

# 1. How Daddy Learned to Draw

## ANSWERS

### Get Going

This can be discussed in class and done by students on their own.

### Read and Understand

- A. 1. (b) 2. (a) 3. (a) 4. (b)
- B. 1. T 2. F 3. T 4. T 5. F
- C. 1. Everyone at school thought that little Daddy was very poor at drawing.  
2. The drawing teacher never said a word to little Daddy because little Daddy drew so poorly that there was nothing he could say. He just puckered his face.  
3. The drawing teacher thought that little Daddy drew poorly because he had some sort of a mental block that prevented him from learning how to draw.
- D. 1. (a) The drawing teacher said these words to little Daddy.  
(b) Some of the girls who felt sorry for little Daddy must have drawn the pictures.  
2. (a) This was said by the drawing teacher at the parents' meeting to little Daddy's grandparents.  
(b) The drawing teacher was not happy about little Daddy's drawing.
- E. 1. He drew little houses with chimneys from which smoke came out. There was a tree beside each house with a bird in each. The houses were red with yellow roofs and black chimneys throwing out light-blue and pink smoke. The trees were blue and the birds green. The sky was lavender with a yellow sun, a white moon and gold and white stars.  
2. The drawing teacher thought very poorly of little Daddy as an artist. Little Daddy thought he knew how to draw well but his drawing teacher thought differently. Little Daddy drew so poorly that drawing teacher never said a word to him. When he passed little Daddy's desk and looked at his drawing, his face would become puckered. The drawing teacher thought that little Daddy had some sort of a mental block that prevented him from learning how to draw.  
3. I think the drawing teacher's attitude towards little Daddy was not good, because he did not appreciate or encourage him or his imagination.  
A child needs encouragement and praise in order to grow his/her talent. Though little Daddy had almost no talent for drawing, he could have helped little Daddy by encouraging him and not having a negative attitude about him.

### Think and Answer

- A. Artists have to have some artistic traits to begin with. After that, they need to

continue to practise and learn, experiment with their talent till they perfect it. So artists are both born and made.

### **Grammar Spot**

- A. 1. Declarative 2. Declarative 3. Interrogative ['Wh' type]  
4. Interrogative ['Wh' type] 5. Interrogative [Question tag]  
6. Imperative [Command]
- B. 1. Mohanpur was not destroyed in the earthquake.  
2. He will tell me about little Daddy.  
3. Little Daddy learned to draw a cat.  
4. Varun is a compassionate boy.  
5. She will attend the workshop today.
- C. 1. Didn't he? 2. Do they? 3. Did you? 4. Shall we? 5. Will you?

### **Word Wise**

- A. 1. (d) 2. (e) 3. (b) 4. (c) 5. (a)

### **Listen and Learn**

- A. 1. Spain 2. Madrid 3. Unite fantasy 4. The Persistence of Memory

### **Converse and Connect**

- A. This can be done with two students taking turns each time. Boys names or other names can be used. Check and assess their pronunciation and tone of speaking.

### **Speak and Express**

- A. Ask students at random to speak on the given topic.

### **Pronunciation Practice**

- A. Say each word clearly and distinctly, with the difference between the two sets of words clearly heard.

### **Punctuation**

- A. Edwin Lutyens was an architect from Britain who is referred to as the greatest British architect. He played an instrumental role in designing and building a section of the metropolis of Delhi, known as New Delhi, which serves as the seat of the Government of India.

### **Write Well**

- A. Take anything interesting that you like doing and write a paragraph about it. Any paragraph describing the activity is acceptable.

## Gap-Filling

- A. (a) ii (b) iv (c) iii (d) iv (e) i (f) iv (g) iv (h) iii

## Dictionary Skills

- A. 1. **Singing:** a sweet sound of musical notes produced by the mouth with words  
**Humming:** a sweet sound of musical notes with mouth closed or open, but without words
2. **Drawing:** It is made with pencils, pens or markers, usually a detailed picture on paper or other surfaces, with different levels of thickness of lines drawn to represent details like cloth, hair, grass, etc.  
**Painting:** It is made with colour [crayons or paint] on canvas, or other surfaces, with less detail than drawings as paint has a thicker consistency

## AIL Activity

- A. This can be done as guided by the teacher or on their own by students.

