# Chapter 5: Culture and Tradition

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## Exercise 5.1 — Let us discuss — Hamara Bharat: Incredible India!

### Q1 What has Bharat always been known for?

SOLUTION

Bharat has always been known worldwide as a land of wise and heroic individuals.

Answer: Bharat has always been known worldwide as a land of wise and heroic individuals.

### Q2 What is attractive about Bharat?

SOLUTION

Bharat's rich and diverse culture has attracted numerous travellers since ancient times. It has rivers, lakes, high mountains, and green forests that are home to many plants, insects, birds, and animals.

Answer: Bharat's rich and diverse culture and its natural beauty — rivers, lakes, mountains, and green forests — have attracted numerous travellers since ancient times.

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Q3 What is special about the fact that the people live here in unison?

SOLUTION

The fact that people of Bharat live in unison is special because it presents to the world the idea of unity in diversity. Despite having many different cultures, languages, and backgrounds, people here live together as one.

Answer: It is special because it shows unity in diversity — people from many different backgrounds live together as one, presenting a wonderful example to the world.

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Q4 What geographical features does the passage mention?

SOLUTION

The passage mentions rivers, lakes, high mountains, and green forests as geographical features of Bharat.

Answer: The passage mentions rivers, lakes, high mountains, and green forests.

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Q5 What is the advice given to everyone?

SOLUTION

The advice given to everyone is that as inhabitants of Bharat, we need to continue working hard and make sure that our country prospers and is respected globally.

Answer: Everyone is advised to continue working hard as inhabitants of Bharat so that it prospers and is respected globally.

## Exercise 5.2 — Let us discuss — Kalakritiyon ka Bharat (Art Forms Table)

Q1 On the basis of what the speakers said about the art forms, complete the table given below.

Name of the child | State | Art form | Things needed
Akanksha | ? | Aipan | ?
Priyaranjan | ? | Dhokra | clay, brass scrap, wax, fire
Chitra | ? | Coconut shell craft | ?
Balamurali | Andhra Pradesh | Kondapalli | ?

SOLUTION

| Name of the child | State | Art form | Things needed |
|---|---|---|---|
| Akanksha | Uttarakhand | Aipan | White rice flour paste, geru (brick-red colour) |
| Priyaranjan | Odisha | Dhokra | Clay, wax, fire, brass scrap |
| Chitra | Kerala | Coconut shell craft | Brown coconut shell, sandpaper/machine, base, wood polish |
| Balamurali | Andhra Pradesh | Kondapalli | Soft wood, makku (tamarind seed powder and sawdust paste), oil and water-colours or vegetable dyes and enamel paints |

Answer: Akanksha (Uttarakhand) — Aipan — white rice flour paste and geru; Priyaranjan (Odisha) — Dhokra — clay, wax, fire, brass scrap; Chitra (Kerala) — Coconut shell craft — coconut shell, sandpaper, base, wood polish; Balamurali (Andhra Pradesh) — Kondapalli — soft wood, makku, oil and water-colours or vegetable dyes and enamel paints.

## Exercise 5.3 — Let us think and reflect — Kalakritiyon ka Bharat

Q1 Fill in the blanks to complete the following sentences.

1. The designs for Aipan are taken from _____ and _____.

SOLUTION

The designs for Aipan are taken from cultural traditions and observations of nature.

Answer: cultural traditions; observations of nature.

Q2 Fill in the blank: Dhokra metal craft is very old because it is _____ old.

SOLUTION

Dhokra metal craft is very old because it is 4000-year old.

Answer: 4000-year.

Q3 Fill in the blank: A base is needed for coconut shell craft to make it _____.

SOLUTION

A base is needed for coconut shell craft to make it stable.

Answer: stable.

Q4 Fill in the blank: Soft wood, _____ and colours are used to make Kondapalli toys.

SOLUTION

Soft wood, makku (a paste of tamarind seed powder and sawdust) and colours are used to make Kondapalli toys.

