learn about the water-storage methods found there.
(3) **Show clear visuals:** Use pictures or drawings of Ooranis, Panam Keni wells, Tankas, and Punjab's unusual overhead tanks.
(4) **Pre-teach key vocabulary:** Explain words such as *conservation*, *overhead*, *heritage*, *concrete*, and *unique*, and use them in simple sentences.
(5) **Read aloud with pauses:** Read the chapter clearly, stopping to check understanding and invite students to predict or ask questions.
(6) **Use think-pair-share:** Have students discuss why different regions might use different ways to store water, then share ideas with the class.
(7) **Connect the story to daily habits:** Discuss practical ways to save water at home and school, such as turning off taps while brushing.
(8) **Practise contractions in context:** Ask students to find contractions in the chapter activities, expand them into two words, and identify the apostrophe.
(9) **Explore exclamatory sentences:** Let students read examples with expression and identify the feeling and exclamation mark.
(10) **Use group poster-making:** In small groups, have students create a "Save Every Drop" poster with a clear slogan and water-saving actions.
(11) **Check understanding in varied ways:** Use short oral questions, sequencing activities, matching tasks, and a brief written response.
(12) **Encourage respectful participation:** Invite students to share local water practices and experiences while listening to different ideas.

6.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovative Teaching–Learning Ideas for "What a Tank!" — Grade 5 English:

(1) **Build a water-tank model:** Students can create a simple model of a traditional Tanka or overhead tank using recycled materials and explain its purpose.
(2) **Create a digital map journey:** Use a classroom map or digital map to mark Tamil Nadu, Kerala, Rajasthan, and Punjab, then attach each region's water-storage method.
(3) **Record a water-saving podcast:** In pairs, students can record a short audio message sharing ways to conserve water, using chapter vocabulary.
(4) **Role-play a community meeting:** Students can act as residents discussing a water shortage and suggest practical solutions inspired by Suma's story.

(5) **Design a "tank with a story":** Students draw a water tank in a shape that represents an interest or occupation, then present what it says about its owner.
(6) **Make a water-use diary:** Students track water-saving actions at home for a few days and report their observations to the class.
(7) **Create a digital or paper comic strip:** Retell Suma's experience of a day without water, ending with a water-conservation message.
(8) **Run a classroom "Save Every Drop" challenge:** Teams can suggest and practise small water-saving habits, then reflect on which habits were easiest to maintain.
(9) **Use a vocabulary QR gallery:** Students can create illustrated vocabulary cards for words such as *conservation*, *unique*, *overhead*, and *heritage*, with QR codes linking to their spoken definitions.
(10) **Stage a "Water Tank Expo":** Groups can display tank models, regional maps, posters, and short explanations of how different tanks store water.
(11) **Create a classroom soundscape:** Students can use safe, simple sounds—such as raindrops and a closing tap—to tell a short story about collecting and saving water.
(12) **Turn grammar practice into a game:** Students can play a contraction-matching game or sort sentence cards into exclamatory and non-exclamatory groups.

6.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. Ooranis store rainwater for drinking and _____.
   Answer: farming
2. Panam Keni wells are found in _____.
   Answer: Kerala
3. Tankas are common in Rajasthan's _____ region.
   Answer: Thar
4. A tank built on a roof is called an _____ water tank.
   Answer: overhead
5. The frame of a water tank is made using steel _____.
   Answer: rods
6. An apostrophe marks the letters left out in a _____.
   Answer: contraction
7. Suma promised that she would never _____ water again.
   Answer: waste
8. Suma asked her parents to set up a rainwater-_____ system.
   Answer: harvesting

B. One-Mark Questions:

1. **What are Ooranis used for?**
   Ooranis store rainwater for drinking and farming.
2. **Where are Tankas commonly found?**
   Tankas are common in Rajasthan's Thar region.
3. **What is a contraction?**
   A contraction is a short form made by combining two words and leaving out some letters.

4. **Why was Suma surprised when she turned on the tap?**
   She was surprised because no water came out.

5. **Name one slogan used on Suma's school posters.**
   One slogan was "Save Every Drop."

C. Two-Mark Questions:

1. **What is special about Panam Keni wells?**
   They are found in Kerala. They are known for not drying up in the hottest months.

2. **How are unique water tanks made?**
   Steel rods are used to make the frame. Concrete gives the tank its final shape.

3. **How did people manage when Suma's water supply stopped?**
   Some people bought bottled water. Others waited near a water tanker.

4. **What activities did the school plan for Water Conservation Week?**
   Students planned poster-making and tree planting. They also planned a water-saving competition.

5. **How can we save water while brushing our teeth?**
   We can turn off the tap while brushing. We can use a tumbler or mug.

D. Three-Mark Questions:

1. **Describe the Tankas of Rajasthan.**
   Tankas are underground water-storage tanks. They are common in the Thar region. They can store enough water for six to seven months.

2. **How do the shapes of Punjab's tanks reflect their owners?**
   A tank's shape may show the owner's work or interests. A farmer might choose a tractor-shaped tank. Someone who enjoys football might choose a football-shaped tank.

3. **What did Suma do after the water supply returned?**
   She felt happy when the water came back. She promised never to waste water again. She decided to tell her friends how precious water is.

4. **What is an exclamatory sentence? Give an example.**
   An exclamatory sentence expresses a strong feeling. It often ends with an exclamation mark. "That's so creative!" is an example.

5. **Name three water-storage methods mentioned in the chapter.**
   Ooranis are found in Tamil Nadu. Panam Keni wells are found in Kerala. Tankas are common in Rajasthan's Thar region.

E. Five-Mark Questions:

1. **Explain how the unique overhead water tanks in Punjab are made and used.**
   1. The tanks are made of cement.
   2. Steel rods form the frame.
   3. Concrete gives each tank its final shape.
   4. The finished tank is installed on the roof of a house.
   5. It can hold hundreds of litres of water.

2. **Describe what happened when Suma's neighbourhood had no water.**
    1. Suma turned on the tap, but no water came out.
    2. Her mother told her that the whole area had no water that day.
    3. Suma could not easily brush her teeth, wash, or take a bath.
    4. There was no water for cooking or cleaning dishes.
    5. Some people bought bottled water, while others waited for a tanker.
3. **How did Suma and her school encourage water conservation?**
    1. Suma promised not to waste water again.
    2. She decided to tell her friends that water is precious.
    3. Her school announced a Water Conservation Week.
    4. Students planned posters, tree planting, and a water-saving competition.
    5. Suma asked her parents to set up a rainwater-harvesting system.
4. **Compare the traditional water-storage methods described in the chapter.**
    1. Ooranis are found in Tamil Nadu.
    2. They store rainwater for drinking and farming.
    3. Panam Keni wells are found in Kerala and are known for not drying up in hot months.
    4. Tankas are underground structures in Rajasthan's Thar region.
    5. Tankas can store water for six to seven months.
5. **What lessons about water can students learn from the chapter?**
    1. Water is important for everyday activities.
    2. A shortage makes life difficult for people and communities.
    3. Water should not be wasted.
    4. Simple actions, such as turning off the tap, can help conserve it.
    5. Rainwater harvesting and community awareness can support water conservation.

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5th Standard English Book Chapter 7

Chapter 7: Gilli Danda

7.1 Summary of the Chapter:

Summary: "Gilli Danda":

(1) The poem describes children gathering in a playground to play **Gilli Danda**.
(2) The game uses two sticks: a short stick called the **gilli** and a longer stick called the **danda**.
(3) A player strikes the gilli with the danda, sending it high into the air.
(4) The children play with energy, joy and freedom, laughing together under the bright sky.
(5) The chapter presents Gilli Danda as a fun **outdoor group game** and explains that other players try to catch the gilli.
(6) It encourages students to talk about games they enjoy, explain their rules and share safety instructions.
(7) The language activities teach the prefixes **un-** ("not") and **re-** ("again"), as in *unhappy* and *redraw*.
(8) Students learn about **abstract nouns**, which name feelings, thoughts or ideas that cannot be seen or touched, such as *happiness*.
(9) The chapter introduces **possessive pronouns**—*mine, yours, his, hers, ours,* and *theirs*—to show ownership.
(10) Writing and word activities practise dictionary use, forming questions, spelling words with double letters and identifying words with opposite meanings.
(11) A hands-on activity shows how to make a gilli and danda from sticks, with a reminder to smooth them and follow safety measures.

7.2 Important Formulas:

Important Grammar Topics in "Gilli Danda":

(1) Prefixes: *un-* meaning "not" and *re-* meaning "again" (e.g., *unhappy, redraw*).
(2) Nouns: Common nouns and abstract nouns, including nouns for feelings, thoughts and ideas.
(3) Possessive pronouns: *mine, yours, his, hers, ours,* and *theirs* to show ownership.
(4) Question formation: Rearranging words to form questions, using correct word order, capital letters and question marks.
(5) Punctuation and capitalisation: Starting sentences with capital letters and ending questions with a question mark.
(6) Double-letter spelling patterns: Words containing repeated letters, such as *gilli, millet,* and *bullock*.
(7) Vocabulary and meaning: Synonyms and antonyms, including words with opposite meanings.

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

Fill in the Blanks — LOTS Questions with Answers:

1. The poem describes the game called _____.
   Answer: Gilli Danda
2. The children gather in the _____ to play.
   Answer: playground
3. Gilli Danda is played with two sticks: one short and one _____.
   Answer: long

4. The small stick used in the game is called the _____.
   Answer: gilli
5. The long stick used in the game is called the _____.
   Answer: danda
6. A player hits the gilli with the _____.
   Answer: danda
7. When struck, the gilli flies high into the _____.
   Answer: air
8. The children play the game with their _____.
   Answer: friends
9. The children play under the golden rays of the _____.
   Answer: sun
10. The gilli flies beneath the bright blue _____.
    Answer: skies
11. The children play with joy and have _____.
    Answer: fun
12. In the poem, the children never _____ playing.
    Answer: quit
13. The word **gather** means to come _____.
    Answer: together
14. The word **quit** means to _____.
    Answer: stop
15. The prefix **un-** means _____.
    Answer: not
16. The prefix **re-** means _____.
    Answer: again
17. **Unhappy** means not _____.
    Answer: happy
18. **Redraw** means to draw _____.
    Answer: again
19. A noun that names a feeling, thought or idea is an _____ **noun**.
    Answer: abstract
20. **Happiness** is an example of an _____ **noun**.
    Answer: abstract
21. A rose can be seen, touched and _____.
    Answer: smelled
22. Possessive pronouns show _____ or relationship.
    Answer: ownership
23. The crayons that belong to me are _____.
    Answer: mine
24. The toy train that belongs to Mudit is _____.
    Answer: his
25. The house that belongs to my cousins is _____.
    Answer: theirs
26. The bowls that belong to the little girl are _____.
    Answer: hers
27. The cow that belongs to us is _____.
    Answer: ours
28. The things that belong to you are _____.
    Answer: yours

29. Gilli Danda is known as _____ in English.
    Answer: tip-cat
30. In the game, other players try to _____ the gilli.
    Answer: catch
31. A firm twig or wooden stick can be used to make the _____.
    Answer: danda
32. A small twig about 3–4 inches long can be used to make the _____.
    Answer: gilli
33. A rough stone can be used to _____ the sticks.
    Answer: smoothen
34. The ends of the gilli are shaped using a rough _____.
    Answer: stone
35. Students should follow _____ measures while making the game materials.
    Answer: safety

7.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)

Fill in the Blanks — HOTS Questions with Answers:

1. If children want to play Gilli Danda, they should gather in a safe, open _____.
   Answer: playground
2. A player hits the small _____ with the longer stick called the danda.
   Answer: gilli
3. If the gilli flies into the air, the other players can try to _____ it.
   Answer: catch
4. The poem shows that playing outdoors with friends can make children feel _____ and free.
   Answer: joyful
5. The words "bright blue skies" and "golden rays of the sun" suggest that the children are playing _____.
   Answer: outdoors
6. If a player keeps trying after a missed swing, the player does not _____.
   Answer: quit
7. If Sameer is not happy, he is _____.
   Answer: unhappy
8. If Sameer makes his drawing again, he will _____ it.
   Answer: redraw
9. Adding _____ to the beginning of *happy* changes it to mean "not happy."
   Answer: un-
10. Adding _____ to the beginning of *draw* changes it to mean "draw again."
    Answer: re-
11. The words *joy* and *happiness* name feelings, so they are _____ **nouns**.
    Answer: abstract
12. Unlike a rose, happiness cannot be seen, touched or _____.
    Answer: smelled
13. If a book belongs to you, you can say, "The book is _____."
    Answer: yours
14. If crayons belong to the speaker, the speaker can say, "The crayons are _____."
    Answer: mine
15. If a toy belongs to a boy, it can be described as _____.
    Answer: his

16. If bowls belong to a girl, they can be described as _____.
    Answer: hers
17. If a house belongs to several people, it can be described as _____.
    Answer: theirs
18. If a cow belongs to the speaker and the speaker's group, it is _____.
    Answer: ours
19. When describing a group game, it is helpful to explain the number of _____ needed.
    Answer: players
20. Before playing an outdoor game, children should learn its rules and follow _____ instructions.
    Answer: safety
21. A rough stone can help make the sticks _____ and easier to handle.
    Answer: smooth
22. The short stick should have shaped ends so that it can be struck more _____.
    Answer: easily
23. The game's English name, according to the chapter, is _____.
    Answer: tip-cat
24. To make a question from "you walk to school," begin with the word _____.
    Answer: Do
25. A correctly written question usually begins with a capital letter and ends with a _____.
    Answer: question mark

7.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions — LOTS:

1. **Which game is described in the poem?**
   The poem describes the game Gilli Danda.
2. **Where do the children gather to play?**
   The children gather in the playground.
3. **What is the small stick in the game called?**
   The small stick is called the gilli.
4. **What is the long stick in the game called?**
   The long stick is called the danda.
5. **What does a player use to hit the gilli?**
   A player uses the danda to hit the gilli.
6. **What happens to the gilli when it is struck?**
   The gilli flies high into the air.
7. **Who do the children play with?**
   The children play with their friends.
8. **How do the children feel while playing?**
   They feel joyful and free.
9. **What shines above the children as they play?**
   The bright blue sky shines above them.
10. **Under whose rays do the children play?**
    They play under the golden rays of the sun.
11. **What does the word "gather" mean?**
    "Gather" means to come together.
12. **What does the word "quit" mean?**
    "Quit" means to stop.

13. **What does the prefix "un-" mean?**
    The prefix "un-" means "not."
14. **What does the prefix "re-" mean?**
    The prefix "re-" means "again."
15. **What does "unhappy" mean?**
    "Unhappy" means not happy.
16. **What does "redraw" mean?**
    "Redraw" means to draw again.
17. **What is an abstract noun?**
    An abstract noun names a feeling, thought or idea that cannot be physically sensed.
18. **Is "happiness" an abstract noun?**
    Yes, happiness is an abstract noun.
19. **Why is "rose" not an abstract noun?**
    A rose is not an abstract noun because it can be seen, touched and smelled.
20. **What do possessive pronouns show?**
    Possessive pronouns show ownership or relationship.
21. **Which possessive pronoun means "belonging to me"?**
    "Mine" means belonging to me.
22. **Which possessive pronoun means "belonging to you"?**
    "Yours" means belonging to you.
23. **What is Gilli Danda called in English?**
    Gilli Danda is called tip-cat in English.
24. **What do the other players try to do in the game?**
    The other players try to catch the gilli.
25. **What can be used to smoothen the sticks?**
    A rough stone can be used to smoothen the sticks.

7.6 One-mark questions with Answers of HOTS Type: (25 Questions)

One-Mark Descriptive Questions — HOTS:

1. **Why might playing Gilli Danda with friends make the children feel free?**
   Playing outdoors with friends gives them space to move, laugh and enjoy the game.
2. **Why should children choose an open playground for Gilli Danda?**
   An open space gives the gilli room to fly and helps keep nearby people safe.
3. **What might happen if a player uses a very short danda?**
   The player may find it harder to strike the gilli effectively.
4. **Why do the other players watch carefully after the gilli is hit?**
   They need to follow its movement so they can try to catch it.
5. **How does the poem show that the game is enjoyable?**
   It describes the children playing with joy, laughing and having fun.
6. **What can children learn by taking turns in a group game?**
   They can learn to be patient and fair with one another.
7. **Why should players agree on the rules before starting a game?**
   Clear rules help everyone understand how to play fairly and safely.
8. **Why is "happiness" an abstract noun while "gilli" is not?**
   Happiness is a feeling that cannot be touched, while a gilli is a physical object.
9. **How can you tell that "joy" is an abstract noun?**
   Joy is a feeling that cannot be seen or touched like a physical object.
10. **What does adding "un-" to a word often do to its meaning?**
    It can change the word to mean "not" what the original word describes.

11. **How does the prefix "re-" help readers understand "redraw"?**
    It shows that the drawing is being done again.
12. **If you redraw a picture, what does that suggest about your first attempt?**
    It suggests that you are making the picture again, perhaps to change or improve it.
13. **Why is "mine" more useful than repeating "my crayons" in every sentence?**
    "Mine" shows ownership without repeating the noun.
14. **If a cycle belongs to your friend, which possessive pronoun could you use when speaking to that friend?**
    I could use "yours" to show that the cycle belongs to my friend.
15. **Why should a question begin with a capital letter and end with a question mark?**
    These marks help readers recognise where the question begins and that it is asking something.
16. **What question can you form from the words "the blue why sky is"?**
    The question is, "Why is the sky blue?"
17. **Why might a rough stone be used when making a gilli and danda?**
    It can help smooth and shape the sticks.
18. **Why should the gilli and danda be smooth before children use them?**
    Smooth sticks are easier to handle and less likely to cause splinters.
19. **Why is it important to follow safety measures while making the game materials?**
    Safety measures help prevent injuries while shaping or handling the sticks.
20. **What might happen if the gilli is not sturdy enough?**
    It may break or be difficult to strike during the game.
21. **Why does the poem mention the sky and sun?**
    These details help show that the children are playing outdoors.
22. **How might a player show persistence during the game?**
    The player can keep trying even after missing a swing.
23. **Why could Gilli Danda be called a group game?**
    Several players can take part, with one striking the gilli and others trying to catch it.
24. **What information would help a new player join a game safely?**
    The new player should know the rules, the materials needed and the safety instructions.
25. **Why is "tip-cat" useful to know when learning about Gilli Danda?**
    It tells readers the English name given for the game in the chapter.

7.7 Two-mark questions with Answers of LOTS Type: (15 Questions)

Two-Mark Descriptive Questions — LOTS:

1. **What two sticks are used in Gilli Danda, and what is each called?**
   A short stick called the **gilli** and a long stick called the **danda** are used.
2. **How is the gilli made to fly into the air?**
   A player strikes the gilli with the danda. The gilli then flies into the air.
3. **Where do the children gather, and with whom do they play?**
   They gather in the playground. They play with their friends.
4. **How do the children feel while playing Gilli Danda?**
   They feel joyful and free. They laugh and have fun together.
5. **What does the prefix "un-" mean, and give an example from the chapter?**
   The prefix "un-" means "not." For example, *unhappy* means "not happy."
6. **What does the prefix "re-" mean, and give an example from the chapter?**
   The prefix "re-" means "again." For example, *redraw* means "draw again."

7. **What is an abstract noun? Give one example.**
   An abstract noun names a feeling, thought or idea that cannot be physically sensed. *Happiness* is an example.
8. **How is a rose different from happiness?**
   A rose can be seen, touched and smelled. Happiness is a feeling and cannot be sensed in those ways.
9. **What do possessive pronouns show? Give two examples.**
   Possessive pronouns show ownership or relationship. *Mine* and *theirs* are examples.
10. **What are the possessive pronouns for things that belong to you and to us?**
    The pronoun for something belonging to you is *yours*. The pronoun for something belonging to us is *ours*.
11. **What is Gilli Danda called in English, and what do the other players try to do?**
    Gilli Danda is called **tip-cat** in English. The other players try to catch the gilli.
12. **What materials can be used to make the danda and the gilli?**
    A firm twig or wooden stick can be used to make the danda. A small twig or piece of discarded stick can be used to make the gilli.
13. **How can the sticks be smoothed, and why should they be smooth?**
    They can be rubbed with a rough stone. Smooth sticks are easier to handle.
14. **Name two ways to decorate the gilli and danda.**
    They can be painted with colours. They can also be covered with coloured paper.
15. **What details should students share when explaining a group game?**
    They should name the game and say whether it is indoor or outdoor. They should also explain the players, materials, rules and safety instructions.

7.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions — HOTS:

1. **Why is an open playground suitable for playing Gilli Danda?**
   The gilli needs space to fly through the air. An open area also helps players avoid hitting people or objects nearby.
2. **How does the poem show that Gilli Danda brings children joy?**
   It describes the children playing with joy and laughing together. They feel free as they play under the open sky.
3. **Why should players watch the gilli carefully after it is struck?**
   The gilli can fly in different directions. Watching it helps the other players try to catch it.
4. **What might happen if players do not take turns?**
   Some players may not get a chance to play. Taking turns makes the game fair for everyone.
5. **Why is it helpful to explain a game's rules before playing?**
   Everyone can understand how the game should be played. Clear rules help prevent disagreements and unsafe play.
6. **How are "unhappy" and "redraw" different in meaning?**
   The prefix *un-* changes *happy* to mean "not happy." The prefix *re-* changes *draw* to mean "draw again."
7. **How does the prefix in "redraw" help explain what Sameer decided to do?**
   The prefix *re-* means "again." It tells us that Sameer decided to do his drawing another time.

8. **Why is "happiness" an abstract noun but "gilli" a concrete noun?**
   Happiness is a feeling that cannot be touched or seen. A gilli is a physical object that can be seen and handled.
9. **Why can a rose be described through the senses, but happiness cannot?**
   A rose can be seen, touched and smelled. Happiness is a feeling, so it cannot be physically sensed like a rose.
10. **How do possessive pronouns make sentences clearer and shorter?**
    They show who owns something. They also avoid repeating the name of the object and its owner.
11. **A ball belongs to a group that includes you; which pronoun would you use, and why?**
    I would say, "The ball is ours." *Ours* shows that the ball belongs to our group.
12. **A book belongs to the person you are speaking to; which pronoun could replace "your book"?**
    I could say, "The book is yours." *Yours* shows that it belongs to the person I am speaking to.
13. **Why should a question begin with a capital letter and end with a question mark?**
    The capital letter marks the beginning of the question. The question mark tells the reader that information is being asked for.
14. **What question can you make from "the blue why sky is," and what punctuation should it have?**
    The question is, "Why is the sky blue?" It begins with a capital letter and ends with a question mark.
15. **Why should the gilli and danda be smooth before children use them?**
    Smooth sticks are easier to hold and use. They are also less likely to cause splinters.
16. **Why should children follow safety measures when making the sticks?**
    Shaping the sticks with a stone can be risky if handled carelessly. Safety measures help prevent injuries.
17. **How can the gilli and danda be decorated after they are made?**
    They can be painted with colours. They can also be covered with coloured paper.
18. **Why might Gilli Danda be called a group game?**
    One player strikes the gilli while others try to catch it. Several players can participate together.
19. **What can children learn by explaining the rules and materials of a game to classmates?**
    They can practise organising information and speaking clearly. Their classmates can learn how to play the game safely.
20. **Why might a player keep trying after missing a shot?**
    Another turn gives the player a chance to improve. Continuing to try shows persistence.

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

Three-Mark Descriptive Questions — LOTS:

1. **What is Gilli Danda, and what equipment is used to play it?**
   Gilli Danda is an outdoor game. It is played with two sticks. The short stick is called the gilli, and the long stick is called the danda.
2. **How is the gilli used in the game?**
   A player places the gilli for a turn. The player strikes it with the danda. The gilli flies into the air.