## Values and Life Skills

- A. (c) This is the first option.  
(a) This is the next, if I find that my classmate's drawing skills are really poor. I will suggest he should continue, while trying something new also.  
(b) and (d) are not good options at all.

## WORKSHEET 1

- A. 1. The man gave Bani's father his card with his name and details on it.  
2. Bani loved to sing and she sang even when she worked in the cowshed.  
3. The cows would shake their heads, making their bells ring. And they would nuzzle her when she rubbed them down after the had returned from pasture.  
4. The man stopped outside the milkman's farm because his car broke down and he got out to look at the flat tyre.  
5. Now Bani's father will take her to the city to make her dream come true.
- B. 1. nuzzle; pasture  
2. the flat tyre  
3. fresh warm milk; car tyre
- C. (a) Kamal Prakash, the stranger, said this to Bani's father.  
(b) He was speaking about Bani.  
(c) He wanted to be allowed to make her sing some beautiful songs, so that she would soon be famous and rich too.

## **WORKSHEET 2**

- A. 1. Exclamatory 2. Interrogative 3. Declarative 4. Imperative
- B. 1. Please give me the newspaper.  
2. Usha has given you the notes.  
3. What a wonderful match that was!  
4. Don't step on the grass when you enter.
- C. 1. Won't you? 2. Did he? 3. Wasn't it?/Didn't he? 4. Can't we?

## **WORKSHEET 3**

- A. 1. (d) 2. (e) 3. (a) 4. (b) 5. (c)
- B. On Saturday, we piled ourselves and our camping gear into the van. We were going for a weekend to the hills. It was drizzling when we reached the campsite. No dry wood, sticks or leaves were available for making a fire. We put up the tents. We ate biscuits, bread and fruits and shivered, till we returned on Sunday morning to enjoy a hot cup of coffee and the rest of the weekend at home.
- C. 1. (a) I saw my shadow growing taller before it vanished in the evening.  
(b) The greedy dog jumped into the river mistaking its reflection for another dog carrying a loaf.  
2. (a) Chetan bragged that he won the trophy till his brother said that the trophy was won by their sister.  
(b) The Principal praised Payal for her excellent performance.
- D. A suitable paragraph on any work is acceptable.

# **When I Grow Up (Poem)**

## **ANSWERS**

### **Get Going**

This discussion is to be done under the guidance of the teacher.

### **Read and Understand**

- A. 1. (b) 2. (c) 3. (d)
- B. 1. T 2. F 3. F 4. T
- C. (a) The poet means that he will stand for elections for becoming the President.  
(b) Submarines that are of smaller size are miniature submarines.
- D. 1. The poet says he may become a pilot to fly rockets, or grow apple trees in an orchard, or find some cure for diseases.
- 2. He wants to design a robot or invent unique computerised machines or miniature submarines.
- 3. He says at the end that he has not even begun to think yet of what he will really be when he grows up.

### **Think and Answer**

- A. Any reasonable answer is acceptable.

### **Appreciating the Poem**

- A. The rhyme scheme of this poem is a a b b.

- B. (i) "You are old, Father William,

And your hair has become very white;  
And yet you incessantly stand on your head.  
Do you think at your age it is right?" [Lewis Carroll]

- (ii) Now I lay me down to sleep -

I pray the Lord my soul to keep -  
Guard me through the starry night,  
And wake me with the morning light! [a child's prayer]

In the first poem the rhyme scheme is a b c b; in the second one it is a a b b.]

### **Write Well**

- A. Any reasonable paragraph based on choice of profession is acceptable.

### **AIL Activity**

- A. This can be done by the students on their own, or under the guidance of the teacher.

