

Unit 3 Two Stories about Flying

Let's Begin

You have read two stories about flying. 'His First Flight' is about how a young bird learns to fly and 'Black Aeroplane' is a mystery.

1. Read the story, 'His First Flight' again. Working in groups of four, answer the following questions selecting the correct option.

Q.1. The young seagull was afraid of flying because _____.

- (a) he felt his wings would not support him
- (b) other bird knew to fly very well
- (c) the sea was very large
- (d) his mother and father threatened him

Ans 1: (a) he felt his wings would not support him
(He lacked confidence in his own wings.)

Q.2. Why did his family taunt him about his cowardice?

- (a) He went with his sisters and brothers.
- (b) He was not listening to them.
- (c) He was not accepting their request to fly with them.
- (d) He was not liked by them at all.

Ans 2: (c) He was not accepting their request to fly with them.
(They mocked him for refusing to try flying like his siblings.)

Q.3. How did the young seagull start flying?

- (a) His mother showed him the fish and moved away from him to make him fly.
- (b) His brothers and sisters trained him to fly.
- (c) He was hungry and he moved to fly in search of food.
- (d) He did not learn to fly at all.

Ans 3: (a) His mother showed him the fish and moved away from him to make him fly.
(She tempted him with food, forcing him to overcome fear.)

Q.4. Which of the following statements is not true of the young seagull?

- (a) He was lazy and did not want to fly.

- (b) He wanted to fly, but was afraid of flying.
- (c) His mother, father, brothers, and sisters helped him fly.
- (d) His hunger made him fly.

Ans 4: **(a) He was lazy and did not want to fly.**

(He was afraid, not lazy—he desperately wanted to fly but couldn't gather courage initially.)

Q.5. Say whether the following statements about the seagull are true or false.

- (a) The young seagull liked to fly with his brothers and sisters. **(False)**
- (b) The young seagull was hungry so he started to fly. **(True)**
- (c) He was scared of flying first. **(True)**
- (d) He flew on his own to get the food. **(True)**

2. You have another story, 'The Black Aeroplane' in the lesson. Read the story again and develop at least five multiple choice questions based on the story. Work in pairs and ask your partner to answer them. The questions may be based on the events, persons, reasons and causes of the events, and results in the story.

Your Answers
1.
2.
3.
4.
5.

Ans 2: Here are **five multiple-choice questions (MCQs)** based on the story "*The Black Aeroplane*" for your pair activity:

MCQs on *The Black Aeroplane*

1. Why did the pilot decide to fly through the storm clouds instead of turning back?

- (a) His fuel was too low to return.
- (b) He was eager to reach home quickly.
- (c) The storm clouds seemed harmless.
- (d) His compass stopped working.

Ans: **(b) He was eager to reach home quickly.**

2. What strange thing happened inside the storm clouds?

- (a) The pilot saw a flock of birds.
- (b) All instruments in the plane stopped working.

- (c) The storm cleared suddenly.
- (d) Another passenger appeared in the plane.

Ans: (b) All instruments in the plane stopped working.

3. Who helped the pilot navigate through the storm?

- (a) A mysterious black aeroplane with no lights.
- (b) A radio operator from Paris.
- (c) His co-pilot.
- (d) A lighthouse keeper.

Ans: (a) A mysterious black aeroplane with no lights.

4. What did the control room tell the pilot when he landed safely?

- (a) They congratulated him for his bravery.
- (b) They said no other plane was flying in the storm.
- (c) They scolded him for taking risks.
- (d) They asked about the black aeroplane's pilot.

Ans: (b) They said no other plane was flying in the storm.

5. What is the most likely explanation for the black aeroplane's appearance?

- (a) It was a secret military plane.
- (b) The pilot imagined it due to stress.
- (c) It was a supernatural or angelic help.
- (d) Another lost pilot was guiding him.

Ans: (c) It was a supernatural or angelic help.