3. **How do the children enjoy playing Gilli Danda in the poem?**
   They gather in the playground with their friends. They play with joy and laughter. They feel free as the gilli flies high.
4. **What details in the poem show that the children are playing outdoors?**
   The children gather in a playground. The poem mentions the bright blue sky. It also describes the golden rays of the sun.
5. **What do the words "gather," "quit" and "underneath" mean?**
   "Gather" means to come together. "Quit" means to stop. "Underneath" means below or under something.
6. **What do the prefixes "un-" and "re-" mean? Give an example of each.**
   The prefix "un-" means "not," as in *unhappy*. The prefix "re-" means "again," as in *redraw*. A prefix is added at the beginning of a word to change its meaning.
7. **What is an abstract noun? Give two examples.**
   An abstract noun names something that cannot be physically sensed. It may name a feeling, thought or idea. *Happiness* and *joy* are examples.
8. **How are abstract nouns different from nouns for physical objects?**
   An abstract noun names a feeling or idea, such as *happiness*. A physical object can be sensed through touch, sight or smell. A rose is a physical object because it can be seen, touched and smelled.
9. **What are possessive pronouns? Give three examples.**
   Possessive pronouns show ownership or relationship. They can be used instead of repeating the name of the object. *Mine, yours* and *theirs* are possessive pronouns.
10. **Which possessive pronouns would you use for things belonging to a boy, a girl and a group that includes you?**
    Use *his* for something belonging to a boy. Use *hers* for something belonging to a girl. Use *ours* for something belonging to your group.
11. **What is Gilli Danda called in English, and how do the other players participate?**
    Gilli Danda is called *tip-cat* in English. One player hits the gilli with the danda. The other players try to catch it.
12. **What materials are suggested for making the danda and the gilli?**
    A firm twig or discarded wooden stick can be used for the danda. A small twig or piece of discarded stick can be used for the gilli. A rough stone can be used to smoothen the sticks.
13. **How can the sticks be prepared and decorated for the game?**
    The sticks can be rubbed with a rough stone to smoothen them. The gilli's ends can be shaped with the stone. The sticks may be painted or covered with coloured paper.
14. **What information should you share when explaining a group game?**
    Tell the name of the game and whether it is indoor or outdoor. Explain how many players and what materials are needed. Describe the rules and safety instructions.
15. **How should a question be written correctly?**
    A question should begin with a capital letter. Its words should be arranged in the correct order. It should end with a question mark.

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

Three-Mark Descriptive Questions — HOTS:

1. **Why is an open playground a good place to play Gilli Danda?**
   The gilli needs space to fly after it is hit. Players need room to move and try to catch it. An open area helps keep people and nearby objects safe.

2. **How does the poem create a cheerful picture of children playing?**
   It shows children gathering with their friends. They laugh and play with joy. The bright sky and golden sunlight add to the happy outdoor scene.
3. **What might the players do to make Gilli Danda fair for everyone?**
   They could agree on the rules before starting. They could take turns hitting the gilli. This would give every player a chance to participate.
4. **Why should players watch the gilli closely after it is struck?**
   The gilli may fly high or change direction. Watching it helps the other players follow its path. They can then try to catch it.
5. **How do the prefixes in "unhappy" and "redraw" change the base words?**
   The prefix *un-* changes *happy* to mean "not happy." The prefix *re-* changes *draw* to mean "draw again." These prefixes help readers work out the meanings of new words.
6. **How could you use the word "redraw" in a situation like Sameer's?**
   Sameer could redraw his work if he could not find his original drawing book. Redrawing means making the drawing again. He could use a fresh sheet of paper.
7. **Why is "happiness" an abstract noun while "rose" is not?**
   Happiness is a feeling that cannot be touched or smelled. A rose is a physical object. It can be seen, touched and smelled.
8. **How can you decide whether a noun is abstract or names a physical object?**
   Ask whether the thing can be seen, touched or smelled. If it names a feeling, thought or idea, it is abstract. If it can be sensed physically, it is a physical object.
9. **How do possessive pronouns help avoid repetition?**
   Possessive pronouns show who owns something. Instead of saying "the crayons belong to me," we can say "the crayons are mine." This makes the sentence shorter and clearer.
10. **Which possessive pronouns would you use for a ball belonging to you and your friend? Explain.**
    I would use *ours* if the ball belonged to both of us. The word shows that we share ownership. It avoids repeating both names.
11. **Why should children understand safety instructions before making a gilli and danda?**
    The activity involves shaping and smoothing sticks. Careless handling of tools or stones could cause an injury. Safety instructions help children make the materials carefully.
12. **How could children make the gilli and danda easier to handle?**
    They could smooth the sticks by rubbing them with a rough stone. They could shape the ends of the gilli carefully. They should check that both sticks are sturdy before using them.
13. **Why might Gilli Danda be described as a group game?**
    One player strikes the gilli with the danda. Other players try to catch it. The players share the activity and take part together.
14. **What should you explain to classmates who have never played a group game?**
    Tell them the game's name and whether it is played indoors or outdoors. Explain the number of players and the materials needed. Describe the rules and safety instructions.
15. **Why are capital letters and question marks important when writing questions?**
    A capital letter shows where the question begins. Correct word order makes the question easy to understand. A question mark shows that information is being asked.

7.11 Five-mark questions with Answers of LOTS Type: (8 Questions)

Five-Mark Descriptive Questions — LOTS:

1. **Describe how Gilli Danda is played.**
   Gilli Danda is played with two sticks. The short stick is called the gilli. The long stick is called the danda. A player hits the gilli with the danda. The other players try to catch the gilli.
2. **How does the poem describe the children playing Gilli Danda?**
   The children gather in the playground. They play with their friends. They swing and hit the gilli. They laugh and enjoy themselves. The gilli flies high beneath the blue sky.
3. **What details in the poem show that the game is played outdoors?**
   The children gather in a playground. The poem mentions the bright blue sky. It describes the gilli flying high. The children play under the sun. These details show that the game is outdoors.
4. **Explain the meanings of the prefixes "un-" and "re-" with examples.**
   A prefix is added to the beginning of a word. The prefix "un-" means "not." *Unhappy* means "not happy." The prefix "re-" means "again." *Redraw* means "draw again."
5. **What are abstract nouns? Give examples and explain how they differ from physical objects.**
   Abstract nouns name feelings, thoughts or ideas. *Happiness* is an abstract noun. Abstract nouns cannot be touched or smelled. A rose is a physical object. It can be seen, touched and smelled.
6. **What are possessive pronouns? Give examples from the chapter.**
   Possessive pronouns show ownership or relationship. *Mine* means belonging to me. *Yours* means belonging to you. *Hers* means belonging to her. *Ours* means belonging to us.
7. **How can a gilli and danda be made using waste materials?**
   A firm twig or discarded wooden stick can be used for the danda. A small twig can be used for the gilli. The gilli's ends can be shaped with a rough stone. The sticks can be rubbed to make them smooth. They may be decorated with paint or coloured paper.
8. **What safety steps should be followed while making and playing with Gilli Danda?**
   Use sturdy sticks that are easy to handle. Smooth the sticks carefully with a rough stone. Ask for help when shaping the sticks. Play in an open area away from people and objects. Follow the rules and safety instructions of the game.

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

Five-Mark Descriptive Questions — HOTS:

1. **How does the poem show that playing Gilli Danda is enjoyable and brings children together?**
   The children gather in the playground with their friends. They take turns swinging and hitting the gilli. They laugh and play with joy. The gilli flies high under the bright blue sky. Their shared game helps them enjoy time together.
2. **Why are rules and safety measures important when playing Gilli Danda?**
   Rules help all players understand how to play. Taking turns gives everyone a fair chance. Players need to watch where the gilli flies. An open playing area helps keep people and objects safe. Following safety measures can help prevent injuries.
3. **How do the prefixes "un-" and "re-" help readers understand new words?**
   A prefix is added to the beginning of a word. The prefix "un-" can mean "not," as in

unhappy. The prefix "re-" means "again," as in *redraw*. Recognising these prefixes can help readers work out a word's meaning. It can also help them create new words.

4. **How can you tell the difference between an abstract noun and a physical object?**
   An abstract noun names a feeling, thought or idea. *Happiness* is abstract because it cannot be touched or smelled. A physical object can be sensed through sight, touch or smell. A rose is a physical object because it can be seen, touched and smelled. Asking whether we can physically sense something helps us tell the difference.
5. **How do possessive pronouns help us speak and write clearly? Give examples.**
   Possessive pronouns show who owns something. We can say "The crayons are mine" instead of "The crayons belong to me." We can say "The house is theirs" to show that it belongs to them. Words such as *his, hers, ours* and *yours* also show ownership. These pronouns help avoid repeating names and objects.

7.13 Five-mark questions with Answers of Applied Type: (8 Questions)

Five-Mark Descriptive Questions — Applied Type:

1. **Your class wants to play Gilli Danda. Describe how you would prepare the equipment and playing area safely.**
   I would choose a firm, smooth stick for the danda and a small stick for the gilli. I would ask an adult to help shape and smooth the sticks. I would check that neither stick has sharp splinters. I would choose an open area away from people, windows and vehicles. Before starting, I would explain the rules and remind everyone to take turns.
2. **A new student does not know how to play Gilli Danda. Explain the game to them.**
   Gilli Danda is an outdoor game played with two sticks. The small stick is called the gilli, and the long stick is called the danda. One player hits the gilli with the danda. The other players try to catch the gilli. Everyone should follow the agreed rules and play safely.
3. **Use the prefixes "un-" and "re-" to complete these ideas: not safe, make a drawing again, not kind, and play again.**
   "Not safe" can be expressed as **unsafe**. "Make a drawing again" means **redraw**. "Not kind" means **unkind**. "Play again" means **replay**. The prefixes "un-" and "re-" change the meanings of the words they join.
4. **Write a short note about objects and feelings using one physical noun and one abstract noun from the chapter.**
   A **rose** is a physical noun because it can be seen, touched and smelled. **Happiness** is an abstract noun because it is a feeling. I can hold a rose in my hand. I cannot hold happiness in the same way. Both words are nouns, but they name different kinds of things.
5. **Your friend has lost a pencil, and you have found it. Use possessive pronouns to return it.**
   I could ask, "Is this pencil yours?" My friend could reply, "Yes, it is mine." If the pencil belongs to another student, I could say, "I think it is his" or "I think it is hers." If it belongs to our group, I could say, "It is ours." These pronouns show who owns the pencil.
6. **Rearrange the words into correct questions and add the proper punctuation: "is your house which" and "you my book when return will."**
   "Which is your house?" is the first correct question. "When will you return my book?" is the second correct question. Each question begins with a capital letter. The words are arranged in question form. Each question ends with a question mark.

7. **Your classmates are planning a group game. What information would you share before the game begins?**
   I would tell them the name of the game. I would explain whether it is an indoor or outdoor game. I would say how many players and what materials are needed. I would describe the rules clearly. I would also share safety instructions.
8. **You are making a gilli and danda from discarded sticks. Describe the steps you would follow.**
   I would choose a firm discarded stick for the danda and a smaller stick for the gilli. I would use a rough stone to smoothen the sticks. I would shape the two ends of the gilli carefully. I would decorate the sticks with paint or coloured paper if I wished. I would check that they are sturdy and easy to handle before playing.

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

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. Which game is described in the poem?
   A. Kabaddi
   B. Gilli Danda
   C. Kho-Kho
   D. Chess
   Answer: B. Gilli Danda
2. What is the small stick in Gilli Danda called?
   A. Danda
   B. Bat
   C. Gilli
   D. Peg
   Answer: C. Gilli
3. What is the long stick called?
   A. Danda
   B. Gilli
   C. Paddle
   D. Mallet
   Answer: A. Danda
4. What does a player use to hit the gilli?
   A. A ball
   B. The danda
   C. A stone
   D. A bat
   Answer: B. The danda
5. What do the other players try to do after the gilli is hit?
   A. Hide it
   B. Catch it
   C. Paint it
   D. Kick it
   Answer: B. Catch it
6. Where do the children gather to play in the poem?
   A. In a classroom
   B. In a playground
   C. In a shop

D. In a library
Answer: B. In a playground

7. Which words in the poem suggest that the children are outdoors?
A. Book and table
B. Blue skies and sun
C. Bell and classroom
D. Window and chair
Answer: B. Blue skies and sun

8. In the line "With our friends, we never quit," what does **quit** mean?
A. Begin
B. Stop
C. Catch
D. Laugh
Answer: B. Stop

9. What does the prefix **un-** mean in *unhappy*?
A. Again
B. Before
C. Not
D. Very
Answer: C. Not

10. What does the prefix **re-** mean in *redraw*?
A. Not
B. Again
C. Under
D. Between
Answer: B. Again

11. Which word means "draw again"?
A. Undraw
B. Redraw
C. Drawing
D. Drawn
Answer: B. Redraw

12. Which of these is an abstract noun?
A. Rose
B. Shirt
C. Happiness
D. Spoon
Answer: C. Happiness

13. Why is *happiness* an abstract noun?
A. It is a kind of flower.
B. It is a feeling that cannot be physically touched.
C. It is a tool used in a game.
D. It is a place where children play.
Answer: B. It is a feeling that cannot be physically touched.

14. Which of these can be seen, touched and smelled?
A. Joy
B. Fear
C. Rose
D. Truth
Answer: C. Rose

15. Which word is a possessive pronoun?
    A. Mine
    B. My
    C. Me
    D. I
    Answer: A. Mine
16. Choose the correct pronoun: “These crayons belong to me. They are ___.”
    A. yours
    B. theirs
    C. mine
    D. hers
    Answer: C. mine
17. Choose the correct pronoun: “The toy train belongs to Mudit. It is ___.”
    A. his
    B. hers
    C. ours
    D. mine
    Answer: A. his
18. Choose the correct pronoun: “The house belongs to my cousins. It is ___.”
    A. ours
    B. theirs
    C. his
    D. yours
    Answer: B. theirs
19. According to the chapter, Gilli Danda is also known in English as:
    A. Tip-cat
    B. Hide-and-seek
    C. Hopscotch
    D. Rounders
    Answer: A. Tip-cat
20. Which item is suggested for smoothing the sticks?
    A. A piece of cloth
    B. A rough stone
    C. A paintbrush
    D. A sheet of paper
    Answer: B. A rough stone
21. Which phrase best describes a safe place to play Gilli Danda?
    A. A crowded hallway
    B. A narrow room
    C. An open area away from people and objects
    D. A busy road
    Answer: C. An open area away from people and objects
22. Which question is correctly formed from the words “the blue why sky is”?
    A. Why the sky blue is?
    B. Why is the sky blue?
    C. The sky why is blue?
    D. Is why the blue sky?
    Answer: B. Why is the sky blue?
23. Which sentence is punctuated correctly as a question?
    A. When will you return my book.

B. when will you return my book?
C. When will you return my book?
D. When, will you return my book
Answer: C. When will you return my book?

24. Which word has a double **l**?
A. Danda
B. Gilli
C. Stone
D. Swing
Answer: B. Gilli

25. Which word is the opposite of **expensive**?
A. Costly
B. Precious
C. Cheap
D. Valuable
Answer: C. Cheap

26. Which word is the opposite of **vibrant**?
A. Bright
B. Shiny
C. Dull
D. Colourful
Answer: C. Dull

27. Which word is closest in meaning to **gather**?
A. Scatter
B. Assemble
C. Leave
D. Forget
Answer: B. Assemble

28. Which word is closest in meaning to **underneath**?
A. Above
B. Below
C. Beside
D. Beyond
Answer: B. Below

29. What should players do before beginning a group game?
A. Ignore the rules
B. Agree on the rules and safety instructions
C. Hide the equipment
D. Play near a busy road
Answer: B. Agree on the rules and safety instructions

30. Which information is useful when explaining a game to classmates?
A. Its name, number of players, materials and rules
B. Only the colour of the equipment
C. Only the winner's name
D. The players' favourite food
Answer: A. Its name, number of players, materials and rules

7.15 Best Practices Opportunity List from the Chapter: (7 Ideas)

Best Practices for Teaching "Gilli Danda":

(1) **Begin with a read-aloud:** Read the poem aloud with expression, then invite students to recite it together, noticing its rhythm and rhyming words.
(2) **Teach vocabulary in context:** Explain words such as *gather, quit, swing,* and *underneath* using simple sentences, actions or pictures.
(3) **Connect the poem to students' experiences:** Ask students about outdoor games they play and how they feel when playing with friends.
(4) **Use clear examples for grammar:** Teach *un-* and *re-* prefixes, abstract nouns and possessive pronouns with familiar words and objects.
(5) **Practise question formation:** Have students rearrange word cards into questions, then check capital letters and question marks.
(6) **Make safety part of the lesson:** Discuss safe places and rules for outdoor games before any demonstration or game-making activity.
(7) **Encourage inclusive participation:** Let students share ideas through speaking, drawing, writing or recitation so everyone can take part.

7.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovative Teaching–Learning Ideas for "Gilli Danda":

(1) **Create a soundscape:** Students recite the poem with handclaps or gentle beats to bring out its rhythm.
(2) **Make a picture sequence:** In groups, students draw three scenes showing the children gathering, striking the gilli and enjoying the game.
(3) **Act out the poem:** Students perform a short, safe mime while classmates recite the lines.
(4) **Use a word-building station:** Provide word cards so students can combine *un-* and *re-* with suitable words and explain the new meanings.
(5) **Sort noun cards:** Students sort picture and word cards into physical nouns and abstract nouns, then explain their choices.
(6) **Try a possessive-pronoun challenge:** Show classroom objects and have students make sentences using *mine, yours, his, hers, ours* and *theirs*.
(7) **Design a game guide:** Students create a poster or illustrated booklet explaining a group game's name, materials, players, rules and safety steps.
(8) **Make a safe model:** Students build a paper or clay model of a gilli and danda, labelling the short and long sticks.
(9) **Create a question puzzle:** Give groups jumbled word cards from the chapter and challenge them to arrange the words into correctly punctuated questions.
(10) **Record a poem performance:** Students record a recitation with expressive voices and review whether the words are clear and the rhythm is steady.

7.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. The small stick used in Gilli Danda is called the _____.
   Answer: gilli

2. The long stick used to hit the gilli is called the _____.
   Answer: danda

3. Gilli Danda is also known as _____ in English.
   Answer: tip-cat

4. The prefix **un-** means _____.
   Answer: not
5. The prefix **re-** means _____.
   Answer: again
6. A noun that names a feeling, thought or idea is an _____ **noun**.
   Answer: abstract
7. Possessive pronouns show _____ or relationship.
   Answer: ownership
8. A rough stone can be used to _____ the sticks.
   Answer: smoothen

B. One-Mark Questions:

1. **Which game does the poem describe?**
   Answer: The poem describes Gilli Danda.
2. **What do the other players try to do after the gilli is hit?**
   Answer: They try to catch the gilli.
3. **What does "unhappy" mean?**
   Answer: "Unhappy" means not happy.
4. **Give one example of an abstract noun from the chapter.**
   Answer: Happiness is an abstract noun.
5. **Name one possessive pronoun from the chapter.**
   Answer: *Mine* is a possessive pronoun.

C. Two-Mark Questions:

1. **What two sticks are used in Gilli Danda, and what is each called?**
   Answer: The game uses a short stick called the gilli and a long stick called the danda.
2. **What do the prefixes "un-" and "re-" mean? Give an example of each.**
   Answer: "Un-" means "not," as in *unhappy*. "Re-" means "again," as in *redraw*.
3. **How is a rose different from happiness?**
   Answer: A rose is a physical object that can be seen, touched and smelled. Happiness is a feeling that cannot be sensed physically.
4. **What information should you share when explaining a game to classmates?**
   Answer: Explain the game's name, players, materials and rules. Include safety instructions.

D. Three-Mark Questions:

1. **How does the poem show that the children enjoy playing Gilli Danda?**
   Answer: The children gather with their friends in the playground. They play with joy and laughter. The gilli flies high beneath the bright sky.
2. **What are abstract nouns? Give two examples and explain their meaning.**
   Answer: Abstract nouns name feelings, thoughts or ideas that cannot be physically sensed. *Happiness* is a feeling, and *joy* is another example. Neither can be touched like a physical object.

3. **How can a gilli and danda be made using waste materials?**
   Answer: A firm discarded stick can be used for the danda and a small twig for the gilli. A rough stone can help smooth the sticks and shape the gilli's ends. The sticks may be decorated with paint or coloured paper.

E. Five-Mark Questions:

1. **Describe how Gilli Danda is played.**
   Answer: Gilli Danda is an outdoor game played with two sticks. The short stick is called the gilli. The long stick is called the danda. One player strikes the gilli with the danda. The other players try to catch it.

2. **Explain the meanings of "un-" and "re-" with examples.**
   Answer: A prefix is added to the beginning of a word. The prefix "un-" means "not." *Unhappy* means "not happy." The prefix "re-" means "again." *Redraw* means "draw again."

3. **What are possessive pronouns? Give examples and explain how they are used.**
   Answer: Possessive pronouns show ownership or relationship. *Mine* means belonging to me. *Yours* means belonging to you. *Hers* means belonging to her. *Ours* means belonging to us.

4. **Describe how to prepare a gilli and danda safely.**
   Answer: Choose a firm stick for the danda and a small twig for the gilli. Use a rough stone to smooth the sticks. Shape the gilli's ends carefully. Check that the sticks are sturdy and easy to handle. Follow safety instructions while making them.

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5th Standard English Book Chapter 8

Chapter 8: The Decision of the Panchayat

8.1 Summary of the Chapter:

(1) A hardworking farmer owned two fields and later bought a third field beside a well.
(2) He bought the well from his neighbour because he needed water for his fields.
(3) The neighbour was cunning and planned to cheat the farmer.
(4) When the farmer came to draw water, the neighbour stopped him, claiming he had sold only the well and not the water.
(5) Worried, the farmer went to the village chief for help.
(6) The chief called a Panchayat meeting beneath the village banyan tree, where both men explained their sides.
(7) The neighbour stubbornly repeated that the water still belonged to him.
(8) The Panchayat reasoned that if the water belonged to the neighbour, he could not keep it in someone else's well.
(9) The chief ruled that the neighbour must remove or use the water at once; otherwise, it would belong to the well's owner.
(10) The neighbour had to pay a fine and apologise, while the farmer was relieved.
(11) The villagers praised the Panchayat's wise and fair decision, which showed that dishonesty does not succeed.

8.2 Important Formulas:

Important Grammar Topics in "The Decision of the Panchayat":

(1) Prepositions – Words showing place, time, or direction, such as *in the village*, *under the banyan tree*, and *to the chief*. The chapter includes practice with *in, at, by, after, before, under, with, to,* and *for*.
(2) Suffixes – Adding **-less** to the end of a word to form a new word: *use* → *useless*, *care* → *careless*, *hope* → *hopeless*, *fear* → *fearless*, *colour* → *colourless*.
(3) Past-tense verbs – Verbs describing completed actions, such as *lived, bought, reached, refused, asked,* and *gathered*.
(4) Simple past and past continuous – Compare *The farmer reached the well* with *The neighbour was standing there*.
(5) Direct speech and quotation marks – The characters' exact words are shown in quotation marks, for example, "I sold only the well to you, not the water."
(6) Pronouns – Words used in place of nouns, such as *he, she, it,* and *they*.
(7) Adjectives – Words describing people or things, such as *hardworking farmer, cunning man,* and *wise decision*.
(8) Conjunctions – Words joining ideas, such as *and, but, so,* and *if*.
(9) Sentence types – Recognising statements, questions, and commands in the story and its activities.

