

Chapter 7 Madam Rides the Bus

Summary of Chapter 7: Madam Rides the Bus (English)

This story, written by Vallikkannan, is about an eight-year-old girl named Valli, who is curious and adventurous. She is fascinated by the bus that passes through her village every day and dreams of taking a ride. She carefully observes the bus schedule, saves money, and plans her journey secretly.

One day, she finally boards the bus, excited to explore the world beyond her village. She enjoys the ride, observing everything—the lush green fields, the town, and the passengers. However, she refuses help from others, insisting that she can manage on her own.

On reaching the town, she does not get off the bus, as her plan is only to enjoy the ride. She takes the return trip home, but on the way back, she sees the dead body of a cow that was happily running along earlier. This sight deeply affects her and makes her realize the harsh realities of life.

The story beautifully portrays a child's innocence, excitement, and her transition from carefree joy to a sudden understanding of life and death.

Summary of Chapter 7: Madam Rides the Bus (In Hindi)

यह कहानी वल्लीकन्नन द्वारा लिखी गई है और आठ वर्षीय लड़की वल्ली के बारे में है, जो जिज्ञासु और साहसी है। वह अपने गाँव से गुजरने वाली बस से बहुत मोहित होती है और एक दिन उसमें सफर करने का सपना देखती है। वह बस का समय ध्यान से देखती है, पैसे बचाती है और अपनी यात्रा की योजना चुपचाप बनाती है।

एक दिन, वह आखिरकार बस में चढ़ जाती है और अपने गाँव से बाहर की दुनिया को देखने के लिए उत्साहित होती है। वह रास्ते में खेतों, कस्बों और यात्रियों को बड़े ध्यान से देखती है। कुछ सहयात्री उसकी मदद करना चाहते हैं, लेकिन वह गर्व से कहती है कि उसे किसी की सहायता की आवश्यकता नहीं है।

जब बस शहर पहुँचती है, तो वह नीचे नहीं उतरती क्योंकि उसका उद्देश्य केवल बस यात्रा का आनंद लेना था। वापसी की यात्रा के दौरान, वह एक मृत गाय को सड़क पर पड़ा हुआ देखती है, जो पहले खुशी-खुशी दौड़ रही थी। यह दृश्य उसे झकझोर देता है और जीवन तथा मृत्यु की कठोर सच्चाई से उसका सामना कराता है।

यह कहानी एक बच्चे की मासूमियत, उत्साह और अचानक जीवन की गंभीर वास्तविकताओं को समझने की यात्रा को खूबसूरती से दर्शाती है।

Activity

Q 1. Look at the words and phrases given below. Then put a tick against the ones you think you will find in the text.

___ a set of passengers

___ get on the bus

___ get off the bus

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___ platform

___ Tickets, please

___ a roar and a rattle

___ a row of seats

___ slowing down to a crawl

___ blowing a whistle

Ans 1: Here are the correct answers for the activity

Words/Phrases Found in the Text (✓)

- ✓ **a set of passengers** – Refers to people traveling together on the bus.
- ✓ **get on the bus** – Valli boards the bus.
- ✓ **get off the bus** – Valli exits the bus after her journey.
- ✓ **platform** – The bus stop where passengers wait.
- ✓ **Tickets, please** – The conductor asks for tickets.
- ✓ **a roar and a rattle** – Describes the sound of the bus.
- ✓ **a row of seats** – Passengers sit in rows inside the bus.
- ✓ **slowing down to a crawl** – The bus reduces speed.
- ✓ **blowing a whistle** – The conductor or driver uses a whistle.

Explanation:

All the given words and phrases are relevant to the story, as they describe Valli's bus journey. The text includes details about passengers, boarding and exiting the bus, the conductor checking tickets, the sounds of the bus, and its movement.

This activity helps students identify key elements of the chapter and understand the setting of Valli's adventure.

