

VIVEKANAND PUBLIC SCHOOL

CLASS IX ENGLISH

Lesson 1 : "How I Taught My Grandmother to Read"

Q1. Answer the following questions briefly:

Q 1) What was the significance of the novel Kashi Yatre by Triveni in the lives of the people in the village?

Q 2) Why did the grandmother, Krishtakka, never go to school when she was a young girl?

Q 3) Describe the grandmother's reaction when she was unable to read the magazine while the narrator was away.

Q 4) What deadline did the grandmother set for herself to become independent in reading?

Q 5) How did the narrator initially react when her grandmother expressed her desire to learn the Kannada alphabet at age sixty-two?

Q2. Answer the following questions in about 100-120 words:

Q 1) Analyze the theme of "Independence through Literacy." How does the grandmother equate the ability to read with self-reliance?

Q 2) "For learning there is no age bar." Discuss this statement with reference to Krishtakka's determination and her transformation into a student.

Q 3) Evaluate the relationship between the narrator and her grandmother. How does their bond shift from granddaughter-grandmother to teacher-student?

Q 4) Describe the setting of the story. How does the rural backdrop of north Karnataka influence the characters' perspectives on education and tradition?

Q 5) Compare the grandmother's journey in this story with the theme of the poem "Believe in Yourself." How do both texts emphasize overcoming obstacles?

Q3. Read the extracts and answer the questions as follows:

Extract 1:

"I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep Saraswati Puja day during Dassara as the deadline. That day I should be able to read a novel on my own. I want to be independent."

Q 1) What prompted the grandmother to make this decision at this specific moment?

Q 2) What does the choice of "Saraswati Puja" as a deadline symbolize in the context of her goal?

Q 3) How does this extract highlight the grandmother's internal conflict regarding her lack of education?

Q 4) Explain the narrator's immediate response to this declaration and what it reveals about her

character at that time.

Q 5) What does this passage suggest about the grandmother's view on "merely having money" versus "being independent"?

Extract 2:

"She bent down and touched my feet. I was surprised and taken aback. Elders never touch the feet of youngsters. We have always touched the feet of God, elders and teachers. We consider that as a mark of respect. She said, 'I am touching the feet of a teacher, not my granddaughter...'"

Q 1) Why was the narrator "taken aback" by her grandmother's gesture?

Q 2) What reasoning does the grandmother provide for breaking the traditional social hierarchy?

Q 3) According to the extract, what are the grandmother's views on the scriptures regarding teachers?

Q 4) How does this act serve as the "final examination" for the narrator as a teacher?

Q 5) Identify the tone of this extract and explain how it emphasizes the theme of respect for knowledge.

POEM I : BHARAT OUR LAND

Q1. Answer the following questions briefly:

Q 1) Which mountain range does the poet refer to as being without equal on earth?

Q 2) How does the poet describe the nature of the river Ganga in the poem?

Q 3) What specific spiritual texts are mentioned as being sacred to India?

Q 4) Name two great spiritual or philosophical figures mentioned in the poem who have influenced the land?

Q 5) What is the repeated refrain used by the poet to express admiration for India?

Q2. Read the following questions in about 100-120 words:

Q 1) How does the poem "Bharat Our Land" celebrate India's natural and geographical grandeur?

Q 2) Discuss the spiritual and philosophical heritage of India as portrayed in the poem.

Q 3) What does the line "Many a sage has sanctified this land" suggest about India's history?

Q 4) Explain the significance of the "gallant warriors" and "divinest music" mentioned in the second stanza.

Q 5) Why is "Bharat Our Land" considered an "ode" to the nation?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

**"The mighty Himavant is ours-
there's no equal anywhere on earth.**

The generous Ganga is ours-

which other river can match her grace?

The sacred Upanishads are ours-

what scriptures else to name with them?

This sunny golden land is ours-

she's peerless, let's praise her!"

Q 1) What does the word 'mighty' refer to in the context of the Himavant?

Q 2) Why does the poet use a question mark after mentioning the Ganga?

Q 3) What is the significance of calling India a "sunny golden land"?

Q 4) According to the extract, how do the Upanishads compare to other scriptures?

Q 5) What is the mood created by this specific stanza?

Extract 2:

"Gallant warriors have lived here,

many a sage has sanctified this land.

The divinest music has been heard here,

and here all auspicious things are found.

Here Brahma-knowledge has taken root,

and the Buddha preached his dhamma here.

Of hoary antiquity is Bharat,

she's peerless, let's praise her!"

Q 1) What does the phrase "hoary antiquity" mean in relation to Bharat?