Reading Comprehension Text I

Q 1: Let's now read the story of a bus conductor and his passengers with a dog. The story is written by A.G Gardiner.

All about a Dog

It was a bitterly cold night, and even at the far end of the bus the east wind that raved along the street cut like a knife. The bus stopped and two women and a man got in together and filled the vacant places. The young woman was dressed in sealskin, and carried one of those little Pekinese dogs that women in sealskin like to carry in their laps. The conductor came in and took the fares. Then his eyes rested with old malice on the beady eyed toy dog.

I saw trouble brewing. This was the opportunity for which he had been waiting and he intended to make the most of it. I had marked him as the type of what Mr. Wells has called the Resentful Employee, the man with a great vague grievance against everything and a particular grievance against passengers

who came and sat in his seat while he shivered at the door. "You must take that dog out," he said with sour venom.

"I shall certainly do nothing of the kind. You can take my name and address," said the woman, who had evidently expected the challenge and knew the reply.

"You must take the dog out— that's my orders."

"I won't go on the top in such weather. It would kill me," said the woman.

"Certainly not," said her lady companion, "You've got a cough as it is."

"It's nonsense," said her male companion.

The conductor pulled the bell and the bus stopped. "This bus doesn't go until that dog is brought out." And he stepped on to the pavement and waited. It was his moment of triumph. He had the law on his side and the whole bus full of angry people under the harrow. His embittered soul was having a real holiday.

The storm inside rose high "Shameful!" "He's no better than a German." "Why isn't he in the army?" "Call the police. Let's all report him." "Let's make him give us our fares back." Everybody was on the side of the lady and the dog.

That little animal sat blinking at the dim lights in happy unconsciousness of the rumpus of which he was the cause. The conductor came to the door, "What's your number?" said one, taking out a pocket-book with a gesture of terrible things. "There's my number," said the conductor imperturbably. "Give us our fares back." "You can't leave us here all night." "No fares back," said the conductor.

Two or three passengers got out and disappeared into the night. The conductor took another turn on the pavement, then went and had a talk with the driver. Another bus, the last on the road, sailed by indifferent to the shouts of the passengers to stop, "They stick by each other the villains," was the comment.

Someone pulled the bell violently. That brought the driver round to the door, "Who's conductor of this bus?" he said and paused for reply. "None coming," he returned to his seat, and resumed beating his arms across his chest. There was no hope in that quarter. A policeman strolled up and looked in at the door. An avalanche of indignant protests and appeals burst on him. "Well, he's got his rules, you know," he said. "Give your name and address." "That's what he's been offered, and he won't take it." "Oh," said the policeman, and he went away and took his stand a few yards down the street, where he was joined by two more constables.

And still the little dog blinked at the lights, and the conductor walked to and from the pavement, like a captain on the quarterdeck in the hour of victory. A young woman, whose voice had risen high above the gale inside, descended on him with an air of threatening and slaughter. He was immovable as cold as the night, and as hard as the pavement. She passed on in a fury of impotence to the three policemen, who stood like a group of statuary on the street watching the drama.

Then she came back, imperiously beckoned to her 'young man' who had sat a silent witness of her rage, and vanished. Others followed. The bus was emptying. Even the dashing young fellow who had demanded the number and who had declared he would see this thing through if he sat there all night, had taken an opportunity to slip away.

Meanwhile the Pekinese party was passing through every stage as of resistance to abject surrender. "I'll go on the top." said the sealskin lady at last. "You mustn't." "I will." "You'll have pneumonia."

"Let me take it." (This from the man) "Certainly not." She would die with her dog. When she had disappeared up the stairs, the conductor came back, pulled the bell, and the bus went on. He stood sourly triumphant while his conduct was savagely discussed in his face by the remnant of the party.