8.3 Fill-Up the Blank LOTS type questions with Answers: (32 Questions)

Fill in the Blanks — LOTS Questions:

1. The farmer lived in a small _____.
   Answer: village
2. The farmer had two _____.
   Answer: fields
3. The farmer worked very _____.
   Answer: hard

4. After he prospered, the farmer bought another _____.
   Answer: field
5. There was a _____ next to the field.
   Answer: well
6. The farmer needed water for his _____.
   Answer: fields
7. The farmer bought the well from his _____.
   Answer: neighbour
8. The neighbour was a _____ man.
   Answer: cunning
9. The neighbour planned to _____ the farmer.
   Answer: cheat
10. The farmer found the neighbour standing near the well the next _____.
    Answer: day
11. The neighbour did not let the farmer take _____ from the well.
    Answer: water
12. The neighbour claimed that he had sold only the _____.
    Answer: well
13. The neighbour said that the water still belonged to _____.
    Answer: him
14. The farmer became worried because he did not know what to _____.
    Answer: do
15. The farmer went to the village _____ for help.
    Answer: chief
16. The farmer told the chief that the neighbour was not letting him take _____.
    Answer: water
17. The village chief fixed a day for a meeting of the _____.
    Answer: Panchayat
18. The Panchayat members gathered under a _____ tree.
    Answer: banyan
19. The banyan tree stood in the _____ of the village.
    Answer: centre
20. Both the farmer and his neighbour were _____ to the meeting.
    Answer: summoned
21. The farmer explained the situation to the _____.
    Answer: gathering
22. The neighbour repeated that the water still belonged to _____.
    Answer: him
23. The Panchayat members tried to _____ with the neighbour.
    Answer: reason
24. The neighbour was _____ and refused to change his mind.
    Answer: adamant
25. The Panchayat members discussed the matter among _____.
    Answer: themselves
26. The village chief said the neighbour had sold only the _____.
    Answer: well
27. The chief told the neighbour to remove the water or use it _____.
    Answer: up

28. If the neighbour did not remove the water, it would belong to the owner of the _____.
Answer: well
29. The farmer gave a shout of _____.
Answer: joy
30. The neighbour had to pay a _____ and apologise to the farmer.
Answer: fine
31. The villagers praised the _____ of the Panchayat.
Answer: wisdom
32. The Panchayat gave its judgment after listening to _____ sides.
Answer: both

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

Fill in the Blanks — HOTS Questions:

1. The farmer bought the well because he needed a dependable source of _____ for his fields.
Answer: water
2. The neighbour's refusal to let the farmer draw water showed that he was trying to act _____.
Answer: dishonestly
3. By claiming that he had sold only the well, the neighbour hoped to _____ the farmer.
Answer: cheat
4. The farmer went to the village chief instead of arguing with his neighbour because he wanted a _____ solution.
Answer: fair
5. The chief called a Panchayat meeting so that both men could explain their _____.
Answer: sides
6. The Panchayat listened to the farmer and his neighbour before giving its _____.
Answer: judgment
7. The neighbour was called cunning because he made a tricky plan to _____ the farmer.
Answer: deceive
8. Even after the villagers tried to reason with him, the neighbour remained _____.
Answer: adamant
9. The Panchayat's decision made the neighbour's claim about the water seem _____.
Answer: unreasonable
10. If the neighbour truly owned the water, the chief said he should _____ it from the farmer's well.
Answer: remove
11. The neighbour could also _____ the water immediately instead of leaving it in the well.
Answer: use
12. The chief's clever ruling helped the farmer without ignoring the neighbour's own _____.
Answer: claim
13. The farmer felt relieved because the Panchayat protected his right to use the _____ he had bought.
Answer: well

14. The neighbour had to apologise because his actions had caused the farmer _____.
    Answer: trouble
15. The fine was a consequence of the neighbour's _____.
    Answer: dishonesty
16. The villagers praised the Panchayat because it solved the dispute with _____.
    Answer: wisdom
17. The Panchayat's decision teaches that people should not use clever words to _____ others.
    Answer: cheat
18. The chief considered the neighbour's argument carefully before reaching a _____.
    Answer: decision
19. The farmer chose to seek help from the chief because he could not solve the _____ alone.
    Answer: problem
20. If the Panchayat had not listened to both men, its decision might not have been _____.
    Answer: fair
21. The neighbour's satisfied smile disappeared when he understood the _____ of the chief's ruling.
    Answer: meaning
22. The water could not remain in the well while the neighbour claimed it belonged to _____.
    Answer: him
23. The Panchayat meeting under the banyan tree gave the villagers a chance to witness the _____.
    Answer: discussion
24. The farmer's problem was caused by the neighbour's refusal to honour the _____ of the sale.
    Answer: fairness
25. The story suggests that a wise leader listens to both sides before making a _____.
    Answer: judgment
26. The neighbour learned that a dishonest plan would not lead to _____.
    Answer: success
27. The Panchayat settled the dispute through discussion rather than _____.
    Answer: fighting
28. The farmer's joy showed that the Panchayat's ruling had brought the dispute to a fair _____.
    Answer: end

8.5 One-mark questions with Answers of LOTS Type: (20 Questions)

One-Mark Descriptive Questions — LOTS:

1. **Where did the farmer live?**
   The farmer lived in a small village.
2. **How many fields did the farmer have at first?**
   The farmer had two fields.
3. **What did the farmer buy after he prospered?**
   He bought another field.
4. **What was next to the field he bought?**
   A well was next to the field.

5. **Why did the farmer buy the well?**
   He bought it to get water for his fields.
6. **From whom did the farmer buy the well?**
   He bought the well from his neighbour.
7. **What kind of man was the neighbour?**
   The neighbour was cunning.
8. **What did the neighbour refuse to let the farmer do?**
   He refused to let the farmer draw water from the well.
9. **What did the neighbour claim he had sold?**
   He claimed he had sold only the well, not the water.
10. **To whom did the farmer go for help?**
    He went to the village chief.
11. **What did the chief arrange?**
    The chief arranged a meeting of the Panchayat.
12. **Where did the Panchayat members gather?**
    They gathered under a banyan tree in the centre of the village.
13. **Who was summoned to the Panchayat meeting?**
    The farmer and his neighbour were summoned.
14. **What did the farmer explain to the gathering?**
    He explained that the neighbour would not let him take water from the well.
15. **How did the neighbour respond to the Panchayat's reasoning?**
    He remained adamant.
16. **What did the Panchayat members do before giving their judgment?**
    They discussed the matter among themselves.
17. **What did the chief tell the neighbour to do with the water?**
    The chief told him to remove it or use it up immediately.
18. **What would happen to the water if the neighbour left it in the well?**
    It would belong to the owner of the well.
19. **What did the neighbour have to do after the judgment?**
    He had to pay a fine and apologise to the farmer.
20. **What did the villagers praise?**
    They praised the wisdom of the Panchayat.

8.6 One-mark questions with Answers of HOTS Type: (22 Questions)

One-Mark Descriptive Questions — HOTS:

1. **Why was buying the well useful to the farmer?**
   It gave him access to water for his fields.
2. **Why did the neighbour claim that the water still belonged to him?**
   He wanted to stop the farmer from using it, despite having sold the well.
3. **Why was the farmer right to seek help from the village chief?**
   The chief could bring both sides before the Panchayat for a fair decision.
4. **Why did the chief summon both the farmer and the neighbour?**
   Hearing both sides would help the Panchayat understand the dispute.
5. **What does the neighbour's refusal to change his claim show about him?**
   It shows that he was stubborn and unwilling to reason fairly.
6. **Why did the Panchayat discuss the matter before announcing its decision?**
   The members wanted to consider the problem carefully.
7. **How did the chief use the neighbour's own argument to solve the dispute?**
   She said that if the water belonged to him, he must remove it from the farmer's well.

8. **Why was the Panchayat's decision clever?**
   It showed that the neighbour could not claim the water while keeping it in someone else's well.
9. **How did the Panchayat's ruling protect the farmer?**
   It allowed him to use the well he had bought.
10. **Why did the neighbour's satisfied smile disappear?**
    He realised that the chief's ruling defeated his attempt to cheat the farmer.
11. **What lesson did the neighbour learn from the judgment?**
    He learned that cheating would not help him succeed.
12. **Why did the farmer feel relieved after the Panchayat's decision?**
    He could use the water in his well without being stopped.
13. **What does the story show about solving disagreements?**
    Disagreements can be settled fairly by listening and reasoning.
14. **Why was it important for the Panchayat to listen to both men?**
    It helped the Panchayat make a balanced decision.
15. **What might have happened if the farmer had argued angrily with the neighbour?**
    The disagreement might have become worse.
16. **Why did the villagers praise the Panchayat?**
    They admired its fair and thoughtful judgment.
17. **What does the neighbour's fine teach about dishonest behaviour?**
    Dishonest behaviour can bring consequences.
18. **How did the village chief show wisdom?**
    She carefully considered the neighbour's claim and used it to reach a fair solution.
19. **Why was the neighbour's claim unfair to the farmer?**
    The farmer had bought the well but was being prevented from using its water.
20. **What could the farmer's actions teach someone facing a similar problem?**
    They could teach them to seek help from a fair authority.
21. **Why was the well important to the farmer's livelihood?**
    He needed its water to care for his fields.
22. **How did the Panchayat help restore fairness in the village?**
    It held the neighbour accountable and upheld the farmer's right to use the well.

8.7 Two-mark questions with Answers of LOTS Type: (22 Questions)

Two-Mark Descriptive Questions — LOTS:

1. **How did the farmer get the well, and why did he buy it?**
   He bought it from his neighbour. He needed water for his fields.
2. **What did the neighbour tell the farmer when he tried to draw water?**
   He said that he had sold only the well. He claimed that the water still belonged to him.
3. **How did the farmer respond to the neighbour's refusal?**
   He became worried. He went to the village chief to explain the problem.
4. **What did the village chief do after hearing the farmer's complaint?**
   She fixed a day for a Panchayat meeting. She summoned both the farmer and his neighbour.
5. **Where did the Panchayat meeting take place, and who attended it?**
   It took place under a banyan tree in the village centre. The Panchayat members, the farmer, the neighbour and many villagers attended.

6. **What did the farmer tell the Panchayat?**
   He explained the situation to the gathering. He said that his neighbour would not let him take water from the well.
7. **How did the neighbour defend his actions at the meeting?**
   He repeated that he had sold only the well. He said the water still belonged to him.
8. **How did the Panchayat members try to persuade the neighbour?**
   They tried to reason with him. However, he remained adamant.
9. **What did the Panchayat members do before giving their judgment?**
   They discussed the matter among themselves. Then they stood up to announce their decision.
10. **What did the village chief agree about the sale?**
    She agreed that the neighbour had sold only the well. The neighbour appeared satisfied when he heard this.
11. **What did the chief say the neighbour must do if the water belonged to him?**
    He had to remove the water from the well. Alternatively, he had to use it all immediately.
12. **What would happen if the neighbour left his water in the well?**
    The water would belong to the owner of the well. The farmer could then use it.
13. **How did the farmer react to the Panchayat's decision?**
    He felt relieved. He shouted for joy.
14. **What consequences did the neighbour face?**
    He had to pay a fine. He also had to apologise to the farmer.
15. **How did the villagers respond to the Panchayat's judgment?**
    They praised the Panchayat. They admired its wisdom.
16. **Why did the farmer need water for the well beside his field?**
    He needed water for his fields. The well provided a nearby source of water.
17. **What made the neighbour's plan cunning?**
    He sold the well but tried to keep its water for himself. He used this claim to prevent the farmer from drawing water.
18. **Who called the Panchayat meeting, and why?**
    The village chief called the meeting. She wanted to hear and settle the farmer's complaint.
19. **What did the neighbour say when asked why he would not let the farmer draw water?**
    He said the water still belonged to him. He argued that the farmer had bought only the well.
20. **What did the farmer do after buying the well and reaching it the next day?**
    He went to draw water. He found his neighbour there, refusing to let him take any.
21. **Who was present at the Panchayat meeting besides the two men?**
    The Panchayat members were present. Many villagers also gathered under the banyan tree.
22. **What happened after the Panchayat delivered its judgment?**
    The neighbour realised that his plan to cheat the farmer had failed. The farmer was relieved and the villagers praised the Panchayat.

8.8. Two-mark questions with Answers of HOTS Type: (22 Questions)

Two-Mark Descriptive Questions — HOTS:

1. **Why was it reasonable for the farmer to expect to use the water in the well he bought?**

He bought the well because he needed water for his fields. The neighbour had sold him the well, so blocking access to it was unfair.

2. **Why did the neighbour's claim create a problem for the farmer?**
   The neighbour said the water belonged to him. This prevented the farmer from using the well to water his fields.
3. **Why was going to the village chief a better choice than continuing to argue?**
   The chief could arrange for both sides to be heard. The Panchayat could then settle the dispute fairly.
4. **Why did the Panchayat hear from both the farmer and the neighbour?**
   Hearing both sides helped the members understand the whole dispute. It also made their decision more balanced.
5. **How did the chief use the neighbour's own argument to settle the dispute?**
   She accepted his claim that the water belonged to him. Then she said he must remove or use the water instead of leaving it in the farmer's well.
6. **Why was the chief's decision clever?**
   It showed that the neighbour could not keep his water in someone else's well. The decision protected the farmer's use of the well.
7. **What does the neighbour's refusal to change his mind suggest about him?**
   It suggests that he was stubborn. He would not listen to the reasoning of the Panchayat or villagers.
8. **Why did the neighbour's satisfied smile disappear?**
   He first thought the chief had supported his claim. Then he understood that the decision meant he could not keep the water in the well.
9. **How did the Panchayat help the farmer?**
   It gave him a fair way to use the well he had bought. It also required the neighbour to apologise and pay a fine.
10. **What does the neighbour's punishment show about the consequences of dishonesty?**
    Dishonest actions can lead to penalties. The neighbour had to pay a fine and apologise.
11. **Why might the villagers have praised the Panchayat's wisdom?**
    The Panchayat listened to both sides before deciding. Its judgment used clear reasoning to resolve the problem.
12. **What could have happened if the Panchayat had accepted the neighbour's claim without questioning it?**
    The farmer might have been unable to use the well he bought. The neighbour's unfair behaviour would have gone unchallenged.
13. **How did the farmer show good judgment when he faced the problem?**
    He did not try to take the water by force. He asked the village chief for help.
14. **What does the story suggest about solving disagreements?**
    People should listen to each side before deciding. Calm discussion can help find a fair solution.
15. **Why was the neighbour's argument unreasonable in practice?**
    He claimed the water was his but kept it in a well owned by the farmer. The chief pointed out that he could not do both.
16. **How might the neighbour have avoided the dispute?**
    He could have been honest about what he was selling. He could also have agreed clearly about how the water would be used.
17. **What is one lesson the farmer could share with someone facing a similar problem?**

They should explain the problem to a fair authority. They should let both sides be heard before a decision is made.

18. **Why was the fine not the only outcome of the Panchayat's judgment?**
    The neighbour also had to apologise to the farmer. This acknowledged the harm caused by his actions.
19. **How did the Panchayat's ruling balance the neighbour's claim with the farmer's rights?**
    It recognised the neighbour's claim that the water was his. It also made clear that he could not leave it in the farmer's well.
20. **What does the story teach about cleverness used for dishonest purposes?**
    A tricky plan may fail when examined carefully. The neighbour's attempt to cheat the farmer led to a fine and an apology.
21. **Why was it useful for the villagers to attend the Panchayat meeting?**
    They could hear how the dispute was discussed and settled. They also witnessed the Panchayat's decision.
22. **How did the chief's decision bring the dispute to an end?**
    It gave the neighbour a clear choice: remove or use up the water. The farmer was then relieved, and the neighbour faced the consequences of his dishonesty.

8.9. Three-mark questions with Answers of LOTS Type: (18 Questions)

Three-Mark Descriptive Questions — LOTS:

1. **What did the farmer buy, and why?**
   The farmer bought another field after he prospered. A well stood next to it. He bought the well because he needed water for his fields.
2. **What did the neighbour say when the farmer tried to draw water?**
   The neighbour stopped the farmer from taking water. He said he had sold only the well. He claimed that the water still belonged to him.
3. **What did the farmer do after the neighbour refused him water?**
   The farmer became worried. He went to the village chief. He told her that the neighbour would not let him take water.
4. **How did the chief arrange to hear the farmer's complaint?**
   The chief fixed a day for a meeting. She called the Panchayat. She summoned both the farmer and the neighbour.
5. **Where and when did the Panchayat members gather?**
   They gathered under a banyan tree. The tree stood in the centre of the village. They met on the day fixed by the chief.
6. **Who attended the Panchayat meeting?**
   The Panchayat members gathered for the meeting. The farmer and his neighbour were summoned. Many villagers were also present.
7. **What did the farmer tell the Panchayat?**
   He explained the problem to the gathering. He said that the neighbour was stopping him from drawing water. He asked for help with the dispute.
8. **How did the neighbour explain his refusal at the meeting?**
   He repeated that he had sold only the well. He said the water was still his. He claimed the farmer could not take it.
9. **How did the Panchayat members respond to the neighbour?**
   They tried to reason with him. The neighbour remained adamant. The members then discussed the matter among themselves.

10. **What was the chief's first statement in the judgment?**
    The chief said the neighbour had sold only the well. The neighbour smiled when he heard this. He thought the decision supported his claim.
11. **What did the chief tell the neighbour to do with the water?**
    She said he must remove the water from the well. She also said he could use it all up immediately. If he left it there, it would belong to the well's owner.
12. **What happened after the Panchayat gave its judgment?**
    The farmer was relieved. He shouted for joy. The neighbour realised that his plan to cheat had failed.
13. **What consequences did the neighbour face?**
    He had to pay a fine. He also had to apologise to the farmer. His dishonest plan did not succeed.
14. **How did the villagers respond to the Panchayat's decision?**
    They praised the Panchayat. They admired its wisdom. They had witnessed the fair resolution of the dispute.
15. **Why did the farmer need the well?**
    The well was next to his field. He needed a source of water. He planned to use the water for his fields.
16. **Why did the farmer go to the village chief?**
    The neighbour would not let him take water. The farmer did not know what to do. He went to the chief to explain his case.
17. **What did the Panchayat do before announcing its decision?**
    The members listened to the matter. They discussed it among themselves. Then they stood up to give their judgment.
18. **What did the neighbour learn from the Panchayat's decision?**
    He realised that cheating would not lead anywhere. He had to pay a fine. He also had to apologise to the farmer.

8.10. Three-mark questions with Answers of HOTS Type: (18 Questions)

Three-Mark Descriptive Questions — HOTS:

1. **Why was the farmer's complaint justified?**
   He had bought the well from his neighbour. He needed water for his fields. The neighbour unfairly stopped him from drawing water.
2. **Why did the farmer seek help from the chief instead of arguing with the neighbour?**
   He wanted the dispute to be settled fairly. The chief could bring both sides before the Panchayat. This avoided letting the argument grow worse.
3. **Why was it important for the Panchayat to hear both men?**
   Each man could explain his claim. The members could understand the whole problem. Listening to both helped them make a fair decision.
4. **How did the chief turn the neighbour's own claim against him?**
   She accepted that the neighbour claimed to own the water. She pointed out that he could not keep his water in the farmer's well. He had to remove it or use it up.
5. **Why was the Panchayat's decision clever and fair?**
   It considered the neighbour's claim about the water. It also recognised that the well belonged to the farmer. The decision gave the neighbour a clear choice and protected the farmer's use of the well.

6. **What does the neighbour's behaviour reveal about his character?**
   He was cunning because he planned to cheat the farmer. He was adamant when people tried to reason with him. His actions were dishonest.
7. **Why did the neighbour's satisfied smile change?**
   At first, he thought the chief had agreed with him. Then he heard that he must remove or use up the water. He understood that his plan had failed.
8. **How did the Panchayat restore fairness between the two neighbours?**
   It listened to both men's explanations. It stopped the neighbour from keeping the water in the farmer's well. It required him to pay a fine and apologise.
9. **What might have happened if the farmer had tried to settle the matter by force?**
   The disagreement could have become a fight. Someone might have been hurt. Asking the chief for help allowed a peaceful solution.
10. **What does the story teach about solving disagreements?**
    People should explain their sides calmly. A fair decision should consider the facts. Wise discussion can settle a dispute peacefully.
11. **Why was the neighbour's claim difficult to defend?**
    He claimed that the water was his. But he had left it in a well he had sold to the farmer. The chief used this contradiction to settle the matter.
12. **What lesson can the neighbour learn from the fine and apology?**
    Dishonesty can have consequences. He should be truthful when making an agreement. He should treat others fairly.
13. **Why might the villagers have praised the Panchayat's wisdom?**
    The Panchayat listened before deciding. It used clear reasoning to address the neighbour's claim. Its judgment helped resolve the farmer's problem.
14. **How did the farmer show good judgment during the dispute?**
    He did not try to take the water by force. He went to the village chief for help. He let the Panchayat settle the matter.
15. **What does the story show about cleverness used for dishonest purposes?**
    A clever plan may still be exposed when people examine it carefully. The neighbour's argument did not succeed. He had to pay a fine and apologise.
16. **Why was the chief's decision effective in ending the dispute?**
    It explained exactly what the neighbour had to do with the water. It made the consequence of leaving the water in the well clear. The farmer was then able to feel relieved.
17. **What could the neighbour have done to prevent the conflict?**
    He could have been honest about what he was selling. He could have discussed the water clearly with the farmer. This might have prevented the Panchayat dispute.
18. **How did the Panchayat meeting benefit the village community?**
    It gave the farmer and neighbour a place to explain their sides. The villagers saw how the dispute was resolved. The decision reinforced the value of fairness and wise judgment.

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

Five-Mark Descriptive Questions — LOTS:

1. **Describe how the farmer came to own the well.**
   The farmer lived in a small village. He had two fields and worked very hard. When he prospered, he bought another field. A well stood next to this field. He bought the well from his neighbour because he needed water for his fields.

2. **What happened when the farmer went to draw water from the well?**
   The farmer reached the well the next day. He found his neighbour standing there. The neighbour refused to let him take water. He said that he had sold only the well, not the water. The farmer became worried.
3. **How did the farmer seek help with his problem?**
   The farmer did not know what to do. He went to the village chief. He explained that the neighbour would not let him take water. The chief fixed a day for a Panchayat meeting. Both the farmer and the neighbour were summoned.
4. **Describe the Panchayat meeting.**
   The Panchayat members gathered under a banyan tree. The tree stood in the centre of the village. The farmer and his neighbour attended the meeting. Many villagers were also present. The farmer explained the situation to the gathering.
5. **What did the neighbour say at the Panchayat meeting?**
   The chief asked the neighbour why he stopped the farmer from drawing water. The neighbour repeated that he had sold only the well. He said that the water still belonged to him. He claimed that the farmer could not take it. The neighbour remained adamant when people tried to reason with him.
6. **How did the Panchayat arrive at its decision?**
   The Panchayat members listened to the farmer's explanation. They also heard the neighbour's claim. They tried to reason with him, but he remained adamant. The members discussed the matter among themselves. Then they stood up to give their judgment.
7. **What was the Panchayat's final judgment?**
   The chief agreed that the neighbour had sold only the well. She said that if the water belonged to him, he could not keep it in the farmer's well. The neighbour had to remove the water. He could also use it up immediately. If he left it there, the water would belong to the owner of the well.
8. **What happened to the farmer and the neighbour after the judgment?**
   The farmer felt relieved. He gave a shout of joy. The neighbour realised that his plan to cheat the farmer had failed. He had to pay a fine. He also had to apologise to the farmer.
9. **How did the villagers respond to the Panchayat's decision?**
   The villagers gathered to hear the dispute. They listened as both men explained their sides. They watched the Panchayat discuss the matter. After the judgment, they praised the Panchayat. They admired its wisdom.
10. **Retell the main events of the story in order.**
    The farmer bought a well from his neighbour to water his fields. The neighbour later refused to let him use the water. The farmer took his complaint to the village chief. The Panchayat met under a banyan tree and heard both sides. Its decision made the neighbour pay a fine and apologise.
11. **Why did the farmer become worried, and what did he do next?**
    The farmer became worried when the neighbour stopped him from taking water. The neighbour claimed that only the well had been sold. He said the water still belonged to him. The farmer went to the village chief for help. The chief arranged a Panchayat meeting to hear the case.
12. **What role did the village chief play in the story?**
    The village chief listened to the farmer's complaint. She fixed a day for a Panchayat meeting. She summoned both the farmer and the neighbour. She listened as the neighbour repeated his claim. She announced the judgment that settled the dispute.