Q 2) How have the sages influenced the land according to the poet?

Q 3) What does the mention of "Brahma-knowledge" allude to?

Q 4) What qualities of the Buddha's teachings are highlighted by the mention of "dhamma"?

Q 5) What does the word "peerless" indicate about the poet's view of India?

LESSON II: THE POT MAKER

Q1. Answer the following questions briefly:

Q 1) Why did the expert potters initially find Sentila's interest in their craft amusing?

Q 2) What were the primary reasons Arenla wanted her daughter to become a weaver instead of a pot maker?

Q 3) According to the village council, why are experts obliged to pass on their skills?

Q 4) What specific observation did Onula make regarding Sentila's struggle to shape the clay?

Q 5) How did Sentila's father, Mesoba, defend Arenla's refusal to teach Sentila during his meeting with the village council?

Q2. Answer the following questions in about 100-120 words:

Q 1) Describe the physical hardships and steps involved in the pot-making process as experienced by Arenla.

Q 2) Analyze the role of Onula as a mentor in Sentila's journey to becoming a pot maker. How

did her intervention change the outcome for Sentila?

Q 3) Discuss the theme of tradition vs. individual choice as presented in the conflict between Sentila, her mother, and the village council?

Q 4) How does the concluding scene—where Onula finds two identical rows of pots—symbolize the birth of a new pot maker?

Q 5) "Work is not just a means of livelihood, but a source of identity and dignity." Explain this statement with reference to the story.

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

"The regular tap, tap of the spatula on the clay was music to her ears as she watched in fascination the pot emerging out of a shapeless lump right in front of her eyes. After two or three days, the pots would be given a final touch up to retain the required shape and to test the consistency."

Q 1) What does the phrase "music to her ears" reveal about Sentila's attitude toward pottery?

Q 2) What is the purpose of the "final touch up" mentioned in the extract?

Q 3) What literary device is used in the phrase "tap, tap of the spatula"?

Q 4) How does the passage contrast Sentila's perception of the work with the typical perception of the villagers?

Q 5) What does the emergence of a pot from a "shapeless lump" symbolize in the context of Sentila's growth?

Extract 2:

One day, Sentila's father Mesoba was summoned by the village council and asked to explain why Arenla was refusing to pass on the skill to her daughter. He replied in a humble tone, "Uncles and elder brothers, Arenla has never said that she will not teach our daughter pot making; it is only that we wanted her to grow stronger after her illness."

Q 1) Why was Mesoba summoned to the village council?

Q 2) What broader social responsibility is placed on "experts" according to this passage?

Q 3) What does the council's statement suggest about the nature of cultural heritage?

Q 4) How does the tone of the council reflect the values of the village regarding tradition?

Q 5) What is implied by the requirement to teach "anyone who wished to learn"?

POEM II: Gifts of Grace: Honouring Our Vocations

Q1. Answer the following questions briefly:

Q 1) What is the central theme of the piece "Gifts of Grace: Honouring Our Vocations"?

Q 2) How do the two friends in the dialogue view the different occupations they discuss?

Q 3) What does the term "vocation" imply in this context, beyond just a job or a career?

Q 4) Identify one specific profession mentioned in the text and how it contributes to society.

Q 5) Why is it important to "honour" all types of work, according to the speakers?

Q2. Answer the following questions in about 100-120 words:

Q 1) Discuss the idea that every profession has its own unique "grace." How does the text encourage students to look beyond the financial rewards of a job?

Q 2) Analyze the role of mutual respect in a functioning society as portrayed in the discussion between the two friends.

Q 3) "No work is too small if it is done with dedication." Explain this statement with reference to the examples provided in "Gifts of Grace."

Q 4) How does the text suggest that finding one's vocation is a journey of self-discovery rather than just a practical choice?

Q 5) Compare the attitude towards work in "Gifts of Grace" with the craftsmanship shown in "The Pot Maker." How do both texts celebrate human labour?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

**"The boatmen gathering their nets from the shore,
sailing, and singing while at work,
return to tell the tales of life at sea,
The shoemakers affirming the quality of their work,
for the feet that walk, dance, run, jump, return home."**

Q1. What does the phrase "return to tell the tales of life at sea" suggest about the experiences of the boatmen?

Q2. How does the poet describe the various purposes that the shoemakers' work serves for the people?

Q3. State True/False: The boatmen are described as being silent and solemn while they perform their work at sea.

Q4. The shoemakers are said to be _____ the quality of their work for the feet that walk and dance.

Q5. Find a word from the extract that is a synonym for 'declaring' or 'asserting'.