Q 2. You must have travelled by bus more than once. What can you see from a fast-moving bus? Given below are some suggestions. Speak briefly about some of these scenes, or about other such scenes that you have seen; or write a sentence or two about them.

rivers	green fields	hills
roadside shops	market places	railway tracks
moving trains	vehicles on the road	trees
a crowd.	clothes in shops	animals

Ans 2: **1. Rivers:** From a fast-moving bus, rivers appear like shimmering ribbons winding through the landscape. During monsoon, they turn muddy and swollen, while in summer, their banks become wide and sandy.

2. Green Fields: Vast stretches of green fields with farmers working or cattle grazing create a peaceful countryside scene. Different crops (like golden wheat or bright mustard) change the view with seasons.

3. Hills: Distant hills look like blue shadows on the horizon. As the bus moves closer, you can spot terraced farms or waterfalls during rains.

4. Roadside Shops: Colorful stalls selling snacks, fruits, or handmade crafts flash by. You might see villagers bargaining or children waiting for school buses.

5. Market Places: Busy markets near bus stops have vendors arranging goods, customers haggling, and the smell of street food mixing with honking vehicles.

6. Railway Tracks: Parallel tracks glint in the sun, with occasional trains speeding past or waiting at crossings while people crowd around tea stalls.

7. Moving Trains: Trains running alongside roads create a thrilling race—sometimes passengers from both vehicles wave at each other!

8. Vehicles on the Road: A blur of motorcycles, trucks, and bicycles weaving through traffic, each with its own hurried purpose.

9. Trees: Trees by the roadside form a green tunnel. You might spot birds nesting or their leaves turning orange in autumn.

10. A Crowd: Bus stands are packed with people—some rushing to board, others waiting with heavy luggage, and kids clinging to parents.

11. Clothes in Shops: Bright saris and shirts fluttering outside shops look like rainbows against dusty streets.

12. Animals: Stray dogs napping under trees, goats grazing on garbage piles, or even camels moving lazily in rural areas.

Bonus Scene (Personal Touch):

At dusk, the view turns magical—street lights flicker on, shop bulbs glow like fireflies, and the sky paints everything in orange hues.

Oral Comprehension Check

Q 1. What was Valli's favourite pastime?

Ans 1: Valli's favourite pastime was standing at the front door of her house and watching the street outside. She found endless entertainment in observing the daily activities, but her greatest fascination was watching the bus that traveled between her village and the nearby town.

Q 2. What was a source of unending joy for Valli? What was her strongest desire?

Ans 2: The sight of the bus filled with passengers was a source of unending joy for Valli. Her strongest desire was to ride the bus at least once, experiencing the thrill of traveling to the town and back.

Q 3. What did Valli find out about the bus journey? How did she find out these details?

Ans 3: Valli gathered details about the bus journey by:

- Listening carefully to conversations between neighbors who had traveled on the bus.
 - Asking discreet questions to bus passengers about the fare, duration, and route.
 - Observing the bus's schedule and noting landmarks along the way.
- She learned that the town was six miles away, the fare was thirty paise one-way, and the trip took about forty-five minutes.

Q 4. What do you think Valli was planning to do?

Ans 4: Valli was secretly planning to take the bus ride to the town all by herself. She saved money by resisting temptations (like buying toys or sweets), meticulously planned the timing, and ensured she boarded the bus when her mother was napping to avoid being stopped.

Oral Comprehension Check

Q 1. Why does the conductor call Valli 'madam'?

Ans 1: The conductor calls Valli 'madam' in a playful manner because she acts very maturely and confidently for her age. She insists on handling everything on her own and refuses any help while boarding the bus. Her confident responses amuse the conductor, so he teasingly addresses her as 'madam'.

Q 2. Why does Valli stand up on the seat? What does she see now?

Ans 2: Valli stands up on the seat because she wants to get a clear view of the outside scenery, but the canvas covering the lower part of the window blocks her sight. When she stands, she can finally see the narrow road alongside a canal, palm trees, green fields, distant mountains, and a bright blue sky. On the other side, there is a deep ditch and vast stretches of farmland that extend as far as her eyes can see.

Q 3. What does Valli tell the elderly man when he calls her a child?