## 2. Nobel Laureate Kailash Satyarthi

### ANSWERS

#### Get Going

Rabindranath Tagore [He returned the Nobel Prize]; Mother Teresa; C.V. Raman; Amartya Sen

#### Read and Understand

- A. 1. (d) 2. (b) 3. (c) 4. (a) 5. (c)
- B. 1. F 2. F 3. T 4. T 5. F
- C. 1. Kailash Satyarthi is a social activist working for children's rights.
2. Seema had heard his name mentioned in her class when her teacher was discussing famous Indian Nobel laureates.
3. Satyarthi was a good student and also very compassionate to those less privileged. He attended the Government Boys' Higher Secondary School in Vidisha and then at the Samrat Ashok Technological Institute in Vidisha, graduating in electrical engineering. He post-graduated in high-voltage engineering and taught in college for two years.
4. He quit his job as an engineer because he was dissatisfied with the kind of work he was doing.
5. Bachpan Bachao Andolan is a non-profit organisation which campaigns for the rights of children.
- D. 1. (a) Seema said these words.
- (b) The incident referred to here occurred when Kailash Satyarthi was 11 years old and saw that a cobbler's son was discriminated against and could not attend school.
- (c) He collected used books and made a book bank for poor children.
2. (a) Kailash Satyarthi said these words.
- (b) He is saying that there are children who are working at a tender age to provide things to others, but are deprived from using those things to enrich their own childhood with learning or with fun.
- E. 1. An incident occurred when Kailash Satyarthi was on his way to school when he was 11 years old. He saw a shoeshine boy of his age and asked the boy's father, a cobbler, why he was not sending him to school. The cobbler told him that he was born to go to school but that the cobbler and his son were born to work. Kailash was very sad and this incident prompted him to collect used books to start a book bank.
2. Kailash Satyarthi studied at the Government Boys' Higher Secondary School in Vidisha and then at the Samrat Ashok Technological Institute in Vidisha, graduating in electrical engineering. He post-graduated in high-voltage engineering and taught in college for two years.

3. He says that the single aim of his life is to make sure that every child is free: free to be a child; free to grow and develop; free to eat, sleep, see daylight; free to laugh and cry; free to play; free to learn; free to go to school; and above all, free to dream.
4. In his speech he talks about the irony of the situation of poor children. They stitch footballs that they cannot ever play with. They mine stones and minerals – valuable things that do not give them valuable things like health, home, nutritious food, education, safety etc. They harvest cocoa, but have never eaten chocolates made from it.
5. He represents children. He says this because children who suffer discrimination and made to labour or subjected to abuse are unable to speak up to protect or defend themselves. Their innocent childhood is very unhappy but there is nobody to whom they can show their unhappiness or cry. Nobody notices their misery and brushes them off as unimportant children. That is why Kailash Satyarthi has chosen to represent them and take up their cause.

### **Think and Answer**

- A. Yes, I agree with this statement, because children are helpless to protect themselves against the cruelties of adults. They need to have a childhood in which they are free to laugh, play, nourish their bodies and their minds so that they can grow up to be creative and productive adults and responsible citizens. If they are exploited and abused, forced into labour, treated cruelly, neglected and denied health, nutrition, love and education, they are likely to grow up to become irresponsible and sometimes violent or criminal adults.

### **Grammar Spot**

- | A. Singular | Plural   | Singular       | Plural      |
|-------------|----------|----------------|-------------|
| 1. Wife     | Wives    | 6. Deer        | Deer        |
| 2. Church   | Churches | 7. Country     | Countries   |
| 3. Foot     | Feet     | 8. Hero        | Heroes      |
| 4. Army     | Armies   | 9. Scarf       | Scarves     |
| 5. Photo    | Photos   | 10. Son-in-law | Sons-in-law |
- B. 1. glass 2. metre 3. sack 4. kilogram 5. game
- C. 1. Feminine 2. Common 3. Feminine 4. Feminine  
5. Neuter 6. Common 7. Masculine 8. Feminine 9. Common
- D. Add words in the following sequence: acceptance, exploitation, freedom, education

<b>E. Circle</b>	<b>Underline</b>
1. We	dreams
2. Kailash Satyarthi	world leaders
3. We	play
4. The choir members	song

### **Word Wise**

- A. 1. impossible 2. carefully 3. kingdom 4. misbehaving  
 5. misunderstand 6. resourceful 7. disobey 8. comfortable 9. loudly  
 10. unfriendly

### **Listen and Learn**

- A. 1. Saint Teresa; her  
 2. C.V. Raman; Physics  
 3. Kailash Satyarthi; children and young people, and for the right of all children to education  
 4. Economics; welfare economics  
 6. Rabindranath Tagore; Literature

### **Converse and Connect**

- A. This is to be done under the guidance of the teacher.