Extract 2:

**"The delicious singing of the cook, or the rhythm of designer, mason,
each celebrating what belongs to them and to none else,
The voice of their vocation is the voice of their identity.
I hear Bharat celebrating, the varied voices I hear!"**

Q1. Explain the significance of the line, "The voice of their vocation is the voice of their identity."

Q2. Which different professionals are mentioned in this extract, and what are they "celebrating"?

Q3. State True/False: The poet suggests that the work of a mason or designer is common and belongs to everyone rather than the individual creator.

Q4. The poet describes the singing of the cook using the adjective "_____."

Q5. Find a word from the extract that is a synonym for 'diverse' or 'different'.

LESSON III: WINDS OF CHANGE

Q1. Answer the following questions briefly:

Q1) What is the "pankha" and what role did it play in traditional Indian culture?

Q2) Mention three materials that were traditionally used to make different varieties of pankhas.

Q3) Why were pankhas considered "exotic and stylish" in the past?

Q4) What is the main risk facing the culture of traditional pankhas today?

Q5) How has the purpose of pankha-making transformed over time?

Q2. Answer the following questions in about 100-120 words:

Q1) How does the title "Winds of Change" reflect the themes discussed in the chapter?

Q2) Discuss how the design of a pankha serves as a "testimony to the cultural identity" of a region.

Q3) What steps are being taken to preserve the craft of pankha-making in contemporary India?

Q4) How does the chapter highlight the shift from "personal use" to "commercial livelihood" for artisans?

Q5) Evaluate the importance of "innovation" in saving traditional crafts like the pankha.

Q3. Read the extracts and answer the questions that follow:

Extract 1:

"Over time, pankhas became significant cultural goods distributed through trade routes. They were considered exotic and stylish. Although there was substantial commonality in their use across India, different villages and towns developed their own varieties of traditional pankhas. Each place developed pankhas with distinct materials or a variety of intricate designs, that set them apart from one another."

Q1) How were pankhas distributed in the past?

Q2) What made the pankhas of one town different from those of another?

Q3) What does the word "commonality" suggest about the use of pankhas in India?

Q4) List two adjectives used in the extract to describe the historical perception of pankhas?

Q5) What is the meaning of "indigenous" in the context of materials used for these fans?

Extract 2:

"One of the first steps to preserve the essence of the craft is by celebrating pankhas, and appreciating the culture, stories, and artistry that this handicraft invokes. This allows contemporary pankha makers to demonstrate their craft and regain its popularity. It also helps provide them with a commercial platform to create a sustainable livelihood."

Q1) According to the extract, what is the first step to preserving the craft?

Q2) How does celebration benefit contemporary pankha makers?

Q3) What does the text mean by a "sustainable livelihood"?

Q4) What does the word "invokes" mean in this context?

Q5) What is the role of a "commercial platform" for these artisans?

POEM III : CANVAS OF SOIL

Q1. Answer the following questions briefly:

- Q 1) How does the poet metaphorically describe the act of gardening in the poem?
- Q 2) What do the "seeds" represent in the context of the artistic imagery used by the poet?
- Q 3) Why is the soil compared to a "painter's canvas"?
- Q 4) What does the poem suggest about the relationship between nature and art?
- Q 5) According to the text, what reflection does the poem encourage in students regarding their daily.

Q2. Answer the following questions in about 100-120 words:

- Q 1) Discuss how "Canvas of Soil" portrays the transformation of raw nature into a work of art. Use specific examples of poetic imagery mentioned in the text.
- Q 2) Analyze the theme of "Art in the Everyday" as presented in the poem. How does the poet bridge the gap between a mundane task like gardening and a creative pursuit like painting?
- Q 3) Explain the significance of the "transformation of seeds into brushstrokes." What does this tell us about the poet's view of growth and patience?
- Q 4) How does the poem "Canvas of Soil" invite the reader to change their perception of the environment around them?
- Q 5) Compare the celebration of labour in "Canvas of Soil" with the celebration of vocations in the poem "Gifts of Grace: Honouring Our Vocations."

Q3. Read the following extracts and answer the questions that follow:

Extract 1:

**Palette of earth, rich and deep,
Where dreams of gardeners seep.
Brushstrokes of seeds, planted true,
Awaiting spring's vibrant hue.**

- Q1. Explain how the poet uses the metaphor of a "palette" to describe the earth in the context of gardening.
- Q2. What does the phrase "Brushstrokes of seeds" suggest about the way a gardener views their work?
- Q3. State True/False: The poet suggests that the seeds are planted randomly without any specific care or purpose.
- Q4. In the extract, the seeds are waiting for the _____ of spring to appear.
- Q5. Find a word from the extract that is a synonym for 'bright' or 'striking'.