Ans 3: When the elderly man refers to Valli as a child, she immediately asserts that she is not a child. She confidently informs him that she has paid her bus fare, just like any other passenger, and should be treated equally.

Q 4. Why didn't Valli want to make friends with the elderly woman?

Ans 4: Valli does not feel comfortable befriending the elderly woman because she finds her appearance unappealing. The woman has large ear lobes with big holes and wears unattractive earrings. Additionally, she is chewing betel nut, and her mouth is stained with its red juice. Valli finds this unappealing and decides not to interact with her.

Oral Comprehension Check

Q 1. How did Valli save up money for her first journey? Was it easy for her?

Ans 1: Valli saved every single coin she could find, being extremely careful with her money. She avoided spending on small pleasures like peppermints, toys, and balloons, even when she was tempted. It was especially difficult for her to resist the urge to ride the merry-go-round at the village fair. However, her determination and patience helped her accumulate sixty paise, which was enough for her long-awaited bus journey.

Q 2. What did Valli see on her way that made her laugh?

Ans 2: During the bus ride, Valli was delighted to see a young cow running playfully in the middle of the road. Its tail was raised high, and it ran frantically right in front of the bus. The driver honked repeatedly, but instead of moving aside, the cow became more panicked and started running even faster. The sight was so amusing to Valli that she laughed uncontrollably, tears rolling down her cheeks.

Q 3. Why didn't she get off the bus at the bus station?

Ans 3: Valli's only goal was to experience a bus ride, not to explore the town. She had carefully saved exactly sixty paise—thirty for the onward journey and thirty for the return. Since she had no extra money and limited time, she chose to stay inside the bus and return home before her mother woke up from her afternoon nap.

Q 4. Why didn't Valli want to go to the stall and have a drink? What does this tell you about her?

Ans 4: Valli refused to buy a drink at the stall because she had only saved enough money for her bus fare. She was focused on her plan and didn't want to spend money on anything unnecessary. Even when the conductor offered to buy her a drink, she politely declined. This shows that she was a self-reliant and disciplined girl who valued her independence and did not want to depend on others for favors.

Thinking about the Text

Q 1. What was Valli's deepest desire? Find the words and phrases in the story that tell you this.

Ans 2: Valli's deepest desire was **to ride the bus** that traveled between her village and the nearby town. The following lines from the story reveal this:

- *"Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once."*
- *"The sight of the bus filled each time with a new set of passengers was a source of unending joy for Valli."*
- *"Over many days and months, Valli listened carefully to conversations between her neighbors and regular bus riders."*

Q 2. How did Valli plan her bus ride? What did she find out about the bus, and how did she save up the fare?

Ans 2: Planning the Ride:

- Valli **observed the bus** daily, noting its schedule, route, and fare.
- She **gathered information** by eavesdropping on passengers' conversations to learn details like travel time (45 minutes one way) and the fare (30 paise).

Saving Money:

- She **resisted temptations** like buying toys, balloons, or peppermints.
- She **saved every coin** given to her, even controlling her urge to ride the merry-go-round at the village fair.
- Finally, she **collected 30 paise** for her fare through disciplined saving.

This shows her **maturity, patience, and strategic thinking** despite her young age.

Q 3. What kind of a person is Valli? To answer this question, pick out the following sentences from the text and fill in the blanks. The words you fill in are the clues to your answer.

- (i) "Stop the bus! Stop the bus!" And a tiny hand was raised_____.
- (ii) "Yes, I_____ go to town," said Valli, still standing outside the bus.
- (iii) "There's nobody here _____," she said haughtily. "I've paid my thirty paise like everyone else."
- (iv) "Never mind," she said, "I can_____. You don't have to help me. 'I'm not a child, I tell you, 'She said, _____.
- (v) "You needn't bother about me. I _____," Valli said, turning her face toward the window and staring out.
- (vi) Then she turned to the conductor and said, "Well, sir, I hope _____."

Ans 3: Valli is independent, confident, and strong-willed, as seen in these lines:

(i) "Stop the bus! Stop the bus!" And a tiny hand was raised **commandingly**.

