

Ch 2 Hampi: A Travel Guide

Synonyms and nearest meanings

1. Consensus (agreement among people)

Synonyms: agreement, harmony, unity, accord, common opinion

2. Extensive (large in size or amount)

Synonyms: vast, wide, broad, expansive, comprehensive

3. Architecture (design and structure of buildings)

Synonyms: design, structure, construction, layout, framework

4. Grandeur (great beauty or impressiveness)

Synonyms: magnificence, splendour, brilliance, majesty, glory

5. Extraordinary (very unusual or special)

Synonyms: exceptional, remarkable, outstanding, incredible, phenomenal

PRE-READING

1. Jhelum 2. Brahmaputra 3. Narmada 4. Chambal 5. Yamuna

WHILE READING

A. 1. A history buff is a person who is very interested in history and enjoys learning more about it. Naana has been referred to as one as he has been keenly going through books and websites to learn more about the Vijayanagara kingdom.

2. a. phrasal verbs: dug up

Meaning: to discover something that was perhaps previously unknown

b. messenger or representative

3. b. R may be a reason for A but not the only one

4. This statement is false. Plastic is one of the materials used to build coracles (small round boats).

POST READING

A. The family had been planning a vacation for a while and finally arrived at a consensus (Agreement) regarding the trip. While Preethi and her father wanted to go to the hills,

Preethi's mother had other ideas. The area that was finally selected was the historical city of Hampi, the capital of the ancient kingdom of Vijayanagara. Much research and detailed planning had been carried out to ensure a smooth trip. Amma finalised all

the airplane tickets from Mumbai, stay at Ballari, and cabs to and from Bangalore and Hampi.

B. Bengaluru, Chennai, Hyderabad, Kochi, Mangaluru, Margaon, Mumbai.

C. Yes, I agree with the above statements. There are more than 1600 remains of the capital city, which includes forts, temples, halls, gateways, stables and defence check posts.

There are multiple temple complexes within the extensive remains.

D. Characters Reason

Preethi : She had heard a lot about the Vijayanagara kingdom as a child and so the extensive remains would excite her.

Amma : The family was travelling to a place of her choice, and the architecture of the place would interest her.

Naana : There was a great deal at Hampi that would interest the history buff in him.

E. She would have gathered information about the history of the place, what to see at Hampi, as well as what visitors needed to note regarding the area, which has been divided into 4 zones, namely, the sacred centre with the temples, the irrigated valley, the urban core and the suburban (areas near city) centres. The map would also have been informative, especially the portion related to the possible routes to and from Hampi.

F. 1. Abdur Razzak was a writer of repute (fame) and he had come to India in order to gather information for his book - False

G. It would receive global attention.

- It would increase tourist footfall.
- It will receive more grants from the government.
- It will generate income, leading to the upkeep (care) of the architectural ruins.

H. Clearly, the writer was awestruck (filled with wonder) and overwhelmed by what he witnessed. He had perhaps never seen anything that could match the grandeur (great beauty) of Hampi. Abdur Razzak Samarqandi had travelled thousands of miles to reach Hampi. He had probably come through many large towns and seen many

grand structures yet at Hampi his senses were lost: For him it was a Vision. We can draw the conclusion that Hampi was an extraordinary place, and it is not surprising that it continues to draw our attention even today.

Value based answers

1. Why is it important to respect and preserve historical places like Hampi?

Answer: It is important to respect and preserve historical places like Hampi because they are a part of our cultural heritage. They help us understand the history, traditions, and achievements of past civilizations. Preserving such sites also promotes tourism and supports the economy. If we take care of them, future generations can learn and feel

proud of their history. It teaches us responsibility towards our heritage.

2. What values do we learn from the family's careful planning of their trip?

Answer: The family's planning teaches us the value of teamwork and decision-making. Everyone shared their ideas, and they reached a common decision respectfully. It also shows the importance of preparation, which helps avoid problems during travel. Respecting each other's choices and working together leads to a happy and successful experience. It highlights cooperation and mutual understanding.