Answer: makku (a paste of tamarind seed powder and sawdust).

Q5 Why does Akanksha's family make Aipan?

SOLUTION

Akanksha's family makes Aipan on family functions and festivals. It is drawn on floors and walls of puja rooms and outside the main door of the home. It is an art form made by the women in the family as part of their cultural tradition.

Answer: Akanksha's family makes Aipan during family functions and festivals. It is drawn on floors, walls of puja rooms, and outside the main door as part of their cultural tradition.

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Q6 In Dhokra, why does wax come out of the small openings?

SOLUTION

In Dhokra, the clay-covered figure is put into fire. The heat melts the wax inside, and it flows out through the small openings left in the outer clay layer. This creates an empty space in the shape of the original wax figure, into which melted brass is poured.

Answer: The wax comes out of the small openings because when the clay-covered figure is put in fire, the heat melts the wax, and it flows out through those openings.

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Q7 What is common in the toys made in Balamurali's village and coconut shell craft in Kerala?

SOLUTION

Both Kondapalli toys and coconut shell craft are made from natural materials — Kondapalli toys use soft wood from nearby hills, while coconut shell craft uses brown coconut shells. Both are also traditional crafts of their respective states passed down through generations.

Answer: Both are traditional crafts made from natural materials — wood for Kondapalli toys and coconut shells for the Kerala craft — and both produce useful or decorative objects.

## Exercise 5.4 — Let us learn — Kalakritiyon ka Bharat

**Q1** Priyaranjan, Chitra and Balamurali use sequencing words to show the order of making their art. Use some of these words (to begin, next, first, finally, then, at last, after that) to complete the paragraph below. Use each word only once.

How I Get Ready for School

1. _____ I get up and go to take a shower.
2. _____, I wear my school dress.
3. _____, I eat my food.
4. _____, I wear my shoes.
5. _____, I pick up my bag and go out of my home.

SOLUTION

The sequencing words must follow a logical order. One correct arrangement:

1. First, I get up and go to take a shower.
2. Then, I wear my school dress.
3. After that, I eat my food.
4. Next, I wear my shoes.
5. Finally, I pick up my bag and go out of my home.

Other arrangements are also acceptable as long as the order makes logical sense and no word is repeated.

**Answer: First … Then … After that … Next … Finally.**

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**Q2** The children from different states use the first form of the verb to show something that happens regularly (present tense). With he, she, and it, -s/-es is added. Make five sentences using the words in the table below. Use -s/-es wherever necessary. (Pronouns: I, You, We, He, She, It, They; Verbs: ask, know, tell, draw, make, practise, speak; Sentence parts: how to dance / questions to understand / beautiful flowers / a story every day / very loudly / paintings in free periods / spellings on Friday)

SOLUTION

Two examples are given in the textbook:

I know how to dance.

He speaks very loudly.

Five more sentences (one correct set):

1. You ask questions to understand.
2. We tell a story every day.
3. She draws beautiful flowers.
4. They make paintings in free periods.
5. It practises spellings on Friday.

Students may form different correct combinations using the pronouns and verb parts from the table.

Answer: Sample: You ask questions to understand. / We tell a story every day. / She draws beautiful flowers. / They make paintings in free periods. / It practises spellings on Friday.

## Exercise 5.5 — Let us discuss — The Kites (Poem)

Q1 Read the poem silently and mark the given statements as True or False.

1. The child is looking at the kites.
2. The kites look like birds of different colours.
3. It was a rainy day.
4. The child wants to be like a kite.
5. The child wishes to climb on a kite.
6. The kite is made of cloth and plastic.
7. The child wants to ride the kite.
8. The child knows they would have fun.
9. The child wants to look at the kite from a rooftop.
10. The child would like to look at people down below.
11. The child knows that the people would stare.