(ii) "Yes, I **have to** go to town," said Valli, still standing outside the bus.

(iii) "There's nobody here **who's a child**," she said haughtily. "I've paid my thirty paise like everyone else."

(iv) "Never mind," she said, "I can **get on by myself**. You don't have to help me. 'I'm not a child, I tell you,' She said, **irritably**."

(v) "You needn't bother about me. I **can take care of myself**," Valli said, turning her face toward the window and staring out.

(vi) Then she turned to the conductor and said, "Well, sir, I hope **to see you again**."

Q 4. Why does the conductor refer to Valli as 'madam'?

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Ans 4: The conductor calls Valli "madam" humorously because she behaves like a confident, grown-up passenger. Despite being a child, Valli insists on independence—paying her own fare, refusing help, and speaking assertively. The term highlights the contrast between her small size and her mature demeanor.

Q 5. Find the lines in the text which tell you that Valli was enjoying her ride on the bus.

Ans 5: **Lines showing Valli enjoyed her bus ride:**

- *"Valli devoured everything with her eyes."* (Shows her excitement)
- *"She laughed and laughed until there were tears in her eyes."* (When the bus crossed the cow)
- *"Struck dumb with wonder, Valli gaped at everything."* (Her awe at new sights)

Q 6. Why does Valli refuse to look out of the window on her way back?

Ans 6: Valli avoids looking because she's heartbroken after seeing the dead cow (the same one that made her laugh earlier). The sight shatters her joy, making her realize death is part of the life she'd been admiring moments ago.

Q 7. What does Valli mean when she says, "I was just agreeing with what you said about things happening without our knowledge."

Ans 7: Valli subtly admits her secret bus adventure to her mother. Her words imply that children experience things adults might not notice (like her solo journey), just as her mother remarked about life's unnoticed events.

Q 8. The author describes the things that Valli sees from an eight-year-old's point of view. Can you find evidence from the text for this statement?

Ans 8: **Evidence of an 8-year-old's perspective in descriptions:**

- **Curiosity:** *"Why does the conductor stand in the bus? Doesn't he get tired?"* (Childlike questioning)
- **Imagination:** The roadside *"palm trees, grasslands, distant mountains"* seem like magical landscapes.
- **Emotional Shifts:** From exhilaration (laughing at the cow) to sadness (seeing it dead) reflects a child's quick emotional changes.

Speaking

Q 1: This story has a lot of people talking in it. The conductor jokes and laughs with Valli, some passengers try to show their concern for her, and her mother and her aunt spend time chatting.

Read the conversations carefully. Then think of similar people or similar situations that you have experienced. Mimic a person or persons who spoke to you, saying what they said, along with your replies.

Ans 1: **Mimicking Conversations from Personal Experience (Inspired by *Madam Rides the Bus*)**

Situation 1: The Playful Conductor (*Like Valli's bus conductor*)

Conductor: "Eh, little scientist! Going to the lab again? Don't mix chemicals and blow up the bus, *madam!*"

Me (grinning): "Don't worry! If I do, I'll pay for the bus with my pocket money—just like my fare!"

Situation 2: Overprotective Auntie (*Like passengers fussing over Valli*)

Auntie (on train): "Beta, why are you alone? Where's your mother? *These days, children roam like stray cows!*"

Me (rolling eyes): "Aunty, I'm 14, not 4. My phone has GPS—I'm safer than your *paan* stains!"

Situation 3: Gossiping Relatives (*Like Valli's mother and aunt*)

Mother (whispering): "See that girl? She went to Delhi *all alone* last week!"

Auntie (gasping): "Alone? *Hai Ram!* Does she have no elders?"

Me (muttering): "Yes, Aunty, I survived the deadly dangers of... *booking a train ticket.*"

Why This Works:

1. **Humorous Tone:** Matches the conductor's playful teasing.
2. **Generational Gap:** Highlights adults' exaggerated worries vs. kids' confidence (like Valli's journey).
3. **Cultural Touch:** Uses Indian phrases ("*beta*," "*Hai Ram*") for authenticity.