Then the engine struck work, and the conductor went to help the driver. It was a long job and presently the lady with the dog stole down the stairs and re-entered the bus. When the engine was put right, the conductor came back and pulled the bell. Then his eyes fell on the dog, and his hand went to the bell-rope again. The driver looked around, the conductor pointed to the dog, the bus stopped, and the struggle recommenced with all the original features — the conductor walking the pavement, the driver smacking his arms on the box, the little dog blinking at the lights, the sealskin lady declaring that she would not go on the top and finally going.

"I've got my rules," said the conductor to me when I was the last passenger left behind. He had won his victory, but felt that he would like to justify himself to somebody. "Rules," I said, "are necessary things, but there are rules and rules. Some are hard and fast rules, like the rules of the road, which cannot be broken without danger to life and limb. But some are only rules for guidance, which you can apply or wink at, as common-sense dictates, like that rule about the dogs.

They are not a whip, put in your hand to scourge your passengers with, but an authority for an emergency. They are meant to be observed in the spirit, not in the letter, for the comfort and not the discomfort of the passengers. You have kept the rule and broken its spirit. You may mix your rules with a little goodwill and good temper." He took it very well and when I got off the bus he said "Good night" quite amiably.

Now, complete the box narrating the story in the correct sequence.

1. Once two women and a man got into a bus and found places to sit.	2.
3.	4.
5. Two or three passengers got the money back and walked away.	6.
7.	8. The conductor did not give up. He sent the lady with the dog away to the top.

Ans 1: Filled Sequence Box:

1. **Once two women and a man got into a bus and found places to sit.**
2. One of the women had a small dog in her lap, which the conductor noticed with disapproval.
3. The conductor told the lady to take the dog out as per rules, but she refused, citing the cold weather.
4. The conductor stopped the bus and refused to move until the dog was taken out.
5. **Two or three passengers got the money back and walked away.**
6. Other passengers protested, argued, and appealed to the policeman, but nothing changed.
7. Eventually, the lady went to the top deck with the dog, and the bus moved again.
8. **The conductor did not give up. He sent the lady with the dog away to the top.**

VOCABULARY

Q 1. Making adverbs: bitterly, imperturbably, violently, and evidently are some words you have come across in the story. These are adverbs. A few words are given below. Make adverbs of these words and use them in sentences of your own. (Take care of the spelling when you convert these into adverbs.)

- (a) Angry _____
- (b) Vague _____
- (c) Indignant _____
- (d) Threatening _____
- (e) Hurry _____

Ans 1:

- (a) **Angry** → **Angrily** (*She spoke angrily when the waiter got her order wrong.*)
- (b) **Vague** → **Vaguely** (*He vaguely remembered meeting her at the party last year.*)
- (c) **Indignant** → **Indignantly** (*The student responded indignantly when accused of cheating.*)
- (d) **Threatening** → **Threateningly** (*The dog growled threateningly at the stranger near the gate.*)
- (e) **Hurry** → **Hurriedly** (*She packed her bag hurriedly and ran out of the house.*)

Q 2. Now, look at the word given below in italic.

He was *immovable*.

'im' is the prefix added to the word 'movable'. The prefix 'im' made 'immovable' an antonym of 'movable'. Now, make more words with the prefix im- which are antonyms.

1. mobile—immobile	2.
3.	4.
5.	6.
7.	8.

Ans 2: Here's a list of words that become **antonyms** when you add the prefix "im-" to them:

1. **mobile — immobile**
2. **possible — impossible**
3. **patient — impatient**
4. **mature — immature**
5. **mortal — immortal**
6. **perfect — imperfect**
7. **polite — impolite**
8. **pure — impure**

Q 3. In groups of five, create a word-web or collocation chart of words with prefixes 'il' and 'in'.

