

## RANI ABBAKKA

**Let us do these activities before we read.**

- I Solve the riddle given below and share your answer with your classmates and the teacher.

She was a queen who led the fight,  
She fought for her country and her right.  
With a shining sword in her hand,  
Her son on her back in a cloth band  
Remembered as a warrior grand,  
She died defending her beloved Motherland.  
Who is she?

- II Think of any other women warriors who made a significant contribution to India's struggle for Independence. Share your answers with your classmates and the teacher.



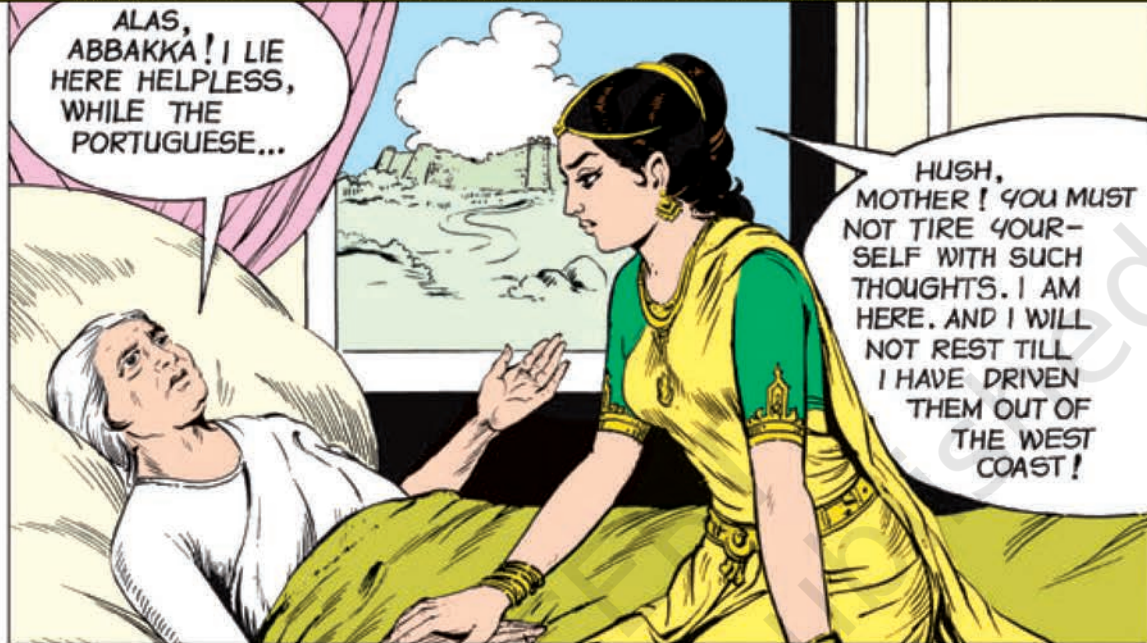