Class Activity Idea:

- **Role-Play:** Students reenact Valli's conversations, then improvise their own (e.g., a *know-it-all* uncle or a *nosy neighbor*).

Writing

Write a page — about three paragraphs — on one of the following topics.

Q 1: Have you ever planned something entirely on your own, without taking grownups into your confidence? What did you plan, and how? Did you carry out your plan?

Ans 1: **Planning Something on My Own**

There was a time when I planned a surprise birthday party for my best friend entirely on my own, without informing any adults. It was a thrilling experience because I had never organized something so big before. I started by secretly gathering contributions from our close friends to buy decorations,

a cake, and a small gift. I also made sure to keep my friend distracted so that she wouldn't suspect anything. We decided to host the party at my house after school, and I coordinated everything, from sending out invitations to setting up the decorations before she arrived.

The most challenging part was making sure everything went smoothly without any adult help. I had to arrange snacks, set up the music, and ensure that everyone arrived on time. When my friend walked in and saw all of us shouting "Surprise!" she was speechless. The look of pure joy on her face made all the effort worthwhile. We spent the evening playing games, eating cake, and making wonderful memories.

Planning and executing this party on my own taught me a lot about responsibility and teamwork. It was a proud moment to see how everything came together perfectly. This experience made me realize that with proper planning, determination, and the support of friends, I could accomplish things independently. It was one of the most exciting and fulfilling experiences of my life!

Q 2: Have you made a journey that was unforgettable in some way? What made it memorable?

Ans 2: An Unforgettable Journey

Traveling opens the door to new experiences, and one journey that remains unforgettable for me is a trip to the mountains. It was a family vacation, but what made it special was the breathtaking beauty of the landscape and the unexpected adventure we encountered. As we drove through winding roads, the cool mountain breeze and the sight of snow-capped peaks filled me with excitement. The serene surroundings, with lush green valleys and flowing streams, felt like a dream come true.

The most memorable part of the journey was a sudden change in weather. As we reached a higher altitude, a thick mist surrounded us, making it difficult to see the road ahead. It was both thrilling and nerve-wracking as we carefully navigated the foggy path. Suddenly, light snowfall began, and within minutes, everything around us was covered in a soft white blanket. This was my first experience of snowfall, and I couldn't contain my joy. Playing in the snow and capturing those magical moments made the trip truly unforgettable.

This journey taught me the beauty of unexpected surprises and the importance of embracing every moment. The scenic landscapes, the adventure of driving through mist and snow, and the sheer joy of experiencing nature in its raw form left a lasting impression on me. Even today, when I think about that trip, it fills me with happiness and a longing to return to the mountains again.

Q 3: Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable?

Ans 3: Concern About Traffic and Road Safety

Road safety is a serious concern in today's world, as increasing traffic has made travel more dangerous. Every day, I see people violating traffic rules—jumping signals, speeding, and not wearing helmets or seat belts. Pedestrians also struggle to cross busy roads due to reckless driving. The number of accidents has risen, and many of them could be prevented if people were more responsible. One of my biggest concerns is the lack of awareness and discipline among both drivers and pedestrians, which puts everyone at risk.

To make road travel safer, strict enforcement of traffic rules is necessary. Fines for violations should be higher, and authorities should ensure that everyone follows the rules. Public awareness campaigns can also help educate people about the importance of safe driving. Schools should teach students about road safety from an early age so that they grow up to be responsible citizens. Better infrastructure, like more pedestrian crossings, properly functioning traffic lights, and well-maintained roads, would also improve safety.

Apart from rules and infrastructure, people's attitudes must change. Patience, discipline, and respect for others on the road are key to making travel safer and more enjoyable. If everyone followed basic traffic rules, accidents would decrease, and commuting would be less stressful. A safe road is not just the government's responsibility but also ours. By being careful and responsible, we can create a better and safer environment for everyone.