Extract 2:

**Each plot, a canvas wide,
Where art and life coincide.**

**In the hands of those who till,
Gardens become paintings still.**

- Q1. According to the extract, how do "art and life coincide" within a garden plot?
Q2. Why does the poet compare the final result of a gardener's effort to "still-life paintings"
Q3. State True/False: The poet believes that a garden plot is too small and limited to be compared to a wide canvas.
Q4. The poet describes the garden as a "canvas wide" where _____ and life coincide.
Q5. Find a word from the extract that is a synonym for 'overlap' or 'meet'.

LESSON IV : Vitamin-M

Q1. Answer the following questions briefly:

- Q 1) What is "Vitamin-M," and why does Ravi's mother wish someone would invent it?
Q 2) How does the story describe the contrast in Grandfather's memory regarding chess games versus the people he meets?
Q 3) Why does Grandfather feel like a "prisoner" in his own home?
Q 4) What incident in the past led to Grandfather moving from his small brick house to the city with Ravi's family?
Q 5) What is significant about the way Grandfather celebrates his own birthday?

Q2. Answer the following questions in about 100-120 words:

- Q 1) Analyze the theme of "Dignity and Independence" for the elderly as portrayed through Grandfather's reactions to being "treated like a baby."
Q 2) Describe the evolving relationship between Ravi and his grandfather. How does Ravi's perspective of his grandfather change from the beginning of the story to the end?
Q 3) Discuss the significance of the detective storybook Grandfather gives to Ravi. What does this gift reveal about Grandfather's awareness and his sense of humor?
Q 4) Evaluate the character of Ravi's mother. Is her anxiety about Grandfather's memory justified, or is she unfairly biased due to his age? Support your answer with evidence from the text.
Q 5) How does the author use humor to sensitize the reader toward the challenges faced by the elderly in a modern city environment?

Q3. Read the extracts and answer the questions that follow:

Extract 1:

"I hope you're not going to be as tiresome as your mother, Ravi. Treating me like a baby! Has she told you not to let me go out on my own? Told you to keep me a prisoner here, has she?"

- Q 1) Who is the speaker of these lines, and who is he addressing?
Q 2) What does the phrase "Treating me like a baby" reveal about the speaker's emotional state?

- Q 3) What specific instruction from Ravi's mother is the speaker suspicious of?
- Q 4) How does this extract highlight the conflict between "care" and "independence" in the story?
- Q 5) Identify the tone of the speaker in this passage.

Extract 2:

“But, Papa, Ravi’s birthday was three months ago. Have you forgotten?” exclaimed Ravi’s mother, impatiently. “No. But you know I always give a gift to every child in the house on my birthday. Have you forgotten?”

- Q 1) Why was Ravi's mother impatient with Grandfather in this scene?
- Q 2) Did Grandfather actually forget Ravi's birthday, or was there another reason for the gift?
- Q 3) How does Ravi feel during this exchange?
- Q 4) What does the "surprise gift" suggest about Grandfather's memory compared to how it is portrayed at the start of the story?
- Q 5) State whether the following is True or False: Grandfather believed that learning and giving have no age.

POEM IV : I CANNOT REMEMBER MY MOTHER

Q1. Answer the following questions briefly:

- Q 1) What specific activity usually triggers the poet's memory of a tune associated with his mother?
- Q 2) In which season does the poet particularly notice the scent of the shiuli flowers?
- Q 3) What does the poet see from his bedroom window that reminds him of his mother?
- Q 4) Identify the three primary senses (auditory, olfactory, and visual) that the poet uses to connect with his mother's memory.
- Q 5) Why does the poet use the line "I cannot remember my mother" as a refrain throughout the poem?

Q2. Answer the following questions in about 100-120 words:

- Q 1) Discuss how presence and absence coexist through emotional memory in the poem.
- Q 2) Analyze the significance of nature (the sky, autumn morning, and flowers) in helping the poet reconstruct the image of his mother.
- Q 3) Explain how the poem suggests that a mother's influence transcends physical death or separation. Use the metaphor of the "stillness of the gaze" to support your answer.
- Q 4) Describe the tone of the poet. Is it one of grief, or is it more focused on serenity and nostalgia? Provide reasons from the text.
- Q 5) Evaluate the role of sensory imagery in the poem. How does the poet use "scent" and "sound" to create a vivid portrait of someone he claims not to remember?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

**I cannot remember my mother
only sometimes in the midst of my play
a tune seems to hover over my playthings,
the tune of some song that she used to
hum while rocking my cradle.**

Q 1) What role does the "hovering tune" play during the speaker's playtime?