SOLUTION

1. True — 'See the kites fly' — the child is watching kites.
2. True — 'Like coloured birds in the wind-whipped sky.'
3. False — It was a windy day, not a rainy day.
4. False — The child wants to be small and light as air to ride a kite, not to be like a kite itself.
5. True — 'I would climb on a kite and sail up there.'
6. False — The poem says 'paper wings', so the kite is made of paper.
7. True — The child wishes to drift upon the paper wings (ride the kite).
8. True — 'What fun it would be to look right down.'
9. False — The child wants to look down over the park and rooftops from high in the air, not from a rooftop.
10. True — 'To look right down, over the park and the rooftops of town.'
11. True — 'The people below would stand and stare.'

Answer: 1-T, 2-T, 3-F, 4-F, 5-T, 6-F, 7-T, 8-T, 9-F, 10-T, 11-T.

Q2 Complete the following sentences.

1. The poet says that the kites are like coloured birds — 'See the kites fly / like coloured birds in the sky.' The kites have been compared to b__ __ __ __ because they _____.

2. The child wishes to be like air — 'I wish I were small / And as light as air.' The child wishes to be as l__ __ __ t as __ __ __. The child wishes this to be able to c__ __ m __ on a kite and fly.

SOLUTION

1. The kites have been compared to birds because they fly in the sky just like birds do, moving in the wind.

   Completed: 'The kites have been compared to birds because they fly like birds in the wind-whipped sky.'

2. The child wishes to be as light as air. The child wishes this to be able to climb on a kite and fly.

Answer: 1. birds; they fly like birds in the wind-whipped sky. 2. light as air; climb on a kite and fly.

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Q3 Find a set of words from the poem that begin with the same consonant sound (alliteration).

Stanza 1: Which consonant sound do both words begin with?

Stanza 3: Which consonant sound do both words begin with?

SOLUTION

Stanza 1: 'wind-whipped' — both words begin with the 'w' sound.

Stanza 3: 'wild wind' — both words begin with the 'w' sound.

Note: 'wind-whipped' in stanza 1 and 'wild wind' in stanza 3 both use the consonant sound 'w'.

Answer: Stanza 1: 'wind-whipped' — 'w' sound. Stanza 3: 'wild wind' — 'w' sound.

Q4 In the last stanza, the two words that the poet repeats are _____, _____ to tell us that the kite is flying __ __ __ y high.

SOLUTION

In the last stanza: 'And wish they were me / High, high in the air.'
The two words repeated are 'high, high' to tell us that the kite is flying very high.

Answer: high, high; very high.

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Q5 Study each stanza and underline the rhyming words from the end of each line. Also, circle the end words in the stanzas that do not rhyme.

SOLUTION

Stanza 1 (Up in the air / See the kites fly, / Like coloured birds / In the wind-whipped sky.): fly/sky rhyme. Non-rhyming end words: air, birds.
Stanza 2 (I wish I were small / And light as air, / I would climb on a kite / And sail up there.): air/there rhyme. Non-rhyming end words: small, kite.
Stanza 3 (Then I would drift upon / The paper wings, / And hear the songs / That the wild wind sings.): wings/sings rhyme. Non-rhyming end words: upon, songs.
Stanza 4 (What fun it would be / To look right down, / Over the park / And the rooftops of town.): down/town rhyme. Non-rhyming end words: be, park.
Stanza 5 (The people below / Would stand and stare, / And wish they were me / High, high in the air.): stare/air rhyme. Non-rhyming end words: below, me.

Answer: Rhyming pairs: fly/sky (St.1), air/there (St.2), wings/sings (St.3), down/town (St.4), stare/air (St.5). Non-rhyming end words per stanza: St.1 — air, birds; St.2 — small, kite; St.3 — upon, songs; St.4 — be, park; St.5 — below, me.

## Exercise 5.6 — Let us think and reflect — The Kites (Poem)

Q1 Read the given lines from the poem:
'What fun it would be / To look right down, / Over the park / And the rooftops of town.'
1. Circle the word that does not share the same feeling as 'fun': joy, excitement, care, happiness.

SOLUTION

The word 'care' does not share the same feeling as 'fun'. Joy, excitement, and happiness are all feelings similar to fun, but 'care' means worry or concern.