Let us read

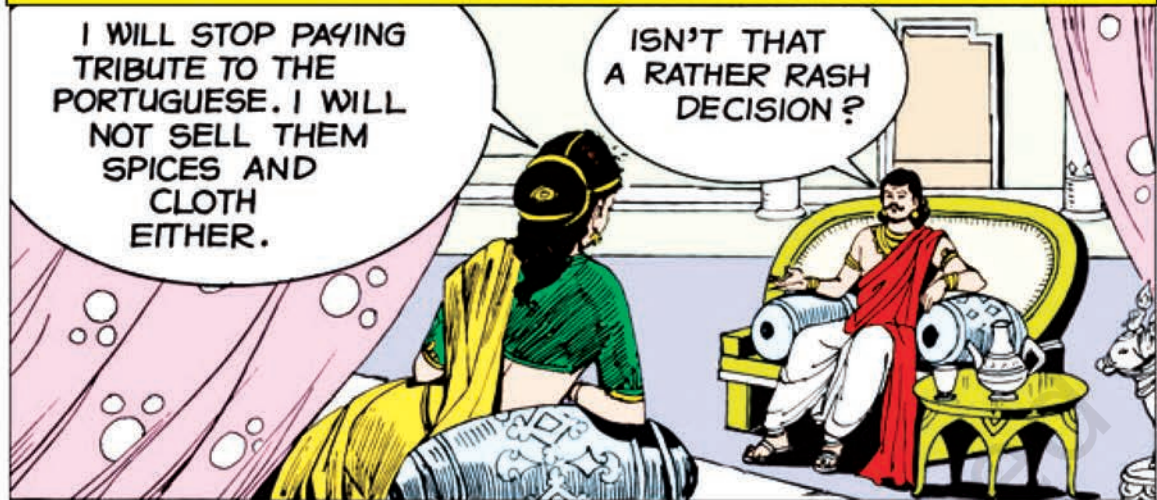
## Rani Abbakka

HIRIYA ABBAKKA, THE QUEEN OF ULLAL, A SMALL PRINCIPALITY ON THE WEST COAST OF KARNATAKA, WAS ON HER DEATHBED. YEARS AGO, ULLAL HAD BEEN CAPTURED BY THE PORTUGUESE AND HAD BECOME A VASSAL - THEY WERE REQUIRED TO PAY A TRIBUTE TO THE COLONIAL POWER. HER DAUGHTER AND SUCCESSOR, ABAKKA DEVI, WAS BY HER SIDE.

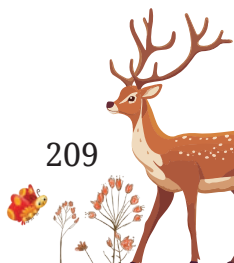




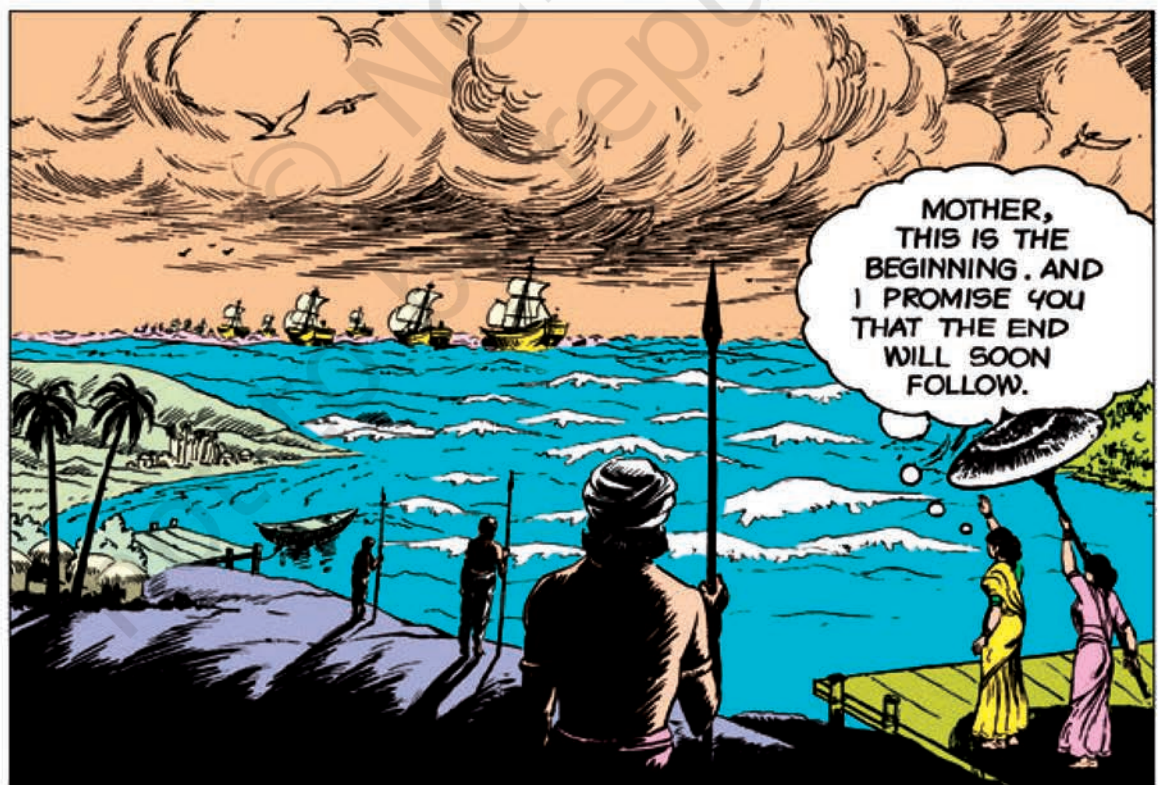
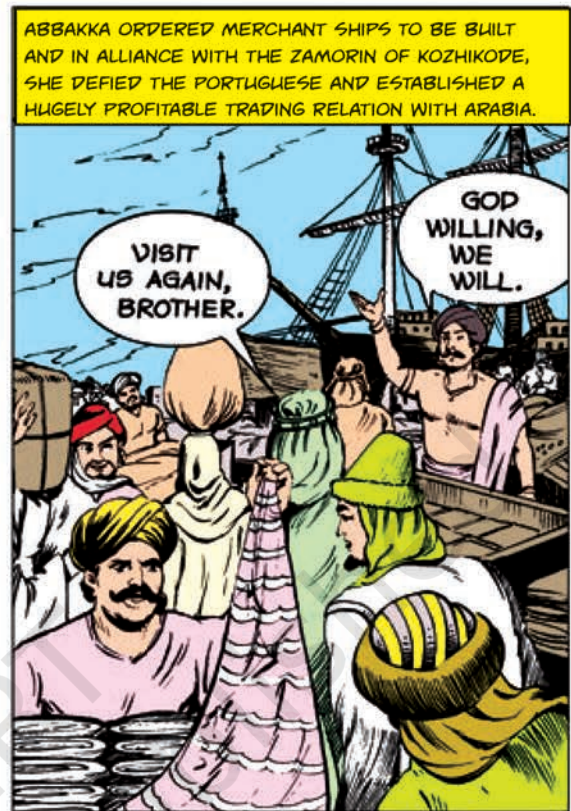
AFTER THE CORONATION, ABBAKKA SPOKE TO HER HUSBAND, VEERA NARASIMHA, THE KING OF BANGADI, ABOUT HER FUTURE PLANS.





