

Super Power Series Book

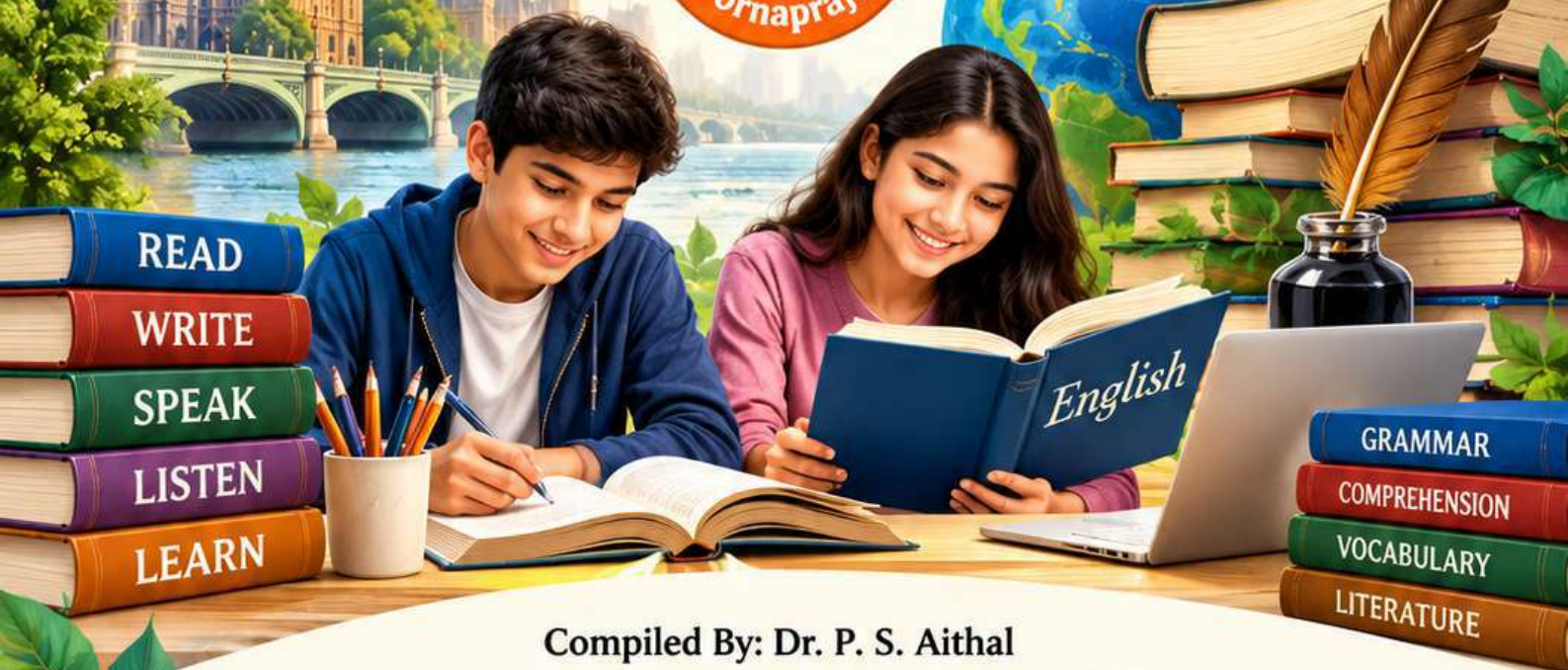
ENGLISH FOR YOUNG INTELLECTS

Study Material BOOK for 8th Standard English Subject

Based on NCERT/CBSE Curriculum



Imagination
Expression
Knowledge
Confidence
Creativity



Compiled By: Dr. P. S. Aithal
Alevoor Poornaprajna Public School, Udupi
www.alevoorpps.in

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

Super Power Series Book

ENGLISH FOR YOUNG INTELLECTS

Study Material BOOK for 8th Standard English Subject

Based on NCERT/CBSE Curriculum



Compiled By: Dr. P. S. Aithal

Alevoor Poornaprajna Public School, Udupi

www.alevoorpps.in

Published BY:

Poornaprajna Publication, Udupi, India

Year of Publication: September, 2026

ISBN: 978-81-17181-09-6

DOI: <https://doi.org/10.5281/zenodo.22876514>

www.poornaprajnapublication.com

ENGLISH FOR YOUNG INTELLECTS

Study Material BOOK for 8th Standard English Subject

(Prepared as per Poornaprajna Integrated Student Support Model)

CONTENTS

Cha. No.	Chapters	Page No.
-	PREFACE	01
1	WIT AND WISDOM	01-39
2	VALUES AND DISPOSITIONS	01-37
3	MYSTERY AND MAGIC	01-39
4	ENVIRONMENT	01-30
5	SCIENCE AND CURIOSITY	01-40

Published BY:

Poornaprajna Publication, Udupi, India

Year of Publication: September, 2026

ISBN: 978-81-17181-09-6

DOI: <https://doi.org/10.5281/zenodo.22876514>

www.poornaprajnapublication.com

PREFACE

ENGLISH FOR YOUNG INTELLECTS – Study Material BOOK for 8th Standard English Subject has been thoughtfully developed in accordance with the **Poornaprajna Integrated Student Support Model** to provide comprehensive academic support to Grade 8 learners. Based on the **NCERT/CBSE Curriculum**, the book aims to strengthen students’ proficiency in English while nurturing effective communication, creativity, confidence, critical thinking, and a genuine appreciation of literature.

The book presents a structured learning journey through five thematic units—**Wit and Wisdom, Values and Dispositions, Mystery and Magic, Environment, and Science and Curiosity**. Each chapter integrates conceptual understanding with grammar, vocabulary and language skills, along with **LOTS and HOTS questions, application-oriented exercises, descriptive questions, and Olympiad-type multiple-choice questions**. This approach enables students to progress from comprehension and recall to analysis, reasoning, interpretation, and effective expression.

Designed to support preparation for both **CBSE school examinations and competitive examinations such as Olympiads**, this study material goes beyond conventional examination preparation. It encourages young learners to **read thoughtfully, think independently, communicate effectively, analyse critically, and apply language skills confidently** in academic and real-life situations. We hope *English FOR YOUNG INTELLECTS* becomes a valuable learning companion that inspires students to develop intellectual curiosity, strong values, linguistic competence, and a lifelong love for reading and learning.

Dr. P. S. Aithal
(www.psaithal.in)

8th Standard English Book Chapter 1

Chapter 1: WIT AND WISDOM

1.1 Summary of the Chapter:

Summary of Unit 1: “Wit and Wisdom”:

- (1) The chapter highlights the importance of wit, wisdom, careful observation, humour, and logical thinking in solving problems.
- (2) In “**The Wit that Won Hearts**,” King Krishnadeva Raya becomes angry with Queen Thirumalambal because she yawns while he is reciting his poem.
- (3) Tenali Rama cleverly uses a discussion about paddy cultivation and yawning to help the king realise that yawning is natural and not a sign of disrespect.
- (4) The king understands his mistake, apologises to the queen, and restores peace and happiness in the palace.
- (5) The poem “**A Concrete Example**” humorously describes Mrs. Jones’s unusual garden, which is filled with stones, a rockery, a lily pond, a sundial, and extremely tiny plants.
- (6) The poem uses humour, imagery, irony, repetition, rhyme, and pun to show that people can have different tastes and ways of appreciating beauty.
- (7) In the play “**Wisdom Paves the Way**,” four young men travel to Ujjain in search of employment and carefully examine the tracks of a missing camel.
- (8) Using observation and deduction, they discover that the camel is lame, blind in its right eye, has a short tail, and suffers from stomach pain, even though they have never seen it.
- (9) The merchant wrongly accuses them of stealing the camel, but the King of Ujjain listens to their explanations and recognises their remarkable intelligence.
- (10) Impressed by their wisdom and reasoning abilities, the king appoints the four young men as his advisers, teaching that intelligence, patience, and sound judgement can overcome misunderstandings and difficulties.

1.2 Important Formulas:

Important Grammar Topics in Chapter 1: “Wit and Wisdom”:

1. **Conditional Sentences (If-clauses)**
Learn how a condition in the subordinate clause is connected to its possible result in the main clause.
2. **First Conditional – Possible Future Situations**
Structure: **If + Simple Present, will/can/may + base verb**
Example: *If you like, I will try to resolve the matter.*
3. **Second Conditional – Imaginary or Hypothetical Situations**
Structure: **If + Simple Past, would/could + base verb**
Example: *If I had a magic wand, I would give myself wings.*
4. **Third Conditional – Unreal Past Situations**
Structure: **If + Past Perfect, would have + Past Participle**
Example: *If I had known this would happen, I would have chosen another day.*
5. **Main and Subordinate Clauses**
Students should learn to identify the main clause and the subordinate **if-clause** in a conditional sentence.
6. **Modal Verbs**
Important modals include **can, could, may, might, must, shall, should, will, would, ought to and need to**.

7. Functions of Modal Verbs

Modals are used to express ability, possibility, prediction, advice, necessity, obligation, command, willingness, hope, disbelief and logical conclusion.

8. Word Formation—Verb to Noun

Students should learn to form nouns from verbs. Examples:

deduce → *deduction*; *observe* → *observation*; *scrutinise* → *scrutiny*; *accuse* → *accusation*; *recognise* → *recognition*.

9. Compound Words

The chapter introduces three kinds of compound words:

- Closed compounds: *sunlight, courtroom*
- Hyphenated compounds: *well-planned, quick-witted*
- Open compounds: *paddy seeds, dance hall*

10. Parts of Speech and Contextual Usage

The same word can function differently according to context. For example, *face* and *bear* can be used as nouns or verbs.

11. Synonyms and Appropriate Word Choice

Students learn to replace words with suitable synonyms while retaining the meaning of the sentence, such as *strange–peculiar* and *delicate–fragile*.

12. Idiomatic Expressions and Phrases

Important expressions include *with all our hearts*, *taken aback*, *catch one's breath*, *more than meets the eye*, *to be precise*, and *gain an audience with*.

13. Sound Words and Reporting Verbs

Words such as *murmured*, *whispered*, *roared*, *sighed*, *gasped*, *mumbled* and *groaned* help describe how something is spoken or heard.

14. Sentence Completion and Sentence Construction

Students should practise completing sentences logically by using appropriate clauses, verbs, expressions and contextual vocabulary.

15. Sentence Stress and Intonation

Stressing different words can change a sentence's meaning. Statements and exclamatory sentences generally use a falling tone.

16. Punctuation in Dialogue and Formal Writing

Students should revise quotation marks, commas, apostrophes, question marks, exclamation marks, capitalisation and paragraphing.

17. Formal Letter Writing Conventions

The chapter requires the correct use of formal language, sentence structure, linking words, requests and suggestions in a complaint letter.

18. First-Person Narrative Writing

Students should use pronouns such as *I*, *me*, *my* and *we* correctly while writing a personal narrative, with suitable tense consistency and paragraph organisation.

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

Fill in the Blanks – LOTS Type:

1. King Krishnadeva Raya was the ruler of the _____ Empire.
Answer: Vijayanagara
2. The reign of Krishnadeva Raya is often described as the _____ Era of the Vijayanagara Empire.
Answer: Golden
3. The eight celebrated poets in Krishnadeva Raya's court were collectively known as the _____.
Answer: Ashtadiggajas

4. Tenali Ramakrishna was famous for his quick wit and _____.
Answer: humour
5. The name of King Krishnadeva Raya's queen was _____.
Answer: Thirumalambal
6. The queen yawned while the king was reciting his _____.
Answer: poem
7. The king misunderstood the queen's yawning as a sign of _____.
Answer: disrespect
8. The queen approached _____ for help in resolving the misunderstanding.
Answer: Tenali Rama
9. Tenali Rama carried a plateful of _____ seeds to the royal court.
Answer: paddy
10. Rama claimed that the new seeds would produce a yield _____ times greater than the usual yield.
Answer: three
11. Tenali Rama explained that yawning is as natural as _____.
Answer: breathing
12. The king realised that he had allowed his _____ to blind his judgement.
Answer: pride
13. The king apologised to the queen for having _____.
Answer: overreacted
14. Mrs. Jones was the speaker's _____-door neighbour.
Answer: next
15. Mrs. Jones had a garden filled with _____.
Answer: stones
16. Her garden contained a crazy path, a lily pond, a rockery and a _____.
Answer: sundial
17. Mrs. Jones planted tiny plants between the _____.
Answer: stones
18. The speaker imagined that Mrs. Jones planted the tiny plants with a _____.
Answer: pin
19. The speaker was unknowingly standing on the _____ that Mrs. Jones wanted to show.
Answer: flower
20. The poem "A Concrete Example" was written by _____.
Answer: Reginald Arkell
21. Ram Datt, Shiv Datt, Har Datt and Dev Datt were travelling towards _____.
Answer: Ujjain
22. The four young men were travelling in search of _____.
Answer: employment
23. A distressed merchant was searching for his missing _____.
Answer: camel
24. Ram Datt discovered that the camel was _____ in one leg.
Answer: lame
25. Shiv Datt deduced that the camel was blind in its _____ eye.
Answer: right
26. Har Datt concluded that the camel had a short _____.
Answer: tail
27. Dev Datt discovered that the camel was suffering from pain in its _____.
Answer: stomach

28. The merchant accused the four young men of _____ his camel.
Answer: stealing
29. The four men were taken to the court of the King of _____.
Answer: Ujjain
30. The camel had eaten the foliage only on the _____ side of the road.
Answer: left
31. Small drops of blood along the road indicated that the camel could not drive away _____.
Answer: mosquitoes
32. The king declared that the merchant's accusations were baseless and _____.
Answer: misguided
33. Impressed by the young men's intelligence, the king appointed them as his _____.
Answer: advisers
34. A compound word written as a single word, such as *sunlight*, is called a _____.
Answer: closed
35. In the sentence "If I had a magic wand, I would give myself wings," the clause beginning with *if* is the _____ clause.
Answer: subordinate
36. The modal verb generally used to give advice is _____.
Answer: should
37. The noun form of the verb *observe* is _____.
Answer: observation
38. The noun form of the verb *accuse* is _____.
Answer: accusation
39. The expression "taken aback" means _____.
Answer: surprised
40. The expression "more than meets the eye" refers to information that is not immediately _____.
Answer: obvious

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

Fill in the Blanks – HOTS Type:

1. The queen's yawning was caused by physical tiredness, but the king interpreted it as _____.
Answer: disrespect
2. The quarrel between the king and queen shows that a minor misunderstanding can become serious when people fail to _____ openly.
Answer: communicate
3. Instead of directly criticising the king, Tenali Rama designed a situation that allowed him to _____ his own mistake.
Answer: realise
4. Tenali Rama connected the act of yawning with sowing paddy to prove that yawning is a _____ human action.
Answer: natural
5. Rama's decision to wait for the proper opportunity demonstrates his patience and _____ thinking.
Answer: strategic

6. The courtiers' initial laughter at Rama's special seeds changed into appreciation when they understood his hidden _____.
Answer: purpose
7. The king's willingness to apologise reveals his maturity and _____.
Answer: self-awareness
8. The queen's acceptance of the king's apology demonstrates her forgiving _____.
Answer: nature
9. The reconciliation of the royal couple suggests that honest apologies can restore damaged _____.
Answer: relationships
10. Tenali Rama's approach proves that humour can be used to reduce _____ and resolve disagreements.
Answer: tension
11. Mrs. Jones's unusual garden shows that people may have different ideas about _____.
Answer: beauty
12. The speaker's description of plants being planted with a pin emphasises their extremely small _____.
Answer: size
13. The repeated reference to stones highlights Mrs. Jones's unusual gardening _____.
Answer: style
14. The speaker's inability to notice the flower suggests a difference between Mrs. Jones's enthusiasm and the speaker's _____.
Answer: perception
15. The ending of the poem is humorous because the speaker is standing on the very _____ being discussed.
Answer: flower
16. The title "A Concrete Example" is a pun because "concrete" refers both to a hard building material and something _____.
Answer: definite
17. Mrs. Jones's pride in her unconventional garden suggests that personal happiness does not depend on other people's _____.
Answer: approval
18. The tiny plants growing between the stones represent Mrs. Jones's ability to recognise beauty in _____ places.
Answer: unexpected
19. The four young men learned about the camel through observation and logical _____.
Answer: deduction
20. Ram Datt concluded that the camel was lame because one of its footprints was less _____ than the others.
Answer: distinct
21. Shiv Datt inferred that the camel was blind in its right eye because it ate foliage only from the _____ side of the road.
Answer: left
22. Har Datt connected the drops of blood with mosquito bites and concluded that the camel had a _____ tail.
Answer: short

23. The different depths of the camel's footprints helped Dev Datt infer that it was experiencing physical _____.
Answer: discomfort
24. The merchant's accusation demonstrates the danger of forming conclusions without sufficient _____.
Answer: evidence
25. The four men remained calm before the king because they trusted their powers of observation and _____.
Answer: reasoning
26. The king's careful examination of each explanation shows that a good ruler should listen before passing _____.
Answer: judgement
27. By appointing the four men as advisers, the king showed that he valued wisdom more than social _____.
Answer: status
28. The success of the four travellers proves that intelligence can create opportunities even during difficult _____.
Answer: circumstances
29. All three texts in the chapter demonstrate that careful thinking can solve problems that initially appear _____.
Answer: difficult
30. Tenali Rama and the four young men succeed because they look beyond what is immediately _____.
Answer: obvious

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

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **Who was Krishnadeva Raya?**
Answer: Krishnadeva Raya was a wise and powerful ruler of the Vijayanagara Empire.
2. **Why was Krishnadeva Raya's reign called the Golden Era?**
Answer: His reign was called the Golden Era because art, literature and architecture flourished during it.
3. **What were the eight celebrated poets in Krishnadeva Raya's court called?**
Answer: The eight celebrated poets were collectively called the Ashtadiggajas.
4. **For what qualities was Tenali Ramakrishna famous?**
Answer: Tenali Ramakrishna was famous for his quick wit, humour and clever problem-solving.
5. **Why did the king become angry with Queen Thirumalambal?**
Answer: The king became angry because the queen yawned repeatedly while he was reciting his poem.
6. **Why did the queen yawn while listening to the king's poem?**
Answer: The queen yawned because she was exhausted after a tiring day.
7. **Whose help did the queen seek to resolve the quarrel?**
Answer: The queen sought Tenali Rama's help to resolve the quarrel.
8. **What did Tenali Rama carry to the royal court?**
Answer: Tenali Rama carried a plateful of paddy seeds to the royal court.
9. **What claim did Rama make about the paddy seeds?**
Answer: Rama claimed that the seeds would produce three times the usual yield.

10. **What did Rama say about yawning?**
Answer: Rama said that yawning was as natural as breathing.
11. **What did the king realise about his behaviour?**
Answer: The king realised that he had overreacted and treated the queen unfairly.
12. **How did the king correct his mistake?**
Answer: The king corrected his mistake by apologising sincerely to the queen.
13. **Who wrote the poem “A Concrete Example”?**
Answer: Reginald Arkell wrote the poem “A Concrete Example.”
14. **Who was Mrs. Jones?**
Answer: Mrs. Jones was the speaker’s next-door neighbour.
15. **What was Mrs. Jones’s garden mainly filled with?**
Answer: Mrs. Jones’s garden was mainly filled with stones.
16. **Name any two features of Mrs. Jones’s garden.**
Answer: Mrs. Jones’s garden had a lily pond and a rockery.
17. **Where did Mrs. Jones plant the tiny plants?**
Answer: Mrs. Jones planted the tiny plants between the stones.
18. **What did the speaker think Mrs. Jones used to plant the tiny plants?**
Answer: The speaker thought that Mrs. Jones planted the tiny plants with a pin.
19. **Where was the flower when the speaker asked to see it?**
Answer: The flower was beneath the speaker’s feet.
20. **What is the rhyme scheme of each stanza of the poem?**
Answer: The rhyme scheme of each stanza is AABBC.
21. **Name the four young men in “Wisdom Paves the Way.”**
Answer: The four young men were Ram Datt, Shiv Datt, Har Datt and Dev Datt.
22. **Why were the four young men travelling to Ujjain?**
Answer: The four young men were travelling to Ujjain in search of employment.
23. **What had the merchant lost?**
Answer: The merchant had lost his camel.
24. **What did Ram Datt discover about the camel?**
Answer: Ram Datt discovered that the camel was lame in one leg.
25. **What did Shiv Datt discover about the camel?**
Answer: Shiv Datt discovered that the camel was blind in its right eye.
26. **What did Har Datt discover about the camel?**
Answer: Har Datt discovered that the camel had a short tail.
27. **What did Dev Datt discover about the camel?**
Answer: Dev Datt discovered that the camel was suffering from stomach pain.
28. **Why did the merchant accuse the young men of theft?**
Answer: The merchant accused them because they knew every detail about his camel without having seen it.
29. **How did Ram Datt know that the camel was lame?**
Answer: Ram Datt knew it was lame because only three footprints were distinct while the fourth was faint.
30. **How did Shiv Datt know that the camel was blind in its right eye?**
Answer: Shiv Datt knew this because the camel had eaten foliage only from the left side of the road.
31. **How did Har Datt know that the camel had a short tail?**
Answer: Har Datt noticed blood drops from mosquito bites and inferred that the camel could not drive the insects away.

32. Why was the merchant ashamed in the king's court?

Answer: The merchant was ashamed because his accusations against the young men were proved baseless.

33. What position did the king offer the four young men?

Answer: The king offered to appoint the four young men as his advisers.

34. What does the expression "taken aback" mean?

Answer: The expression "taken aback" means greatly surprised.

35. What is a modal verb?

Answer: A modal verb is a helping verb that expresses ability, possibility, permission, advice, necessity or obligation.

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

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why did the queen approach Tenali Rama instead of speaking to the king again?

Answer: The queen approached Tenali Rama because she trusted his wit to make the king understand his mistake tactfully.

2. What does the king's reaction to the queen's yawning reveal about him?

Answer: His reaction reveals that he was sensitive about his poetry and allowed pride to influence his judgement.

3. Why did Tenali Rama not directly tell the king that he was wrong?

Answer: Rama knew that an indirect and humorous demonstration would help the proud king realise his mistake without feeling insulted.

4. How did Tenali Rama turn the court discussion to his advantage?

Answer: He connected the discussion on paddy cultivation with yawning to make the king recognise that yawning is natural.

5. Why did Rama's reference to yawning immediately affect the king?

Answer: It reminded the king of the queen's innocent yawn and his unfair reaction to it.

6. What quality of Tenali Rama is shown by his careful observation of the king?

Answer: His careful observation shows that he was alert, perceptive and capable of recognising the right moment to act.

7. Why can the king's apology be considered an act of courage?

Answer: The apology was courageous because the king honestly admitted his mistake and accepted responsibility for his behaviour.

8. What does the queen's response to the king's apology reveal about her?

Answer: Her response reveals that she was forgiving, understanding and eager to restore their relationship.

9. What lesson does the quarrel teach about making assumptions?

Answer: It teaches that assumptions made without understanding another person's situation can cause unnecessary conflict.

10. How did humour help Tenali Rama resolve the disagreement?

Answer: Humour reduced the tension and allowed the king to understand the truth without being openly criticised.

11. Why does the speaker find Mrs. Jones's garden unusual?

Answer: The speaker finds it unusual because it contains more stones and tiny plants than the features of an ordinary garden.

12. What does Mrs. Jones's garden reveal about her personality?

Answer: Her garden reveals that she is creative, unconventional and proud of things that others may overlook.

13. **Why does the poet compare the planting of tiny plants to using a pin?**
Answer: The comparison humorously exaggerates the extremely small size of the plants.
14. **How does the final line of the poem create humour?**
Answer: It creates humour by unexpectedly revealing that the speaker has been standing on the flower being admired.
15. **What does the poem suggest about people's ideas of beauty?**
Answer: The poem suggests that beauty is subjective because different people value and notice different things.
16. **Why is the title "A Concrete Example" appropriate?**
Answer: It is appropriate because "concrete" refers both to the stony garden and to a definite example of Mrs. Jones's unusual taste.
17. **What can be inferred from the four young men's decision to study the camel's tracks?**
Answer: It can be inferred that they were naturally curious and skilled in careful observation.
18. **Why did the merchant refuse to believe that the young men had not seen his camel?**
Answer: He refused to believe them because their accurate description made him assume that they knew where the camel was.
19. **What mistake did the merchant make while judging the four young men?**
Answer: He accused them without examining how they had obtained their information.
20. **How did Ram Datt transform a faint footprint into useful evidence?**
Answer: He compared it with the other footprints and logically inferred that the camel was limping.
21. **Why did untouched foliage on the right side indicate the camel's blindness?**
Answer: It indicated blindness because the camel could notice and eat only the plants visible on its left side.
22. **How did Har Datt connect mosquito bites with the camel's short tail?**
Answer: He reasoned that a camel with a long tail would have driven away the mosquitoes and avoided their bites.
23. **What did the unequal depth of the camel's footprints reveal to Dev Datt?**
Answer: It revealed that the camel was moving carefully because of pain in its stomach.
24. **Why did the four men remain calm despite the merchant's accusation?**
Answer: They remained calm because they trusted their observations and knew they could explain their reasoning.
25. **How did the king distinguish wisdom from wrongdoing?**
Answer: The king listened to each explanation and evaluated the evidence before reaching a judgement.
26. **What leadership quality did the King of Ujjain demonstrate in court?**
Answer: He demonstrated fairness by hearing both sides before making his decision.
27. **Why did the king appoint the four men as advisers?**
Answer: He appointed them because their observation, reasoning and wisdom could help him govern the kingdom.
28. **How did the accusation ultimately benefit the four young men?**
Answer: It gave them an opportunity to demonstrate their abilities before the king and secure employment.

29. What common quality connects Tenali Rama and the four young men?

Answer: Both use careful observation and intelligent reasoning to solve difficult problems.

30. What central idea connects all three texts in the chapter?

Answer: All three texts show that wit, wisdom and a thoughtful perspective help people understand situations better.

1.7 Two-mark questions with Answers of LOTS Type: (22 Questions)
Two-Mark Descriptive Questions with Answers – LOTS Type:
1. Why was Krishnadeva Raya's reign called the Golden Era of the Vijayanagara Empire?

Answer:

1. Art, literature and architecture flourished during his reign.
2. Krishnadeva Raya was also a great patron of learning and culture.

2. What made Tenali Ramakrishna an important member of the king's court?

Answer:

1. Tenali Ramakrishna was a talented poet known for his quick wit and humour.
2. He offered clever solutions to apparently insurmountable problems.

3. Why did King Krishnadeva Raya quarrel with Queen Thirumalambal?

Answer:

1. The queen yawned several times while the king was reciting his poem.
2. The king misunderstood her yawning as disrespect towards his poetry.

4. Why did the queen approach Tenali Rama for help?

Answer:

1. The king had stopped speaking to her and visiting her after their quarrel.
2. She believed that Tenali Rama's wit could help the king understand the misunderstanding.

5. What did Tenali Rama claim about the paddy seeds he brought to the court?

Answer:

1. Rama claimed that the seeds were of a revolutionary variety.
2. He said that they would produce three times the usual yield.

6. How did the courtiers react to Tenali Rama's claim about the seeds?

Answer:

1. The courtiers mocked Rama and wondered whether the seeds were magical.
2. Some of them laughed and made sarcastic remarks about his claim.

7. How did Tenali Rama make the king realise his mistake?

Answer:

1. Rama linked the act of yawning with the imaginary sowing of the special paddy seeds.
2. He explained that yawning was natural and not a sign of disrespect.

8. How did the king restore his relationship with the queen?

Answer:

1. The king admitted that his pride had blinded his judgement and apologised to the queen.
2. The queen accepted his apology and agreed to leave the quarrel behind.

A Concrete Example
9. Describe any two features of Mrs. Jones's garden.

Answer:

1. Her garden had a crazy path, a lily pond and a rockery.

2. It also contained a sundial with a strange device.

10. How does Mrs. Jones arrange the plants in her garden?

Answer:

1. Mrs. Jones plants delicate and extremely small plants between the stones.
2. The plants are so tiny that the speaker imagines she plants them with a pin.

11. Why did Mrs. Jones invite the speaker to her garden?

Answer:

1. Mrs. Jones invited the speaker to show the plants and stones in her garden.
2. She particularly wanted to discuss a flower that she considered lovely.

12. What happens at the end of the poem?

Answer:

1. The speaker asks Mrs. Jones where the lovely flower is located.
2. Mrs. Jones replies that the speaker is standing on it.

13. Mention two poetic devices used in “A Concrete Example.”

Answer:

1. The poem uses a refrain by repeating “My next-door neighbour, Mrs. Jones.”
2. It also uses irony when the speaker unknowingly stands on the flower being discussed.

Wisdom Paves the Way

14. Why were the four young men travelling to Ujjain?

Answer:

1. They had left their village in search of suitable employment.
2. They hoped that the King of Ujjain would recognise their talents and appoint them to his service.

15. What did the four young men do after noticing the camel’s tracks?

Answer:

1. They carefully examined the camel’s footprints and other signs along the road.
2. Each young man used these observations to discover a different fact about the camel.

16. How did Ram Datt conclude that the camel was lame?

Answer:

1. He noticed that only three of the camel’s feet had left distinct impressions.
2. The fourth impression was faint, indicating that the camel was limping.

17. How did Shiv Datt conclude that the camel was blind in its right eye?

Answer:

1. He observed that the camel had eaten foliage only from the left side of the road.
2. The untouched plants on the right indicated that the camel could not see with its right eye.

18. How did Har Datt know that the camel had a short tail?

Answer:

1. He noticed small drops of blood caused by mosquito bites along the path.
2. He reasoned that a camel with a long tail would have driven away the mosquitoes.

19. How did Dev Datt discover that the camel had stomach pain?

Answer:

1. He noticed that the camel’s forefeet had made deep prints while a sound hind foot had made a faint print.
2. He concluded that the camel was drawing up its hind legs because of pain in its stomach.

20. Why did the merchant accuse the four young men of stealing his camel?**Answer:**

1. The four men accurately described the camel's physical condition.
2. The merchant refused to believe that they could know these details without having seen or stolen it.

21. How did the king prove that the young men were innocent?**Answer:**

1. The king asked each man to explain how he had discovered a particular feature of the camel.
2. Their logical explanations proved that they had relied on observation rather than direct sight.

22. Why did the king appoint the four young men as his advisers?**Answer:**

1. The king was impressed by their remarkable powers of observation and deduction.
2. He believed that their wisdom and counsel would benefit his kingdom.

1.8. Two-mark questions with Answers of HOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type****The Wit that Won Hearts:****1. Why was the king's reaction to the queen's yawning unreasonable?****Answer:**

1. Yawning is a natural physical response to tiredness and does not necessarily indicate disrespect.
2. The king judged the queen's action without considering how exhausted she was.

2. Why did Tenali Rama choose an indirect method to correct the king?**Answer:**

1. Direct criticism might have hurt the king's pride and made him defensive.
2. Rama's indirect demonstration enabled the king to recognise his mistake independently.

3. How did Tenali Rama display emotional intelligence while helping the queen?**Answer:**

1. He listened patiently to the queen and understood the feelings of both the queen and the king.
2. He designed a strategy that corrected the king without embarrassing him publicly.

4. What does the king's apology reveal about his character?**Answer:**

1. His apology shows that he possessed the maturity to recognise his mistake.
2. It also shows that he valued his relationship with the queen more than his pride.

5. Why was the court discussion about paddy cultivation suitable for Rama's plan?**Answer:**

1. It allowed Rama to introduce the imaginary seeds naturally into the discussion.
2. It also enabled him to connect careless sowing with yawning and guide the king towards realisation.

6. How did humour make Rama's strategy more effective?**Answer:**

1. Humour reduced the tension in the court and attracted everyone's attention.
 2. It communicated the lesson to the king without directly accusing or insulting him.
7. **What might have happened if the king had calmly asked the queen why she yawned?**

Answer:

1. The queen could have explained that she was tired and had not intended any disrespect.
 2. The quarrel and the prolonged unhappiness in the palace could have been avoided.
8. **What does the queen's response to the apology teach us about resolving conflicts?**

Answer:

1. Her response shows that accepting a sincere apology can help people move beyond a disagreement.
2. It also teaches that forgiveness is important for restoring relationships.

A Concrete Example

9. **How does the poet create humour through the description of the tiny plants?**

Answer:

1. The poet exaggerates their smallness by suggesting that Mrs. Jones plants them with a pin.
2. This playful image makes her unusual gardening style appear amusing.

10. **What does Mrs. Jones's pride in her garden reveal about individual taste?**

Answer:

1. It shows that people may find beauty and value in things that others consider ordinary.
2. It suggests that personal satisfaction does not always depend on other people's opinions.

11. **Why is the final reply, "You're standing on it," both ironic and humorous?**

Answer:

1. The speaker searches for the lovely flower without realising that it is directly beneath their feet.
2. The unexpected contrast between Mrs. Jones's admiration and the speaker's lack of awareness creates humour.

12. **How does the repeated reference to stones contribute to the poem?**

Answer:

1. It emphasises that stones are the most striking and unusual feature of the garden.
2. It also reinforces the speaker's amusement at Mrs. Jones's fascination with them.

13. **What can be inferred about the relationship between Mrs. Jones and the speaker?**

Answer:

1. They appear friendly because Mrs. Jones invites the speaker to visit her garden.
2. However, they have different opinions about what makes a garden attractive.

14. **Why is the title "A Concrete Example" an effective pun?**

Answer:

1. The word "concrete" literally relates to the hard, stony features of the garden.

2. It also refers figuratively to a clear example of Mrs. Jones's unusual gardening habits.

Wisdom Paves the Way

15. **How did the four young men prove that observation can be as valuable as direct experience?**

Answer:

1. They accurately identified the camel's physical conditions without seeing the animal itself.

Answer:

2. They transformed small clues along the road into reliable conclusions through logical reasoning.

16. **Why was the merchant's accusation against the young men unfair?**

Answer:

1. He assumed that their knowledge proved their guilt without asking how they had obtained it.
2. He accused them of theft without presenting any direct evidence.

17. **What leadership quality did the King of Ujjain demonstrate during the trial?**

Answer:

1. He demonstrated fairness by allowing both the merchant and the young men to present their explanations.
2. He examined the evidence carefully before reaching his decision.

18. **How did Ram Datt use comparison to deduce that the camel was lame?**

Answer:

1. He compared the distinct impressions of three feet with the faint impression of the fourth.

Answer:

2. The difference helped him conclude that the camel could not place equal weight on one leg.

19. **Why was Shiv Datt's conclusion about the camel's blindness logical?**

Answer:

1. The camel had eaten plants only from the left side while leaving the right side untouched.
2. This pattern suggested that it could not see the foliage on its right.

20. **How did Har Datt connect the blood droplets with the camel's tail?**

Answer:

1. He understood that the blood droplets resulted from mosquito bites.
2. He inferred that the camel's short tail could not effectively drive the insects away.

21. **How did Dev Datt's reasoning go beyond ordinary observation?**

Answer:

1. He noticed the unequal depth of the camel's forefoot and hind-foot impressions.
2. He connected this pattern with the animal drawing up its hind legs because of stomach pain.

22. **Why did the accusation eventually become an opportunity for the four young men?**

Answer:

1. It brought them before the king and allowed them to demonstrate their intelligence.
2. Their explanations impressed the king, who appointed them as his advisers.

23. What common problem-solving quality is shared by Tenali Rama and the four travellers?

Answer:

1. They carefully observe details that other people fail to notice.
2. They use logical and creative thinking to arrive at effective solutions.

24. How do the three texts show that appearances may be misleading?

Answer:

1. A yawn appears disrespectful, a stony garden appears unattractive and detailed knowledge appears suspicious.
2. Deeper understanding reveals tiredness, personal beauty and intelligent deduction behind these appearances.

25. What central lesson about judgement can be drawn from the chapter?

Answer:

1. People should gather facts and understand circumstances before judging others.
2. Patient observation and thoughtful reasoning can prevent false assumptions and conflicts.

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

Three-Mark Descriptive Questions with Answers – LOTS Type:

The Wit that Won Hearts:

1. Describe King Krishnadeva Raya's achievements and interests.

Answer:

1. Krishnadeva Raya was a wise and powerful ruler of the Vijayanagara Empire.
2. Art, literature and architecture flourished during his reign.
3. He was also an eminent warrior, a gifted poet and a patron of learning.

2. How did the misunderstanding between the king and Queen Thirumalambal begin?

Answer:

1. The king approached the queen to recite his poem after the ministers had avoided listening to it.
2. The exhausted queen yawned several times while listening to the poem.
3. The king considered her yawning disrespectful and stopped speaking to her.

3. Why did Queen Thirumalambal seek Tenali Rama's assistance?

Answer:

1. The king had remained angry with the queen for several weeks.
2. Her own efforts to explain the misunderstanding and restore peace had failed.
3. She believed that Tenali Rama's wit and intelligence could make the king understand.

4. What did Tenali Rama say about the special paddy seeds in the court?

Answer:

1. Rama claimed that he had brought a revolutionary variety of paddy seeds.
2. He said that the seeds would produce three times the usual yield.
3. He added that the result depended on the person who sowed the seeds properly.

5. How did the courtiers and the king initially react to Rama's claim?

Answer:

1. The courtiers mocked Rama and jokingly called the seeds magical.

2. Some suggested sarcastically that the seeds might grow without water or had come from the moon.
3. The king considered Rama's claim absurd and worried that failed cultivation would harm farmers.

6. How did Tenali Rama make the king realise his mistake?

Answer:

1. Rama said that a person who yawned while sowing might scatter the seeds unevenly.
2. He then explained that everyone yawns because it is as natural as breathing.
3. The statement reminded the king of the queen's yawn and made him realise that he had judged her unfairly.

7. How was peace restored between the king and the queen?

Answer:

1. The king approached the queen and admitted that he had overreacted.
2. He apologised for allowing pride to blind his judgement.
3. The queen forgave him, and happiness returned to the palace.

A Concrete Example

8. Describe the main features of Mrs. Jones's garden.

Answer:

1. Mrs. Jones's garden was full of stones and had a crazy path.
2. It contained a lily pond, a rockery and a sundial with a strange device.
3. She had planted delicate little plants between the stones.

9. How does the speaker describe the plants in Mrs. Jones's garden?

Answer:

1. The speaker describes the plants as delicate and extremely small.
2. The plants appear so tiny that they hardly seem significant.
3. The speaker humorously imagines that Mrs. Jones plants them with a pin.

10. Narrate what happened when Mrs. Jones invited the speaker into her garden.

Answer:

1. Mrs. Jones invited the speaker to look at the stones and plants in her garden.
2. They discussed a particular flower for about fifteen minutes.
3. When the speaker asked to see it, Mrs. Jones replied that the speaker was standing on it.

11. Mention three poetic devices used in "A Concrete Example."

Answer:

1. The poem uses the refrain "My next-door neighbour, Mrs. Jones" at the beginning of every stanza.
2. It uses imagery to help readers visualise the unusual garden and its tiny plants.
3. It employs irony when the speaker unknowingly stands on the flower being discussed.

Wisdom Paves the Way

12. Why did the four young men travel towards Ujjain?

Answer:

1. Ram Datt, Shiv Datt, Har Datt and Dev Datt had left their village in search of employment.
2. They hoped to obtain an audience with the King of Ujjain.
3. They believed that the king would recognise their talents and appoint them to his service.

13. Describe the meeting between the four young men and the merchant.

Answer:

1. The travellers met a distressed merchant searching for his missing camel.
2. They accurately described the animal as lame, blind in one eye, short-tailed and suffering from stomach pain.
3. When they said that they had not seen it, the merchant accused them of theft and took them to the king.

14. How did Ram Datt and Shiv Datt identify two of the camel's conditions?

Answer:

1. Ram Datt noticed that three footprints were distinct while the fourth was faint.
2. From this difference, he concluded that the camel was lame in one leg.
3. Shiv Datt noticed untouched foliage on the right side and inferred that the camel was blind in its right eye.

15. How did Har Datt and Dev Datt discover the camel's other conditions?

Answer:

1. Har Datt saw blood droplets from mosquito bites and concluded that the camel had a short tail.
2. Dev Datt observed that the forefoot prints were deep while the hind-foot prints were faint.
3. He inferred that the camel was drawing up its hind legs because of stomach pain.

16. How did the four young men prove their innocence in the king's court?

Answer:

1. Each young man explained the clues he had observed along the road.
2. They showed how those clues enabled them to deduce the camel's physical condition.
3. Their logical explanations proved that they had never seen or stolen the camel.

17. How did the King of Ujjain reward the four young men?

Answer:

1. The king praised their remarkable intelligence and flawless reasoning.
2. He declared them innocent and dismissed the merchant's accusations as baseless.
3. He appointed the four young men as advisers in his royal court.

18. What three lessons are conveyed through "Wisdom Paves the Way"?

Answer:

1. Careful observation helps people notice details that others may overlook.
2. Logical reasoning enables people to draw conclusions from available evidence.
3. A person should not accuse someone without first examining the facts.

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

Three-Mark Descriptive Questions with Answers – HOTS Type:

The Wit that Won Hearts:

1. **Why was Tenali Rama's indirect approach more effective than directly correcting the king?**

Answer:

1. Direct criticism could have hurt the king's pride and made him unwilling to accept his mistake.
2. Rama's imaginary paddy-seed problem allowed the king to reflect on yawning objectively.

3. The king therefore reached the correct conclusion himself without being publicly embarrassed.
2. **How did a lack of communication turn a small incident into a serious quarrel?**

Answer:

1. The king assumed that the queen's yawn expressed disrespect without asking for an explanation.
2. The queen did not get an immediate opportunity to explain that she was exhausted.
3. Consequently, a natural physical action created weeks of silence and unhappiness in the palace.
3. **What qualities of an effective problem-solver did Tenali Rama demonstrate?**

Answer:

1. He listened patiently to the queen and understood the real cause of the conflict.
2. He waited for an appropriate opportunity and designed a strategy suited to the king's personality.
3. He combined observation, humour and intelligence to resolve the disagreement peacefully.
4. **How does the king's apology demonstrate maturity and self-awareness?**

Answer:

1. The king honestly recognised that he had overreacted to the queen's harmless yawn.
2. He admitted that pride had prevented him from judging the situation fairly.
3. He accepted responsibility and apologised instead of blaming the queen.
5. **What might have happened if Tenali Rama had failed to connect yawning with the paddy seeds?**

Answer:

1. The king might not have understood why his judgement of the queen was unfair.
2. The misunderstanding could have continued and caused greater unhappiness in the palace.
3. The relationship between the king and queen might have become increasingly distant.
6. **How can Tenali Rama's method be applied to conflicts in everyday life?**

Answer:

1. People can first listen carefully and identify the actual cause of a disagreement.
 2. They can present the issue calmly through a relatable example instead of making harsh accusations.
 3. This approach can help others recognise their mistakes without feeling humiliated.
- A Concrete Example**
7. **How does the poet use exaggeration to create humour in "A Concrete Example"?**

Answer:

1. The speaker claims that the plants are so small that they seem to mean nothing at all.
2. The suggestion that Mrs. Jones plants them with a pin humorously exaggerates their tiny size.
3. This exaggeration highlights the contrast between Mrs. Jones's enthusiasm and the speaker's amusement.

8. What does Mrs. Jones's garden teach us about individual ideas of beauty?

Answer:

1. Mrs. Jones considers her stone-filled garden and tiny plants attractive and valuable.
2. The speaker views the same garden as strange and somewhat amusing.
3. Their different reactions show that beauty depends on personal taste and perspective.

9. Why is the ending of the poem both ironic and meaningful?

Answer:

1. The speaker asks to see the flower while unknowingly standing on it.
2. The irony reveals how easily people can overlook what another person deeply values.
3. It encourages readers to observe carefully before dismissing something as insignificant.

10. How does the title "A Concrete Example" contribute to the poem's humour?

Answer:

1. "Concrete" literally suggests the hard and stony features dominating Mrs. Jones's garden.

Answer:

2. It also means a clear or definite example of her unusual gardening preferences.
3. This double meaning creates a pun that matches the poem's light-hearted tone.

Wisdom Paves the Way

11. Why was the merchant's conclusion about the four men logically weak?

Answer:

1. He assumed that accurate knowledge of the camel could come only from seeing or stealing it.
2. He did not consider that the men might have inferred the details from evidence on the road.
3. His conclusion was therefore based on suspicion rather than complete investigation.

12. How did the four young men convert ordinary clues into valuable evidence?

Answer:

1. They carefully noticed footprints, eaten foliage, blood droplets and differences in the depth of tracks.
2. They connected each clue with their knowledge of an animal's movement and behaviour.
3. Logical deduction enabled them to reconstruct the camel's condition without seeing it.

13. How does the King of Ujjain demonstrate the qualities of a fair judge?

Answer:

1. He gives the merchant an opportunity to state his accusation clearly.
2. He asks each young man to explain the reasoning behind his conclusion.
3. He bases his judgement on evidence and explanation rather than on the merchant's suspicion.

14. How did the young men's difficult journey ultimately work in their favour?

Answer:

1. Their search for employment led them along the road where they observed the camel's tracks.
2. The merchant's accusation unexpectedly brought them before the King of Ujjain.

3. Their defence displayed their intelligence and earned them positions as royal advisers.

15. What would have happened if the young men had ignored the small clues on the road?

Answer:

1. They would not have discovered the camel's physical characteristics.
2. They would have had no opportunity to demonstrate their powers of observation before the king.
3. They might have continued searching for employment instead of becoming royal advisers.

16. Compare the problem-solving methods of Tenali Rama and the four young men.

Answer:

1. Tenali Rama uses humour and an invented situation to correct a misunderstanding.
2. The four young men use physical clues and logical deduction to establish the truth.
3. Both succeed because they observe carefully, remain calm and think beyond the obvious.

17. How do the king in "The Wit that Won Hearts" and the King of Ujjain differ in judgement?

Answer:

1. Krishnadeva Raya initially reacts emotionally and misjudges the queen's innocent action.

Answer:

2. The King of Ujjain patiently hears the evidence before deciding whether the young men are guilty.
3. Together, their actions show the difference between impulsive judgement and reasoned judgement.

18. How do the three texts develop the theme of looking beyond appearances?

Answer:

1. The queen's yawn appears disrespectful but is actually caused by tiredness.
2. Mrs. Jones's ordinary-looking garden contains beauty that she values deeply.
3. The travellers' detailed knowledge appears suspicious but results from observation and reasoning.

19. What does the chapter teach about the relationship between knowledge and wisdom?

Answer:

1. Knowledge provides facts, such as how animals move or why people yawn.

Answer:

2. Wisdom involves applying those facts appropriately to understand a situation or solve a problem.
3. Tenali Rama and the four travellers demonstrate wisdom by using knowledge with sound judgement.

20. Why is the title "Wit and Wisdom" suitable for the entire chapter?

Answer:

1. Tenali Rama uses wit and humour to resolve a conflict in the royal family.

Answer:

2. Mrs. Jones's garden is presented through clever wordplay, irony and an unusual perspective.

3. The four young men use wisdom and logical deduction to prove their innocence and gain employment.

1.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

The Wit that Won Hearts:

1. Describe the misunderstanding between King Krishnadeva Raya and Queen Thirumalambal.

Answer:

1. King Krishnadeva Raya composed a poem containing descriptions of the sun, moon, stars and sky.
2. After his ministers avoided listening to it, he decided to recite it to Queen Thirumalambal.
3. The queen was exhausted after a tiring day and yawned several times during the recitation.
4. The king misunderstood her yawning as an insult to his poem and angrily left the room.
5. He stopped speaking to and visiting the queen, which made the palace gloomy and unhappy.

2. Explain how Tenali Rama resolved the quarrel between the king and queen.

Answer:

1. Tenali Rama listened patiently when the queen explained the cause of the quarrel.
2. During a court discussion on paddy cultivation, he presented supposedly revolutionary paddy seeds.
3. He claimed that the seeds would produce three times the normal yield if they were sown properly.
4. Rama then mentioned yawning while sowing and explained that yawning was as natural as breathing.
5. The king understood his mistake, apologised to the queen and restored happiness in the palace.

3. Describe the character of Tenali Rama with examples from the story.

Answer:

1. Tenali Rama was patient because he listened carefully to the queen's problem.
2. He was thoughtful because he took time to devise an appropriate strategy.
3. He was witty because he connected yawning with the sowing of paddy seeds.
4. He was observant because he noticed the king's reaction during the court discussion.
5. He was an effective problem-solver because his plan successfully reunited the royal couple.

A Concrete Example

4. Describe Mrs. Jones's garden as presented in the poem "A Concrete Example."

Answer:

1. Mrs. Jones's garden was unusual because it was filled mainly with stones.
 2. It had a crazy path, a lily pond and a rockery.
 3. A sundial with a strange device stood beyond the rockery.
 4. Mrs. Jones planted delicate and extremely small plants between the stones.
 5. She was proud of her garden and considered even its tiniest flower beautiful.
5. Summarise the poem "A Concrete Example."