8.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions — HOTS:

1. **Explain why the neighbour's claim about the water was unfair.**
   The farmer had bought the well from the neighbour. He needed its water for his fields. The neighbour stopped him from drawing water. He claimed the water was his while keeping it in the farmer's well. The Panchayat's decision exposed the unfairness of his claim.
2. **How did the village chief use logic to settle the dispute?**
   The chief listened to both sides. She accepted the neighbour's claim that the water was his. She pointed out that he could not keep his water in someone else's well. She told him to remove or use up the water. This clever reasoning helped settle the case.
3. **Why was it important for the Panchayat to listen to both men?**
   The farmer needed a chance to explain his problem. The neighbour also needed to present his claim. Hearing both sides helped the Panchayat understand the dispute. The members discussed the matter before deciding. This helped them reach a fair judgment.
4. **What does the neighbour's behaviour teach about dishonesty?**
   The neighbour made a plan to cheat the farmer. He stubbornly repeated his claim when people tried to reason with him. His dishonest plan did not succeed. He had to pay a fine and apologise. The story shows that dishonesty can bring consequences.
5. **How did the farmer show that he wanted a peaceful solution?**
   He did not try to force his neighbour to give him water. He went to the village chief for help. He explained the problem to the Panchayat. He allowed both sides to be heard. He accepted the decision that settled the dispute.
6. **Why was the Panchayat's judgment clever and fair?**
   It considered the neighbour's claim that the water belonged to him. It also recognised that the well had been sold to the farmer. The neighbour could not leave his water in someone else's well. He had to remove or use it up. The decision protected the farmer's use of the well.
7. **What might have happened if the farmer had not gone to the village chief?**
   The farmer might have remained unable to use the well. The neighbour could have continued to keep the water from him. Their disagreement might have grown worse. The village would not have had a chance to hear the case. The Panchayat's judgment brought the dispute to an end.
8. **How did the Panchayat help the village community?**
   It gave the farmer and neighbour a place to explain their sides. It considered the problem through discussion. It made a clear decision. The neighbour had to pay a fine and apologise. The villagers praised the Panchayat's wisdom.
9. **What qualities of a good leader does the village chief show?**
   She listened to the farmer's complaint. She arranged a meeting so both sides could speak. She considered the neighbour's argument. She used clear reasoning to reach a decision. Her judgment resolved the dispute fairly.
10. **What lesson can the neighbour learn from the Panchayat's decision?**
    He should be honest in his dealings with others. He should not use clever words to cheat someone. He should listen when people try to reason with him. He must accept responsibility when he does wrong. He had to pay a fine and apologise.
11. **How did the farmer's purchase of the well lead to the conflict?**
    The farmer bought a field beside a well. He needed the well to provide water for his

fields. He bought it from his neighbour. The next day, the neighbour would not let him draw water. The farmer then took the matter to the Panchayat.

12. **Why did the villagers praise the Panchayat's wisdom?**
    The Panchayat members listened to the matter before deciding. They discussed the problem among themselves. The chief used the neighbour's own claim to reason through the case. The decision resolved the farmer's difficulty. The neighbour had to pay a fine and apologise.

8.13 Five-mark questions with Answers of Applied Type: (11 Questions)

Five-Mark Descriptive Questions — Applied Type:

1. **Imagine you are the farmer. Write what you would do if your neighbour stopped you from using the well you had bought.**
   I would stay calm and ask my neighbour why he was stopping me.
   I would explain that I bought the well because I needed water for my fields.
   I would avoid arguing or using force.
   If we could not agree, I would ask the village chief for help.
   I would let the Panchayat hear both sides and settle the matter.
2. **You are a Panchayat member. How would you help settle a disagreement between two neighbours?**
   I would let each neighbour explain what happened.
   I would listen carefully and ask questions if anything was unclear.
   I would encourage them to speak respectfully.
   I would discuss the facts with the other Panchayat members.
   I would help make a fair decision that both sides can understand.
3. **Suppose a classmate claims a shared classroom item as their own and will not let others use it. What would you do?**
   I would calmly ask the classmate why they think the item belongs to them.
   I would explain that shared classroom items are for everyone's use.
   I would ask the teacher to help if we could not agree.
   I would listen to the teacher's decision.
   I would make sure the item is used fairly.
4. **Imagine you are the neighbour after hearing the Panchayat's judgment. What would you do next?**
   I would accept the Panchayat's decision.
   I would apologise to the farmer for stopping him from using the well.
   I would pay the fine decided by the Panchayat.
   I would remove or use up the water, as the chief instructed.
   I would be honest in future dealings with my neighbours.
5. **Your two friends disagree about who should use a shared book first. How would you settle the disagreement fairly?**
   I would let each friend explain what they want.
   I would suggest that they take turns using the book.
   I would agree on a fair amount of time for each turn.
   I would ask the teacher for help if they still disagreed.
   I would remind them to treat each other kindly.
6. **A shopkeeper sells you a container but later says you cannot use the lid because it was not included. What would you do?**
   I would calmly check what was agreed during the sale.
   I would explain why I think the lid belongs with the container.

I would show a receipt or ask an adult to help if needed.
I would try to settle the matter politely with the shopkeeper.
I would ask a trusted adult for help if we could not agree.

7. **You see someone trying to cheat a classmate during a game. What would you do?**
   I would tell them calmly that the game should be fair.
   I would explain the rule they are not following.
   I would give my classmate a chance to explain what happened.
   I would ask the teacher to help if the disagreement continued.
   I would encourage everyone to accept the fair result.
8. **A group is deciding how to share a limited number of art supplies. What fair plan would you suggest?**
   I would first count the supplies and the number of students.
   I would suggest sharing them equally or taking turns.
   I would make sure each student gets a chance to participate.
   I would listen to everyone's suggestions.
   I would ask the teacher to help if the group could not agree.
9. **Your neighbour's tree drops fruit into your garden, and both of you disagree about who may keep it. How would you handle the problem?**
   I would speak politely to my neighbour about the fallen fruit.
   I would listen to their view before deciding what to do.
   I would suggest sharing the fruit or agreeing on a fair arrangement.
   I would avoid taking anything without permission.
   If we could not agree, I would ask a trusted adult to help.
10. **What would you do if you made a mistake that caused a problem for someone else?**
    I would admit that I had made a mistake.
    I would listen to the other person explain how it affected them.
    I would apologise sincerely.
    I would try to fix the problem or make things right.
    I would learn from what happened and try not to repeat it.
11. **A friend refuses to return something they borrowed from you. How would you try to solve the problem?**
    I would remind my friend politely about the borrowed item.
    I would ask when they can return it.
    I would listen if they have a reason for keeping it longer.
    I would agree on a clear time for its return.
    If the problem continued, I would ask a trusted adult for help.

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

Olympiad-Style Multiple-Choice Questions:

1. **Why did the farmer buy the well?**
   A. He wanted to build a house.
   B. He needed water for his fields.
   C. He wanted to sell it again.
   D. He wanted to store his tools.
   Answer: B. He needed water for his fields.
2. **What did the neighbour claim he had sold?**
   A. The field and the water
   B. Only the water

C. Only the well
D. The field and the well
Answer: C. Only the well

3. **Where did the Panchayat members meet?**
A. At the farmer's house
B. Under a banyan tree
C. Beside the river
D. In the neighbour's field
Answer: B. Under a banyan tree

4. **Who called the Panchayat meeting?**
A. The farmer
B. The neighbour
C. The village chief
D. One of the villagers
Answer: C. The village chief

5. **What did the farmer do when his neighbour stopped him from drawing water?**
A. He left the village.
B. He went to the village chief.
C. He dug another well.
D. He argued with the villagers.
Answer: B. He went to the village chief.

6. **What did the chief tell the neighbour to do if the water belonged to him?**
A. Sell it to the farmer
B. Leave it in the well
C. Remove it or use it up
D. Carry it to the village
Answer: C. Remove it or use it up

7. **What would happen to the water if the neighbour left it in the well?**
A. It would disappear.
B. It would belong to the farmer.
C. It would belong to the villagers.
D. It would be shared equally.
Answer: B. It would belong to the farmer.

8. **Which word best describes the neighbour?**
A. Generous
B. Cunning
C. Cheerful
D. Careless
Answer: B. Cunning

9. **What does the word "adamant" mean in the story?**
A. Willing to help
B. Refusing to change one's mind
C. Feeling very happy
D. Speaking very softly
Answer: B. Refusing to change one's mind

10. **Why did the farmer feel relieved at the end?**
A. He bought another field.
B. The Panchayat settled his problem.
C. The neighbour gave him a new well.

D. The villagers left the meeting.
Answer: B. The Panchayat settled his problem.

11. **What consequence did the neighbour face for his dishonesty?**
A. He had to leave the village.
B. He had to pay a fine and apologise.
C. He had to give away his field.
D. He had to dig another well.
Answer: B. He had to pay a fine and apologise.
12. **Which quality did the village chief show through her decision?**
A. Wisdom
B. Fear
C. Impatience
D. Carelessness
Answer: A. Wisdom
13. **The word "prospered" most nearly means:**
A. Became poor
B. Grew wealthy or successful
C. Moved to another village
D. Stopped working
Answer: B. Grew wealthy or successful
14. **Choose the correct meaning of "summoned."**
A. Asked someone to come
B. Told someone to leave
C. Helped someone to work
D. Allowed someone to rest
Answer: A. Asked someone to come
15. **Which word is closest in meaning to "apologise"?**
A. Argue
B. Say sorry
C. Explain
D. Promise
Answer: B. Say sorry
16. **Choose the correct preposition: "The villagers gathered ___ the banyan tree."**
A. under
B. between
C. into
D. across
Answer: A. under
17. **Choose the correct preposition: "The farmer went ___ the village chief."**
A. at
B. to
C. by
D. under
Answer: B. to
18. **Choose the correct preposition: "The farmer bought the well ___ his neighbour."**
A. from
B. across
C. between
D. under
Answer: A. from

19. **Which sentence uses the past tense correctly?**
    A. The farmer buy the well.
    B. The farmer buys the well.
    C. The farmer bought the well.
    D. The farmer buying the well.
    Answer: C. The farmer bought the well.
20. **In the sentence "The cunning neighbour made a plan," which word is an adjective?**
    A. neighbour
    B. made
    C. plan
    D. cunning
    Answer: D. cunning
21. **In "He refused to let the farmer take water," the word "He" refers to:**
    A. the farmer
    B. the neighbour
    C. the chief
    D. a villager
    Answer: B. the neighbour
22. **Which is the correct plural form of "field"?**
    A. fieldes
    B. fields
    C. fieldies
    D. field's
    Answer: B. fields
23. **Which word is formed by adding the suffix "-less" to "care"?**
    A. careful
    B. careless
    C. caring
    D. cared
    Answer: B. careless
24. **What does the suffix "-less" usually mean?**
    A. Full of
    B. Without
    C. Before
    D. Able to
    Answer: B. Without
25. **Which word from the story means "a decision made by a group"?**
    A. Village
    B. Judgment
    C. Neighbour
    D. Field
    Answer: B. Judgment
26. **Which event happened first?**
    A. The neighbour apologised to the farmer.
    B. The Panchayat gave its judgment.
    C. The farmer bought the well.
    D. The villagers praised the Panchayat.
    Answer: C. The farmer bought the well.

27. **What is the main reason the Panchayat's decision was effective?**
    A. It asked the farmer to leave the village.
    B. It used the neighbour's own claim to solve the problem.
    C. It gave the well to the villagers.
    D. It ignored the neighbour's explanation.
    Answer: B. It used the neighbour's own claim to solve the problem.
28. **Which is the best lesson from the story?**
    A. Never buy a field near a well.
    B. Dishonesty and cheating do not lead to success.
    C. Villagers should avoid meetings.
    D. Water should not be used for fields.
    Answer: B. Dishonesty and cheating do not lead to success.
29. **Which sentence is a question?**
    A. The farmer bought a well.
    B. The neighbour was cunning.
    C. Why did the farmer buy the well?
    D. The villagers praised the Panchayat.
    Answer: C. Why did the farmer buy the well?
30. **Which action best shows that the farmer wanted a peaceful solution?**
    A. He argued with every villager.
    B. He went to the village chief for help.
    C. He took water without asking.
    D. He left the well unused.
    Answer: B. He went to the village chief for help.

8.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Best Practices for Teaching "The Decision of the Panchayat":

(1) Read aloud with expression: Model clear pronunciation and use different voices for the farmer, neighbour, and village chief.

(2) Pre-teach key vocabulary: Explain words such as *cunning, adamant, summon, judgment,* and *apologise* with simple definitions and examples.

(3) Check understanding as you read: Pause at key moments and ask pupils to recall what happened and why.

(4) Use a story sequence: Have pupils arrange the main events in order, from the farmer buying the well to the Panchayat's decision.

(5) Role-play the Panchayat meeting: Assign pupils the roles of farmer, neighbour, chief, Panchayat members, and villagers; encourage respectful speaking and listening.

(6) Practise evidence-based answers: Ask pupils to support their answers with details from the story, such as what the neighbour claimed and how the chief responded.

(7) Teach grammar through the text: Use sentences from the chapter to practise prepositions, past-tense verbs, pronouns, adjectives, and the suffix **-less**.

(8) Build speaking and listening skills: Let pupils discuss whether the decision was fair, take turns, and respond politely to different opinions.

(9) Connect the story to everyday fairness: Discuss age-appropriate examples of sharing classroom materials or resolving disagreements peacefully.

(10) Use a short exit check: Before the lesson ends, ask each pupil to write one new word, one important event, and one lesson from the story.

8.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovative Teaching–Learning Ideas:

(1) Digital story map: Pupils place the story's events on a simple digital map, showing where the farmer, neighbour, and Panchayat meet.
(2) Choose-the-ending activity: Present the dispute and let groups suggest different endings before comparing them with the chapter's resolution.
(3) Panchayat role-play with a new case: Pupils act out a classroom disagreement, take turns as the chief, and explain a fair decision.
(4) Story podcast: In small groups, pupils record an audio retelling, using narration and character voices.
(5) Comic-strip retelling: Pupils create a short comic with captions and speech bubbles showing the main events and judgment.
(6) Vocabulary detective: Pupils find words such as *cunning, adamant,* and *judgment*, then create illustrated clues or a class word wall.
(7) Fairness decision tree: Pupils make a simple flowchart showing steps for solving a disagreement: listen, gather facts, discuss, decide, and review.
(8) Grammar hunt: Pupils search the chapter for prepositions, past-tense verbs, adjectives, and pronouns, then use their examples to write new sentences.
(9) Voice-of-the-character journal: Pupils write a short diary entry from the farmer's or neighbour's point of view after the Panchayat meeting.
(10) Interactive quiz: Use a classroom quiz game with questions about the story's characters, events, vocabulary, and decision.
(11) Water-use problem-solving task: Groups discuss a simple water-sharing situation and present a fair plan, connecting the story to responsible water use.
(12) Peer-created question cards: Pupils write questions about the chapter for classmates to answer, then sort them into recall, vocabulary, and reasoning questions.

8.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. The farmer bought the well because he needed _____ for his fields.
   Answer: water

2. The farmer bought the well from his _____.
   Answer: neighbour

3. The Panchayat members gathered under a _____ tree.
   Answer: banyan

4. The neighbour claimed that he had sold only the _____.
   Answer: well

5. The neighbour had to pay a _____ and apologise to the farmer.
   Answer: fine

B. One-Mark Questions:

1. **Why did the farmer buy the well?**
   He needed water for his fields.

2. **Who called the Panchayat meeting?**
   The village chief called the meeting.

3. **What did the neighbour claim about the water?**
   He claimed that the water still belonged to him.

4. **What did the villagers praise after the judgment?**
   They praised the wisdom of the Panchayat.

C. Two-Mark Questions:

1. **Why did the farmer go to the village chief?**
   The neighbour would not let him draw water from the well. The farmer asked the chief to help settle the problem.

2. **What did the chief tell the neighbour to do with the water?**
   She told him to remove it or use it up immediately. If he left it in the well, it would belong to the well's owner.

3. **How was the neighbour punished?**
   He had to pay a fine. He also had to apologise to the farmer.

D. Three-Mark Questions:

1. **How did the Panchayat settle the farmer's problem?**
   The Panchayat listened to the farmer and his neighbour. The chief said the neighbour could not keep his water in the farmer's well. The neighbour had to remove or use up the water.

2. **What happened after the Panchayat announced its decision?**
   The farmer felt relieved and shouted for joy. The neighbour realised that his plan to cheat had failed. He had to pay a fine and apologise.

E. Five-Mark Questions:

1. **Retell the main events of the story in order.**
   The farmer bought a well from his neighbour because he needed water for his fields. The next day, the neighbour refused to let him draw water. The farmer went to the village chief for help. The Panchayat met under a banyan tree and heard both sides. The chief ruled that the neighbour must remove or use up the water, and he had to pay a fine and apologise.

2. **What does the story teach about fairness and honesty?**
   People should be honest when making agreements. Disagreements should be settled by listening to both sides. The Panchayat considered the farmer's and neighbour's claims. The chief used clear reasoning to reach a decision. The neighbour's dishonesty led to a fine and an apology.

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5th Standard English Book Chapter 9

Chapter 9: Vocation

9.1 Summary of the Chapter:

Summary: "Vocation":

(1) The poem is about a child who notices people doing different kinds of work during the day.
(2) On the way to school in the morning, the child sees a hawker selling bangles.
(3) The child wishes to be a hawker because he imagines the hawker can walk freely without a fixed timetable.
(4) After school, the child sees a gardener digging in a garden with a spade.
(5) The child admires the gardener's freedom to work outdoors, even in the sun or rain.
(6) In the evening, the child sees a watchman walking along a dark, lonely lane with a lantern.
(7) The street lamp looks like a giant with one red eye, and the watchman's shadow follows him.
(8) The child wishes to be a watchman and walk through the night with a lantern.
(9) The poem shows that the child is curious about different vocations and imagines what it would be like to do each job.
(10) The chapter reminds us that every vocation is valuable and that all kinds of work deserve respect.

9.2 Important Formulas:

Important Grammar Topics in "Vocation":

(1) **Parts of speech** — identifying nouns, verbs, adjectives and adverbs.
(2) **Subject–verb agreement** — for example, *The mother is cooking* and *The birds are flying*.
(3) **Verb forms and tenses** — using the correct verb form, such as *I have read* and *Mita was sleeping*.
(4) **Adjectives and comparison** — using comparative and superlative forms, such as *taller*, *faster* and *fastest*.
(5) **Adverbs** — choosing the correct form to describe an action, such as *walked slowly*.
(6) **Prepositions** — using words that show relationships, such as *to school*, *in the garden* and *through the window*.
(7) **Articles** — using *a*, *an* and *the* correctly.
(8) **Pronouns** — recognising words such as *I*, *he* and *him* and using them correctly.
(9) **Conjunctions** — joining words or ideas, such as with *and*, *but* and *or*.
(10) **Question words** — forming questions with *who*, *what*, *when*, *where* and *why*.

These topics connect to the chapter's poem and its grammar activities, which practise correcting errors in verb forms, agreement, comparison and adverb use.

9.3 Fill-Up the Blank LOTS type questions with Answers: (32 Questions)

Chapter: "Vocation" | English, Grade 5:

Complete each sentence using details from the poem.

1. The poem "Vocation" was written by _____.
   Answer: Rabindranath Tagore
2. The speaker walks to school at _____ in the morning.
   Answer: ten o'clock

3. The sound of the _____ tells the speaker it is ten in the morning.
   Answer: gong
4. The speaker walks to school by the _____.
   Answer: lane
5. The first worker the speaker sees is a _____.
   Answer: hawker
6. The hawker sells _____.
   Answer: bangles
7. The hawker calls out, “Bangles, crystal _____!”
   Answer: bangles
8. The hawker spends the day on the _____.
   Answer: road
9. The speaker wishes to be a _____.
   Answer: hawker
10. The speaker returns from school at _____ in the afternoon.
    Answer: four o’clock
11. On the way home, the speaker sees a _____ digging the ground.
    Answer: gardener
12. The gardener digs the ground with a _____.
    Answer: spade
13. The gardener soils his clothes with _____.
    Answer: dust
14. The gardener works in the _____.
    Answer: garden
15. The gardener may get baked in the _____.
    Answer: sun
16. The gardener may also get wet in the _____.
    Answer: rain
17. The speaker wishes to dig in the garden without anyone _____ him.
    Answer: stopping
18. In the evening, the speaker’s mother sends him to _____.
    Answer: bed
19. The speaker sees the watchman through the open _____.
    Answer: window
20. The watchman walks up and _____.
    Answer: down
21. The lane is dark and _____ at night.
    Answer: lonely
22. The street lamp looks like a _____.
    Answer: giant
23. The street lamp has one red _____ in its head.
    Answer: eye
24. The watchman swings his _____ as he walks.
    Answer: lantern
25. The watchman walks with his _____ at his side.
    Answer: shadow
26. The watchman walks through the streets at _____.
    Answer: night
27. The speaker imagines chasing the _____ with a lantern.
    Answer: shadows

28. A _____ is a narrow path.
    Answer: lane
29. A _____ is a tool used for gardening.
    Answer: spade
30. A _____ is a portable light that can be carried.
    Answer: lantern
31. A _____ is a metal disc that makes a loud sound when struck.
    Answer: gong
32. The speaker observes the hawker, gardener and watchman at different times of the _____.
    Answer: day

9.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)

Fill in the Blanks — HOTS:

Choose the best word or phrase to complete each sentence. These questions ask you to interpret or apply ideas from the poem.

1. The child admires the hawker because he seems to have more _____ in choosing where to go.
   Answer: freedom
2. The hawker's work may look carefree to the child, but he must keep walking to _____ his goods.
   Answer: sell
3. The child sees the gardener working outdoors and imagines that he can work without anyone _____ him.
   Answer: stopping
4. The gardener's clothes become dusty because he works with the _____.
   Answer: soil
5. The poem shows that the child notices workers at different _____ of the day.
   Answer: times
6. The speaker's wish to become a hawker, gardener or watchman shows that he is _____ about their lives.
   Answer: curious
7. The child sees only the enjoyable side of each job because he does not yet understand its _____.
   Answer: difficulties
8. A gardener who works in the hot sun may need to drink plenty of _____.
   Answer: water
9. A watchman carries a lantern so he can see while walking in the _____.
   Answer: dark
10. The watchman's long night shift means he may have to work while other people are _____.
    Answer: sleeping
11. The child's daily routine includes going to school in the morning and returning in the _____.
    Answer: afternoon
12. The child watches the workers from the road, the house gate and the bedroom _____.
    Answer: window
13. The street lamp is compared to a giant to make it seem _____ in the dark.
    Answer: large

14. The red light of the street lamp is imagined as a giant's _____.
    Answer: eye
15. The watchman's shadow follows him because of the light from his _____.
    Answer: lantern
16. The child imagines chasing shadows, but a real watchman's important duty is to _____ the area.
    Answer: guard
17. The poem encourages us to understand that people choose different _____ to earn a living.
    Answer: vocations
18. A person who sells goods by calling out in the street is a _____.
    Answer: hawker
19. If the child became a gardener, he would need to learn how to use a _____ safely.
    Answer: spade
20. The hawker's repeated call helps people notice the _____ he is selling.
    Answer: bangles
21. The gardener's work may become harder when the weather is very hot or _____.
    Answer: rainy
22. The child thinks the watchman never goes to bed because he sees him working at _____.
    Answer: night
23. The poem's speaker is a child who imagines doing the work of _____ different people.
    Answer: three
24. The title "Vocation" refers to a person's work or _____.
    Answer: occupation
25. The chapter suggests that we should respect every kind of honest _____.
    Answer: work

9.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions — LOTS:

1. **Who wrote the poem "Vocation"?**
   Answer: Rabindranath Tagore wrote the poem "Vocation."
2. **Who is the speaker in the poem?**
   Answer: The speaker is a child who describes the people he sees during the day.
3. **At what time does the child walk to school?**
   Answer: The child walks to school at ten in the morning.
4. **What sound tells the child it is ten o'clock?**
   Answer: The sound of the gong tells the child it is ten o'clock.
5. **Where does the child meet the hawker?**
   Answer: The child meets the hawker on the lane to school.
6. **What does the hawker sell?**
   Answer: The hawker sells bangles.
7. **What words does the hawker call out?**
   Answer: The hawker calls out, "Bangles, crystal bangles!"
8. **What does the child wish to be in the morning?**
   Answer: The child wishes to be a hawker.