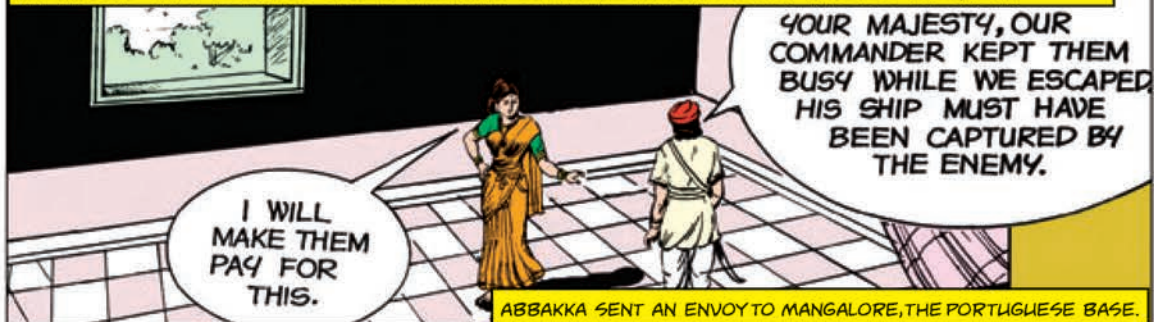




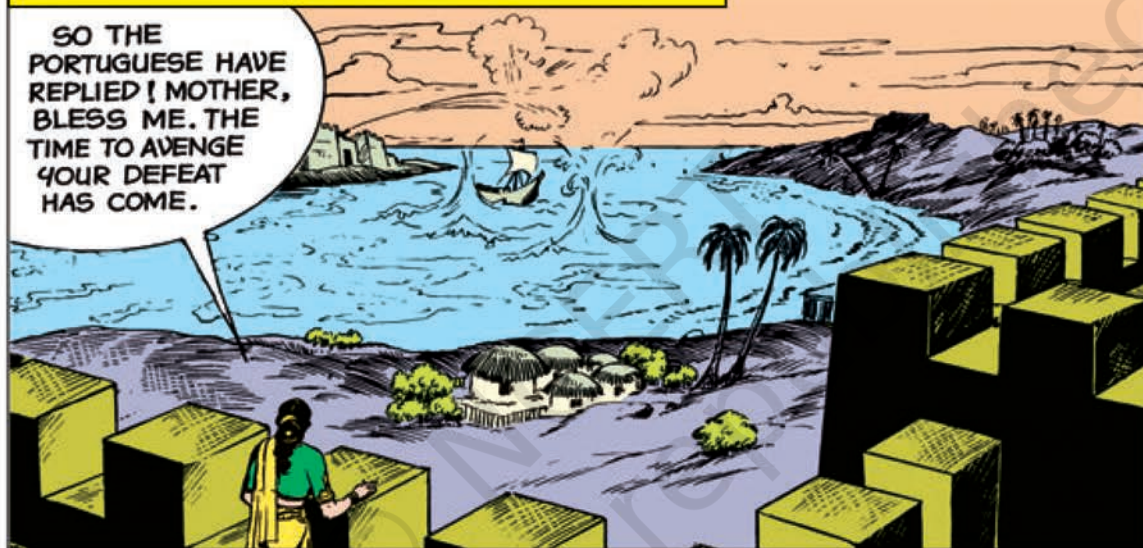




ALL OF THE SHIPS WERE APPREHENDED ON THEIR RETURN BY THE PORTUGUESE NAVY. THEY FOUGHT BRAVELY AND ALL THE SHIPS RETURNED EXCEPT ABBAKKA'S COMMANDER'S. THIS DEEPLY ANGERED THE QUEEN.