Example: logical—illogical	Example: secure—insecure
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Ans 3: Here's a word-web or **collocation chart** with words that use the prefixes "il-" and "in-" to form **antonyms**:

Prefix: il- (used before words starting with "l")

Base Word	With Prefix
logical	illogical
legal	illegal
legible	illegible
literate	illiterate
legitimate	illegitimate

Prefix: in-

Base Word	With Prefix
secure	insecure
complete	incomplete
correct	incorrect
active	inactive
visible	invisible

Grammar**A. Phrasal verbs**

The sentence below is taken from the text you have read. The phrase in italic is a phrasal verb. A phrasal verb is a combination of words (a verb + a preposition, for example *check in* or a verb + an adverb, for example *break down*). When they are used together, they usually take on a different meaning to that of the original verb

... *Walk away* from the old Dakota.

walk away is a phrasal verb which means *to move away from*.

Find out the meaning of the following phrasal verbs and use them appropriately in sentences.

- (a) walk in _____
- (b) walk out _____
- (c) take away _____
- (d) take up _____
- (e) take in _____
- (f) take out _____
- (g) give away _____
- (h) give in _____
- (i) give up _____
- (j) put in _____
- (k) put away _____
- (l) put out _____

Ans A:

Here's a list of the phrasal verbs with their meanings and example sentences:

(a) walk in – to enter a place

(She didn't knock before she **walked in** the room.)

(b) walk out – to leave suddenly, often in protest

(He **walked out** of the meeting when they refused to listen.)

(c) take away – to remove something

(Please **take away** the empty plates from the table.)

(d) take up – to start something new (a hobby or task)

(I want to **take up** painting during the summer holidays.)

(e) take in – to understand or absorb something

(It was hard to **take in** all the information at once.)

(f) take out – to remove or extract something

(She **took out** her notebook from her bag.)

(g) give away – to donate or reveal something

(He **gave away** his old clothes to charity.)

(h) give in – to surrender or agree unwillingly

(After hours of arguing, she finally **gave in**.)

(i) give up – to quit or stop trying

(Don't **give up** — you're almost there!)

(j) put in – to invest time, effort, or submit something

(He **put in** a lot of effort to finish the project on time.)

(k) put away – to store or tidy up

(Please **put away** your toys after playing.)

(l) put out – to extinguish (fire, light)

(The firefighters **put out** the fire quickly.)

B. The Passive

Compare the two sentences given below: Ramesh painted the walls.

The walls were painted by Ramesh.

The first sentence is in *active* form and the second sentence is in *passive* form. When the person doing the action (Ramesh) is the subject, we use the verb in the active voice. When the subject is what the action is directed at (the walls), we use the verb in the passive voice. In the first sentence, we talked about Ramesh but in the second sentence we talked about what happened to the walls.

In the passive sentence we use *by+agent* to add important information, that is *by Ramesh*. We can leave out *by+agent* if it does not provide any specific information. Example:

All the students were given sweets yesterday.

My room is cleaned every day in the morning.

A large number of films on wildlife conservation have been made.

Use the words given below and frame sentences using the passive forms of the verbs.

Examples:

- Rice/cultivate/Gangetic valley and coastal region. (Simple Present)

Rice is cultivated in Gangetic valley and coastal region.

- The documents/sign/principal. (Present Perfect)

The documents have been signed by the principal.

- (a) Taj Mahal/build/Shah Jahan. (Simple Past)

- (b) Malaria virus/transmit/female Anopheles mosquito. (Simple Present)

- (c) The case/solve/police and two person's arrest. (Present Perfect)

- (d) Many houses/and lives/destroy/the volcanic eruption in Mt. Etna. (Simple Past)

- (e) The ultraviolet rays/prevent/the ozone layer/entering the earth's surface. (Simple Present)

- (f) The field/convert/playground. (Present Perfect)

Ans B: Here are the passive sentences formed using the given prompts:

- (a) ***Taj Mahal / build / Shah Jahan (Simple Past)***

The Taj Mahal was built by Shah Jahan.

(b) *Malaria virus / transmit / female Anopheles mosquito (Simple Present)*

The malaria virus is transmitted by the female Anopheles mosquito.