Answer: care.

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Q2 Which line tells us that the poet was somewhere above?

SOLUTION

The line 'To look right down' tells us that the poet (imagining riding the kite) was somewhere above, looking downward over the park and rooftops.

Answer: 'To look right down' — it tells us the poet was above, looking down.

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Q3 Choose the scene the child saw (from options i, ii, iii, iv — the child on the kite looking down over a park and rooftops of a town).

SOLUTION

Option (ii) is correct. It shows a top-down aerial view of colourful rooftops and a neighbourhood with trees — exactly what the child on the kite would see looking 'right down, over the park and the rooftops of town.'
Option (i) shows a street-level view of pedestrians crossing a road with buses and cars — ground level, not from above.
Option (iii) shows an aerial view of a highway with tiny cars — no park or town rooftops.
Option (iv) shows house fronts at street level — ground level, not from above.

Answer: Option (ii) — it shows an aerial/top-down view of rooftops and a neighbourhood with trees, matching what the child on the kite sees looking down over the park and rooftops of town.

Q4 How does the poet describe the kites in the first two lines?

SOLUTION

In the first two lines, the poet describes the kites as flying in the sky like coloured birds. The lines are: 'See the kites fly, / Like coloured birds / In the wind-whipped sky.' The kites are moving freely in a windy sky and look like birds of different colours.

Answer: The poet describes the kites as flying like coloured birds in the wind-whipped sky.

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Q5 Why does the child say that they have to climb a tree first to get onto the kite?

SOLUTION

The child does not say they have to climb a tree to get onto the kite. The poem says 'I would climb on a kite and sail up there', meaning the child imagines climbing onto the kite itself to ride it. There is no mention of climbing a tree in the poem.

This question seems to contain a detail not present in the poem. The correct reading is that the child simply wishes to climb onto the kite directly.

Answer: The poem does not mention climbing a tree. The child imagines climbing directly onto the kite and sailing up in the air.

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Q6 What are the songs that the child hears when flying atop the kite?

SOLUTION

The poem says: 'And hear the songs / That the wild wind sings.' The songs the child hears are the songs of the wild wind — the sounds the wind makes while the kite drifts high in the air. There are no specific songs mentioned; it is the music of the wind itself.

Answer: The child hears the songs that the wild wind sings — the sounds made by the wind as the kite drifts high in the air.

Q7 Why did the people look up at the child and stare? If you looked up and saw that, what feelings would you have?

SOLUTION

The people would look up and stare because they would be amazed and surprised to see a child riding high up in the air on a kite — something impossible in real life. It would be a very unusual and magical sight.

If I looked up and saw that, I would feel amazed and excited. I would also feel a little jealous, wishing I could be up there too, enjoying the view from so high above the town.

Answer: The people stare because it would be an amazing, impossible sight — a child flying high on a kite. I would feel amazed and excited, and also wish I could fly like that too.

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Q8 If you were the kite carrying the child high up in the air, what would you tell them?

SOLUTION

If I were the kite carrying the child, I would tell them: 'Hold on tight and enjoy the view! From up here you can see how beautiful and vast our world is. Look at the tiny houses, the green parks, and the winding roads below. I am glad to give you this gift of flying free.'

Answer: If I were the kite, I would tell the child to hold on tight, enjoy the view of the world below, and feel the joy of being free and high above everything.

## Exercise 5.7 — Let us learn — The Kites (Poem)

Q1 Look at the picture of the kite and complete the given conversation by filling the blanks with some 'parts of a kite' (Nose, Spine, Cover, Kite line, Tail, Reel).

Bina: I like the long t_ _ _ at the end of my kite. What is your kite like?
Saroj: My kite's c_ _ _ _ _ is bright. The s_ _ _e is black.
Bina: Oh wonderful! My kite's l_ _ _ is attached to the r_ _ l that wraps it. I really like it.
Saroj: Did you know that the tip of a kite is called a _ _ s _?