Answer:

1. The poem describes the unusual garden of the speaker's next-door neighbour, Mrs. Jones.
2. Her garden contains stones, a path, a lily pond, a rockery and a sundial.
3. Mrs. Jones grows plants so tiny that the speaker imagines she plants them with a pin.
4. She invites the speaker to her garden and talks about a lovely flower for fifteen minutes.
5. The poem ends humorously when she reveals that the speaker has been standing on the flower.

Wisdom Paves the Way**6. Narrate the meeting between the four young men and the merchant.****Answer:**

1. Ram Datt, Shiv Datt, Har Datt and Dev Datt were travelling to Ujjain in search of employment.
2. On the way, they noticed fresh camel tracks and carefully examined the signs along the road.
3. A distressed merchant approached them and asked whether they had seen his missing camel.
4. The men accurately described the camel as lame, blind in one eye, short-tailed and suffering from stomach pain.
5. When they said that they had not seen it, the merchant accused them of theft and took them to the king.

7. Explain how the four young men discovered the camel's physical conditions.**Answer:**

1. Ram Datt observed one faint footprint and concluded that the camel was lame in one leg.
2. Shiv Datt noticed that the camel had eaten foliage only from the left side and inferred that it was blind in its right eye.
3. Har Datt saw drops of blood from mosquito bites and concluded that the camel had a short tail.
4. Dev Datt noticed differences in the depth of the forefoot and hind-foot prints.
5. From these prints, Dev Datt inferred that the camel was drawing up its hind legs because of stomach pain.

8. Describe what happened in the King of Ujjain's court.**Answer:**

1. The merchant accused the four young men of stealing his missing camel.
2. The king asked each young man to explain how he had discovered the camel's characteristics.
3. Each man described the signs he had observed and the reasoning behind his conclusion.
4. The king declared that their explanations were flawless and the merchant's accusation was baseless.
5. Impressed by their intelligence, the king appointed the four young men as his advisers.

9. Describe the character of the King of Ujjain.**Answer:**

1. The King of Ujjain was attentive because he listened carefully to the merchant's complaint.

2. He was fair because he gave the four accused men an opportunity to defend themselves.
3. He was thoughtful because he examined the reasoning behind each conclusion.
4. He was just because he declared the young men innocent after considering the evidence.
5. He valued wisdom and appointed the four intelligent young men as royal advisers.

10. Explain the important lessons conveyed by Unit 1, “Wit and Wisdom.”

Answer:

1. People should communicate openly to prevent small misunderstandings from becoming serious conflicts.
2. Humour and intelligence can be used to resolve difficult situations peacefully.
3. Beauty and value may differ according to each person’s perspective.
4. Careful observation and logical reasoning help people discover the truth.
5. A person should examine facts and evidence before judging or accusing others.

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

Five-Mark Descriptive Questions with Answers – HOTS Type:

The Wit that Won Hearts:

1. **Evaluate Tenali Rama’s strategy for resolving the quarrel between the king and queen.**

Answer:

1. Tenali Rama correctly understood that directly criticising the king could hurt his pride.
2. He waited for an appropriate court discussion to introduce his imaginary paddy seeds.
3. He cleverly connected yawning during sowing with the queen’s yawn during the poem.
4. His humorous explanation helped the king realise his mistake without being publicly humiliated.
5. Therefore, Rama’s strategy was tactful, intelligent and effective in restoring the royal couple’s relationship.

2. **How could the misunderstanding between the king and queen have been prevented?**

Answer:

1. The king could have calmly asked the queen why she was yawning instead of assuming that she was disrespectful.
2. The queen could have explained immediately that she was exhausted after a tiring day.
3. Both could have listened to each other before reacting emotionally.
4. The king could have chosen a more suitable time to recite his poem.
5. Honest communication, patience and empathy would have prevented the minor incident from becoming a prolonged quarrel.

3. **Analyse how pride affected King Krishnadeva Raya’s judgement and behaviour.**

Answer:

1. The king took great pride in his poetry and expected the queen to listen with complete attention.
2. He interpreted her natural yawn as a personal insult without considering her tiredness.

3. His wounded pride caused him to react angrily and stop speaking to her.
4. It prevented him from examining the situation calmly for several weeks.
5. When he finally set aside his pride, he recognised his mistake, apologised and restored peace.

4. What qualities of Tenali Rama make him a role model for solving present-day conflicts?

Answer:

1. Rama listens patiently and gathers all the necessary information before taking action.
2. He studies people's emotions and selects an approach that does not humiliate anyone.
3. He remains calm and waits for the right opportunity to address the problem.
4. He uses creativity and humour instead of anger or confrontation.
5. These qualities can help people solve family, classroom and workplace conflicts peacefully.

A Concrete Example

5. How does "A Concrete Example" show that beauty depends on personal perspective?

Answer:

1. Mrs. Jones considers her stone-filled garden attractive and takes pride in its unusual design.
2. She carefully plants delicate flowers between the stones and appreciates even the smallest one.
3. The speaker, however, finds the garden strange and fails to notice the flower.
4. The contrast shows that the same object can produce different reactions in different people.
5. The poem therefore teaches readers to respect individual preferences and ways of recognising beauty.

6. Analyse how humour, exaggeration and irony make the poem effective.

Answer:

1. The repeated descriptions of stones create a playful picture of Mrs. Jones's unusual garden.
2. The speaker exaggerates the plants' smallness by suggesting that they are planted with a pin.
3. The lengthy discussion about a nearly invisible flower adds to the comic effect.
4. Situational irony appears when the speaker discovers that they have been standing on the flower.
5. Together, these devices make the poem entertaining while showing how differently people perceive things.

Wisdom Paves the Way:

7. Assess whether the merchant was justified in accusing the four young men of stealing his camel.

Answer:

1. The merchant's suspicion was understandable because the men accurately described his camel without having seen it.
2. However, suspicion alone was not sufficient evidence to prove that they had stolen the animal.
3. He failed to ask how the men had obtained their information before accusing them.

4. Their explanations showed that every conclusion came from observable clues along the road.
5. Therefore, the merchant was not justified because he judged them hastily without investigating the facts.
8. **Explain how the four young men used scientific thinking to identify the camel's condition.**

Answer:

1. They began by carefully observing footprints, plants and other signs along the camel's route.
2. They compared the different footprints and noted unusual patterns.
3. Each man connected a particular clue with his existing knowledge of animal behaviour.
4. They formed logical conclusions about the camel's leg, eye, tail and stomach.
5. Their method followed the scientific process of observation, analysis, inference and explanation.

9. **Evaluate the King of Ujjain as a wise and just ruler.**

Answer:

1. The king listened to the merchant's complaint instead of dismissing it immediately.
2. He gave each accused man a fair opportunity to explain his conclusion.
3. He asked relevant questions and examined the evidence carefully.
4. He corrected the merchant's false accusation and declared the young men innocent.
5. By appointing them as advisers, he showed that he recognised and rewarded intelligence and wisdom.

10. **How did a difficult situation become a life-changing opportunity for the four young men?**

Answer:

1. The young men were tired travellers who had not yet found suitable employment.
2. Their observations about the missing camel caused the merchant to accuse them of theft.
3. The accusation unexpectedly brought them before the King of Ujjain.
4. In court, they demonstrated their intelligence through clear and logical explanations.
5. Their difficult situation ultimately helped them gain honourable positions as royal advisers.

Thematic Questions:

11. **Compare how Tenali Rama and the four young men use intelligence to overcome problems.**

Answer:

1. Tenali Rama faces an emotional conflict, while the four men face a false accusation.
2. Rama uses humour and an imaginary situation to help the king realise his mistake.
3. The four men use physical evidence and logical deduction to establish their innocence.
4. Both remain calm, observe carefully and explain their ideas effectively.
5. Their success shows that intelligence is most valuable when applied with patience and good judgement.
6. **Explain how the chapter warns readers against judging situations by appearances.**

Answer:

1. The queen's yawn appears disrespectful, but it is actually caused by exhaustion.
2. Mrs. Jones's stony garden appears unattractive to the speaker, but she sees beauty in it.

3. The four men's detailed knowledge appears to prove guilt, but it comes from careful observation.
4. In every text, an initial impression is corrected by deeper understanding.
5. The chapter therefore teaches readers to examine facts and perspectives before forming judgements.

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

Five-Mark Descriptive Questions with Answers – Applied Type:

1. **Your friend misunderstands a harmless action and stops speaking to you. How would you resolve the conflict by applying the lesson from “The Wit that Won Hearts”?**

Answer:

1. I would remain calm and avoid reacting angrily to my friend's behaviour.
 2. I would choose a suitable time to ask why my action had upset my friend.
 3. I would listen patiently without interrupting or blaming my friend.
 4. I would clearly explain my intention and apologise if my action had caused hurt.
 5. Like Tenali Rama, I would use patience, empathy and tact to restore the friendship.
2. **Suppose a classmate yawns while you are presenting a project. How would you respond using the lesson learned by King Krishnadeva Raya?**

Answer:

1. I would not immediately assume that the classmate was disrespecting my presentation.
 2. I would consider that the person might be tired, unwell or unable to control the yawn.
 3. I would continue my presentation calmly without showing anger.
 4. If necessary, I would later ask the classmate politely whether everything was all right.
 5. I would avoid allowing pride or assumptions to damage our relationship.
3. **Two students in your class have quarrelled because of a misunderstanding. How would you use Tenali Rama's approach to help them?**

Answer:

1. I would listen separately to both students and understand their versions of the incident.
 2. I would identify the misunderstanding that caused the quarrel.
 3. I would use a simple example or role-play to help each student understand the other's perspective.
 4. I would encourage them to admit their mistakes and apologise sincerely.
 5. I would help them agree on better communication to prevent similar conflicts.
4. **You visit a garden that looks unusual and unattractive to you, but its owner is proud of it. How would you respond after reading “A Concrete Example”?**

Answer:

1. I would avoid making negative comments based only on my first impression.
 2. I would observe the garden carefully to understand its distinctive features.
 3. I would ask the owner about the ideas and effort behind its design.
 4. I would appreciate the creativity or details that the owner values.
 5. I would remember that beauty depends on personal taste and perspective.
5. **Design a small creative garden inspired by Mrs. Jones's garden and explain your choices.**

Answer:

1. I would create a winding path using colourful stones and pebbles.
 2. I would build a small rockery with plants growing between the rocks.
 3. I would add a tiny pond to attract birds, butterflies and insects.
 4. I would place a sundial or handmade recycled decoration at the centre.
 5. The garden would show how ordinary materials can be arranged creatively to produce beauty.
6. **A valuable classroom item is missing, and a student is accused without evidence. As the class leader, how would you handle the situation?**

Answer:

1. I would ask everyone to remain calm and avoid blaming the accused student.
 2. I would gather facts about when and where the item was last seen.
 3. I would examine the classroom and speak politely to possible witnesses.
 4. I would present the available evidence to the teacher without making assumptions.
 5. Like the King of Ujjain, I would support a fair decision based on facts rather than suspicion.
7. **While walking, you notice a damaged bicycle and marks on the road. How would you use the four young men's method to understand what happened?**

Answer:

1. I would observe the bicycle, its tyres and the marks on the road carefully.
 2. I would note details such as broken parts, direction of movement and signs of impact.
 3. I would compare the clues instead of forming an immediate conclusion.
 4. I would use logical reasoning to develop possible explanations for the damage.
 5. I would verify my conclusion with witnesses or other evidence before reporting it.
8. **Imagine that you are the King of Ujjain hearing the merchant's complaint. Explain how you would arrive at a fair judgement.**

Answer:

1. I would first allow the merchant to present his complaint clearly.
 2. I would give each of the four young men an equal opportunity to respond.
 3. I would ask them to explain how they discovered the camel's characteristics.
 4. I would examine whether their conclusions were logically supported by observable evidence.
 5. I would declare them innocent and advise the merchant not to accuse anyone without proof.
9. **Your group has to solve a difficult science problem. How can the methods used by the four young men help your group?**

Answer:

1. We would observe every detail of the problem carefully.
 2. Each member would examine a different part and record relevant information.
 3. We would connect our observations with scientific concepts already learned.
 4. We would compare our ideas and test whether the evidence supports them.
 5. We would present the final solution with clear reasoning, just as the young men did in court.
10. **A new student gives an unusual solution to a classroom problem, and others laugh at it. How would you respond using lessons from the chapter?**

Answer:

1. I would ask the class to listen before judging the solution.

2. I would invite the new student to explain the reasoning behind the idea.
3. I would examine whether the proposed solution is supported by facts or evidence.
4. I would appreciate any creativity or insight contained in the response.
5. I would remind everyone that unusual ideas, like Rama's plan, can sometimes solve difficult problems effectively.

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

Olympiad-Type Multiple-Choice Questions:

Textual Understanding and Interpretation:

1. Why was Krishnadeva Raya's reign called the Golden Era of the Vijayanagara Empire?

- A. The empire conquered every neighbouring kingdom.
- B. Art, literature and architecture flourished during his reign.
- C. The empire discovered revolutionary paddy seeds.
- D. Eight kings jointly governed the empire.

Answer: B. Art, literature and architecture flourished during his reign.

2. The Ashtadiggajas were a group of:

- A. eight royal advisers
- B. eight military commanders
- C. eight celebrated poets
- D. eight provincial rulers

Answer: C. eight celebrated poets

3. What was the actual cause of Queen Thirumalambal's yawning?

- A. She disliked the king's poem.
- B. She wanted to insult the king.
- C. She was exhausted after a tiring day.
- D. She could not understand the poem.

Answer: C. She was exhausted after a tiring day.

4. Why did the queen seek Tenali Rama's help?

- A. She wanted him to rewrite the king's poem.
- B. She trusted his wit to resolve the misunderstanding.
- C. She wanted him to punish the ministers.
- D. She wished to leave the palace secretly.

Answer: B. She trusted his wit to resolve the misunderstanding.

5. Tenali Rama's claim about the revolutionary paddy seeds was mainly intended to:

- A. introduce a new farming method
- B. entertain the courtiers
- C. help the king understand that yawning is natural
- D. prove that he knew more than the ministers

Answer: C. help the king understand that yawning is natural

6. Which quality of Tenali Rama is most evident in the way he solves the quarrel?

- A. Physical strength
- B. Strict discipline
- C. Strategic intelligence
- D. Literary ambition

Answer: C. Strategic intelligence

7. The king's statement, "I let my pride blind me," means that:

- A. he could no longer see clearly
- B. his pride prevented him from judging fairly

- C. he was proud of the queen's behaviour
- D. he had forgotten the entire incident

Answer: B. his pride prevented him from judging fairly

8. Which statement best expresses the central message of "The Wit that Won Hearts"?

- A. A ruler should never compose poetry.
- B. Farmers should experiment with new seeds.
- C. Wit, empathy and communication can resolve misunderstandings.
- D. Courtiers should always agree with their king.

Answer: C. Wit, empathy and communication can resolve misunderstandings.

9. What makes Mrs. Jones's garden unusual?

- A. It contains only fruit trees.
- B. It is filled with stones and extremely small plants.
- C. It has no path or decorative features.
- D. It is situated inside her house.

Answer: B. It is filled with stones and extremely small plants.

10. The statement that Mrs. Jones plants the flowers "with a pin" is an example of:

- A. exaggeration
- B. personification
- C. simile
- D. onomatopoeia

Answer: A. exaggeration

11. Why is the conclusion of "A Concrete Example" ironic?

- A. Mrs. Jones dislikes the flower she has planted.
- B. The speaker admires a flower that does not exist.
- C. The speaker is standing on the flower while asking where it is.
- D. The sundial fails to show the correct time.

Answer: C. The speaker is standing on the flower while asking where it is.

12. The title "A Concrete Example" contains a pun because "concrete" refers to:

- A. a flower and a gardener
- B. a stone-like material and something definite
- C. a sundial and the passage of time
- D. a pond and flowing water

Answer: B. a stone-like material and something definite

13. What is the rhyme scheme of each stanza of "A Concrete Example"?

- A. ABABCC
- B. AABBC
- C. ABCABC
- D. AABCCB

Answer: B. AABBC

14. What can be inferred about Mrs. Jones?

- A. She is ashamed of her garden.
- B. She is creative and proud of her unusual garden.
- C. She dislikes small flowers.
- D. She wants to replace the stones with trees.

Answer: B. She is creative and proud of her unusual garden.

15. Why were the four young men travelling to Ujjain?

- A. To purchase a camel
- B. To meet the merchant
- C. To find suitable employment
- D. To investigate a theft

Answer: C. To find suitable employment

16. Which clue helped Ram Datt infer that the camel was lame?

- A. The camel ate leaves only on one side.
- B. Three footprints were clear, while the fourth was faint.
- C. Blood droplets appeared along the road.
- D. The hind-foot impressions were unusually deep.

Answer: B. Three footprints were clear, while the fourth was faint.

17. Why did Shiv Datt conclude that the camel was blind in its right eye?

- A. It had eaten foliage only from the left side of the road.
- B. It had walked in a curved line.
- C. One of its footprints was faint.
- D. It repeatedly struck the rocks on the right.

Answer: A. It had eaten foliage only from the left side of the road.

18. The blood droplets observed by Har Datt indicated that the camel:

- A. had injured its leg
- B. had been attacked by another animal
- C. could not drive away mosquitoes with its short tail
- D. was carrying a heavy load

Answer: C. could not drive away mosquitoes with its short tail

19. What did Dev Datt infer from the unequal depth of the footprints?

- A. The camel was running very quickly.
- B. The camel was carrying two riders.
- C. The camel was suffering from stomach pain.
- D. The camel had lost its way.

Answer: C. The camel was suffering from stomach pain.

20. What was the merchant's main error?

- A. He searched for the camel in the wrong direction.
- B. He accused the men without examining the evidence.
- C. He failed to recognise his camel's physical features.
- D. He refused to appear before the king.

Answer: B. He accused the men without examining the evidence.

21. Why did the King of Ujjain appoint the four young men as advisers?

- A. They belonged to wealthy families.
- B. They promised to find the missing camel.
- C. They demonstrated exceptional observation and reasoning.
- D. The merchant recommended them for the positions.

Answer: C. They demonstrated exceptional observation and reasoning.

22. Which quality is common to Tenali Rama and the four young men?

- A. They depend on physical force.
- B. They solve problems using intelligence and observation.
- C. They avoid explaining their decisions.
- D. They gain success through royal birth.

Answer: B. They solve problems using intelligence and observation.

Vocabulary and Grammar

23. Choose the word closest in meaning to "insurmountable."

- A. Unimportant
- B. Unavoidable
- C. Unbeatable
- D. Uncertain

Answer: C. Unbeatable

24. The expression “**taken aback**” means:

- A. completely surprised
- B. physically attacked
- C. sent backwards
- D. deeply disappointed

Answer: A. completely surprised

25. The expression “**more than meets the eye**” refers to:

- A. something clearly visible
- B. hidden information that is not immediately obvious
- C. something too small to observe
- D. an imaginary object

Answer: B. hidden information that is not immediately obvious

26. Which option correctly gives the noun forms of *deduce*, *observe* and *accuse*?

- A. deducement, observance, accusative
- B. deduction, observation, accusation
- C. deducing, observable, accused
- D. deductive, observer, accusing

Answer: B. deduction, observation, accusation

27. Which of the following is a hyphenated compound word?

- A. sunlight
- B. paddy seeds
- C. well-planned
- D. courtroom

Answer: C. well-planned

28. Identify the conditional sentence expressing a possible future situation.

- A. If I had known, I would have acted differently.
- B. If I were invisible, I would enter the room.
- C. If it rains tomorrow, we will stay indoors.
- D. If I had a million rupees, I would travel widely.

Answer: C. If it rains tomorrow, we will stay indoors.

29. Choose the sentence that uses the third conditional correctly.

- A. If she studied harder, she will pass.
- B. If she had studied harder, she would have passed.
- C. If she studies harder, she would pass.
- D. If she had studied harder, she will have passed.

Answer: B. If she had studied harder, she would have passed.

30. In the sentence, “If I had a magic wand, I would give myself wings,” the condition is:

- A. a scientific fact
- B. a regular habit
- C. an imaginary present situation
- D. an unreal past action

Answer: C. an imaginary present situation

31. Which modal verb is most appropriate for giving advice?

“You _____ think carefully before making an accusation.”

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

Answer: B. should

32. Which sentence expresses necessity?

- A. You might find the answer.
- B. You can solve the problem.
- C. You need to examine the evidence.
- D. You would enjoy the poem.

Answer: C. You need to examine the evidence.

33. In the sentence, “May your wisdom shine upon Ujjain,” the modal *may* expresses:

- A. command
- B. ability
- C. wish
- D. obligation

Answer: C. wish

34. Which sentence uses *face* as a verb meaning “deal with”?

- A. She has a cheerful face.
- B. The face of the clock is blue.
- C. We must face the consequences of our choices.
- D. He drew a smiling face.

Answer: C. We must face the consequences of our choices.

35. Select the option that best expresses the overall theme of the chapter.

- A. Wealth is more valuable than intelligence.
- B. Appearances always reveal the complete truth.
- C. Wit, careful observation and sound judgement lead to understanding.
- D. Difficult problems can be solved only by rulers.

Answer: C. Wit, careful observation and sound judgement lead to understanding.

1.15 Best Practices Opportunity List from the Chapter: (18 Ideas)

Best Practices for Teaching Chapter 1: “Wit and Wisdom”:

1. **Begin with real-life situations**
Ask students to share examples of misunderstandings, witty responses or situations in which careful observation helped them solve a problem.
2. **Conduct guided reading**
Divide each text into meaningful sections and pause periodically to explain vocabulary, examine characters and predict what may happen next.
3. **Use role-play and dramatic reading**
Ask students to enact the quarrel and reconciliation in “The Wit that Won Hearts” and the court scene in “Wisdom Paves the Way.”
4. **Practise observation and deduction**
Display footprints, objects or visual clues and ask students to infer what may have happened, following the method used by the four young men.
5. **Teach vocabulary in context**
Explain words such as *renowned*, *trivial*, *distraught*, *sceptical*, *deduce* and *chastened* through sentences, situations and word maps.
6. **Integrate grammar with the texts**
Use examples from the chapter to teach conditional sentences, main and subordinate clauses, compound words, noun formation and modal verbs.
7. **Use think-pair-share**
Give students interpretative questions, allow them to think individually, discuss their responses with a partner and then share with the class.

8. **Compare characters and their qualities**
Ask students to compare Tenali Rama, King Krishnadeva Raya, Mrs. Jones, the merchant and the four travellers based on their actions and decisions.
9. **Teach poetry through expressive recitation**
Recite “A Concrete Example” with correct rhythm, stress and intonation before discussing its rhyme scheme, refrain, imagery, exaggeration, pun and irony.
10. **Create a supportive discussion environment**
Accept different interpretations when supported by textual evidence and encourage students to listen respectfully to alternative viewpoints.
11. **Connect learning with values**
Discuss patience, empathy, forgiveness, fairness, open communication and the importance of avoiding judgement without evidence.
12. **Use differentiated learning activities**
Provide vocabulary support and sentence starters to learners who need assistance, while assigning analytical and creative tasks to advanced learners.
13. **Include collaborative tasks**
Organise students into small groups for role-play, character analysis, grammar exercises, poster preparation and problem-solving activities.
14. **Encourage evidence-based answers**
Train students to support every descriptive answer with an incident, quotation or clue from the text.
15. **Use continuous formative assessment**
Conduct short quizzes, exit tickets, oral questioning, vocabulary checks and one-minute summaries after each section.
16. **Develop integrated language skills**
Combine reading with listening tasks, group speaking, narrative writing, formal letter writing and dramatic performance.
17. **Address misconceptions immediately**
Clarify the difference between knowledge and wisdom, humour and mockery, inference and assumption, and evidence and suspicion.
18. **End with reflection**
Ask students to write what they learned about resolving misunderstandings, respecting different perspectives and thinking before judging others.

1.16 Innovations Opportunity List from the Chapter: (18 Ideas)

Innovations in Teaching–Learning Chapter 1: “Wit and Wisdom”:

- (1) **Digital Courtroom Simulation**
Students can enact the merchant’s case as a courtroom trial, taking the roles of judge, merchant, travellers, lawyers and witnesses while presenting evidence and arguments.
- (2) **Observation and Deduction Challenge**
The teacher can arrange footprints, disturbed objects, leaves or picture clues around the classroom and ask teams to infer what happened, as the four young men did.
- (3) **Interactive Story Map**
Students can create a digital or chart-based story map showing the setting, characters, conflict, important events, solution and moral of each text.
- (4) **Alternative-Ending Studio**
Students can write or record alternative endings, such as what might have happened if Tenali Rama’s strategy had failed or if the king had believed the merchant immediately.

- (5) **Wit and Wisdom Podcast**
Small groups can produce short audio episodes featuring story narration, character interviews, vocabulary explanations and discussions of the chapter's lessons.
- (6) **Comic-Strip Creation**
Students can convert an important episode into a comic strip with speech bubbles, captions and illustrations, helping them practise sequencing and dialogue writing.
- (7) **AI-Assisted Character Interview**
Students can frame questions for characters such as Tenali Rama, Mrs. Jones or the King of Ujjain and critically evaluate AI-generated responses against evidence from the text.
- (8) **Virtual Garden Design**
Students can use drawing or presentation software to redesign Mrs. Jones's garden and describe it using imagery, adjectives and prepositional phrases.
- (9) **Conditional-Sentence Game**
Create scenario cards beginning with prompts such as "If the queen had explained..." or "If the travellers had ignored the tracks..." for students to complete using appropriate conditionals.
- (10) **Evidence-Board Activity**
Teams can organise clues from "**Wisdom Paves the Way**" on a digital or physical evidence board and connect each clue to the correct deduction.
- (11) **Character Social-Media Profiles**
Students can design imaginary, classroom-safe profile pages for the main characters, including short biographies, qualities, important actions and reflective posts.
- (12) **Perspective-Switch Writing**
Ask students to rewrite an incident from the viewpoint of the queen, king, merchant, camel, Mrs. Jones or the flower to develop empathy and narrative skills.
- (13) **QR-Code Learning Stations**
Place QR codes around the classroom linking to vocabulary challenges, audio readings, grammar quizzes, riddles and literary-device activities.
- (14) **Freeze-Frame Theatre**
Groups can create silent tableaux of important moments, while classmates identify the scene, characters' emotions and likely dialogue.
- (15) **Wit Laboratory**
Students can solve riddles, puns and situational problems and then explain the thinking process used to arrive at each solution.
- (16) **Digital Vocabulary Escape Room**
Design a sequence of clues involving compound words, synonyms, noun formation, idioms and contextual meanings that students must solve collaboratively.
- (17) **Newsroom Reporting Activity**
Students can present the events as news reports with headlines such as "Royal Quarrel Ends" or "Four Travellers Prove Innocence Through Logic."
- (18) **Student-Created Assessment**
Groups can prepare MCQs, inference questions, grammar puzzles and exit quizzes based on the chapter and exchange them for peer assessment.

1.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. Krishnadeva Raya ruled the _____ Empire.

Answer: Vijayanagara

2. The eight celebrated poets in Krishnadeva Raya's court were called the _____.
Answer: Ashtadiggajas
3. Queen Thirumalambal yawned because she was _____ after a tiring day.
Answer: exhausted
4. Tenali Rama brought a plateful of _____ seeds to the royal court.
Answer: paddy
5. Rama explained that yawning is as natural as _____.
Answer: breathing
6. The poem "A Concrete Example" was written by _____.
Answer: Reginald Arkell
7. Mrs. Jones planted delicate little plants between the _____.
Answer: stones
8. The speaker was unknowingly standing on the _____.
Answer: flower
9. The four young men were travelling towards _____ in search of employment.
Answer: Ujjain
10. The merchant accused the four young men of _____ his camel.
Answer: stealing
11. Ram Datt inferred that the camel was _____ in one leg.
Answer: lame
12. Shiv Datt concluded that the camel was blind in its _____ eye.
Answer: right
13. Har Datt discovered that the camel had a short _____.
Answer: tail
14. Dev Datt inferred that the camel was suffering from _____ pain.
Answer: stomach
15. The King of Ujjain appointed the four young men as his _____.
Answer: advisers

B. One-Mark Descriptive Questions:

1. **Why was Krishnadeva Raya's reign called the Golden Era?**
Answer: His reign was called the Golden Era because art, literature and architecture flourished during it.
2. **Why did the king become angry with the queen?**
Answer: The king became angry because he mistook the queen's yawning for disrespect towards his poem.
3. **Why did the queen approach Tenali Rama?**
Answer: The queen approached Tenali Rama because she trusted his wit to resolve the misunderstanding.

4. **What did Tenali Rama claim about the paddy seeds?**

Answer: He claimed that the seeds would produce three times the normal yield.

5. **What did the king realise after hearing Rama's explanation?**

Answer: The king realised that yawning was natural and that he had treated the queen unfairly.

6. **What was unusual about Mrs. Jones's garden?**

Answer: Mrs. Jones's garden was filled with stones and extremely tiny plants.

7. **Why is the ending of "A Concrete Example" humorous?**

Answer: It is humorous because the speaker is standing on the flower while asking where it is.

8. **Why were the four men travelling to Ujjain?**

Answer: They were travelling to Ujjain in search of suitable employment.

9. **Why did the merchant suspect the four young men?**

Answer: He suspected them because they knew several details about his camel despite claiming never to have seen it.

10. **What quality did the King of Ujjain display while hearing the case?**

Answer: The king displayed fairness by listening to the evidence before passing judgement.

C. Two-Mark Descriptive Questions:

1. **Why did the queen yawn, and how did the king interpret it?**

Answer:

1. The queen yawned because she was exhausted after a tiring day.
2. The king interpreted it as a sign of disrespect towards his poem.

2. **How did Tenali Rama introduce his plan in the royal court?**

Answer:

1. He presented a plateful of supposedly revolutionary paddy seeds.
2. He claimed that they would produce three times the usual harvest.

3. **How did the king and queen end their quarrel?**

Answer:

1. The king admitted his mistake and apologised sincerely to the queen.
2. The queen accepted his apology and agreed to leave the quarrel behind.

4. **How does the poet describe the tiny plants in Mrs. Jones's garden?**

Answer:

1. The poet describes the plants as delicate and extremely small.
2. The speaker humorously suggests that Mrs. Jones plants them with a pin.

5. **Why is the title "A Concrete Example" a pun?**

Answer:

1. “Concrete” literally relates to the hard and stony features of the garden.
2. It also means a clear example of Mrs. Jones’s unusual gardening habits.

6. How did Ram Datt know that the camel was lame?

Answer:

1. He noticed that three footprints were distinct while the fourth was faint.
2. He concluded that the camel could not place equal weight on one leg.

7. How did Shiv Datt infer that the camel was blind in its right eye?

Answer:

1. The camel had eaten foliage only from the left side of the road.
2. The untouched foliage on the right suggested that it could not see with its right eye.

8. Why did the king appoint the four young men as advisers?

Answer:

1. Their explanations demonstrated exceptional observation and logical reasoning.
2. The king believed that their wisdom would benefit his kingdom.

D. Three-Mark Descriptive Questions:

1. Describe Tenali Rama’s role in resolving the royal quarrel.

Answer:

1. Rama listened patiently to the queen’s explanation of the misunderstanding.
2. He used an imaginary paddy-seed problem to introduce the subject of yawning.
3. His clever strategy made the king realise his mistake and apologise to the queen.

2. What qualities of Tenali Rama are revealed in the story?

Answer:

1. He is patient because he listens carefully before taking action.
2. He is witty because he connects yawning with the sowing of paddy.
3. He is tactful because he corrects the king without embarrassing him.

3. Describe Mrs. Jones’s garden.

Answer:

1. The garden is filled with stones and has a crazy path, a lily pond and a rockery.
2. It contains a sundial with a strange device.
3. Tiny and delicate plants grow between its stones.

4. How does the poet create humour in “A Concrete Example”?**Answer:**

1. The speaker exaggerates that the tiny plants must be planted with a pin.
2. Mrs. Jones and the speaker discuss an almost invisible flower for fifteen minutes.
3. The poem ends ironically when the speaker discovers that they are standing on it.

5. How did the four young men identify the camel’s physical conditions?**Answer:**

1. They carefully observed footprints, foliage and blood droplets along the road.
2. They connected these clues with their knowledge of animal movement and behaviour.
3. They deduced that the camel was lame, partly blind, short-tailed and suffering from stomach pain.

6. How did the King of Ujjain prove that he was a fair ruler?**Answer:**

1. He listened carefully to the merchant’s accusation.
2. He allowed each young man to explain his observations and deductions.
3. He examined the evidence before declaring the men innocent.

E. Five-Mark Descriptive Questions:**1. Explain how Tenali Rama resolved the misunderstanding between the king and queen.****Answer:**

1. Tenali Rama first listened carefully to the queen’s account of the quarrel.
2. He waited for a suitable opportunity during a court discussion on paddy cultivation.
3. He presented imaginary seeds and claimed that their success depended on the person sowing them.
4. He referred to yawning during sowing and explained that yawning was as natural as breathing.
5. The king understood his mistake, apologised to the queen and restored happiness in the palace.

2. Describe the character of Queen Thirumalambal.**Answer:**

1. The queen is respectful because she never intended to insult the king or his poem.
2. She is sensitive because the king’s silence and absence deeply upset her.
3. She is hopeful because she continues searching for a peaceful solution.
4. She is wise enough to seek the assistance of Tenali Rama.

5. She is forgiving because she readily accepts the king's sincere apology.

3. Explain how "A Concrete Example" presents different perspectives on beauty.

Answer:

1. Mrs. Jones finds beauty in stones, unusual decorations and tiny plants.
2. She takes pride in a flower that is almost impossible for the speaker to notice.
3. The speaker initially sees the garden as peculiar rather than attractive.
4. Their contrasting reactions show that people appreciate the same object differently.
5. The poem teaches readers to respect personal choices and look carefully before judging.

4. Explain how the four young men proved their innocence in the King of Ujjain's court.

Answer:

1. Ram Datt explained that one faint footprint showed that the camel was lame.
2. Shiv Datt connected the untouched right-side foliage with blindness in the camel's right eye.
3. Har Datt linked the mosquito-bite marks with the camel's inability to use a long tail.
4. Dev Datt used the unequal depth of the footprints to infer that the camel had stomach pain.
5. Their evidence-based explanations proved that they had used deduction and had not stolen the camel.

5. What major values and lessons are conveyed through "Wit and Wisdom"?

Answer:

1. Open communication and empathy can prevent misunderstandings.
2. Wit and humour can resolve tense situations without causing humiliation.
3. People should respect different ideas of beauty and personal preference.
4. Careful observation and logical reasoning can reveal facts that are not immediately obvious.
5. Judgements and accusations should be based on reliable evidence rather than assumptions.

8th Standard English Book Chapter 2

Chapter 2: VALUES AND DISPOSITIONS

2.1 Summary of the Chapter:

- (1) Chapter 2 focuses on important human values such as courage, patriotism, kindness, empathy, integrity, responsibility and service to society.
- (2) “A Tale of Valour” describes the bravery and sacrifice of Major Somnath Sharma during the Battle of Badgam in Kashmir in 1947.
- (3) Although his left hand was in plaster, Major Sharma insisted on leading his D Company because he felt responsible for his soldiers.
- (4) Major Sharma and his 90 soldiers courageously fought nearly 500 infiltrators who planned to capture the Srinagar airfield.
- (5) Even when heavily outnumbered and short of ammunition, he refused to withdraw and inspired his soldiers to fight with determination.
- (6) His sacrifice delayed the enemy and gave the Indian Army enough time to bring reinforcements, thereby helping to save Srinagar.
- (7) Major Somnath Sharma was posthumously awarded the **Param Vir Chakra**, becoming its first recipient.
- (8) The poem “**Somebody’s Mother**” tells how a kind schoolboy helps an old, weak woman safely cross a slippery and crowded street.
- (9) The boy helps her because he realises that she is somebody’s mother and hopes that someone will similarly help his own mother when necessary.
- (10) In “**Vergheze Kurien—I Too Had a Dream**,” Dr. Kurien writes to his grandson about his decision to serve India’s dairy farmers and contribute to national development.
- (11) Dr. Kurien emphasises integrity, hard work, gratitude, responsible use of one’s talents and service to the common good.
- (12) Overall, the chapter teaches that a meaningful life is built through courage, compassion, selflessness, discipline and dedicated service to humanity and the nation.

2.2 Important Formulas:

Important Grammar Topics in Chapter 2: “Values and Dispositions”:

1. **Subject–Verb Agreement**
A singular subject takes a singular verb, while a plural subject takes a plural verb.
Example: “A battalion of soldiers **stands** at attention.”
2. **Agreement with Collective Nouns**
Collective nouns such as *battalion*, *regiment*, *squadron*, and *fleet* are generally treated as singular when referring to one unit.
Example: “The regiment **is** ready for battle.”
3. **Subject–Verb Agreement with Special Expressions**
Students should learn agreement with *each*, *either*, *neither*, *one of*, *a pair of*, and subjects joined by *either...or* or *neither...nor*.
Example: “Each of the soldiers **has** a weapon.”
4. **Nouns and Verbs with Similar Spellings**
The chapter teaches students to distinguish between noun and verb forms such as:
 - *advice* – *advise*
 - *practice* – *practise*
 - *device* – *devise*
 - *council* – *counsel*

5. Collective Nouns

Students learn collective nouns connected with the armed forces, including *regiment*, *battalion*, *squadron*, and *fleet*.

6. Conjunction 'Lest'

Lest means “to prevent something undesirable from happening” or “for fear that.”

Example: “She walked carefully lest she should fall.”

7. Possessive Adjectives and Possessive Pronouns

Students should understand words that indicate possession, such as *my*, *your*, *his*, *her*, *its*, *our*, *their*, *mine*, *yours*, and *theirs*.

Example: “This medal is **yours**.”

8. Contractions and Possessive Forms

The chapter explains commonly confused forms:

- *it's* = it is/it has; *its* = possession
- *you're* = you are; *your* = possession
- *they're* = they are; *their* = possession

9. Prepositions and Prepositional Phrases

A prepositional phrase begins with a preposition and gives information about time, place, direction, manner or relationship.

Examples: *in today's world*, *on the telephone*, *with great pleasure*, *under the tree*.

10. Sentence Formation and Word Order

Students learn to rearrange jumbled words and phrases into meaningful sentences using the usual order:

Subject + Verb + Object + Additional Information.

11. Punctuation: En Dash and Em Dash

- **En dash (–):** Used for ranges, dates, routes and scores.
Example: “The school remains closed from 10–15 October.”
- **Em dash (—):** Used to add information or indicate a sudden change in thought.
Example: “The soldier—though badly injured—continued fighting.”

12. Tenses Used in Narration

- **Simple past tense** describes historical events.
Example: “Major Somnath Sharma **led** his soldiers.”
- **Past continuous tense** describes an ongoing past action.
Example: “The soldiers **were fighting** bravely.”
- **Present perfect tense** connects past experience with the present.
Example: “I **have received** recognition.”
- **Simple present tense** expresses values and universal truths.
Example: “Integrity **means** being honest.”

13. Modal Verbs

Words such as *can*, *could*, *should*, *would*, *may*, *might* and *must* express ability, advice, possibility, duty or necessity.

Example: “We **should** contribute to the common good.”

14. Direct Speech and Quotation Marks

The chapter uses direct speech to reproduce a speaker's exact words.

Example: Major Sharma said, “I shall not withdraw an inch.”

15. Adjectives and Adverbs

Adjectives describe nouns, while adverbs describe verbs or actions.

Examples: *brave soldier*, *slippery street*, *heavily outnumbered*, and *fought valiantly*.

16. Compound and Complex Sentences

Students should understand how conjunctions such as *and*, *but*, *because*, *although*,

when, if, and while connect ideas.

Example: “Although his hand was injured, Major Sharma led his company.”

17. Prefixes and Word Formation

The prefix *over-* changes the meaning of root words.

Examples: *overthrow, overrun, overwhelm, overcome, and overpower.*

18. Poetic Grammar and Inversion

In poetry, words may be arranged differently to maintain rhythm and rhyme. Students should learn to rewrite poetic lines in normal prose order.

These grammar topics help students understand the chapter’s historical narrative, poem and personal letter while improving their writing and sentence-construction skills.

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

Fill in the Blanks – LOTS Type:

- Major Somnath Sharma was the first recipient of the _____.
Answer: Param Vir Chakra
- Major Somnath Sharma belonged to the _____ Regiment.
Answer: Kumaon
- The Battle of Badgam took place on _____ 1947.
Answer: 3 November
- Major Somnath Sharma and his soldiers protected the _____ airport.
Answer: Srinagar
- Major Somnath Sharma commanded the _____ Company of the 4th Battalion.
Answer: D
- Major Somnath Sharma’s _____ hand was in plaster when he arrived in Srinagar.
Answer: left
- D Company consisted of approximately _____ soldiers.
Answer: 90
- Major Somnath Sharma and his men faced nearly _____ infiltrators.
Answer: 500
- The infiltrators entered Kashmir as part of Operation _____.
Answer: Gulmarg
- Major Somnath Sharma was killed by a _____ shell.
Answer: mortar
- Major Somnath Sharma sacrificed his life at the age of _____.
Answer: 24
- Major Somnath Sharma was awarded the Param Vir Chakra _____.
Answer: posthumously
- The poem “Somebody’s Mother” was written by _____.
Answer: Mary Dow Brine
- The old woman was bent with the chill of the _____ day.
Answer: winter’s
- The old woman stood alone at the _____ and waited for help.
Answer: crossing
- A kind _____ offered to help the old woman cross the street.
Answer: schoolboy
- The old woman placed her aged hand on the boy’s strong young _____.
Answer: arm
- After helping the woman, the boy returned happily to his _____.
Answer: friends

19. The boy hoped that someone would help his own _____ when she became old.
Answer: mother
20. The old woman prayed that God would be kind to the _____ boy.
Answer: noble
21. Dr. Verghese Kurien wrote a letter to his grandson named _____.
Answer: Siddharth
22. Dr. Verghese Kurien worked for a small cooperative of _____ farmers.
Answer: dairy
23. Dr. Kurien carried out his important work in _____, Gujarat.
Answer: Anand
24. Dr. Kurien considered _____ to be one of the most important values in life.
Answer: integrity
25. Dr. Kurien received the Padma Vibhushan in the year _____.
Answer: 1999
26. According to Dr. Kurien, writing becomes a _____ that can be treasured and reread.
Answer: possession
27. Dr. Kurien believed that everyone should contribute to the common _____.
Answer: good
28. According to Dr. Kurien, failure means not putting in one's best _____.
Answer: effort
29. Dr. Kurien advised children to use their _____ to the best of their ability.
Answer: talents
30. Dr. Kurien encouraged young people to work for the larger good of the country and _____.
Answer: humanity

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

Fill in the Blanks – HOTS Type:

1. Major Somnath Sharma's decision to join his company despite his injured hand reveals his strong sense of _____.
Answer: duty
2. Major Sharma's words, "I shall not withdraw an inch," demonstrate his unwavering _____.
Answer: determination
3. The Indian soldiers' ability to resist a much larger enemy force proves that courage is not determined by numerical _____.
Answer: strength
4. Major Sharma recognised that the enemy's first attack was merely a _____ intended to mislead the Indian soldiers.
Answer: distraction
5. Major Sharma laid out ground panels so that the aircraft could accurately identify their _____.
Answer: targets
6. The strategic importance of Badgam was mainly connected with the protection of the Srinagar _____.
Answer: airfield
7. D Company continued fighting after Major Sharma's death because his bravery had deeply _____ the soldiers.
Answer: inspired

8. The resistance of D Company helped India by providing sufficient time for _____ to arrive.
Answer: reinforcements
9. Major Sharma's leadership shows that a true leader leads through personal _____ rather than words alone.
Answer: example
10. If D Company had abandoned its position, the enemy might have captured _____ and the surrounding valley.
Answer: Srinagar
11. The old woman in "Somebody's Mother" remained at the crossing because she was physically weak and _____.
Answer: frightened
12. The children who initially passed the old woman failed to show _____ towards her difficulties.
Answer: empathy
13. The boy's decision to help the woman demonstrates that genuine kindness requires both understanding and _____.
Answer: action
14. By calling the old woman "somebody's mother," the boy reminds his friends of the common bond of _____.
Answer: humanity
15. The boy hoped that his kindness would be _____ if his own mother ever needed assistance.
Answer: reciprocated
16. The contrast between the woman's trembling feet and the boy's firm feet highlights the difference between old age and _____.
Answer: youth
17. The old woman's prayer indicates that a selfless act brings emotional comfort to both the receiver and the _____.
Answer: giver
18. The poem suggests that society becomes more compassionate when people notice and respond to others' _____.
Answer: needs
19. Dr. Verghese Kurien preferred letters to telephone conversations because letters can be preserved and _____.
Answer: reread
20. Dr. Kurien chose to serve dairy farmers because he wanted to make a more _____ contribution to the country.
Answer: meaningful
21. Dr. Kurien's wife strengthened his commitment by _____ his decision to live and work in Anand.
Answer: supporting
22. Dr. Kurien considered his awards the result of the collective efforts of many _____.
Answer: people
23. According to Dr. Kurien, honesty with others becomes easier when one is honest with _____.
Answer: oneself

24. Dr. Kurien's statement that "life is a privilege" encourages people to use their abilities _____.

Answer: responsibly

25. Comparing ourselves with apparently happier people may prevent us from appreciating what we already _____.

Answer: have

26. Dr. Kurien wanted Siddharth to earn his own reward through meaningful _____.

Answer: work

27. The three lessons in the chapter collectively promote courage, compassion and selfless _____.

Answer: service

28. Major Sharma, the schoolboy and Dr. Kurien demonstrate that personal choices can contribute to the common _____.

Answer: good

29. The chapter suggests that true recognition should arise from one's contribution rather than the desire for personal _____.

Answer: fame

30. The title "Values and Dispositions" is appropriate because the chapter presents attitudes that guide responsible human _____.

Answer: behaviour

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

One-Mark Descriptive Questions with Answers – LOTS Type

- Who was Major Somnath Sharma?**
Major Somnath Sharma was a brave Indian Army officer and the first recipient of the Param Vir Chakra.
- When was Major Somnath Sharma born?**
Major Somnath Sharma was born on 31 January 1923.
- Where was Major Somnath Sharma born?**
He was born in Dadh, Kangra, Himachal Pradesh.
- Which company did Major Somnath Sharma command?**
He commanded D Company of the 4th Battalion of the Kumaon Regiment.
- Why was Major Sharma's left hand in plaster?**
His left hand was in plaster because it had been injured.
- What was Operation Gulmarg?**
Operation Gulmarg was Pakistan's plan to invade and annex the Kashmir Valley.
- When was Operation Gulmarg launched?**
Operation Gulmarg was launched on 22 October 1947.
- When did Jammu and Kashmir become a part of India?**
Jammu and Kashmir became a part of India on 26 October 1947.
- Why were Indian troops airlifted into Srinagar?**
Indian troops were airlifted because the land route through Pathankot was in poor condition.
- When did the Battle of Badgam take place?**
The Battle of Badgam took place on 3 November 1947.
- How many soldiers were present in Major Sharma's D Company at Badgam?**
Major Sharma's D Company had approximately 90 soldiers at Badgam.
- How many infiltrators attacked D Company?**
Approximately 500 infiltrators attacked D Company.

13. **Why did Major Sharma lay out ground panels?**
He laid out ground panels to guide Indian aircraft towards their targets.
14. **What were Major Sharma's final words to the headquarters?**
He declared that he would not withdraw and would fight to the last man and the last round.
15. **How did Major Somnath Sharma die?**
Major Sharma died when a mortar shell struck his position.
16. **Which award was given to Major Somnath Sharma?**
Major Somnath Sharma was posthumously awarded the Param Vir Chakra.
17. **Who wrote the poem "Somebody's Mother"?**
Mary Dow Brine wrote the poem "Somebody's Mother."
18. **Where was the old woman waiting?**
The old woman was waiting at a street crossing.
19. **Why was the old woman afraid to cross the street?**
She feared being knocked down by the carriage wheels or horses' feet.
20. **Who offered to help the old woman?**
A kind schoolboy offered to help the old woman.
21. **How did the boy help the old woman?**
The boy allowed her to hold his arm and guided her safely across the street.
22. **How did the boy feel after helping the woman?**
The boy felt happy, proud and content after helping her.
23. **What did the old woman do after reaching her home?**
The old woman prayed to God for the noble boy who had helped her.
24. **Who wrote the letter "To My Grandson"?**
Dr. Verghese Kurien wrote the letter "To My Grandson."
25. **What was the name of Dr. Kurien's grandson?**
Dr. Kurien's grandson was named Siddharth.
26. **Where did Dr. Kurien carry out his work for dairy farmers?**
Dr. Kurien carried out his work in Anand, Gujarat.
27. **Whom did Dr. Kurien choose to serve?**
Dr. Kurien chose to serve India's dairy farmers.
28. **Which value did Dr. Kurien consider the most important?**
Dr. Kurien considered integrity to be the most important value.
29. **Which award did Dr. Kurien receive in 1999?**
Dr. Kurien received the Padma Vibhushan in 1999.
30. **What did Dr. Kurien advise his grandson to do with his talents?**
Dr. Kurien advised his grandson to use his talents to the best of his ability.