(c) *The case / solve / police and two persons arrest (Present Perfect)*

The case has been solved by the police and two persons have been arrested.

(d) *Many houses and lives / destroy / the volcanic eruption in Mt. Etna (Simple Past)*

Many houses and lives were destroyed by the volcanic eruption in Mt. Etna.

(e) *The ultraviolet rays / prevent / the ozone layer / entering the earth's surface (Simple Present)*

The ultraviolet rays are prevented by the ozone layer from entering the earth's surface.

(f) *The field / convert / playground (Present Perfect)*

The field has been converted into a playground.

Q C. Unscramble the following sentences to make meaningful ones:

(a) records/flying/many/who/American aviator/was an/Amelia Earhart/set

(b) the first/across/woman/solo/to fly/the Atlantic Ocean/she/became

(c) a flight/July 1937/the globe/Earhart/disappeared/to circumnavigate/somewhere/over the/Pacific/in/during

(d) was never/found/and/she was/officially declared/plane wreckage/lost/at sea/her

(e) century/her/disappearance/remains/of the/one of the/greatest/unsolved mysteries/twentieth

Ans C: Here are the unscrambled and meaningful sentences:

(a): Amelia Earhart, who was an American aviator, set many flying records.

(b): She became the first woman to fly solo across the Atlantic Ocean.

(c): In July 1937, Earhart disappeared somewhere over the Pacific during a flight to circumnavigate the globe.

(d): Her plane wreckage was never found, and she was officially declared lost at sea.

(e): Her disappearance remains one of the greatest unsolved mysteries of the twentieth century.

EDITING

Q 1. Use capital letters, commas, and full stops to edit this paragraph.

In some parts of our country, there are frequent reports about Unidentified Flying Objects (UFOs) which people claimed to have seen flying in the sky and which are believed to be space ships carrying aliens from other planets some people have given evidences to support their observations they said

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that they have found mysterious objects in paddy fields. Some others, after seeing a film on space said that they had seen unusual objects flying in the sky. Public panicked there were arguments and discussions all over the country. Police were on red alert Many community centres were established people become more vigilant gradually the number of sightings reduced.

Ans 1: Here's the corrected paragraph with proper **capitalization, commas, and full stops**:

In some parts of our country, there are frequent reports about Unidentified Flying Objects (UFOs), which people claimed to have seen flying in the sky and which are believed to be spaceships carrying aliens from other planets. Some people have given evidence to support their observations. They said that they had found mysterious objects in paddy fields. Some others, after seeing a film on space, said that they had seen unusual objects flying in the sky. The public panicked. There were arguments and discussions all over the country. Police were on red alert. Many community centres were established. People became more vigilant. Gradually, the number of sightings reduced.

LISTENING

Q 1. Do you like riddles? Riddles make us think and attempt to solve puzzles through various ways and means. Read this riddle out loud and find answers to it. You can also discuss with your friends. You will notice that we speak out what we think. This is known as Think-aloud protocol. As you solve the riddles, speak out all the ideas that come to your mind to solve it.

Riddle 1

A farmer returns from the market, where he bought a goat, a cabbage and a wolf (what a crazy market). On the way home he must cross a river. His boat is small and won't fit more than one of his purchases. He cannot leave the goat alone with the cabbage (because the goat would eat it), nor he can leave the goat alone with the wolf (because the goat would be eaten).

How can the farmer get everything on the other side in this river crossing puzzle?

Riddle 2

Three humans, one big monkey, and two small monkeys are to cross a river:

- (a) Only humans and the big monkey can row the boat.
- (b) At all times, the number of humans on either side of the river must be greater or equal to the number of monkeys on that side (or else the humans will be killed by the monkeys!).
- (c) The boat only has room for two (monkeys or humans).
- (d) Monkeys can jump out of the boat when it's on the river bank.

How will they cross the river? Help them out.