SOLUTION

Bina: I like the long tail at the end of my kite.
Saroj: My kite's cover is bright. The spine is black.
Bina: My kite's line is attached to the reel that wraps it.
Saroj: Did you know that the tip of a kite is called a nose?

Answer: tail; cover; spine; line; reel; nose.

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Q2 The poet uses the words 'fly' and 'drift' to tell us about the kite's movement. Circle the words that match with the 'drift' movement (choose more than one): slow, fast, quick, downward, round and round, float, upward.

SOLUTION

The word 'drift' means to move slowly and gently, carried along without much effort.
Words that match 'drift' movement: slow, float.
'Fast', 'quick', 'downward', 'round and round', and 'upward' do not match the gentle, slow quality of drifting.

Answer: slow, float.

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Q3 Study some other words about the kite's movement and share what type of movement they show: glide, dive, soar, swoop, circle.

SOLUTION

glide — smooth, gentle, horizontal movement (slow and steady, like drifting).
dive — fast downward movement.
soar — flying very high upward.

swoop — a sudden fast downward movement followed by rising again.
circle — moving round and round in a circular path.

Answer: glide = smooth slow movement; dive = fast downward; soar = flying high upward; swoop = sudden fast downward curve; circle = moving round and round.

## Exercise 5.8 — Let us discuss — Ila Sachani: Embroidering Dreams with Her Feet

Q1 Read the paragraphs and write the main idea for each. Then, match the main idea with two supporting details.

Paragraph 1: Introduction to Ila Sachani's colourful embroidery.
Paragraph 2: Early challenges and family support.
Paragraphs 3–9: (Find main ideas and two supporting details each.)

SOLUTION

Paragraph 1 — Main idea: Introduction to Ila Sachani's colourful embroidery.
Supporting details: (i) Examples of embroidered things (cushions, bedcovers, pillows). (ii) Ila's use of a shiny needle to create designs.

Paragraph 2 — Main idea: Early challenges and family support.
Supporting details: (i) Ila was born with her hands hanging loose by her sides. (ii) She wanted to hold chalk and draw like other children but could not.

Paragraph 3 — Main idea: Ila's mother and grandmother taught her embroidery using her feet.
Supporting details: (i) Her mother and grandmother were skilled in Kathiawar embroidery. (ii) Her parents also helped her learn to eat and comb her hair with her legs.

Paragraph 4 — Main idea: Ila mastered embroidery at a young age despite the difficulty.
Supporting details: (i) Threading a needle was hard but she did not give up. (ii) Her younger brother and sister also helped her; she learned many styles including Kachhi, Kashmiri, and Lucknawi.

Paragraph 5 — Main idea: Ila's embroidery became a way to express herself and her talent spread.
Supporting details: (i) She first crafted designs for family and friends who were awestruck. (ii) Word of her skill spread to the whole village.

Paragraph 6 — Main idea: Recognition at a state exhibition.
Supporting details: (i) The government office in Surat displayed her embroidery at a state exhibition. (ii) People purchased her creations and she became famous.

Paragraph 7 — Main idea: National recognition, awards, and the President's Medal.
Supporting details: (i) She participated in exhibitions at the national level. (ii) She

received many awards including the President's Medal.

Paragraphs 8–9 — Main idea: Financial independence and the message that challenges can become victories.
Supporting details: (i) Through her skill, Ila earned a regular income and found joy. (ii) She proved that challenges can be turned into victories with focus, hard work, and positivity.

Answer: Para 1: Introduction to Ila's embroidery — (i) embroidered items like cushions/pillows, (ii) shiny needle for designs. Para 2: Early challenges — (i) hands hanging loose, (ii) could not draw like others. Para 3: Family taught her — (i) mother/grandmother skilled in Kathiawar embroidery, (ii) parents helped her use legs. Para 4: Mastered art — (i) threaded needle despite difficulty, (ii) learned Kachhi/Kashmiri styles. Para 5: Talent spread — (i) family/friends awestruck, (ii) whole village discovered her skill. Para 6: State exhibition — (i) displayed in Surat, (ii) people bought her work. Para 7: National awards — (i) national exhibitions, (ii) President's Medal. Paras 8–9: Independence and message — (i) earned income and joy, (ii) challenges become victories.