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

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **What does Major Somnath Sharma's decision to join his soldiers despite his injury reveal about him?**
It reveals his strong sense of duty, courage and responsibility towards his soldiers.
2. **Why was the protection of Badgam strategically important?**
Protecting Badgam was important because it controlled access to the Srinagar airfield.
3. **How did Major Sharma recognise the enemy's battle strategy?**
He correctly understood that the first attack was a distraction for a larger attack from another direction.

4. **Why did Major Sharma refuse to withdraw from Badgam?**
He knew that withdrawal would allow the enemy to capture Srinagar airfield before reinforcements arrived.
5. **What leadership quality did Major Sharma display during the battle?**
He displayed leadership by personally guiding, helping and encouraging his soldiers under heavy fire.
6. **How did the air strikes help D Company?**
The air strikes weakened the infiltrators and temporarily reduced the pressure on D Company.
7. **Why was D Company's resistance successful despite its heavy losses?**
Its resistance delayed the enemy long enough for Indian reinforcements to reach Srinagar.
8. **How did Major Sharma inspire his soldiers even after his death?**
His courage and sacrifice motivated them to continue defending their position for several hours.
9. **What might have happened if D Company had withdrawn early?**
The infiltrators might have captured Srinagar airfield and gained control over the Kashmir Valley.
10. **Why does Major Sharma's story remain relevant today?**
His story continues to inspire people to practise courage, patriotism and selfless service.
11. **Why did the other schoolboys initially fail to help the old woman?**
They were absorbed in their own excitement and failed to notice her difficulty.
12. **What made one boy different from the rest of the group?**
Unlike the others, he observed the woman's fear and responded with empathy.
13. **Why does the boy call the old woman "somebody's mother"?**
He uses the expression to remind his friends that every elderly person deserves care and respect.
14. **How did thinking about his own mother influence the boy's action?**
It helped him understand the old woman's situation and encouraged him to assist her.
15. **What does the old woman's prayer reveal about her feelings?**
Her prayer reveals her gratitude and affection for the boy who helped her.
16. **How does the poem show that a small act can have a great impact?**
The boy's simple assistance gave the frightened woman safety, comfort and happiness.
17. **Why does Dr. Kurien value letters more than telephone conversations?**
He values letters because they preserve thoughts and memories that can be reread later.
18. **Why did Dr. Kurien choose to remain in Anand instead of pursuing a more profitable career?**
He believed that serving dairy farmers would make his life more meaningful.
19. **How did Dr. Kurien's wife contribute to his success?**
Her wholehearted support gave him the strength to continue his work in Anand.
20. **Why did Dr. Kurien share the credit for his achievements with others?**
He understood that his success resulted from the collective efforts of many people.
21. **How does personal integrity improve a person's relationships with others?**
Personal integrity encourages a person to remain honest, trustworthy and fair in all relationships.

22. **What does Dr. Kurien mean by saying that life is a privilege?**
He means that life should be used responsibly to develop one's talents and serve others.
23. **Why does Dr. Kurien advise people not to compare themselves with others?**
Comparisons are often based on false appearances and prevent people from valuing what they possess.
24. **Why did Dr. Kurien not want Siddharth to be satisfied with his grandfather's medal?**
He wanted Siddharth to earn his own recognition through sincere and meaningful work.
25. **How are Major Sharma, the schoolboy and Dr. Kurien similar?**
All three place the welfare of others above personal comfort or benefit.
26. **What common message connects all three texts in the chapter?**
All three texts teach that courage, empathy and selfless service make life meaningful.
27. **How can Major Sharma's courage be applied in a student's life?**
A student can show similar courage by facing difficulties honestly and refusing to give up.
28. **How can students practise the message of "Somebody's Mother"?**
Students can practise it by noticing and assisting elderly, weak or vulnerable people.
29. **What is the true reward for service according to Dr. Kurien?**
The true reward is the satisfaction gained by working for the larger good of society and humanity.
30. **Why is "Values and Dispositions" an appropriate title for the chapter?**
The title is appropriate because all three texts demonstrate positive values that guide human behaviour.

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

Two-Mark Descriptive Questions with Answers – LOTS Type:

A. A Tale of Valour:

1. **Who was Major Somnath Sharma, and why is he remembered?**
 - Major Somnath Sharma was an officer of the 4th Battalion of the Kumaon Regiment.
 - He is remembered as the first recipient of the Param Vir Chakra for his courage and sacrifice.
2. **What was the purpose of Operation Gulmarg?**
 - Operation Gulmarg was launched to invade and annex the Kashmir Valley.
 - Its objective was to capture strategic places, including the Srinagar airfield.
3. **Why were Indian troops airlifted into Srinagar?**
 - Indian troops were sent to defend Kashmir and protect India's borders.
 - They were airlifted because the land route through Pathankot was in poor condition.
4. **Why was Badgam important to the Indian Army?**
 - Badgam was located at a higher altitude and controlled access to the Srinagar airfield.
 - Holding it was necessary to protect the airport and ensure the arrival of troops and supplies.
5. **Why did Major Sharma insist on accompanying his company?**
 - Major Sharma believed that he knew his soldiers better than anyone else.

- Although his left hand was in plaster, he refused to let them enter combat without him.
- 6. **What happened when most of the Indian companies left Badgam?**
 - The enemy noticed that only D Company remained in the area.
 - Nearly 500 infiltrators then attacked Major Sharma and his 90 soldiers.
- 7. **How did Major Sharma help the Indian aircraft during the battle?**
 - Major Sharma requested air strikes against the infiltrators.
 - He laid out ground panels to guide the aircraft accurately towards their targets.
- 8. **How did Major Sharma encourage his men during the battle?**
 - He moved fearlessly across the battlefield while directing their fire.
 - He filled ammunition magazines and urged his soldiers to fight with courage.
- 9. **How did Major Somnath Sharma lose his life?**
 - He was helping a machine-gun operator load the weapon from a trench.
 - A mortar shell struck his position and killed him instantly.
- 10. **How did D Company's resistance help the Indian Army?**
 - The soldiers held their position for several hours and delayed the enemy's advance.
 - Their resistance gave reinforcements enough time to reach Srinagar.

B. Somebody's Mother:

- 11. **Describe the old woman in the poem.**
 - The woman was old, poorly dressed, grey-haired and bent with the winter cold.
 - Her feet were slow, and she was too frightened to cross the slippery street.
- 12. **How did the schoolboys behave when they first saw the woman?**
 - The boys hurried past her while laughing and enjoying their freedom after school.
 - None of them initially offered her a helping hand.
- 13. **How did the kind boy help the old woman?**
 - He offered his strong arm for the old woman to hold.
 - He carefully guided her trembling feet across the street without harm.
- 14. **Why did the boy decide to help the old woman?**
 - He understood that the elderly woman was somebody's mother.
 - He hoped that someone would similarly help his own mother if she ever needed assistance.
- 15. **What did the old woman do after returning home?**
 - She bowed her head and prayed for the boy who had helped her.
 - She asked God to be kind to the noble boy who was somebody's son.

C. Verghese Kurien—I Too Had a Dream:

- 16. **Why did Dr. Kurien consider letter-writing valuable?**
 - A letter records a person's thoughts, concerns and views.
 - It can be treasured and reread with pleasure for many years.
- 17. **What kind of India did Dr. Kurien dream of building?**
 - He dreamed of an India free from hunger and poverty.
 - He wanted its people to live with freedom, equality, dignity and mutual respect.
- 18. **What career choices were available to Dr. Kurien?**
 - He could have become the chief executive of a large company or an officer in the Indian Army.
 - He could also have moved to the United States and become a successful non-resident Indian.
- 19. **How did Dr. Kurien's wife support him?**
 - She willingly accepted a life in Anand despite its lack of basic comforts.
 - Her support gave Dr. Kurien the strength to carry out his responsibilities confidently.
- 20. **What did Dr. Kurien say about integrity?**

- Dr. Kurien considered integrity one of the most important values in life.
 - He explained that being honest with oneself makes it easier to be honest with others.
21. **What responsibilities does Dr. Kurien associate with life?**
- A person must accept responsibility for oneself and use one's talents fully.
 - Everyone should also contribute to the common good in whatever way possible.
22. **What did Dr. Kurien teach Siddharth about awards?**
- He told Siddharth not to remain satisfied merely by possessing his grandfather's medal.
 - He encouraged him to earn his own reward through meaningful work during his lifetime.
23. **What does Dr. Kurien say about failure?**
- Failure does not simply mean being unsuccessful in an activity.
 - True failure is not making one's best effort or contributing to the common good.
24. **What final message does Dr. Kurien give to young people?**
- He asks young people to work bravely and tirelessly in their chosen fields.
 - He encourages them to serve the larger good of the country and humanity.

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

Two-Mark Descriptive Questions with Answers – HOTS Type:

A. A Tale of Valour:

1. **How did Major Somnath Sharma prove that duty was more important to him than personal safety?**
 - He joined his company in battle even though his left hand was injured and in plaster.
 - He refused to withdraw from Badgam despite being heavily outnumbered and under devastating fire.
2. **Why was Major Sharma's decision to hold his position crucial for India?**
 - Holding Badgam prevented the infiltrators from immediately advancing towards Srinagar airfield.
 - It gave Indian reinforcements sufficient time to arrive and strengthen the defence of Srinagar.
3. **What does Major Sharma's response to the enemy's first attack reveal about his military ability?**
 - He correctly recognised that the initial attack was a distraction rather than the main assault.
 - His assessment shows that he was observant, experienced and capable of anticipating the enemy's strategy.
4. **How did Major Sharma lead his men by example during the battle?**
 - He moved fearlessly through the battlefield, directed fire and filled ammunition magazines.
 - His personal participation encouraged his soldiers to remain courageous despite heavy casualties.
5. **Why did Major Sharma refuse the order to withdraw when ammunition was running out?**
 - He understood that abandoning the position would open the way to Srinagar and its airfield.
 - He therefore chose to sacrifice himself and his men to protect a strategically important location.
6. **What might have happened if D Company had left Badgam at 2:00 p.m.?**

- The infiltrators could have advanced rapidly towards Srinagar airfield without strong resistance.
 - They might have prevented Indian reinforcements and supplies from arriving by air.
7. **Why can the Battle of Badgam be considered a victory despite the losses suffered by D Company?**
- D Company delayed the enemy long enough for reinforcements to reach Srinagar.
 - Its resistance weakened and demoralised the infiltrators, thereby helping India retain control of the region.
8. **What leadership lesson can students learn from Major Somnath Sharma?**
- A true leader shares difficulties with the team and does not abandon others during a crisis.
 - Leadership also requires courage, sound judgement and willingness to accept responsibility.

B. Somebody's Mother:

9. **Why is the boy's act more meaningful than simply helping someone cross a street?**
- His action shows that he recognised the old woman's fear and treated her with empathy.
 - It demonstrates how a small act of kindness can restore another person's confidence and dignity.
10. **How does the behaviour of the kind boy contrast with that of the other children?**
- The other children hurried past the old woman without noticing or responding to her difficulty.
 - The kind boy paused, understood her need and took immediate action to help her.
11. **Why does the poet repeatedly call the woman "somebody's mother"?**
- The phrase reminds readers that every elderly person has relationships, feelings and personal dignity.
 - It encourages people to treat strangers with the same care they would offer their own family members.
12. **How did thoughts of his own mother influence the boy's conduct?**
- He imagined that his mother might one day become old and require similar assistance.
 - This personal connection helped him understand the woman's situation and act compassionately.
13. **What does the woman's prayer reveal about the effect of the boy's kindness?**
- His help made her feel safe, valued and grateful after others had ignored her.
 - Her prayer shows that sincere kindness creates a lasting emotional impact on the person receiving it.
14. **How does the poem teach that empathy must lead to action?**
- Merely noticing the old woman's difficulty would not have helped her cross the dangerous street.
 - The boy transformed his concern into meaningful action by offering his arm and guiding her safely.

C. Verghese Kurien—I Too Had a Dream:

15. **Why did Dr. Kurien choose service in Anand over more prestigious career opportunities?**
- He realised that working with dairy farmers would allow him to make a meaningful contribution to India.
 - He valued national development and service above wealth, status and personal comfort.
16. **Why does Dr. Kurien regard success as a collective achievement?**

- He acknowledges the support and contributions of his wife, mentors, colleagues and dairy farmers.
 - His view shows that major social achievements usually result from cooperation rather than individual effort alone.
17. **How is personal integrity connected with social responsibility?**
- A person who is honest with oneself is more likely to behave honestly and fairly towards others.
 - Such honesty builds trust and enables the person to contribute responsibly to society.
18. **What does Dr. Kurien mean when he says that failure is not simply a lack of success?**
- An unsuccessful attempt is not a true failure if a person has made an honest and determined effort.
 - According to him, real failure lies in withholding one's best effort and refusing to serve the common good.
19. **Why does Dr. Kurien warn against comparing our lives with those of others?**
- People often compare themselves with outward images that do not reveal another person's actual struggles.
 - Such comparisons create dissatisfaction and stop us from appreciating the blessings already present in our lives.
20. **Why did Dr. Kurien ask Siddharth to earn his own reward?**
- He wanted Siddharth to develop his own identity through sincere effort and useful service.
 - He believed that inherited recognition cannot replace the fulfilment gained from one's own achievements.
21. **How can young people contribute to the common good in everyday life?**
- They can assist friends, volunteer at school and participate in activities that improve their community.
 - These small but sincere actions allow them to use their abilities for the welfare of others.
22. **What common quality connects Major Sharma, the schoolboy and Dr. Kurien?**
- All three recognised a need beyond their personal interests and responded with purposeful action.
 - Their conduct shows that selfless service can appear through courage, kindness or lifelong dedication.
23. **How does Chapter 2 show that choices reveal a person's values?**
- Major Sharma chose duty, the boy chose compassion and Dr. Kurien chose service over personal comfort.
 - Their decisions reveal their courage, empathy, integrity and concern for the welfare of others.
24. **Why is the title "Values and Dispositions" suitable for the chapter?**
- The texts present values such as patriotism, kindness, integrity, responsibility and selfless service.
 - They also show how positive attitudes guide people to make responsible choices and perform meaningful actions.

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

Three-Mark Descriptive Questions with Answers – LOTS Type:

A. A Tale of Valour:

1. What was Operation Gulmarg, and what were its objectives?

- Pakistan launched Operation Gulmarg in October 1947 to annex the Kashmir Valley.
 - Around 1,000 trained and equipped infiltrators were sent into Kashmir.
 - They planned to create a revolt, overthrow the government and capture strategic locations such as Srinagar airport.
2. **Why was Badgam strategically important to the Indian Army?**
 - Badgam was located at a higher altitude than the Srinagar airfield.
 - The route to the airfield passed through the village.
 - Control of Badgam was essential for protecting the airport and receiving troops and supplies by air.
 3. **Describe the situation faced by D Company at Badgam.**
 - Major Somnath Sharma's D Company consisted of approximately 90 soldiers.
 - They were attacked by nearly 500 infiltrators from different directions.
 - They faced devastating enemy fire and gradually began to run out of ammunition.
 4. **How did Major Somnath Sharma support and encourage his soldiers during the battle?**
 - He moved fearlessly across the battlefield and directed his soldiers' fire.
 - He filled ammunition magazines for the machine-gunners.
 - He encouraged his men to remain in position and fight with determination and courage.
 5. **What were the results of D Company's courageous resistance?**
 - D Company delayed the enemy's advance for several hours.
 - Its resistance gave Indian reinforcements enough time to reach Srinagar.
 - The fighting caused more than 300 enemy casualties and helped India retain control of Srinagar.
 6. **Write three facts about the early life and military career of Major Somnath Sharma.**
 - He was born on 31 January 1923 in Dadh, Kangra, Himachal Pradesh.
 - He studied at Sherwood College and received military training at the Royal Military College, Sandhurst.
 - He served in the Arakan Campaign during the Second World War and earned mentions in despatches.

B. Somebody's Mother:

7. **Describe the condition of the elderly woman at the street crossing.**
 - The woman was old, poorly dressed, grey-haired and bent with the winter cold.
 - Her feet were aged, slow and trembling.
 - She was anxious and afraid to cross the wet and slippery street alone.
8. **How did the schoolchildren initially behave towards the old woman?**
 - The children came down the street laughing and shouting after school.
 - They hurried past the elderly woman on their way.
 - None of them initially stopped to offer her a helping hand.
9. **How did the kind boy help the old woman?**
 - The boy paused beside her and politely offered to help her cross the street.
 - He allowed her to place her aged hand on his strong arm.
 - He safely guided her trembling feet across the slippery road.
10. **What did the boy tell his friends after helping the woman?**
 - He reminded them that the elderly woman was somebody's mother.
 - He said that his own mother might also become old, poor and weak one day.
 - He hoped that someone would help his mother if he were far away.

11. How did the old woman respond to the boy's kindness?

- She returned home safely after receiving the boy's assistance.
- That night, she bowed her head in prayer.
- She asked God to be kind to the noble boy who had helped her.

C. Verghese Kurien—I Too Had a Dream:**12. Why did Dr. Kurien value written letters?**

- A letter records a person's thoughts, concerns and views about contemporary events.
- It becomes a possession that can be treasured and reread over the years.
- It helps future generations understand the writer's life, experiences and decisions.

13. What kind of India did Dr. Kurien dream of after independence?

- He wanted India to become free from hunger and poverty.
- He wished its people to live with dignity, equality, respect and love.
- He hoped that India would eventually become one of the foremost nations of the world.

14. What other career options could Dr. Kurien have chosen?

- He could have pursued metallurgy and become the chief executive of a large company.
- He could have accepted a commission in the Indian Army and possibly become a general.
- He could have moved to the United States and become a successful non-resident Indian.

15. How did Dr. Kurien's family and mentor influence his values and work?

- He inherited important values from his parents and other family elders.
- His mentor, Tribhuvandas Patel, demonstrated integrity and commitment to service.
- His wife supported his decision to live and work in Anand despite the lack of comforts.

16. What responsibilities does Dr. Kurien associate with the privilege of life?

- A person must accept responsibility for oneself.
- Everyone should use their talents to the best of their ability.
- People should contribute to the common good through helpful and meaningful actions.

17. What advice did Dr. Kurien give his grandson about awards and achievements?

- He told Siddharth that the Padma Vibhushan belonged to him as much as to his grandfather.
- He advised him not to remain satisfied merely by possessing an inherited medal.
- He encouraged Siddharth to earn his own reward through sincere work and service.

18. What message did Dr. Kurien give to the younger generation at the end of his letter?

- He encouraged young people to go bravely into the world.
- He asked them to work tirelessly in their chosen fields.
- He urged them to serve the larger good of the country and humanity.

1.10. Three-mark questions with Answers of HOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers – HOTS Type:****A. A Tale of Valour:****1. How did Major Somnath Sharma prove that physical injury cannot weaken a strong sense of duty?**

- Although his left hand was in plaster, he insisted on accompanying his soldiers into battle.
- He believed that he understood his men and was responsible for leading them during the dangerous mission.
- His decision shows that courage and commitment can overcome physical limitations.

2. Why was Major Sharma's refusal to withdraw strategically important?

- Withdrawal would have allowed the infiltrators to advance towards Srinagar airfield without strong resistance.
 - By remaining at Badgam, D Company delayed the enemy for several hours.
 - This delay provided enough time for Indian reinforcements to arrive and protect Srinagar.
3. **How did Major Sharma demonstrate the qualities of an effective military leader?**
- He correctly identified the enemy's first attack as a distraction and anticipated a larger assault.
 - He personally directed fire, filled ammunition magazines and encouraged his men.
 - He remained with his soldiers until the end and placed the safety of the nation above his own life.
4. **Why can the Battle of Badgam be regarded as a moral and strategic victory for India?**
- D Company resisted a force nearly seven times larger despite suffering heavy casualties.
 - Its soldiers inflicted serious losses on the enemy and weakened their confidence.
 - Their sacrifice prevented the immediate capture of Srinagar and protected India's control over the Kashmir Valley.
5. **What might have happened if Major Sharma had obeyed the instruction to pull back?**
- The infiltrators might have crossed Badgam and reached Srinagar airfield before reinforcements arrived.
 - Indian troops and supplies could have been prevented from entering the valley by air.
 - The enemy might have gained control of Srinagar and altered the course of the conflict.
6. **How can Major Sharma's values be practised by students in everyday life?**
- Students can display courage by facing difficulties honestly instead of avoiding them.
 - They can demonstrate responsibility by completing duties and supporting their classmates.
 - They can practise selflessness by placing the welfare of the group above personal convenience.

B. Somebody's Mother:

7. **Why is the schoolboy's action an example of genuine empathy?**
- He noticed the old woman's fear while the other children hurried past her.
 - He imagined that his own mother might one day face a similar difficulty.
 - He converted his understanding into action by guiding the woman safely across the street.
8. **How does the poet use contrast to communicate the message of the poem?**
- The woman is old, weak and trembling, whereas the boy is young, strong and steady.
 - The other children ignore her, but one boy stops and offers help.
 - These contrasts emphasise that strength and youth should be used to support vulnerable people.
9. **Why is the expression "somebody's mother" central to the poem?**
- It reminds readers that the elderly woman is a valued member of a family, not merely a stranger.
 - It encourages people to see their own loved ones in those who need assistance.

- The expression develops the poem's central message of universal compassion and shared humanity.
10. **What could have happened if the boy had ignored the old woman like the other children?**
 - She might have remained at the crossing for a long time because she was too frightened to move.
 - She could have slipped or been struck by carriage wheels or horses while attempting to cross alone.
 - She would also have felt neglected and uncared for by the people around her.
 11. **How does the poem show that kindness benefits both the giver and the receiver?**
 - The old woman receives safety, assistance and emotional comfort from the boy.
 - The boy feels happy, proud and content after performing a good deed.
 - Their responses show that kindness creates mutual happiness and strengthens human relationships.
 12. **What lesson does the behaviour of the other schoolchildren teach readers?**
 - Their behaviour shows that people may overlook others' suffering when absorbed in their own enjoyment.
 - It reminds readers that noticing a problem is the first step towards helping someone.
 - It encourages everyone to become more observant, sensitive and socially responsible.
- C. Verghese Kurien—I Too Had a Dream:**
13. **Why did Dr. Kurien consider his work in Anand more meaningful than other career opportunities?**
 - His work allowed him to improve the lives of dairy farmers and contribute to India's development.
 - The other careers might have offered greater wealth, status or personal comfort.
 - He chose Anand because service to the nation gave his life a deeper purpose.
 14. **How did Dr. Kurien's wife contribute to his achievements?**
 - She willingly accepted life in Anand even though it lacked many basic comforts.
 - Her constant support gave him the strength to fulfil his demanding responsibilities.
 - Her contribution shows that personal success often depends on the sacrifices and encouragement of others.
 15. **Why does Dr. Kurien believe that integrity begins with honesty towards oneself?**
 - A person who is honest with oneself can recognise personal motives, strengths and weaknesses.
 - Such self-awareness makes it easier to act truthfully and fairly towards others.
 - Therefore, personal integrity becomes the foundation of trustworthy behaviour and responsible service.
 16. **How does Dr. Kurien redefine the meaning of failure?**
 - He does not consider an unsuccessful result to be a true failure when sincere effort has been made.
 - He believes that failure occurs when a person does not use their abilities fully.
 - For him, refusing to contribute to the common good is a greater failure than not achieving a goal.
 17. **Why does Dr. Kurien advise people to avoid comparing their lives with others?**
 - People usually compare themselves with outward appearances that may hide difficulties and disappointments.
 - Such comparisons create dissatisfaction and make them overlook their own blessings.
 - Appreciating what one has leads to greater happiness and contentment.
 18. **Why did Dr. Kurien ask Siddharth to earn his own reward?**

- He wanted Siddharth to understand that inherited recognition does not represent personal achievement.
 - He encouraged him to develop his abilities and make his own contribution to society.
 - According to Dr. Kurien, rewards become meaningful only when earned through sincere work and service.
19. **How are the three main figures in the chapter similar despite their different circumstances?**
- Major Sharma serves the nation through courage, the boy serves a stranger through kindness and Dr. Kurien serves farmers through lifelong dedication.
 - Each of them notices a responsibility and acts without placing personal benefit first.
 - Their actions demonstrate that selfless service can take different forms in everyday and extraordinary situations.
20. **Why is “Values and Dispositions” an appropriate title for the chapter?**
- The chapter presents values such as courage, empathy, integrity, responsibility and patriotism.
 - Its characters possess positive dispositions that guide them towards selfless and meaningful actions.
 - Together, the texts show how inner values shape personal choices and contribute to the common good.

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

Five-Mark Descriptive Questions with Answers – LOTS Type:

A. A Tale of Valour:

1. **Describe the events that led to the Battle of Badgam.**
 1. Pakistan launched Operation Gulmarg in October 1947 to annex the Kashmir Valley.
 2. Around 1,000 trained infiltrators entered Kashmir to capture important strategic locations.
 3. Jammu and Kashmir became part of India on 26 October 1947 following the invasion.
 4. Indian troops, including Major Somnath Sharma's D Company, were airlifted into Srinagar.
 5. On 3 November 1947, D Company was sent to patrol Badgam, where it was attacked by nearly 500 infiltrators.
2. **Describe Major Somnath Sharma's role in the Battle of Badgam.**
 1. Major Sharma led approximately 90 soldiers of D Company at Badgam.
 2. He identified the enemy's first attack as a distraction and prepared for the main assault.
 3. He requested air strikes and laid out ground panels to guide the Indian aircraft.
 4. He directed his soldiers' fire, filled ammunition magazines and encouraged his men.
 5. He refused to withdraw and fought bravely until he was killed by a mortar shell.
3. **Explain the results and significance of the Battle of Badgam.**
 1. D Company held its position for several hours despite being heavily outnumbered.
 2. The soldiers caused more than 300 enemy casualties and injured the enemy leader.
 3. Their resistance delayed and demoralised the infiltrators.

4. The delay allowed Indian reinforcements to reach Srinagar and protect the airfield.
5. Major Sharma's leadership and D Company's sacrifice helped save Srinagar for India.
4. **Write an account of Major Somnath Sharma's early life and military career.**
 1. Major Somnath Sharma was born on 31 January 1923 in Dadh, Kangra, Himachal Pradesh.
 2. He belonged to a family with a strong military tradition led by his father, Major General Amar Nath Sharma.
 3. He studied at Sherwood College, Nainital, and trained at the Royal Military College, Sandhurst.
 4. He was commissioned into the 8th Battalion of the 19th Hyderabad Regiment in 1942.
 5. He served bravely in the Arakan Campaign and later sacrificed his life at Badgam at the age of 24.

B. Somebody's Mother:

5. **Narrate the main events of the poem "Somebody's Mother."**
 1. An old, weak woman stood anxiously at a wet and slippery street crossing.
 2. A group of schoolboys passed her while laughing and playing, without offering assistance.
 3. One boy noticed her difficulty and politely offered to help her cross the street.
 4. The woman held his strong arm, and he guided her safely to the other side.
 5. The grateful woman later prayed to God to bless the noble boy.
6. **Describe the old woman and the difficulty she faced.**
 1. The woman was old, grey-haired and dressed in ragged clothes.
 2. She was bent by the cold of the winter day.
 3. Her feet were aged, slow and trembling.
 4. She stood alone and uncared for while many people passed her.
 5. She was afraid that carriage wheels or horses' feet might knock her down on the slippery street.
7. **Explain the kind boy's thoughts, actions and feelings in the poem.**
 1. The boy noticed that the elderly woman was afraid to cross the street.
 2. He paused beside her and offered to help her.
 3. He supported her with his strong arm and guided her safely across.
 4. He told his friends that the old woman was somebody's mother.
 5. He returned to his friends feeling happy, proud and content.

C. Verghese Kurien—I Too Had a Dream:

8. **Summarise Dr. Verghese Kurien's letter to his grandson.**
 1. Dr. Kurien writes to Siddharth because he believes letters preserve thoughts and memories.
 2. He explains how he chose to serve dairy farmers instead of pursuing other attractive careers.
 3. He acknowledges the support of his wife, family, mentor and colleagues.
 4. He emphasises integrity, responsibility, sincere effort and contribution to the common good.
 5. He encourages young people to work tirelessly for the welfare of the country and humanity.
9. **Describe the values and life lessons Dr. Kurien shares with Siddharth.**
 1. He teaches that integrity begins with being honest with oneself.
 2. He advises everyone to accept responsibility and use their talents fully.

3. He explains that true failure lies in not making one's best effort.
4. He asks people to appreciate what they have instead of comparing themselves with others.
5. He encourages the younger generation to earn meaningful rewards through service to society.
10. **Explain the choices Dr. Kurien made in his professional and personal life.**
11. Dr. Kurien could have pursued a successful career in metallurgy.
12. He could also have joined the Indian Army or settled in the United States.
13. Instead, he chose to work for a small cooperative of dairy farmers in Anand.
14. His wife supported his decision despite the limited comforts available there.
15. His choice enabled him to make a meaningful contribution to India and its farmers.
16. **What does Dr. Kurien say about success, failure and rewards?**
17. He considers success to be the result of collective effort rather than individual work alone.
18. He believes that failure is not simply the absence of a successful result.
19. According to him, true failure is not putting forward one's best effort.
20. He advises Siddharth not to remain satisfied with his grandfather's award.
21. He says that rewards earned through service to the country and humanity are the only true rewards.
22. **Explain how the three texts in the chapter illustrate important values.**
 - Major Somnath Sharma represents courage, patriotism, duty and sacrifice.
 - His soldiers demonstrate loyalty, discipline and determination.
 - The schoolboy in "Somebody's Mother" displays kindness, empathy and respect for the elderly.
 - Dr. Verghese Kurien represents integrity, responsibility and lifelong service.
 - Together, the texts encourage readers to use their abilities for the common good.

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

Five-Mark Descriptive Questions with Answers – HOTS Type:

A. A Tale of Valour:

1. **Major Somnath Sharma was a leader who guided his soldiers through personal example. Justify the statement.**
 1. Major Sharma joined his company despite having an injured hand because he would not abandon his soldiers.
 2. He accurately assessed the enemy's tactics and prepared his men for the main assault.
 3. He moved fearlessly across the battlefield, directed fire and filled ammunition magazines.
 4. He motivated his soldiers to remain firm even when they were heavily outnumbered.
 5. By fighting until his death, he demonstrated that genuine leadership requires courage, responsibility and sacrifice.
2. **What might have happened if Major Sharma and D Company had withdrawn from Badgam?**
 1. The infiltrators might have advanced towards Srinagar without facing significant resistance.
 2. They could have captured the Srinagar airfield before Indian reinforcements arrived.

3. India might have lost its main route for transporting soldiers and supplies into the Kashmir Valley.
 4. Control of strategic mountain passes, peaks and rivers could have fallen into enemy hands.
 5. Therefore, D Company's refusal to withdraw was crucial in protecting Srinagar and Kashmir.
3. **Explain how the Battle of Badgam proves that courage and strategy can overcome numerical disadvantage.**
1. D Company had only about 90 soldiers, whereas the enemy force consisted of nearly 500 infiltrators.
 2. Major Sharma recognised the enemy's diversionary tactic and prepared for the major attack.
 3. He requested air support and used ground panels to guide the aircraft towards enemy positions.
 4. His soldiers held their ground for several hours and caused more than 300 enemy casualties.
 5. Their disciplined resistance delayed the enemy and enabled reinforcements to secure Srinagar.

B. Somebody's Mother:

4. **How does the poem "Somebody's Mother" show that empathy must be expressed through action?**
1. Many people saw the old woman at the crossing, but they failed to respond to her difficulty.
 2. One boy observed her fear and understood that she could not cross the slippery street alone.
 3. He acted on his concern by offering his arm and guiding her safely across.
 4. His action brought relief to the woman and gave him happiness and satisfaction.
 5. The poem therefore teaches that empathy becomes meaningful only when it leads to helpful action.
5. **Analyse the importance of the title "Somebody's Mother."**
1. The title reminds readers that the elderly woman is a valued member of a family.
 2. It encourages people to see an unknown person as deserving the same care as their own relatives.
 3. The boy helps her because he imagines that his mother may one day face a similar situation.
 4. The woman's prayer for "somebody's son" strengthens the idea of a shared human bond.
 5. Thus, the title communicates the poem's central values of empathy, kindness and universal humanity.
6. **Compare the behaviour of the kind boy with that of the other schoolchildren. What lesson does the contrast teach?**
1. The other children were absorbed in their excitement and hurried past the frightened woman.
 2. The kind boy was observant enough to notice her weakness and hesitation.
 3. While the others remained passive, he stopped and offered practical assistance.
 4. His thoughts about his own mother helped him understand the woman's needs.
 5. The contrast teaches that compassion requires awareness, imagination and responsible action.

C. Verghese Kurien—I Too Had a Dream:

7. **How did Dr. Kurien's choices transform both his life and the lives of others?**

1. Dr. Kurien gave up more comfortable and profitable career opportunities to work in Anand.
 2. He chose to serve dairy farmers who were struggling to gain control over their livelihoods.
 3. This decision gave his own life a meaningful purpose centred on national development.
 4. His work contributed to the progress of farmers and India's dairy cooperative movement.
 5. His experience shows that selfless choices can produce lasting personal and social transformation.
8. **Explain Dr. Kurien's idea that "life is a privilege and to waste it would be wrong."**
1. Dr. Kurien views life as a valuable opportunity that should be used meaningfully.
 2. He believes that every person must accept responsibility for their own actions.
 3. People should recognise and develop their talents to the best of their ability.
 4. They must also use those talents to contribute to the common good.
 5. Therefore, wasting life means avoiding effort, responsibility and service to others.
9. **How does Dr. Kurien distinguish true success from outward recognition?**
1. Dr. Kurien does not consider medals and personal fame to be the complete measure of success.
 2. He shares credit for his achievements with the people who worked with and supported him.
 3. He advises Siddharth to earn his own reward rather than depend on his grandfather's honour.
 4. He values sincere effort and contribution to society more than prestigious awards.
 5. For him, true success lies in using one's abilities for the country and humanity.
10. **Why does Dr. Kurien consider integrity essential for a meaningful life?**
- Integrity requires a person to be honest with oneself about one's thoughts and actions.
 - Self-honesty makes it easier to remain truthful and fair towards other people.
 - It enables a person to take responsibility instead of avoiding mistakes or duties.
 - Integrity also builds trust, which is essential for cooperation and public service.
 - Therefore, it provides the moral foundation for both personal growth and social contribution.

D. Integrated Understanding

11. **Compare the forms of selfless service shown by Major Sharma, the schoolboy and Dr. Kurien.**
- Major Sharma served the nation by risking and sacrificing his life in battle.
 - The schoolboy served an elderly stranger through a simple but thoughtful act of kindness.
 - Dr. Kurien devoted his professional life to improving the condition of India's dairy farmers.
 - Their actions differed in scale, but each placed another person's welfare above personal convenience.
 - Together, they show that selfless service can be practised in heroic, professional and everyday situations.
12. **How does Chapter 2 demonstrate that values become meaningful through choices and actions?**

- Major Sharma turned patriotism into action by refusing to abandon his post or his soldiers.
- The boy transformed empathy into action by helping the old woman cross the street.
- Dr. Kurien expressed integrity and responsibility by choosing national service over personal comfort.
- None of these values would have produced change if they had remained only thoughts or words.
- The chapter therefore teaches that values shape life only when they guide decisions and behaviour.

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

Five-Mark Descriptive Questions with Answers – Applied Type:

- 1. Your school team is participating in an important competition, but one member becomes nervous and wants to withdraw. How would you apply Major Somnath Sharma's leadership qualities in this situation?**
 1. I would remain calm and understand the reason for my teammate's nervousness.
 2. I would encourage the student by reminding them of their preparation and strengths.
 3. I would offer practical help instead of leaving the teammate to face the problem alone.
 4. I would motivate the entire team to work together with determination.
 5. Like Major Sharma, I would lead by example and remain with my team until the competition ended.
- 2. You notice an elderly person struggling to cross a busy road. How would you apply the message of "Somebody's Mother"?**
 1. I would approach the elderly person politely and ask whether assistance was needed.
 2. I would wait for the traffic signal or choose a safe place to cross.
 3. I would support and guide the person carefully to the other side of the road.
 4. I would speak respectfully and ensure that the person felt safe and comfortable.
 5. I would remember that every elderly person deserves the same care that I would want for my family members.
- 3. A new student in your class is sitting alone and finding it difficult to make friends. How would you apply the value of empathy taught in the chapter?**
 1. I would introduce myself and speak to the new student in a friendly manner.
 2. I would invite the student to sit or work with my group.
 3. I would help the student understand classroom routines and school rules.
 4. I would encourage my classmates to include the student in games and activities.
 5. These actions would convert empathy into meaningful support, just as the boy helped the elderly woman.
- 4. Your class is assigned a group project, but some members are not cooperating. How would you apply Dr. Kurien's values of integrity and responsibility?**
 1. I would honestly complete the work assigned to me instead of blaming the other members.
 2. I would discuss the problem calmly and divide the remaining work fairly.
 3. I would encourage each student to use their abilities for the success of the group.
 4. I would help members who were genuinely struggling with their tasks.
 5. I would share credit with everyone who contributed, following Dr. Kurien's belief in collective achievement.

5. **You fail to win a school-level competition despite working hard. How would Dr. Kurien's understanding of failure help you respond?**
 1. I would accept the result without considering myself a complete failure.
 2. I would recognise that sincere effort and participation were valuable achievements.
 3. I would identify my mistakes and seek feedback from my teacher.
 4. I would improve my skills and prepare more effectively for the next opportunity.
 5. I would remember Dr. Kurien's teaching that true failure lies in not making one's best effort.
6. **Your friend constantly compares their achievements with those of other students and feels unhappy. What advice would you give based on Dr. Kurien's letter?**
 1. I would explain that outward appearances do not reveal another person's complete life or difficulties.
 2. I would encourage my friend to recognise their own talents, progress and achievements.
 3. I would advise them to set personal goals instead of competing through unhealthy comparisons.
 4. I would remind them to appreciate the opportunities and support already available to them.
 5. I would encourage them to measure success through effort, improvement and contribution to others.
7. **Your school is organising a cleanliness campaign in the neighbourhood. How would you contribute to the common good?**
 1. I would volunteer for a suitable responsibility and complete it sincerely.
 2. I would encourage classmates and residents to participate in the campaign.
 3. I would help separate waste and dispose of it safely in designated containers.
 4. I would create posters or messages explaining the importance of cleanliness.
 5. Through these actions, I would use my abilities for the welfare of the community, as advised by Dr. Kurien.
8. **During a school emergency, younger students become frightened and confused. How would you demonstrate courage and leadership?**
 1. I would remain calm and immediately inform a teacher or another responsible adult.
 2. I would guide the younger students towards the designated safe area.
 3. I would follow the school's emergency instructions without creating panic.
 4. I would assist any student who needed additional help while protecting my own safety.
 5. Like Major Sharma, I would show that courage involves responsibility, discipline and concern for others.
9. **You receive an award for a group activity in which several classmates helped you. How would you respond according to Dr. Kurien's values?**
 1. I would accept the award with humility rather than claim the entire achievement as my own.
 2. I would publicly acknowledge the contributions of my teammates and teacher.
 3. I would thank my family and others who supported my preparation.
 4. I would continue working sincerely instead of becoming satisfied with one award.
 5. My response would reflect Dr. Kurien's belief that success is often a collective achievement.

10. **A physically challenged student is unable to participate fully in a classroom activity. How can you apply the chapter's values to support the student?**
- I would first ask the student what kind of assistance would be useful.
 - I would help modify the activity so that the student could participate comfortably.
 - I would focus on the student's abilities rather than limitations.
 - I would encourage classmates to cooperate respectfully without showing pity.
 - This approach would combine empathy, inclusion, dignity and responsible action.
11. **You discover that your close friend has copied answers during a test. How would you apply the value of integrity?**
- I would privately explain that copying is dishonest and harms genuine learning.
 - I would encourage my friend to accept responsibility for the action.
 - I would offer to help the friend understand difficult lessons before the next test.
 - I would refuse to support or participate in further dishonest behaviour.
 - I would follow Dr. Kurien's principle that honesty with oneself leads to honesty with others.
12. **Your parents want you to choose a career only for a high salary, but you are interested in socially useful work. How would Dr. Kurien's life guide your decision?**
- I would carefully examine my interests, abilities and long-term goals.
 - I would research careers that provide financial stability while contributing to society.
 - I would discuss my reasons respectfully and honestly with my parents.
 - I would remember that Dr. Kurien chose meaningful national service over wealth and comfort.
 - I would select a career that allows me to work sincerely, develop my talents and serve the common good.

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

Olympiad-Type Multiple-Choice Questions with Answers: Reading Comprehension and Critical Thinking:

1. Why was Badgam strategically important to the Indian Army?
- A. It contained a large military hospital.
 - B. It controlled access to the Srinagar airfield.
 - C. It was the capital of Jammu and Kashmir.
 - D. It was the only source of ammunition.

Answer: B. It controlled access to the Srinagar airfield.

2. What was the primary objective of Operation Gulmarg?
- A. To establish a military school
 - B. To improve transport in Kashmir
 - C. To annex the Kashmir Valley
 - D. To rescue trapped soldiers

Answer: C. To annex the Kashmir Valley.

3. Major Somnath Sharma insisted on accompanying D Company because he—
- A. wanted to receive a bravery award.
 - B. believed that he knew and understood his men best.
 - C. had been ordered to ignore his injury.
 - D. wanted to leave Srinagar immediately.

Answer: B. believed that he knew and understood his men best.

4. What did Major Sharma correctly understand about the enemy's first attack?

- A. It was the enemy's final assault.
- B. It was intended to test the aircraft.
- C. It was a distraction from a larger attack.
- D. It was carried out without a plan.

Answer: C. It was a distraction from a larger attack.

5. Why did Major Sharma lay out ground panels?

- A. To mark a safe path for his soldiers
- B. To signal the arrival of reinforcements
- C. To guide aircraft towards enemy targets
- D. To warn villagers about the battle

Answer: C. To guide aircraft towards enemy targets.

6. Which statement best explains why D Company's resistance was successful?

- A. It forced the enemy to surrender immediately.
- B. It delayed the enemy until Indian reinforcements arrived.
- C. It allowed D Company to capture enemy territory.
- D. It ended all fighting in Kashmir permanently.

Answer: B. It delayed the enemy until Indian reinforcements arrived.

7. Major Sharma's statement, "I shall not withdraw an inch," chiefly expresses—

- A. confusion and anxiety.
- B. anger and impatience.
- C. determination and courage.
- D. pride and carelessness.

Answer: C. determination and courage.

8. Which quality enabled Major Sharma to recognise the enemy's diversionary tactic?

- A. Humour
- B. Alertness
- C. Curiosity
- D. Generosity

Answer: B. Alertness.

9. The Param Vir Chakra was awarded to Major Sharma posthumously, which means it was awarded—

- A. secretly.
- B. after his death.
- C. before the battle.
- D. by his soldiers.

Answer: B. after his death.

10. Which statement best describes the central idea of "A Tale of Valour"?

- A. Victory always depends on the size of an army.
- B. Courageous leadership and sacrifice can protect a nation.
- C. Soldiers should avoid fighting when injured.
- D. Technology alone decides the result of a battle.

Answer: B. Courageous leadership and sacrifice can protect a nation.

Somebody's Mother

11. Why was the elderly woman unable to cross the street?

- A. She had forgotten the way to her home.
- B. She was waiting for a carriage.
- C. She was weak and afraid of the slippery, crowded street.
- D. She wanted to speak to the schoolchildren.

Answer: C. She was weak and afraid of the slippery, crowded street.

12. How did most of the schoolboys initially respond to the woman?

- A. They asked her to wait.
- B. They hurried past without helping her.
- C. They called an adult to assist her.
- D. They laughed directly at her.

Answer: B. They hurried past without helping her.

13. The expression “somebody’s mother” is repeated mainly to emphasise—

- A. the woman’s unknown identity.
- B. the importance of family wealth.
- C. the shared humanity and dignity of every person.
- D. the boy’s fear of becoming old.

Answer: C. the shared humanity and dignity of every person.

14. What motivated the boy to help the elderly woman?

- A. He wanted his friends to praise him.
- B. He expected a reward from the woman.
- C. He imagined that his own mother might one day need help.
- D. He was ordered to help her by his teacher.

Answer: C. He imagined that his own mother might one day need help.

15. Which pair of qualities best describes the boy?

- A. Curious and humorous
- B. Kind and empathetic
- C. Timid and careless
- D. Proud and selfish

Answer: B. Kind and empathetic.

16. The contrast between the woman’s “trembling feet” and the boy’s “firm and strong” feet highlights—

- A. poverty and wealth.
- B. fear and anger.
- C. old age and youth.
- D. winter and summer.

Answer: C. old age and youth.

17. What did the woman’s prayer reveal?

- A. She was grateful for the boy’s kindness.
- B. She wanted the boy to return immediately.
- C. She regretted accepting his assistance.
- D. She was worried about the other children.

Answer: A. She was grateful for the boy’s kindness.

18. Which proverb best reflects the message of “Somebody’s Mother”?

- A. All that glitters is not gold.
- B. A stitch in time saves nine.
- C. Treat others as you wish to be treated.
- D. Too many cooks spoil the broth.

Answer: C. Treat others as you wish to be treated.

Verghese Kurien—I Too Had a Dream

19. Why did Dr. Kurien consider letters superior to telephone conversations?

- A. Letters are always shorter.
- B. Letters can be preserved and reread over time.
- C. Telephone conversations are difficult to understand.
- D. Letters do not require any effort.

Answer: B. Letters can be preserved and reread over time.

20. Why did Dr. Kurien choose to work in Anand?

- A. He wanted to become a military officer.
- B. He wished to live near his school.
- C. He believed that serving dairy farmers would be meaningful.
- D. He was searching for a comfortable lifestyle.

Answer: C. He believed that serving dairy farmers would be meaningful.

21. According to Dr. Kurien, personal integrity means—

- A. earning more awards than others.
- B. being honest with oneself.
- C. obeying every person without question.
- D. avoiding all difficult situations.

Answer: B. being honest with oneself.

22. Which of the following does Dr. Kurien regard as true failure?

- A. Losing a competition after working hard
- B. Making a mistake while learning
- C. Not putting forward one's best effort
- D. Receiving help from other people

Answer: C. Not putting forward one's best effort.

23. Why did Dr. Kurien share the credit for his achievements with others?

- A. He did not value his own work.
- B. He recognised that success resulted from collective effort.
- C. He wanted to avoid receiving an award.
- D. He had forgotten his personal contribution.

Answer: B. He recognised that success resulted from collective effort.

24. Why did Dr. Kurien tell Siddharth to earn his own reward?

- A. He wanted Siddharth to develop through meaningful work and service.
- B. He did not want Siddharth to see the Padma Vibhushan.
- C. He believed that awards were completely useless.
- D. He wanted Siddharth to follow the same profession.

Answer: A. He wanted Siddharth to develop through meaningful work and service.

25. According to Dr. Kurien, comparing ourselves with others is unwise because—

- A. everyone has exactly the same circumstances.
- B. other people never achieve genuine success.
- C. outward appearances may not reveal the complete reality.
- D. competition should always be avoided.

Answer: C. outward appearances may not reveal the complete reality.

26. Which statement best summarises Dr. Kurien's philosophy of life?

- A. Personal comfort should be everyone's highest goal.
- B. Talents should be used responsibly for the common good.
- C. Recognition is more important than service.
- D. Success depends entirely on favourable circumstances.

Answer: B. Talents should be used responsibly for the common good.

Vocabulary and Grammar

27. Choose the word closest in meaning to “valour.”

- A. Wisdom
- B. Courage
- C. Wealth
- D. Patience

Answer: B. Courage.

28. Choose the correct meaning of “foil the plan.”

- A. Record a plan
- B. Change a plan slightly
- C. Prevent a plan from succeeding
- D. Explain a plan clearly

Answer: C. Prevent a plan from succeeding.

29. Which sentence uses “**hold their ground**” correctly?

- A. The gardeners held their ground in small bags.
- B. The players defended their position despite strong opposition.
- C. The children measured the ground with a ruler.
- D. The farmers sold their land to the government.

Answer: B. The players defended their position despite strong opposition.