Ans 1:

Riddle 1:

First, the farmer will take the goat with him in the boat and drop it on the other side of the river. Then he will row back alone to the original side. Next, he will take the wolf with him to the other side. He will drop the wolf there, but bring the goat back with him. On reaching the original side with the goat, he will drop the goat and take the cabbage with him to the other side. He will leave the cabbage with the wolf and return alone. Finally, he will take the goat one last time to the other side.

In this way, all three — the goat, the wolf, and the cabbage — are safely taken across the river without any harm.

Riddle 2:

First, one human and the big monkey will row the boat to the other side. Then the human will come back alone. After that, the two remaining humans will row together to the other side. One of them will return with the boat. Then, the two humans will take one small monkey across, and one human will come back again. Finally, the last human will take the remaining small monkey to the other side. Throughout this process, the number of humans on both sides of the river is always equal to or more than the number of monkeys, so no harm comes to anyone.

WRITING

Article Writing

Q 1. 'Rules are meant to be observed in spirit not only in letter'. Explain what you understand by this statement. Write an article in about 120–150 words on how the rules can be effectively implemented in the society and citizens can follow it in the true spirit. You may use any of the ideas given in the box. Follow the stages involved in the process approach to writing.

- (a) Use it in the context of gender (protection of women's rights/dowry/female infanticide, etc.).
- (b) In the context of environment (cutting of trees/poaching/pollution).
- (c) Smoking in public/following traffic rules, etc. (add cartoons with fun facts, for example parking in front of no parking sign).
- (d) In the context of value and self-discipline.

Ans 1: Article: **Rules Are Meant to Be Observed in Spirit, Not Only in Letter**

Rules Are Meant to Be Observed in Spirit, Not Only in Letter

By [Your Name]

Rules are created to maintain order, protect rights, and ensure harmony in society. However, when followed mechanically or only to avoid punishment, they lose their true purpose. It is essential that we understand and follow rules in their true spirit — with awareness, responsibility, and self-discipline.

Take, for example, traffic rules. Many people stop at signals only when they see a police officer nearby. Similarly, laws to protect the environment or women’s rights are often ignored unless strictly enforced. If we follow these rules just to tick a box, problems like pollution, gender inequality, and unsafe public spaces will continue.

True change happens when citizens internalize values — when we follow rules not out of fear, but out of respect for others and for society. Teaching children the importance of empathy, honesty, and responsibility can lead to a generation that follows rules with heart, not just habit.

Q 2: You have read and experienced how the little seagull learnt to fly and then the story of the mysterious black aeroplane. You have also read the story, ‘All about a dog’. How were these experiences? You may have also experienced some such situations in your life: learning to ride on a bicycle, watching a cat or any other animal trying to jump over the wall, your own bitter experience in a difficult situation, etc. Think of such an experience and write down the points and develop the ideas into an outline. Write your experiences like a short story.

Ans 2: Here’s how you can approach this in steps — first the **outline** with key points, then a **short story** based on your experience.

Outline: Learning to Ride a Bicycle

1. **Beginning:** Got a new bicycle on my birthday — super excited!
2. **Initial struggle:** Couldn’t balance, kept falling.
3. **Parents’ support:** Dad held the seat and encouraged me.
4. **Embarrassment:** Fell in front of friends, wanted to give up.
5. **Determination:** Practised every day, small improvements.
6. **Breakthrough moment:** One day, I realized I was riding on my own.
7. **Success and confidence:** Felt proud and free.
8. **Lesson learnt:** Patience, courage, and not giving up leads to success.

Short Story: My First Bicycle Ride

I still remember the day I got my first bicycle — a bright red one with black stripes and shiny handles. It was my birthday, and I couldn’t wait to ride it like the older kids in the park.

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But the excitement didn't last long. The moment I sat on it and tried to ride, I wobbled and fell. Again, and again. My knees were bruised, and my confidence shattered. I wanted to give up.

But my dad wouldn't let me. Every evening, he held the back of the seat and ran along as I tried to pedal. "Keep going," he'd say, "You're almost there!" Even when I fell in front of my friends and felt embarrassed, he encouraged me.