9. **At what time does the child return from school?**
   Answer: The child returns from school at four in the afternoon.
10. **Whom does the child see digging the ground?**
    Answer: The child sees a gardener digging the ground.
11. **Where is the gardener working?**
    Answer: The gardener is working in a garden.
12. **What tool does the gardener use?**
    Answer: The gardener uses a spade.
13. **What happens to the gardener's clothes while he works?**
    Answer: The gardener's clothes become dusty.
14. **What may happen to the gardener in the sun?**
    Answer: The gardener may get baked in the sun.
15. **What may happen to the gardener in wet weather?**
    Answer: The gardener may get wet.
16. **What does the child wish to do in the garden?**
    Answer: The child wishes to dig in the garden without anyone stopping him.
17. **Who sends the child to bed in the evening?**
    Answer: The child's mother sends him to bed.
18. **Whom does the child see through the open window?**
    Answer: The child sees the watchman through the open window.
19. **What is the watchman doing?**
    Answer: The watchman is walking up and down the lane.
20. **How is the lane described at night?**
    Answer: The lane is described as dark and lonely.
21. **What does the street lamp look like?**
    Answer: The street lamp looks like a giant with one red eye.
22. **What does the watchman swing as he walks?**
    Answer: The watchman swings his lantern as he walks.
23. **What walks beside the watchman?**
    Answer: The watchman's shadow walks beside him.
24. **What does the child wish to be at night?**
    Answer: The child wishes to be a watchman.
25. **What does the child imagine chasing with a lantern?**
    Answer: The child imagines chasing shadows with a lantern.
26. **What is a vocation?**
    Answer: A vocation is a person's work or occupation.
27. **What is a lane?**
    Answer: A lane is a narrow path.
28. **What is a spade used for?**
    Answer: A spade is used for digging or gardening.
29. **What is a lantern used for?**
    Answer: A lantern provides light and can be carried.
30. **What is a gong?**
    Answer: A gong is a metal disc that makes a loud sound when struck.
31. **Which worker walks along the road selling goods?**
    Answer: The hawker walks along the road selling goods.
32. **Which worker digs the ground?**
    Answer: The gardener digs the ground.
33. **Which worker walks through the streets at night?**
    Answer: The watchman walks through the streets at night.

34. **How many workers does the child describe in the poem?**
    Answer: The child describes three workers in the poem.
35. **When does the child see the watchman?**
    Answer: The child sees the watchman as it gets dark in the evening.

9.6 One-mark questions with Answers of HOTS Type: (25 Questions)

One-Mark Descriptive Questions — HOTS:

1. **Why does the child wish to be a hawker?**
   Answer: The child thinks the hawker can move freely without following a fixed schedule.
2. **Why might the hawker's work be harder than the child imagines?**
   Answer: The hawker may have to walk for many hours and carry goods to sell.
3. **What does the child admire about the gardener's work?**
   Answer: The child admires that the gardener seems free to dig without anyone stopping him.
4. **What difficulty does the gardener face while working outdoors?**
   Answer: The gardener may have to work in strong sun or get wet in the rain.
5. **Why does the child wish to be a watchman?**
   Answer: The child imagines that walking at night with a lantern would be exciting.
6. **What important responsibility does the watchman have?**
   Answer: The watchman must stay alert and help keep the area safe.
7. **Why does the child see only the pleasant side of each job?**
   Answer: The child observes the workers briefly and does not experience their daily difficulties.
8. **What does the child's curiosity about the workers tell us about him?**
   Answer: It shows that he is imaginative and interested in other people's lives.
9. **How does the child's school routine differ from the hawker's routine?**
   Answer: The child follows a school schedule, while the hawker appears to move around without fixed school hours.
10. **Why might a hawker call out loudly while selling bangles?**
    Answer: The hawker calls out to attract the attention of people nearby.
11. **Why is a lantern useful to the watchman?**
    Answer: A lantern helps the watchman see while walking in the dark.
12. **How does the street lamp's comparison to a giant help us picture the scene?**
    Answer: It makes the lamp seem large and striking against the dark lane.
13. **Why might the watchman's shadow appear beside him?**
    Answer: The light from the lantern makes his shadow visible on the ground.
14. **What might the child learn if he spent a day working with the gardener?**
    Answer: He might learn that gardening requires effort, patience and hard work.
15. **What might the child learn by talking to the hawker?**
    Answer: He might learn how much planning and effort it takes to sell goods.
16. **How does the poem encourage readers to think about workers?**
    Answer: It encourages readers to notice workers' daily lives and consider both their work and its challenges.
17. **Why should people respect the hawker, gardener and watchman?**
    Answer: Their work helps serve the needs and safety of the community.
18. **What might happen if no watchman guarded a quiet lane at night?**
    Answer: People might feel less safe because no one would be watching over the area.

19. **Why is the child's wish to try different jobs understandable?**
    Answer: Children often enjoy imagining what it would be like to do different kinds of work.
20. **What does the poem suggest about the child's understanding of work?**
    Answer: It suggests that he is beginning to notice different jobs but has not yet understood all their demands.
21. **If the gardener could not work because of heavy rain, what might happen to his task?**
    Answer: He might have to pause the work until the weather improves.
22. **Why might the watchman need to remain awake while others sleep?**
    Answer: He needs to patrol the streets and watch over them at night.
23. **What is one difference between the gardener's work and the watchman's work?**
    Answer: The gardener works in the garden during the day, while the watchman patrols the streets at night.
24. **What lesson can readers draw from the child's changing wishes?**
    Answer: Readers can learn that different jobs can seem appealing, but each has its own responsibilities.
25. **How could the child find out more about the workers' real lives?**
    Answer: He could speak politely with them and ask about their work and daily routines.

9.7 Two-mark questions with Answers of LOTS Type: (30 Questions)

Two-Mark Descriptive Questions — LOTS:

1. **Who wrote the poem "Vocation," and who is its speaker?**
   Answer: Rabindranath Tagore wrote the poem. Its speaker is a child.
2. **When does the child walk to school, and what sound does he hear?**
   Answer: The child walks to school at ten in the morning. He hears the gong.
3. **Whom does the child meet on the way to school, and what is that person selling?**
   Answer: He meets a hawker. The hawker is selling bangles.
4. **What does the hawker call out as he sells his goods?**
   Answer: He calls out, "Bangles, crystal bangles!" His call attracts people's attention.
5. **What does the child wish to be in the morning?**
   Answer: The child wishes to be a hawker. He imagines spending the day walking along the road.
6. **At what time does the child return from school, and whom does he see?**
   Answer: He returns at four in the afternoon. He sees a gardener digging in a garden.
7. **What tool does the gardener use, and what does he do with it?**
   Answer: The gardener uses a spade. He uses it to dig the ground.
8. **What happens to the gardener's clothes while he works?**
   Answer: His clothes become dusty. He continues digging in the garden.
9. **What kinds of weather does the gardener work in, according to the poem?**
   Answer: The gardener may work in the hot sun. He may also get wet.
10. **What does the child wish to do as a gardener?**
    Answer: He wishes to dig in the garden. He imagines that nobody would stop him.
11. **Who sends the child to bed, and when does this happen?**
    Answer: The child's mother sends him to bed. This happens as it gets dark in the evening.
12. **Whom does the child see through the open window?**
    Answer: He sees a watchman. The watchman is walking up and down the lane.

13. **How does the poem describe the lane at night?**
    Answer: The lane is dark. It is also lonely.
14. **What does the street lamp look like in the poem?**
    Answer: It looks like a giant. It has one red eye in its head.
15. **What does the watchman carry, and what does he do with it?**
    Answer: He carries a lantern. He swings it as he walks.
16. **What walks beside the watchman as he patrols?**
    Answer: The watchman's shadow walks beside him. The lantern helps make the shadow visible.
17. **What does the child wish to be at night?**
    Answer: The child wishes to be a watchman. He imagines walking through the streets with a lantern.
18. **What does the child imagine doing with his lantern?**
    Answer: He imagines chasing shadows. He would walk through the streets at night.
19. **What is a vocation? Give one example from the poem.**
    Answer: A vocation is a person's work or occupation. Hawking is one example from the poem.
20. **What is a lane, and which lane does the child describe?**
    Answer: A lane is a narrow path. The child describes a dark and lonely lane.
21. **What is a spade, and who uses it in the poem?**
    Answer: A spade is a tool used for digging. The gardener uses it.
22. **What is a lantern, and who carries one in the poem?**
    Answer: A lantern is a portable light. The watchman carries one.
23. **Name the three workers the child observes.**
    Answer: The child observes a hawker and a gardener. He also sees a watchman.
24. **At what three times of day does the child see the workers?**
    Answer: He sees the hawker in the morning and the gardener in the afternoon. He sees the watchman in the evening.
25. **What does the child do after observing the workers?**
    Answer: He imagines becoming each of them. He pictures himself doing their work.
26. **What does the gardener dig, and where does he dig it?**
    Answer: The gardener digs the ground. He digs it in the garden.
27. **What does the watchman do while people are getting ready for bed?**
    Answer: He walks up and down the lane. He carries his lantern.
28. **What objects are mentioned in the poem as being used by workers?**
    Answer: The gardener uses a spade. The watchman carries a lantern.
29. **Who is the poet of "Vocation," and what is the poem about?**
    Answer: Rabindranath Tagore is the poet. The poem describes a child observing and imagining the lives of different workers.
30. **What does the hawker sell, and where does the child see him?**
    Answer: The hawker sells bangles. The child sees him on the lane while walking to school.

9.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Descriptive Questions — HOTS:

1. **Why does the child wish to be a hawker, and what might he not understand about the hawker's work?**
   Answer: The child thinks the hawker can move freely without a fixed schedule. He may not realise that the hawker must walk for long hours and work hard to sell goods.

2. **Why does the gardener's work look enjoyable to the child?**
   Answer: The child sees the gardener working outdoors with a spade. He imagines that the gardener can work as he likes without being told what to do.
3. **What difficulties might the gardener face that the child does not mention?**
   Answer: The gardener may have to work in heat, rain and dusty conditions. The work can also be tiring and physically demanding.
4. **Why does the child want to be a watchman?**
   Answer: He imagines that walking at night with a lantern would be exciting. He may not understand that a watchman must stay alert and protect the area.
5. **What does the poem suggest about the child's understanding of different jobs?**
   Answer: The child notices the workers and is curious about their jobs. However, he mainly imagines the enjoyable parts and may not know all their responsibilities.
6. **How does the child's routine help us understand when he sees each worker?**
   Answer: He sees the hawker while walking to school in the morning and the gardener on his way home in the afternoon. He sees the watchman in the evening as he is sent to bed.
7. **Why might the hawker call out loudly while selling bangles?**
   Answer: Calling out helps the hawker let people know what he is selling. It may encourage passers-by to stop and look at the bangles.
8. **How does the lantern help the watchman, and what effect does it have in the poem?**
   Answer: The lantern helps the watchman see while patrolling in the dark. Its light also makes his shadow visible beside him.
9. **Why might the street lamp seem like a giant with one red eye to the child?**
   Answer: In the dark lane, the tall lamp may look like a giant. Its red light may remind the child of a single eye.
10. **What could the child learn by spending a day with the gardener?**
    Answer: He could learn how to care for plants and use gardening tools. He could also discover how much effort outdoor work requires.
11. **Why should we respect the hawker, gardener and watchman?**
    Answer: Each worker performs a useful job for the community. Their work requires effort and deserves respect.
12. **What might happen if a watchman fell asleep while on duty?**
    Answer: He might fail to notice danger in the area. People nearby could feel less safe.
13. **How are the gardener's work and the watchman's work different?**
    Answer: The gardener digs the ground in a garden, usually during the day. The watchman patrols the streets, especially at night.
14. **Why is the child's wish to try different vocations understandable?**
    Answer: The child is curious about the people he sees and imagines what their jobs are like. Many children enjoy picturing themselves in different roles.
15. **What could the child do to understand the workers' lives better?**
    Answer: He could speak politely with the workers and ask about their daily tasks. He could also learn about the challenges and skills each job requires.

9.9. Three-mark questions with Answers of LOTS Type: (25 Questions)

Three-Mark Descriptive Questions — LOTS:

1. **Who wrote "Vocation," and who speaks in the poem?**
   Answer: Rabindranath Tagore wrote "Vocation." A child is the speaker. The child describes workers he sees during the day.

2. **When does the child walk to school, and whom does he see?**
   Answer: The child walks to school at ten in the morning. He hears the gong. He sees a hawker selling bangles.
3. **What does the hawker sell, and what does he call out?**
   Answer: The hawker sells bangles. He walks along the road. He calls out, "Bangles, crystal bangles!"
4. **What does the child wish to be in the morning?**
   Answer: The child wishes to be a hawker. He imagines spending the day on the road. He likes the idea of having no fixed place to go.
5. **When does the child return from school, and whom does he see?**
   Answer: The child returns from school at four in the afternoon. He sees a gardener. The gardener is digging the ground.
6. **What tool does the gardener use, and what does he do with it?**
   Answer: The gardener uses a spade. He digs the ground with it. He works in the garden.
7. **What happens to the gardener's clothes while he works?**
   Answer: The gardener soils his clothes with dust. He continues working with his spade. He works outdoors in the garden.
8. **What kinds of weather does the gardener experience?**
   Answer: The gardener may get baked in the sun. He may also get wet. He works outside in the garden.
9. **What does the child wish to do as a gardener?**
   Answer: The child wishes to dig in the garden. He imagines working with a spade. He wishes that nobody would stop him.
10. **Who sends the child to bed, and when?**
    Answer: The child's mother sends him to bed. This happens as it gets dark. It is evening.
11. **Whom does the child see through the open window?**
    Answer: The child sees a watchman. The watchman walks up and down. He patrols the lane.
12. **How does the poem describe the lane at night?**
    Answer: The lane is dark. It is lonely. The watchman walks through it.
13. **What does the street lamp look like in the poem?**
    Answer: The street lamp is compared to a giant. It has one red eye. It stands in the dark lane.
14. **What does the watchman carry, and what does he do with it?**
    Answer: The watchman carries a lantern. He swings it as he walks. Its light helps him see in the dark.
15. **What walks beside the watchman?**
    Answer: The watchman's shadow walks beside him. The shadow appears as he walks along the lane. He carries a lantern.
16. **What does the child wish to be at night?**
    Answer: The child wishes to be a watchman. He imagines walking through the streets all night. He would carry a lantern.
17. **What does the child imagine doing with the lantern?**
    Answer: The child imagines chasing shadows. He would carry a lantern. He would walk through the streets at night.
18. **What is a vocation? Name two vocations from the poem.**
    Answer: A vocation is a person's work or occupation. Hawking is one vocation in the poem. Gardening is another.

19. **Name the three workers the child observes and describe each one's work.**
    Answer: The hawker sells bangles. The gardener digs the ground. The watchman walks along the streets at night.
20. **At what times of day does the child see the three workers?**
    Answer: The child sees the hawker in the morning. He sees the gardener in the afternoon. He sees the watchman in the evening.
21. **What does the hawker do on the road?**
    Answer: The hawker walks along the road. He sells bangles. He calls out to people as he goes.
22. **What does the gardener do in the garden?**
    Answer: The gardener digs the ground. He uses a spade. His clothes become dusty.
23. **What does the watchman do at night?**
    Answer: The watchman walks up and down the lane. He swings his lantern. He watches over the area.
24. **What is a lane, a spade and a lantern?**
    Answer: A lane is a narrow path. A spade is a gardening tool used for digging. A lantern is a portable light.
25. **How does the child observe the workers during his day?**
    Answer: He sees the hawker while walking to school. He sees the gardener when returning home. He sees the watchman through his window in the evening.

9.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions — HOTS:

1. **Why does the child wish to become a hawker, and what might he not know about the job?**
   Answer: The child thinks the hawker can walk freely without a fixed schedule. He imagines that this freedom would be enjoyable. He may not realise that the hawker has to work hard to sell goods.
2. **Why does the gardener's work look attractive to the child?**
   Answer: The child sees the gardener digging outdoors with a spade. He thinks the gardener can work as he likes. He does not mention the effort needed to dig the ground.
3. **What difficulties might the gardener face while working outdoors?**
   Answer: The gardener may have to work under the hot sun. He may also get wet in the rain. Digging and caring for a garden can be tiring.
4. **Why does the child want to be a watchman?**
   Answer: The child imagines that walking with a lantern at night would be exciting. He likes the idea of chasing shadows. He may not know that the watchman must stay alert and protect the area.
5. **What does the child's interest in the three workers tell us about him?**
   Answer: The child is curious about other people's lives. He uses his imagination to picture himself doing their jobs. He notices workers as he follows his daily routine.
6. **Why might the hawker call out loudly while selling bangles?**
   Answer: The call helps people hear that the hawker is nearby. It tells them what he is selling. It may encourage them to stop and look at the bangles.
7. **How are the gardener's and watchman's jobs different?**
   Answer: The gardener digs the ground in a garden. The watchman walks up and down a lane. The gardener works outdoors with a spade, while the watchman carries a lantern.

8. **How does the lantern help the watchman?**
   Answer: The lantern gives the watchman light in the dark. It helps him see as he walks through the lane. Its light also makes his shadow visible.
9. **Why might the street lamp look like a giant with one red eye to the child?**
   Answer: The lamp stands tall beside the dark lane. Its red light may look like an eye. The child uses his imagination to compare it to a giant.
10. **What might the child learn by spending a day with the gardener?**
    Answer: He might learn how to use a spade carefully. He could discover how much effort gardening takes. He might also learn how weather affects outdoor work.
11. **What might the child learn by talking to the hawker?**
    Answer: He could learn how the hawker chooses and carries the goods. He might find out how the hawker attracts customers. He could understand that selling bangles takes effort and patience.
12. **Why should we respect the hawker, the gardener and the watchman?**
    Answer: Each worker performs a useful job. Their work helps people in the community. They deserve respect for their effort and service.
13. **What could happen if a watchman fell asleep while on duty?**
    Answer: He might fail to notice someone needing help. He could miss a danger in the area. People might feel less safe.
14. **How does the child's daily routine help him see different workers?**
    Answer: He sees the hawker while walking to school in the morning. He sees the gardener while returning from school in the afternoon. He sees the watchman from his window in the evening.
15. **Why might the child imagine that the watchman never goes to bed?**
    Answer: He sees the watchman walking at night when he is being sent to bed. The child focuses on this moment. He may not know that the watchman rests at another time.
16. **What does the poem suggest about the child's understanding of work?**
    Answer: The child notices what each worker does. He is still learning about their daily lives. He mainly imagines the attractive parts of their jobs.
17. **If the child became a hawker for a day, what might he need to do?**
    Answer: He would need to carry bangles or other goods. He might call out to let people know what he is selling. He would have to walk along the road and speak politely to customers.
18. **How might a gardener feel after working in the sun or rain?**
    Answer: The gardener might feel tired after working outdoors. His clothes could become dusty or wet. He might need rest after finishing the work.
19. **What lesson can readers draw from the child's changing wishes?**
    Answer: Different jobs can seem interesting when we observe them. Each job also has its own tasks and challenges. We should learn about work before deciding what it is like.
20. **How could the child understand the workers' lives better?**
    Answer: He could politely ask each worker about the job. He could observe the work for longer. He could also learn about the skills and effort each vocation requires.
21. **Why is a lantern especially useful to a watchman on a dark, lonely lane?**
    Answer: It helps him see the path ahead. It helps him notice what is around him. It can also make people aware that he is on duty.
22. **What might happen if there were no hawkers in a neighbourhood?**
    Answer: People might have fewer chances to buy goods from street sellers. They may

need to travel farther to find what they need. The neighbourhood would miss the hawker's familiar calls.

23. **What might happen if a gardener did not care for a garden?**
Answer: The soil and plants might not receive proper care. Weeds could grow among the plants. The garden might become untidy.
24. **How does the poem show that the child is observant?**
Answer: He notices the hawker on the way to school. He sees the gardener digging after school. He also observes the watchman and the street lamp in the evening.
25. **What could the child do to find out whether being a watchman is as enjoyable as he imagines?**
Answer: He could speak politely with a watchman about the job. He could ask about the duties and working hours. He could learn about the challenges of staying alert at night.

9.11 Five-mark questions with Answers of LOTS Type: (11 Questions)

Five-Mark Descriptive Questions — LOTS:

1. **Describe the hawker the child sees on the way to school.**
Answer: The child sees the hawker in the morning. The hawker walks along the lane. He sells bangles. He calls out, "Bangles, crystal bangles!" The child wishes to be a hawker.
2. **Describe the gardener's work in the poem.**
Answer: The child sees the gardener after school. The gardener digs the ground in a garden. He uses a spade. His clothes become dusty. He may get baked in the sun or wet.
3. **Describe the watchman the child sees in the evening.**
Answer: The child sees the watchman through an open window. The watchman walks up and down the lane. The lane is dark and lonely. He swings a lantern. His shadow walks beside him.
4. **What does the child wish to become at different times of the day?**
Answer: In the morning, the child wishes to be a hawker. After school, he wishes to be a gardener. In the evening, he wishes to be a watchman. He imagines doing the work of each person. The poem shows his interest in different vocations.
5. **Describe the child's daily schedule in the poem.**
Answer: The child walks to school at ten in the morning. He sees a hawker on the way. He returns from school at four in the afternoon. He sees a gardener digging. In the evening, his mother sends him to bed, and he sees the watchman.
6. **What details in the poem describe the street lamp and the lane at night?**
Answer: The lane is dark. It is also lonely. A street lamp stands in the lane. The lamp looks like a giant. Its red light looks like one eye.
7. **Name the three workers in the poem and state what each one does.**
Answer: The hawker sells bangles. The gardener digs the ground. The gardener uses a spade. The watchman walks along the streets at night. The watchman carries a lantern.
8. **What does the child notice about the gardener?**
Answer: The gardener works in a garden. He digs the ground with a spade. His clothes become dusty. Nobody stops him from digging. He may work in the sun or get wet.
9. **What does the child notice about the watchman?**
Answer: The watchman walks up and down the lane. He works when it is dark. He

swings a lantern. His shadow walks beside him. The child imagines walking like him and chasing shadows.

10. **Explain the meanings of "gong," "lane," "spade," "giant" and "lantern."**
Answer: A gong is a metal disc that makes a loud sound when struck. A lane is a narrow path. A spade is a tool used for digging. A giant is an imaginary creature of great height and strength. A lantern is a portable light.
11. **How does the child see the workers during the day?**
Answer: He sees the hawker while walking to school. The hawker sells bangles on the road. He sees the gardener when he returns from school. The gardener is digging in a garden. In the evening, he sees the watchman through his window.