30. Choose the grammatically correct sentence.

- A. Each of the soldiers have shown courage.
- B. Each of the soldiers has shown courage.
- C. Each of the soldier have shown courage.
- D. Each soldiers has shown courage.

Answer: B. Each of the soldiers has shown courage.

31. Select the correct verb:

“Neither the teacher nor the students _____ aware of the change.”

- A. was
- B. is
- C. were
- D. has

Answer: C. were.

32. Choose the correct sentence.

- A. The dog wagged it's tail.
- B. The dog wagged its tail.
- C. The dog wagged its' tail.
- D. The dog wagged it is tail.

Answer: B. The dog wagged its tail.

33. Select the correct pair to complete the sentence:

“_____ going to present _____ project tomorrow.”

- A. Their; they're
- B. They're; their
- C. There; they're
- D. Their; there

Answer: B. They're; their.

34. Which of the following is a prepositional phrase?

- A. worked tirelessly
- B. the brave soldier
- C. with great pleasure
- D. earn a reward

Answer: C. with great pleasure.

35. Choose the correct word:

“The teacher gave useful _____ to the students.”

- A. advise
- B. advice
- C. device
- D. practise

Answer: B. advice.

36. In the sentence “She carried an umbrella lest she should get wet,” the word “**lest**” means—

- A. because she wanted to get wet.
- B. after she became wet.
- C. to prevent her from getting wet.
- D. although it was not raining.

Answer: C. to prevent her from getting wet.

37. Which sentence uses an **em dash** correctly?

- A. The exhibition—held in the school hall—displayed students’ artwork.
- B. The exhibition—held in the school hall displayed—students’ artwork.
- C. The exhibition held—in the school hall displayed students’ artwork.
- D. The exhibition—held in the school hall displayed students artwork.

Answer: A. The exhibition—held in the school hall—displayed students’ artwork.

38. Which word contains a prefix meaning “excessively” or “beyond”?

- A. Withdraw
- B. Overpower
- C. Inspire
- D. Protect

Answer: B. Overpower.

39. Choose the correct collective noun for a group of warships.

- A. Battalion
- B. Squadron
- C. Fleet
- D. Regiment

Answer: C. Fleet.

40. Which option best expresses the common theme of all three texts?

- A. Wealth determines the value of life.
- B. Success is possible only during difficult situations.
- C. Courage, empathy and service contribute to the common good.
- D. Recognition is the main purpose of helping others.

Answer: C. Courage, empathy and service contribute to the common good.

2.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching Chapter 2: Values and Dispositions:

(1) Activate Prior Knowledge:

Begin with a discussion about bravery awards, helping elderly people and serving society. Connecting the texts with students’ experiences will make the themes easier to understand.

(2) Use Contextual Introduction:

Briefly explain the historical background of the Battle of Badgam, the Param Vir Chakra and India’s dairy cooperative movement before reading the lessons. Use a map and a simple timeline to provide context.

(3) Practise Guided Reading:

Divide each text into short sections and pause to explain unfamiliar vocabulary, important events and character motivations. Ask predictive and inferential questions during reading.

(4) Encourage Expressive Reading:

Assign roles for the narration, Major Sharma’s words, the schoolboy and the elderly woman. Students should practise correct pronunciation, voice modulation, pausing and emotional expression.

(5) Create a Vocabulary Journal:

Ask students to record new words such as *valour*, *infiltrators*, *resolute*, *integrity*, *humility* and *abiding*. Each entry may include the meaning, synonym, antonym and an original sentence.

(6) Teach Grammar Through the Text:

Use sentences from the chapter to teach subject–verb agreement, possessive forms, contractions, conjunctions, prepositional phrases and punctuation. This helps students understand grammar in a meaningful context.

(7) Use Think–Pair–Share:

Present questions such as “What makes a true leader?” or “Why should we help strangers?” Students first think independently, discuss with a partner and then share with the class.

(8) Organise Character and Value Analysis:

Ask students to identify the qualities of Major Sharma, the kind schoolboy and Dr. Kurien. They should support every identified quality with evidence from the text.

(9) Include Role-Play Activities:

Students may enact the Battle of Badgam briefing, the street-crossing incident or a conversation between Dr. Kurien and Siddharth. Role-play develops comprehension, speaking ability and empathy.

(10) Connect Values with Everyday Life:

Ask students to relate courage, kindness, integrity and service to situations at home, school and in the community. Encourage them to describe one action through which they can practise each value.

(11) Promote Collaborative Learning:

Form small groups and assign each group one text from the chapter. Groups can prepare a summary, theme chart, vocabulary list and presentation for the class.

(12) Use Differentiated Questioning:

Begin with factual LOTS questions and gradually move towards analytical, evaluative and applied HOTS questions. Provide hints or sentence starters to students who require additional support.

(13) Integrate Writing Activities:

Ask students to write a diary entry as Major Sharma, a thank-you note from the elderly woman or a letter to a family elder. These activities improve imagination, organisation and written expression.

(14) Assess Learning Continuously:

Use exit slips, short quizzes, oral questions, vocabulary games and one-minute summaries after each section. Immediate feedback can help correct misunderstandings before moving forward.

(15) Maintain a Reflection and Action Log:

Ask students to record one value learned and one related action performed during the week. This ensures that the chapter’s values are not merely studied but also practised.

2.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching–Learning:

(1) Interactive Digital Battle Map:

Create an interactive map showing Badgam, Srinagar airfield and the movement of Indian troops and infiltrators. Students can use the map to understand the location, sequence and strategic importance of the Battle of Badgam.

(2) Student-Produced Audio Drama:

Students can convert parts of the chapter into an audio drama with narration, dialogue, music and sound effects. This develops pronunciation, voice modulation, listening and creative interpretation.

(3) Virtual Museum of Courage and Service:

Groups can prepare digital exhibits on Major Somnath Sharma, the Param Vir Chakra, Dr. Verghese Kurien and other national heroes. Each exhibit may include photographs, timelines, quotations and short student-recorded explanations.

(4) Branching “What Would You Do?” Activity:

Present decision-based situations inspired by the chapter, such as leading a team during a crisis or helping an elderly stranger. Students select an action and discuss its possible consequences, strengthening ethical reasoning and decision-making.

(5) Values in Action Digital Portfolio:

Each student can maintain a portfolio containing reflections, drawings, diary entries, photographs and evidence of kind or responsible actions. The portfolio connects the values in the chapter with students’ everyday lives.

(6) Augmented or Virtual Reality Experience:

Use suitable 360-degree images or simple virtual scenes to help students visualise the Kashmir Valley, a battlefield command post, a snowy street or rural Anand. Students may then describe the setting using appropriate adjectives and sensory details.

(7) AI-Assisted Character Interview:

Students can prepare and conduct simulated interviews with Major Sharma, the helpful schoolboy or Dr. Kurien. They must verify every response with evidence from the chapter and correct any unsupported information.

(8) Digital Storyboard or Comic Creation:

Students can transform one of the three texts into a digital comic or storyboard. Each frame should contain concise dialogue, narration and captions that preserve the original sequence and message.

(9) Collaborative Values Wall:

Create a physical or digital wall with sections for courage, empathy, integrity, responsibility and service. Students add quotations, incidents from the chapter and real-life examples under the appropriate value.

(10) Student Podcast: “Voices of Values”:

Groups can record short podcast episodes discussing questions such as “What makes a true hero?” and “What is meaningful success?” The activity develops critical thinking, speaking, interviewing and summarising skills.

(11) QR-Code Learning Stations:

Place QR codes around the classroom linking to vocabulary challenges, audio readings, historical information, grammar exercises and comprehension questions. Students rotate between stations and complete the tasks collaboratively.

(12) Empathy and Service Challenge:

Students can undertake a one-week challenge involving safe acts of kindness, such as helping a classmate or assisting an elderly family member. They can present a reflection describing the action, its effect and the value practised.

(13) Newsroom Simulation:

Students can act as reporters covering the Battle of Badgam, the boy’s act of kindness or Dr. Kurien’s achievements. They may prepare headlines, interviews and short news reports while distinguishing facts from opinions.

(14) Choice-Based Creative Assessment:

Allow students to demonstrate learning through a poem, poster, diary entry, speech, comic, video, podcast or presentation. A common rubric can assess textual accuracy, language, creativity and understanding of values.

(15) Digital Escape-Room Challenge:

Design a sequence of puzzles based on vocabulary, grammar, chronology and textual clues from the chapter. Solving each task reveals a code leading to the final message: **“Courage, Compassion, Integrity and Service.”**

2.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. Major Somnath Sharma belonged to the _____ Regiment.
Answer: Kumaon
2. The Battle of Badgam took place on _____ 1947.
Answer: 3 November
3. D Company consisted of approximately _____ soldiers.
Answer: 90
4. Major Sharma and his men faced nearly _____ infiltrators.
Answer: 500
5. Major Sharma was the first recipient of the _____.
Answer: Param Vir Chakra
6. “Somebody’s Mother” was written by _____.
Answer: Mary Dow Brine
7. The elderly woman stood anxiously at the street _____.
Answer: crossing
8. The boy allowed the old woman to hold his strong young _____.
Answer: arm
9. Dr. Verghese Kurien wrote the letter to his grandson _____.
Answer: Siddharth
10. Dr. Kurien worked for a cooperative of _____ farmers in Anand.
Answer: dairy
11. Dr. Kurien considered _____ to be one of the most important values.
Answer: integrity
12. According to Dr. Kurien, everyone should contribute to the common _____.
Answer: good

B. One-Mark Questions:

1. **Who was Major Somnath Sharma?**
Major Somnath Sharma was an Indian Army officer and the first recipient of the Param Vir Chakra.
2. **Why was Badgam strategically important?**
Badgam was important because it controlled access to the Srinagar airfield.
3. **Why did Major Sharma lay out ground panels?**
He laid out ground panels to guide Indian aircraft towards enemy targets.

4. **How did Major Sharma die?**
Major Sharma died when a mortar shell struck his position.
5. **Why was the elderly woman afraid to cross the street?**
She feared being knocked down by the carriage wheels or horses' feet.
6. **Who helped the elderly woman cross the street?**
A kind and empathetic schoolboy helped her cross the street.
7. **Why did the boy think about his own mother?**
He hoped that someone would help his mother if she became old and needed assistance.
8. **Why did Dr. Kurien value written letters?**
He valued letters because they preserve thoughts and can be reread over the years.
9. **Where did Dr. Kurien work for dairy farmers?**
Dr. Kurien worked in Anand, Gujarat.
10. **What is personal integrity according to Dr. Kurien?**
Personal integrity means being honest with oneself.

C. Two-Mark Questions:

1. **Why did Major Sharma insist on accompanying D Company?**
 - He believed that he knew and understood his soldiers better than anyone else.
 - Despite his injured hand, he refused to let them enter combat without him.
2. **How did Major Sharma encourage his soldiers during the battle?**
 - He moved fearlessly across the battlefield and directed their fire.
 - He filled ammunition magazines and urged them to hold their ground.
3. **How did D Company's resistance help India?**
 - It delayed the enemy's advance towards Srinagar.
 - It gave Indian reinforcements enough time to arrive and defend the airfield.
4. **Describe the condition of the elderly woman.**
 - She was old, grey-haired, weak and bent with the winter cold.
 - Her feet were slow and trembling, and she was afraid to cross the slippery street.
5. **How did the boy help the elderly woman?**
 - He offered his strong arm for the woman to hold.
 - He carefully guided her across the street without harm.
6. **Why did Dr. Kurien choose to remain in Anand?**
 - He believed that working with dairy farmers would be a meaningful contribution.
 - He valued service to the nation more than wealth, status and personal comfort.
7. **What does Dr. Kurien say about failure?**

- Failure does not merely mean being unsuccessful in an activity.
- True failure is not making one's best effort or contributing to the common good.

8. How did Dr. Kurien's wife support him?

- She accepted life in Anand despite its lack of basic comforts.
- Her encouragement gave him strength to carry out his responsibilities.

D. Three-Mark Questions:

1. Explain the strategic importance of Badgam.

- Badgam was located at a higher altitude than the Srinagar airfield.
- Access to the airfield passed through the village.
- Controlling Badgam was necessary to protect the arrival of troops and supplies.

2. Describe the situation faced by D Company during the battle.

- D Company had approximately 90 soldiers against nearly 500 infiltrators.
- The soldiers faced attacks from different directions and suffered heavy casualties.
- They also began running out of ammunition while under devastating fire.

3. How did Major Sharma demonstrate effective leadership?

- He recognised that the first enemy attack was a diversion.
- He personally directed fire and helped load ammunition.
- He motivated his soldiers to remain firm despite overwhelming danger.

4. How does the poet contrast the old woman with the boy?

- The woman is old, weak, slow and frightened.
- The boy is young, strong, steady and confident.
- The contrast shows that the strength of youth should be used to help vulnerable people.

5. Why is the title "Somebody's Mother" appropriate?

- It reminds readers that the elderly woman is a valued member of a family.
- It encourages people to treat strangers as they would treat their loved ones.
- It expresses the poem's central message of empathy and universal humanity.

6. What responsibilities does Dr. Kurien associate with life?

- People must accept responsibility for their actions.
- They should use their abilities and talents fully.
- They must contribute to the common good whenever possible.

7. Why does Dr. Kurien discourage comparison with others?

- People often compare themselves with outward images of perfection.
- These appearances may hide the other person's problems and struggles.
- Constant comparison prevents people from appreciating what they already possess.

8. What common message connects the three texts?

- Major Sharma demonstrates courage and service to the nation.
- The schoolboy demonstrates kindness and concern for an elderly stranger.
- Dr. Kurien demonstrates integrity and lifelong service to society.

E. Five-Mark Questions:**1. Describe Major Somnath Sharma's role in the Battle of Badgam.**

1. Major Sharma commanded approximately 90 soldiers of D Company.
2. He identified the enemy's first attack as a diversion for a larger assault.
3. He requested air support and laid out ground panels to guide the aircraft.
4. He directed fire, filled ammunition magazines and continuously encouraged his men.
5. He refused to withdraw and fought courageously until a mortar shell killed him.

2. Explain the importance of D Company's sacrifice at Badgam.

1. D Company faced nearly 500 infiltrators despite having only about 90 soldiers.
2. Its soldiers defended their position for several hours under heavy enemy fire.
3. They caused serious casualties and weakened the confidence of the enemy.
4. Their resistance gave Indian reinforcements sufficient time to reach Srinagar.
5. Their sacrifice helped protect Srinagar airfield and retain the Kashmir Valley for India.

3. Narrate the central incident in "Somebody's Mother."

1. An elderly woman stood anxiously at a wet and slippery street crossing.
2. A group of schoolboys passed her without noticing her need for assistance.
3. One boy stopped and politely offered to help her cross the road.
4. She held his strong arm, and he guided her safely to the other side.
5. The grateful woman later prayed to God to bless the noble boy.

4. Explain the values represented by the boy in "Somebody's Mother."

1. The boy shows empathy by understanding the elderly woman's fear.
2. He demonstrates kindness by offering assistance without expecting a reward.

3. He displays respect by speaking gently and supporting her carefully.
 4. He shows responsibility by thinking about the needs of elderly people.
 5. His conduct teaches that compassion becomes meaningful when expressed through action.
5. **Discuss the important life lessons Dr. Kurien gives his grandson.**
1. Integrity begins with being honest with oneself and others.
 2. Life should be used responsibly by developing one's talents.
 3. Everyone must contribute to the common good through sincere work.
 4. Failure means not putting forward one's best effort rather than merely being unsuccessful.
 5. True rewards are earned through meaningful service to the country and humanity.
6. **How do Major Sharma, the schoolboy and Dr. Kurien demonstrate selfless service?**
1. Major Sharma places the security of the nation above his own life.
 2. The schoolboy places the elderly woman's safety above his immediate enjoyment.
 3. Dr. Kurien chooses service to dairy farmers over wealth and personal comfort.
 4. Each responds actively when faced with another person's or the nation's need.
 5. Together, they show that selfless service can be practised in heroic, professional and everyday situations.
7. **You notice an elderly person struggling to cross a busy road. How would you apply the lesson of the poem?**
1. I would politely ask the person whether assistance was required.
 2. I would choose a safe crossing and wait for the traffic to stop.
 3. I would support the person and guide them carefully across the road.
 4. I would ensure that the person reached the other side safely and comfortably.
 5. I would remember that every elderly person deserves the same care as my own family members.
8. **You fail to win a competition despite sincere preparation. How would Dr. Kurien's ideas guide you?**
1. I would accept the result calmly without considering myself a complete failure.
 2. I would recognise the value of the sincere effort that I had made.
 3. I would obtain feedback and identify the areas that needed improvement.
 4. I would prepare more effectively and try again with determination.
 5. I would remember that true failure lies in not making one's best effort.

8th Standard English Book Chapter 3

Chapter 3: MYSTERY AND MAGIC

3.1 Summary of the Chapter:

Summary of Unit 3: Mystery and Magic:

- (1) The unit explores mystery, imagination, kindness, courage and the fascinating wonders found in nature.
- (2) In “**The Case of the Fifth Word**,” Leroy Brown, popularly known as Encyclopedia, is an intelligent eighth-grade boy with an exceptional memory.
- (3) Encyclopedia often helps his father, Chief Brown, solve difficult criminal cases without seeking recognition.
- (4) Chief Brown discusses the unsolved robbery of jewellery worth a million dollars, allegedly committed by Tim Nolan and Daniel Davenport.
- (5) Before his death, Nolan leaves his property to Davenport and writes the strange words “**Nom Utes Sweden Hurts**” on a calendar sheet.
- (6) Encyclopedia discovers that these words represent Monday, Tuesday, Wednesday and Thursday after the letters in “day” are removed.
- (7) The missing fifth word is “**Fir**,” representing Friday, and this clue leads the police to the stolen jewellery hidden beneath a young fir tree.
- (8) “**The Magic Brush of Dreams**” tells the story of Gopi, who receives a magical paintbrush with instructions to use it only to help poor and needy people.
- (9) Gopi paints food and useful objects for the villagers, but the greedy Zamindar tries to force her to create a fortress, gold and jewels for him.
- (10) Using intelligence and courage, Gopi escapes from prison, stops the Zamindar and his men, and celebrates her victory with the villagers. The poem highlights kindness, selflessness and the responsible use of power.
- (11) “**Spectacular Wonders**” describes seven remarkable natural phenomena of India: the Valley of Flowers, Living Root Bridges, Lonar Crater Lake, Magnetic Hill, Kerala’s glowing waters, the Sundarbans and Chandipur Beach.
- (12) These natural wonders demonstrate the beauty, diversity and power of nature while encouraging readers to remain curious, observant and committed to protecting the environment.

3.2 Important Formulas:

Important Grammar Topics in Chapter 3: *Mystery and Magic*:

1. **Present, Past and Future Tenses**
Understanding how verb forms indicate the time of an action.
2. **Simple Past and Past Perfect Tenses**
Using the simple past for completed actions and the past perfect for actions completed before another past event.
3. **Subject–Verb Agreement**
Ensuring that the verb agrees with its subject in number and person.
4. **Participles**
Learning how present participles and past participles function as adjectives or help form verb phrases.
5. **Present Participles**
Using verb forms ending in **-ing** to describe nouns.
Example: The glowing waters attracted tourists.

6. Past Participles

Using past-participle forms to describe completed actions or conditions.

Example: The stolen jewellery was recovered.

7. Gerunds

Understanding how an **-ing** form of a verb functions as a noun.

Example: Drawing was Gopi's favourite activity.

8. Difference Between Gerunds and Participles

Distinguishing an **-ing** word used as a noun from one used as an adjective or part of a verb.

9. Combining Sentences Using Gerunds and Participles

Joining related sentences to avoid repetition.

Example: Gopi painted a horse. She escaped from prison.

Painting a horse, Gopi escaped from prison.

10. Infinitives

Using **to + base form of a verb** to express purpose, intention or desire.

Example: Gopi used the brush to help the poor.

11. Adjectives and Descriptive Phrases

Using suitable describing words and phrases to create vivid images of people, places, objects and natural wonders.

12. Degrees of Comparison

Using positive, comparative and superlative forms of adjectives.

Examples: beautiful, more beautiful, most beautiful.

13. Active and Passive Voice

Recognising whether the subject performs an action or receives it.

Active: Nolan hid the jewellery.

Passive: The jewellery was hidden by Nolan.

14. Direct and Indirect Speech

Reporting conversations and statements made by the characters.

15. Modal Verbs

Using words such as **can, could, may, might, must, should** and **would** to express ability, possibility, obligation or advice.

16. Conjunctions and Sentence Linkers

Connecting words, phrases and clauses using **and, but, because, although, while, until** and **so**.

17. Prepositions

Using words that indicate position, direction and time, such as **under, beneath, through, across, behind, during** and **between**.

18. Question Formation

Constructing interrogative sentences using suitable helping verbs and question words.

19. Conditional Sentences

Expressing real or imaginary situations using **if** clauses.

Example: If Gopi paints an object, it becomes real.

20. Punctuation and Capitalisation

Correct use of capital letters, commas, apostrophes, quotation marks, question marks and exclamation marks.

21. Vocabulary Formation Through Anagrams

Forming new words by rearranging the letters of existing words.

22. Homonyms and Multiple-Meaning Words

Understanding that a word may have different meanings in different contexts, as demonstrated through the word **"case."**

23. Facts and Opinions

Distinguishing statements that can be proved from personal beliefs, feelings or judgements.

24. Sentence Transformation and Reordering

Rearranging words or clauses to form meaningful and grammatically correct sentences.

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

1. Encyclopedia Brown's real name was _____.
Answer: Leroy
2. Encyclopedia's father was the Chief of _____.
Answer: Police
3. Encyclopedia lived in _____ in the USA.
Answer: Idaville
4. Tim Nolan and Daniel Davenport met while they were in _____.
Answer: prison
5. Tim Nolan owned a small _____ nursery.
Answer: palm-tree
6. The robbers stole jewellery worth _____ dollars from the Diamond Mart.
Answer: one million
7. Nolan left everything he owned to _____.
Answer: Daniel Davenport
8. Nolan wrote the words "Nom Utes Sweden Hurts" on a sheet from his desk _____.
Answer: calendar
9. The word "Nom" represented the day _____.
Answer: Monday
10. The unwritten fifth word in Nolan's coded message was _____.
Answer: Fir
11. The stolen jewellery was hidden beneath a young _____ tree.
Answer: fir
12. Gopi drew pictures in the _____ using a twig.
Answer: sand
13. A mysterious man gave Gopi a magic _____.
Answer: brush
14. Gopi was instructed to use the magic brush only for the _____.
Answer: poor
15. Gopi first painted a bowl of _____ with the magic brush.
Answer: khichdi
16. The greedy _____ ordered Gopi to paint a tall fortress and valuable treasures.
Answer: Zamindar
17. Gopi painted a winding road and a strong _____ to escape from prison.
Answer: horse
18. Gopi stopped the Zamindar and his men by painting a wide _____.
Answer: river
19. The Valley of Flowers is located in _____.
Answer: Uttarakhand
20. The Living Root Bridges are found in _____.
Answer: Meghalaya

21. The Lonar Crater Lake is located in the state of _____.
Answer: Maharashtra
22. The Magnetic Hill is situated near _____ in Ladakh.
Answer: Leh
23. The glowing waters of Kumbalangi are caused by _____.
Answer: micro-planktons
24. The Sundarbans is famous for its _____ forests.
Answer: mangrove
25. Chandipur Beach is located in the state of _____.
Answer: Odisha
26. The sea at Chandipur Beach retreats during the _____ tide.
Answer: ebb
27. The Sundarbans gets its name from the plentiful _____ trees.
Answer: sundari
28. The Valley of Flowers contains nearly _____ species of exotic flowers.
Answer: 600
29. The Living Root Bridges are made from _____ roots.
Answer: intertwined
30. The light produced within the body of a living organism is called _____.
Answer: bioluminescence

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

Fill-in-the-Blank Questions – HOTS Type:

1. Encyclopedia's ability to solve cases that troubled the police demonstrates his exceptional _____ skills.
Answer: analytical
2. Chief Brown discussed unsolved cases at the dinner table because he trusted Encyclopedia's _____.
Answer: intelligence
3. Encyclopedia's nickname suggests that his mind contained a vast amount of _____.
Answer: knowledge
4. The fact that Nolan left his property to Davenport suggests that the two men remained _____.
Answer: connected
5. Nolan used a coded message because he wanted to keep the jewellery's location _____ from others.
Answer: secret
6. The calendar sheet provided the essential _____ for understanding Nolan's four-word code.
Answer: clue
7. "Nom Utes Sweden Hurts" could be decoded by connecting the words with the days of the _____.
Answer: week
8. The fifth word was not written because Davenport was expected to _____ it from the established pattern.
Answer: infer
9. Encyclopedia's question about the fir tree proves that he had already _____ the coded message.
Answer: decoded

10. The recovery of the jewellery from beneath the fir tree confirms that Encyclopedia's reasoning was _____.
Answer: accurate
11. The mysterious man selected Gopi to receive the magic brush because she was likely to use it _____.
Answer: selflessly
12. Gopi's decision to paint useful objects for villagers reveals her _____ nature.
Answer: compassionate
13. The contrast between Gopi and the Zamindar represents the conflict between selflessness and _____.
Answer: greed
14. Gopi's refusal to paint treasures for the Zamindar shows her moral _____.
Answer: courage
15. By painting a road and a horse, Gopi used her imagination as a means of _____.
Answer: escape
16. Gopi painted a wide river because she wanted to create a _____ between herself and her pursuers.
Answer: barrier
17. The Zamindar fled because he believed that Gopi might paint a dangerous _____ to chase him.
Answer: beast
18. The magic brush symbolises the power of art and _____ to transform people's lives.
Answer: imagination
19. The Living Root Bridges demonstrate how indigenous knowledge can provide _____ solutions to local problems.
Answer: sustainable
20. The failure of bamboo and wooden bridges in Meghalaya led the local people to use living _____ instead.
Answer: roots
21. Vehicles appear to roll uphill at Magnetic Hill because of an optical _____ created by the surrounding landscape.
Answer: illusion
22. The glowing waters of Kumbalangi show that an apparently magical sight may have a scientific _____.
Answer: explanation
23. The roots of mangrove trees protect the coastline by reducing soil _____.
Answer: erosion
24. The disappearance of the sea at Chandipur Beach is actually caused by the movement of the _____.
Answer: tides
25. The Lonar Crater Lake represents an unusual meeting of celestial impact and _____ beauty.
Answer: terrestrial
26. The long survival of the Living Root Bridges shows that cooperation with nature can be more _____ than temporary construction.
Answer: durable
27. The Valley of Flowers should be protected because it supports rich botanical _____.
Answer: diversity

28. The natural wonders described in the chapter encourage readers to combine curiosity with scientific _____.
Answer: inquiry
29. Encyclopedia and Gopi both overcome difficult situations mainly through their intelligence and _____.
Answer: creativity
30. The central message connecting the three texts is that mystery can often be understood through careful observation, imagination and logical _____.
Answer: reasoning

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

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **What was Encyclopedia Brown's real name?**
Answer: Encyclopedia Brown's real name was Leroy Brown.
2. **Where did Encyclopedia Brown live?**
Answer: Encyclopedia Brown lived in Idaville, USA.
3. **What was Encyclopedia's father's occupation?**
Answer: Encyclopedia's father was the Chief of Police.
4. **Why was Leroy called Encyclopedia?**
Answer: Leroy was called Encyclopedia because he possessed vast knowledge and rarely forgot a fact.
5. **Where did Chief Brown usually discuss difficult cases with Encyclopedia?**
Answer: Chief Brown usually discussed difficult cases with Encyclopedia at the dinner table.
6. **Which jewellery shop was robbed?**
Answer: The Diamond Mart on Sixth Avenue was robbed.
7. **How much jewellery was stolen from the shop?**
Answer: Jewellery worth one million dollars was stolen from the shop.
8. **Who were suspected of committing the jewellery robbery?**
Answer: Tim Nolan and Daniel Davenport were suspected of committing the robbery.
9. **What business did Tim Nolan operate?**
Answer: Tim Nolan operated a small palm-tree nursery.
10. **To whom did Nolan leave his property?**
Answer: Nolan left all his property to Daniel Davenport.
11. **What four words did Nolan write in his coded message?**
Answer: Nolan wrote "Nom Utes Sweden Hurts" in his coded message.
12. **What did the four coded words represent?**
Answer: The four coded words represented Monday, Tuesday, Wednesday and Thursday.
13. **What was the unwritten fifth word?**
Answer: The unwritten fifth word was "Fir," representing Friday.
14. **Where was the stolen jewellery found?**
Answer: The stolen jewellery was found in a jug of earth beneath a young fir tree.
15. **What did Gopi use to draw pictures in the sand?**
Answer: Gopi used a twig to draw pictures in the sand.
16. **Who gave Gopi the magic brush?**
Answer: A mysterious man sitting on a stone gave Gopi the magic brush.
17. **For whom was Gopi instructed to use the magic brush?**
Answer: Gopi was instructed to use the magic brush only for poor people.

18. What food did Gopi first paint with the magic brush?

Answer: Gopi first painted a bowl of khichdi with the magic brush.

19. What did Gopi paint for the farmer?

Answer: Gopi painted a muffler for one farmer and a plough for another.

20. Why did the Zamindar imprison Gopi?

Answer: The Zamindar imprisoned Gopi because she refused to paint wealth and treasures for him.

21. How did Gopi escape from prison?

Answer: Gopi escaped by painting a winding road and a strong horse.

22. What did Gopi paint to stop the Zamindar and his men?

Answer: Gopi painted a wide river to stop the Zamindar and his men.

23. Where is the Valley of Flowers situated?

Answer: The Valley of Flowers is situated in Uttarakhand.

24. What makes the Living Root Bridges special?

Answer: The Living Root Bridges are naturally formed from the intertwined roots of trees.

25. Where is the Lonar Crater Lake located?

Answer: The Lonar Crater Lake is located in Maharashtra.

26. What caused the formation of the Lonar Crater?

Answer: The Lonar Crater was formed by the impact of a massive meteorite.

27. Why do vehicles appear to move uphill at Magnetic Hill?

Answer: Vehicles appear to move uphill because of an optical illusion created by the landscape.

28. What causes the glowing waters of Kumbalangi?

Answer: A high concentration of bioluminescent micro-planktons causes the glowing waters.

29. Which famous animal is found in the Sundarbans?

Answer: The majestic Bengal tiger is found in the Sundarbans.

30. Why does the sea appear to disappear at Chandipur Beach?

Answer: The sea appears to disappear because its water retreats by two to five kilometres during ebb tide.

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

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why did Chief Brown discuss difficult cases at the dinner table?

Answer: Chief Brown discussed difficult cases at the dinner table because he trusted Encyclopedia's ability to solve them.

2. How did Encyclopedia's reading habit help him solve mysteries?

Answer: His reading habit gave him wide knowledge and enabled him to recognise important clues and patterns.

3. Why did Encyclopedia remain silent while his parents discussed Nolan's case?

Answer: Encyclopedia remained silent because he was listening carefully and analysing the information provided by his father.

4. Why was Nolan's calendar sheet important to solving the mystery?

Answer: The calendar sheet indicated that the strange words were connected with the days of the week.

5. Why did Nolan use a coded message instead of writing the location directly?

Answer: Nolan used a coded message to prevent anyone other than Davenport from discovering the hidden jewellery.

6. How did “Nom” help Encyclopedia identify the pattern in the message?

Answer: “Nom” contained the remaining letters of “Monday” after the letters in “day” were removed and rearranged.

7. Why was “Fir” considered the fifth word in the code?

Answer: “Fir” was the fifth word because it was formed from “Friday” after removing the letters in “day.”

8. What does Encyclopedia’s question about the fir tree reveal?

Answer: His question reveals that he had already decoded Nolan’s message and identified the hiding place.

9. Which quality of Encyclopedia was most important in solving the case?

Answer: Encyclopedia’s careful observation and logical reasoning were most important in solving the case.

10. Why was Gopi considered worthy of receiving the magic brush?

Answer: Gopi was considered worthy because she was kind and willing to use the brush to help needy people.

11. How did Gopi prove that she was selfless?

Answer: Gopi proved her selflessness by painting food and useful objects for the villagers instead of creating wealth for herself.

12. Why did Gopi refuse the Zamindar’s command despite the danger?

Answer: Gopi refused because obeying him would have violated her promise to use the brush only for the poor.

13. What does the Zamindar’s demand for a fortress and treasures reveal about him?

Answer: His demand reveals that he was greedy, selfish and eager to gain greater power.

14. How did Gopi use creativity to escape from prison?

Answer: Gopi used her creativity by painting a road and a horse that enabled her to escape.

15. Why did Gopi paint a river instead of directly attacking her pursuers?

Answer: Gopi painted a river because it could stop her pursuers without physically harming them.

16. What does the magic brush symbolise in the poem?

Answer: The magic brush symbolises the power of creativity and imagination to improve people’s lives.

17. What common quality is shared by Encyclopedia and Gopi?

Answer: Both Encyclopedia and Gopi use intelligence and creativity to overcome difficult situations.

18. Why are the Living Root Bridges considered a sustainable solution?

Answer: They are sustainable because they use living roots, grow stronger naturally and can survive for hundreds of years.

19. How do the Living Root Bridges reflect indigenous wisdom?

Answer: They reflect indigenous wisdom by showing how local people used their knowledge of nature to solve transportation problems.

20. Why is Lonar Crater Lake described as both celestial and terrestrial?

Answer: It is described as celestial and terrestrial because a meteorite from space created a remarkable feature on Earth.

21. Why does Magnetic Hill seem to defy gravity?

Answer: Magnetic Hill seems to defy gravity because the arrangement of the slopes and horizon creates an optical illusion.

22. How do the glowing waters of Kumbalangi combine mystery with science?

Answer: The waters appear magical, but their glow is scientifically produced by bioluminescent micro-planktons.

23. Why are mangrove forests important to coastal regions?

Answer: Mangrove forests protect coastal regions by slowing tidal waters, stabilising shorelines and reducing erosion.

24. Why is Chandipur Beach compared to a game of hide-and-seek?

Answer: Chandipur Beach is compared to hide-and-seek because the sea repeatedly retreats and returns with the tides.

25. What makes the Valley of Flowers ecologically important?

Answer: Its nearly 600 species of exotic flowers make it an important centre of botanical diversity.

26. What lesson can modern engineers learn from the Living Root Bridges?

Answer: Modern engineers can learn to develop durable structures by working responsibly with nature and local resources.

27. How does scientific knowledge increase our appreciation of natural wonders?

Answer: Scientific knowledge explains how natural wonders occur while allowing us to appreciate their beauty and uniqueness.

28. Why should places such as the Valley of Flowers and the Sundarbans be conserved?

Answer: They should be conserved because they support rich biodiversity and maintain ecological balance.

29. How are mystery and magic connected throughout the chapter?

Answer: The chapter shows that apparently mysterious or magical events can be understood through intelligence, imagination or science.

30. What central value connects all three texts in the chapter?

Answer: The texts collectively emphasise the responsible use of knowledge, creativity and natural resources.

3.7 Two-mark questions with Answers of LOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. Why was Leroy Brown called Encyclopedia?**

Answer:

1. Leroy read more books than anyone else in Idaville.
2. He remembered facts so well that his mind was compared to an encyclopedia.

2. How did Encyclopedia help his father?

Answer:

1. Chief Brown discussed difficult police cases with Encyclopedia at dinner.
2. Encyclopedia studied the clues and solved the cases for him.

3. What happened during the robbery at the Diamond Mart?

Answer:

1. Two masked men robbed the Diamond Mart on Sixth Avenue.
2. They escaped with jewellery worth one million dollars.

4. Why did Chief Brown suspect Nolan and Davenport?

Answer:

1. Davenport had come to live with Nolan shortly before the robbery.
2. A shop clerk thought that she had recognised Nolan when a robber's mask slipped.

5. What did the police find when they searched Nolan's house?**Answer:**

1. Officers Lewis and Maloney thoroughly searched Nolan's house.
2. However, they did not find any of the stolen jewellery.

6. What did Nolan do before his death?**Answer:**

1. Nolan placed his will on the kitchen table.
2. He attached a calendar sheet containing Davenport's details and four strange words.

7. What was written in Nolan's coded message?**Answer:**

1. Nolan wrote the words "Nom Utes Sweden Hurts."
2. These words represented Monday, Tuesday, Wednesday and Thursday without the letters in "day."

8. How did Encyclopedia identify the fifth word?**Answer:**

1. Encyclopedia noticed that the four coded words represented consecutive days of the week.
2. He concluded that the fifth word was "Fir," formed from "Friday" after removing "day."

9. Where was the stolen jewellery finally discovered?**Answer:**

1. The jewellery was found in a twenty-gallon jug filled with earth.
2. A young fir tree was growing in that jug in Nolan's nursery.

10. How did Gopi receive the magic brush?**Answer:**

1. A mysterious man sitting on a stone called Gopi to him.
2. He gave her the magic brush and instructed her to use it only for the poor.

11. How did Gopi initially use the magic brush?**Answer:**

1. Gopi first painted a bowl of khichdi that became real.
2. She later painted useful objects for poor villagers.

12. What useful objects did Gopi paint for the villagers?**Answer:**

1. Gopi painted a muffler and a plough for the farmers.
2. She also painted a shawl for a grandmother and a fan for a girl.

13. What did the Zamindar demand from Gopi?**Answer:**

1. The Zamindar ordered Gopi to paint a tall and magnificent fortress.
2. He also demanded gold, jewels and other valuable treasures.

14. Why was Gopi imprisoned by the Zamindar?**Answer:**

1. Gopi refused to paint wealth and treasures for the Zamindar.
2. Therefore, he seized the magic brush and ordered his men to imprison her.

15. How did Gopi escape from the prison?**Answer:**

1. Gopi painted a winding road leading out through the prison gates.
2. She also painted a strong horse and rode away on it.

16. How did Gopi stop the Zamindar and his men?**Answer:**

1. Gopi painted a wide river with fast and deep currents.
2. She then frightened them by threatening to paint a beast that would chase them.

17. What are the main features of the Valley of Flowers?

Answer:

1. The Valley of Flowers contains around 600 species of exotic flowers.
2. It is a UNESCO World Heritage Site situated in Uttarakhand.

18. How are the Living Root Bridges constructed?

Answer:

1. The bridges are made by carefully intertwining the living roots of trees.
2. They were developed by the indigenous people of Meghalaya to cross waterways.

19. How was the Lonar Crater Lake formed?

Answer:

1. A massive meteorite struck the Earth at an extremely high speed.
2. Its impact created a circular depression containing a unique saline lake.

20. What causes the strange experience at Magnetic Hill?

Answer:

1. Vehicles parked at the marked spot appear to move uphill on their own.
2. This effect is caused by an optical illusion involving the slopes and the horizon.

21. Why do the waters of Kumbalangi glow at night?

Answer:

1. The waters contain a high concentration of tiny micro-planktons.
2. These organisms produce light through a process called bioluminescence.

22. What are the important features of the Sundarbans?

Answer:

1. The Sundarbans is a large mangrove forest situated in the delta of major rivers.
2. It supports diverse wildlife, including the Bengal tiger, estuarine crocodile and Indian python.

23. How do mangrove roots protect coastal areas?

Answer:

1. Mangrove roots slow down the movement of tidal waters.
2. They stabilise the coastline and reduce soil erosion.

24. What makes Chandipur Beach unusual?

Answer:

1. The seawater retreats by two to five kilometres during ebb tide.
2. It returns to the shore during high tide, making the sea appear to disappear and reappear.

25. What do the natural wonders described in the chapter reveal about India?

Answer:

1. They reveal the extraordinary beauty and diversity of India's landscapes.
2. They also demonstrate the powerful natural forces that shape the environment.

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

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. How did Encyclopedia's habit of reading help him become a successful detective?

Answer:

1. Reading gave Encyclopedia extensive knowledge about different subjects.

2. He used that knowledge to recognise patterns and interpret clues accurately.
2. **Why did Chief Brown value Encyclopedia's opinion despite his young age?**

Answer:

1. Encyclopedia possessed exceptional observation and logical-reasoning skills.
2. He had repeatedly solved mysteries that even experienced police officers found difficult.

3. **Why did Chief Brown reveal the details of Nolan's case during dinner?**

Answer:

1. He knew that Encyclopedia would listen carefully and analyse every clue.
2. He hoped that his son would notice something that the police had overlooked.

4. **Why was the calendar sheet essential for decoding Nolan's message?**

Answer:

1. It suggested that the four strange words were connected with dates or days of the week.
2. This clue helped Encyclopedia relate them to Monday, Tuesday, Wednesday and Thursday.

5. **Why would Nolan's coded message make sense mainly to Davenport?**

Answer:

1. Davenport knew that he and Nolan had hidden the stolen jewellery.
2. Therefore, he would understand that the message referred to its new hiding place.

6. **How did Encyclopedia infer that a young fir tree existed in Nolan's nursery?**

Answer:

1. He recognised that each coded word represented a weekday after removing the letters in "day."
2. Following the pattern, he formed "Fir" from Friday and connected it with a fir tree.

7. **What would have happened if Nolan had written the fifth word directly?**

Answer:

1. The word "Fir" might have made the hiding place obvious to the police.
2. Leaving it unwritten protected the secret while allowing Davenport to infer it.

8. **What qualities of a good detective does Encyclopedia display?**

Answer:

1. Encyclopedia displays patience, careful observation and attention to detail.
2. He also uses his knowledge to make logical connections between clues.

9. **Why was Gopi a suitable person to receive the magic brush?**

Answer:

1. Gopi cared about the needs of the poor villagers rather than personal wealth.
2. She also possessed the courage to protect the brush from misuse.

10. **How does Gopi's use of the brush differ from the Zamindar's intention?**

Answer:

1. Gopi uses the brush to provide food and useful objects to needy people.
2. The Zamindar wants to use it to obtain wealth, luxury and power.

11. **Why is Gopi's refusal to obey the Zamindar an act of moral courage?**

Answer:

1. She refuses to break her promise even though the Zamindar threatens and imprisons her.
2. Her decision shows that she values justice more than her own safety.

12. **How does Gopi prove that intelligence is stronger than physical power?**

Answer:

1. She escapes from prison by creatively painting a road and a horse.
2. She defeats the armed pursuers by painting a river and frightening them with the idea of a beast.

13. Why does Gopi create a river instead of painting a weapon?

Answer:

1. The river creates an effective barrier without directly injuring anyone.
2. Her choice shows that courage and non-violent thinking can overcome oppression.

14. What does the magic brush symbolise?

Answer:

1. The brush symbolises the transformative power of imagination, art and creativity.
2. It also shows that special abilities must be used responsibly for the welfare of others.

15. Why are the Living Root Bridges an example of cooperation between humans and nature?

Answer:

1. Local people guide living roots to form strong bridges across waterways.
2. Instead of destroying nature, they work with natural growth to solve a human problem.

16. How are the Living Root Bridges more suitable than wooden or bamboo bridges in Meghalaya?

Answer:

1. Wooden and bamboo bridges cannot withstand the region's heavy rain and powerful water currents for long.
2. Living root bridges become stronger over time and can survive for hundreds of years.

17. Why can the Lonar Crater Lake be described as a meeting point of space and Earth?

Answer:

1. A meteorite from space created the crater by striking the Earth's basaltic surface.
2. The impact produced a unique terrestrial lake and landscape.

18. How does Magnetic Hill demonstrate that human vision can be misleading?

Answer:

1. The surrounding slopes and horizon make a downward road appear to rise uphill.
2. As a result, observers wrongly believe that vehicles are moving against gravity.

19. Why might the glowing waters of Kumbalangi appear magical to an uninformed observer?

Answer:

1. The water produces a mysterious glow at night without any visible source of light.
2. Scientific knowledge reveals that bioluminescent micro-planktons cause the glow.

20. Why is the Sundarbans important for both humans and wildlife?

Answer:

1. Its mangrove roots protect coastal areas by reducing erosion and stabilising the shoreline.

2. The forest also provides a habitat for the Bengal tiger and several threatened species.

21. How does Chandipur Beach combine mystery with scientific explanation?

Answer:

1. The sea appears mysteriously to disappear and return every day.
2. The scientific explanation lies in the large movement of seawater during ebb and high tides.

22. Why must the Valley of Flowers be protected from excessive human activity?

Answer:

1. It supports hundreds of plant species within a delicate mountain ecosystem.
2. Excessive human activity could damage its vegetation and disturb its ecological balance.

23. What common element connects the detective story and the description of natural wonders?

Answer:

1. Both present phenomena that initially appear mysterious or difficult to understand.
2. Careful observation and scientific or logical reasoning explain those mysteries.

24. How are Encyclopedia and Gopi similar in their response to challenges?

Answer:

1. Both remain calm and use their intelligence instead of depending on physical strength.
2. Their creative thinking enables them to overcome difficult situations successfully.

25. What central lesson can students learn from all three texts in the unit?

Answer:

1. Knowledge, creativity and natural resources should be used responsibly.
2. Curiosity and careful thinking help people solve problems and understand the world.

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

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. Describe Encyclopedia Brown and his special abilities.

Answer:

1. Encyclopedia Brown was an eighth-grade boy whose real name was Leroy Brown.
2. He read many books and remembered almost every fact he learned.
3. His remarkable knowledge and reasoning skills helped him solve difficult police cases.

2. Describe the robbery at the Diamond Mart.

Answer:

1. Two masked men robbed the Diamond Mart on Sixth Avenue.
2. They escaped with jewellery worth one million dollars.
3. Tim Nolan and Daniel Davenport were suspected of committing the robbery.

3. Why did Chief Brown suspect Nolan and Davenport of the jewellery robbery?

Answer:

1. Nolan and Davenport had met in prison and had become friends.
2. Davenport began living with Nolan one week before the robbery.

3. A shop clerk thought that she recognised Nolan when one robber's mask slipped.
4. **What did Chief Brown reveal about Nolan's death and will?**
Answer:
 1. Nolan suffered from a weak heart and died after having a stroke.
 2. Before dying, he placed his will on the kitchen table.
 3. The will left all his property, including the palm-tree nursery, to Davenport.
5. **Explain Nolan's coded message.**
Answer:
 1. Nolan wrote the words "Nom Utes Sweden Hurts" on a calendar sheet.
 2. They represented Monday, Tuesday, Wednesday and Thursday after the letters in "day" were removed.
 3. The unwritten fifth word was "Fir," representing Friday.
6. **How was the stolen jewellery finally recovered?**
Answer:
 1. Encyclopedia decoded Nolan's message and asked about a young fir tree in the nursery.
 2. The police searched the area around the fir tree.
 3. They found the jewellery inside a twenty-gallon jug of earth in which the tree was growing.
7. **How did Gopi receive the magic brush?**
Answer:
 1. Gopi was drawing pictures in the sand with a twig beneath a banyan tree.
 2. A mysterious man sitting on a stone quietly called her and gave her a magic brush.
 3. He instructed her to use it only to help poor people.
8. **Mention three ways in which Gopi helped the villagers.**
Answer:
 1. Gopi painted a bowl of khichdi that became real.
 2. She painted a muffler and a plough for two farmers.
 3. She also painted a shawl for a grandmother and a fan for a girl.
9. **What did the Zamindar demand, and how did Gopi respond?**
Answer:
 1. The Zamindar demanded a grand fortress, treasures and precious jewels.
 2. Gopi refused because she had promised to use the brush only for the poor.
 3. The angry Zamindar seized the brush and imprisoned her.
10. **Describe Gopi's escape from prison.**
Answer:
 1. At night, Gopi painted a winding road leading through the prison gates.
 2. She then painted a strong and swift horse.
 3. She mounted the horse and galloped through fields and villages.
11. **How did Gopi defeat the Zamindar and his men?**
Answer:
 1. Gopi painted a wide river with fast and deep currents to block their path.
 2. She threatened to paint a dangerous beast that would chase and attack them.
 3. The frightened Zamindar and his men abandoned the chase and fled.
12. **Describe the Valley of Flowers in Uttarakhand.**
Answer:
 1. The Valley of Flowers contains around 600 species of exotic flowers.

2. It is situated in the Chamoli district and is recognised as a UNESCO World Heritage Site.
3. Between May and October, the region becomes a beautiful botanical wonderland.

13. Describe the Living Root Bridges of Meghalaya.

Answer:

1. The bridges are made by intertwining the living roots of trees across waterways.
2. They were developed by indigenous communities because bamboo and wooden bridges could not withstand heavy rain.
3. Under suitable conditions, these bridges can survive for hundreds of years.

14. State three important features of Lonar Crater Lake.

Answer:

1. Lonar Crater Lake was formed when a huge meteorite struck the Earth thousands of years ago.
2. It is India's only meteorite-impact crater formed in basaltic rock.
3. Its circular depression contains a unique saline lake surrounded by rugged terrain.