THE PORTUGUESE REPLIED. HOWEVER, BY ATTACKING. ABBAKKA STOOD WATCHING AS THE CANNONS BOOMED FROM ACROSS THE RIVER.



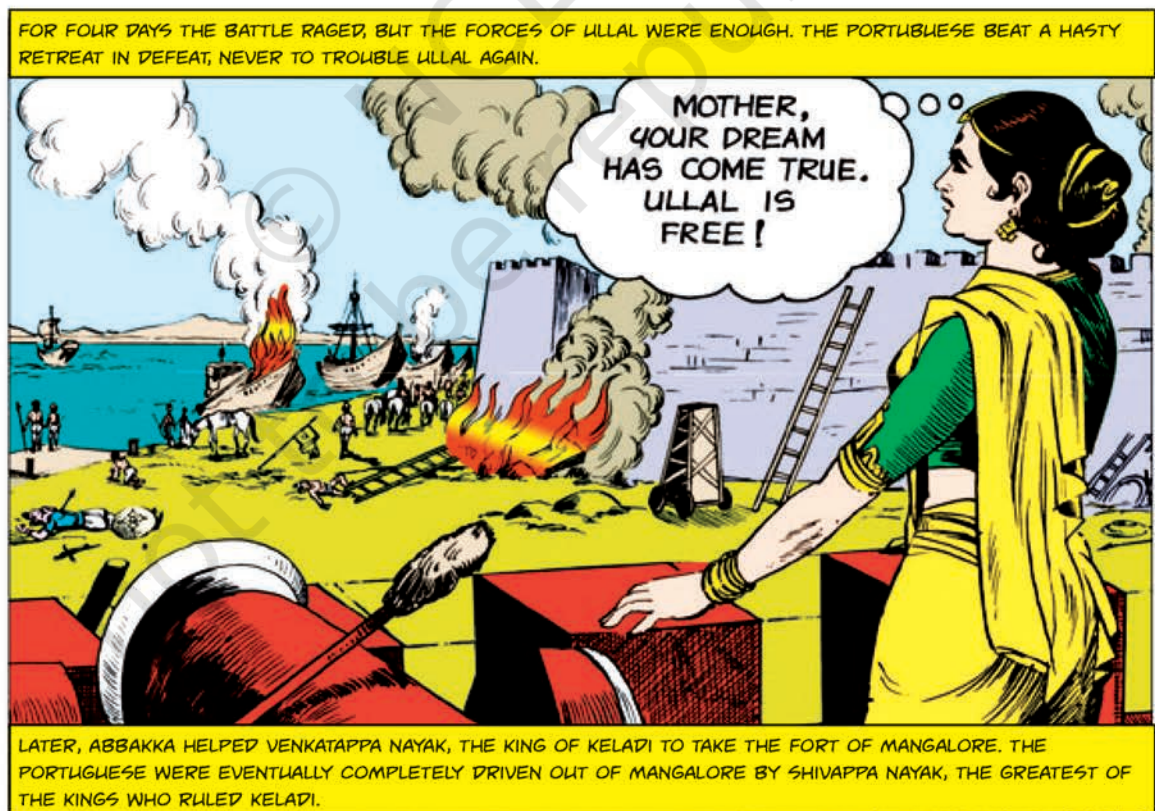
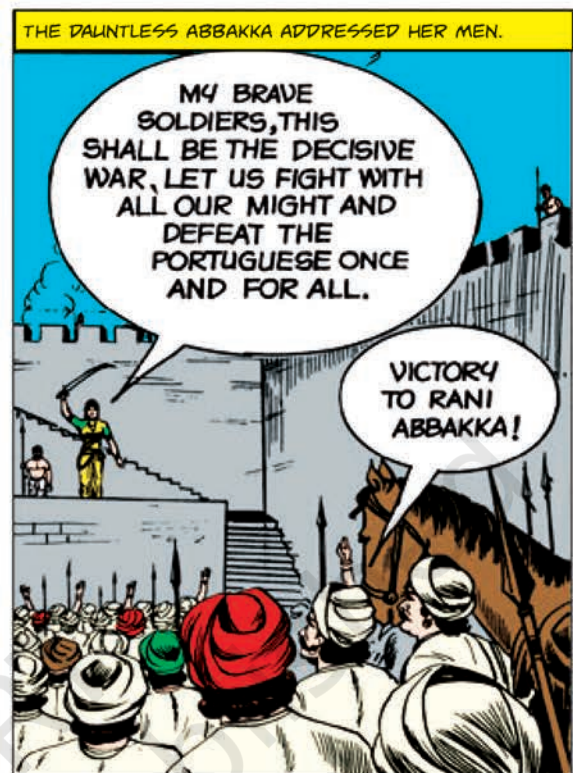
ABBAKKA IN TURN UNLEASHED HER FORCES AND THEY ATTACKED THE PORTUGUESE FORT.