9.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions — HOTS:

1. **Why does the child admire the hawker, and what might the child learn by trying the hawker's work?**
Answer: The child admires the hawker because he seems free to walk along the road. The child likes the idea of having no fixed place to go. By trying the work, the child might learn that the hawker must walk for many hours. The child might also learn how the hawker attracts customers. This could help the child understand the effort behind the job.
2. **The child thinks the gardener can dig without anyone stopping him. What parts of the gardener's work might the child be overlooking?**
Answer: The child may not notice how tiring digging can be. The gardener's clothes become dusty. The gardener may work in the hot sun. He may also get wet in the rain. These details show that gardening has challenges as well as freedom.
3. **Why does the child wish to become a watchman, and what important duties might the child need to learn?**
Answer: The child thinks walking at night with a lantern would be exciting. He imagines chasing shadows along the streets. A watchman must stay alert while on duty. He must watch over the area and notice possible dangers. The child might discover that the job requires patience and responsibility.
4. **How does the poem show the difference between what a job looks like and what the job may actually involve?**
Answer: The child sees each worker for only a short time. The hawker seems free as he walks along the road. The gardener seems free to dig as he likes. The watchman's night walk seems exciting to the child. The poem invites readers to think about the effort and duties that the child may not see.
5. **What does the child's interest in the three workers tell us about his imagination and curiosity?**
Answer: The child notices people doing different kinds of work. He imagines himself doing each job. He wonders what it might feel like to be a hawker. He also pictures himself as a gardener and a watchman. This shows that he is curious and imaginative.
6. **How could the child find out more about the real lives of the hawker, gardener and watchman?**
Answer: The child could politely ask each worker about the job. He could ask what tasks they do each day. He could find out what tools they use and what skills they need. He could also ask what difficulties they face. Listening to their experiences would help him understand their work better.

7. **Why should all three workers be respected, even though their jobs are different?**
   Answer: The hawker provides goods for people to buy. The gardener cares for the garden and digs the soil. The watchman helps people feel safe by patrolling the area. Each worker contributes to the community in a different way. Their work and effort deserve respect.
8. **Imagine the child spends one day with the gardener. What might the child discover about gardening?**
   Answer: The child might learn how to use a spade safely. He could discover that digging takes strength and effort. He might have to work in the sun or rain. He could learn that plants and gardens need care. He may understand why the gardener's clothes become dusty.
9. **How does the setting change from morning to night, and how does this affect the poem's mood?**
   Answer: In the morning, the child walks along the lane to school. In the afternoon, he sees the gardener digging in a garden. By evening, the lane becomes dark and lonely. The street lamp and the watchman's lantern stand out in the darkness. This change makes the night scene feel quiet and mysterious.
10. **What might the child learn if he compares his school routine with the workers' routines?**
    Answer: The child follows a routine of going to and returning from school. The hawker spends time walking and selling goods. The gardener works outdoors with a spade. The watchman walks through the streets at night. Comparing these routines could help the child understand that different people work at different times and in different ways.**

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

Five-Mark Descriptive Questions — Applied Type:

1. **You meet a hawker selling bangles on your way to school. Write five sentences describing what you might say and do.**
   Answer: I would greet the hawker politely. I would ask to see the bangles. I would look at them carefully without touching them roughly. If I wanted to buy some, I would ask an adult for help. I would thank the hawker before leaving.
2. **You want to learn about the gardener's work. Write five questions you could ask the gardener.**
   Answer: What plants do you grow in this garden? What tools do you use for digging? How do you care for the plants? What do you do on very hot or rainy days? What is your favourite part of gardening?
3. **Imagine you are a watchman on a dark lane. Write five things you would do to carry out your duty safely.**
   Answer: I would carry a working lantern. I would walk carefully along the lane. I would stay alert and look around. I would report anything unusual to a responsible adult or the authorities. I would not enter a dangerous place alone.
4. **Your class is discussing different vocations. Write five sentences explaining why every kind of work should be respected.**
   Answer: People do different jobs to serve the community. Every job requires effort and skill. Hawkers bring goods to customers. Gardeners care for plants and outdoor spaces. We should speak politely and respectfully to all workers.
5. **You are making a school poster about the three workers in the poem. Write five short sentences for it.**

Answer: The hawker sells bangles on the road. The gardener digs the soil with a spade. The watchman patrols the streets at night. Each worker has a different duty. Let us respect every vocation.

6. **You are asked to spend one hour helping a gardener. Write five sentences about how you would help.**
   Answer: I would first ask the gardener what help is needed. I would water the plants carefully. I would remove small weeds only with permission. I would keep the tools in a safe place. I would wash my hands after the work.
7. **The child in the poem imagines becoming a hawker, gardener and watchman. Choose one of these jobs and explain how you would prepare for it.**
   Answer: I would choose to be a gardener. I would learn the names and needs of different plants. I would learn how to use gardening tools safely. I would wear suitable clothes and shoes. I would work patiently and care for the plants.
8. **You notice a street lamp shining on a dark lane like the one in the poem. Write five sentences describing the scene.**
   Answer: The lane is quiet and dark. A street lamp shines beside the road. Its light falls on the ground. A watchman walks nearby with a lantern. The shadows move as he walks.
9. **A classmate says that a watchman's job is easy because he only walks. Write five sentences to explain why the job also requires responsibility.**
   Answer: A watchman must stay awake and alert during duty. He has to notice anything unusual. He walks through the area to help keep it safe. He may work while other people are sleeping. His responsibility deserves respect.
10. **Write five sentences about how you would show respect to workers you see in your neighbourhood.**
    Answer: I would greet workers politely. I would not make fun of their jobs. I would keep the area clean while they work. I would follow safety instructions near their tools. I would thank them for helping the community.

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

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. Who wrote the poem "Vocation"?
   A. William Wordsworth
   B. Rabindranath Tagore
   C. R. K. Narayan
   D. Ruskin Bond
   Answer: B. Rabindranath Tagore
2. Who is the speaker in the poem?
   A. A gardener
   B. A watchman
   C. A child
   D. A hawker
   Answer: C. A child
3. At what time does the child walk to school?
   A. Eight in the morning
   B. Nine in the morning
   C. Ten in the morning

D. Four in the afternoon
Answer: C. Ten in the morning

4. What sound tells the child that it is ten o'clock?
   A. A bell
   B. A gong
   C. A whistle
   D. A drum
   Answer: B. A gong
5. What does the hawker sell?
   A. Flowers
   B. Fruits
   C. Bangles
   D. Books
   Answer: C. Bangles
6. What does the hawker call out?
   A. "Fresh flowers!"
   B. "Bangles, crystal bangles!"
   C. "Come and buy vegetables!"
   D. "New books for sale!"
   Answer: B. "Bangles, crystal bangles!"
7. When does the child see the gardener?
   A. At ten in the morning
   B. At four in the afternoon
   C. At noon
   D. At midnight
   Answer: B. At four in the afternoon
8. What does the gardener use to dig the ground?
   A. A hammer
   B. A rake
   C. A spade
   D. A saw
   Answer: C. A spade
9. What happens to the gardener's clothes as he works?
   A. They become wet with paint
   B. They become dusty
   C. They become muddy with ink
   D. They become covered in flowers
   Answer: B. They become dusty
10. Who sends the child to bed in the evening?
    A. The gardener
    B. The watchman
    C. The child's mother
    D. The hawker
    Answer: C. The child's mother
11. What does the child see through the open window?
    A. A gardener watering plants
    B. A watchman walking
    C. A hawker selling bangles
    D. A teacher going home
    Answer: B. A watchman walking

12. How is the lane described at night?
    A. Bright and busy
    B. Dark and lonely
    C. Wide and noisy
    D. Green and cheerful
    Answer: B. Dark and lonely
13. What does the street lamp look like to the child?
    A. A tall tree
    B. A giant with one red eye
    C. A glowing flower
    D. A golden bird
    Answer: B. A giant with one red eye
14. What does the watchman swing as he walks?
    A. A basket
    B. A stick
    C. A lantern
    D. A bell
    Answer: C. A lantern
15. What walks beside the watchman?
    A. His dog
    B. His friend
    C. His shadow
    D. His child
    Answer: C. His shadow
16. What does the child imagine doing with a lantern?
    A. Looking for flowers
    B. Chasing shadows
    C. Reading a book
    D. Finding bangles
    Answer: B. Chasing shadows
17. Which worker does the child see first during the day?
    A. The gardener
    B. The watchman
    C. The hawker
    D. The farmer
    Answer: C. The hawker
18. Which worker digs the ground?
    A. The hawker
    B. The gardener
    C. The watchman
    D. The teacher
    Answer: B. The gardener
19. Which worker patrols the streets at night?
    A. The gardener
    B. The hawker
    C. The watchman
    D. The shopkeeper
    Answer: C. The watchman
20. Which word means “a narrow path”?
    A. Gong

B. Lane
C. Giant
D. Lantern
Answer: B. Lane

21. Which word means a portable light?
A. Spade
B. Gong
C. Lantern
D. Lane
Answer: C. Lantern

22. What is a gong?
A. A tool used for digging
B. A metal disc that makes a loud sound when struck
C. A light carried by a watchman
D. A narrow road
Answer: B. A metal disc that makes a loud sound when struck

23. What does the child wish to be in the morning?
A. A gardener
B. A watchman
C. A hawker
D. A teacher
Answer: C. A hawker

24. What does the child wish to be after seeing the gardener?
A. A gardener
B. A doctor
C. A watchman
D. A driver
Answer: A. A gardener

25. What does the child wish to be after seeing the watchman?
A. A hawker
B. A gardener
C. A watchman
D. A farmer
Answer: C. A watchman

26. Which pair is correctly matched?
A. Hawker — digs the ground
B. Gardener — sells bangles
C. Watchman — walks at night
D. Watchman — uses a spade
Answer: C. Watchman — walks at night

27. Which word is closest in meaning to “vocation”?
A. Occupation
B. Celebration
C. Journey
D. Playground
Answer: A. Occupation

28. The line “he soils his clothes with dust” means that the gardener’s clothes become:
A. Colourful
B. Dusty
C. Torn

D. Clean
Answer: B. Dusty

29. Why does the child admire the workers?
A. He has to work with them
B. He imagines their jobs are interesting
C. They teach him at school
D. They give him books
Answer: B. He imagines their jobs are interesting

30. Which worker may get baked in the sun or wet?
A. The hawker
B. The gardener
C. The watchman
D. The teacher
Answer: B. The gardener

31. Which sequence matches the child's observations?
A. Watchman → gardener → hawker
B. Gardener → hawker → watchman
C. Hawker → gardener → watchman
D. Hawker → watchman → gardener
Answer: C. Hawker → gardener → watchman

32. In the poem, "crystal bangles" refers to bangles that are:
A. Made of or resembling crystal
B. Made of wood
C. Used for gardening
D. Carried by the watchman
Answer: A. Made of or resembling crystal

33. Which object would be most useful to the gardener?
A. A lantern
B. A spade
C. A gong
D. A bangle
Answer: B. A spade

34. Which object would be most useful to the watchman on a dark lane?
A. A lantern
B. A spade
C. A basket
D. A gong
Answer: A. A lantern

35. What is the main idea of the poem?
A. A child describes school lessons
B. A child observes workers and imagines doing their jobs
C. A gardener teaches a child to dig
D. A watchman looks for a hawker
Answer: B. A child observes workers and imagines doing their jobs

9.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching "Vocation":

(1) Begin with a discussion about jobs: Ask students to name workers they see in their neighbourhood, such as vendors, gardeners and security guards.

(2) **Read the poem aloud with expression:** Model clear pronunciation, rhythm and pauses, then let students read selected stanzas.
(3) **Use a daily-routine timeline:** Have students place the hawker, gardener and watchman on a morning–afternoon–evening timeline.
(4) **Teach new words in context:** Explain words such as *vocation*, *gong*, *lane*, *spade* and *lantern* using simple definitions, pictures or objects.
(5) **Connect the poem to students' lives:** Invite students to describe workers they notice on their way to school or home.
(6) **Use role-play:** Let students take turns acting as the child, hawker, gardener or watchman and speaking about each role.
(7) **Discuss the workers' tools and tasks:** Match the spade to the gardener and the lantern to the watchman; ask students to explain how each tool is used.
(8) **Explore the poem's imagery:** Ask students to picture the dark lane and explain why the street lamp is compared to a giant with one red eye.
(9) **Balance imagination with real-life understanding:** Discuss what may be enjoyable and challenging about each job, including outdoor work and night duties.
(10) **Promote respect for every vocation:** Guide students to understand that all honest work contributes to the community and deserves respect.
(11) **Practise question words:** In pairs, students can create and answer *who*, *what*, *when*, *where* and *why* questions about the poem.
(12) **Check understanding in varied ways:** Use a short oral retelling, a matching activity, a drawing with captions or a brief written response.

9.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovative Teaching–Learning Ideas for "Vocation":

(1) **Create a "Vocation Walk" around the school:** Students observe school staff at work and later connect their observations to the hawker, gardener and watchman in the poem.
(2) **Make a digital day-in-the-life story:** In groups, students create a short slideshow or audio story showing one worker's morning, afternoon or evening.
(3) **Use a soundscape:** Play or create sounds such as a gong, a hawker's call, digging and footsteps; students identify where each sound belongs in the poem.
(4) **Build a "Who uses this tool?" matching game:** Use pictures or real objects to match tools such as a spade and lantern with the workers who use them.
(5) **Stage a living poem:** Students freeze in poses representing each scene while a narrator reads the related lines.
(6) **Design a vocation interview:** Students prepare simple questions and interview a family or community worker, then share what they learned.
(7) **Create a "Job Lens" drawing or photo collage:** Students show what a child might notice first about a job and what they learn after asking the worker about it.
(8) **Make a class vocation map:** Mark where different workers serve the community—such as roads, gardens, homes and shops—and add a short description of each role.
(9) **Use a choice-based storytelling activity:** Students choose whether the child follows the hawker, helps the gardener or walks with the watchman, then write or tell what happens next.
(10) **Record a dramatic audio reading:** Students take roles and add suitable sound effects for the gong, hawker's call, spade and lantern-lit walk.
(11) **Create a "Work, Skill and Service" card set:** Each card shows a vocation, a tool or skill, and how the work helps others; students use the cards to discuss the poem.

(12) Make a class "Vocation of the Future" gallery: Students draw a job they might like and explain its tasks, tools and contribution to the community.

9.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. The poem "Vocation" was written by _____.
   Answer: Rabindranath Tagore
2. The child hears the _____ at ten in the morning.
   Answer: gong
3. The hawker sells _____.
   Answer: bangles
4. The gardener digs the ground with a _____.
   Answer: spade
5. The watchman carries a _____ as he walks at night.
   Answer: lantern

B. One-Mark Questions:

1. **Who is the speaker in the poem?**
   Answer: The speaker is a child.
2. **What does the hawker sell?**
   Answer: The hawker sells bangles.
3. **When does the child see the gardener?**
   Answer: The child sees the gardener at four in the afternoon.
4. **Who sends the child to bed?**
   Answer: The child's mother sends him to bed.
5. **What walks beside the watchman?**
   Answer: The watchman's shadow walks beside him.

C. Two-Mark Questions:

1. **What does the child wish to be in the morning, and why?**
   Answer: The child wishes to be a hawker. He imagines walking freely along the road and selling bangles.
2. **What does the gardener use, and what does he do with it?**
   Answer: The gardener uses a spade. He uses it to dig the ground in the garden.
3. **How does the poem describe the lane at night?**
   Answer: The lane is dark and lonely. A watchman walks through it with a lantern.
4. **What does the street lamp look like to the child?**
   Answer: It looks like a giant. Its red light looks like one eye.
5. **What is a vocation? Give an example from the poem.**
   Answer: A vocation is a person's work or occupation. Gardening is one example from the poem.

D. Three-Mark Questions:

1. **Describe the hawker in the poem.**
   Answer: The child sees the hawker while walking to school. The hawker sells bangles. He calls out, “Bangles, crystal bangles!”

2. **Describe the gardener’s work.**
   Answer: The gardener digs the ground in a garden. He uses a spade. His clothes become dusty as he works.

3. **What does the child notice about the watchman?**
   Answer: The watchman walks up and down the lane. He swings a lantern. His shadow walks beside him.

4. **Name the three workers in the poem and state their jobs.**
   Answer: The hawker sells bangles. The gardener digs the ground. The watchman walks through the streets at night.

5. **How does the child see the workers at different times of day?**
   Answer: He sees the hawker in the morning on his way to school. He sees the gardener in the afternoon when he returns home. He sees the watchman in the evening through his window.

E. Five-Mark Questions:

1. **Describe the child’s daily routine and the workers he sees.**
   Answer: The child walks to school at ten in the morning. On the way, he sees a hawker selling bangles. He returns from school at four in the afternoon. He sees a gardener digging in the garden. In the evening, his mother sends him to bed, and he sees a watchman walking along the lane.

2. **Compare the work of the gardener and the watchman.**
   Answer: The gardener works in a garden. He digs the ground with a spade. His clothes may become dusty, and he may work in the sun or rain. The watchman walks up and down a lane at night. He carries a lantern while keeping watch.

3. **What does the child wish to become, and what does this show about him?**
   Answer: The child wishes to become a hawker in the morning. After seeing the gardener, he wishes to dig in a garden. In the evening, he imagines becoming a watchman. He is curious about different kinds of work. His wishes show that he has a lively imagination.

4. **Explain the meaning of these words from the chapter: vocation, lane, spade, giant and lantern.**
   Answer: A vocation is a person’s work or occupation. A lane is a narrow path. A spade is a tool used for digging. A giant is an imaginary creature of great height and strength. A lantern is a portable light.

5. **What message about work can readers take from the poem?**
   Answer: The poem introduces us to people doing different kinds of work. The hawker sells goods, the gardener digs and the watchman patrols the streets. Each worker has a different role. Their work helps people in different ways. We should respect every vocation.

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5th Standard English Book Chapter 10

Chapter 10: Glass Bangles

10.1 Summary of the Chapter:

Summary: "Glass Bangles":

(1) Firozabad, a district in Uttar Pradesh, is famous for its glassware and beautiful glass bangles.
(2) Ravi was a skilled glass artisan whose family had made bangles for generations.
(3) Ravi's workshop was busy with artisans shaping glass and talking as they worked.
(4) Making bangles required great skill: the artisans heated glass in a furnace, shaped it, added colours and designs, and cooled it.
(5) Ravi took care to make each bangle both beautiful and long-lasting.
(6) The bangles came in many colours and often had traditional Indian patterns.
(7) During Diwali, demand for bangles increased, so Ravi's workshop became very busy.
(8) Ravi's daughter, Ananya, wanted to help and introduce modern designs while keeping the traditional craft alive.
(9) She combined traditional designs with delicate floral patterns and geometric shapes.
(10) Ravi first hesitated, but he recognised the beauty of Ananya's ideas, and they created a special collection for Diwali.
(11) Customers loved the new bangles, and their success brought more work to local artisans and created jobs in packing and transportation.
(12) Ravi and Ananya felt proud of their work, and the workshop continued to prosper.

10.2 Important Formulas:

Important Grammar Topics in "Glass Bangles":

(1) **Past simple tense** — describing completed actions, such as *Ravi crafted the bangles*.
(2) **Past perfect tense** — showing an action completed before another past action, such as *Ananya had completed her schooling before she joined the workshop*.
(3) **Sequence of events** — using words such as *first*, *then*, *before* and *finally* to explain how bangles were made.
(4) **Capital letters** — capitalising names and festivals, such as *Ravi*, *Ananya*, *Firozabad* and *Diwali*.
(5) **Punctuation** — using full stops, commas and question marks correctly.
(6) **Nouns** — identifying people, places, objects and ideas, such as *artisan*, *workshop*, *furnace* and *tradition*.
(7) **Adjectives** — describing nouns, such as *beautiful bangles*, *traditional designs* and *vibrant colours*.
(8) **Verbs** — identifying action words, such as *heated*, *shaped*, *decorated* and *cooled*.
(9) **Conjunctions** — joining ideas with words such as *and*, *but* and *as*.
(10) **Question formation** — forming questions about the story, such as *How were the bangles made?* and *Who helped Ravi?*

10.3 Fill-Up the Blank LOTS type questions with Answers: (32 Questions)

Fill in the Blanks — LOTS:

1. Firozabad is in the state of _____.
   Answer: Uttar Pradesh
2. Firozabad is famous for its glass _____.
   Answer: bangles

3. Ravi was a skilled glass _____.
   Answer: artisan
4. Ravi's family had been making bangles for a very long _____.
   Answer: time
5. Ravi's workshop was a centre of _____.
   Answer: activity
6. The artisans shaped glass in Ravi's _____.
   Answer: workshop
7. The artisans heated the glass in a _____.
   Answer: furnace
8. After heating, the glass was shaped into _____.
   Answer: bangles
9. The artisans added colours and _____ to the bangles.
   Answer: designs
10. The glass bangles were cooled after being _____.
    Answer: shaped
11. Ravi wanted each bangle to be beautiful and _____.
    Answer: long-lasting
12. The bangles came in a variety of _____.
    Answer: colours
13. Some bangles had traditional Indian _____.
    Answer: designs
14. The demand for glass bangles increased during _____.
    Answer: Diwali
15. Diwali is known as the festival of _____.
    Answer: lights
16. During Diwali, Ravi's workshop became busier than _____.
    Answer: ever
17. Ravi's daughter was named _____.
    Answer: Ananya
18. Ananya had completed her _____.
    Answer: schooling
19. Ananya wanted to help her _____.
    Answer: father
20. Ananya had an eye for _____.
    Answer: design
21. Ananya wanted to add modern elements to traditional bangle _____.
    Answer: designs
22. Ananya introduced delicate _____ patterns.
    Answer: floral
23. Ananya also used _____ shapes in her designs.
    Answer: geometric
24. Ravi was initially _____ about Ananya's designs.
    Answer: hesitant
25. Ravi and Ananya created a special collection for _____.
    Answer: Diwali
26. Customers loved the new bangle _____.
    Answer: collection
27. On Diwali night, the streets of Firozabad glittered with lamps and _____.
    Answer: lights

28. Women and girls proudly wore the new _____.
    Answer: bangles
29. The success of the collection helped local _____.
    Answer: artisans
30. More jobs were created in packing and _____.
    Answer: transportation
31. Ravi's workshop continued to _____.
    Answer: prosper
32. Ananya's designs made the bangle collection quite _____.
    Answer: popular

10.4 Fill-Up the Blank HOTS type questions with Answers: (32 Questions)

Fill in the Blanks — HOTS:

1. Ravi's family continued making bangles over many generations, so the craft became a family _____.
   Answer: tradition
2. The sound of glass clinking and artisans talking made Ravi's workshop feel lively and _____.
   Answer: active
3. Because glass must be heated and shaped carefully, bangle-making requires great _____.
   Answer: skill
4. Ravi wanted his bangles to be beautiful as well as _____.
   Answer: long-lasting
5. Ananya combined old designs with new ideas to create a _____ collection.
   Answer: special
6. Ananya's floral patterns and geometric shapes helped bring a fresh look to the _____ craft.
   Answer: traditional
7. Ravi was hesitant at first because he wanted to protect the family's _____ craft.
   Answer: traditional
8. Ravi changed his mind after he recognised the _____ of Ananya's designs.
   Answer: beauty
9. Their new collection was especially planned for the festival of _____.
   Answer: Diwali
10. The colourful bangles sparkled beneath the festival _____.
    Answer: lights
11. The customers' excitement showed that they liked the _____ designs.
    Answer: new
12. The success of the collection created more work for local _____.
    Answer: artisans
13. Besides bangle-making, the increased demand created jobs in packing and _____.
    Answer: transportation
14. Ananya's ideas helped the workshop become more _____.
    Answer: popular
15. The story shows that new ideas can help a traditional craft _____.
    Answer: prosper

16. If the artisans had not cooled the shaped glass, the bangles would not have been ready for _____.
Answer: use
17. Ananya's designs combined traditional patterns with modern _____.
Answer: elements
18. The success benefited not only Ravi and Ananya but also the wider _____.
Answer: community
19. When demand rises during a festival, artisans may need to work for longer _____.
Answer: hours
20. Ananya's interest in design helped her contribute a useful new _____.
Answer: idea
21. Ravi supported his daughter after he saw how well the old and new styles _____.
Answer: combined
22. The success of the bangles brought pride to Ravi and _____.
Answer: Ananya
23. Firozabad's reputation for bangles comes from the skill of its glass _____.
Answer: artisans
24. A bangle that is both attractive and strong is beautiful and _____.
Answer: durable
25. Ravi's careful work helped make each bangle a piece of _____.
Answer: art
26. The festival demand helped the workshop and its workers become _____.
Answer: busier
27. The bangles' colours and patterns helped them stand out in the Diwali _____.
Answer: celebration
28. By supporting Ananya's designs, Ravi showed that traditions can be preserved while also _____.
Answer: changing
29. If customers had not liked the collection, it might not have become a _____.
Answer: success
30. The story suggests that creativity and teamwork can help a family business _____.
Answer: grow
31. The craft of making bangles passed from one generation to the _____.
Answer: next
32. Ravi and Ananya's work helped keep Firozabad's bangle-making _____ alive.
Answer: tradition

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

One-Mark Descriptive Questions — LOTS:

1. **Where is Firozabad located?**
Answer: Firozabad is in Uttar Pradesh.
2. **What is Firozabad famous for?**
Answer: Firozabad is famous for its glass bangles.
3. **Who was Ravi?**
Answer: Ravi was a skilled glass artisan.
4. **What did Ravi's family make?**
Answer: Ravi's family made beautiful glass bangles.