15. Explain the phenomenon of Magnetic Hill in Ladakh.

Answer:

1. Magnetic Hill is located approximately thirty kilometres from Leh.
2. Vehicles parked at a marked spot appear to move uphill at nearly twenty kilometres per hour.
3. This unusual movement is an optical illusion created by the slopes and the horizon.

16. Describe the glowing waters of Kumbalangi.

Answer:

1. Kumbalangi is a village situated near Kochi in Kerala.
2. Its backwaters glow at night because of a high concentration of bioluminescent micro-planktons.
3. This natural spectacle has made Kumbalangi an important eco-tourism destination.

17. Mention three important facts about the Sundarbans.

Answer:

1. The Sundarbans is a vast mangrove forest situated in the delta of the Ganga, Brahmaputra and Meghna rivers.
2. Its roots stabilise the coastline and reduce erosion by slowing tidal waters.
3. It provides a habitat for Bengal tigers, estuarine crocodiles, Indian pythons and many bird species.

18. Explain the disappearing-sea phenomenon at Chandipur Beach.

Answer:

1. Chandipur Beach is situated in the Balasore district of Odisha.
2. During ebb tide, the seawater retreats by approximately two to five kilometres.
3. The water returns during high tide, making the sea appear to disappear and reappear daily.

19. Name and briefly describe three natural wonders presented in the chapter.

Answer:

1. The Valley of Flowers is known for hundreds of species of colourful flowers.
2. The Lonar Crater Lake was formed by the impact of a massive meteorite.

3. Kumbalangi's waters glow at night because of bioluminescent micro-planktons.

20. What themes are presented through the three texts in the chapter?

Answer:

1. "The Case of the Fifth Word" highlights observation and logical reasoning.
2. "The Magic Brush of Dreams" emphasises kindness, courage and the responsible use of power.
3. "Spectacular Wonders" celebrates the beauty, diversity and mystery of nature.

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

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. **How did Encyclopedia's knowledge and observation help him solve Nolan's coded message?**

Answer:

1. Encyclopedia recognised that the calendar sheet connected the strange words with the days of the week.
2. He observed that each word was formed by removing the letters in "day" and rearranging the remaining letters.
3. He extended the pattern to Friday and concluded that "Fir" referred to the tree under which the jewellery was hidden.

2. **Why did Nolan communicate the hiding place through a code instead of stating it directly?**

Answer:

1. Nolan wanted Davenport to know where the stolen jewellery was hidden.
2. He did not want the police or another person to understand the message easily.
3. The code protected the secret while still giving Davenport enough information to find the jewellery.

3. **How does the title "The Case of the Fifth Word" suit the detective story?**

Answer:

1. Nolan's message contains four words, but its meaning depends on an unwritten fifth word.
2. Encyclopedia solves the mystery by identifying the fifth word as "Fir."
3. That missing word reveals the location of the stolen jewellery and resolves the case.

4. **What qualities make Encyclopedia an effective detective?**

Answer:

1. He listens patiently and pays close attention to small but important details.
2. His wide knowledge helps him recognise unusual connections and word patterns.
3. He uses logical reasoning to test clues and arrive at accurate conclusions.

5. **Why was Gopi the right person to receive the magic brush?**

Answer:

1. Gopi used the brush to provide food and useful objects for poor villagers.
2. She refused to misuse its power even when the Zamindar threatened her.
3. Her kindness, courage and sense of responsibility made her worthy of the magical gift.

6. **Compare the purposes for which Gopi and the Zamindar wanted to use the magic brush.**

Answer:

1. Gopi wanted to use the brush to satisfy the genuine needs of poor people.
2. The Zamindar wanted it to create a fortress, riches and greater power for himself.
3. Their contrasting purposes represent the difference between selflessness and greed.

7. How did Gopi defeat the Zamindar without using physical violence?

Answer:

1. She used the magic brush to paint a road and a horse for her escape.
2. She created a wide river that prevented the Zamindar and his men from reaching her.
3. She frightened them with the possibility of a painted beast until they abandoned the chase.

8. What might have happened if Gopi had agreed to paint treasures for the Zamindar?

Answer:

1. The Zamindar would probably have become wealthier, greedier and more powerful.
2. He might have used the magical objects to control or oppress the villagers.
3. Gopi would also have broken her promise to use the brush only for the needy.

9. Explain how the magic brush symbolises the responsible use of talent and power.

Answer:

1. The brush has the extraordinary power to turn drawings into real objects.
2. Gopi uses this power responsibly to improve the lives of poor villagers.
3. The Zamindar's greed shows the harm that can result when power is used selfishly.

10. How do the Living Root Bridges demonstrate harmony between human beings and nature?

Answer:

1. Indigenous people guide living roots across waterways instead of relying entirely on manufactured materials.
2. The bridges continue to grow and strengthen without destroying the surrounding ecosystem.
3. They demonstrate that traditional knowledge can produce sustainable solutions by cooperating with nature.

11. Why is scientific understanding important when observing Magnetic Hill?

Answer:

1. Vehicles at Magnetic Hill appear to travel uphill and create the impression that gravity has been defeated.
2. Scientific understanding explains that the surrounding slopes and horizon create an optical illusion.
3. This knowledge prevents people from mistaking a visual effect for a supernatural event.

12. How does Kumbalangi's glowing water show a connection between mystery and science?

Answer:

1. The glowing water appears magical because it shines naturally in the darkness.
2. Science explains that micro-planktons produce this light through bioluminescence.
3. The phenomenon shows that scientific explanations can increase rather than reduce our wonder at nature.

13. Why are the mangrove forests of the Sundarbans important for ecological balance?

Answer:

1. Their roots slow tidal water, stabilise the coastline and reduce erosion.
2. The forests provide habitats for Bengal tigers, crocodiles, pythons and many bird species.
3. Protecting the Sundarbans therefore safeguards both coastal communities and biodiversity.

14. How does Chandipur Beach demonstrate the influence of natural cycles?

Answer:

1. The sea retreats several kilometres during ebb tide and exposes a large stretch of beach.
2. It returns to the shore when the tide becomes high.
3. Its daily disappearance and reappearance demonstrate the continuous influence of tidal cycles.

15. Why should natural wonders such as the Valley of Flowers be carefully protected?

Answer:

1. The Valley of Flowers contains hundreds of rare and exotic flowering species.
2. Uncontrolled tourism and human interference could damage its delicate ecosystem.
3. Conservation ensures that its biodiversity and natural beauty survive for future generations.

16. Compare the mystery in “The Case of the Fifth Word” with the wonders in “Spectacular Wonders.”

Answer:

1. The detective story presents a human-made mystery involving a coded message and hidden jewellery.
2. “Spectacular Wonders” presents natural phenomena that initially appear strange or magical.
3. Both texts show that careful observation and reasoning can explain seemingly mysterious events.

17. How are Encyclopedia and Gopi similar in dealing with difficult situations?

Answer:

1. Both remain calm and study the challenges before taking action.
2. Encyclopedia uses logical reasoning, while Gopi uses creativity and imagination.
3. Neither depends on physical strength to achieve a successful result.

18. What lesson does the failure of bamboo and wooden bridges in Meghalaya teach us?

Answer:

1. A solution that ignores local climate and environmental conditions may not last long.
2. Indigenous communities developed living bridges that were better suited to heavy rain and strong currents.
3. Effective problem-solving requires observation, adaptation and the intelligent use of available resources.

19. How does the unit encourage students to develop curiosity?

Answer:

1. The detective story encourages students to search for patterns and decode clues.

2. The poem inspires them to imagine creative ways of solving problems and helping others.
3. The account of natural wonders motivates them to investigate the science behind unusual phenomena.

20. What common message connects all three texts in “Mystery and Magic”?

Answer:

1. Knowledge and careful observation help people understand mysteries.
2. Creativity becomes valuable when it is used responsibly for the benefit of others.
3. Nature deserves curiosity, appreciation and protection because of its extraordinary diversity.

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

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Describe Encyclopedia Brown and explain how he helped his father solve difficult cases.

Answer:

- Encyclopedia Brown was an eighth-grade boy who lived in Idaville, USA.
- His real name was Leroy Brown, and his father was the Chief of Police.
- He read many books and remembered nearly every fact he learned.
- Chief Brown discussed difficult and unsolved police cases with him at the dinner table.
- Encyclopedia used his knowledge, observation and reasoning to solve those cases.

2. Describe the Diamond Mart robbery and the persons suspected of committing it.

Answer:

- Two masked men robbed the Diamond Mart on Sixth Avenue.
- They escaped with jewellery worth one million dollars.
- Chief Brown suspected Tim Nolan and Daniel Davenport of committing the robbery.
- A shop clerk thought she recognised Nolan when one robber’s mask slipped.
- However, the clerk was uncertain, and the police could not find enough evidence to arrest them.

3. Explain how Encyclopedia decoded Nolan’s secret message and located the jewellery.

Answer:

- Nolan had written the four words “Nom Utes Sweden Hurts” on a calendar sheet.
- Encyclopedia understood that the words represented consecutive days of the week.
- The letters in “day” had been removed from Monday, Tuesday, Wednesday and Thursday, and the remaining letters had been rearranged.
- He concluded that the unwritten fifth word was “Fir,” formed from Friday in the same way.
- The stolen jewellery was consequently found in a jug of earth in which a young fir tree was growing.

4. Narrate how Gopi received and initially used the magic brush.

Answer:

- Gopi sat beneath a banyan tree and drew pictures in the sand with a twig.
- A mysterious man sitting on a stone called her and gave her a magic brush.
- He instructed her to use the brush only for poor and needy people.
- Gopi first painted a bowl of khichdi, which became real and amazed the villagers.
- She later painted useful articles such as a muffler, plough, shawl and fan for them.

5. Describe Gopi’s conflict with the Zamindar.

Answer:

- The Zamindar heard about Gopi's magic brush and ordered her to paint for him.
- He demanded a grand fortress, gold, rubies, emeralds and other treasures.
- Gopi refused because she had promised to use the brush only for the poor.
- The angry Zamindar seized the brush and ordered his men to imprison her.
- Even in prison, Gopi continued to resist his selfish demands.

6. Explain how Gopi escaped and defeated the Zamindar.

Answer:

- Gopi painted a winding road that led out through the prison gates.
- She also painted a strong horse and rode away through fields and villages.
- When the Zamindar and his men chased her, she painted a wide river with deep currents.
- She frightened them by threatening to paint a dangerous beast that would attack them.
- The Zamindar and his men fled, and Gopi celebrated her victory with the villagers.

7. Describe the Valley of Flowers and the Living Root Bridges.

Answer:

- The Valley of Flowers is situated in the Chamoli district of Uttarakhand.
- It contains approximately 600 species of exotic flowers and is a UNESCO World Heritage Site.
- The Living Root Bridges are found in different villages of Meghalaya.
- Indigenous people construct them by carefully intertwining the living roots of trees.
- These bridges can remain strong for hundreds of years under suitable conditions.

8. Write five important facts about Lonar Crater Lake and Magnetic Hill.

Answer:

- Lonar Crater Lake is located in the Buldhana district of Maharashtra.
- It was formed thousands of years ago when a massive meteorite struck the Earth.
- Magnetic Hill is situated approximately thirty kilometres from Leh in Ladakh.
- Vehicles placed at a marked spot appear to move uphill on their own.
- This apparent movement is caused by an optical illusion involving the surrounding slopes and horizon.

9. Describe the glowing waters of Kumbalangi and the Sundarbans.

Answer:

- Kumbalangi is a village situated near Kochi in Kerala.
- Its backwaters glow at night because of bioluminescent micro-planktons.
- The Sundarbans is an extensive mangrove forest located in West Bengal.
- Its mangrove roots stabilise the coastline and reduce soil erosion.
- The forest shelters Bengal tigers, estuarine crocodiles, Indian pythons and numerous bird species.

10. Explain the unusual natural phenomenon observed at Chandipur Beach.

Answer:

- Chandipur Beach is located in the Balasore district of Odisha.
- The sea appears to disappear and reappear every day.
- During ebb tide, the seawater retreats by approximately two to five kilometres.
- The water returns to the shore when the tide becomes high.
- This tidal movement makes the beach appear to play hide-and-seek with its visitors.

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

Prompt 12:

Generate at least 5 Five-mark descriptive questions with Answers (Five sentences/points each) of HOTS Type from the uploaded chapter of the English Subject of 8th Standard.

Note: Upload the respective Chapter in pdf format of the Subject Book.

Response:

Five-Mark Descriptive Questions with Answers – HOTS Type

Chapter 3: *Mystery and Magic*

1. Analyse how Encyclopedia solved the mystery of Nolan's coded message.

Answer:

1. Encyclopedia carefully examined the words “Nom Utes Sweden Hurts” written on a calendar sheet.
2. The calendar helped him connect the four words with consecutive days of the week.
3. He discovered that each word contained the remaining letters of a weekday after removing “day” and rearranging them.
4. By extending the pattern to Friday, he identified the missing fifth word as “Fir.”
5. He inferred that the stolen jewellery was hidden beneath the young fir tree in Nolan's nursery.

2. Evaluate the importance of observation and background knowledge in Encyclopedia's investigation.

Answer:

1. Encyclopedia listened carefully to every detail shared by Chief Brown.
2. He noticed the importance of the calendar sheet, which others had overlooked.
3. His knowledge of spelling and word formation helped him decode the unusual words.
4. He connected the hidden word “Fir” with the actual tree in Nolan's nursery.
5. Thus, observation supported by knowledge enabled him to solve the mystery accurately.

3. Justify why Gopi was a suitable person to possess the magic brush.

Answer:

1. Gopi used the brush to satisfy the genuine needs of poor villagers.
2. She did not use its magical power to gain personal wealth or luxury.
3. She kept her promise even when the Zamindar threatened and imprisoned her.
4. She used intelligence and non-violent methods to protect herself and the villagers.
5. Her compassion, integrity and courage made her a responsible owner of the brush.

4. Compare Gopi's and the Zamindar's attitudes towards power and wealth.

Answer:

1. Gopi viewed the magic brush as a means of helping poor and needy people.
2. The Zamindar saw it as a tool for obtaining treasures, luxury and greater authority.
3. Gopi remained humble and shared the benefits of the brush with her community.
4. The Zamindar acted selfishly and used threats and imprisonment to fulfil his desires.
5. Their contrasting attitudes show that power becomes valuable only when it is used responsibly.

5. Explain how Gopi used intelligence and creativity to overcome oppression.

Answer:

1. Gopi refused to obey the Zamindar because his demands were selfish and unjust.
2. She creatively painted a road and a horse to escape from prison.
3. When pursued, she painted a wide river to create a barrier.
4. She then frightened the Zamindar by threatening to paint a dangerous beast.
5. Her actions demonstrate that intelligence and courage can defeat cruelty without violence.

6. Analyse the importance of the Living Root Bridges as an example of sustainable development.

Answer:

1. The bridges were created using local living roots rather than cement or other artificial materials.
2. They provide a practical solution for crossing waterways during Meghalaya's heavy monsoon rains.
3. Unlike bamboo and wooden bridges, living bridges become stronger as they grow.
4. Their construction preserves the ecosystem and reflects indigenous knowledge of the region.
5. They demonstrate how human needs can be met by working in harmony with nature.

7. Explain how the natural wonders in the chapter combine mystery with scientific understanding.

Answer:

1. Magnetic Hill appears to defy gravity but is actually an optical illusion.
2. Kumbalangi's glowing water seems magical but is caused by bioluminescent micro-planktons.
3. The disappearing sea at Chandipur results from the regular movement of tides.
4. Lonar Crater Lake was formed through the impact of a meteorite rather than a supernatural event.
5. These examples show that scientific explanations can deepen our appreciation of natural mysteries.

8. Assess the ecological importance of the Sundarbans.

Answer:

1. The Sundarbans forms a natural barrier that protects coastal regions from strong tidal waters.
2. Its mangrove roots stabilise the shoreline and reduce erosion.
3. The forest provides shelter and breeding grounds for numerous plants and animals.
4. It supports threatened species such as the estuarine crocodile and the Indian python.
5. Protecting the Sundarbans is therefore essential for biodiversity, coastal safety and ecological balance.

9. Compare the problem-solving approaches of Encyclopedia and Gopi.

Answer:

1. Encyclopedia solves problems through observation, factual knowledge and logical reasoning.
2. Gopi responds to difficulties through imagination, courage and creative action.
3. Both remain calm instead of reacting carelessly under pressure.
4. Neither depends mainly on physical strength to overcome challenges.
5. Their success demonstrates that intelligence can take different forms and can defeat crime or injustice.

10. Discuss the central ideas that connect the three texts in *Mystery and Magic*.

Answer:

1. All three texts present situations that initially appear mysterious, magical or extraordinary.
2. "The Case of the Fifth Word" shows how reasoning and observation can solve a mystery.
3. "The Magic Brush of Dreams" highlights kindness, courage and the responsible use of power.
4. "Spectacular Wonders" explains how science and nature create seemingly magical phenomena.
5. Together, the texts encourage curiosity, creativity, ethical behaviour and respect for the natural world.

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

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Suppose you receive a coded message written on a calendar. How would you use Encyclopedia's method to decode it?

Answer:

1. I would carefully examine every word, letter and symbol in the message.
2. I would consider why the message was written on a calendar and connect it with dates, months or weekdays.
3. I would look for repeated patterns, missing letters and rearranged words.
4. I would test each possible pattern against the facts surrounding the message.
5. I would accept the solution only when all the clues supported the same conclusion.

2. If you were helping the police investigate Nolan's case, what steps would you take after learning about the coded message?

Answer:

1. I would study Nolan's will and calendar sheet for possible connections.
2. I would verify Davenport's identity, address and relationship with Nolan.
3. I would inspect Nolan's nursery for objects related to the decoded words.
4. After identifying "Fir" as the fifth word, I would search every fir tree and nearby container.
5. I would carefully preserve any recovered jewellery as evidence for the investigation.

3. Imagine that you possess Gopi's magic brush. How would you use it responsibly in your community?

Answer:

1. I would use the brush to provide food, clothing and shelter to needy families.
2. I would create books, computers and learning materials for children who lack educational resources.
3. I would provide useful equipment to hospitals, farmers and emergency workers.
4. I would refuse to create weapons, unnecessary luxuries or objects intended to harm others.
5. I would establish fair rules to ensure that the brush benefited the entire community.

4. What would you do if a powerful person forced you to misuse a special talent or invention?

Answer:

1. I would remain calm and refuse to use my ability for an unfair or harmful purpose.
2. I would clearly explain the ethical rules governing the use of my talent or invention.
3. I would seek help from trusted adults, teachers or lawful authorities.
4. I would protect the invention so that it could not be used against others.
5. I would follow Gopi's example by using intelligence, courage and non-violent methods.

5. Apply Gopi's problem-solving approach to deal with bullying in school.

Answer:

1. I would remain calm and avoid responding with violence or hurtful words.
2. I would move to a safe place and stay close to supportive classmates.
3. I would clearly tell the bully to stop the unacceptable behaviour.
4. I would report the incident to a teacher, counsellor or parent.
5. I would help create a respectful classroom atmosphere in which bullying is not tolerated.

6. How can the idea behind Meghalaya's Living Root Bridges be applied to your school campus?

Answer:

1. The school could use native plants to create shaded pathways and natural boundaries.
2. Rainwater could be directed towards gardens instead of being allowed to flood the campus.
3. Locally available and renewable materials could be used for outdoor structures.
4. Students could maintain a living garden as part of environmental education.
5. Such activities would demonstrate how human needs can be met without damaging nature.

7. If your class visits the Valley of Flowers or the Sundarbans, what rules should students follow?

Answer:

1. Students should remain on designated paths and follow the instructions of authorised guides.
2. They should never pluck flowers, disturb animals or damage natural habitats.
3. They should carry reusable containers and avoid leaving plastic or other waste behind.
4. They should observe wildlife quietly and maintain a safe distance from it.
5. They should record their learning through notes and photographs without harming the environment.

8. How can your school create awareness about protecting the Sundarbans and other mangrove forests?

Answer:

1. Students can prepare posters explaining how mangroves prevent coastal erosion.
2. The school can organise talks by environmentalists and conservation workers.
3. Eco-club members can conduct exhibitions on mangrove plants and wildlife.
4. Students can participate in suitable coastal clean-up or plantation activities under expert guidance.
5. They can share verified conservation messages through assemblies, newsletters and school media.

9. If visitors mistake Magnetic Hill for a supernatural event, how would you explain it scientifically?

Answer:

1. I would acknowledge that the movement of vehicles looks surprising to observers.
2. I would explain that the road's slope and the position of the horizon create an optical illusion.
3. This illusion makes a downward slope appear to be an upward one.
4. Gravity continues to act normally, although human eyes misinterpret the landscape.
5. I would demonstrate the real slope using a levelling instrument or a suitable mobile application.

10. Design a simple classroom activity to explain bioluminescence in Kumbalangi's waters.

Answer:

1. I would begin by showing photographs or a short educational video of the glowing waters.
2. Students would learn that certain organisms produce light through chemical reactions within their bodies.
3. We could use glow sticks in water as a safe visual model, while explaining that they do not contain living organisms.
4. Students would compare biological light with light produced by electricity or heat.
5. They would conclude the activity by preparing a diagram explaining how micro-planktons make seawater glow.

11. How would you use the lesson from Chandipur Beach while planning a safe coastal visit?

Answer:

1. I would check official tide timings and weather information before visiting the beach.
2. I would avoid walking too far from the shore during low tide.
3. I would remain with the group and follow the directions of local safety personnel.
4. I would observe how the tide changes without entering risky or muddy areas.
5. I would leave the beach before the seawater begins returning rapidly.

12. Apply the main ideas of the chapter to solve an environmental problem in your locality.

Answer:

1. I would carefully observe the problem and collect facts, following Encyclopedia's approach.
2. I would think creatively about possible solutions, as Gopi did with her magic brush.
3. I would choose an eco-friendly method inspired by the Living Root Bridges.
4. I would involve residents, students and local authorities in implementing the solution.
5. I would review the results and improve the plan based on evidence and community feedback.

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

Olympiad-Type Multiple-Choice Questions with Answers:

1. Why was Leroy Brown popularly called "Encyclopedia"?

- A. He collected old encyclopedias.
- B. He remembered a vast number of facts.
- C. He worked in the town library.
- D. He wrote books about mysteries.

Answer: B. He remembered a vast number of facts.

2. Which quality most directly enabled Encyclopedia to solve Nolan's coded message?

- A. Physical courage
- B. Artistic imagination
- C. Pattern recognition
- D. Mechanical ability

Answer: C. Pattern recognition

3. Why was the calendar sheet an important clue?

- A. It contained the date of the robbery.
- B. It suggested a connection with the days of the week.
- C. It showed the location of the jewellery shop.
- D. It contained a map of Nolan's nursery.

Answer: B. It suggested a connection with the days of the week.

4. Which explanation correctly decodes the word "Nom"?

- A. The first three letters of November
- B. "Monday" without "day," with the remaining letters rearranged
- C. The initials of Nolan's family members
- D. The reverse form of the word "mon"

Answer: B. "Monday" without "day," with the remaining letters rearranged.

5. What was the logical fifth word after “Nom Utes Sweden Hurts”?

- A. Sat
- B. Tree
- C. Fir
- D. Day

Answer: C. Fir

6. Where was the stolen jewellery hidden?

- A. Beneath a palm tree
- B. Inside Nolan’s desk
- C. Inside a jug of earth containing a fir tree
- D. Under the kitchen table

Answer: C. Inside a jug of earth containing a fir tree.

7. Which fact most strongly connected Nolan and Davenport with the robbery?

- A. They owned neighbouring houses.
- B. They had met in prison and Davenport stayed with Nolan before the robbery.
- C. They worked at the Diamond Mart.
- D. They were seen buying jewellery together.

Answer: B. They had met in prison and Davenport stayed with Nolan before the robbery.

8. The title “The Case of the Fifth Word” refers to:

- A. the fifth word in Nolan’s will.
- B. the fifth suspect questioned by the police.
- C. the missing word that revealed the hiding place.
- D. the fifth case solved by Encyclopedia.

Answer: C. The missing word that revealed the hiding place.

9. If the code continued to Saturday using a similar principle, which letters would remain after removing “day”?

- A. Satur
- B. Sat
- C. Ur
- D. Saturday

Answer: A. Satur

10. Which statement best describes Encyclopedia’s method of investigation?

- A. He depended entirely on guesses.
- B. He combined factual knowledge with logical reasoning.
- C. He questioned every person in Idaville.
- D. He searched Nolan’s house himself.

Answer: B. He combined factual knowledge with logical reasoning.

11. Why did the mysterious man instruct Gopi to paint only for the poor?

- A. The rich did not believe in magic.
- B. He wanted the brush to serve people with genuine needs.
- C. The brush would not work for rich people.
- D. Gopi was afraid of wealthy people.

Answer: B. He wanted the brush to serve people with genuine needs.

12. Which object did Gopi paint first with the magic brush?

- A. A horse
- B. A fortress
- C. A bowl of khichdi
- D. A wide river

Answer: C. A bowl of khichdi

13. What does the Zamindar's demand for a fortress and treasures reveal?

- A. His concern for the villagers
- B. His love for architecture
- C. His greed and desire for power
- D. His fear of Gopi

Answer: C. His greed and desire for power.

14. Which of the following best demonstrates Gopi's moral courage?

- A. She draws pictures in the sand.
- B. She refuses the Zamindar's command despite his threats.
- C. She rides a painted horse.
- D. She celebrates with the villagers.

Answer: B. She refuses the Zamindar's command despite his threats.

15. Why did Gopi paint a river?

- A. To provide water to the village
- B. To create a beautiful landscape
- C. To stop the Zamindar and his men from chasing her
- D. To practise using the brush

Answer: C. To stop the Zamindar and his men from chasing her.

16. The magic brush primarily symbolises:

- A. the danger of artistic activities.
- B. the power of imagination used responsibly.
- C. the unlimited authority of rulers.
- D. the weakness of poor villagers.

Answer: B. The power of imagination used responsibly.

17. Which poetic form best describes "The Magic Brush of Dreams"?

- A. Sonnet
- B. Ode
- C. Narrative poem
- D. Limerick

Answer: C. Narrative poem

18. Which pair presents the central contrast in the poem?

- A. Village and city
- B. Wealth and poverty
- C. Selflessness and greed
- D. Youth and old age

Answer: C. Selflessness and greed

19. What is the main effect of the repetition in “On you, and you and you”?

- A. It reduces the seriousness of Gopi’s warning.
- B. It emphasises that every pursuer is threatened.
- C. It shows that Gopi has forgotten their names.
- D. It introduces a peaceful mood.

Answer: B. It emphasises that every pursuer is threatened.

20. Which event occurs immediately before the Zamindar abandons the chase?

- A. Gopi paints a bowl of khichdi.
- B. Gopi is given the magic brush.
- C. Gopi threatens to paint a beast.
- D. Gopi paints a shawl for a grandmother.

Answer: C. Gopi threatens to paint a beast.

21. Which natural wonder contains around 600 species of exotic flowers?

- A. The Sundarbans
- B. The Valley of Flowers
- C. Magnetic Hill
- D. Chandipur Beach

Answer: B. The Valley of Flowers

22. Why were bamboo and wooden bridges unsuitable in Meghalaya?

- A. They were too expensive to construct.
- B. They were damaged by heavy rain and strong currents.
- C. They could not support pedestrians.
- D. They prevented trees from growing.

Answer: B. They were damaged by heavy rain and strong currents.

23. Which feature makes the Living Root Bridges an example of sustainable engineering?

- A. They are rebuilt every year.
- B. They are constructed entirely from imported materials.
- C. They grow stronger while remaining part of the ecosystem.
- D. They require large quantities of cement.

Answer: C. They grow stronger while remaining part of the ecosystem.

24. Lonar Crater Lake was formed by:

- A. a volcanic eruption.
- B. the movement of a glacier.
- C. the impact of a meteorite.
- D. the construction of a dam.

Answer: C. The impact of a meteorite.

25. What creates the unusual experience at Magnetic Hill?

- A. An underground magnetic field pulling vehicles
- B. An optical illusion produced by the slopes and horizon
- C. Strong winds blowing towards the hill
- D. A hidden mechanical system beneath the road

Answer: B. An optical illusion produced by the slopes and horizon.

26. Bioluminescence refers to:

- A. reflected moonlight on seawater.
- B. light produced within a living organism.
- C. heat released from underwater rocks.
- D. electricity generated by waves.

Answer: B. Light produced within a living organism.

27. What causes Kumbalangi's waters to glow?

- A. Minerals dissolved in the water
- B. Artificial lights placed under the water
- C. A high concentration of micro-planktons
- D. Sunlight reflected from the sea floor

Answer: C. A high concentration of micro-planktons.

28. How do the mangrove roots of the Sundarbans protect the coastline?

- A. They increase the speed of tidal water.
- B. They slow tidal water and reduce erosion.
- C. They prevent all seawater from reaching the land.
- D. They convert salt water into fresh water.

Answer: B. They slow tidal water and reduce erosion.

29. Why does the sea appear to disappear at Chandipur Beach?

- A. Strong winds push the water away permanently.
- B. The water evaporates during the daytime.
- C. The sea retreats by several kilometres during ebb tide.
- D. The beach rises above sea level every day.

Answer: C. The sea retreats by several kilometres during ebb tide.

30. Which pair is incorrectly matched?

- A. Valley of Flowers — Uttarakhand
- B. Living Root Bridges — Meghalaya
- C. Lonar Crater Lake — Maharashtra
- D. Chandipur Beach — Kerala

Answer: D. Chandipur Beach — Kerala

Correct match: Chandipur Beach — Odisha.

31. Choose the option that best expresses the common idea of the three texts.

- A. All unexplained events are supernatural.
- B. Wealth is the most reliable source of power.
- C. Observation, creativity and knowledge help us understand and overcome challenges.
- D. Natural phenomena should remain unexplored.

Answer: C. Observation, creativity and knowledge help us understand and overcome challenges.

32. In the sentence "The glowing waters attracted tourists," the word "glowing" is a:

- A. gerund.
- B. present participle functioning as an adjective.
- C. past participle.
- D. finite verb.

Answer: B. Present participle functioning as an adjective.

33. In the sentence “Drawing gave Gopi great joy,” the word “Drawing” functions as a:

- A. conjunction.
- B. participle.
- C. gerund.
- D. preposition.

Answer: C. Gerund

34. Choose the sentence written in the passive voice.

- A. Encyclopedia decoded the four words.
- B. Gopi painted a wide river.
- C. The jewellery was found beneath the fir tree.
- D. The villagers celebrated Gopi’s return.

Answer: C. The jewellery was found beneath the fir tree.

35. Select the word closest in meaning to “colossal.”

- A. Extremely large
- B. Partly hidden
- C. Unusually bright
- D. Very ancient

Answer: A. Extremely large

36. Select the word opposite in meaning to “serene.”

- A. Calm
- B. Peaceful
- C. Turbulent
- D. Quiet

Answer: C. Turbulent

37. Which statement is an opinion rather than a fact?

- A. Lonar Crater Lake is located in Maharashtra.
- B. The Valley of Flowers is the most beautiful place in India.
- C. Chandipur Beach is situated in Odisha.
- D. The Living Root Bridges are found in Meghalaya.

Answer: B. The Valley of Flowers is the most beautiful place in India.

38. “The sea plays hide-and-seek with its visitors” is an example of:

- A. personification.
- B. alliteration.
- C. onomatopoeia.
- D. irony.

Answer: A. Personification

39. Choose the correctly combined sentence using a participle.

- A. Gopi painted a horse and escaping from prison.
- B. Painting a horse, Gopi escaped from prison.
- C. Gopi escaping because painted a horse.
- D. To painting a horse, Gopi escaped prison.

Answer: B. Painting a horse, Gopi escaped from prison.

40. Which sequence correctly represents the events in Gopi's story?

- A. Imprisonment → magic brush → helping villagers → escape
- B. Magic brush → helping villagers → imprisonment → escape
- C. Helping villagers → escape → magic brush → imprisonment
- D. Escape → imprisonment → helping villagers → magic brush

Answer: B. Magic brush → helping villagers → imprisonment → escape

3.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching Chapter 3: *Mystery and Magic*:

1. Activate Prior Knowledge:

Begin by discussing mysteries, magical objects and unusual natural phenomena familiar to students. This helps learners connect their experiences with the chapter's central themes.

2. Read the Text in Meaningful Sections:

Divide the unit into its three texts: “**The Case of the Fifth Word**,” “**The Magic Brush of Dreams**” and “**Spectacular Wonders**.” Pause after each section to check comprehension, clarify vocabulary and predict what may happen next.

3. Use Guided and Role-Based Reading:

Assign roles such as Encyclopedia, Chief Brown, Mrs Brown, Gopi and the Zamindar to students. Reading dialogues with suitable voice modulation improves pronunciation, fluency and emotional understanding.

4. Encourage Evidence-Based Answers:

Ask students to support every inference with a clue, quotation or event from the text. For example, they should explain how the calendar sheet helped Encyclopedia decode Nolan's message.

5. Teach Vocabulary in Context:

Introduce words such as **hunch**, **loot**, **testify**, **intertwined**, **bioluminescence**, **optical illusion** and **erosion** through sentences, pictures and situations. Encourage students to maintain a vocabulary notebook containing meanings, synonyms and original sentences.

6. Use Think–Pair–Share:

Give students interpretative questions, such as whether Gopi used the magic brush responsibly or why the Living Root Bridges are sustainable. Allow them to think independently, discuss with a partner and then share with the class.

7. Integrate Grammar with the Chapter:

Teach gerunds, participles, adjectives, active and passive voice, and sentence combining by using examples from the texts. Context-based grammar makes rules easier to understand and remember.

8. Organise Collaborative Problem-Solving:

Provide students with simple codes, anagrams or missing-word puzzles modelled on Nolan's message. Ask groups to identify patterns, justify their reasoning and explain how they reached the solution.

9. Use Maps and Visual Resources:

Display a map of India and ask students to locate Uttarakhand, Meghalaya, Maharashtra, Ladakh, Kerala, West Bengal and Odisha. Photographs or short videos of the natural wonders can make the lesson more meaningful.

10. Connect Literature with Other Subjects:

Link the chapter with science, geography, environmental studies, art and value education. For example, explain bioluminescence scientifically and discuss the ecological importance of mangrove forests.

11. Promote Values Through Discussion:

Use Gopi's conflict with the Zamindar to discuss kindness, integrity, responsible use of power and resistance to greed. Encourage students to relate these values to situations in school and daily life.

12. Differentiate Learning Activities:

Provide vocabulary cards and visual clues to learners who need support, while giving advanced puzzles and analytical questions to high-achieving students. This ensures that every learner participates at an appropriate level.

13. Conduct Formative Assessment:

Use exit slips, short quizzes, oral questioning, sequencing exercises and one-minute summaries after each text. Immediate feedback helps the teacher identify and correct learning gaps.

14. Encourage Creative Expression:

Ask students to design a magic object, write their own coded message, illustrate a scene or compose a short poem about a natural wonder. Such activities strengthen imagination and language skills.

15. Conclude with Reflection:

Invite students to write what surprised them, what they learned and how they can apply the chapter's lessons. Reflection helps consolidate understanding and encourages responsible attitudes towards knowledge, power and nature.

3.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching-Learning:

1. Digital Detective Escape Room:

Create a digital or classroom escape room based on "The Case of the Fifth Word." Students solve anagrams, calendar codes, vocabulary puzzles and textual clues to locate the imaginary stolen jewellery.

2. Student-Created Secret Code Lab:

Ask groups to design coded messages using weekdays, months, symbols or letter patterns. Other groups decode the messages and explain the logical steps used to find the answers.

3. Magic Brush Design Challenge:

Students imagine that they possess Gopi's magic brush and design five objects to solve real community problems. They present the purpose, beneficiaries and ethical rules for using each object.

4. Augmented-Reality Natural-Wonders Gallery:

Create QR codes linked to videos, maps, photographs or student-recorded explanations of the seven natural wonders. Students scan the codes and complete a digital observation sheet while exploring the gallery.

5. Virtual Field Trip Across India:

Use digital maps and multimedia resources to visit the Valley of Flowers, Living Root Bridges, Lonar Crater Lake, Magnetic Hill, Kumbalangi, the Sundarbans and Chandipur Beach. Students can prepare a digital travel diary recording the location, special feature and scientific explanation of each site.

6. Bioluminescence Simulation:

Use glow sticks or safe fluorescent materials in water to model Kumbalangi's glowing waters. Students compare the simulation with real bioluminescence and explain the role of micro-planktons.

7. Optical-Illusion Investigation:

Use tilted backgrounds, photographs or simple models to recreate the visual effect of Magnetic Hill. Students observe the illusion, record their predictions and explain why human vision may misinterpret slopes.

8. Living-Bridge STEM Model:

Students construct miniature bridge models using flexible threads, plant fibres or biodegradable materials. They test the models for strength and relate their observations to the sustainable engineering of Meghalaya's Living Root Bridges.

9. Interactive Character Chatbot:

Students design question-and-answer scripts for digital characters such as Encyclopedia, Gopi or the Zamindar. The activity helps them examine character motivation, events, values and alternative decisions.

10. Mystery-and-Magic Podcast:

Groups produce short podcast episodes such as “How Encyclopedia Solved the Case,” “An Interview with Gopi” or “The Science Behind India's Natural Wonders.” This develops speaking, scriptwriting, pronunciation and digital communication skills.

11. Branching Story Activity:

Present decision points from Gopi's story and allow students to choose different actions. They then predict the consequences and compare their story paths with the original poem.

12. Gamified Grammar Hunt:

Hide gerunds, participles, adjectives, verbs and prepositions in sentences taken from the chapter. Teams collect points by locating, classifying and correctly using the grammatical forms in new sentences.

13. Interactive India Wonder Map:

Groups place digital or paper markers on a map of India for every natural wonder in the chapter. Each marker may include a student-created illustration, short description, environmental threat and conservation suggestion.

14. Environmental Newsroom Simulation:

Students become reporters, scientists, local residents and conservationists covering one natural wonder. They conduct interviews and present a classroom news bulletin explaining its beauty, science and need for protection.

15. Digital Portfolio and Peer Assessment:

Each student compiles codes, character sketches, grammar activities, maps, reflections and creative writing in a digital portfolio. Classmates assess the portfolio using a simple rubric covering accuracy, creativity, presentation and textual understanding.

3.17: Practicing Questions/Question Bank:**A. Fill-in-the-Blank Questions:**

1. Encyclopedia Brown's real name was _____.
Answer: Leroy Brown
2. Chief Brown was the Chief of _____ in Idaville.
Answer: Police
3. Nolan and Davenport were suspected of robbing the _____.
Answer: Diamond Mart
4. Nolan wrote “Nom Utes Sweden Hurts” on a sheet from his desk _____.
Answer: calendar
5. The unwritten fifth word in Nolan's message was _____.
Answer: Fir
6. The stolen jewellery was hidden beneath a young _____ tree.
Answer: fir

7. Gopi drew pictures in the sand with a _____.
Answer: twig
8. The mysterious man instructed Gopi to use the magic brush only for the _____.
Answer: poor
9. Gopi first painted a bowl of _____.
Answer: khichdi
10. The greedy _____ ordered Gopi to paint treasures for him.
Answer: Zamindar
11. Gopi escaped from prison on a painted _____.
Answer: horse
12. The Living Root Bridges are found in _____.
Answer: Meghalaya
13. Lonar Crater Lake was created by the impact of a _____.
Answer: meteorite
14. Kumbalangi's glowing waters are caused by _____.
Answer: micro-planktons
15. The sea at Chandipur Beach retreats during _____ tide.
Answer: ebb

B. One-Mark Descriptive Questions:

1. Why was Leroy called Encyclopedia?

Answer: Leroy was called Encyclopedia because he possessed vast knowledge and rarely forgot a fact.

2. Where did Encyclopedia live?

Answer: Encyclopedia lived in Idaville, USA.

3. Who were suspected of robbing the Diamond Mart?

Answer: Tim Nolan and Daniel Davenport were suspected of robbing the Diamond Mart.

4. What words did Nolan write in his coded message?

Answer: Nolan wrote "Nom Utes Sweden Hurts" in his coded message.

5. Where was the stolen jewellery found?

Answer: The stolen jewellery was found in a jug of earth containing a young fir tree.

6. Who gave Gopi the magic brush?

Answer: A mysterious man sitting on a stone gave Gopi the magic brush.

7. Why did the Zamindar imprison Gopi?

Answer: The Zamindar imprisoned Gopi because she refused to paint treasures for him.

8. What did Gopi paint to stop her pursuers?

Answer: Gopi painted a wide river to stop the Zamindar and his men.

9. What causes the glowing waters of Kumbalangi?

Answer: Bioluminescent micro-planktons cause the waters of Kumbalangi to glow.

10. Why does the sea disappear at Chandipur Beach?

Answer: The sea appears to disappear because the water retreats by several kilometres during ebb tide.

C. Two-Mark Descriptive Questions:

1. How did Encyclopedia help his father?

Answer:

1. Chief Brown shared difficult police cases with Encyclopedia at the dinner table.
2. Encyclopedia examined the clues and used logical reasoning to solve them.

2. Why did Chief Brown suspect Nolan and Davenport?

Answer:

1. Nolan and Davenport had met in prison, and Davenport stayed with Nolan before the robbery.
2. A shop clerk thought she recognised Nolan when one robber's mask slipped.

3. How did Encyclopedia identify the fifth word?

Answer:

1. He realised that the four coded words represented consecutive days of the week without the letters in "day."
2. He applied the same pattern to Friday and obtained the word "Fir."

4. How did Gopi help the poor villagers?

Answer:

1. She painted food and useful objects that became real.
2. These included khichdi, a muffler, a plough, a shawl and a fan.

5. How did Gopi escape from prison?

Answer:

1. Gopi painted a winding road leading out through the prison gates.
2. She painted a strong horse and rode away on it.

6. What makes the Living Root Bridges special?

Answer:

1. They are constructed by intertwining the living roots of trees.
2. They grow stronger with time and can survive for hundreds of years.

7. What causes the unusual effect at Magnetic Hill?

Answer:

1. Vehicles appear to move uphill when placed at a marked location.
2. This effect is an optical illusion created by the surrounding slopes and horizon.

8. How do mangrove forests protect coastlines?

Answer:

1. Mangrove roots slow the movement of tidal waters.
2. They stabilise the coastline and reduce soil erosion.

D. Three-Mark Descriptive Questions:**1. Describe Encyclopedia Brown's special abilities.**

Answer:

1. Encyclopedia read more books than anyone else in Idaville.
2. He possessed a remarkable memory and rarely forgot a fact.
3. His knowledge and reasoning helped him solve difficult mysteries.

2. Explain how Nolan's message was decoded.

Answer:

1. "Nom," "Utes," "Sweden" and "Hurts" represented four consecutive weekdays.
2. Each word was formed by removing "day" from the weekday and rearranging the remaining letters.
3. The same rule changed Friday into "Fir," revealing the hiding place.

3. How did Gopi defeat the Zamindar and his men?

Answer:

1. Gopi painted a river with fast and deep currents to stop them.
2. She threatened to paint a dangerous beast that would attack them.
3. The frightened Zamindar and his men abandoned the chase.

4. What does the magic brush symbolise?

Answer:

1. The brush symbolises the power of art and imagination.
2. Gopi's actions show that special abilities should be used to help others.
3. The Zamindar's actions warn against using power for greed and personal gain.

5. Describe the Living Root Bridges of Meghalaya.

Answer:

1. Indigenous people construct the bridges by intertwining the living roots of trees.
2. They developed them because ordinary wooden and bamboo bridges failed during heavy rains.
3. These sustainable bridges strengthen naturally and may survive for hundreds of years.

6. Explain the disappearing-sea phenomenon at Chandipur Beach.**Answer:**

1. Chandipur Beach is located in the Balasore district of Odisha.
2. The seawater retreats by approximately two to five kilometres during ebb tide.
3. It returns during high tide, making the sea appear to disappear and reappear.

E. Five-Mark Descriptive Questions:**1. Explain how Encyclopedia solved the mystery of the fifth word.****Answer:**

1. Encyclopedia studied the words “Nom Utes Sweden Hurts” written on a calendar sheet.
2. The calendar helped him connect the strange words with the days of the week.
3. He discovered that the letters in “day” had been removed from each weekday.
4. Applying the pattern to Friday produced the missing word “Fir.”
5. The clue led the police to the jewellery hidden beneath a young fir tree.

2. Describe Gopi’s conflict with the Zamindar.**Answer:**

1. The Zamindar heard about the magic brush and ordered Gopi to paint treasures for him.
2. Gopi refused because she had promised to use the brush only for poor people.
3. The Zamindar seized the brush and had Gopi imprisoned.
4. Gopi escaped by painting a road and a strong horse.
5. She later stopped the Zamindar with a painted river and frightened him away.

3. Compare Gopi and the Zamindar.**Answer:**

1. Gopi is kind and uses the magic brush to meet the needs of poor villagers.
2. The Zamindar is greedy and wants the brush to create riches and power.
3. Gopi keeps her promise even when her freedom is threatened.
4. The Zamindar relies on authority, threats and imprisonment to obtain what he wants.

5. Their contrast demonstrates the difference between responsible power and selfish misuse.

4. Describe any five natural wonders presented in the chapter.

Answer:

1. The Valley of Flowers contains around 600 species of exotic flowers.
2. Meghalaya's Living Root Bridges are created from intertwined living roots.
3. Lonar Crater Lake was formed by the impact of a massive meteorite.
4. Kumbalangi's waters glow because of bioluminescent micro-planktons.
5. Chandipur Beach appears to disappear when the sea retreats during ebb tide.

5. Explain how the chapter combines mystery, magic and science.

Answer:

1. Nolan's coded message creates a mystery that Encyclopedia solves through logical reasoning.
2. Gopi's brush introduces magic and demonstrates the creative power of imagination.
3. Magnetic Hill seems supernatural but is explained as an optical illusion.
4. Kumbalangi's glowing waters appear magical but are caused by bioluminescent organisms.
5. The chapter shows that curiosity and knowledge help us understand extraordinary experiences.

6. What important values can students learn from the chapter?

Answer:

1. Encyclopedia teaches students to observe carefully and think logically.
2. Gopi demonstrates kindness by using her gift to help people in need.
3. Her resistance to the Zamindar teaches courage and integrity.
4. The natural wonders encourage curiosity and scientific thinking.
5. The chapter also promotes respect for biodiversity and environmental conservation.

8th Standard English Book Chapter 4

Chapter 4: ENVIRONMENT

4.1 Summary of the Chapter:

Summary of Unit 4: Environment:

- (1) The unit highlights the close relationship between human beings and nature through the story *The Cherry Tree*, the poem *Harvest Hymn*, and the story *Waiting for the Rain*.
- (2) In *The Cherry Tree* by Ruskin Bond, Rakesh plants a cherry seed in his grandfather's garden in Mussoorie.
- (3) The seed grows into a small sapling, which Rakesh waters and protects with great affection.
- (4) The young tree faces several dangers: a goat eats its leaves, a grass-cutter cuts it in two, and snow bends its branches.
- (5) Despite these difficulties, the cherry tree survives, grows new shoots, blossoms and finally bears fruit.
- (6) Rakesh and his grandfather develop a special attachment to the tree because they planted and cared for it themselves.
- (7) The story teaches that patience, care and perseverance can help life overcome challenges.
- (8) In Sarojini Naidu's poem *Harvest Hymn*, farmers express gratitude to Surya, Varuna, Prithvi and Brahma for a successful harvest.
- (9) The poem recognises the importance of sunlight, rain, fertile soil and divine blessings in producing food.
- (10) In *Waiting for the Rain*, Velu, a hardworking farmer, becomes worried when the monsoon fails and his land remains dry and barren.
- (11) An old woman explains that the earth also needs rest after years of continuous cultivation and that nature has its own wisdom.
- (12) When rain finally arrives, Velu feels relieved and happy. The unit teaches us to respect nature, conserve the environment and remain hopeful during difficult times.

4.2 Important Grammars and Language Topics:

Important Grammar and Language Topics in Chapter 4: *Environment*:

1. **Simple Past Tense**
Used for actions completed in the past.
Example: Rakesh **planted** the cherry seed.
2. **Past Progressive Tense**
Used for an action that was continuing at a particular time in the past.
Example: Rakesh **was looking** for his grandfather.
3. **Past Perfect Tense**
Used for an action completed before another past action.
Example: The cherry tree **had grown** taller.
4. **Simple Present Tense**
Used for facts, habits and regular activities.
Example: A farmer **wakes** up early.
5. **Present Progressive Tense**
Used for an action happening at the time of speaking.
Example: "What **are** you **smiling** at?"

6. Present Perfect Tense

Used for an action completed recently or an action connected with the present.

Example: “I **have worked** hard and honestly.”