Chapter 7 Poem – The Tale of Custard the Dragon

Summary of Chapter 7 Poem – The Tale of Custard the Dragon (English)

Poet: Ogden Nash

"The Tale of Custard the Dragon" is a humorous ballad about a cowardly dragon named Custard, who lives with Belinda and her other brave pets—Ink (a black kitten), Blink (a grey mouse), and Mustard (a yellow dog). Belinda considers herself brave, and her pets often boast about their courage. However, Custard, the dragon, is mocked for being a coward because he always asks for a safe cage.

One day, a pirate enters their house, threatening everyone. Surprisingly, all the so-called brave ones—Belinda, Ink, Blink, and Mustard—run away in fear. Custard, despite being labeled a coward, fights the pirate bravely and defeats him. After the danger passes, the others return and act as if they were always brave, while Custard remains humble.

The poem humorously conveys the idea that real courage is shown in times of crisis, and sometimes those who appear weak can be the true heroes.

Summary of Chapter 7 Poem – The Tale of Custard the Dragon (In Hindi)

कवि: ओगडेन नैश

"The Tale of Custard the Dragon" एक हास्यपूर्ण कविता है जो कस्टर्ड नामक एक डरपोक ड्रैगन की कहानी बताती है। वह बेलिंडा नाम की लड़की और उसके अन्य साहसी पालतू जानवरों—इंक (काला बिल्ली), ब्लिंक (धूसर चूहा) और मस्टर्ड (पीला कुत्ता) के साथ रहता है। बेलिंडा खुद को बहादुर मानती है, और उसके पालतू जानवर अक्सर अपनी बहादुरी का बखान करते हैं। लेकिन कस्टर्ड हमेशा खुद को एक सुरक्षित पिंजरे में रखने की बात करता है, इसलिए सब उसे डरपोक समझते हैं और उसका मजाक उड़ाते हैं।

एक दिन, एक समुद्री लुटेरा (पाइरेट) घर में घुस आता है और सबको डराता है। जो खुद को बहादुर बताते थे— बेलिंडा, इंक, ब्लिंक और मस्टर्ड— सब डरकर भाग जाते हैं। लेकिन कस्टर्ड, जिसे डरपोक कहा जाता था, हिम्मत दिखाता है और बहादुरी से लड़कर समुद्री लुटेरे को हरा देता है।

खतरा टल जाने के बाद, बाकी सभी वापस आकर फिर से अपनी झूठी बहादुरी दिखाने लगते हैं, जबकि असली वीर कस्टर्ड अपनी विनम्रता बनाए रखता है।

यह कविता व्यंग्यात्मक ढंग से यह सिखाती है कि असली बहादुरी कठिन परिस्थितियों में साबित होती है, और कई बार जो लोग कमजोर नजर आते हैं, वही असली नायक होते हैं।

Thinking About the Poem

Q 1. Who are the characters in this poem? List them with their pet names.

Ans 1: **Ans 1:** The poem features the following characters with their pet names:

- **Belinda** – A little girl who owns the pets.
- **Ink** – A black kitten.
- **Blink** – A little grey mouse.
- **Mustard** – A yellow dog.
- **Custard** – A dragon who is perceived as cowardly.

Q 2. Why did Custard cry for a nice safe cage? Why is the dragon called “cowardly dragon”?

Ans 2: Custard cried for a nice safe cage because he felt insecure and afraid, unlike the other characters who boasted about their bravery. The dragon is called "cowardly" because he often behaved timidly and seemed to lack the courage expected from a dragon, despite his large and fierce appearance.

Q 3. “Belinda tickled him, she tickled him unmerciful...” Why?

Ans 3: Belinda and her other pets mocked and tickled Custard because he was timid and always wanted to stay in a safe cage. They found his cowardly nature amusing and often made fun of him for not being as bold as they were.

Q 4. The poet has employed many poetic devices in the poem. For example: “Clashed his tail like iron in a dungeon” — the poetic device here is a simile. Can you, with your partner, list some more such poetic devices used in the poem?

Ans 4: Yes, the poem contains several poetic devices:

- **Simile:** “Mouth like a fireplace” (comparison using ‘like’).
- **Alliteration:** “Custard, the cowardly dragon” (repetition of the ‘c’ sound).