5. **Where did Ravi and the artisans work?**
   Answer: They worked in Ravi's workshop.
6. **What sound could be heard in the workshop?**
   Answer: The air was filled with the clinking of glass.
7. **Where did the artisans heat the glass?**
   Answer: They heated the glass in a furnace.
8. **What did the artisans shape the heated glass into?**
   Answer: They shaped it into bangles.
9. **What did the artisans add to the bangles?**
   Answer: They added colours and designs to the bangles.
10. **What did Ravi want his bangles to be besides beautiful?**
    Answer: He wanted them to be long-lasting.
11. **What kinds of patterns decorated some bangles?**
    Answer: Some bangles were decorated with traditional Indian designs.
12. **During which festival did the demand for bangles increase?**
    Answer: The demand for bangles increased during Diwali.
13. **What is Diwali known as?**
    Answer: Diwali is known as the festival of lights.
14. **Who was Ananya?**
    Answer: Ananya was Ravi's daughter.
15. **What had Ananya completed before she helped Ravi?**
    Answer: Ananya had completed her schooling.
16. **What did Ananya want to do after finishing school?**
    Answer: She wanted to help her father in his work.
17. **What talent did Ananya have?**
    Answer: Ananya had an eye for design.
18. **What kind of patterns did Ananya introduce?**
    Answer: Ananya introduced delicate floral patterns and geometric shapes.
19. **How did Ravi feel about Ananya's designs at first?**
    Answer: Ravi was initially hesitant about Ananya's designs.
20. **What did Ravi and Ananya decide to create?**
    Answer: They decided to create a special bangle collection for Diwali.
21. **How did customers respond to the new collection?**
    Answer: The customers loved the new collection.
22. **What lit up the streets of Firozabad on Diwali night?**
    Answer: Lamps and lights lit up the streets of Firozabad.
23. **Who wore bangles from the new collection?**
    Answer: Women and girls wore bangles from the new collection.
24. **How did Ravi and Ananya feel when they saw people wearing their bangles?**
    Answer: They felt proud.
25. **How did the success of the bangles help the local artisans?**
    Answer: It created more work for the local artisans.
26. **Which other kinds of jobs were created by the increased demand?**
    Answer: More jobs were created in packing and transportation.
27. **What happened to Ravi's workshop after the collection succeeded?**
    Answer: Ravi's workshop continued to prosper.
28. **What made the bangle collection popular?**
    Answer: Ananya's innovative designs helped make the collection popular.
29. **What material did the artisans use to make the bangles?**
    Answer: The artisans used glass to make the bangles.

30. **What did Ravi and Ananya remember as the festival ended?**
    Answer: They remembered their journey of making the bangles.
31. **What was the artisans' work like in Ravi's workshop?**
    Answer: Making glass bangles was difficult and required great skill.
32. **Which town's craft tradition is celebrated in the chapter?**
    Answer: The chapter celebrates Firozabad's glass-bangle craft tradition.

10.6 One-mark questions with Answers of HOTS Type: (32 Questions)

One-Mark Descriptive Questions — HOTS:

1. **Why was Firozabad's bangle-making craft known across generations?**
   Answer: Ravi's family had practised the craft for a very long time.
2. **Why did making glass bangles require great skill?**
   Answer: The artisans had to heat, shape, colour and cool the glass carefully.
3. **Why did Ravi want each bangle to be long-lasting?**
   Answer: He wanted customers to enjoy using the bangles for a long time.
4. **How did Ananya help bring fresh ideas to her family's craft?**
   Answer: She added modern floral patterns and geometric shapes to traditional designs.
5. **Why was Ravi hesitant about Ananya's designs at first?**
   Answer: He was concerned about keeping the traditional craft true to its heritage.
6. **What helped Ravi change his mind about Ananya's designs?**
   Answer: He recognised the beauty of the way she combined old and new styles.
7. **Why did Ravi and Ananya make a special collection for Diwali?**
   Answer: They wanted to offer festive bangles that combined traditional and modern designs.
8. **How did the new collection benefit the community?**
   Answer: Its success created more work for local artisans and jobs in packing and transportation.
9. **Why might demand for bangles rise during Diwali?**
   Answer: People often wear colourful bangles as part of the festival celebrations.
10. **How did Ananya's designs help the family workshop?**
    Answer: The attractive new designs made the collection popular with customers.
11. **What does Ravi's support of Ananya show about him?**
    Answer: It shows that he was willing to appreciate her ideas after seeing their value.
12. **How did the artisans make the glass suitable for bangles?**
    Answer: They heated the glass in a furnace and carefully shaped it.
13. **Why did the artisans cool the bangles after adding designs?**
    Answer: Cooling helped complete the process of making the shaped glass bangles.
14. **What does the busy workshop suggest about the artisans' work?**
    Answer: It suggests that many artisans worked together to meet the demand.
15. **Why did the bangles sparkle on Diwali night?**
    Answer: Their vibrant colours shone under the festival lamps and lights.
16. **What does the story show about combining tradition with new ideas?**
    Answer: It shows that new designs can make a traditional craft appealing to more people.
17. **Why might Ananya's floral and geometric designs attract customers?**
    Answer: The patterns gave the bangles a fresh and distinctive appearance.
18. **How did the success of the collection affect Ravi and Ananya?**
    Answer: It made them feel proud of their work and their shared achievement.

19. **Why was the collection's success more than a personal achievement?**
Answer: It also brought more work and employment to people in the community.
20. **What might have happened if Ravi had rejected Ananya's ideas?**
Answer: The workshop might have missed the chance to create a popular new collection.
21. **What does Ananya's eagerness to help show about her?**
Answer: It shows that she cared about her family's craft and wanted to contribute.
22. **Why is careful craftsmanship important when making glass bangles?**
Answer: Careful work helps make the bangles attractive and long-lasting.
23. **How did the Diwali collection connect the artisans' work with the festival?**
Answer: It gave customers colourful bangles to wear during the celebration.
24. **What can a local artisan learn from Ananya's approach to design?**
Answer: An artisan can respect traditional designs while exploring fresh ideas.
25. **Why did the workshop need more workers during Diwali?**
Answer: The increased demand meant more bangles had to be made and prepared for customers.
26. **What does the story suggest about teamwork?**
Answer: Ravi and Ananya's cooperation helped them create a successful collection.
27. **How did customers show that they appreciated the new bangles?**
Answer: They bought the collection and wore the bangles proudly.
28. **Why is the craft important to Firozabad's identity?**
Answer: The town is known for its glassware and long tradition of making bangles.
29. **What did Ravi and Ananya's success show about creativity?**
Answer: Their success showed that creative designs can help a craft grow in popularity.
30. **Why might the workshop continue to prosper after the festival?**
Answer: Its popular collection and skilled artisans could attract continued interest from customers.
31. **What does the story suggest about preserving a traditional craft?**
Answer: It suggests that a craft can be preserved by valuing its heritage and adapting its designs.
32. **How did the increased demand support workers beyond the artisans?**
Answer: It created additional jobs in packing and transportation.

10.7 Two-mark questions with Answers of LOTS Type: (24 Questions)

Two-Mark Descriptive Questions — LOTS:

1. **Where is Firozabad, and what is it famous for?**
Answer: Firozabad is in Uttar Pradesh. It is famous for glass bangles.
2. **Who was Ravi, and where did he work?**
Answer: Ravi was a skilled glass artisan. He worked in his workshop in Firozabad.
3. **What did Ravi's family make for many years?**
Answer: Ravi's family made glass bangles. They had practised this craft for a long time.
4. **What could people hear in Ravi's workshop?**
Answer: They could hear the clinking of glass. They could also hear the gentle hum of conversation.
5. **Where did the artisans heat the glass?**
Answer: They heated the glass in a furnace. Then they shaped it into bangles.

6. **What did the artisans add to the bangles?**
   Answer: They added beautiful colours. They also added designs before cooling the bangles.
7. **What qualities did Ravi want each bangle to have?**
   Answer: He wanted each bangle to be beautiful. He also wanted it to be long-lasting.
8. **What colours and patterns were found on the bangles?**
   Answer: The bangles came in many colours, including reds and blues. They often had traditional Indian designs.
9. **When did the demand for glass bangles increase?**
   Answer: The demand increased during Diwali. Ravi's workshop became especially busy then.
10. **Who was Ananya, and what had she completed?**
    Answer: Ananya was Ravi's daughter. She had completed her schooling.
11. **How did Ananya want to help her father?**
    Answer: She wanted to help Ravi in his work. She planned to create new bangle designs.
12. **What modern designs did Ananya introduce?**
    Answer: She introduced delicate floral patterns. She also used geometric shapes.
13. **Why was Ravi hesitant at first?**
    Answer: Ravi was concerned about changing the family's traditional craft. He wanted to keep its heritage true.
14. **What did Ravi and Ananya decide to make for Diwali?**
    Answer: They decided to create a special bangle collection. It would combine traditional and modern designs.
15. **How did customers respond to the new collection?**
    Answer: The customers loved the collection. They liked its new designs and colours.
16. **What did Ravi and Ananya see on Diwali night?**
    Answer: They saw women and girls wearing their bangles. The bangles sparkled beneath the festival lights.
17. **How did the bangle collection help the local artisans?**
    Answer: The increased demand created more work for local artisans. It helped the community.
18. **What other jobs were created by the increased demand?**
    Answer: More jobs were created in packing. Jobs in transportation also increased.
19. **How did Ravi and Ananya feel when people wore their bangles?**
    Answer: They felt proud of their work. They were pleased that people liked their collection.
20. **What happened to Ravi's workshop after the collection became popular?**
    Answer: The workshop continued to prosper. Ananya's designs helped make the collection popular.
21. **What does "artisan" mean in this chapter?**
    Answer: An artisan is a skilled craftsperson. Ravi and the bangle-makers were artisans.
22. **What does "furnace" mean, and how was it used?**
    Answer: A furnace is a place where materials are heated. The artisans used it to heat the glass.
23. **Why was the Diwali collection special?**
    Answer: It combined traditional designs with modern ideas. Customers loved its colours and patterns.

24. **What did Ravi and Ananya remember as the festival ended?**
Answer: They remembered their journey of making the bangles. Their workshop continued to prosper.

10.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions — HOTS:

1. **Why was Ravi's family's bangle-making skill valuable to Firozabad?**
Answer: The family had practised the craft for many years. Their skill helped preserve Firozabad's tradition of glass bangle-making.
2. **Why did bangle-making require careful work?**
Answer: The glass had to be heated and shaped correctly. The artisans also needed to add designs and cool the bangles carefully.
3. **Why might Ravi have wanted his bangles to be long-lasting as well as beautiful?**
Answer: Customers would enjoy wearing them for a long time. Strong, attractive bangles could help the workshop earn customers' trust.
4. **How did Ananya bring new ideas to the family craft?**
Answer: She added floral patterns and geometric shapes. These modern elements were combined with traditional designs.
5. **Why was Ravi hesitant about changing the traditional designs?**
Answer: He wanted to protect the heritage of his family's craft. He may have worried that new designs could change its traditional character.
6. **What helped Ravi accept Ananya's designs?**
Answer: He saw the beauty in her designs. He realised that they combined traditional and modern styles well.
7. **Why did Ravi and Ananya create their special collection for Diwali?**
Answer: Demand for bangles increased during the festival. They wanted to offer customers a collection suited to the celebrations.
8. **How did the new collection help people beyond Ravi's family?**
Answer: The increased demand created more work for local artisans. It also created jobs in packing and transportation.
9. **Why might colourful bangles be popular during Diwali?**
Answer: Diwali is a joyful festival filled with lights and celebrations. Colourful bangles can add to the festive look.
10. **How did Ananya's designs help the workshop prosper?**
Answer: Customers liked the new designs and colours. Their popularity helped the workshop grow.
11. **What does Ravi's response to Ananya's designs show about him?**
Answer: It shows that he was open to considering new ideas. He supported Ananya after seeing the value of her work.
12. **How did the artisans turn glass into bangles?**
Answer: They heated glass in a furnace and shaped it carefully. They then added colours and designs before cooling it.
13. **Why might the workshop have been busier during Diwali?**
Answer: More people wanted to buy bangles for the festival. The artisans had to make more bangles to meet this demand.
14. **What does the success of the collection tell us about customers?**
Answer: Customers appreciated the fresh designs and colours. They were willing to buy a collection that blended old and new styles.

15. **How did Ananya show that tradition and innovation can work together?**
Answer: She kept traditional elements in the bangle designs. She added modern patterns to make them look fresh.
16. **Why was the collection's success a community achievement?**
Answer: The workshop's success created work for many local people. Artisans, packers and transport workers all benefited.
17. **What might have happened if Ravi had not listened to Ananya's ideas?**
Answer: The workshop might have missed the chance to offer a popular new collection. Ananya's designs might not have received a chance to succeed.
18. **How might Ananya's interest in design help preserve the craft?**
Answer: Her ideas could make the traditional bangles appealing to new customers. Continued interest could help the craft survive.
19. **Why did Ravi and Ananya feel proud on Diwali night?**
Answer: They saw people wearing bangles from their collection. Their designs had become part of the festival celebrations.
20. **What does the story suggest about skilled work?**
Answer: Skilled work takes care, practice and creativity. It can also support families and communities.
21. **How did the festival lights add to the effect of the new bangles?**
Answer: The lights made the bangles' vibrant colours sparkle. This made the collection look especially attractive.
22. **What qualities helped Ananya contribute to the workshop?**
Answer: She had an eye for design and was eager to help. She used creativity to combine traditional and modern patterns.
23. **Why was the growth in packing and transportation jobs connected to the bangles' success?**
Answer: More bangles needed to be prepared and delivered to customers. This created additional work for packers and transport workers.
24. **What could another craftsperson learn from Ravi and Ananya's experience?**
Answer: A craftsperson can respect tradition while trying thoughtful new designs. Listening to others' ideas may help a craft reach more customers.
25. **How did the new collection benefit both the workshop and the town?**
Answer: The collection made Ravi's workshop more popular. Its success brought more work and jobs to the local community.**

10.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions — LOTS:

1. **Where is Firozabad, and what is it famous for?**
Answer: Firozabad is in Uttar Pradesh. It is famous for glassware. It is especially known for its beautiful glass bangles.
2. **Who was Ravi, and what did his family do?**
Answer: Ravi was a skilled glass artisan. His family had made bangles for a long time. Their craft was part of Firozabad's tradition.
3. **What could be heard in Ravi's workshop?**
Answer: The artisans shaped glass in the workshop. The air was filled with the clinking of glass. There was also a gentle hum of conversation.
4. **How did the artisans make glass bangles?**
Answer: They first heated glass in a furnace. Then they shaped it into bangles. They added colours and designs before cooling them.

5. **What care did Ravi take while making bangles?**
   Answer: Ravi crafted each bangle with attention. He wanted every bangle to be beautiful. He also wanted it to be long-lasting.
6. **What colours and designs were found on the bangles?**
   Answer: The bangles came in many colours. They included deep reds, blues and soft pastels. Some had traditional Indian designs.
7. **When did the demand for glass bangles increase?**
   Answer: The demand increased during Diwali. Diwali is the festival of lights. Ravi's workshop became very busy at that time.
8. **Who was Ananya, and what did she want to do?**
   Answer: Ananya was Ravi's daughter. She had completed her schooling. She wanted to help her father in his work.
9. **What new elements did Ananya add to the bangle designs?**
   Answer: Ananya added delicate floral patterns. She also used geometric shapes. She combined these with traditional designs.
10. **Why was Ravi hesitant about Ananya's designs at first?**
    Answer: Ravi was concerned about his traditional craft. He wanted to preserve its heritage. He was unsure about adding modern elements.
11. **What did Ravi and Ananya decide to make for Diwali?**
    Answer: They decided to create a special collection. It was made for Diwali. It combined traditional and modern designs.
12. **How did customers respond to the new collection?**
    Answer: Customers liked the new collection. They enjoyed its designs and colours. The collection became a success.
13. **What did Ravi and Ananya see on Diwali night?**
    Answer: They saw the streets of Firozabad shining with lights. Women and girls walked past their shop. Many proudly wore bangles from the new collection.
14. **How did the new collection help local artisans?**
    Answer: It increased the demand for bangles. This gave local artisans more work. The success benefited the community.
15. **Which other jobs grew because of the increased demand?**
    Answer: More jobs were created in packing. Jobs in transportation also increased. These workers helped deliver the bangles.
16. **What happened to Ravi's workshop after the collection became popular?**
    Answer: The workshop continued to prosper. Ananya's designs became popular. Customers' interest helped the bangle collection succeed.
17. **What does "artisan" mean in this chapter?**
    Answer: An artisan is a skilled craftsperson. Ravi was an artisan who worked with glass. The other bangle-makers were artisans too.
18. **What is a furnace, and how did the artisans use it?**
    Answer: A furnace is used to heat materials. The artisans heated the glass in it. They then shaped the glass into bangles.
19. **How did Ravi and Ananya feel when people wore their bangles?**
    Answer: They felt proud of their work. They saw people wearing their collection on Diwali night. The customers' appreciation made them happy.
20. **What did Ravi and Ananya remember as the festival ended?**
    Answer: They remembered their journey of making the bangles. Their collection had become popular. Ravi's workshop continued to prosper.

10.10. Three-mark questions with Answers of HOTS Type: (22 Questions)

Three-Mark Descriptive Questions — HOTS:

1. **How did Ananya's ideas help Ravi's traditional bangle-making business?**
   Answer: Ananya added floral and geometric designs to traditional bangles. Customers liked the fresh patterns and colours. The new collection became popular.
2. **Why was Ravi hesitant about changing the designs at first?**
   Answer: Ravi wanted to preserve his family's traditional craft. He was concerned that modern designs might change its character. After seeing the designs, he recognised their beauty.
3. **How did the Diwali collection benefit the community?**
   Answer: The collection increased the demand for bangles. Local artisans received more work. New jobs were also created in packing and transportation.
4. **What does the story suggest about combining tradition with innovation?**
   Answer: Traditional crafts can include fresh ideas. Ananya kept traditional elements while adding modern patterns. The combined designs were loved by customers.
5. **Why might the workshop have been especially busy during Diwali?**
   Answer: Many customers wanted bangles for the festival. The artisans had to make enough bangles to meet this demand. They worked hard to complete the collection.
6. **How did Ravi show that he was willing to consider a new idea?**
   Answer: He first hesitated about Ananya's designs. He looked at them carefully. He then agreed to make a special collection with her.
7. **Why did the bangles look especially attractive on Diwali night?**
   Answer: The bangles had vibrant colours and decorative patterns. The streets were bright with lamps and lights. The festival lights made the bangles sparkle.
8. **How did Ananya contribute to her family's work after finishing school?**
   Answer: She was eager to help her father. She used her eye for design to create new patterns. Her designs became part of a successful collection.
9. **Why was the success of the collection a shared achievement?**
   Answer: Ravi and Ananya worked together on the designs. Customers appreciated their collection. Local artisans and other workers also benefited from the increased demand.
10. **What might have happened if Ravi had not supported Ananya's ideas?**
    Answer: The new collection might not have been made. Customers would not have seen Ananya's designs. The workshop might have missed an opportunity to attract more buyers.
11. **How did the artisans' skill contribute to the beauty of the bangles?**
    Answer: They carefully heated and shaped the glass. They added colours and designs. Their skill helped make the bangles beautiful and long-lasting.
12. **Why did Ravi want the bangles to be long-lasting as well as beautiful?**
    Answer: Attractive bangles would appeal to customers. Long-lasting bangles would remain useful for a long time. Both qualities showed care in the artisans' work.
13. **How did the growing demand create work for people beyond the workshop?**
    Answer: More bangles needed to be prepared for sale. Workers were needed to pack them. Others were needed to transport them.
14. **What can young people learn from Ananya's role in the story?**
    Answer: Young people can value their family's traditions. They can also contribute their own ideas. Their creativity may help a craft reach new customers.
15. **Why is Firozabad's bangle-making tradition important to the town?**
    Answer: The town is known for its glass bangles. Skilled artisans continue the craft there. The work also supports the local community.

16. **How did customers show that they appreciated Ravi and Ananya's collection?**
Answer: They bought the new bangles. Women and girls wore them during Diwali. Their interest helped make the collection a success.
17. **What does the story show about the connection between festivals and local crafts?**
Answer: Festivals can increase interest in traditional products. Diwali brought more demand for glass bangles. This helped artisans and local workers.
18. **Why did Ananya's design skills matter to the workshop?**
Answer: She could create new and attractive patterns. Her ideas helped the bangles appeal to customers. The collection's popularity supported the workshop.
19. **What does Ravi and Ananya's cooperation teach us about teamwork?**
Answer: Ravi brought experience in the traditional craft. Ananya contributed fresh design ideas. Their cooperation led to a successful collection.
20. **How might a craftsperson preserve a tradition while helping it grow?**
Answer: The craftsperson can keep its important traditional features. New designs can be added thoughtfully. This may help more people appreciate the craft.
21. **Why did the collection's success make Ravi and Ananya proud?**
Answer: They had worked together to create the designs. Customers liked and wore their bangles. Their work also helped the community.
22. **What does the story suggest about the value of skilled work?**
Answer: Making bangles takes care and practice. Skilled artisans create useful and beautiful products. Their work can support families and communities.

10.11 Five-mark questions with Answers of LOTS Type: (11 Questions)

Five-Mark Descriptive Questions — LOTS:

1. **Describe Firozabad and its glass-bangle tradition.**
Answer: Firozabad is in Uttar Pradesh. It is famous for glassware. The town is especially known for its glass bangles. Ravi's family had made bangles for a long time. The artisans' work shows the town's tradition and craftsmanship.
2. **Describe how the artisans made glass bangles.**
Answer: The artisans first heated glass in a furnace. They carefully shaped the glass into bangles. They added beautiful colours. They decorated the bangles with designs. Finally, they cooled them.
3. **What did Ravi do to make his bangles special?**
Answer: Ravi crafted each bangle with care. He wanted the bangles to be beautiful. He also wanted them to be long-lasting. The bangles came in many colours. Many featured traditional Indian designs.
4. **Describe Ravi's workshop.**
Answer: Ravi's workshop was full of activity. Artisans worked there shaping glass. The air carried the clinking sound of glass. People could hear gentle conversation. The artisans needed great skill to make bangles.
5. **What happened at Ravi's workshop during Diwali?**
Answer: The demand for bangles increased during Diwali. Diwali is the festival of lights. Ravi's workshop became busier than usual. The artisans worked hard to meet the demand. Many customers wanted bangles for the festival.
6. **Who was Ananya, and how did she help Ravi?**
Answer: Ananya was Ravi's daughter. She had completed her schooling. She was eager to help her father. She had an eye for design. She created new patterns for the bangles.