## Exercise 5.9 — Let us think and reflect — Ila Sachani: Embroidering Dreams with Her Fe

Q1 Read the following lines: 'Unlike other children, she could not use her hands in the usual way. While other small hands drew figures in the sand or plucked wild flowers, she wondered why she could not join them. She too wanted to hold a chalk in her hands and draw figures on a slate.'
1. Choose the correct option to fill in the blank: 'Unlike other children' means that Ila was _____. (unaware / different / simple)

SOLUTION

'Unlike other children' means that Ila was different. She could not use her hands the way other children could.

Answer: different.

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Q2 What could Ila have felt when she could not join others in things they did?

SOLUTION

Ila could have felt sad, left out, and frustrated when she could not join other children in drawing figures in the sand or plucking flowers. She may have also felt confused, wondering why she was different from the others.

Answer: Ila could have felt sad, left out, and confused about why she was different from other children.

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Q3 Complete the following with a suitable reason: Ila could not draw figures on the slate because _____.

SOLUTION

Ila could not draw figures on the slate because she was born with her hands hanging loose by her sides and could not use them in the usual way.

Answer: she was born with her hands hanging loose by her sides and could not use them the usual way.

Q4 What creative ways did Ila and her family use to overcome the challenges she faced?

SOLUTION

Ila's mother and grandmother taught her to do Kathiawar embroidery using her feet instead of her hands. Her parents helped her learn to eat and comb her hair with her legs. Her younger brother and sister helped her too. Ila herself showed determination by not giving up when threading a needle was very difficult, and she learned many styles of embroidery.

Answer: Her family taught her to embroider using her feet and to do daily activities like eating and combing her hair with her legs. Ila herself showed determination and kept practising until she became an expert.

Q5 How did 'new independence' help Ila?

SOLUTION

The 'new independence' for Ila came through her embroidery skill. It helped her earn a regular income and become financially independent. She was no longer dependent on others for her needs. She also found great joy in doing what she loved. This independence gave her confidence and a sense of purpose.

Answer: The new independence helped Ila earn a regular income and become financially self-reliant. She also found happiness and joy in doing what she loved — embroidery.

Q6 Why was the first state exhibition an important event in Ila's life?

SOLUTION

The first state exhibition was important because it was the moment Ila stepped out from her village and her work was seen by a much larger audience. People observed the beauty woven by her feet and readily purchased her creations. She was no longer a hidden talent but became famous. It opened new doors and gave her opportunities to participate in more exhibitions at the state and national level.

Answer: The state exhibition was important because it brought Ila's work to a wider audience for the first time. People bought her creations and she became famous, which opened new doors for her career and recognition.

Q7 What does the sentence 'art has the power to rise above physical boundaries and touch the soul' tell us about the power of art?

SOLUTION

This sentence tells us that art is not limited by physical disabilities or challenges. Ila created beautiful embroidery using her feet, showing that physical limitations cannot stop a person with skill, determination, and creativity. Art can move people emotionally and inspire them, regardless of how it is created.

Answer: It tells us that art goes beyond physical limitations. Even someone who cannot use their hands can create beautiful art that moves and inspires people. Art touches people's hearts and has no boundaries.

Q8 How can we be helpful and encouraging like Ila's family and friends when someone faces challenges?

SOLUTION

We can be helpful by being patient and kind to people who face challenges. We can offer to help them with tasks they find difficult, encourage them when they feel low, and believe in their abilities. Like Ila's family, we should find ways to help people use their strengths rather than focusing on their limitations.

Answer: We can be kind, patient, and supportive. We can help people find ways to use their strengths, encourage them when they feel low, and believe in their abilities just as Ila's family did.

Q9 How can Ila's story help others to overcome challenges in their lives?