7. Determiners

Words placed before nouns to identify or limit their meaning. The chapter includes:

- Articles: **a, an, the**
- Demonstratives: **this, that, these, those**
- Possessives: **my, our, your, his, her, its, their**
- Definite numerals: **one, two, three**
- Indefinite numerals or quantifiers: **some, any, no, all, much, many, few, less, several, little**
- Distributives: **each, every, either, neither**

8. Punctuation Marks

Students should learn the correct use of:

- Full stop (.)
- Comma (,)
- Question mark (?)
- Exclamation mark (!)
- Colon (:)
- Semicolon (;)
- Apostrophe (')
- Quotation marks (“ ”)
- Dash (—)

9. Capitalisation Rules

Capital letters are required for names of people and places, days, months, festivals, deities, holy books, languages, geographical features, titles and the pronoun **I**.

10. Direct Speech and Quotation Marks

The chapter contains conversations that require correct quotation marks, commas and capital letters.

Example: “Plant it in that shady corner,” said Grandfather.

11. Adjective–Noun Collocations

Students learn words that are commonly used together, such as:

- favourable weather
- wrinkled skin
- dejected expression
- fragrant garden
- ceaseless activity
- beloved country

12. Homophones

Words that have the same pronunciation but different spellings and meanings:

- piece–peace
- weather–whether
- son–sun
- rain–reign
- plain–plane
- sell–cell
- seam–seem

13. Synonyms and Antonyms

The chapter develops vocabulary through words having similar and opposite meanings.

Examples: beneficent–kind, munificent–generous, warmth–coldness and cheerful–grumpy.

14. Archaic Words

Older forms of English used particularly in *Harvest Hymn*:

- thou – you
- thee – you
- thy – your
- thine – yours
- art – are
- morrow – tomorrow
- hither – here/to this place
- quoth – said
- betwixt – between
- yonder – over there

15. Poetic Devices

The poem requires students to recognise:

- Alliteration
- Imagery
- Metaphor
- Personification
- Simile
- Repetition
- Symbolism

These grammar and language topics help students understand the prose passages and poem while improving sentence construction, vocabulary, punctuation and literary appreciation.

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

Fill in the Blanks – LOTS Type:

1. Rakesh lived with his _____ in Mussoorie.
Answer: grandfather
2. Rakesh bought a bunch of _____ on his way home from school.
Answer: cherries
3. The cherries had come from the _____ Valley.
Answer: Kashmir
4. Rakesh's parents grew maize, rice and _____ in their village.
Answer: barley
5. Rakesh planted the cherry seed in a _____ corner of the garden.
Answer: shady
6. Rakesh pressed the cherry seed into the soil with his _____.
Answer: thumb
7. The young cherry tree was about _____ inches high when Rakesh first noticed it.
Answer: four
8. Rakesh surrounded the young cherry tree with _____.
Answer: pebbles
9. A _____ entered the garden and ate all the leaves of the young cherry tree.
Answer: goat
10. A woman cutting grass accidentally cut the cherry tree with her _____.
Answer: scythe

11. The first visitor to the cherry tree was a green _____.
Answer: praying mantis
12. Rakesh removed the hairy _____ that was eating the leaves.
Answer: caterpillar
13. The cherry tree produced its first pale pink _____.
Answer: blossom
14. Rakesh and his grandfather loved the cherry tree because they had _____ it themselves.
Answer: planted
15. *The Cherry Tree* was written by _____.
Answer: Ruskin Bond
16. In *Harvest Hymn*, Surya is praised as the lord of the _____.
Answer: harvest
17. Varuna is praised as the sender of rain and _____.
Answer: dewfall
18. The Earth is addressed as _____ in the poem.
Answer: Prithvi
19. The men praise Surya with cymbal and _____.
Answer: flute
20. The women praise Prithvi with cymbal and _____.
Answer: drum
21. The poem *Harvest Hymn* was written by _____.
Answer: Sarojini Naidu
22. Velu cultivated _____ during one season and dhal during the next.
Answer: jowar
23. Velu decided to visit the _____ office in the city to enquire about the rain.
Answer: weather
24. Velu met an old woman under a large _____.
Answer: tree
25. The old woman explained that the _____ also needed rest.
Answer: land
26. A cool _____ made Velu realise that the weather was changing.
Answer: breeze
27. Velu felt a tiny drop of rain on his _____.
Answer: shoulder
28. *Waiting for the Rain* was written by _____.
Answer: Kamakshi Balasubramanian
29. Words pronounced alike but having different spellings and meanings are called _____.
Answer: homophones
30. The words “a,” “an” and “the” are called _____.
Answer: articles

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

Fill in the Blanks – HOTS Type:

1. Rakesh’s decision to plant the cherry seed shows his sense of _____ towards nature.
Answer: curiosity

2. Grandfather's statement, "Nothing is lucky if you put it away," suggests that opportunities must be put to good _____.
Answer: use
3. The cherry tree's survival after being eaten by a goat demonstrates its _____.
Answer: resilience
4. Grandfather encouraged Rakesh after the goat damaged the tree because he wanted the boy to remain _____.
Answer: hopeful
5. Rakesh placed pebbles around the sapling to give it "privacy," revealing his innocent _____.
Answer: imagination
6. Although the grass-cutter cut the tree in two, it produced new shoots, proving the regenerative power of _____.
Answer: nature
7. The parallel growth of Rakesh and the cherry tree symbolises the process of _____.
Answer: development
8. Rakesh continued watering the tree during the monsoon because he wanted to express his _____ for it.
Answer: affection
9. By allowing the praying mantis to remain on the tree, Rakesh showed respect for other forms of _____.
Answer: life
10. Rakesh removed the caterpillar because it posed a _____ to the tree's leaves.
Answer: threat
11. The first blossom appeared miraculous because it marked the reward for years of patience and _____.
Answer: care
12. The tree became special to Rakesh and his grandfather because they had personally _____ its growth.
Answer: nurtured
13. Rakesh's feeling of being like God arose from the wonder of helping a living thing _____.
Answer: grow
14. In *Harvest Hymn*, Surya symbolises the light and _____ required for crops to grow.
Answer: energy
15. Varuna is praised because rain provides essential _____ to the fields.
Answer: nourishment
16. The description of Earth as a mother emphasises her role in _____ all living beings.
Answer: nurturing
17. The phrase "Seed and the Scythe" symbolises the beginning and _____ of the agricultural cycle.
Answer: end
18. The combined voices of men and women indicate that a successful harvest is a matter of _____ gratitude.
Answer: collective

19. The repeated expressions of praise in *Harvest Hymn* create a feeling of joy and _____.
Answer: devotion
20. Velu rejected the villagers' suggestion to consult astrologers because he preferred a more _____ approach.
Answer: rational
21. The failure of the weather office to predict the rain shows that nature cannot always be accurately _____.
Answer: predicted
22. Velu believed that the absence of rain was a punishment because he could not understand nature's larger _____.
Answer: purpose
23. The old woman compared the land to a living being to show that it also needs _____.
Answer: rest
24. Leaving agricultural land uncultivated for some time helps it recover its fertility and _____.
Answer: moisture
25. Velu's conversation with the old woman changed his disappointment into greater _____ of nature.
Answer: understanding
26. The arrival of rain at the end of the story represents renewed life and _____.
Answer: hope
27. Velu's happiness on seeing the gathering clouds shows the farmer's dependence on natural _____.
Answer: rainfall
28. All three texts in the chapter encourage people to live in _____ with nature.
Answer: harmony
29. The cherry tree and Velu's field both show that nature can recover when it receives time and proper _____.
Answer: care
30. The central message of the unit is that human survival and prosperity depend upon a healthy _____.
Answer: environment

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

One-Mark Descriptive Questions with Answers – LOTS Type:

- Where did Rakesh live with his grandfather?**
Rakesh lived with his grandfather on the outskirts of Mussoorie.
- Why did Rakesh's parents send him to live with his grandfather?**
They sent him to Mussoorie because there was no school in their village.
- What fruits did Rakesh buy on his way home from school?**
Rakesh bought a bunch of cherries on his way home.
- Where had the cherries come from?**
The cherries had come from the Kashmir Valley.
- What advice did Grandfather give Rakesh about the cherry seed?**
Grandfather advised Rakesh to plant the cherry seed.
- Where did Rakesh plant the cherry seed?**
Rakesh planted the seed in a shady corner of the garden.

7. **How did Rakesh put the seed into the soil?**
Rakesh pressed the seed into the soft soil with his thumb.
8. **How tall was the sapling when Rakesh first noticed it?**
The cherry sapling was about four inches tall.
9. **Why did Rakesh place pebbles around the sapling?**
Rakesh placed pebbles around it to give it privacy.
10. **What happened to the cherry tree during the monsoon?**
A goat entered the garden and ate all its leaves.
11. **Who accidentally cut the cherry tree in two?**
A woman cutting grass accidentally cut the tree in two.
12. **What was the first creature to visit the cherry tree?**
A bright green praying mantis was the tree's first visitor.
13. **Why did Rakesh remove the hairy caterpillar?**
Rakesh removed it because it was eating the tree's leaves.
14. **What appeared on the cherry tree when Rakesh was nine?**
A pale pink blossom appeared on the cherry tree.
15. **Why was the cherry tree special to Rakesh and Grandfather?**
The tree was special because they had planted it themselves.
16. **Who wrote *The Cherry Tree*?**
Ruskin Bond wrote *The Cherry Tree*.
17. **Whom do the men praise in the first stanza of *Harvest Hymn*?**
The men praise Surya, the lord of the sun and harvest.
18. **Why is Varuna praised in the poem?**
Varuna is praised for sending rain and dew to nourish the crops.
19. **How is the Earth addressed in *Harvest Hymn*?**
The Earth is addressed as Prithvi, the nurturing mother.
20. **Who wrote the poem *Harvest Hymn*?**
Sarojini Naidu wrote the poem *Harvest Hymn*.
21. **Who was Velu?**
Velu was a hardworking farmer who cultivated his own land.
22. **Which crops did Velu usually cultivate?**
Velu cultivated jowar in one season and dhal in the next.
23. **Why were Velu and the other farmers worried?**
They were worried because the rains had not arrived.
24. **Where did Velu go to enquire about the rain?**
Velu went to the weather office in the city.
25. **Whom did Velu meet while resting under a tree?**
Velu met an old woman while resting under the tree.
26. **What did the old woman say about the land?**
The old woman said that the land also needed rest.
27. **What change in the weather did Velu first notice?**
Velu first noticed a cool breeze blowing on his back.
28. **Why did Velu run home laughing and happy?**
Velu ran home happily because the clouds had gathered and rain was coming.
29. **Who wrote *Waiting for the Rain*?**
Kamakshi Balasubramanian wrote *Waiting for the Rain*.
30. **What is the central theme of Chapter 4?**
The chapter emphasises the importance of respecting, protecting and living harmoniously with nature.

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

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **What does Rakesh's decision to plant the cherry seed reveal about him?**
It reveals his curiosity and willingness to care for nature.
2. **What did Grandfather mean when he said that nothing is lucky if it is put away?**
He meant that something becomes valuable only when it is used purposefully.
3. **Why did Rakesh initially forget about the cherry seed after planting it?**
He planted it casually and did not expect it to grow into a tree.
4. **Why did Rakesh stop looking closely at the sapling every morning?**
He stopped because its slow growth made daily changes difficult to notice.
5. **What does Rakesh's arrangement of pebbles around the sapling show?**
It shows his innocence, imagination and growing affection for the plant.
6. **How did the monsoon help the young cherry tree?**
The abundant rain encouraged the tree to grow quickly.
7. **What quality of the cherry tree is revealed when it grows again after the goat eats its leaves?**
The tree's recovery reveals its toughness and resilience.
8. **Why was Rakesh deeply upset when the grass-cutter damaged the tree?**
He was upset because he had developed an emotional bond with the tree.
9. **What does the cherry tree's recovery after being cut symbolise?**
Its recovery symbolises nature's power to survive and renew itself.
10. **Why did Rakesh water the tree even during the rainy season?**
He watered it to express his personal care and presence.
11. **What does Rakesh's treatment of the praying mantis reveal about him?**
It reveals his respect for harmless creatures and the natural ecosystem.
12. **Why did Rakesh tell the caterpillar to return as a butterfly?**
He recognised the caterpillar's future transformation but wanted to protect the tree.
13. **Why did the first blossom appear like a miracle to Rakesh and Grandfather?**
It represented the successful result of years of patience, survival and care.
14. **Why did Rakesh consider the cherry tree more special than the forest trees?**
He considered it special because he had planted and nurtured it himself.
15. **What does Rakesh's final question about feeling like God suggest?**
It expresses his wonder at helping a tiny seed grow into a living tree.
16. **Why is Surya important to the harvest in *Harvest Hymn*?**
Surya provides the sunlight and warmth necessary for crops to grow.
17. **How does the poet present the Earth as a mother?**
The poet presents the Earth as a nurturing source that feeds and supports all life.
18. **What does the expression "Seed and the Scythe" symbolise?**
It symbolises the beginning and completion of the agricultural and life cycles.
19. **Why are men's, women's and collective voices used in the poem?**
They show that gratitude for the harvest is shared by the entire community.
20. **How does repetition strengthen the poem's message?**
Repetition emphasises gratitude and creates the rhythm of a devotional hymn.
21. **Why did Velu refuse to consult astrologers about the delayed rain?**
Velu doubted that consulting astrologers could influence a natural event.
22. **Why was the weather office unable to reassure Velu?**
It could not predict the rain despite the presence of favourable conditions.
23. **Why did Velu feel that he was being punished?**
He believed his inability to cultivate the land was unfair despite his hard work.

24. **What lesson did the old woman teach Velu about continuous cultivation?**
She taught him that continuous cultivation exhausts the soil and that land needs rest.
25. **How did the old woman help Velu without giving him material assistance?**
She changed his understanding by explaining nature's need for rest and renewal.
26. **Why can the old woman be considered the voice of nature?**
Her wisdom explains nature's cycles and the need to respect the Earth.
27. **How did Velu's attitude change after speaking with the old woman?**
His frustration changed into understanding and acceptance of nature's wisdom.
28. **What does the cool breeze near the end of the story indicate?**
It indicates an approaching change in weather and the possible arrival of rain.
29. **Why is the arrival of rain a symbol of hope?**
It promises renewed fertility, crops and security for Velu's family.
30. **What common idea connects all three texts in the chapter?**
All three texts show that human life depends upon caring for and respecting nature.

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

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **Why was Rakesh sent to live with his grandfather in Mussoorie?**
 - There was no school in the village where Rakesh's parents lived.
 - His parents wanted him to receive a proper education.
2. **Describe the cherries bought by Rakesh.**
 - The cherries were small, bright red, slightly sweet and slightly sour.
 - They had come from the Kashmir Valley.
3. **What did Grandfather advise Rakesh to do with the cherry seed?**
 - Grandfather advised Rakesh not to keep the seed unused.
 - He asked Rakesh to plant it in a shady corner of the garden.
4. **How did Rakesh plant the cherry seed?**
 - He found a corner where the soil was soft and yielding.
 - He pressed the seed into the soil with his thumb.
5. **How did Rakesh care for the young cherry sapling?**
 - Rakesh sprinkled water on the sapling regularly.
 - He surrounded it with pebbles to give it "privacy."
6. **What happened to the cherry tree after the early monsoon rains?**
 - The young cherry tree grew quickly during the rainy season.
 - It reached a height of about two feet.
7. **How did the goat damage the cherry tree?**
 - A goat entered the garden when the tree was about two feet tall.
 - It ate all the leaves, leaving only the main stem and two branches.
8. **How was the cherry tree damaged for the second time?**
 - A woman cutting grass struck the tree with her scythe.
 - One sweep of the scythe cut the young tree into two.
9. **How did the cherry tree recover after being cut?**
 - The tree did not die after being cut by the grass-cutter.
 - By the following summer, it had produced several new shoots and tender leaves.
10. **Name the first two visitors to the cherry tree.**
 - The first visitor was a bright green praying mantis.
 - The second visitor was a hairy caterpillar that began eating its leaves.
11. **What happened when the cherry tree blossomed for the first time?**
 - Grandfather noticed a pale pink blossom at the end of a branch.

- Rakesh and Grandfather gazed at it as though the tree had performed a miracle.
- 12. **Why did birds visit the fully grown cherry tree?**
 - Tiny birds visited the tree to peck at its blossoms.
 - Larger birds such as bulbuls and scarlet minivets came to eat its cherries.
- 13. **Why did Rakesh and Grandfather consider the cherry tree special?**
 - They had planted and cared for the tree themselves.
 - They had watched it grow from a tiny seed into a strong tree.
- 14. **How is Surya praised in *Harvest Hymn*?**
 - Surya is praised as the bright and generous lord of the morning and harvest.
 - He provides the sunlight and warmth that nurture the crops.
- 15. **Why is Varuna thanked in the poem?**
 - Varuna sends rain and dew to nourish the fields.
 - His mercy helps the furrows produce grain.
- 16. **How is Prithvi described in *Harvest Hymn*?**
 - Prithvi is described as the powerful and nurturing mother Earth.
 - She feeds all living beings and gives birth to the riches of the harvest.
- 17. **What tribute do the people offer to Brahma?**
 - They offer their lives and labour as a tribute to Brahma.
 - They pray for his help, guidance and care.
- 18. **Why were Velu and the other farmers worried?**
 - The monsoon rains had not arrived even after several months.
 - Their fields had become hard, cracked and barren.
- 19. **Why did Velu visit the weather office?**
 - Velu wanted to know when the delayed rains would arrive.
 - However, the officials were unable to predict the rain.
- 20. **What did Velu tell the old woman about his problem?**
 - Velu said that he could not till the land or grow crops without rain.
 - He worried that he would not be able to feed his family.
- 21. **What did the old woman explain about the land?**
 - She explained that the land works continuously when farmers plough and cultivate it.
 - Therefore, the land also needs time to rest and regain its strength.
- 22. **How did the weather change when Velu returned to his village?**
 - Velu felt a cool breeze and a tiny drop of water on his shoulder.
 - He then noticed clouds gathering in the distance.
- 23. **Why did Velu run home laughing and happy?**
 - He realised that lightning, thunder and rain would soon arrive.
 - The approaching rain renewed his hope of cultivating the land.
- 24. **What are homophones? Give one example from the chapter.**
 - Homophones are words that sound alike but differ in spelling or meaning.
 - “Rain” and “reign” are examples of homophones.
- 25. **What are determiners? Give two examples.**
 - Determiners are words placed before nouns to identify or limit their meaning.
 - “The” and “some” are examples of determiners.

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

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. What does Grandfather’s statement, “Nothing is lucky if you put it away,” teach us?

- It teaches us that an object or opportunity becomes valuable only when it is used purposefully.
- Grandfather encourages Rakesh to take action by planting the seed.
- 2. **How does planting the cherry seed change Rakesh's relationship with nature?**
 - It helps Rakesh observe and understand the slow process of natural growth.
 - He gradually develops affection and responsibility towards the tree.
- 3. **Why does Rakesh place pebbles around the sapling "for privacy"?**
 - His action reflects his childish imagination and belief that the sapling has feelings.
 - It also shows his desire to protect the young tree from disturbance.
- 4. **How does Grandfather help Rakesh remain hopeful after the goat eats the leaves?**
 - Grandfather assures him that cherry trees are tough and can grow again.
 - His words teach Rakesh to remain patient during difficulties.
- 5. **What does the cherry tree's survival after repeated damage reveal about nature?**
 - It reveals that nature possesses remarkable strength and regenerative power.
 - Living things can recover when they receive sufficient time and favourable conditions.
- 6. **How are the growth of Rakesh and the growth of the cherry tree connected?**
 - Both Rakesh and the tree grow stronger and taller as the years pass.
 - Their parallel development symbolises physical growth and emotional maturity.
- 7. **Why does Rakesh water the tree even during the rainy season?**
 - Watering the tree is Rakesh's way of showing that he is present and cares for it.
 - His action reveals that his bond with the tree has become deeply personal.
- 8. **What can we infer from Rakesh allowing the praying mantis to remain on the tree?**
 - Rakesh understands that harmless insects are also part of the natural world.
 - His action demonstrates respect for living creatures and ecological balance.
- 9. **Why is the appearance of the first blossom described as a miracle?**
 - The tree had survived a goat, a grass-cutter, severe winter and other difficulties.
 - Its blossom therefore represents the reward for resilience, patience and care.
- 10. **Why is the cherry tree more valuable to Rakesh than the many trees in the forest?**
 - He had personally planted and nurtured it from a tiny seed.
 - The tree contains his memories, effort and emotional attachment.
- 11. **What does Rakesh's final question about feeling like God reveal?**
 - It expresses his wonder at having helped create and nurture life.
 - It also shows his deep appreciation of the mystery and beauty of nature.
- 12. **How does *Harvest Hymn* demonstrate human dependence on nature?**
 - The poem acknowledges that sunlight, rain and fertile soil are necessary for crops.
 - The people express gratitude because their food and prosperity depend upon these natural forces.
- 13. **Why does the poet compare Prithvi to a mother?**
 - Like a mother, the Earth nourishes, protects and provides food for living beings.
 - The comparison emphasises the Earth's generosity and life-giving qualities.
- 14. **What is conveyed through the phrase "Seed and the Scythe"?**
 - The seed represents sowing, birth and the beginning of life.
 - The scythe represents harvesting, completion and the end of a natural cycle.
- 15. **Why does the poet use men's, women's and collective voices in the poem?**
 - The different voices show that every member of the community participates in the harvest.
 - Their united praise represents shared gratitude and communal harmony.
- 16. **How does the use of repetition make *Harvest Hymn* effective?**

- Repetition gives the poem a musical and prayer-like rhythm.
- It reinforces the people's gratitude towards the divine and nature.
- 17. **Why does Velu disagree with the suggestion to consult astrologers?**
 - He believes that consulting astrologers cannot cause the rain to fall.
 - His response shows that he prefers practical and rational explanations.
- 18. **Why does Velu believe that he is being punished?**
 - Despite working honestly and continuously, he is unable to cultivate his land.
 - His helplessness makes him view the delayed rain as an undeserved punishment.
- 19. **How does the old woman change Velu's understanding of the drought?**
 - She explains that the drought allows the overworked land to rest and recover.
 - Velu begins to see the dry period as part of nature's cycle rather than merely a disaster.
- 20. **Why can the old woman be regarded as a symbol of wisdom?**
 - She understands that human beings must respect the needs and limits of the soil.
 - Her calm explanation helps Velu recognise the larger purpose behind natural events.
- 21. **How can resting the land support sustainable agriculture?**
 - Rest allows the soil to recover nutrients and retain moisture.
 - It can also control pests and maintain the land's long-term productivity.
- 22. **How does Velu's mood change by the end of the story?**
 - His disappointment and bitterness change into understanding and hope.
 - The approaching rain makes him laugh and run home happily.
- 23. **What does the arrival of rain symbolise in *Waiting for the Rain*?**
 - It symbolises renewal, fertility and hope for the farming community.
 - It also confirms the old woman's belief in nature's wisdom and cycles.
- 24. **What similarity exists between the cherry tree and Velu's land?**
 - Both experience periods of hardship, damage or inactivity.
 - Both possess the ability to recover and become productive again.
- 25. **What common message is presented through all three texts in the unit?**
 - Human beings depend upon the sun, rain, soil, plants and other natural resources.
 - Therefore, people must treat nature with gratitude, patience and responsibility.

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

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. **Why did Rakesh live with his grandfather in Mussoorie?**
 - Rakesh's parents lived in a village about fifty miles away from Mussoorie.
 - They cultivated maize, rice and barley on terraced fields, but the village had no school.
 - Therefore, they sent Rakesh to live with his grandfather so that he could attend school.
2. **Describe how Rakesh planted the cherry seed.**
 - Grandfather advised Rakesh to plant the seed instead of keeping it unused.
 - Rakesh chose a shady corner of the garden where the soil was soft and yielding.
 - He pressed the seed into the soil with his thumb and then went away to play.
3. **How did Rakesh discover the young cherry tree?**
 - One spring morning, Rakesh noticed what he thought was a small twig in the garden.
 - When he bent down to pick it up, he found that it was firmly rooted in the soil.
 - He recognised it as the cherry tree and excitedly called his grandfather.
4. **How did Rakesh care for the young cherry sapling?**
 - He brought a bucket of water and gently sprinkled water on the sapling.

- He surrounded the young plant with pebbles to give it “privacy.”
 - He regularly observed its growth and protected it from harmful creatures.
5. **Describe the two major dangers faced by the young cherry tree.**
 - A goat entered the garden and ate all its leaves, leaving only the main stem and two branches.
 - Later, a woman cutting grass accidentally struck the tree with her scythe.
 - The scythe cut the tree into two, making Rakesh fear that it would die.
 6. **What happened when the cherry tree produced its first blossom?**
 - Grandfather noticed a pale pink blossom at the end of one of its branches.
 - He immediately called Rakesh to come and see it.
 - They gazed at the blossom with admiration as though the tree had performed a miracle.
 7. **Describe the birds and insects that visited the cherry tree.**
 - A bright green praying mantis became the tree’s first visitor.
 - Bees came to feed on the nectar, while tiny birds pecked at the blossoms.
 - Bulbuls and scarlet minivets visited the tree to feast on its cherries.
 8. **How did the fully grown cherry tree benefit Rakesh and Grandfather?**
 - It provided pleasant shade where Grandfather could sit comfortably.
 - Its dancing leaves, blossoms and fruits added beauty to the garden.
 - It gave Rakesh and Grandfather happiness and a close connection with nature.
 9. **How is Surya praised in the first stanza of *Harvest Hymn*?**
 - Surya is addressed as the bright and generous lord of the morning and harvest.
 - He is thanked for helping the seeds grow and nurturing the corn.
 - The people offer songs, garlands, crops and fruits in his honour.
 10. **How is Varuna honoured in *Harvest Hymn*?**
 - Varuna is praised as the lord of the rainbow, harvest and the sea.
 - He is thanked for sending rain and dew to nourish the fields and grain.
 - The people offer garlands and the ripe wealth of their valleys as tribute.
 11. **How is Prithvi described and praised in the poem?**
 - Prithvi is described as the sweet, powerful mother and queen of the harvest.
 - She is praised as the fertile source that feeds people and produces their wealth.
 - The women offer her love, garlands and gifts with cymbal and drum.
 12. **How is Brahma praised in the final stanza of *Harvest Hymn*?**
 - Brahma is addressed as the eternal father and lord of the universe.
 - He is described as the seed, the scythe, the hands, the heart and the home of humanity.
 - The people offer their lives and labour and pray for his help, guidance and care.
 13. **Describe the condition of Velu’s village during the drought.**
 - The monsoon rains failed to arrive even after days, weeks and months of waiting.
 - The earth became hard, crusted and cracked, while the fields remained barren and neglected.
 - The farmers could not cultivate crops and lived entirely on hope.
 14. **Why did Velu visit the weather office, and what response did he receive?**
 - Velu visited the weather office to find out when the rains would arrive.
 - The officials said that several weather conditions were favourable for rain.
 - However, they admitted that they could not explain or predict the delay.
 15. **What problems did Velu share with the old woman?**
 - Velu said that he had worked honestly and continuously for several years.
 - Without rain, he could neither plough the land nor grow crops.
 - He worried about his future and wondered how he would feed his family.
 16. **What did the old woman teach Velu about the land?**

- She explained that the earth also works whenever people plough, sow and cultivate it.
 - Like human beings, the land needs a period of rest after working continuously.
 - After resting, it can become fresh and ready to produce crops again.
17. **Describe how the weather changed at the end of *Waiting for the Rain*.**
- As Velu approached the village, he felt a cool breeze on his back.
 - A drop fell on his shoulder, and he saw clouds gathering in the distance.
 - Expecting lightning, thunder and fragrant rain, he ran home happily.
18. **What three major lessons does Chapter 4 teach about nature?**
- Nature requires patience, protection and responsible care from human beings.
 - Sunlight, rain, soil and plants are essential for human life and agriculture.
 - People should respect natural cycles and live in harmony with the environment.

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

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. **How did Grandfather influence Rakesh's attitude towards the cherry seed?**
 - Grandfather taught Rakesh that luck becomes meaningful only when it is put to use.
 - His advice encouraged Rakesh to plant the seed instead of preserving it as a lucky object.
 - This simple action began Rakesh's lasting relationship with the cherry tree and nature.
2. **What does Rakesh's changing behaviour towards the cherry tree reveal about his character?**
 - Initially, Rakesh planted the seed casually and soon forgot about it.
 - After discovering the sapling, he watered, observed and protected it with affection.
 - This change reveals his growing patience, responsibility and sensitivity towards living things.
3. **How does the cherry tree demonstrate resilience?**
 - It grows again after a goat eats all its leaves and leaves only its stem and branches.
 - It produces new shoots even after a grass-cutter cuts it into two.
 - It also withstands heavy snow before eventually blossoming and bearing fruit.
4. **How does Grandfather help Rakesh face disappointment?**
 - Grandfather reassures Rakesh that cherry trees are tough after the goat damages the sapling.
 - He remains calm even when the grass-cutter cuts the tree and allows nature time to heal it.
 - His attitude teaches Rakesh to respond to difficulties with patience and hope.
5. **Why is the appearance of the first cherry blossom an important moment in the story?**
 - It proves that the tree has survived every injury and harsh weather condition.
 - The blossom rewards Rakesh and Grandfather for their years of patience and care.
 - It also marks the transformation of a tiny seed into a mature, life-giving tree.
6. **How does the cherry tree gradually become a small ecosystem?**
 - A praying mantis and a caterpillar begin visiting and living around its branches and leaves.
 - Bees collect nectar from its blossoms, while birds peck at its flowers.

- Later, bulbuls and scarlet minivets feed on its cherries, showing that the tree supports many forms of life.
- 7. **Why does Rakesh compare the experience of growing the tree to feeling like God?**
 - He is amazed that the tiny seed he planted has become a large living tree.
 - He feels a sense of creation because his care contributed to its growth.
 - His question expresses wonder and humility before the mysterious power of life.
- 8. **How does the relationship between Rakesh and Grandfather enrich the story?**
 - Grandfather shares stories, advice and knowledge that guide Rakesh's understanding of life.
 - Their shared care for the cherry tree strengthens their emotional bond.
 - Together, they learn to appreciate patience, growth and the beauty of nature.
- 9. **How does *Harvest Hymn* show the cooperation of different elements of nature?**
 - Surya supplies sunlight and warmth to help the seeds and crops grow.
 - Varuna provides rain and dew, while Prithvi offers fertile soil and nourishment.
 - Their combined roles make a successful harvest possible and sustain human life.
- 10. **Why is Prithvi personified as a mother in *Harvest Hymn*?**
 - A mother gives birth, nourishes her children and supports their development.
 - Similarly, the Earth produces crops and provides food and resources for all beings.
 - The personification encourages people to love, respect and protect the Earth.
- 11. **How do the different voices in *Harvest Hymn* promote unity?**
 - The men praise Surya and Varuna, while the women honour Prithvi.
 - Finally, everyone joins together to praise Brahma and offer their labour.
 - These voices show that the harvest unites the whole community in work, celebration and gratitude.
- 12. **What deeper meaning is conveyed by “Seed and the Scythe”?**
 - The seed symbolises sowing, creation, birth and the beginning of growth.
 - The scythe symbolises harvesting, completion and the end of the crop cycle.
 - Together, they suggest that the divine power governs the entire cycle of life.
- 13. **Why is Velu's visit to the weather office significant?**
 - His visit shows that he seeks a practical explanation rather than depending on superstition.
 - The officials' inability to predict rain highlights the limits of human knowledge.
 - The incident reminds readers that nature cannot always be fully controlled or predicted.
- 14. **How does the old woman transform Velu's understanding of the drought?**
 - Velu initially considers the drought a punishment that prevents him from working.
 - The old woman explains that the dry period gives the continuously cultivated land time to rest.
 - He consequently begins to accept drought as part of nature's process of recovery.
- 15. **Why can the old woman be considered the voice of nature?**
 - She speaks calmly about the Earth as an old and living entity that needs rest.
 - She explains natural cycles in a wise and compassionate manner.
 - Her words encourage Velu to trust nature instead of judging it only through his immediate needs.
- 16. **How does *Waiting for the Rain* promote sustainable agriculture?**
 - The story suggests that cultivating land continuously may exhaust its nutrients and strength.
 - Allowing the soil to remain fallow helps it recover moisture and fertility.
 - It therefore encourages farmers to balance agricultural production with the long-term health of the land.

17. **How does Velu's mood reflect the changing weather at the end of the story?**
 - His hopelessness resembles the dry, cracked and barren land at the beginning.
 - The cool breeze and gathering clouds awaken hope and excitement within him.
 - When rain approaches, his joyful mood reflects the renewal taking place in nature.
18. **What common message connects *The Cherry Tree*, *Harvest Hymn* and *Waiting for the Rain*?**
 - *The Cherry Tree* presents the value of nurturing and protecting plant life.
 - *Harvest Hymn* expresses gratitude for the natural forces that make agriculture possible.
 - *Waiting for the Rain* teaches respect for nature's cycles and the Earth's need for rest.

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

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Describe Rakesh's planting and early care of the cherry seed.

1. Rakesh bought a bunch of cherries while returning home from school.
2. Grandfather advised him to plant the last cherry seed instead of keeping it.
3. Rakesh selected a shady corner of the garden where the soil was soft and yielding.
4. He pressed the seed into the soil with his thumb and initially forgot about it.
5. After discovering the sapling, he sprinkled water on it and surrounded it with pebbles.

2. Explain the different difficulties faced by the cherry tree before it matured.

1. The young cherry tree grew slowly in the stony soil and cold climate of Mussoorie.
2. A goat entered the garden and ate all its leaves, leaving only its stem and two branches.
3. A grass-cutter accidentally cut the young tree into two with her scythe.
4. A hairy caterpillar later began feeding on its newly grown leaves.
5. During winter, the tree bent low under the heavy weight of snow.

3. Describe how the cherry tree grew, blossomed and became useful.

1. The damaged tree recovered by producing several new shoots and tender green leaves.
2. It gradually grew as tall as Rakesh and later became taller than Grandfather.
3. It produced pale pink blossoms that attracted bees and small birds.
4. The tree eventually bore cherries that were enjoyed by bulbuls and scarlet minivets.
5. Its branches and leaves provided pleasant shade for Rakesh and Grandfather.

4. Describe the relationship between Rakesh and his grandfather.

1. Rakesh lived with his grandfather in Mussoorie so that he could attend school.
2. Grandfather shared imaginative stories with Rakesh during the cold winter evenings.
3. Rakesh read the newspaper aloud to Grandfather because his eyesight was weak.
4. Grandfather guided and encouraged Rakesh while they watched the cherry tree grow.
5. Their shared love for the tree strengthened their affectionate relationship.

5. Explain how the different divine forces are praised in *Harvest Hymn*.

1. Surya is praised for providing light, warmth and energy for the crops.
2. Varuna is thanked for sending rain and dew to nourish the fields.
3. Prithvi is honoured as the fertile mother who produces food and wealth.
4. Brahma is praised as the eternal source of life and the entire harvest cycle.
5. The people offer songs, garlands, crops, labour and prayers to express their gratitude.

6. Describe the condition of Velu and his village during the drought.

1. The monsoon rains failed to arrive even after several months of waiting.
2. The fields remained uncultivated, while the earth became hard, crusted and cracked.
3. Velu could not plough the land, sow seeds or grow crops for his family.
4. The farmers lived entirely on the hope that the rains would soon arrive.
5. Velu became tired, disappointed and anxious about feeding his family.

7. Narrate Velu's visit to the weather office and his meeting with the old woman.

1. Velu went to the weather office in the city to enquire about the delayed rain.
2. The officials said that they could not predict when the rain would arrive.
3. While returning home, Velu rested under a large tree because he was tired and thirsty.
4. He met an old woman there and shared his worries about the drought and his family.
5. The woman explained that the land also needed rest after years of continuous cultivation.

8. Explain the old woman's advice to Velu and its effect on him.

1. The old woman said that the Earth works whenever farmers plough, sow and cultivate it.
2. She explained that the land, like human beings, requires rest after working continuously.
3. The absence of rain allowed Velu's land to remain undisturbed and recover its strength.
4. Her explanation helped Velu understand that nature follows its own wise cycles.
5. Velu returned home with renewed hope when the breeze, clouds and raindrops announced the approaching rain.

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

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. How does the cherry tree become a symbol of resilience and hope?

1. The tree begins as a tiny seed planted casually by Rakesh in a corner of the garden.
2. It survives even after a goat eats all its leaves and leaves only its stem and two branches.
3. It produces new shoots after a grass-cutter cuts it into two with her scythe.
4. It also withstands insects, cold winds and the heavy weight of winter snow.
5. Its eventual blossoms and fruits show that patience and courage can overcome adversity.

2. How does caring for the cherry tree contribute to Rakesh's personal growth?

1. Rakesh initially plants the seed and forgets about it because he does not expect much from it.
2. After discovering the sapling, he begins watering, observing and protecting it.
3. The tree teaches him that meaningful growth requires time, patience and consistent care.
4. His treatment of the tree's visitors shows his increasing sensitivity towards other living beings.
5. By the end, his wonder at the grown tree reveals a mature appreciation of nature and creation.

3. Examine the role of Grandfather as Rakesh's guide and mentor.

1. Grandfather encourages Rakesh to put the cherry seed to practical use by planting it.
2. He teaches the boy where to plant it and how to water it without drowning it.
3. When the goat damages the sapling, he reassures Rakesh that cherry trees are tough.
4. His patient attitude helps Rakesh accept the tree's slow growth and repeated difficulties.
5. Through his advice and companionship, Grandfather teaches Rakesh hope, responsibility and respect for nature.

4. Why is the cherry tree more special to Rakesh and Grandfather than the trees in the forest?

1. Rakesh planted the tree himself from a single cherry seed.
2. He and Grandfather watched it survive injuries, harsh weather and slow growth.
3. Their time, concern and emotional involvement transformed it into a part of their shared life.
4. Its blossoms, fruits and shade reminded them of their patience and loving care.

- Therefore, the tree's value came from their relationship with it rather than its size or usefulness alone.

5. How does *Harvest Hymn* portray the interdependence of human beings, nature and the divine?

- Surya provides the light and warmth required for seeds and crops to grow.
- Varuna sends rain and dew, while Prithvi gives fertile soil and nourishment.
- Human beings contribute their physical labour through sowing, cultivating and harvesting.
- The community recognises that a successful harvest results from all these forces working together.
- Its collective praise therefore expresses gratitude for the unity of humanity, nature and divine power.

6. Analyse the significance of personifying Earth as a mother in *Harvest Hymn*.

- The image of a mother presents the Earth as the giver and protector of life.
- Like a mother feeding her children, the Earth provides crops, fruits and other resources.
- This comparison creates an emotional bond between human beings and the natural world.
- It reminds people that exploiting the Earth is similar to disrespecting the source of their life.
- Thus, the personification encourages gratitude, responsibility and environmental conservation.

7. How does the old woman change Velu's perception of work, rest and nature?

- Velu initially believes that constant hard work is always beneficial and that inactivity is harmful.
- The old woman explains that the soil also works continuously when it produces crops.
- She helps him understand that land needs rest just as human beings do.
- Velu begins to view the drought as a period of natural recovery rather than only as a punishment.
- Her wisdom teaches him that productive work must be balanced with rest and respect for natural cycles.

8. Compare Velu's state of mind at the beginning and end of *Waiting for the Rain*.

- At the beginning, Velu is anxious and discouraged because the sky remains cloudless.
- He feels helpless because he cannot cultivate his land or provide crops for his family.
- His unsuccessful visit to the weather office increases his disappointment and confusion.
- The old woman's explanation gives him a calmer and more hopeful understanding of the drought.
- When the clouds gather and raindrops fall, his despair changes completely into relief and joy.

9. Compare the ways in which nature recovers in *The Cherry Tree* and *Waiting for the Rain*.

- In *The Cherry Tree*, the damaged tree recovers by growing new shoots, blossoms and fruit.
- In *Waiting for the Rain*, the uncultivated land rests and prepares to become fertile again.
- Both texts show that periods of injury or inactivity do not necessarily indicate permanent failure.
- Recovery becomes possible through time, rest, favourable conditions and minimal human interference.
- Together, the texts teach readers to trust nature's capacity for renewal.

10. What environmental message is communicated through the three texts in Chapter 4?

1. *The Cherry Tree* teaches that plants flourish when people nurture them with patience and affection.
2. *Harvest Hymn* reminds readers that sunlight, rain and soil sustain agriculture and human life.
3. *Waiting for the Rain* shows that the land must be allowed to rest and restore its fertility.
4. All three texts present human beings as dependent participants in nature rather than its masters.
5. The unit therefore encourages gratitude, conservation and harmonious living with the environment.

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

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Imagine that you have planted a sapling in your school garden. How would you care for it based on Rakesh's experience?

1. I would plant the sapling in a suitable place with fertile soil and adequate sunlight.
2. I would water it regularly without giving it excessive water.
3. I would place a protective fence around it to prevent animals from damaging it.
4. I would remove harmful insects carefully without disturbing useful organisms.
5. I would patiently observe its growth and continue caring for it during every season.

2. A goat has eaten most of the leaves of a plant you have been nurturing. How would you respond?

1. I would not lose hope because many healthy plants can recover from such damage.
2. I would examine the stem and branches to check whether the plant is still alive.
3. I would provide appropriate water, manure and support to help it produce new shoots.
4. I would build a fence or tree guard to prevent animals from reaching it again.
5. Like Rakesh and Grandfather, I would patiently wait for the plant to recover.

3. Your neighbourhood has very few trees and becomes extremely hot in summer. Prepare an action plan inspired by *The Cherry Tree*.

1. I would organise a tree-planting campaign with residents, students and local authorities.
2. We would select native trees that can survive the region's soil and climatic conditions.
3. Each family or student group would adopt responsibility for one or more saplings.
4. We would arrange tree guards, regular watering and periodic monitoring of their growth.
5. The trees would eventually provide shade, cleaner air, habitats and a cooler environment.

4. Suppose your school is celebrating a harvest festival. How would you apply the ideas of *Harvest Hymn* to the celebration?

1. We would begin with a song expressing gratitude to the sun, rain, soil and farmers.
2. Students would display crops, fruits, farming tools and traditional harvest decorations.
3. We would invite local farmers to explain the cultivation and harvesting process.
4. Students would perform a group presentation showing how natural forces work together.
5. The programme would conclude with a pledge to conserve water, soil and other natural resources.

5. A farmer in your village repeatedly grows the same crop without allowing the soil to rest. What would you advise him?

1. I would explain that continuous cultivation of the same crop can reduce soil fertility.
2. I would advise him to practise crop rotation by growing different crops in different seasons.

3. I would suggest leaving a portion of the field fallow so that it can recover naturally.
4. He could also use compost and organic manure to restore essential nutrients.
5. These practices would protect the soil and ensure sustainable agricultural production.

6. Your village is facing delayed rainfall. How can the lessons from *Waiting for the Rain* help the community?

1. The villagers should remain calm and avoid depending only on superstition or rumours.
2. They should obtain reliable information from weather and agricultural departments.
3. Farmers could conserve existing water through rainwater harvesting and efficient irrigation.
4. They could use the dry period to allow exhausted fields to rest and regain fertility.
5. The community should prepare drought-resistant crops and long-term water-management plans.

7. How would you use the message of Chapter 4 to organise an “Environment Protection Week” in your school?

1. I would arrange a plantation activity in which every class adopts and cares for a sapling.
2. Students would present poems, stories and skits about gratitude towards nature.
3. Experts or farmers would be invited to discuss soil conservation and sustainable agriculture.
4. Competitions on saving water, composting and protecting biodiversity would be conducted.
5. Each student would make a practical environmental pledge and record its implementation.

8. A friend feels discouraged because a project has failed several times. How would you motivate your friend using the cherry tree’s experience?

1. I would explain that the cherry tree survived even after a goat ate its leaves.
2. It also recovered after being cut into two and bent down by heavy snow.
3. Its repeated recovery shows that an initial failure need not determine the final result.
4. I would encourage my friend to identify mistakes, make improvements and try again patiently.
5. With resilience and sustained effort, the project may eventually succeed like the blossoming tree.

9. If Rakesh lived in a crowded city apartment, how could he continue his interest in growing plants?

1. He could grow herbs, flowers and small fruit plants in pots on a balcony or terrace.
2. He could choose plants suited to limited space, available sunlight and local weather.
3. Kitchen waste could be converted into compost to enrich the soil naturally.
4. He could collect rainwater and use it carefully to water the plants.
5. He could encourage other residents to develop a shared terrace or community garden.

10. How can the central ideas of all three texts be applied to everyday life?

1. We can plant trees and patiently care for them as Rakesh cared for the cherry tree.
2. We can express gratitude to farmers and the natural forces that provide our food.
3. We can conserve water because rainfall is essential for agriculture and human survival.
4. We can protect soil by composting, rotating crops and allowing overused land to rest.
5. We can live responsibly by recognising that human well-being depends upon a healthy environment.

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

Olympiad-Type Multiple-Choice Questions:

1. Why was Rakesh sent to live with his grandfather in Mussoorie?

- A. His parents wanted him to learn farming.
- B. His village did not have a school.
- C. His grandfather was seriously ill.
- D. The weather in his village was unsuitable.

Answer: B. His village did not have a school.

2. What did Grandfather mean by saying, “Nothing is lucky if you put it away”?

- A. Lucky objects should be hidden safely.
- B. Seeds always bring good fortune.
- C. Something becomes valuable when it is used purposefully.
- D. Luck depends entirely upon nature.

Answer: C. Something becomes valuable when it is used purposefully.

3. Why did Rakesh plant the seed in a shady corner?

- A. The soil there was soft, and the seed would not be disturbed.
- B. Cherry trees cannot tolerate sunlight.
- C. Grandfather wanted to hide it from visitors.
- D. The corner received heavy rainfall throughout the year.

Answer: A. The soil there was soft, and the seed would not be disturbed.

4. Rakesh’s act of placing pebbles around the sapling “for privacy” mainly reveals his:

- A. fear and nervousness.
- B. innocence and imagination.
- C. carelessness and impatience.
- D. knowledge of agriculture.

Answer: B. innocence and imagination.

5. Which sequence correctly presents the events in *The Cherry Tree*?

- A. Grass-cutter damages tree → seed is planted → goat eats leaves → tree blossoms
- B. Seed is planted → goat eats leaves → grass-cutter damages tree → tree blossoms
- C. Goat eats leaves → tree blossoms → seed is planted → grass-cutter damages tree
- D. Seed is planted → tree blossoms → goat eats leaves → grass-cutter damages tree

Answer: B. Seed is planted → goat eats leaves → grass-cutter damages tree → tree blossoms.

6. Which quality is most strongly represented by the cherry tree?

- A. Pride
- B. Resilience
- C. Jealousy
- D. Dependence

Answer: B. Resilience

7. Why did Rakesh allow the praying mantis to remain on the tree?

- A. He believed that it would water the tree.
- B. He considered it a harmless visitor.
- C. He wanted it to eat the cherries.
- D. He was afraid to touch it.

Answer: B. He considered it a harmless visitor.

8. Why did the first blossom appear miraculous to Rakesh and Grandfather?

- A. It appeared during heavy rain.
- B. It was larger than all the leaves.
- C. The tree had survived several dangers before flowering.
- D. Cherry trees had never grown in India.

Answer: C. The tree had survived several dangers before flowering.

9. The cherry tree was special mainly because:

- A. it produced the sweetest cherries in Mussoorie.
- B. it was taller than every tree in the forest.
- C. Rakesh and Grandfather had planted and nurtured it.
- D. it could survive without sunlight or water.

Answer: C. Rakesh and Grandfather had planted and nurtured it.

10. Rakesh's final question, "Is this what it feels to be God?" expresses his:

- A. desire to control the forest.
- B. wonder at participating in the creation and growth of life.
- C. belief that he possesses supernatural powers.
- D. regret that he planted only one seed.

Answer: B. wonder at participating in the creation and growth of life.

11. In *Harvest Hymn*, who is called the "giver of mellowing radiance"?

- A. Varuna
- B. Prithvi
- C. Surya
- D. Brahma

Answer: C. Surya

12. Varuna's main contribution to the harvest is:

- A. providing fertile soil.
- B. sending rain and dew.
- C. supplying seeds to farmers.
- D. protecting crops from birds.

Answer: B. sending rain and dew.

13. Why is Prithvi described as a mother?

- A. She teaches farmers how to cultivate crops.
- B. She controls the movements of the sun.
- C. She nourishes life and produces food.
- D. She sends clouds and rainfall.

Answer: C. She nourishes life and produces food.

14. The phrase "Thou art the Seed and the Scythe" is an example of:

- A. simile.
- B. metaphor.
- C. onomatopoeia.
- D. hyperbole.

Answer: B. metaphor.