Ch – 13 The Send-Off (Poem)

Synonyms and nearest meanings

1. Premonition – a warning feeling about the future.

Forewarning, Presentiment, Omen, Prediction, Intuition

2. Surreptitious – secret or hidden.

Secret, Covert, Stealthy, Sneaky, Clandestine

3. Foreboding – fear of a future event.

Dread, Apprehension, Anxiety, Presentiment, Fear

4. Adulation – excessive praise.

Appreciation, Admiration, Acclaim, Flattery, Worship

5. Hapless – not having good luck.

Unlucky, Unfortunate, ill-fated, Doomed, Miserable

- A.**
1. The young soldiers on their way to the battlefield are being referred to in these lines.
 2. They have probably been gifted bouquets of white flowers as a token of love and appreciation as they marched forward in the service of their nation. These flowers were a sign of respect, gratitude and good wishes for their brave journey.
 3. The colour 'white' seems to be a premonition as it reminds us of the wreaths placed on dead soldiers. It suggests that many of these young men may return in coffins and will have white wreaths placed on their breasts. This feeling creates a sense of sadness and fear in the poem.
- B.**
1. These are young soldiers who are on their way to the warfront.
 2. The figure of speech used here is a simile.
 3. The simile suggests that the soldiers are being sent off secretly. No one knows where they are going or who is sending them. It seems as if those sending them know that many young soldiers may lose their lives, so everything is done quietly. They are hiding the truth just like one hides a wrong deed. This shows a feeling of guilt and fear behind their departure.
- C.**
1. The flowers were given by friends and relatives to the young soldiers.
 2. They were given as a mark of love, respect, and appreciation as the soldiers were leaving to serve their country. The women were bidding them goodbye with pride and hope.
 3. The poet mocks the giving of flowers because flowers are also offered to the dead. It creates a feeling that the soldiers are already being sent towards death and may never return. The poet questions the sincerity of such praise when the reality is filled with danger.
- D.** The poet suggests that the soldiers are treated as if they do not belong to everyone. They leave quietly from a side station instead of the main platform, as though their departure is being hidden. It is as if those behind this decision are trying to avoid responsibility. The soldiers are treated like a crowd, not as individual human beings with families.
- E.** The soldiers leave for war in large groups, but only a few are likely to return. Those who survive will come back alone and quietly. The poet imagines that instead of a grand return, it will be a lonely, silent homecoming. The joy of departure will turn into sorrow on their return.
- F.** The soldiers leave in the dark, singing, but their happiness is not real. Deep inside, they know the dangers of war and the pain that may await them. The silent porters, the tramp, the lamp and the signal all create a sad, gloomy atmosphere. They remind us that behind every departure, there is a story of fear, loss, and uncertainty.
- G.** The soldiers who return will not come back as a group. They will return alone, quietly walking home without any welcome. They feel sad because they have survived while many of their companions have died. They may also feel guilty, tired and broken inside. The roads will feel unfamiliar, and life will never be the same for them again.

• VALUE BASED QUESTIONS AND ANSWERS •

Q1. What lesson do we learn about war from the poem "The Send-Off"?

Answer: The poem teaches us that war is not glorious, but painful and tragic. Many young soldiers go to fight with hope, but most do not return. The poet shows how war destroys lives and dreams. We learn to value peace over violence and to think deeply before glorifying war. It also reminds us to be grateful to soldiers who sacrifice so much. We must respect their courage, but also understand the heavy price they pay for our safety and freedom.

Q2. What values are shown through the poet's feelings for the soldiers?

Answer: The poet shows empathy, honesty, and compassion for the soldiers. He does not praise war, but feels sad for the young men who are being sent to die. He wants people to see the truth about war, not just the pride and honour. His feelings teach us to be kind, understanding, and to question blind support for war. He encourages us to think of the human cost behind every victory.