RIBERO, THE PORTUGUESE COMMANDER, ESCAPED WITH HIS LIFE.







<https://amritmahotsav.nic.in/unsung-heroes.htm>  
(Ministry of Culture, GOI)

## Let us discuss

I Match the words in Column 1 with their meanings in Column 2. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. vassal (n)	(i) extreme anger
2. coronation (n)	(ii) take hold of suddenly or forcibly
3. successor (n)	(iii) happen in a violent way
4. rash (adj.)	(iv) acting or doing something without thinking about the consequences
5. sovereign country (n)	(v) association or partnership
6. league (n)	(vi) a ceremony at which a person is made king or queen
7. wrath (n)	(vii) fearless
8. seize (v)	(viii) capture
9. resolve (n)	(ix) a country with a government having complete authority
10. raged (v)	(x) a country/ state that is controlled by a more powerful country and has to pay money when needed
11. decisive (adj.)	(xi) a person who succeeds another
12. apprehended (v)	(xii) take revenge for
13. dauntless (adj)	(xiii) showing the ability to make decisions effectively
14. avenge (v)	(xiv) determination





- II Complete the table given below based on your understanding of the story. An example has been done for you. Share your answers with your classmates and the teacher.

Cause	Effect
1. Ullal had been captured by the Portuguese.	(i) Ullal had to pay a tribute to the colonial power.
2.	(ii) Rani Abbakka's husband Veera Narsimha felt it was a hasty decision.
3. Veera Narsimha ordered the soldiers to stop Rani Abbakka when she said she would not be frightened by the Portuguese.	(iii)
4. Rani Abbakka addressed a meeting of rajas for their support, who felt they would be no match for the Portuguese army and their power.	(iv)
5.	(v) Rani Abbakka in turn attacked the Portuguese Fort.



### Let us think and reflect

- I Read the extract given below and answer the questions that follow.

*Portuguese envoy: Our Governor has sent me to remind you that the annual tribute from Ullal is long overdue and...*

*Rani Abbakka: We are a sovereign country. We don't pay tribute to Portugal. And we don't take orders from the Portuguese!*

*Portuguese envoy: Your Majesty, you will regret your stand.*

*Abbakka ordered merchant ships to be built and in alliance with the Zamorin of Kozhikode, she defied the Portuguese and established a hugely profitable trading relation with Arabia.*

1. What does the word 'tribute' mean in this context?
2. Complete the sentence with a suitable reason.





Rani Abbakka says, "We are a sovereign country" because \_\_\_\_\_.

3. Identify whether the following statement is **true** or **false**.

The Portuguese envoy threatened Rani Abbakka.

4. Choose a word given in brackets to replace the underlined word.

"... she defied the Portuguese and established a hugely profitable trading relation with Arabia." (defeated/disobeyed)

5. Choose the option that lists the qualities of Rani Abbakka, based on this extract.

- (i) bold                      (ii) thoughtful                      (iii) capable  
(iv) generous              (v) determined

- A. (i), (ii), and (v)    B. (ii), (iii), and (iv)    C. (i), (iii), and (v)  
D. (ii), (iv), and (v)

## II Answer the following questions.

1. Rani Abbakka spoke to her mother on her deathbed. How might these words have made her mother feel?
2. What does the support of the people of Ullal and the soldiers for Rani Abbakka suggest about their mindset?
3. How might the people of Ullal have felt when the mighty Portuguese were defeated?
4. Why do you think Rani Abbakka's victory against the Portuguese would have inspired other rulers to go against a foreign power?



## Let us learn

### I Study the following words from the text.

*seize, sovereign, their, soldiers*

The spelling of the given words have 'ei' and 'ie' in them.

Spelling tip: 'i' before 'e' except after 'c'

For example: receive, deceive

Now, fill in the blanks with 'ie' or 'ei' for the following words.