Q 2) What is the primary emotion conveyed by the phrase "a tune seems to hover over my playthings"?

Q 3) What does the mention of "rocking my cradle" suggest about the age of the poet when his mother was present?

Q 4) Identify the onomatopoeic word used in this stanza to describe a sound.

Q 5) How does this extract contrast the poet's claim in the first line with the specific detail that follows?

Extract 2:

**I cannot remember my mother
Only when in the early autumn morning
the smell of the shiuli flowers floats in the air the scent of the morning service in the
temple comes to me as the scent of my mother."**

Q 1) Which specific sense (Auditory, Olfactory, or Visual) is the focus of this extract?

Q 2) Why does the poet link the "morning service in the temple" to the scent of his mother?

Q 3) What does the use of "shiuli flowers" indicate about the geographical or cultural setting of the poem?

Q 4) Is the setting of this stanza primarily indoor or outdoor?

Q 5) What is the "morning service" a symbol of in the context of the mother's personality?

LESSON V : THE WORLD OF LIMITLESS POSSIBILITIES

Q1. Answer the following questions briefly:

Q 1) What does the title "The World of Limitless Possibilities" signify in the context of modern technology?

Q 2) How does the "Liberator Communication Device" specifically help individuals like Alisha?

Q 3) What is the significance of the "Dragon Dictate" software for students with physical limitations?

Q 4) Why does David feel that technology has made him "independent" rather than just "helped" him?

Q 5) Mention any two low-tech assistive devices that can be used in a classroom setting.

Q2. Answer the following questions in about 100-120 words:

Q 1) "Technology is a boon to the disabled." Discuss this statement with reference to the experiences of Alisha and David as described in the text.

Q 2) Describe how Assistive Technology (AT) acts as a bridge between a person's disability and their environment. How does it help in creating an inclusive society?

Q 3) Analyze the role of Kim, the Assistive Technologist, in Alisha's journey. Why is the guidance of an expert important when choosing technology?

Q 4) Discuss the emotional and psychological impact of being able to communicate and move independently on a person with special needs.

Q 5) How does the text encourage able-bodied people to change their perception of individuals with disabilities?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

I had two choices—squander my life in remorse or transform it to a world of limitless possibilities. I love sports and had been a swimmer too, so I decided to switch to para-athletics.

What were the "two choices" the speaker refers to?

Explain the meaning of the word "squander" as used in the extract.

What does the phrase "transform it to a world of limitless possibilities" reveal about the speaker's attitude?

State whether the following is True or False: The speaker chose to live a life of remorse.

Extract 2:

"One of the significant challenges for me was societal perceptions. People often underestimated my abilities. Overcoming this required not only physical strength but also mental resilience. I embraced challenges as opportunities to prove my capabilities."

Q1. What was a major non-physical challenge faced by Dr. Deepa Malik?

Q2. Besides physical strength, what else was required to overcome these challenges?

Q3. How did Dr. Malik view the "challenges" she encountered?

Q4. Based on the text, define "resilience."

Q5. What can be inferred about the role of the family in Dr. Malik's journey?

POEM V : NINE GOLD MEDALS

Q1. Answer the following questions briefly:

Q 1) What was the primary objective of the athletes who had come from all over the country?

Q 2) Describe the physical condition of the athlete who fell down during the race.

Q 3) What was the unexpected reaction of the other eight runners when they heard the youngest athlete cry out?

Q 4) What does the phrase "Special Olympics" come to mean by the end of the poem?

Q 5) How did the race end, and what was unique about the finish line moment?

Q2. Answer the following questions in about 100-120 words:

Q 1) Analyze the theme of "Empathy vs. Competition" as presented in the poem. How do the

athletes redefine the concept of winning?

Q 2) "Nine Gold Medals" is often cited as a lesson in humanity. Discuss how the actions of the eight runners reflect the spirit of true sportsmanship.

Q 3) Describe the atmosphere of the stadium before and after the youngest runner fell. How does the mood shift from tension to collective joy?

Q 4) Why do you think the poet chose to award "nine" gold medals instead of just one? Discuss the symbolic significance of this gesture.

Q 5) Compare the dedication of the athletes in "Nine Gold Medals" with the determination seen in "The Pot Maker." How are their goals different yet equally inspiring?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

The signal was given, the pistol exploded

And so did the runners all charging ahead

But the smallest among them, he stumbled and staggered

And fell to the asphalt instead.