15. What do the "Seed" and the "Scythe" symbolise together?

- A. Wealth and poverty
- B. Rain and sunlight
- C. The beginning and completion of the life cycle
- D. Hard work and laziness

Answer: C. The beginning and completion of the life cycle

16. "Thine is the plentiful bosom that feeds us" contains:

- A. personification.
- B. pun.
- C. irony.
- D. understatement.

Answer: A. personification.

17. What is the effect of using men's, women's and collective voices in *Harvest Hymn*?

- A. It creates conflict between the speakers.
- B. It shows the participation and gratitude of the entire community.

- C. It suggests that only farmers benefit from nature.
- D. It separates human beings from the divine.

Answer: B. It shows the participation and gratitude of the entire community.

18. Which poetic device is used in “lives and our labours”?

- A. Alliteration
- B. Simile
- C. Irony
- D. Onomatopoeia

Answer: A. Alliteration

19. Why did Velu reject the idea of consulting astrologers?

- A. He had already consulted them many times.
- B. He believed they would demand too much money.
- C. He doubted that their advice could bring rain.
- D. He wanted the villagers to stop farming.

Answer: C. He doubted that their advice could bring rain.

20. What did the weather officials’ response reveal?

- A. They could produce rain artificially.
- B. They were also unable to explain the delayed rainfall.
- C. They knew exactly when the rain would arrive.
- D. They believed the drought would continue permanently.

Answer: B. They were also unable to explain the delayed rainfall.

21. According to the old woman, the absence of rain benefited the land by:

- A. increasing the number of crops.
- B. allowing it to rest and recover.
- C. preventing farmers from leaving the village.
- D. making the soil permanently dry.

Answer: B. allowing it to rest and recover.

22. What change occurs in Velu after speaking with the old woman?

- A. He decides to sell his land immediately.
- B. He begins to understand and trust nature’s cycles.
- C. He becomes more angry with the weather officials.
- D. He plans to abandon farming permanently.

Answer: B. He begins to understand and trust nature’s cycles.

23. The cool breeze and the raindrop on Velu’s shoulder serve as:

- A. a flashback to an earlier event.
- B. signs of approaching rain and renewed hope.
- C. warnings of a dangerous storm.
- D. symbols of his continuing failure.

Answer: B. signs of approaching rain and renewed hope.

24. Which idea is common to *The Cherry Tree* and *Waiting for the Rain*?

- A. Nature requires human beings to control it completely.
- B. Natural recovery requires time, patience and favourable conditions.
- C. Farming is more important than protecting forests.
- D. Scientific knowledge can predict every natural event.

Answer: B. Natural recovery requires time, patience and favourable conditions.

25. Choose the correctly matched pair of homophones.

- A. Weather – wither
- B. Rain – reign
- C. Piece – peas
- D. Sun – soon

Answer: B. Rain – reign

26. Select the sentence containing the Past Perfect Tense.

- A. Rakesh waters the cherry tree.
- B. Rakesh was watering the cherry tree.
- C. Rakesh had planted the cherry seed.
- D. Rakesh will plant another tree.

Answer: C. Rakesh had planted the cherry seed.

27. Identify the determiner in the sentence: “Every day they hoped that the rains would come.”

- A. day
- B. hoped
- C. Every
- D. would

Answer: C. Every

28. Choose the sentence in which the determiner is used correctly.

- A. There are much trees in the forest.
- B. Rakesh gave the plant a few water.
- C. Each student planted a sapling.
- D. She did not have some seeds.

Answer: C. Each student planted a sapling.

29. Which word is the best antonym of grumpy as used in the chapter?

- A. Cheerful
- B. Sturdy
- C. Tender
- D. Sheltered

Answer: A. Cheerful

30. Which statement best expresses the central idea of Chapter 4?

- A. Human beings can survive without depending on nature.
- B. Nature exists only to provide wealth to human beings.
- C. Nature deserves gratitude, care and respect for its cycles.
- D. Environmental problems can always be solved immediately.

Answer: C. Nature deserves gratitude, care and respect for its cycles.

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

Best Practices for Teaching Chapter 4: *Environment*:

1. **Use Before–During–After Reading Activities**
Begin by discussing students’ experiences of planting trees, harvest festivals and waiting for rain. Pause during reading to predict events and conclude with summaries, reflections and comprehension questions.
2. **Teach the Three Texts Thematically**
Connect *The Cherry Tree*, *Harvest Hymn* and *Waiting for the Rain* through the common themes of environmental care, gratitude, resilience, agriculture and dependence on nature.
3. **Practise Guided and Expressive Reading**
Model correct pronunciation, pace, pauses and intonation before asking students to read aloud. Use different voices for narration, dialogue and the speakers in *Harvest Hymn*.
4. **Maintain a Vocabulary Journal**
Ask students to record unfamiliar words, meanings, synonyms, antonyms and original

sentences. Include chapter-specific vocabulary related to plants, weather, farming and poetic expressions.

5. Teach Grammar in Context

Use sentences from the chapter to teach past and present tenses, determiners, punctuation, homophones and adjective–noun collocations. Allow students to identify patterns before explaining the formal rules.

6. Use Graphic Organisers

Prepare a timeline of the cherry tree's growth, a cause-and-effect chart for Velu's drought and a concept map connecting Surya, Varuna, Prithvi and Brahma with the harvest.

7. Promote Higher-Order Questioning

Move from factual questions to questions involving inference, analysis and evaluation. For example, ask why the cherry tree was special or whether continuous cultivation is environmentally sustainable.

8. Conduct Collaborative Learning Activities

Divide students into groups for role-plays, poetry recitation, character analysis and environmental discussions. Assign roles so that every learner participates meaningfully.

9. Connect Learning with Real Life

Ask students to plant and care for a sapling, observe local rainfall, interview a farmer or study a regional harvest festival. These activities make the chapter relevant and memorable.

10. Integrate Environmental Values

Discuss tree protection, water conservation, soil fertility, fallowing and sustainable farming. Encourage students to connect literary learning with responsible environmental behaviour.

11. Use Formative Assessment Regularly

Check understanding through exit slips, oral questions, short quizzes, sequencing exercises and one-minute summaries. Provide immediate feedback and reteach difficult concepts when necessary.

12. Ensure Inclusive Participation

Use mixed-ability groups, visual aids, simplified vocabulary support and differentiated questions. Give hesitant readers advance practice and provide extension activities for advanced learners.

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

Innovations in Teaching–Learning Chapter 4: *Environment*:

(1) Digital Growth Diary of a Plant

Students can plant a seed and document its weekly growth through photographs, measurements and short English descriptions. They can finally present the diary as a slideshow or time-lapse video.

(2) Interactive Story Timeline

Students can create a digital or classroom timeline showing the cherry tree's journey from seed to maturity. Each stage may include an illustration, quotation, challenge and emotion experienced by Rakesh.

(3) Weather Station and Language Lab

Groups can record temperature, rainfall, cloud cover and wind conditions for a week. They can use the observations to prepare and present an English weather forecast.

(4) Augmented Story Ending

Students can imagine the future of Rakesh, the cherry tree or Velu's farm and create an alternative ending. They may present it through a comic strip, audio story, digital book or short video.

(5) Virtual Interview with the Characters

Students can role-play Rakesh, Grandfather, Velu, the old woman or a force of nature. Classmates can interview them about their decisions, feelings and environmental lessons.

(6) Talking Tree Podcast

Students can record a short podcast from the cherry tree's point of view. The tree may narrate its growth, injuries, recovery, visitors and relationship with Rakesh.

(7) Interactive Harvest Map of India

Students can create a digital map connecting Indian states with their harvest festivals, crops, traditional foods and songs. Groups can present their findings using suitable descriptive vocabulary.

(8) Poetry-to-Performance Project

Harvest Hymn can be transformed into a choral performance using separate men's, women's and collective voices. Students may add simple music, gestures, farm images and sounds of nature.

(9) Nature Courtroom Activity

Organise a mock courtroom in which Nature presents a case against excessive tree-cutting, water wastage or continuous cultivation. Students can act as judges, lawyers, witnesses, farmers and environmentalists.

(10) Gamified Grammar Challenge

Create team-based stations or a digital quiz on tenses, determiners, punctuation, homophones and poetic devices from the chapter. Students earn "seeds," "leaves," "blossoms" and "fruits" as they progress.

(11) AI-Assisted Eco-Poster and Reflection

Students can use a supervised digital design tool to create posters on tree protection, soil conservation or rainwater harvesting. They should then write their own slogans and explain the connection between the poster and the chapter.

(12) Environmental Problem-Solving Lab

Present practical situations such as delayed rainfall, damaged saplings, soil exhaustion or declining tree cover. Student groups can design solutions and present them through models, posters or persuasive speeches.

4.17: Practicing Questions/Question Bank :**A. Fill in the Blanks:**

- Rakesh lived with his _____ on the outskirts of Mussoorie.
Answer: grandfather
- A _____ ate all the leaves of the young cherry tree.
Answer: goat
- In *Harvest Hymn*, _____ is praised as the sender of rain and dew.
Answer: Varuna
- Velu cultivated jowar during one season and _____ during the next.
Answer: dhal

5. The old woman explained that the land also needed _____.
Answer: rest
6. The pale pink _____ was the first flower on the cherry tree.
Answer: blossom
7. _____ is addressed as the nurturing mother Earth in *Harvest Hymn*.
Answer: Prithvi
8. Velu went to the _____ office to enquire about the delayed rain.
Answer: weather
9. Words that have the same pronunciation but different spellings or meanings are called _____.
Answer: homophones
10. “Each,” “every,” “either” and “neither” are _____ determiners.
Answer: distributive

B. One-Mark Descriptive Questions:

1. **Why was Rakesh sent to Mussoorie?**
Rakesh was sent to Mussoorie because his village did not have a school.
2. **Where did Rakesh plant the cherry seed?**
Rakesh planted it in a shady corner of his grandfather's garden.
3. **What was the first creature to visit the cherry tree?**
A bright green praying mantis was the tree's first visitor.
4. **Who wrote *The Cherry Tree*?**
Ruskin Bond wrote *The Cherry Tree*.
5. **Whom do the men praise in *Harvest Hymn*?**
The men praise Surya and Varuna.
6. **Who is described as the mother of the harvest?**
Prithvi, or Mother Earth, is described as the mother of the harvest.
7. **Why was Velu unable to cultivate his land?**
Velu was unable to cultivate it because the monsoon rains had not arrived.
8. **Whom did Velu meet while returning from the city?**
Velu met an old woman resting under a large tree.
9. **What indicated the arrival of rain to Velu?**
A cool breeze, gathering clouds and a raindrop indicated the arrival of rain.
10. **Who wrote *Waiting for the Rain*?**
Kamakshi Balasubramanian wrote *Waiting for the Rain*.

C. Two-Mark Descriptive Questions:

1. **Why did Grandfather ask Rakesh to plant the cherry seed?**

- Grandfather believed that nothing could be lucky if it was merely put away.
- He encouraged Rakesh to use the seed purposefully by planting it.

2. How did Rakesh care for the young cherry sapling?

- Rakesh gently sprinkled water on the sapling.
- He surrounded it with pebbles and regularly observed its growth.

3. How was the young cherry tree damaged?

- A goat entered the garden and ate all its leaves.
- Later, a woman cutting grass sliced the tree into two with her scythe.

4. Why is Varuna praised in *Harvest Hymn*?

- Varuna sends rain and dew to nourish the fields.
- His mercy helps the furrows produce a rich harvest.

5. How is Prithvi presented in the poem?

- Prithvi is presented as a powerful and nurturing mother.
- Her fertile earth produces food and supports all living beings.

6. Describe the condition of Velu's fields during the drought.

- The earth had become hard, crusted and cracked.
- The fields remained barren because they could not be ploughed or sown.

7. What did the weather officials tell Velu?

- They said that several weather conditions appeared favourable for rain.
- However, they could not explain why the rain had not arrived.

8. What did the old woman teach Velu?

- She taught him that the land works continuously when it produces crops.
- Therefore, the land also needs a period of rest and recovery.

D. Three-Mark Descriptive Questions:

1. How did Rakesh discover the cherry sapling?

- Rakesh noticed what appeared to be a small twig in the garden.
- When he tried to pick it up, he found that it was firmly rooted.
- He recognised it as the cherry sapling and excitedly called Grandfather.

2. How did the cherry tree show its toughness?

- It survived after a goat had eaten all its leaves.
- It grew new shoots after being cut into two by a grass-cutter.

- It also endured insects, cold winds and the heavy weight of snow.

3. Why was the first blossom important to Rakesh and Grandfather?

- It proved that the tree had survived all its earlier difficulties.
- It rewarded their patience, care and hope over several years.
- They therefore gazed at it as though the tree had performed a miracle.

4. How does *Harvest Hymn* express gratitude to nature?

- Surya is thanked for providing sunlight and warmth.
- Varuna is praised for rain, while Prithvi is honoured for fertile soil.
- The community offers songs, garlands, crops and labour in gratitude.

5. Why did Velu become worried and disappointed?

- The monsoon rain had not arrived for several months.
- Without rain, he could not plough, sow or grow crops.
- He feared that he would be unable to feed his family.

6. How did Velu's mood change at the end of the story?

- The old woman's words helped him understand the need to let the land rest.
- A cool breeze and gathering clouds gave him renewed hope.
- When he felt a raindrop, he ran home laughing happily.

E. Five-Mark Descriptive Questions:

1. Describe the growth of the cherry tree from a seed into a mature tree.

1. Rakesh planted a cherry seed in a shady corner of his grandfather's garden.
2. After winter, he discovered a tiny sapling and began watering and protecting it.
3. The tree survived after a goat ate its leaves and a grass-cutter cut it into two.
4. Over the years, it grew taller, produced pale pink blossoms and attracted insects and birds.
5. It finally bore cherries and provided pleasant shade for Rakesh and Grandfather.

2. Explain how the cherry tree becomes a symbol of resilience.

1. The tree begins life in the difficult soil and cold climate of the Himalayan foothills.
2. It continues growing even after a goat eats all its leaves.
3. It produces new shoots after being severely cut by a grass-cutter.
4. It survives caterpillars, cold winds and the weight of winter snow.
5. Its eventual blossoms and fruits show the power of patience, survival and renewal.

3. Explain the contributions of Surya, Varuna, Prithvi and Brahma in *Harvest Hymn*.

1. Surya provides the light, warmth and energy required for crops to grow.
2. Varuna sends rain and dew to nourish the fields and grain.
3. Prithvi provides fertile soil, food and the riches of the harvest.
4. Brahma is praised as the eternal source of creation and the entire agricultural cycle.
5. The community expresses gratitude to all of them through songs, garlands, labour and prayer.

4. Describe Velu's meeting with the old woman and the lesson he learned.

1. Velu met the old woman while resting under a tree after visiting the weather office.
2. He told her that the drought prevented him from cultivating crops and feeding his family.
3. She explained that the Earth also works continuously whenever it produces crops.
4. She said that the dry period allowed the exhausted land to rest and recover.
5. Velu learned to respect nature's cycles and returned home with renewed understanding and hope.

5. What environmental lessons are communicated through Chapter 4?

1. *The Cherry Tree* teaches people to plant, protect and patiently nurture trees.
2. *Harvest Hymn* reminds readers to be grateful for sunlight, rainfall and fertile soil.
3. *Waiting for the Rain* explains that overused land requires rest to recover its fertility.
4. The three texts show that human beings depend deeply upon nature for food and survival.
5. The chapter encourages environmental conservation and harmonious living with the natural world.

6. Compare the growth of the cherry tree with Rakesh's personal development.

1. The cherry tree begins as a tiny seed, while Rakesh is a young and carefree child.
2. As the tree grows, Rakesh becomes more patient and responsible in caring for it.
3. The tree's struggles teach him about resilience, recovery and hope.
4. Its visitors help him appreciate the interdependence of living creatures.
5. When the tree matures, Rakesh develops a deeper sense of wonder and respect for nature.

8th Standard English Book Chapter 5

Chapter 5: SCIENCE AND CURIOSITY

5.1 Summary of the Chapter:

Summary of Unit 5: Science and Curiosity:

- (1) The unit explores how curiosity, careful observation and scientific thinking help people understand the world and solve problems.
- (2) In “**Feathered Friend**”, Sven Olsen secretly brings a small yellow canary named Claribel aboard a space station.
- (3) Claribel quickly adapts to the absence of gravity and becomes a much-loved companion of the space-station crew.
- (4) One morning, Claribel becomes unconscious but revives when she is supplied with oxygen, making the crew suspect a problem with the air.
- (5) The crew discovers that part of the air purifier has frozen during an eclipse and that the alarm system has failed.
- (6) Claribel’s sensitivity to poor air quality saves the astronauts’ lives, just as canaries once warned miners about dangerous gases.
- (7) The poem “**Magnifying Glass**” describes the wonderful details revealed when ordinary objects are observed through a magnifying lens.
- (8) A scrap of chalk appears to contain countless shells, a small patch of moss resembles a forest, and a drop of water seems like a hive of bees.
- (9) The magnifying glass also reveals the spider’s web-spinning ability, its sharp claws and its many eyes, showing that even the smallest creatures are marvellous.
- (10) “**Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science**” presents the inspiring life of India’s pioneering woman physicist.
- (11) Bibha Chowdhuri conducted important research on cosmic rays and subatomic particles, worked at leading scientific institutions and overcame strong gender discrimination.
- (12) Her achievements paved the way for later women scientists in India, and her legacy continues to inspire young women to pursue science, break barriers and contribute to discoveries and space exploration.

5.2 Important Formulas:

Important Grammar Topics in Chapter 5: Science and Curiosity:

The following grammar topics are used in the chapter and are important for students to learn:

1. **Finite and Non-finite Verbs:**
Learn to distinguish verbs that show tense and agree with the subject from verbs that do not change according to tense or subject.
2. **Infinitives:**
Understand the use of *to + base form of the verb*, such as *to observe*, *to explore*, and *to discover*.
3. **Gerunds:**
Learn how the *-ing* form of a verb functions as a noun, as in *Reading improves knowledge*.
4. **Participles:**
Understand how present and past participles function as adjectives, such as *floating girders* and *frozen equipment*.
5. **Subject–Verb Agreement:**
Learn to use singular and plural verbs correctly according to the subject of a sentence.

6. **Tenses:**
Revise the correct use of present, past and future tenses, especially the simple past tense used in narratives and biographies.
7. **Active and Passive Voice:**
Learn how to change active sentences into passive sentences, particularly for scientific descriptions and report writing.
8. **Direct and Indirect Speech:**
Understand how spoken words and conversations are reported by changing pronouns, tense and expressions of time or place.
9. **Modal Verbs:**
Learn the functions of modals such as *can, could, may, might, must, should, would* and *will* to express ability, possibility, necessity, advice and prediction.
10. **Adjectives and Adjective Formation:**
Learn how adjectives describe nouns and how suffixes such as **-ish** form adjectives—for example, *tiger* → *tigerish* and *child* → *childish*.
11. **Adverbs and Adverb Formation:**
Understand how adverbs describe verbs, adjectives or other adverbs and how many are formed using **-ly**, such as *quietly, slowly* and *precisely*.
12. **Phrases and Clauses:**
Identify phrases and different kinds of clauses, including noun clauses, adjective clauses and adverb clauses.
13. **Relative Pronouns:**
Learn the use of *who, whom, whose, which* and *that* to connect a noun with additional information.
14. **Conjunctions and Sentence Connectors:**
Use words such as *and, but, because, although, while, therefore* and *however* to connect ideas logically.
15. **Prepositions:**
Revise prepositions of place, direction, time and movement, such as *in, on, at, into, through, across, under* and *between*.
16. **Articles and Determiners:**
Learn the correct use of *a, an*, and *the*, along with determiners such as *some, many, much, few, several* and *each*.
17. **Degrees of Comparison:**
Practise positive, comparative and superlative forms of adjectives, such as *bright, brighter*, and *brightest*.
18. **Question Formation:**
Learn to frame yes-or-no questions, WH-questions and questions using auxiliary verbs correctly.
19. **Punctuation Marks:**
Practise the appropriate use of full stops, commas, question marks, exclamation marks, apostrophes, quotation marks and dashes.
20. **Report Writing Grammar:**
Learn to write reports using the **past tense, passive voice and third-person point of view**, along with a suitable headline and well-organised paragraphs.

5.3 Fill-Up the Blank LOTS type questions with Answers: (36 Questions)

Fill-in-the-Blank Questions – LOTS Type:

1. Sven Olsen worked as a skilled construction man on a _____.

Answer: space station

2. The name of Sven Olsen's pet canary was _____.
Answer: Claribel
3. Claribel was a small _____ canary.
Answer: yellow
4. Sven secretly brought Claribel from _____.
Answer: Earth
5. Claribel quickly learned to move in the absence of _____.
Answer: gravity
6. The narrator first heard Claribel's musical _____ near his ear.
Answer: whistle
7. Claribel was hidden whenever important _____ from Earth visited the space station.
Answer: visitors
8. One morning, Sven found Claribel lying unconscious with her claws _____.
Answer: clenched
9. Jock Duncan was the crew's cook, doctor and _____.
Answer: dietitian
10. Claribel was revived by giving her _____.
Answer: oxygen
11. The narrator remembered that miners once carried _____ underground to detect poisonous gases.
Answer: canaries
12. A part of the air _____ had frozen during the eclipse.
Answer: purifier
13. The alarm circuit failed to warn the crew about the problem with the _____.
Answer: air
14. Claribel's unusual condition helped save the lives of the space-station _____.
Answer: crew
15. The poem "**Magnifying Glass**" was written by _____.
Answer: Walter de la Mare
16. The poet uses a round piece of _____ to observe tiny objects.
Answer: glass
17. A scrap of chalk reveals a myriad of _____ under the magnifying glass.
Answer: shells
18. An inch of moss appears like a _____ through the magnifying glass.
Answer: forest
19. A drop of water appears like a hive of _____.
Answer: bees
20. The spider produces web-silk from its _____.
Answer: spinnerets
21. The magnifying glass makes even the tiniest objects appear more _____.
Answer: marvellous
22. The lenses mentioned in the final stanza help people observe the _____.
Answer: moon
23. Bibha Chowdhuri was born in _____ in 1913.
Answer: Kolkata
24. Bibha Chowdhuri was India's first woman _____.
Answer: physicist
25. Bibha pursued her doctoral studies at the University of _____.
Answer: Manchester

26. Bibha conducted significant research on cosmic _____.
Answer: rays
27. Bibha's Ph.D. research was guided by Nobel Laureate Patrick M. S. _____.
Answer: Blackett
28. Bibha Chowdhuri contributed to the discovery of _____, a type of subatomic particle.
Answer: pi-mesons
29. In 1949, Bibha became the first woman faculty member at _____.
Answer: Tata Institute of Fundamental Research (TIFR)
30. Homi J. Bhabha personally selected Bibha to work at _____.
Answer: TIFR
31. Bibha also conducted research under the mentorship of Vikram _____.
Answer: Sarabhai
32. The International Astronomical Union named the star HD 86081 as _____.
Answer: Bibha
33. The name "Bibha" means a beam of _____.
Answer: light
34. Dr. Ritu Karidhal Srivastava is popularly known as the "_____ Woman of India."
Answer: Rocket
35. More than _____ women contributed to the Chandrayaan-3 mission.
Answer: fifty
36. Bibha Chowdhuri's life encourages young women to pursue careers in _____.
Answer: science

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

Fill-in-the-Blank Questions – HOTS Type:

1. Sven's decision to take Claribel into space reflects his scientific _____ about how birds behave without gravity.
Answer: curiosity
2. Claribel's ability to move comfortably without flapping her wings shows her power of _____ to a new environment.
Answer: adaptation
3. The crew's acceptance of Claribel suggests that companionship can provide emotional _____ in an isolated environment.
Answer: comfort
4. Claribel was more effective than the station's expensive equipment because living creatures can sometimes detect environmental _____ earlier than machines.
Answer: dangers
5. Claribel's recovery inside the oxygen mask indicated that the station had an insufficient supply of _____.
Answer: oxygen
6. The crew members' headaches, disturbed sleep and sluggishness were warning signs of poor air _____.
Answer: quality
7. The failure of both the air purifier and the alarm demonstrates the danger of depending entirely on _____.
Answer: technology
8. If the narrator had ignored Claribel's collapse, the crew might have lost _____.
Answer: consciousness

9. The unfinished second alarm circuit reveals a lack of adequate safety _____ on the space station.
Answer: preparedness
10. The comparison between Claribel and the canaries used by miners highlights the bird's role as an early-warning _____.
Answer: system
11. The expression "half a million dollars' worth of engineering had let us down" creates a contrast between expensive machinery and a tiny living _____.
Answer: creature
12. The story teaches that careful observation can turn an apparently insignificant event into a life-saving _____.
Answer: discovery
13. In the poem, the magnifying glass symbolises the power of scientific _____.
Answer: observation
14. By comparing an inch of moss to a forest, the poet suggests that small objects may contain hidden _____.
Answer: worlds
15. The description of a drop of water as a "hive of bees" emphasises the amount of activity invisible to the naked _____.
Answer: eye
16. The speaker's close observation of the spider changes an ordinary creature into something extraordinary and _____.
Answer: marvellous
17. The movement from observing tiny objects to viewing the moon shows that scientific instruments can expand the limits of human _____.
Answer: vision
18. The poem encourages readers to approach nature with wonder and _____.
Answer: curiosity
19. Bibha Chowdhuri's entry into the male-dominated field of physics challenged traditional gender _____.
Answer: stereotypes
20. Despite receiving little recognition during her lifetime, Bibha continued her research, demonstrating remarkable _____.
Answer: perseverance
21. Bibha's unsuccessful Nobel Prize nomination still proves that her scientific work was of international _____.
Answer: significance
22. Naming a star "Bibha" is meaningful because her name means "beam of light" and her life _____ future women scientists.
Answer: guides
23. Bibha's career shows that social barriers can be overcome through determination, talent and access to _____.
Answer: education
24. The achievements of women in modern ISRO missions can be viewed as a continuation of Bibha's pioneering _____.
Answer: legacy
25. The title "From Shadows to the Stars" represents women scientists' journey from neglect to public _____.
Answer: recognition

26. Dr. Ritu Karidhal's leadership in important space missions demonstrates that women are not merely participants but capable scientific _____.

Answer: leaders

27. Bibha's story inspires students to judge scientists by their abilities rather than their _____.

Answer: gender

28. All three texts in the chapter show that curiosity becomes valuable when combined with close observation and logical _____.

Answer: thinking

29. Claribel, the magnifying glass and Bibha Chowdhuri are connected by the common idea of discovering what is usually _____.

Answer: overlooked

30. The central message of the chapter is that scientific progress depends upon curiosity, courage and a willingness to _____.

Answer: explore

5.5 One-mark questions with Answers of LOTS Type: (36 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- Who was Sven Olsen?**
Sven Olsen was one of the best construction workers on the space station.
- What specialised work did Sven perform?**
Sven collected floating girders, positioned them correctly and fused them together.
- Who was Claribel?**
Claribel was Sven Olsen's small yellow pet canary.
- Why was Claribel suitable for life on a space station?**
Claribel weighed very little, needed little food and adapted easily to weightlessness.
- Where did the narrator first see Claribel?**
The narrator first saw Claribel in the small cubbyhole used as his office.
- What did the narrator initially mistake Claribel's whistle for?**
The narrator initially mistook Claribel's whistle for a sound from the station's intercom.
- How did Claribel move in the absence of gravity?**
Claribel performed a backward loop and moved with a few leisurely flicks of her wings.
- How did Sven bring Claribel to the space station?**
Sven secretly brought Claribel aboard the ferry when he returned from leave on Earth.
- Why did Sven bring Claribel into space?**
Sven wanted to observe how a bird would function without weight while still using its wings.
- How did the crew hide Claribel from important visitors?**
The crew concealed Claribel in the station's numerous hiding places.
- What happened to Claribel one morning?**
Claribel was found unconscious with her claws tightly clenched.
- Who examined Claribel after she became unconscious?**
Jock Duncan, the crew's cook-doctor-dietitian, examined Claribel.
- How was Claribel revived?**
Claribel was revived by placing her inside an oxygen mask.
- What did miners once use canaries for?**
Miners used canaries to warn them about dangerous gases underground.

15. **Why did the air purifier stop working properly?**
Part of the air purifier froze during a rare eclipse caused by Earth's shadow.
16. **Why did the alarm not warn the crew?**
The single connected alarm failed, while the second alarm circuit had not yet been connected.
17. **Who wrote the poem "Magnifying Glass"?**
Walter de la Mare wrote the poem "Magnifying Glass."
18. **What does the speaker observe in a scrap of chalk?**
The speaker observes countless tiny shells in a scrap of chalk.
19. **What does an inch of moss resemble through the magnifying glass?**
An inch of moss resembles a forest filled with flowers and trees.
20. **How does a drop of water appear through the magnifying glass?**
A drop of water appears as busy as a hive of bees.
21. **From where does the spider produce its web-silk?**
The spider produces its web-silk from its spinnerets.
22. **Which celestial object is mentioned in the final stanza of the poem?**
The moon is mentioned in the final stanza of the poem.
23. **Who was Bibha Chowdhuri?**
Bibha Chowdhuri was a pioneering Indian woman physicist known for her research in particle physics.
24. **When and where was Bibha Chowdhuri born?**
Bibha Chowdhuri was born in Kolkata in 1913.
25. **At which institution did Bibha begin her scientific career?**
Bibha began her scientific career at the Bose Institute.
26. **Where did Bibha Chowdhuri pursue her doctoral studies?**
Bibha Chowdhuri pursued her doctoral studies at the University of Manchester.
27. **Who guided Bibha Chowdhuri's doctoral research?**
Nobel Laureate Patrick M. S. Blackett guided Bibha Chowdhuri's doctoral research.
28. **What was the subject of Bibha Chowdhuri's Ph.D. thesis?**
Bibha Chowdhuri's Ph.D. thesis was on cosmic rays.
29. **What was Bibha Chowdhuri's most notable scientific contribution?**
Her most notable contribution was her role in the discovery of pi-mesons.
30. **Who nominated Bibha Chowdhuri for the Nobel Prize in 1950?**
Erwin Schrödinger nominated Bibha Chowdhuri for the Nobel Prize in 1950.
31. **What position did Bibha receive at TIFR in 1949?**
Bibha became the first woman faculty member at TIFR in 1949.
32. **Who personally selected Bibha to work at TIFR?**
Homi J. Bhabha personally selected Bibha to work at TIFR.
33. **When did Bibha Chowdhuri pass away?**
Bibha Chowdhuri passed away in 1991.
34. **How did the International Astronomical Union honour Bibha in 2019?**
It honoured her by naming the star HD 86081 in the constellation Leo "Bibha."
35. **What does the name "Bibha" mean?**
The name "Bibha" means "beam of light."
36. **Who is popularly known as the "Rocket Woman of India"?**
Dr. Ritu Karidhal Srivastava is popularly known as the "Rocket Woman of India."

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

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why was Claribel a sensible choice of pet for the space station?

Claribel was suitable because she required little food, weighed almost nothing and adapted easily to weightlessness.

2. What does Claribel's backward loop reveal about her?

It reveals that Claribel had quickly learned to control her movements in zero gravity.

3. Why did Claribel avoid using her wings unnecessarily?

She could float and move easily in weightlessness without continuously flapping her wings.

4. Why did Claribel become a general pet of the crew?

Her cheerful presence provided companionship and relief in the isolated environment of the space station.

5. Why were the crew members not immediately alarmed by their headaches and tiredness?

They mistakenly believed that their discomfort was caused by disturbed sleep and long working hours.

6. What inference could the crew make from Claribel's temporary recovery after receiving oxygen?

They could infer that her collapse was caused by a shortage of oxygen or poor air quality.

7. Why did the narrator remember the miners' practice of carrying canaries?

Claribel's collapse reminded him that canaries were once used to detect dangerous gases in mines.

8. How did Claribel prove more dependable than the station's machines?

Her sensitivity to poor air warned the crew even though the mechanical alarm had failed.

9. What does the failure of the alarm suggest about technological systems?

It suggests that even advanced technological systems can fail and therefore require reliable backup arrangements.

10. Why was the disconnected second alarm circuit a serious safety risk?

It left the station without an effective backup when the first alarm failed.

11. Why does the narrator use humour while describing a dangerous incident?

Humour makes the serious event engaging while highlighting the irony of a tiny bird saving an advanced space station.

12. What lesson does "Feathered Friend" give about observing animal behaviour?

It teaches that unusual animal behaviour may provide an important warning about environmental danger.

13. Why does the poet call the action of the magnifying glass "magic"?

The glass appears magical because it reveals wonderful details that cannot be seen with the naked eye.

14. What does the comparison of an inch of moss to a forest suggest?

It suggests that even a tiny natural object can contain a vast and complex world.

15. Why is a drop of water compared to a hive of bees?

The comparison highlights the numerous tiny organisms and constant activity visible under magnification.

16. How does the description "tigerish claws" change the reader's view of the spider?

It makes the small spider appear powerful, fierce and impressive.

17. Why does the poet move from tiny objects to the moon in the final stanza?

The shift shows that lenses can help people explore both microscopic objects and distant celestial bodies.

18. **What attitude towards nature is expressed in “Magnifying Glass”?**
The poem expresses an attitude of wonder, curiosity and admiration towards nature.
19. **How can a magnifying glass develop scientific thinking in students?**
It encourages students to observe details, ask questions and investigate ordinary objects carefully.
20. **Why is Bibha Chowdhuri described as a “beam of light”?**
She is described as a beam of light because her achievements guided and inspired later generations of women scientists.
21. **How did Bibha challenge the social expectations of her time?**
She entered and excelled in physics when women had limited access to scientific education and careers.
22. **What does Bibha’s unsuccessful Nobel Prize nomination reveal about her work?**
It reveals that her research had gained international recognition and was considered scientifically significant.
23. **Why is Bibha’s lack of awards during her lifetime considered unfair?**
Her valuable scientific contributions deserved recognition, but gender bias and social barriers kept her achievements in the background.
24. **What quality helped Bibha continue her research despite limited recognition?**
Her perseverance helped her continue working despite discrimination and neglect.
25. **Why was Bibha’s appointment at TIFR historically important?**
Her appointment broke a gender barrier because she became the institution’s first woman faculty member.
26. **Why is naming a star “Bibha” an appropriate tribute to her?**
It is appropriate because “Bibha” means “beam of light” and her work was connected with cosmic science.
27. **How are Bibha Chowdhuri and Dr. Ritu Karidhal Srivastava connected symbolically?**
Bibha pioneered opportunities for women that later scientists like Dr. Ritu Karidhal advanced through leadership in space missions.
28. **What does the phrase “From Shadows to the Stars” convey?**
It conveys women scientists’ progress from neglect and limited opportunities to recognition and leadership.
29. **How can Bibha’s life motivate young students?**
Her life encourages students to pursue their ambitions courageously despite social barriers and difficulties.
30. **What common idea connects all three texts in the chapter?**
All three texts show that curiosity, observation and scientific thinking can reveal hidden truths and create progress.

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

Two-Mark Descriptive Questions with Answers – LOTS Type:

A. Feathered Friend:

1. **Who was Sven Olsen, and what work did he perform on the space station?**

Answer:

1. Sven Olsen was one of the best construction workers on the space station.
2. He collected floating girders, positioned them correctly and fused them together.

2. **Why was Claribel a suitable pet for the space station?**

Answer:

1. Claribel weighed almost nothing and required very little food.

2. She was not troubled by the absence of gravity.

3. How did the narrator first become aware of Claribel's presence?

Answer:

1. The narrator heard a musical whistle while working in his small office.
2. He initially thought that the sound had come through the station's intercom.

4. Describe Claribel's appearance and movement in space.

Answer:

1. Claribel was a small yellow canary that floated motionlessly with her wings folded.
2. She performed a backward loop and moved away with a few leisurely flicks of her wings.

5. How and why did Sven bring Claribel aboard the space station?

Answer:

1. Sven secretly brought Claribel aboard the ferry when he returned from leave on Earth.
2. He wanted to observe how a bird would move without weight while still using its wings.

6. How did the crew conceal Claribel from visitors?

Answer:

1. The crew hid Claribel in the many concealed spaces available on the station.
2. They invented explanations for the peeps and whistles coming from the ventilating shafts and storage areas.

7. What happened when Sven found Claribel one morning?

Answer:

1. Sven found Claribel lying unconscious with her claws tightly clenched.
2. He carried her to the crew members, who became distressed and tried to help her.

8. How did the crew attempt to revive Claribel?

Answer:

1. They placed Claribel inside a face mask connected to an emergency oxygen cylinder.
2. She revived immediately but collapsed again soon after the mask was removed.

9. What made the narrator realise that something was wrong with the air?

Answer:

1. Claribel's collapse reminded the narrator that miners once used canaries to detect dangerous gases.
2. His own headache and sluggishness confirmed his suspicion that the station's air was unsafe.

10. Why did the station's warning system fail?

Answer:

1. A part of the air purifier froze when the station passed through Earth's shadow during an eclipse.
2. The first alarm failed, while the second alarm circuit had not yet been connected.

B. Magnifying Glass:

11. What does the magnifying glass reveal in chalk and moss?

Answer:

1. It reveals countless tiny shells in a scrap of chalk.
2. It makes an inch of moss appear like a forest filled with flowers and trees.

12. How does a drop of water appear through the magnifying glass?

Answer:

1. A drop of water appears full of tiny moving life.
2. The poet compares its activity to that of a hive of bees.
13. **What details about the spider are revealed through the glass?**

Answer:

1. The glass shows how the spider produces woven web-silk from its spinnerets.
2. It also reveals the spider's tiger-like claws and many eyes.

14. **What does the final stanza of "Magnifying Glass" describe?**

Answer:

1. It describes how powerful lenses allow people to observe the moon closely.
2. The moon appears so near that one might imagine walking on it in an afternoon.

15. **What is the central idea of the poem "Magnifying Glass"?**

Answer:

1. The poem celebrates the power of close observation through a magnifying glass.
2. It shows that even the smallest and most ordinary objects contain marvellous details.

C. Bibha Chowdhuri:

16. **Who was Bibha Chowdhuri, and why was she a pioneer?**

Answer:

1. Bibha Chowdhuri was a pioneering Indian physicist who specialised in high-energy particle physics.
2. She entered and excelled in science when very few Indian women had access to such opportunities.

3. **What did Bibha study at the University of Manchester?**

Answer:

1. Bibha conducted advanced research on cosmic rays at the University of Manchester.
2. She completed her Ph.D. under the guidance of Nobel Laureate Patrick M. S. Blackett.

16. **Mention two important achievements of Bibha Chowdhuri.**

Answer:

1. She made a notable contribution to research concerning pi-mesons, a type of subatomic particle.
2. She was nominated for the Nobel Prize by Erwin Schrödinger in 1950.

17. **What role did Bibha Chowdhuri play at TIFR?**

Answer:

1. Bibha became the first woman faculty member at the Tata Institute of Fundamental Research in 1949.
2. She was personally selected for the position by Homi J. Bhabha.

18. **Name the other institutions where Bibha continued her scientific research.**

Answer:

1. She worked at the Physical Research Laboratory in Ahmedabad and the Saha Institute of Nuclear Physics in Kolkata.
2. She also conducted cosmic-ray research at the Kolar Gold Mines under the mentorship of Vikram Sarabhai.

19. **How was Bibha Chowdhuri honoured after her death?**

Answer:

1. In 2019, the International Astronomical Union named the star HD 86081 "Bibha."
2. In 2020, the Government of India established a chair professorship in her name.

20. **Who is Dr. Ritu Karidhal Srivastava, and what are her major contributions?**

Answer:

1. Dr. Ritu Karidhal Srivastava is an ISRO scientist popularly called the "Rocket Woman of India."

2. She played important roles in the Mars Orbiter Mission, Chandrayaan-2 and Chandrayaan-3.

21. What progress have women made in India's space programme?

Answer:

1. Women scientists now lead important missions and manage critical space operations.
2. More than fifty women contributed to the successful Chandrayaan-3 mission.

22. What message does Bibha Chowdhuri's life give to young women?

Answer:

1. Her life encourages young women to pursue their interests in science despite difficulties.
2. It inspires them to break barriers and contribute meaningfully to the world.

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

Two-Mark Descriptive Questions with Answers – HOTS Type:

A. Feathered Friend:

1. Why can Sven's choice of Claribel as a pet be considered practical?

Answer:

1. Claribel weighed almost nothing, required very little food and occupied minimal space.
 2. She also adapted quickly to weightlessness and therefore caused few difficulties aboard the station.
- 2. What does Claribel's movement in zero gravity reveal about the adaptability of living creatures?**

Answer:

1. Claribel quickly learned to float, turn and move without depending heavily on her wings.
 2. Her behaviour shows that living creatures can adjust intelligently to unfamiliar conditions.
- 3. Why did Claribel become important to the entire crew rather than remaining only Sven's pet?**

Answer:

1. Her cheerful songs provided companionship and emotional comfort in the isolated space station.
 2. Her harmless and entertaining behaviour made every crew member fond of her.
- 4. What clues indicated that Claribel's collapse was connected with the station's air?**

Answer:

1. Claribel revived immediately when she was given oxygen but collapsed after the mask was removed.
 2. The crew members were also experiencing headaches, disturbed sleep and unusual sluggishness.
- 5. How did the narrator's knowledge of mining practices help save the crew?**

Answer:

1. He remembered that miners once carried canaries underground to detect poisonous gases.
2. This connection helped him recognise Claribel's collapse as a warning about unsafe air.

6. Why was the failure of the air-purifying system particularly dangerous?

Answer:

1. The damaged purifier gradually reduced the quality of the air without producing an obvious warning.
2. The crew could have become unconscious or died before discovering the problem.

7. What lesson does the disconnected second alarm circuit teach about safety?

Answer:

1. Safety systems must be completed, tested and maintained before they are considered dependable.
2. A backup system is useless when it is not connected or ready during an emergency.

8. Explain the irony in Claribel saving the space station's crew.

Answer:

1. Expensive chemical and electronic systems failed to warn the crew about the dangerous air.
2. A tiny canary brought aboard unofficially detected the danger and saved everyone.

9. How does humour make the story's serious message more effective?

Answer:

1. Humorous descriptions of life in space keep the dangerous incident engaging and enjoyable.
2. They also strengthen the contrast between sophisticated technology and the little bird that saves the crew.

B. Magnifying Glass:

10. Why does the poet describe the magnifying glass as magical?

Answer:

1. It reveals complex details in ordinary objects that cannot be seen with the naked eye.
2. These discoveries transform simple things into extraordinary and marvellous sights.

11. What does the comparison of moss to a forest communicate to the reader?

Answer:

1. It shows that a tiny patch of moss contains structures resembling flowers and trees.
2. The comparison suggests that entire worlds of beauty may exist within very small objects.

12. How does the image "a drop of water like a hive of bees" strengthen the poem?

Answer:

1. It helps the reader imagine the numerous tiny organisms moving actively within the water.
2. The comparison creates vivid visual imagery and communicates the liveliness of the microscopic world.

13. Why does the poet describe the spider's claws as "tigerish"?

Answer:

1. Magnification makes the spider's tiny claws appear large, sharp and fierce like those of a tiger.
2. This description changes the reader's perception of an ordinary spider into that of a powerful creature.

14. Why does the poem end with the image of observing the moon?

Answer:

1. The image expands the poem's focus from extremely small objects to a distant celestial body.
2. It shows that lenses extend human vision in exploring both microscopic and astronomical worlds.

15. How does the poem encourage the development of a scientific attitude?**Answer:**

1. It encourages readers to observe familiar objects carefully and investigate their hidden details.
2. It promotes curiosity, wonder and the desire to understand the natural world.

C. Bibha Chowdhuri:**16. Why is Bibha Chowdhuri called a trailblazer in Indian science?****Answer:**

1. She entered high-energy particle physics when the field was dominated almost entirely by men.
2. Her achievements created a path for later generations of Indian women scientists.

17. How did Bibha's persistence help her overcome the limitations of her time?**Answer:**

1. She continued her education and research despite social expectations and unequal opportunities for women.
2. Her determination enabled her to work with renowned scientists and leading research institutions.

18. What does Bibha's Nobel Prize nomination reveal about her scientific ability?**Answer:**

1. The nomination shows that her research had attracted the attention of internationally respected scientists.
2. It confirms that her work in particle physics possessed considerable scientific importance.

19. Why was Bibha's appointment at TIFR a significant achievement?**Answer:**

1. She became the institution's first woman faculty member at a time when women were rarely appointed to scientific positions.
2. Her selection by Homi J. Bhabha proved that her ability could overcome established gender barriers.

20. Why did Bibha remain relatively unknown despite her important contributions?**Answer:**

1. She worked during a period when women's scientific achievements often received little public recognition.
2. The accomplishments of her male contemporaries overshadowed her valuable research.

21 Why is naming the star HD 86081 "Bibha" a meaningful tribute?**Answer:**

1. The name "Bibha" means "beam of light," which symbolises the guidance her life provides to others.
2. Naming a star after her appropriately connects the tribute with her research on cosmic rays.

22 How does Bibha's legacy appear in the achievements of present-day women scientists?**Answer:**

1. Women now lead major scientific projects and space missions that once offered them very limited opportunities.
2. Their success continues the movement towards equality that pioneers like Bibha helped begin.

23. What does the expression "From Shadows to the Stars" symbolise?**Answer:**

1. “Shadows” represents the neglect and lack of recognition experienced by early women scientists.
 2. “Stars” represents their present progress, visibility and leadership in science and space research.
- 24. What common message connects all three texts in the chapter?**

Answer:

1. Each text shows that curiosity and careful observation can reveal something important that is usually unnoticed.
2. Together, they encourage scientific thinking, perseverance and respect for both nature and human achievement.

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

Three-Mark Descriptive Questions with Answers – LOTS Type:

A. Feathered Friend:

1. **Describe Sven Olsen and the work he performed on the space station.**

Answer:

1. Sven Olsen was a small, wiry man and one of the station’s best construction workers.
2. He collected different girders as they floated around in free fall.
3. He positioned the girders correctly and fused them together to construct the intended structure.

2. **How did the narrator discover Claribel aboard the space station?**

Answer:

1. The narrator heard a musical whistle while checking lists of technical supplies in his office.
2. He initially believed that the sound had come through the station’s intercom.
3. When he looked up, he saw a small yellow canary floating motionlessly in the air.

3. **Describe Claribel’s adaptation to the absence of gravity.**

Answer:

1. Claribel floated comfortably in the air with her wings folded along her sides.
2. She performed a backward loop that an Earth-bound canary could not have managed.
3. She moved around with only a few leisurely flicks of her wings and avoided unnecessary effort.

4. **Why and how did Sven bring Claribel into the space station?**

Answer:

1. Sven secretly brought Claribel aboard the last ferry when he returned from leave on Earth.
2. He wanted to observe how a bird would move without weight while still being able to use its wings.
3. He selected Claribel because she was light, ate little and adapted well to zero gravity.

5. **How did the crew conceal Claribel from visitors?**

Answer:

1. The space station had several hiding places where the crew could conceal Claribel.
2. They hid her whenever important visitors from Earth came aboard.

3. They quickly invented explanations for her peeps and whistles from ventilating shafts and storage areas.

6. What happened when Sven found Claribel unconscious?

Answer:

1. Sven entered the mess carrying Claribel as a tiny bundle of yellow feathers in his hand.
2. Jock Duncan listened for her heartbeat but could not determine whether she was dead.
3. The crew placed her inside an oxygen mask, and she immediately revived.

7. How did Claribel warn the crew about the faulty air supply?

Answer:

1. Claribel repeatedly collapsed but recovered whenever she was supplied with oxygen.
2. Her condition reminded the narrator that miners once carried canaries to detect dangerous gases.
3. This made the crew examine the station's air-purifying and alarm systems.

8. What caused the air emergency on the space station?

Answer:

1. The station passed through Earth's shadow during a rare eclipse.
2. Part of the air purifier froze and stopped functioning correctly.
3. The connected alarm failed, while the second alarm circuit had not yet been connected.

B. Magnifying Glass:

9. What hidden wonders does the magnifying glass reveal in chalk, moss and water?

Answer:

1. It reveals countless tiny shells in an ordinary scrap of chalk.
2. It makes an inch of moss appear like a forest filled with flowers and trees.
3. It makes a drop of water look as active and crowded as a hive of bees.

10. How does the poet describe the spider through the magnifying glass?

Answer:

1. The poet watches the skilful spider produce web-silk from its spinnerets.
2. The glass reveals the spider's sharp, tiger-like claws.
3. It also makes the spider's many eyes and the flies trapped in its web clearly visible.

11. What is the central idea of the poem "Magnifying Glass"?

Answer:

1. The poem describes the wonderful details revealed by a magnifying glass.
2. It shows that even the tiniest and most ordinary objects contain marvellous features.
3. It encourages readers to observe nature closely with curiosity and wonder.