1. c\_\_ling    2. bel\_\_ve    3. th\_\_f    4. ach\_\_ve    5. perc\_\_ve  
6. prot\_\_n    7. soc\_\_ty    8. sh\_\_ld    9. w\_\_ght    10. fr\_\_nd





II Study the highlighted word in the following sentence from the text.

...; and Bangadi too may have to face their **wrath**.

Was the initial letter 'w' pronounced?

There are many words in the English language where certain letters are not pronounced but are spelt. They are called 'silent letters'.

For example :

campaign, knowledge, pneumonia, honour, calm

Now, find more words with silent letters.

III Read the following expressions from the text.

*laughing stock, last laugh*

Use the dictionary page given below to find the meanings of the following.

burst out laughing, don't make me laugh, laugh until you cry, have a good laugh.

**laugh** / la:f; NAmE laef/ verb, noun

**verb 1** (I,T) to make the sounds and movements of your face that show you are happy or think sth is funny: to **laugh loudly/ aloud/ out loud** ◇ ~ (at/ about sth) *You never laugh at my jokes!* ◇ *The show was hilarious—I couldn't stop laughing.* ◇ She always **makes me laugh**. ◇ He **burst out laughing** (= suddenly started laughing). ◇ *She laughed to cover her nervousness.* ◇ *I told him I was worried but he laughed scornfully.* ◇ + **speech** 'You're crazy!' she laughed.

**2** (I) **be laughing** (informal) used to say that you are in a very good position, especially because you have done sth successfully: *If we win the next game we'll be laughing.*

**IDM** **don't make me 'laugh** (informal) used to show that you think what sb has just said is impossible or stupid: 'Will your dad lend you the money?' 'Don't make me laugh!' **he who laughs, last laughs** **'longest** (saying) used to tell sb not to be too proud of their present success; in the end another person may be more successful **laugh all the way to the 'bank** (informal) to make a lot of money easily and feel very pleased about it **laugh in sb's 'face** to show in a very obvious way that you have no respect for sb **laugh like a 'drain** (BrE) to laugh very loudly **laugh on the other side of your 'face** (BrE, informal) to be forced to change from feeling pleased or satisfied to feeling disappointed or annoyed **laugh sb/sth out of 'court** (BrE, informal) to completely reject an idea, a story, etc. that you think is not worth taking seriously at all **laugh till/until you 'cry** to laugh so long and hard that there are tears in your eyes **laugh up**



your 'sleeve (at sb/sth) (informal) to be secretly amused about sth  
 laugh your 'head off to laugh very loudly and for a long time **not**  
 know whether to laugh or 'cry (informal) to be unable to decide  
 how to react to a bad or unfortunate situation **you have/you've got**  
**to**, 'laugh (informal) used to say that you think there is a funny  
 side to a situation: *Well, I'm sorry you've lost your shoes, but*  
*you've got to laugh, haven't you?* ⇒ more at KILL v., PISS v.

**PHR V** 'laugh at sb/sth to make sb/sth seem stupid or not serious  
 by making jokes about them/it **SYN** ridicule: *Everybody laughs at*  
*my accent.* ◇ *She is not afraid to laugh at herself* (= is not too  
 serious about herself). 'laugh sth ↔ 'off (informal) to try to make  
 people think that sth is not serious or important, especially by  
 making a joke about it: *He laughed off suggestions that he was*  
*going to resign.*

**noun 1** [C] the sound you make when you are amused or happy: *to*  
*give a laugh* ◇ *a short/nervous/hearty laugh* ◇ *His first joke got*  
*the biggest laugh of the night.* ⇒ see also BELLY LAUGH **2** **a laugh**  
 [sing.] (informal) an enjoyable and amusing occasion or thing that  
 happens: *Come to the karaoke night—it should be a good laugh.* ◇  
*And he didn't realize it was you? What a laugh!* **3** **a laugh** [sing.] a  
 person who is amusing and fun to be with: *Paula's a good laugh,*  
*isn't she?*

**IDM** **do sth for a 'laugh/for 'laughs** to do sth for fun or as a joke:  
*I just did it for a laugh, but it got out of hand.* **have a (good) 'laugh**  
**(about sth)** to find sth amusing: *I was angry at the time but we had*  
*a good laugh about it afterwards.* ⇒ more at BARREL n., LAST det.

Oxford Advanced Learners Dictionary

Now, use these expressions in sentences of your own.

IV Read the following dialogues from the text.

- *Rani Abbakka said, "I will make them pay for this."*
- *The merchants said to the Arabians, "Visit us again, brother."*

The given sentences are the direct words of the speaker; hence, they are  
 in **direct speech**.