Q 1) What does the "pistol shot" represent in the context of the event?

Q 2) Which specific words in the extract convey a sense of sudden misfortune?

Q 3) What had the "smallest" runner been doing for months leading up to this moment?

Q 4) How does the contrast between "charging ahead" and "fell to the asphalt" impact the reader?

Q 5) Identify the rhyme scheme used in this four-line stanza.

Extract 2:

"Then all the nine runners joined hands and continued

The hundred-yard dash now reduced to a walk

And a banner above that said 'Special Olympics'

Could not have been more on the mark."

Q 1) Why did the hundred-yard dash "reduce to a walk"?

Q 2) What is the significance of the runners "joining hands"?

Q 3) Explain the meaning of the phrase "more on the mark" in relation to the banner.

Q 4) What message does this extract send about the importance of collaboration over individual glory?

Q 5) What was the reaction of the "still-standing" spectators as the nine runners reached the finish line?

LESSON VI : TWIN MELODIES

Q1. Answer the following questions briefly:

Q 1) What is the central conflict faced by the protagonist regarding their musical choices?

Q 2) How does the play define the "expressive power of music" across different genres?

- Q 3) What role does the "music centre" play in the development of the story?
Q 4) Why does Jaspreet initially feel upset about choosing to play the santoor?
Q 5) What is the mother's perspective on the effort required to master a musical instrument?

Q2. Answer the following questions in about 100-120 words:

- Q 1) Analyze the theme of "Reconciling Tradition with Innovation" as presented through the different musical instruments and styles mentioned in the play.
Q 2) Describe the relationship between Jaspreet and his mother. How does her support influence his journey as a musician?
Q 3) Discuss the significance of the title "Twin Melodies." How does it reflect the blending of classical roots with contemporary forms?
Q 4) "Each instrument requires dedicated practice." Explain this statement in the context of the challenges Jaspreet faces while learning the santoor.
Q 5) How does the play suggest that music transcends boundaries of generation and emotion? Provide examples from the dialogue and setting.

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

"There is no need to worry Iqbal! You don't know papa. He is very strict about these things. He will think it a desecration of the violin to be played to Western tunes. Papa firmly believes that Classical Hindustani music, with its ragas and aalaps, is the only kind of music that an artist of any worth should play. I don't want papa to feel that I don't care about his opinions, because I do. It's just that I want to give this a try too. I just don't know how to tell him in the right way!"

- Q1) Why is Shruti worried about telling her father about her interest in Western music?
Q2) What does Shruti's statement reveal about her respect for her father's opinions?
Q3) State whether the given statement is True/False: Shruti's father supports Western music.
Q4) Fill in the blank: Shruti's father believes that only _____ music is worth playing.
Q5) Find a word from the extract that means the same: Disrespect towards something sacred.

POEM VI : A FRIEND FOUND IN MUSIC

Q1. Answer the following questions briefly:

- Q 1) What initial challenge does the protagonist face when trying to pursue music in their local environment?
Q 2) Who is the "friend" referred to in the title, and is it a person or something metaphorical?
Q 3) How does the protagonist's attitude toward practice change after meeting their mentor?
Q 4) Describe the specific musical instrument that plays a central role in the story.
Q 5) What does the "final performance" symbolize for the protagonist's self-confidence?

Q2. Answer the following questions in about 100-120 words:

- Q 1) Discuss the theme of "Music as a Universal Language" as depicted in the story. How does it

help the protagonist overcome social isolation?

Q 2) Trace the emotional graph of the protagonist from the beginning of the story to the end.

What were the key turning points?

Q 3) Analyze the role of the mentor in the protagonist's life. How does the mentor's teaching style differ from traditional methods?

Q 4) "Persistence is the key to mastering any art." How does the story "A Friend Found in Music" illustrate this sentiment?

Q 5) How does the story explore the relationship between technical skill and emotional expression in music?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

Music is the ocean

That pulls me to the shore.

Music is the rhythm

That moves me to the core.

Q1. Why does the poet compare music to an ocean?

Q2. What does "moves me to the core" suggest about the effect of music?

Q3. State whether the below statement is True/False: Music has no deep emotional impact on the poet.

Q4. Fill in the blank: Music is compared to an _____ that pulls the poet to the shore.

Q5. Find a word from the extract that means center.

Extract 2:

Music is the therapy

I need when I feel blue.

Music lifts my spirits

To make sure I pull through.

Q1) Why does the poet call music a therapy?

Q2) How does music help the poet during difficult times?

Q3) State whether the below statement is True /False: The poet feels happier with the help of music.