- **Onomatopoeia:** “Clatter, clank, and jangling” (words that imitate sounds).
- **Repetition:** “Mustard growled, and Ink and Blink chirped” (repeated ideas for emphasis).

Q 5. Read stanza three again to know how the poet describes the appearance of the dragon.

Ans 5: The poet describes Custard as a large dragon with sharp teeth, spikes on his back, scales like a stormy sea, and a big, fiery mouth. His nose emitted smoke, and his eyes were like fire, making him appear terrifying despite his timid nature.

Q 6. Can you find out the rhyme scheme of two or three stanzas of the poem?

Ans 6: The poem follows an **AABB** rhyme scheme, where each stanza consists of rhyming couplets. For example:

- “Belinda lived in a little white house, (A)
And a little black kitten and a little grey mouse, (A)
And a little yellow dog and a little red wagon, (B)
And a realio, trulio, little pet dragon.” (B)

Q 7. Writers use words to give us a picture or image without actually saying what they mean. Can you trace some images used in the poem?

Ans 7: The poet uses vivid imagery to create mental pictures, such as:

- “Mouth like a fireplace” – gives a visual of a fire-breathing dragon.
- “His tail like iron in a dungeon” – suggests strength and loud noises.
- “His nose smoke out” – implies fierceness and power.

Q 8. Do you find The Tale of Custard the Dragon to be a serious or a light-hearted poem? Give reasons to support your answer.

Ans 8: The poem is **light-hearted** and humorous. It portrays a playful contrast between appearances and reality—while Custard looks fierce, he is actually timid. The exaggerated bravery of the other characters also adds to the humor, especially when Custard turns out to be the only one brave enough to fight the pirate.

Q 9. This poem, in ballad form, tells a story. Have you come across any such modern song or lyric that tells a story? If you know one, tell it to the class. Collect such songs as a project.

Ans 9: Yes, many modern songs tell a story in ballad form. For example:

- “*The Night the Lights Went Out in Georgia*” by Vicki Lawrence – tells a mystery story.
- “*Love Story*” by Taylor Swift – narrates a romantic tale.
- “*Stan*” by Eminem – presents a dramatic, tragic story.

Writing

Q 1. Have fun writing your ballad. Gather information (choose/decide an idea/theme), organise your materials under characters and story and then write. Revise and edit your ballad to make it entertaining. Use the following guidelines to write your ballad.

- Purpose of writing the ballad: to entertain and interest
- To whom I am writing: decide for whom you are writing
- How should I structure features?
 - Tell a simple narrative
 - A few major characters
 - A strong rhythm and rhyme
 - May have a refrain (single or two line(s) repeated often)
 - Divide into verses

Ans 1: **The Brave Little Sailor**

Upon the shores of Silver Bay,
A sailor dreamed to sail away.
His ship was small, his heart was strong,
He swore to sail the seas so long.

(Refrain)

Through storms and waves, through dark and light,
The sailor sailed with all his might.

The village mocked, they laughed aloud,
"A storm will sink you in a cloud!"
Yet off he went, his sails held tight,
A speck against the morning light.

(Refrain)

Through storms and waves, through dark and light,
The sailor sailed with all his might.

The sky grew black, the winds did roar,
The waves they crashed, the rain did pour.
But through the tempest, wild and free,
He steered his ship upon the sea.

Lightning flashed and struck his mast,
The mighty wind was blowing fast.

Yet in his heart, he felt no fear,
"I shall not fall, my course is clear!"

(Refrain)

Through storms and waves, through dark and light,
The sailor sailed with all his might.

By dawn he reached the golden shore,
A land where none had stepped before.
He stood so proud, he knew at last,
The doubts of men were left in the past.

Back home they cheered, they sang his name,
No longer small, he rose to fame.
So when you fear, remember well,
Brave hearts will sail through any swell!

(Final Refrain)

Through storms and waves, through dark and light,
The sailor sailed with all his might.