One sunny afternoon, something magical happened. I was pedaling fast, and when I looked back — my dad wasn't holding the seat anymore. I was riding *all by myself!*

That moment taught me something important — we all fall, but if we don't give up, we eventually fly... or in my case, ride.

PROJECT

Q 1: Go around your neighbourhood and talk to people, particularly elders, and collect riddles and puzzles in their languages.

- Ask them how and why such riddles could have emerged.
- Collect at least 10–15 riddles and write them in an order with information.
- Find out more about the riddle.
- Present it to the class as a chart and oral presentation

Ans 1: **PROJECT: Exploring Traditional Riddles from My Neighbourhood**

Introduction:

I spoke with elders in my neighborhood, especially grandparents and older relatives, and asked them to share riddles they remembered from their childhood. Most of them were in Hindi or local dialects, and they had fascinating explanations behind them. These riddles were used for entertainment, to teach values, or just to make people think in clever ways.

Sample Format for Each Riddle:

1. Riddle (in original language):

Ek ped aisa, phal paida kare na patta, na daal; andar se khaali, upar se chhatta.

(Translation): A tree that bears no fruit, no leaves, no branches; it's hollow inside and covered on top.

Answer: An umbrella.

Why it emerged: This riddle uses nature-based imagery to teach observation and creative thinking.

List of Riddles:

No.	Riddle (in Local Language)	English Translation	Answer	Meaning/Context
1	<i>Ek paan ki gili thi, us par sau haathi chale gaye, na chhidi, na ghis gayi.</i>	One wet leaf, a hundred elephants walked on it, yet it neither tore nor wore out.	The road.	Teaches about strength in simplicity.
2	<i>Ek ghar mein paanch chor, ek na nikle, baaki chaar.</i>	Five thieves in one house, one stays, four go out.	Fingers.	Based on daily observation.
3	<i>Chhota sa hai par duniya ko ghoomta hai.</i>	It's small but travels the world.	A postage stamp.	Riddle from old letter-writing days.
4	<i>Kaala bhoot, roti khaye; doodh piye to mar jaaye.</i>	A black ghost eats bread; if it drinks milk, it dies.	A stove.	Symbolic teaching riddle.
5	<i>Na uska sar, na pair; raasta bataye andher.</i>	It has no head, no legs; yet it guides you in darkness.	A torch.	Related to daily life and tools.
6	<i>Na saans hai, na jaan, par phir bhi bajta hai har dafaan.</i>	No breath, no life, yet it rings all the time.	A bell.	Teaches cause and effect.
7	<i>Main hoon paani ki beti, sabko doon main roshni.</i>	I am the daughter of water; I give light to all.	A candle.	Metaphoric and poetic.
8	<i>Ek hi raasta, do raahi; jaayein ulte, fir bhi na takraayein.</i>	One road, two travelers; go in opposite directions, yet never collide.	A zipper.	Observation-based.
9	<i>Na maati, na loha; phir bhi ghar mein rakha.</i>	Not made of clay or iron, yet kept in the house.	A mirror.	Reflects daily use.
10	<i>Kapda aisa jo pehna nahi jaata.</i>	A cloth that cannot be worn.	A bedsheet or curtain.	Teaches lateral thinking.

Presentation Tips (for Chart and Oral Presentation):

Chart:

- Create a **colorful chart** with 10–12 riddles.
- Use **columns**: Local Riddle | English Translation | Answer | Fun Fact or Use.

- Add **illustrations** or small drawings next to each one.
- You can title it something fun like: "*Riddles from Dadi-Nani Ki Potli!*"

Oral Presentation:

- Greet the class and introduce your topic.
- Read 2–3 riddles out loud and ask the class to guess the answer.
- Explain how riddles were part of oral storytelling and traditional games.
- Conclude by sharing which riddle was your favorite and why.