Q4. Fill in the blank: Music lifts my _____ to make sure I pull through.

Q5. Find a word from the extract that means sad.

LESSON 7 : CARRIER OF WOOD

Q1. Answer the following questions briefly:

Q 1) What physical burden is the protagonist carrying, and how does the poet describe its weight?

Q 2) What is the significance of the "winding path" mentioned in the poem?

Q 3) How does the "Carrier of Wood" respond to the harsh elements of nature, such as the heat or the wind?

Q 4) What reward or purpose keeps the carrier moving despite the physical exhaustion?

Q 5) Identify a metaphor used by the poet to describe the wood being carried.

Q2. Answer the following questions in about 100-120 words:

Q 1) Discuss the theme of "Dignity of Labor" as portrayed through the character of the wood carrier. How does the poet elevate a simple task to an act of heroism?

Q 2) Analyze the relationship between the human spirit and the natural world in the poem.

Does nature act as an obstacle or a companion to the carrier?

Q 3) Describe the imagery used to illustrate the passage of time and the physical toll on the carrier's body.

Q 4) Compare the "Carrier of Wood" with the "Pot Maker." How do both characters find their identity through their respective forms of physical work?

Q 5) What social commentary, if any, does the poem provide regarding the lives of those who perform "invisible" manual labor for the benefit of others?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

“On other days, his khaki turban and uniform are his only protection against the desert’s furies, the scorching summer winds and swirling sandstorms which turn him into a walking sandman. ‘Water is too precious to waste on washing, so I can only wipe my body. When I finish, there is a sand dune at my feet every evening,’ he says.”

Q1 Why does the speaker call himself a “walking sandman”?

Q2. What difficulties does he face while working in the desert?

Q3. State whether True/False: The man has enough water to bathe daily.

Q4. Fill in the blank: His khaki turban and uniform are his only protection against the desert’s _____.

Q5. Find the antonym of “precious” from the passage.

Extract 2:

“Till 2001, Khetaram was known as a ‘delivery agent’, operating in rural areas devoid of schools and primary healthcare centres. Since then, India’s three lakh plus delivery agents like Khetaram were accepted as Gramin Dak Sewaks (GDS), who constitute more than 50 per cent of the total workforce.”

Q1. What was Khetaram’s role before 2001?

Q2. What change took place in the status of delivery agents after 2001?

Q3. State whether the given statement is True/False: Gramin Dak Sewaks form less than half of the total workforce.

Q4. Fill in the blank: Rural areas where Khetaram worked were devoid of _____ and primary healthcare centres.

Q5. Find the antonym of “devoid” from the passage.

POEM VII : WORDS

Q1. Answer the following questions briefly:

Q 1) According to the poet, why should one be cautious before speaking a word?

Q 2) What happens to a "careless word" once it has been spoken?

Q 3) How does the poet describe the healing power of "kind words"?

Q 4) What is the comparison that the poet draws between words and 'empty air'?

Q 5) Identify the metaphor used to compare words to physical weapons or tools.

Q2. Answer the following questions in about 100-120 words:

Q 1) Analyze the central theme of "The Permanence of Speech." How does the poet convey that words live on long after the speaker has forgotten them?

Q 2) "Words can be both a medicine and a sword." Discuss this duality as presented in the poem with examples of how words affect human relationships.

Q 3) How does the poet encourage the reader to practice mindfulness? Explain the significance of the "silence" that should precede speech.

Q 4) The theme of loneliness hovers over the poem. Support this statement with examples from the text.

Q 5) Compare the impact of words in this poem with the "music" in Twin Melodies. How do both represent invisible forces that shape our emotions?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

**If words could satisfy the heart,
The heart might find less care;
But words, like summer birds, depart,
And leave but empty air.**

Q1. What does the poet suggest about the ability of words to satisfy the heart?

Q2. Explain the comparison between words and “summer birds.”

Q3. State whether the given statement is True/False: Words always stay with us and provide lasting comfort.

Q4. Fill in the blank: Words, like _____ birds, depart.

Q5. Find a word from the extract that means “leave”.

Extract 2:

**A little said, and truly said,
Can deeper joy impart
Than hosts of words, which reach the head
But never touch the heart.**

Q1. Why does the poet believe that fewer words can bring deeper joy?

- Q2. What is the difference between words that reach the head and those that touch the heart?
- Q3. State whether the given statement is True/False: Many words always create a stronger emotional impact than few words.
- Q4. Fill in the blank: A little said, and _____ said.
- Q5. Find a word from the extract that means "give or provide".