7. **Describe Ananya's new bangle designs.**
   Answer: Ananya combined traditional designs with modern ideas. She added delicate floral patterns. She also used geometric shapes. Ravi and Ananya made a special collection for Diwali. Customers loved the new designs and colours.
8. **How did Ravi react to Ananya's designs?**
   Answer: Ravi was initially hesitant about the new designs. He was concerned about preserving the traditional craft. He looked carefully at Ananya's work. He saw beauty in her designs. They decided to create a collection together.
9. **What did Ravi and Ananya see on Diwali night?**
   Answer: The streets of Firozabad glittered with lamps and lights. Women and girls walked past their shop. Many wore bangles from the new collection. The colourful bangles sparkled under the lights. Ravi and Ananya watched with pride.
10. **How did the success of the new collection help the community?**
    Answer: The new collection became popular with customers. Demand for bangles increased. Local artisans received more work. New jobs were created in packing. Jobs in transportation also increased.
11. **What happened to Ravi's workshop after the collection's success?**
    Answer: Ravi's workshop continued to prosper. Ananya's designs became popular. Customers appreciated the collection. The increased demand supported local artisans. Ravi and Ananya felt proud of their work.

10.12 Five-mark questions with Answers of HOTS Type: (11 Questions)

Five-Mark Descriptive Questions — HOTS:

1. **How did Ananya help preserve Ravi's traditional craft while making it more attractive to customers?**
   Answer: Ananya respected the traditional bangle-making craft. She added delicate floral patterns and geometric shapes. Ravi first hesitated because he wanted to protect the tradition. He later saw the beauty of her designs. Their collection combined old and new ideas.
2. **Why was the success of the Diwali collection important to the whole community?**
   Answer: The collection became popular with customers. More bangles were needed to meet the demand. Local artisans received more work. New jobs were created in packing and transportation. The success benefited more people than just Ravi and Ananya.
3. **What might have happened if Ravi had refused to consider Ananya's designs?**
   Answer: The special Diwali collection might not have been created. Customers might not have seen the new patterns. The workshop could have missed an opportunity to attract buyers. Local artisans might have received less work. Ravi and Ananya might not have shared this success.
4. **How did Ravi and Ananya show teamwork?**
   Answer: Ravi brought his experience in glass-bangle making. Ananya contributed her eye for design. Ravi listened to her ideas even though he was hesitant at first. They worked together on a special collection. Their cooperation helped make it a success.
5. **What qualities helped Ananya contribute successfully to the family's work?**
   Answer: Ananya was eager to help her father. She had an eye for design. She used her creativity to develop new patterns. She combined modern ideas with traditional designs. Her work helped make the collection popular.
6. **Why did the bangles look especially beautiful on Diwali night?**
   Answer: The bangles had vibrant colours and attractive designs. Women and girls

wore them during the festival. Lamps and lights decorated the streets. The festival lights made the bangles sparkle. Ravi and Ananya felt proud when they saw them.

7. **What does Ravi's change of mind teach us about listening to new ideas?**
   Answer: Ravi was concerned about changing a family tradition. He took time to consider Ananya's designs. He recognised their beauty and value. He agreed to work with her on a collection. The story shows that thoughtful new ideas can support tradition.
8. **How did the artisans' skill make the bangles beautiful and durable?**
   Answer: The artisans heated the glass in a furnace. They carefully shaped it into bangles. They added colours and designs. Ravi paid attention to the quality of each bangle. Their careful work helped make the bangles beautiful and long-lasting.
9. **What does the story show about the relationship between festivals and local crafts?**
   Answer: Diwali increased people's interest in glass bangles. The artisans worked hard to meet the festival demand. The special collection suited the festive occasion. Customers wore the bangles during the celebrations. The increased demand supported the local craft and workers.
10. **How can the story inspire young people to help preserve traditional crafts?**
    Answer: Young people can learn about the crafts practised in their communities. They can value the skills of local artisans. They can suggest fresh ideas with respect for tradition. They can help share the craft with more people. Ananya's example shows how creativity can help a craft continue.
11. **Why was the success of the collection more than a personal achievement for Ravi and Ananya?**
    Answer: Their designs became popular with customers. Increased demand brought more work to local artisans. Packing and transportation jobs also grew. More people in the community benefited. Their achievement helped the workshop and the town prosper.

10.13 Five-mark questions with Answers of Applied Type: (11 Questions)

Five-Mark Descriptive Questions — Applied Type:

1. **Imagine you are Ananya. Suggest five design ideas for a new bangle collection that respects tradition but looks fresh.**
   Answer: I would use traditional Indian patterns as the base. I would add small floral designs. I would include simple geometric shapes. I would choose colours that suit festive occasions. I would make sure the bangles remain comfortable and strong.
2. **You are visiting Ravi's workshop. Write five questions you could ask the artisans about making glass bangles.**
   Answer: How do you heat the glass safely? How do you shape it into a bangle? When do you add the colours and designs? How do you cool the bangles? What skills are most important in your work?
3. **Your school is holding a Diwali craft exhibition. Write five points for a display about Firozabad's glass bangles.**
   Answer: Firozabad is in Uttar Pradesh. It is famous for glass bangles. Skilled artisans shape heated glass into bangles. The bangles come in many colours and designs. The craft supports local workers and their community.
4. **Suppose you are Ravi and your daughter suggests a new design. Write five sentences explaining how you would respond.**
   Answer: I would listen carefully to her idea. I would ask her to show me a sample

design. I would check that the design keeps some traditional features. I would consider making a small collection to test customers' interest. If customers like it, we could make more.

5. **You are helping to promote Ravi and Ananya's Diwali collection. Write five short advertising lines.**
   Answer: Celebrate Diwali with colourful glass bangles. Discover designs inspired by tradition and fresh ideas. Each bangle is shaped with care by skilled artisans. Choose patterns and colours for your festive outfit. Support the local craft of Firozabad.
6. **Imagine you are an artisan during the busy Diwali season. Write five steps you would follow to make bangles carefully.**
   Answer: I would prepare the glass for heating. I would heat it carefully in the furnace. I would shape it into bangles with skill. I would add colours and designs. I would cool each bangle and check its quality.
7. **You want to buy bangles from a local craftsperson. Write five questions you could ask before choosing a pair.**
   Answer: What colours are available? Which designs are traditional? How were these bangles made? Are they strong enough for regular use? How can I handle them safely?
8. **Write five sentences explaining how a successful local craft can benefit a town.**
   Answer: A popular craft can bring more customers to a town. Artisans may receive more work. New jobs can grow in packing and transportation. Families may earn income from the craft. The town's cultural tradition can become better known.
9. **Your class is planning a project on traditional crafts. Write five steps for preparing a presentation about glass bangles.**
   Answer: I would find information about Firozabad. I would learn how artisans shape glass into bangles. I would collect pictures of different colours and patterns. I would explain how Ananya combined old and new designs. I would describe how the craft supports the community.
10. **Imagine that you are creating a bangle design inspired by your region. Write five decisions you would make.**
    Answer: I would choose a pattern connected to my region's art. I would select colours used in local festivals. I would include a simple modern detail. I would consider the comfort of the person wearing the bangle. I would make sure the design honours the work of artisans.
11. **Ravi wants to preserve the bangle-making tradition. Suggest five ways his family could share it with younger people.**
    Answer: They could teach young people about the steps of making bangles. They could invite students to visit the workshop safely. They could display traditional and modern designs together. They could share stories about the family craft. They could encourage learners to value artisans' skills.

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

Olympiad-Style Multiple-Choice Questions:
Choose the correct answer.

1. In which state is Firozabad located?
   A. Rajasthan
   B. Uttar Pradesh
   C. Gujarat

D. Madhya Pradesh
Answer: B. Uttar Pradesh

2. What is Firozabad especially famous for?
   A. Wooden toys
   B. Glass bangles
   C. Silk carpets
   D. Clay pots
   Answer: B. Glass bangles
3. What was Ravi's occupation?
   A. Potter
   B. Glass artisan
   C. Farmer
   D. Shopkeeper
   Answer: B. Glass artisan
4. Where did Ravi and his team make bangles?
   A. In a school
   B. In a workshop
   C. In a temple
   D. In a field
   Answer: B. In a workshop
5. What sound filled Ravi's workshop?
   A. The ringing of bells
   B. The clinking of glass
   C. The beating of drums
   D. The chirping of birds
   Answer: B. The clinking of glass
6. Where did the artisans heat the glass?
   A. In a furnace
   B. In a pot
   C. In a kiln for clay
   D. In a lamp
   Answer: A. In a furnace
7. What did the artisans shape the heated glass into?
   A. Plates
   B. Bottles
   C. Bangles
   D. Marbles
   Answer: C. Bangles
8. What did the artisans add to the bangles?
   A. Leaves and seeds
   B. Colours and designs
   C. Paper and glue
   D. Sand and water
   Answer: B. Colours and designs
9. Besides beauty, what quality did Ravi want his bangles to have?
   A. To be long-lasting
   B. To be very large
   C. To be made of wood
   D. To be colourless
   Answer: A. To be long-lasting

10. Which festival brought greater demand for bangles?
    A. Holi
    B. Diwali
    C. Eid
    D. Onam
    Answer: B. Diwali
11. What is Diwali commonly called in the chapter?
    A. The festival of colours
    B. The festival of harvest
    C. The festival of lights
    D. The festival of kites
    Answer: C. The festival of lights
12. Who was Ananya?
    A. Ravi's sister
    B. Ravi's daughter
    C. Ravi's friend
    D. Ravi's customer
    Answer: B. Ravi's daughter
13. What had Ananya completed before she joined Ravi's work?
    A. Her training in farming
    B. Her schooling
    C. Her journey
    D. Her artwork
    Answer: B. Her schooling
14. What did Ananya have an eye for?
    A. Music
    B. Design
    C. Gardening
    D. Cooking
    Answer: B. Design
15. Which patterns did Ananya introduce?
    A. Floral patterns and geometric shapes
    B. Animal faces and maps
    C. Stars and letters only
    D. Leaves and feathers only
    Answer: A. Floral patterns and geometric shapes
16. How did Ananya's designs combine the old and the new?
    A. They used only modern shapes
    B. They mixed traditional designs with modern elements
    C. They removed all patterns
    D. They copied one old design
    Answer: B. They mixed traditional designs with modern elements
17. How did Ravi feel about Ananya's ideas at first?
    A. He was hesitant
    B. He was angry
    C. He was bored
    D. He was confused about the festival
    Answer: A. He was hesitant
18. Why was Ravi concerned about the new designs?
    A. He wanted to protect the traditional craft

B. He wanted to stop making bangles
C. He disliked all colours
D. He wanted to move away from Firozabad
Answer: A. He wanted to protect the traditional craft

19. What did Ravi and Ananya decide to create?
A. A school project
B. A special Diwali collection
C. A glass museum
D. A new workshop
Answer: B. A special Diwali collection

20. How did customers respond to the new collection?
A. They ignored it
B. They loved it
C. They returned every bangle
D. They asked for wooden toys
Answer: B. They loved it

21. What lit up the streets of Firozabad on Diwali night?
A. Lamps and lights
B. Fire engines
C. Torches from the workshop
D. Moonlight alone
Answer: A. Lamps and lights

22. Who proudly wore the new bangles?
A. Women and girls
B. Only artisans
C. Ravi and Ananya only
D. The workshop owners
Answer: A. Women and girls

23. What effect did the festival lights have on the bangles?
A. They looked dull
B. They sparkled
C. They disappeared
D. They changed shape
Answer: B. They sparkled

24. Who benefited from the increased demand for bangles?
A. Only Ravi
B. Local artisans and other workers
C. Only the customers
D. Only the shopkeepers
Answer: B. Local artisans and other workers

25. Which jobs grew in addition to bangle-making?
A. Teaching and farming
B. Packing and transportation
C. Fishing and cooking
D. Painting and tailoring
Answer: B. Packing and transportation

26. What does the word “artisan” mean?
A. A skilled craftsperson
B. A person who sells vegetables
C. A person who drives a bus

D. A person who teaches children
Answer: A. A skilled craftsperson

27. What does “floral patterns” mean?
A. Patterns based on flowers
B. Patterns made of numbers
C. Patterns showing roads
D. Patterns made of glass pieces only
Answer: A. Patterns based on flowers

28. Which word best describes Ananya’s contribution?
A. Creative
B. Careless
C. Unhelpful
D. Uninterested
Answer: A. Creative

29. Which sentence best describes the main idea of the story?
A. A family combines tradition and new ideas to make a successful bangle collection.
B. A girl leaves her town during Diwali.
C. Artisans stop making bangles because of the festival.
D. Ravi teaches Ananya how to cook.
Answer: A. A family combines tradition and new ideas to make a successful bangle collection.

30. What helped Ravi change his mind about Ananya’s designs?
A. He saw their beauty
B. The furnace stopped working
C. The customers left the town
D. The festival ended
Answer: A. He saw their beauty

31. Which order correctly describes the bangle-making process?
A. Cool glass → heat it → shape it → add designs
B. Heat glass → shape it → add colours and designs → cool it
C. Add designs → cool glass → heat it → shape it
D. Shape glass → pack it → heat it → add designs
Answer: B. Heat glass → shape it → add colours and designs → cool it

32. Why was the new collection more than a personal success for Ravi and Ananya?
A. It created more work and jobs in the community
B. It ended the town’s craft tradition
C. It made the workshop close
D. It reduced the need for artisans
Answer: A. It created more work and jobs in the community

33. Which quality helped Ravi make attractive bangles?
A. Careful attention
B. Rushing through the work
C. Avoiding the artisans
D. Using no designs
Answer: A. Careful attention

34. What can be inferred about Ananya from her actions?
A. She was eager to help and had new ideas
B. She wanted to stop the family business
C. She disliked bangles

D. She did not care about design

Answer: A. She was eager to help and had new ideas

35. What does the story suggest about traditional crafts?

A. They can continue to grow when people value tradition and welcome thoughtful new ideas.

B. They should never change in any way.

C. They cannot benefit a community.

D. They are only useful during festivals.

Answer: A. They can continue to grow when people value tradition and welcome thoughtful new ideas.

10.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching "Glass Bangles":

(1) Begin with a discussion about local crafts: Ask students what handmade items are made or sold in their community.

(2) Use a map of India: Help students locate Uttar Pradesh and Firozabad, then connect the place to its glass-bangle craft.

(3) Teach new vocabulary with pictures: Explain words such as *artisan*, *furnace*, *floral patterns* and *geometric shapes* using images or simple examples.

(4) Read the chapter aloud with expression: Pause at key events and invite students to predict what Ravi might think about Ananya's designs.

(5) Sequence the bangle-making steps: Students arrange picture or sentence cards showing how glass is heated, shaped, decorated and cooled.

(6) Compare traditional and modern designs: Show age-appropriate examples and ask students to identify features from each style.

(7) Discuss the characters' choices: Guide students to explain Ravi's initial concern and why he later supported Ananya's ideas.

(8) Connect the story to Diwali: Discuss how festivals influence crafts, clothing, decorations and local markets.

(9) Highlight the community's contribution: Trace how increased demand creates work for artisans, packers and transport workers.

(10) Use pair or group retelling: Students retell the story in order, taking turns as Ravi, Ananya or a narrator.

(11) Practise past-tense verbs from the chapter: Identify words such as *heated*, *shaped*, *introduced* and *decided*, then use them in new sentences.

(12) Assess learning through a short exit task: Ask students to write one new word, one step in making bangles and one lesson from Ravi and Ananya's story.

10.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovative Teaching–Learning Ideas for "Glass Bangles":

(1) Create a digital story map: Students map Firozabad and add short notes about Ravi's workshop, the bangle-making craft and Diwali.

(2) Make a bangle-making sequence: Groups arrange illustrated cards showing the steps from heating glass to cooling the finished bangles.

(3) Design a virtual bangle collection: Students combine traditional motifs with modern shapes and colours, then give their collection a name.

(4) Stage a workshop role-play: Students act as Ravi, Ananya, artisans and customers, using simple dialogue to retell the story.

(5) **Record a craft podcast:** Pairs create a short audio interview in which one student is an artisan and the other asks questions about the craft.
(6) **Build a "tradition and innovation" gallery:** Display student designs alongside notes explaining which features are traditional and which are new.
(7) **Create a community jobs web:** Students connect bangle-making to related roles such as designing, packing and transportation.
(8) **Use a soundscape for the workshop:** Students create safe, simple sound effects—such as gentle glass clinks or workshop conversation—to accompany a reading.
(9) **Make a Diwali advertisement:** Students design a poster or short spoken advertisement for Ravi and Ananya's collection, using descriptive words from the chapter.
(10) **Create a craft vocabulary game:** Students match words such as *artisan*, *furnace*, *floral* and *geometric* with pictures, meanings or example sentences.
(11) **Hold a "design challenge":** Give students a traditional motif and ask them to add one modern feature while explaining how they preserved the original style.
(12) **Produce a digital before-and-after display:** Students show a traditional design beside their updated version and briefly explain the changes.

10.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. Firozabad is in _____.
   Answer: Uttar Pradesh
2. Ravi was a skilled glass _____.
   Answer: artisan
3. The artisans heated the glass in a _____.
   Answer: furnace
4. Ravi's daughter was named _____.
   Answer: Ananya
5. The demand for bangles increased during _____.
   Answer: Diwali

B. One-Mark Questions:

1. **What is Firozabad famous for?**
   Answer: Firozabad is famous for glass bangles.
2. **What did Ananya introduce into the bangle designs?**
   Answer: She introduced floral patterns and geometric shapes.
3. **What did Ravi and Ananya create for Diwali?**
   Answer: They created a special bangle collection.
4. **Name one job created by the increased demand for bangles.**
   Answer: Packing was one job created by the increased demand.
5. **How did Ravi and Ananya feel when people wore their bangles?**
   Answer: They felt proud.

C. Two-Mark Questions:

1. **How were the glass bangles made?**
   Answer: The artisans heated glass in a furnace and shaped it into bangles. They added colours and designs before cooling them.

2. **Why did Ravi hesitate about Ananya's designs at first?**
   Answer: He was concerned about preserving the traditional craft. He later saw the beauty in her designs.

3. **How did Ananya combine traditional and modern styles?**
   Answer: She used traditional bangle designs as a starting point. She added floral patterns and geometric shapes.

4. **How did the new collection help the community?**
   Answer: It created more work for local artisans. It also created jobs in packing and transportation.

5. **Why was the workshop busy during Diwali?**
   Answer: Demand for bangles increased during the festival. The artisans worked hard to meet customers' needs.

D. Three-Mark Questions:

1. **Describe Ravi's work as a glass artisan.**
   Answer: Ravi made glass bangles in his workshop. He paid attention to the colours and designs. He wanted each bangle to be beautiful and long-lasting.

2. **How did Ananya help her father's work?**
   Answer: Ananya was eager to help Ravi after finishing school. She brought fresh ideas to the designs. Her ideas became part of the special Diwali collection.

3. **What happened when Ravi and Ananya's collection became popular?**
   Answer: Customers loved the new bangles. The demand for bangles increased. Local artisans and other workers received more work.

4. **What did Ravi and Ananya see on Diwali night?**
   Answer: They saw the streets of Firozabad lit with lamps and lights. Women and girls wore bangles from their collection. The pair watched proudly as the bangles sparkled.

5. **What does the chapter show about traditional crafts?**
   Answer: Traditional crafts require skill and care. New ideas can add interest to traditional designs. A successful craft can support the community.

E. Five-Mark Questions:

1. **Explain how the artisans made glass bangles.**
   Answer: The artisans first heated the glass in a furnace. They carefully shaped the hot glass into bangles. They added colours and designs. The shaped bangles were cooled. The completed bangles were made to be attractive and long-lasting.

2. **Describe how Ravi and Ananya developed their Diwali collection.**
   Answer: Ananya wanted to help her father after finishing school. She suggested adding modern designs to the traditional craft. She created floral patterns and geometric shapes. Ravi first hesitated but recognised the beauty of her ideas. Together, they made a special collection for Diwali.

3. **How did the new bangle collection benefit the community?**
   Answer: Customers liked the collection. Demand for bangles increased during Diwali. Local artisans received more work. More jobs were created in packing. Transportation work also increased.

4. **What happened on Diwali night after the collection became successful?**
   Answer: The streets of Firozabad glittered with lamps and lights. Women and girls walked past Ravi's shop. Many proudly wore bangles from the new collection. The colours sparkled under the festival lights. Ravi and Ananya watched with pride.

5. **What can students learn from Ravi and Ananya's story?**
   Answer: Ravi and Ananya valued their family's craft. Ananya contributed fresh design ideas. Ravi listened to her and supported the collection. Their combined work pleased customers. Their success also benefited the community.

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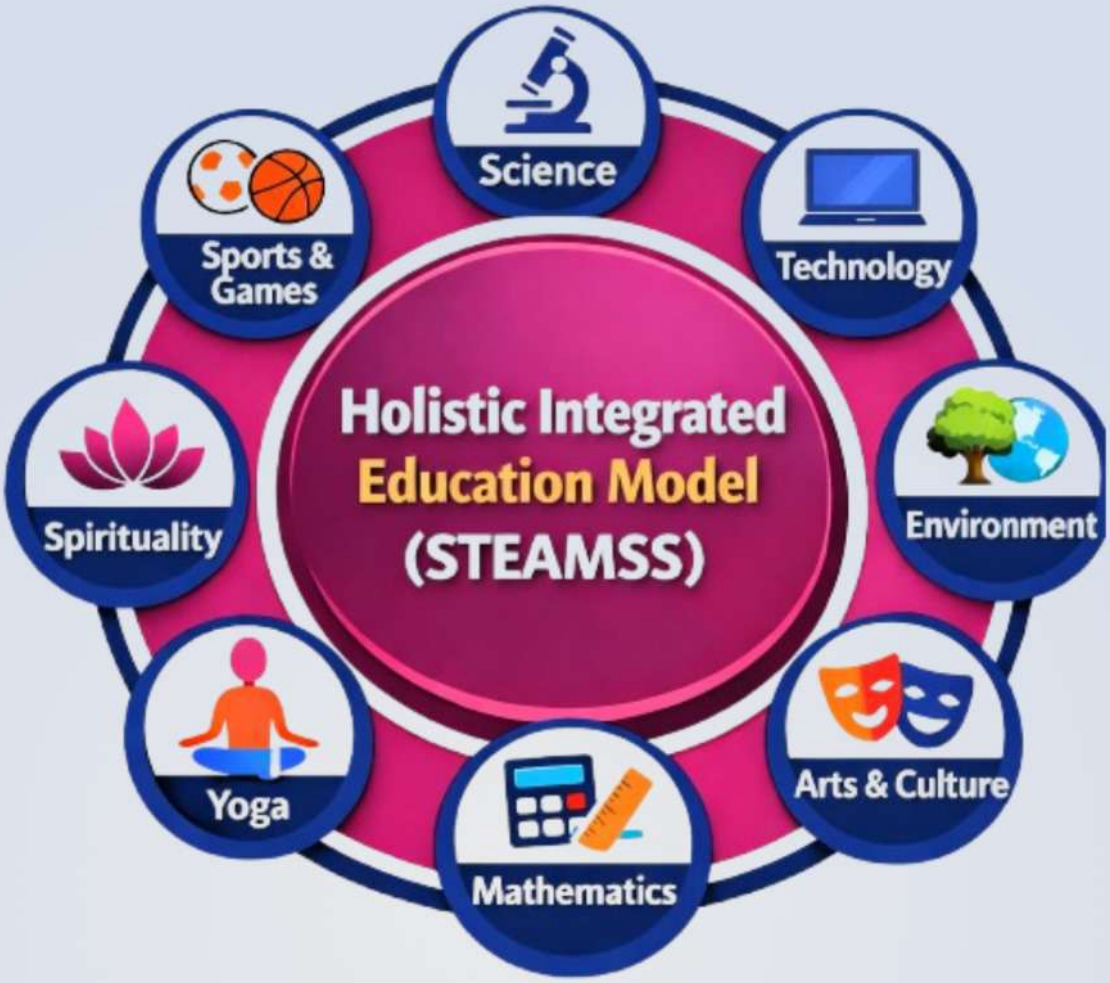
ALEVOOR POORNAPRAJNA PUBLIC SCHOOL

(Proposed CBSE Tech School)



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