The **reported forms** or **indirect forms** of speech for the given sentences  
 are:

- Rani said that she would make them pay for that.
- The merchants told the Arabian brothers to visit them again.

While reporting direct speech to indirect speech, we make certain  
 modifications related to time, place, and person.



- **Time (Tense):** Verbs are typically shifted back from a present tense to a past form in reported speech to reflect the change in time.
- **Place (Adverbs of Place):** Words indicating place are adjusted to fit the new context.
- **Person:** Pronouns and subjects are modified to align with the perspective of the reporter.

#### Changes made with reference to time (tense)

Direct Speech	Indirect Speech
Present Tense	Past Tense
Past Tense	Past Perfect Tense
Past Perfect Tense	No change
Present Progressive Tense	Past Progressive Tense
Past Progressive Tense	Past Perfect Progressive Tense
Past Perfect Progressive Tense	No change
Present Perfect Tense	Past Perfect Tense
Present Modal	Past Modal
Past Modal	No change

#### Changes made in pronouns

Direct Speech	Indirect Speech
I	she, he
you (singular)	she, he
you (plural)	they
we	they
my	her, his
our	their
your	her, his, their
me	her, him
us	them
mine	hers, his



ours	theirs
yours	hers, his, theirs

Changes in time and place expressions

Direct Speech	Indirect Speech
now	then
ago	before
today	that day
tomorrow	the day after/the following day
yesterday	the day before/the previous day
next week/month/year	the following week/month/year
here	there
this	that
these	those

Rewrite the following sentences in direct speech to indirect speech. Remember to make the necessary changes.

1. The teacher said, "Women of valour have made significant contributions throughout history."

The teacher remarked that \_\_\_\_\_.

2. "I enjoy reading historical novels," said Smitha.

Smitha shared that \_\_\_\_\_.

3. The captain said to the coach, "Our team won the championship last year."

The captain told the coach that \_\_\_\_\_.

4. The class teacher said, "Please turn off the lights when you leave."

The class teacher requested \_\_\_\_\_.

5. "Finish the work before dinner," said mother to Ravi.

Mother advised \_\_\_\_\_.

6. The vet said to the pet owner, "Take the dog for a walk."

The vet instructed \_\_\_\_\_.

V Read the conversation between the Captain and the team.

Captain : We need to focus on our strategy for the final match.

Player : I have some ideas on how we can improve our strategy.

Captain : Make sure to share those ideas with the team during practice.

Complete the following paragraph by transforming the dialogue in the indirect form of speech.

The Captain remarked that 1. \_\_\_\_\_.

To which one of the players replied that 2. \_\_\_\_\_.

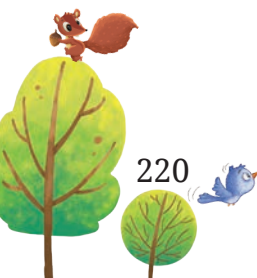
The Captain advised the player to 3. \_\_\_\_\_.



### Let us listen

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below. (Transcript for the teacher on pg. 224)

Information	Details
Full Name	Rani Gaidinliu
Date of Birth	January 1. _____ 1915
Place of Birth	Tamenglong district, 2. _____
Tribe	Rongmei (Kabui)
Age when joined the Hereka Movement	3. _____
Main aim of Movement	Revival of Naga tribal religion and self-rule (Naga Raj)
Year of Arrest	4. _____
Age of Arrest	5. _____
Sentence	Life imprisonment
Years of Imprisonment	1932 – 1947
Title Given	‘Daughter of the Hills’, 6. ‘_____’
Award	7. _____, Birsa Munda Award
Year of Death	1993





Honour in Silchar, Assam	Park and 8. _____
Postal Stamp Issued	1996
Commemorative Coin Issued	9. _____



### Let us speak

Some of the words from the story 'Rani Abbakka' are given in the table below. Work in pairs and pronounce these words by referring to the notes given below. Emphasise the highlighted syllable.

Remember, single syllable (monosyllabic) words do not have any stress.

Words	Pronunciation	Notes
1. vassal ( <i>n</i> )	<b>va</b> -sul (two syllables)	The /a/ sound in <b>va</b> is similar to van. The word <i>vassal</i> rhymes with <i>apple</i> .
2. successor ( <i>n</i> )	suhk- <b>seh</b> -suh (three syllables)	The /r/ sound in the end of the word is not pronounced.
3. rash ( <i>adj.</i> )	rash (monosyllabic)	The /a/ sound is similar to <b>rat</b> .
4. league ( <i>n</i> )	leeg (monosyllabic)	Use the long -ee sound, as in <b>seed</b> .
5. wrath ( <i>n</i> )	roth (monosyllabic)	The -w is silent.
6. seize ( <i>v</i> )	seez (monosyllabic)	Not to be confused with 'size'.
7. resolve ( <i>n</i> )	ri-zolv (two syllables)	The -s becomes the /z/ sound.