LESSON VIII : FOLLOW THAT DREAM

Q1. Answer the following questions briefly:

- Q 1) What is the core message of the story "Follow That Dream"?
- Q 2) How does the author characterize the obstacles that one might face when pursuing a goal?
- Q 3) What does the "first step" represent in the context of personal growth as mentioned in the text?
- Q 4) Why is it important to "believe in yourself" according to the poem?
- Q 5) What is the significance of the "inner voice" in the journey toward achieving a dream?

Q2. Answer the following questions in about 100-120 words:

- Q 1) "The road to success is often lonely and filled with doubters." Discuss this statement with reference to the challenges described in "Follow That Dream."
- Q 2) Analyze the role of resilience in the text. How does the author suggest a person should handle failure while chasing their ambitions?
- Q 3) Explain the relationship between vision and action. Why is having a dream insufficient without the courage to act upon it?
- Q 4) How does the text encourage the reader to redefine their definition of "success"? Is success purely about the destination or the journey itself?
- Q 5) Compare the determination seen in "Follow That Dream" with Sentila's journey in "The Pot Maker." How do both characters handle social pressure?

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

When you watch the Academy Awards for best actors and actresses and films, the winner always thanks a host of people that formed his/her support network. So, you see that for one winner, there is a group of people who stood by him/her."

- (Q1) What does the winner do at the Academy Awards and why?
- (Q2) What message does the author convey about success through this example?
- Q3) Fill in the blank: The winner thanks a _____ of people who supported him/her.
- Q4) State whether the given statement is True / False: Success is achieved completely alone without anyone's help.
- Q5) Find a word from the passage that means "a large number": _____

Extract 2:

"It is good to be able to fulfil your dreams but for a lot of people, dreams remain dreams. Although everyone at one time or other has wistfully said to oneself, 'I wish I could be this or the other,' they have never got beyond just wishful thinking."

(Q1) Why do dreams remain unfulfilled for many people?

(Q2) What does the phrase 'wishful thinking' suggest about people's attitude?

Q3) Fill in the blank: Many people never get beyond just _____ thinking.

Q4. State whether the given statement is True / False: Everyone always works hard to achieve their dreams. _____

Q5. Find a word from the passage that is opposite of "realistic": _____

POEM VIII: BELIEVE IN YOURSELF

Q1. Answer the following questions briefly:

Q 1) What is the significance of the metaphor, "The first step is the hardest," in the context of personal growth?

Q 2) How does the poet describe the feeling of doubt that one might encounter while pursuing a goal?

Q 3) What role does "inner light" play in the journey toward achieving one's dreams?

Q 4) According to the poem, how should one respond to the failures they face along the way?

Q 5) What is the ultimate reward for someone who maintains an unwavering belief in their own abilities?

Q2. Answer the following questions in about 100-120 words:

Q 1) Analyze the theme of "Internal vs. External Validation." How does the poet argue that self-belief is more important than the opinions of others?

Q 2) "Personal development is a journey of constant transformation." Discuss this statement with reference to the imagery of the sculptor and the stone mentioned in the text.

Q 3) Evaluate the message of the poem: Do you think "believing in yourself" is sufficient to overcome real-world obstacles, or does the poet imply that other factors are necessary?

Q 4) Describe the structure of the poem. How does the use of antithesis help convey the nature of personal struggles?

Q 5) How does the poem "Believe in Yourself" serve as a thematic companion to the story "How I Taught My Grandmother to Read"? Compare the characters' determination.

Q3. Read the extracts given below and answer the questions that follow:

Extract 1:

"The fully dimensional form is created for the first time in the stone itself as the sculptor removes material, sketches on the block of stone, and develops the work along the way. The statue is then detached from the block..."

Q 1) What does the "block of stone" symbolize in the context of a person's life?

Q 2) What is the significance of the sculptor "removing material" to create the form?

- Q 3) How does this extract illustrate the process of "refining" one's character or skills?
- Q 4) Explain the metaphor of the "finishing touches" in the context of achieving a goal.
- Q 5) What does this passage suggest about whether greatness is "found" or "created"?

Extract 2:

"Believe in the power that rests in your soul, / To reach for the heights and to make yourself whole; / For the world may be cold and the path may be steep, / But promises made are the promises keep."

- Q 1) Where does the poet suggest the true source of power resides?
- Q 2) What do the "heights" and the "steep path" represent in this stanza?
- Q 3) What is the meaning of the phrase "make yourself whole" in terms of self-actualization?
- Q 4) How does the poet contrast the "cold world" with the internal state of the individual?
- Q 5) Identify the rhyme scheme and the tone of this specific extract.