12. How does the poet expand the scope of observation in the final stanza?

Answer:

1. The earlier stanzas focus on small objects such as chalk, moss, water and a spider.
2. In the final stanza, the poet refers to lenses used for viewing the moon.
3. These lenses make the distant moon appear close enough to visit in an afternoon.

C. Bibha Chowdhuri:

13. Describe Bibha Chowdhuri's early life and entry into science.

Answer:

1. Bibha Chowdhuri was born in Kolkata in 1913, when women had limited educational opportunities.

2. She challenged social expectations and developed a career in the male-dominated field of physics.
3. Her persistence earned her a position at the Bose Institute, where she worked in high-energy particle physics.
14. **Describe Bibha Chowdhuri's academic journey at the University of Manchester.**

Answer:

1. Bibha travelled to the University of Manchester in 1945 for advanced studies.
2. She conducted research on cosmic rays under Nobel Laureate Patrick M. S. Blackett.
3. Her Ph.D. work gained attention, and newspapers described her as India's new woman scientist.
15. **Mention three important achievements of Bibha Chowdhuri.**

Answer:

1. She made a notable contribution to research concerning pi-mesons, a type of subatomic particle.
2. Erwin Schrödinger nominated her for the Nobel Prize in 1950.
3. She became the first woman faculty member at TIFR after being selected by Homi J. Bhabha.
16. **Where did Bibha Chowdhuri conduct her scientific research in India?**

Answer:

1. Bibha worked at the Tata Institute of Fundamental Research after returning to India.
2. She also conducted research at the Physical Research Laboratory and the Saha Institute of Nuclear Physics.
3. Her investigations into cosmic rays extended to the Kolar Gold Mines under Vikram Sarabhai's mentorship.
17. **How was Bibha Chowdhuri honoured after her death?**

Answer:

1. In 2019, the International Astronomical Union named the star HD 86081 "Bibha."
2. The name means "beam of light" and symbolises her contribution to Indian science.
3. In 2020, the Government of India established a chair professorship in her name.
18. **Describe the contribution of Dr. Ritu Karidhal Srivastava to India's space programme.**

Answer:

1. Dr. Ritu Karidhal Srivastava is popularly known as the "Rocket Woman of India."
2. She played a key role in ISRO's Mars Orbiter Mission.
3. She later held leadership responsibilities in the Chandrayaan-2 and Chandrayaan-3 missions.

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

Three-Mark Descriptive Questions with Answers – HOTS Type:

A. Feathered Friend:

1. **Why was Claribel an ideal pet for life aboard the space station?**

Answer:

1. Claribel weighed almost nothing, needed very little food and occupied minimal space.
2. She adapted quickly to weightlessness and learned to move without continuously flapping her wings.
3. Her cheerful presence also provided companionship to the crew in an isolated environment.
2. **How does Claribel's behaviour demonstrate the adaptability of living creatures?**

Answer:

1. Claribel learned to float motionlessly and perform loops in the absence of gravity.
2. She used only a few movements of her wings to travel through the station.
3. Her actions show that living creatures can modify their behaviour to suit unfamiliar surroundings.
3. **How did the narrator use observation and previous knowledge to identify the danger?**

Answer:

1. He observed that Claribel recovered with oxygen but collapsed again after the mask was removed.
2. He connected this behaviour with miners' practice of using canaries to detect dangerous gases.
3. His observation and recollection helped him conclude that something was wrong with the station's air.
4. **Explain the irony of the crew being saved by Claribel.**

Answer:

1. The space station possessed expensive chemical and electronic equipment to monitor its air.
2. This advanced equipment failed, while the tiny canary sensed the danger immediately.
3. Ironically, an unofficial pet proved more valuable than machinery worth half a million dollars.
5. **What safety lessons can be learned from the failure of the alarm system?**

Answer:

1. Every safety device must be properly installed, connected and tested before it is trusted.
2. Backup systems are essential because even advanced machines can unexpectedly fail.
3. Human awareness and careful observation should support technological safety measures.
6. **Why is humour effective in presenting the dangerous incident in "Feathered Friend"?**

Answer:

1. Humour makes the story entertaining without reducing the seriousness of the emergency.
2. The witty descriptions highlight the contrast between advanced technology and the little bird.
3. It allows the author to communicate an important safety lesson in a memorable way.
7. **How does Claribel change from an ordinary pet into a symbol of protection?**

Answer:

1. At first, Claribel is merely Sven's secret pet and a source of amusement for the crew.
2. Her collapse later warns them about the failure of the air purifier and alarm system.
3. She therefore becomes a living safeguard whose sensitivity protects human life.

B. Magnifying Glass

8. **How does the magnifying glass transform the speaker's understanding of ordinary objects?**

Answer:

1. It reveals complex structures and living activity that the naked eye cannot see.
2. Ordinary chalk, moss and water begin to resemble vast and wonderful worlds.
3. This close observation fills the speaker with greater curiosity and admiration for nature.

9. Analyse the comparison of an inch of moss to a forest.

Answer:

1. Magnification makes the tiny plants in the moss resemble flowers and trees in a forest.
2. The comparison creates vivid imagery and stresses the hidden complexity of small things.
3. It suggests that size does not determine the richness or beauty of the natural world.

10. Why is the description of the spider important to the poem?

Answer:

1. It shows how the magnifying glass reveals the spider's skilful web-making process.
2. Its sharp claws and many eyes make the small creature appear powerful and extraordinary.
3. The description supports the poem's idea that close observation can change one's perception.

11. Why does the poet shift from tiny objects to the moon in the final stanza?

Answer:

1. The shift expands observation from the microscopic world to the astronomical world.
2. It shows that different kinds of lenses enable people to explore both the very small and the very distant.
3. The moon appearing within reach represents the limitless possibilities of scientific discovery.

12. How does "Magnifying Glass" encourage a scientific attitude among students?

Answer:

1. It encourages students to examine familiar objects carefully instead of taking them for granted.
2. It inspires them to ask questions about structures and processes hidden from ordinary sight.
3. It promotes curiosity, patient observation and evidence-based understanding.

C. Bibha Chowdhuri:

13. Why can Bibha Chowdhuri be regarded as a role model for young scientists?

Answer:

1. She pursued advanced scientific research despite discrimination and limited opportunities for women.
2. She remained committed to her work even when she received little recognition during her lifetime.
3. Her determination shows young people that perseverance can help them overcome social barriers.

14. How did gender inequality affect Bibha Chowdhuri's scientific career?

Answer:

1. She entered physics when society often discouraged women from pursuing higher education and research.
2. Her achievements remained overshadowed by those of her male contemporaries.

3. Despite making important contributions, she received no major award during her lifetime.

15. What does Bibha's Nobel Prize nomination reveal about recognition in science?

Answer:

1. The nomination shows that respected scientists recognised the importance of her research.
2. Her failure to receive the prize demonstrates that valuable work does not always receive public honour.
3. It also reminds society to identify and acknowledge overlooked contributors more fairly.

16. Why is naming a star "Bibha" an appropriate tribute to her?

Answer:

1. The name "Bibha" means "beam of light," symbolising the guidance she provided to later scientists.
2. A star is an appropriate tribute because her research focused on cosmic rays and particle physics.
3. The honour ensures that a scientist once kept in the shadows now shines permanently in public memory.

17. How are Bibha Chowdhuri's struggles connected with the success of present-day women at ISRO?

Answer:

1. Bibha challenged early barriers that prevented women from entering advanced scientific fields.
2. Her pioneering example encouraged greater acceptance and participation of women in Indian science.
3. Today's women leading major space missions represent the progress that pioneers like Bibha helped initiate.

18. Explain the significance of the expression "From Shadows to the Stars."

Answer:

1. "Shadows" represents the neglect and discrimination faced by early women scientists like Bibha.
2. "Stars" represents the recognition and leadership achieved by women in present-day science.
3. The expression captures their inspiring journey from exclusion to national and international success.

19. What common role does curiosity play in all three texts of the chapter?

Answer:

1. Sven's curiosity leads him to observe how Claribel behaves in the absence of gravity.
2. The magnifying glass enables the speaker to explore hidden wonders in ordinary natural objects.
3. Bibha's scientific curiosity motivates her investigation of cosmic rays and subatomic particles.

20. What overall message does the unit "Science and Curiosity" communicate?

Answer:

1. Curiosity encourages people to observe, question and explore the world around them.
2. Scientific knowledge becomes meaningful when combined with courage, careful thinking and perseverance.
3. Even an overlooked creature, object or person can make an extraordinary contribution.

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

Five-Mark Descriptive Questions with Answers – LOTS Type:**1. Describe Sven Olsen and his work on the space station.****Answer:**

1. Sven Olsen was a small, wiry man who worked as a construction worker on the space station.
2. He was one of the best members of the station's construction team.
3. He collected different girders while they floated around in free fall.
4. He carefully moved the girders into their correct positions and fitted them together.
5. He then fused the pieces to construct the intended structure while wearing a space suit.

2. Explain how Claribel came aboard and adapted to the space station.**Answer:**

1. Sven secretly brought Claribel aboard the last ferry when he returned from leave on Earth.
2. He brought her partly out of curiosity to observe how a bird would behave without gravity.
3. Claribel was a suitable pet because she weighed very little and required only a small amount of food.
4. She learned to float motionlessly with her wings folded along her sides.
5. She could perform backward loops and travel with only a few leisurely movements of her wings.

3. Narrate how Claribel helped save the crew of the space station.**Answer:**

1. One morning, Sven found Claribel unconscious with her claws tightly clenched.
2. The crew placed her inside an oxygen mask, and she immediately recovered.
3. She collapsed again when the mask was removed, making the narrator suspect a problem with the air.
4. The crew discovered that part of the air purifier had frozen and that the alarm had failed.
5. Claribel's sensitivity to the poor air warned the crew in time and saved their lives.

4. Describe the different wonders revealed in the poem "Magnifying Glass."**Answer:**

1. The magnifying glass reveals countless tiny shells in an ordinary scrap of chalk.
2. It makes a small patch of moss appear like a forest filled with flowers and trees.
3. It turns a drop of water into a busy scene resembling a hive of bees.
4. It shows the spider producing web-silk from its spinnerets and reveals its sharp claws and many eyes.
5. Powerful lenses also make the distant moon appear close enough to reach.

5. Write about Bibha Chowdhuri's early life, education and scientific research.**Answer:**

1. Bibha Chowdhuri was born in Kolkata in 1913, when Indian women had limited access to scientific education.
2. She challenged social expectations and became a pioneer in the male-dominated field of physics.
3. Her persistence earned her a position at the Bose Institute, where she worked in high-energy particle physics.
4. In 1945, she went to the University of Manchester and studied cosmic rays under Patrick M. S. Blackett.
5. Her research on cosmic rays and subatomic particles established her as an important Indian physicist.

6. Describe the major achievements of Bibha Chowdhuri.**Answer:**

1. Bibha Chowdhuri became the first Indian woman to excel in high-energy particle physics.
2. Her most notable scientific contribution was her research concerning pi-mesons.
3. Erwin Schrödinger nominated her for the Nobel Prize in 1950.
4. In 1949, she became the first woman faculty member at the Tata Institute of Fundamental Research.
5. She also conducted important research at the Physical Research Laboratory, the Saha Institute and the Kolar Gold Mines.

7. Explain how Bibha Chowdhuri was honoured after her death.

Answer:

1. Bibha Chowdhuri passed away in 1991 without receiving major awards during her lifetime.
2. In 2019, the International Astronomical Union honoured her by naming the star HD 86081 “Bibha.”
3. The star is situated in the constellation Leo.
4. The name “Bibha” means “beam of light” and appropriately represents her inspiring legacy.
5. In 2020, the Government of India further honoured her by establishing a chair professorship in her name.

8. Describe the progress made by women in Indian science and space research.

Answer:

1. Early pioneers such as Bibha Chowdhuri created opportunities for later generations of women scientists.
2. Women now participate in and lead major scientific and space missions in India.
3. Dr. Ritu Karidhal Srivastava played an important role in the Mars Orbiter Mission.
4. She also held leadership responsibilities in the Chandrayaan-2 and Chandrayaan-3 missions.
5. More than fifty women contributed to Chandrayaan-3, demonstrating their growing importance in India’s space programme.

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

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. How did Claribel prove that a living creature could sometimes be more dependable than advanced technology?

Answer:

1. Claribel became unconscious when the quality of the air inside the space station became unsafe.
2. She immediately recovered after receiving oxygen but collapsed again when the oxygen mask was removed.
3. Her reaction warned the narrator that something was wrong with the station’s air supply.
4. The costly air purifier and electronic alarm system had failed to alert the crew.
5. Thus, the tiny canary detected the danger and saved the crew when advanced technology failed.

2. What lessons about safety and preparedness can be learned from “Feathered Friend”?

Answer:

1. All safety equipment must be installed, connected and thoroughly tested before it is trusted.
2. Essential systems should have fully functional backups because machines can fail unexpectedly.

- Warning signs such as headaches, tiredness and unusual animal behaviour should never be ignored.
- Human observation and logical thinking must support technological safety systems.
- Regular inspection, maintenance and emergency preparedness are necessary in dangerous environments.

3. How does the author combine humour, science and danger in “Feathered Friend”?

Answer:

- The author humorously describes Sven’s secret pet and Claribel’s unusual movements in zero gravity.
- Scientific ideas such as weightlessness, oxygen supply, air purification and warning systems form the story’s background.
- The mood becomes serious when Claribel collapses and the crew begins to experience physical discomfort.
- The failure of expensive machinery and the success of a tiny bird create situational irony.
- This combination makes the story entertaining while communicating an important lesson about observation and safety.

4. How does the poem “Magnifying Glass” show that close observation can transform ordinary things into extraordinary sights?

Answer:

- The magnifying glass reveals numerous tiny shells in an ordinary piece of chalk.
- A small patch of moss appears like an entire forest filled with flowers and trees.
- A simple drop of water looks as busy and lively as a hive of bees.
- The glass makes a tiny spider appear powerful by revealing its spinnerets, sharp claws and many eyes.
- These images show that close observation uncovers hidden beauty and complexity in familiar objects.

5. Explain how the poem “Magnifying Glass” promotes curiosity and a scientific attitude.

Answer:

- The poem encourages readers to examine common objects instead of accepting only their outward appearance.
- It shows that scientific instruments can reveal details that remain invisible to the naked eye.
- The speaker observes patiently, records details and compares unfamiliar sights with familiar objects.
- The movement from microscopic objects to the moon suggests that scientific exploration has no fixed limits.
- Therefore, the poem develops curiosity, careful observation, imagination and a desire for discovery.

6. Why can Bibha Chowdhuri be considered a role model for young scientists?

Answer:

- Bibha entered the male-dominated field of physics when women had limited educational and professional opportunities.
- She pursued advanced research in cosmic rays and particle physics despite social discrimination.
- She continued her scientific work even though she received little recognition during her lifetime.
- Her appointment at TIFR and Nobel Prize nomination demonstrated her exceptional ability and determination.

5. Her life inspires young scientists to overcome barriers, remain committed and pursue knowledge courageously.

7. How did social inequality influence Bibha Chowdhuri's career and recognition?

Answer:

1. Bibha began her career when women were generally discouraged from pursuing higher education in science.
2. She had to work harder to establish herself in a profession dominated by men.
3. Her contributions were often overshadowed by the achievements of her male contemporaries.
4. Although her research earned a Nobel Prize nomination, she received no major award during her lifetime.
5. Her experience shows why society must evaluate scientific contributions fairly, regardless of gender.

8. Explain the significance of naming a star "Bibha."

Answer:

1. The International Astronomical Union named the star HD 86081 "Bibha" in recognition of Bibha Chowdhuri's scientific legacy.
2. The name "Bibha" means "beam of light," symbolising the inspiration she provides to future scientists.
3. A star is an appropriate tribute because her research dealt with cosmic rays and particle physics.
4. The honour brought public attention to a scientist whose achievements had remained largely unrecognised.
5. It transformed her journey from being kept in the shadows to shining permanently in the history of science.

9. How does Bibha Chowdhuri's life connect with the achievements of present-day women scientists?

Answer:

1. Bibha challenged gender barriers and created a path for women to enter advanced scientific research.
2. Her courage and persistence inspired later generations to pursue careers in science and technology.
3. Women now lead important projects at ISRO and manage mission-critical space operations.
4. Scientists such as Dr. Ritu Karidhal have played key roles in the Mars Orbiter and Chandrayaan missions.
5. Their success demonstrates how the foundation laid by pioneers like Bibha continues to influence Indian science.

10. What common ideas connect "Feathered Friend," "Magnifying Glass" and "Bibha Chowdhuri"?

Answer:

1. All three texts present curiosity as the starting point of discovery and progress.
2. Claribel's behaviour shows how careful observation can reveal a hidden danger.
3. The magnifying glass reveals wonderful details that cannot be seen through ordinary vision.
4. Bibha's curiosity and determination enabled her to explore cosmic rays and subatomic particles.
5. Together, the texts teach that observation, courage and scientific thinking can uncover overlooked truths.

5.13 Five-mark questions with Answers of Applied Type: (10 Questions)**Five-Mark Descriptive Questions with Answers – Applied Type**

1. Imagine that you are the safety officer of a space station. What measures would you introduce after learning about Claribel's experience?

Answer:

1. I would install multiple independent systems to monitor oxygen levels and air quality continuously.
2. I would ensure that all backup alarms were connected, tested and regularly maintained.
3. I would organise routine emergency drills so that every crew member knew how to respond to an air-supply failure.
4. I would place clearly marked oxygen cylinders and masks in all important sections of the station.
5. I would instruct the crew to report physical symptoms, unusual smells and changes in animal behaviour immediately.

2. Suppose your class keeps a bird or another small animal as a pet. How would you ensure its safety and well-being?

Answer:

1. We would provide the animal with a clean, spacious and secure living area.
2. We would supply suitable food and fresh water according to its needs.
3. We would maintain proper ventilation, temperature and hygiene around its enclosure.
4. We would observe its behaviour daily and seek veterinary help if it showed signs of illness.
5. We would handle it gently and assign students responsible duties under a teacher's supervision.

3. If an electronic safety alarm in your school failed during an emergency, how would you apply the lesson from "Feathered Friend"?

Answer:

1. I would remain calm and immediately inform the nearest teacher or responsible adult.
2. I would look for other warning signs such as smoke, unusual smells or physical discomfort among students.
3. I would use an alternative method, such as a manual bell or public-address system, to warn everyone.
4. I would follow the school's evacuation procedure and help younger students reach a safe place.
5. After the emergency, I would recommend regular testing and a dependable backup for every alarm system.

4. How can you use a magnifying glass to conduct a simple scientific investigation at school?

Answer:

1. I would collect safe objects such as leaves, grains of sand, flower petals, chalk and small drops of water.
2. I would first observe each object with the naked eye and record its visible features.
3. I would then study it through a magnifying glass and note the newly visible details.
4. I would draw or photograph both observations and compare their differences.
5. Finally, I would present my findings and explain how magnification improves scientific observation.

5. Apply the message of "Magnifying Glass" to explain how careful observation can help in everyday life.

Answer:

1. Careful observation helps us notice small details that are usually overlooked.
2. It enables us to identify changes in plants, animals, machines or people before they become serious problems.
3. Students can use it to understand diagrams, experiments and natural objects more accurately.
4. Observing evidence closely prevents us from making hurried or incorrect conclusions.
5. Thus, attention to detail improves learning, problem-solving and responsible decision-making.

6. Suppose Bibha Chowdhuri were invited to address your school's Science Club. What five lessons could students learn from her life?

Answer:

1. Students could learn to pursue their interests even when society places obstacles before them.
2. They could understand the importance of persistence in education and scientific research.
3. Her life would teach them that recognition may be delayed, but meaningful work remains valuable.
4. Students would learn to challenge gender stereotypes and respect everyone's abilities equally.
5. They would be inspired to use knowledge and determination to create opportunities for future generations.

7. If a talented girl in your school hesitates to participate in a science competition because of gender stereotypes, how would you motivate her?

Answer:

1. I would remind her that scientific ability depends on curiosity and effort rather than gender.
2. I would share Bibha Chowdhuri's story of overcoming discrimination in the field of physics.
3. I would encourage her to focus on her talent and prepare confidently for the competition.
4. I would help her find a supportive teacher, mentor or team to guide her project.
5. I would assure her that participating could inspire other students to challenge similar stereotypes.

8. Design a school activity to honour overlooked scientists like Bibha Chowdhuri.

Answer:

1. I would organise an exhibition titled "Hidden Stars of Science."
2. Students would research scientists whose achievements did not receive sufficient recognition.
3. Each group would prepare posters, models, timelines or short presentations about one scientist.
4. The programme would include a discussion on equality, fair recognition and opportunities in science.
5. The best projects would be displayed permanently in the school's science laboratory or library.

9. How would you apply the common message of the chapter to complete a science project successfully?

Answer:

1. I would begin by choosing a topic that creates curiosity and encourages meaningful questions.

2. I would observe the subject carefully and collect accurate information before drawing conclusions.
3. I would use suitable tools and repeat the experiment to verify the results.
4. I would remain patient and persistent if the first attempt failed.
5. I would present the evidence honestly and acknowledge the contributions of every team member.

10. Imagine that you notice a classmate feeling unusually tired and breathless during a laboratory activity. How would you respond using the lesson learned from Claribel?

Answer:

1. I would treat the symptoms seriously instead of assuming that the classmate was merely tired.
2. I would immediately inform the teacher and help the student move to a well-ventilated place.
3. I would ask others to leave the laboratory calmly if an air-quality problem was suspected.
4. I would avoid touching chemicals or equipment until a responsible adult checked the area.
5. I would recommend inspecting the ventilation system and following established emergency procedures.

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

Olympiad-Type Multiple-Choice Questions with Answers:

1. Why was Claribel considered a practical pet for the space station?

- A. She could repair damaged machinery.
- B. She required little food and adapted well to weightlessness.
- C. She could communicate with the crew.
- D. She had been specially trained by scientists.

Answer: B. She required little food and adapted well to weightlessness.

2. Sven brought Claribel aboard mainly because he wanted to—

- A. test the station's alarm system.
- B. entertain important visitors.
- C. observe how a bird behaved without weight.
- D. conduct an officially approved experiment.

Answer: C. observe how a bird behaved without weight.

3. Claribel's backward loop demonstrated her—

- A. fear of the narrator.
- B. inability to use her wings.
- C. rapid adaptation to zero gravity.
- D. desire to return to Earth.

Answer: C. rapid adaptation to zero gravity.

4. Which event first suggested that Claribel's condition was related to the station's air?

- A. She refused to eat her food.
- B. She became noisy near the ventilating shafts.
- C. She revived with oxygen but collapsed again afterward.
- D. She stopped performing backward loops.

Answer: C. She revived with oxygen but collapsed again afterward.

5. The narrator connected Claribel's collapse with—

- A. pigeons carrying messages during wars.
- B. miners using canaries to detect dangerous gases.
- C. sailors using birds to locate land.
- D. scientists studying birds in laboratories.

Answer: B. miners using canaries to detect dangerous gases.

6. What caused the malfunction of the air purifier?

- A. A collision with a meteor
- B. A sudden electrical storm
- C. A rare eclipse caused by Earth's shadow
- D. An error made by Sven

Answer: C. A rare eclipse caused by Earth's shadow.

7. Why did the warning system fail to protect the crew?

- A. Both alarm circuits had been removed.
- B. The first alarm failed, and the second was not connected.
- C. Claribel damaged the control panel.
- D. The crew deliberately turned off the alarms.

Answer: B. The first alarm failed, and the second was not connected.

8. Which literary device is most evident in the contrast between expensive equipment and Claribel saving the crew?

- A. Simile
- B. Alliteration
- C. Irony
- D. Personification

Answer: C. Irony

9. The expression "three-dimensional ballet" refers to—

- A. Claribel's graceful movement through the station.
- B. the astronauts exercising in zero gravity.
- C. the careful movement and positioning of floating girders.
- D. a dance performed by the station's crew.

Answer: C. the careful movement and positioning of floating girders.

10. Which quality of the narrator is most responsible for saving the crew?

- A. Physical strength
- B. Keen observation and logical reasoning
- C. Ability to repair machinery
- D. Knowledge of bird training

Answer: B. Keen observation and logical reasoning

11. In the poem "Magnifying Glass," a small patch of moss appears like—

- A. a green ocean.
- B. a crowded city.
- C. a forest of flowers and trees.
- D. a field of golden grain.

Answer: C. a forest of flowers and trees.

12. The phrase “A drop of water / Like hive of bees” is an example of—

- A. metaphor.
- B. simile.
- C. personification.
- D. hyperbole.

Answer: B. simile.

13. What does the word “deft” most nearly mean in the description of the spider?

- A. Frightened
- B. Careless
- C. Skilful
- D. Dangerous

Answer: C. Skilful

14. The description “tigerish claws” suggests that the spider appears—

- A. colourful and playful.
- B. sharp, fierce and powerful.
- C. weak and helpless.
- D. calm and harmless.

Answer: B. sharp, fierce and powerful.

15. The expression “Magic talk” is an example of personification because—

- A. the glass is described as if it can communicate.
- B. the glass becomes invisible.
- C. the speaker possesses magical powers.
- D. the objects begin speaking aloud.

Answer: A. the glass is described as if it can communicate.

16. Why does the poet mention the moon in the final stanza?

- A. To warn readers against exploring space
- B. To show that lenses reveal both tiny and distant objects
- C. To prove that the moon is smaller than Earth
- D. To compare the moon with a drop of water

Answer: B. To show that lenses reveal both tiny and distant objects

17. Which statement best expresses the central idea of “Magnifying Glass”?

- A. Scientific instruments are difficult to operate.
- B. Spiders are the most fascinating creatures in nature.
- C. Close observation reveals hidden wonders in ordinary things.
- D. The moon can be reached within a short time.

Answer: C. Close observation reveals hidden wonders in ordinary things.

18. The tone of the poem “Magnifying Glass” is primarily one of—

- A. sorrow and disappointment.
- B. anger and protest.
- C. wonder and curiosity.
- D. fear and anxiety.

Answer: C. wonder and curiosity.

19. Why is Bibha Chowdhuri described as a trailblazer?

- A. She built India's first spacecraft.
- B. She created new opportunities for women in physics.
- C. She established the University of Manchester.
- D. She became India's first woman astronaut.

Answer: B. She created new opportunities for women in physics.

20. Bibha Chowdhuri's doctoral research primarily concerned—

- A. renewable energy.
- B. artificial intelligence.
- C. cosmic rays.
- D. medical physics.

Answer: C. cosmic rays.

21. Who supervised Bibha Chowdhuri's doctoral research?

- A. Homi J. Bhabha
- B. Vikram Sarabhai
- C. Erwin Schrödinger
- D. Patrick M. S. Blackett

Answer: D. Patrick M. S. Blackett

22. Which achievement most directly demonstrates international recognition of Bibha's work during her career?

- A. Her appointment at TIFR
- B. Her Nobel Prize nomination
- C. The naming of a star after her
- D. The establishment of a chair professorship

Answer: B. Her Nobel Prize nomination

23. Why was Bibha's appointment at TIFR historically significant?

- A. She became its first director.
- B. She discovered the institution.
- C. She became its first woman faculty member.
- D. She launched its first satellite.

Answer: C. She became its first woman faculty member.

24. Naming the star HD 86081 "Bibha" is especially appropriate because—

- A. Bibha wanted to become an astronaut.
- B. "Bibha" means "beam of light," and she studied cosmic phenomena.
- C. the star was discovered by her.
- D. the star belongs to the solar system.

Answer: B. "Bibha" means "beam of light," and she studied cosmic phenomena.

25. The expression "From Shadows to the Stars" symbolises the journey of women scientists from—

- A. Earth-based research to space travel.
- B. darkness at night to daylight.
- C. neglect and exclusion to recognition and leadership.
- D. traditional education to online learning.

Answer: C. neglect and exclusion to recognition and leadership.

26. Which quality is most strongly associated with Bibha Chowdhuri?

- A. Impatience
- B. Tenacity
- C. Indifference
- D. Obedience

Answer: B. Tenacity

27. Which pair is correctly matched?

- A. Claribel — physicist
- B. Walter de la Mare — space engineer
- C. Bibha Chowdhuri — particle physics
- D. Ritu Karidhal — poet

Answer: C. Bibha Chowdhuri — particle physics

28. Which of the following best connects all three texts in the chapter?

- A. They describe only the difficulties of space travel.
- B. They show how curiosity and observation lead to discovery.
- C. They argue that machines are always unreliable.
- D. They focus exclusively on famous scientists.

Answer: B. They show how curiosity and observation lead to discovery.

29. Choose the sentence in which “pioneer” is used correctly.

- A. The pioneer slept throughout the scientific experiment.
- B. A pioneer is someone who opens a new path for others to follow.
- C. The students pioneered their books inside the cupboard.
- D. The machine stopped because its pioneer was broken.

Answer: B. A pioneer is someone who opens a new path for others to follow.

**30. Choose the option that correctly changes the sentence into the passive voice:
“The International Astronomical Union named the star ‘Bibha’.”**

- A. The star “Bibha” named the International Astronomical Union.
- B. The star was named “Bibha” by the International Astronomical Union.
- C. The star is naming “Bibha” by the International Astronomical Union.
- D. The International Astronomical Union was named by the star “Bibha.”

Answer: B. The star was named “Bibha” by the International Astronomical Union.

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

Best Practices for Teaching Chapter 5: Science and Curiosity:

(1) Use a Pre-reading Curiosity Activity:

Begin the lesson by displaying a feather, magnifying glass, photograph of a space station and image of a woman scientist. Ask students to predict how these objects and images may be connected to the chapter.

(2) Follow Section-wise Guided Reading:

Teach *Feathered Friend*, *Magnifying Glass* and *Bibha Chowdhuri* separately through guided reading. Pause after important paragraphs or stanzas to check comprehension, clarify vocabulary and encourage predictions.

(3) Conduct Read-aloud and Role-play Sessions:

Assign students the roles of the narrator, Sven, Jock Duncan and other crew members

in *Feathered Friend*. Expressive reading and role-play will improve pronunciation, fluency, confidence and understanding of characters.

(4) Use Real Objects for Experiential Learning:

Allow students to examine leaves, chalk, fabric, water droplets or flower petals using a magnifying glass. Ask them to record the differences between naked-eye and magnified observations.

(5) Integrate English with Science:

Explain relevant scientific concepts such as gravity, oxygen supply, air purification, magnification, cosmic rays and particle physics. This interdisciplinary approach will help students understand both the language and the scientific context.

(6) Teach Vocabulary in Context:

Introduce words such as *wiry*, *assorted*, *abruptly*, *sluggish*, *deft*, *myriad*, *trailblazer*, *tenacity* and *arduous* through sentences, pictures and classroom situations. Encourage students to maintain a chapter vocabulary notebook containing meanings, synonyms and original sentences.

(7) Use Graphic Organisers:

Prepare story maps, flowcharts, cause-and-effect charts and timelines. Students can map Claribel's role in saving the crew, list the objects observed through the magnifying glass and arrange Bibha Chowdhuri's achievements chronologically.

(8) Differentiate LOTS and HOTS Questions:

Begin with factual questions about characters, events and meanings before progressing to analytical questions about irony, symbolism, gender equality and scientific curiosity. This graded approach supports learners with different ability levels.

(9) Highlight Literary Devices with Evidence:

Guide students to locate examples of simile, metaphor, personification, imagery, alliteration and irony. Ask them to explain how each device strengthens the meaning or visual effect of the text.

(10) Promote Collaborative Learning:

Divide students into small groups and assign each group one section of the unit. Groups can summarise their section, identify its message and present their findings to the class.

(11) Connect the Text with Real Life:

Discuss the importance of backup safety systems, careful observation, equal opportunities and recognition of overlooked contributors. Encourage students to relate these ideas to school laboratories, public safety and contemporary scientific achievements.

(12) Ensure Inclusive and Gender-sensitive Teaching:

Use Bibha Chowdhuri's life to challenge stereotypes about careers in science. Give equal opportunities to all students to lead experiments, presentations, discussions and projects.

(13) Use Formative Assessment Throughout the Lesson:

Conduct quick oral quizzes, exit slips, vocabulary checks, one-minute summaries and peer questioning. These activities help teachers identify misconceptions and provide immediate support.

(14) Develop All Four Language Skills:

Combine reading with listening tasks, group discussions, oral presentations and written responses. This ensures the simultaneous development of listening, speaking, reading and writing skills.

(15) Conclude with Reflection and Consolidation:

Ask students to write what surprised them, what they learned and which person or event inspired them most. End with a concept map connecting curiosity, observation, scientific thinking, perseverance and discovery.

5.16 Innovations Opportunity List from the Chapter: (10 Ideas)**Innovations in Teaching–Learning Chapter 5: Science and Curiosity:****(1) Zero-Gravity Space-Station Simulation:**

Create a classroom space-station setting where students role-play Sven, Claribel, the narrator and the crew. They can act out the air-purifier failure and propose safety solutions using dialogue from *Feathered Friend*.

(2) Digital Magnification Laboratory:

Use a digital microscope or mobile macro lens to examine chalk, moss, leaves, water droplets and fabric. Students can photograph the magnified objects and write imaginative descriptions inspired by *Magnifying Glass*.

(3) Augmented Reality Space Exploration:

Use an appropriate AR application to let students virtually explore a space station, the Moon or the solar system. Students can then describe the experience through a diary entry or scientific report.

(4) Interactive Digital Timeline of Bibha Chowdhuri:

Students can create a multimedia timeline showing Bibha's birth, education, research, TIFR appointment, Nobel Prize nomination and posthumous honours. The timeline may include photographs, maps, narration and brief explanatory notes.

(5) "Hidden Women in Science" Digital Exhibition:

Groups can research overlooked Indian women scientists and prepare digital posters or short video presentations. Their work can be displayed as a virtual exhibition titled *From Shadows to the Stars*.

(6) AI-assisted Character Interview:

Students can prepare interview questions for Claribel, Sven or Bibha Chowdhuri and use a teacher-supervised AI tool to simulate responses. They should verify every response with the textbook and correct unsupported information.

(7) Podcast on Science and Curiosity:

Student teams can produce a short podcast discussing how curiosity leads to discovery. Episodes may cover animal warning systems, microscopic observation, women in science and space exploration.

(8) Interactive Safety-System Design Challenge:

Students can design a model safety system for a space station using charts, sensors or simple electronic components. They must explain the primary alarm, backup mechanism and emergency response plan in English.

(9) Virtual Escape Room:

Create an escape-room activity in which students solve vocabulary, grammar and comprehension clues to repair the air purifier and save the crew. Each correct answer can unlock the next stage of the mission.

(10) Science Poetry through Digital Storytelling:

Students can select a magnified natural object and compose a short poem using simile, metaphor, personification and imagery. They can combine the poem with photographs, narration and background music to create a digital story.

(11) QR-code Learning Stations:

Place QR codes at different classroom stations linking to vocabulary tasks, audio

readings, scientific explanations and short quizzes. Students can rotate in groups and complete each activity collaboratively.

(12) Mission-control Debate:

Conduct a debate on the topic: “*Can living organisms provide warnings that technology may miss?*” Students should use evidence from *Feathered Friend* and real-life examples to support their arguments.

(13) Student-created Interactive Quiz:

Ask groups to prepare digital quizzes covering comprehension, vocabulary, grammar and literary devices from the chapter. Groups can exchange quizzes and evaluate one another’s performance.

(14) STEM Career Video Profiles:

Students can create one-minute video profiles of Bibha Chowdhuri, Ritu Karidhal and other women scientists. Each profile should highlight the scientist’s challenges, achievements and message for young learners.

(15) Digital Curiosity Portfolio:

Each student can maintain a portfolio containing observations, vocabulary, poems, illustrations, reflections and project findings from the unit. The portfolio can conclude with the prompt: “*How has this chapter changed the way I observe the world?*”

5.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

- Sven Olsen’s pet canary was named _____.
Answer: Claribel
- Claribel was secretly brought to the space station from _____.
Answer: Earth
- Claribel adapted quickly to the absence of _____.
Answer: gravity
- Claribel was revived by supplying her with _____.
Answer: oxygen
- A part of the air _____ froze during the eclipse.
Answer: purifier
- In the poem, an inch of moss appears like a _____.
Answer: forest
- A drop of water appears like a hive of _____.
Answer: bees
- The spider produces web-silk from its _____.
Answer: spinnerets
- Bibha Chowdhuri conducted advanced research on cosmic _____.
Answer: rays
- Bibha became the first woman faculty member at _____.
Answer: TIFR
- Bibha was nominated for the Nobel Prize by Erwin _____.
Answer: Schrödinger

12. The International Astronomical Union named the star HD 86081 _____.
Answer: Bibha
13. The name “Bibha” means a beam of _____.
Answer: light
14. Dr. Ritu Karidhal is popularly known as the _____ Woman of India.
Answer: Rocket
15. The central theme connecting the three texts is scientific _____.
Answer: curiosity

B. One-Mark Descriptive Questions:

1. **Who was Sven Olsen?**
Answer: Sven Olsen was a skilled construction worker on the space station.
2. **Who was Claribel?**
Answer: Claribel was Sven’s small yellow pet canary.
3. **Why did Sven bring Claribel into space?**
Answer: Sven wanted to observe how a bird would behave in the absence of gravity.
4. **How did Claribel move in zero gravity?**
Answer: Claribel floated easily and moved with only a few leisurely flicks of her wings.
5. **Who examined Claribel after she collapsed?**
Answer: Jock Duncan, the crew’s cook-doctor-dietitian, examined Claribel.
6. **What did miners use canaries for?**
Answer: Miners used canaries to warn them about dangerous gases underground.
7. **Who wrote the poem “Magnifying Glass”?**
Answer: Walter de la Mare wrote the poem “Magnifying Glass.”
8. **What does the magnifying glass reveal in a scrap of chalk?**
Answer: It reveals countless tiny shells in a scrap of chalk.
9. **What does the spider use to produce web-silk?**
Answer: The spider produces web-silk from its spinnerets.
10. **Where was Bibha Chowdhuri born?**
Answer: Bibha Chowdhuri was born in Kolkata.
11. **Who guided Bibha’s doctoral research?**
Answer: Nobel Laureate Patrick M. S. Blackett guided Bibha’s doctoral research.
12. **What was the subject of Bibha’s Ph.D. research?**
Answer: Bibha’s Ph.D. research was on cosmic rays.
13. **Who selected Bibha for TIFR?**
Answer: Homi J. Bhabha personally selected Bibha for TIFR.
14. **How was Bibha honoured in 2019?**
Answer: The International Astronomical Union named the star HD 86081 “Bibha.”

15. What does “From Shadows to the Stars” symbolise?

Answer: It symbolises women scientists’ journey from neglect to recognition and leadership.

C. Two-Mark Descriptive Questions:**1. Why was Claribel a suitable pet for the space station?**

Answer:

1. Claribel weighed almost nothing and required very little food.
2. She adapted easily to weightlessness and moved comfortably without gravity.

2. How did the crew revive Claribel?

Answer:

1. The crew placed Claribel inside a face mask connected to an emergency oxygen cylinder.
2. She revived immediately but collapsed again after the mask was removed.

3. Why did the station’s warning system fail?

Answer:

1. The connected alarm failed when part of the air purifier froze.
2. The second alarm circuit had not yet been connected.

4. What does the magnifying glass reveal about moss and water?

Answer:

1. It makes a small patch of moss resemble a forest of flowers and trees.
2. It makes a drop of water appear as busy as a hive of bees.

5. Why does the poet mention the moon in the final stanza?

Answer:

1. The moon shows that lenses can also help people observe distant celestial objects.
2. It expands the poem’s focus from the microscopic world to the astronomical world.

6. Why was Bibha Chowdhuri regarded as a pioneer?

Answer:

1. She entered and excelled in physics when very few Indian women worked in science.
2. Her achievements opened a path for later generations of women scientists.

7. Mention two important achievements of Bibha Chowdhuri.

Answer:

1. She conducted important research concerning pi-mesons and cosmic rays.
2. She became the first woman faculty member at TIFR.

8. How was Bibha honoured after her death?**Answer:**

1. A star was named “Bibha” in her honour in 2019.
2. The Government of India established a chair professorship in her name in 2020.

D. Three-Mark Descriptive Questions:**1. Describe Claribel’s adaptation to weightlessness.****Answer:**

1. Claribel floated motionlessly with her wings folded along her sides.
2. She performed a backward loop that an Earth-bound canary could not manage.
3. She travelled through the station using only a few leisurely movements of her wings.

2. How did Claribel help save the crew?**Answer:**

1. Claribel collapsed because the air in the station had become unsafe.
2. Her recovery after receiving oxygen made the narrator suspect an air-supply problem.
3. The crew then discovered the frozen purifier and repaired the dangerous fault.

3. What safety lessons does “Feathered Friend” teach?**Answer:**

1. Safety equipment and backup alarms must be properly installed and tested.
2. Unusual physical symptoms and animal behaviour should never be ignored.
3. Human observation and reasoning must support technological systems.

4. Describe the hidden wonders presented in “Magnifying Glass.”**Answer:**

1. The glass reveals countless shells in chalk and turns moss into a miniature forest.
2. It makes a drop of water resemble a busy hive of bees.
3. It also reveals the spider’s spinnerets, sharp claws and many eyes.

5. How does the poem encourage scientific thinking?**Answer:**

1. It encourages readers to examine ordinary objects closely.
2. It shows that scientific instruments can reveal details invisible to the naked eye.
3. It promotes curiosity, patient observation and a spirit of discovery.

6. Describe Bibha Chowdhuri’s studies at Manchester.

Answer:

1. Bibha went to the University of Manchester in 1945.
2. She researched cosmic rays under Nobel Laureate Patrick M. S. Blackett.
3. Her Ph.D. work earned recognition as an important contribution to physics.

7. Why is the star named “Bibha” a fitting tribute?**Answer:**

1. “Bibha” means “beam of light” and symbolises her inspiring influence.
2. A star is relevant to her work on cosmic rays and particle physics.
3. The honour ensures that her previously overlooked contribution is remembered.

8. What common idea connects all three texts?**Answer:**

1. Sven’s curiosity led him to observe Claribel’s behaviour in weightlessness.
2. The magnifying glass reveals wonders through careful observation.
3. Bibha’s scientific curiosity led her to study cosmic rays and subatomic particles.

E. Five-Mark Descriptive Questions:**1. Narrate how Claribel saved the crew of the space station.****Answer:**

1. Sven found Claribel unconscious with her claws tightly clenched.
2. The crew placed her inside an oxygen mask, and she immediately recovered.
3. She collapsed again after the oxygen mask was removed.
4. The narrator remembered that miners used canaries to detect dangerous gases and suspected a problem with the air.
5. The crew discovered the frozen air purifier and failed alarm, and Claribel’s warning saved their lives.

2. Explain how “Feathered Friend” combines science, humour and irony.**Answer:**

1. The story uses scientific ideas such as weightlessness, oxygen supply and air purification.
2. Claribel’s amusing movements and the crew’s attempts to hide her add humour.
3. The situation becomes dangerous when Claribel and the crew suffer from poor air quality.
4. The expensive mechanical systems fail to warn the crew about the danger.
5. Ironically, a tiny canary succeeds where advanced technology fails.

3. Explain how the magnifying glass transforms ordinary objects into extraordinary sights.

Answer:

1. A scrap of chalk reveals countless tiny shells under magnification.
2. A small patch of moss resembles a forest filled with flowers and trees.
3. A drop of water appears crowded and active like a hive of bees.
4. A small spider appears powerful because its spinnerets, claws and eyes become clearly visible.
5. These images show that ordinary objects contain hidden beauty and complexity.

4. Describe Bibha Chowdhuri's struggles and achievements.**Answer:**

1. Bibha pursued physics when women had limited educational and professional opportunities.
2. She joined the Bose Institute and later studied cosmic rays at the University of Manchester.
3. Her research contributed to the study of pi-mesons and earned her a Nobel Prize nomination.
4. She became the first woman faculty member at TIFR and worked at several leading research institutions.
5. Despite receiving little recognition during her lifetime, she became an inspiration for future women scientists.

5. How does Bibha Chowdhuri's life inspire present-day students?**Answer:**

1. Her life teaches students to pursue knowledge despite social and personal difficulties.
2. Her persistence shows the importance of continuing one's work even without immediate recognition.
3. She proves that gender should never limit a person's educational or professional ambitions.
4. Her scientific achievements encourage students to approach learning with curiosity and discipline.
5. Her legacy inspires young people to break barriers and create opportunities for others.

6. What overall message does the unit "Science and Curiosity" communicate?**Answer:**

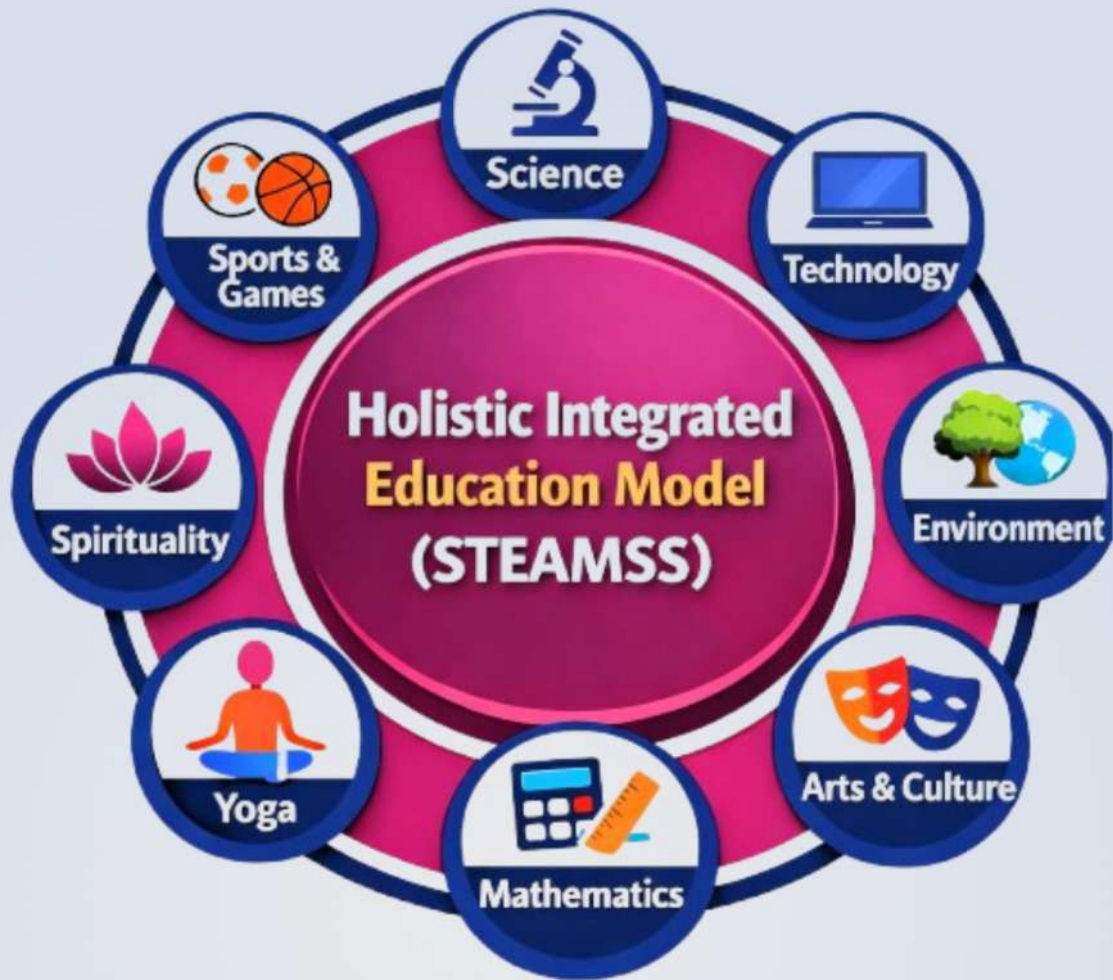
1. Curiosity encourages people to explore unfamiliar situations and ask meaningful questions.
2. Careful observation can reveal hidden beauty, knowledge and danger.
3. Scientific instruments expand human understanding of both tiny objects and distant worlds.
4. Courage and perseverance help individuals overcome social and professional barriers.
5. The unit teaches that overlooked creatures, objects and people can make extraordinary contributions.





ALEVOOR POORNAPRAJNA PUBLIC SCHOOL

(Proposed CBSE Tech School)



Alevoor Poornaprajna Public School (APPS) follows a unique and holistic learning approach that combines Science, Technology, Environment, Arts & Culture, Mathematics, Spiritual practices like Yoga and Meditation, and Sports-based education. This method helps in the overall development of children, including their physical, mental, emotional, social, moral, spiritual, and competitive growth.



Scan to Apply

CONTACT US



9731044005,
9844743573,
9845553341



www.alevoorpps.in



office@alevoorpps.in



admissions@alevoorpps.in

Few Seats are Available in Each Standard