### Let us write

India's past was heroic, and at present, the pace of her development is inspiring. Women play a significant role in it. These women are around us, inspiring us all the time.

With these thoughts, write a conversation between two students, Pratap and Tarana, discussing the role played by women in forming India's identity as a strong nation.



You may begin like this:

Pratap : Tarana, I have a lot of respect for women like...

Tarana : I believe in the capabilities of women. Did you...?

Complete the conversation in about six to eight sentences for each of them and share your answers with your classmates and the teacher.



### Let us explore

In groups of five, find facts about any one brave woman who we remember because of her achievements and present in class. For example, Rani Chennamma of Kittur, Rani Durgavati, Ahilyabai Holkar, Jhalkari Bai, Captain Lakshmi Sahgal, Kanaklata Barua, Kalpana Chawla, or anyone else.

Include the following in your presentation:

1. Childhood
2. Training / Education
3. Achievements
4. Contributions
5. What you have learnt from her





## TRANSCRIPTS

### HOMAGE TO OUR BRAVE SOLDIERS



**Let us listen** (*refer to page 196*)

You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear.

Good morning, respected teachers and my dear friends.

Today, I, Gunjan, of Grade 7-C, stand before you to share why I dream of joining the Indian Armed Forces when I grow up.

Serving our country is the most honourable job one can have. It means protecting and securing our nation, even if it means risking one's life. The thought of wearing the uniform, which can only be earned through hard work, fills me with pride and a strong desire to serve India.

The Armed Forces teach you to live a disciplined and organised life. This keeps both the mind and body active. Soldiers are always ready to face challenges because of this discipline. Additionally, regular exercise and training keep soldiers physically fit and ready for any situation. This preparation is something I greatly admire and wish to achieve.

Lastly, being a soldier means having new experiences and adventures everyday. Each day brings new challenges, teaching important lessons, and helping one grow. The Armed Forces offer a life filled with honour, self-respect, safety, and security for both the soldier and their families. It is a life that teaches loyalty, duty, service, and honesty.

This is why I want to join the Indian Armed Forces.

Thank you.



## MY DEAR SOLDIERS



**Let us listen** (refer to page 203)

I Think and complete the poem titled 'A Soldier's Pride'.

II Now, listen to the poem and correct your answers wherever required.

In fields so vast, our soldiers stand,  
With hearts so brave, and firm command,  
They guard our land both night and day,  
To keep our fears and foes at bay.

With every dawn and setting sun,  
Their duty calls, it must be done,  
Through stormy skies and blazing heat,  
They march along with steady feet.

For love of land, they fight and strive,  
To keep our hopes and dreams alive,  
With pride and honour, they defend,  
Our India, till the very end.

## RANI ABBAKKA



**Let us listen** (refer to page 220)

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below.

Hello children, you all have read about Rani Abbakka. Let me share with you some details about one more braveheart. Her name is Rani Gaidinliu.

Gaidinliu was born on 26 January 1915, in the present-day Tamenglong district of Manipur. She was a Naga leader who led an armed uprising against the British in Manipur, Nagaland, and Assam. Gaidinliu belonged to the Rongmei tribe, also known as the Kabui tribe.





In 1927, at the age of 13, Gaidinliu joined the Heraka movement. This movement aimed at the revival of the Naga tribal religion and the establishment of self-rule for the Nagas, ending British rule.

Gaidinliu was arrested in 1932 when she was just 16 and was sentenced to life imprisonment by the British rulers. Between 1932 and 1947, she was kept in several prisons across the Northeast.

After being released in 1947, she continued to work for the betterment of her community. The then Prime Minister described Gaidinliu as the 'Daughter of the Hills' and gave her the title 'Rani' for her courage. She was also awarded the Padma Bhushan in 1982.

In 1991, Rani Gaidinliu returned to her birthplace, where she died on 17 February 1993 at the age of 78. Rani Gaidinliu was conferred the Birsa Munda Award posthumously.

The State Government has developed a park along with a statue to honour Rani Gaidinliu in Silchar, Assam. Not only that, the Government of India issued a postal stamp in her honour in 1996 and a commemorative coin in 2015.

What a braveheart indeed!

<https://amritmahotsav.nic.in/unsung-heroes-detail.htm?56>



## Notes

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