SOLUTION

Ila's story teaches us that determination, hard work, and a positive attitude can help us overcome even the biggest challenges. She turned what seemed like a huge difficulty into her greatest strength. Her story can inspire others not to give up when they face tough times, and to keep trying until they find their own path to success.

Answer: Ila's story shows that with determination, hard work, and a positive attitude, anyone can turn their challenges into strengths. It inspires others never to give up and to find their own path to success.

## Exercise 5.10 — Let us learn — Ila Sachani: Embroidering Dreams with Her Feet

Q1 Match the word to its correct synonym in Column C.
Column A (words from text): tiny, wonderful, quiet, task, tough
Column C (synonyms): silent, work, happy, small, difficult, fantastic, dangerous

SOLUTION

tiny → small
wonderful → fantastic
quiet → silent
task → work
tough → difficult

Extra synonyms not used: happy, dangerous.

Answer: tiny = small; wonderful = fantastic; quiet = silent; task = work; tough = difficult. (Extra: happy, dangerous are unused.)

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Q2 Unscramble the antonyms of the words in Column A.
Example: display – E D I H (HIDE)
1. tiny – E G H U
2. wonderful – R E E B L I T R
3. quiet – I Y N S O
4. task – S I A E M T P
5. tough – SEYA

SOLUTION

1. tiny → EGHU → HUGE
2. wonderful → REEBLITR → TERRIBLE
3. quiet → IYNSO → NOISY
4. task → SIAEMTP → PASTTIME (PASTIME)
5. tough → SEYA → EASY

Answer: 1. HUGE; 2. TERRIBLE; 3. NOISY; 4. PASTIME; 5. EASY.

Q3 Read the sentences from the text with the highlighted words (lots of, many, much, some, a few, a little, etc.).
'You will see lots of bright colours.' / 'There are many lovely things like cushions and bedcovers.' / 'They taught her to create many beautiful patterns using her feet!' / 'She learned many styles.' / 'She received many awards.'

1. The highlighted words tell us about the quantity. What do the words show? (i) Unmentioned quantity, or (ii) Large quantity?
2. Fill in the blanks to complete an example for each word of quantity. Hints given in brackets.
(i) We saw _____ buses on the road. (countable noun)
(ii) How _____ milk do you want? (uncountable noun)
(iii) There is _____ milk needed. (uncountable noun)
(iv) I need _____ examples. (countable noun)
(v) I have _____ energy left. / She picked _____ flowers. (countable and uncountable nouns)
(vi) I ate _____ rice. (uncountable noun)

SOLUTION

1. The highlighted words (lots of, many) show (ii) Large quantity.

2. Fill in the blanks:
(i) We saw many buses on the road. (countable)
(ii) How much milk do you want? (uncountable)
(iii) There is some milk needed. (uncountable)
(iv) I need a few examples. (countable)
(v) I have a little energy left. / She picked a few flowers. (uncountable / countable)
(vi) I ate some rice. (uncountable)

Answer: 1. Large quantity. 2: (i) many; (ii) much; (iii) some; (iv) a few; (v) a little / a few; (vi) some.

## Exercise 5.11 — Let us explore — Ek Bharat, Shreshtha Bharat Programme

Q1 Read the passage about the Ek Bharat, Shreshtha Bharat programme. What is the aim of this programme and what is its vision?

SOLUTION

The Ek Bharat, Shreshtha Bharat programme aims to enhance interaction and promote mutual understanding between people of different states and Union Territories through the concept of state/UT pairing.

Its vision is to enable people to develop a sense of common identity by sharing best practices and experiences. The programme also aims to contribute to nation building by highlighting the inter-connectedness between various cultures and traditions, and to celebrate unity in diversity by strengthening emotional bonds between citizens.

Answer: The programme aims to enhance interaction between people of different states/UTs and promote mutual understanding. Its vision is to help people develop a sense of common identity and strengthen emotional bonds by sharing experiences, celebrating unity in diversity.