### **Speak and Express**

A. Any reasonable speech is acceptable. Clues are given for a sample: Planting trees – they help in many ways – save soil from erosion, provide shade and aid reafforestation, medicinal and fruit-bearing trees, provide habitat for birds and animals and for smaller creatures like insects and reptiles, source of providing compost and fertilising the soil, help rains, serve us for generations. Trees are cut down for timber and paper. Reduce the use of wood for furniture, building of ships, aircrafts, houses, etc., paper consumption – use alternative materials and recycle material. Use household and garden waste to help enrich the soil and plant trees.

In giving a speech, first address the dignitaries on the stage and the audience. Thank them at the end.

Use idioms like: crying over spilt milk [once trees are gone and desertification occurs]; a stitch in time saves nine [ take action now to save trees, the climate, the soil, river floods and erosion of banks, etc.]; comparison with the efforts of ants and spiders who are so persistent and hard-working; etc.

## **Pronunciation Practice**

- A. This is to be done under the guidance of the teacher.

## **Punctuation**

- A. Rabindranath Tagore was an Indian polymath. Poet, writer, playwright, composer, philosopher, social reformer and painter, he reshaped Bengal literature and music, as well as Indian art in the late 19th and early 20th centuries. Author of a collection of poems called 'Gitanjali', Rabindranath Tagore became, in 1913, the first Indian to win the Nobel Prize in Literature.

## **Write Well**

- A. Any reasonable answer is acceptable. Clues: Make a free book bank; collect/buy and distribute school books, uniforms, stationery, schoolbags, shoes, etc., help collect or organise food, fruits, juice, milk, etc.; teach reading, writing, maths or drawing/painting, or some other skill to help educate them freely.

## **Dictionary Skills**

- A. 1. Amazement 2. Happiness 3. Education 4. Development

## **AIL Activity**

- A. This can be done by students on their own, using the Internet.

## **Values and Life Skills**

- A. Option (c) is the best one. The other two are not acceptable.

## **WORKSHEET 1**

- A. 1. Running stream 2. Launch; little clouds 3. The fairies of sleep; baskets  
B. 1. The poet writes his own name and the name of his village on the boats.  
2. He has loaded the shiuli flower into the boats.  
3. The little clouds have set their 'white bulging sails'.  
4. The poet thinks there is some mysterious playmate whom he does not know in the sky who is sending the clouds.  
5. The poet dreams that his paper boats float on and on under the midnight stars, that the fairies of sleep are sailing in them, and they are loaded with baskets full of dreams.  
C. 1. Flowing 2. Cargo loaded into the boat or ship

## **WORKSHEET 2**

- A. 1. Chiefs 2. Thieves 3. Potatoes 4. Children

- B. 1. Bags [C]; cement [U] 2. Birds [C]; wind[U] 3. Car [C]; petrol [U]
- C. 1. Common 2. Neuter 3. Feminine 4. Masculine
- D. 1. Kindness 2. Beggar/Beggary 3. Sweetness 4. Life
- E. 1. They [S]; play [O] 2. Mickey [S]; guitar [O]  
3. Manu [S]; door [O] 4. Heena [S]; dress [O]

### **WORKSHEET 3**

- A. 1. dismissed; mismanagement 2. helpful 3. honestly  
4. boredom 5. unfriendly
- B. 1. Wow!That was a great talk!  
2. Can I go to Mili's house after lunch?  
3. Mr Oscar has been missing since last October.  
4. Indore is such a clean city.  
5. Mom has gone to see Dr Vijay, the dentist.  
6. Get some apples, guavas and a loaf of bread.
- C. Mr \_\_\_\_\_, sir, [visitor] Miss \_\_\_\_\_ [class teacher], friends, It has been a pleasure to have you with us today, sir. You have told us something of great value for us, not only today but for the future too. Our school building is being expanded and we see the children of the workers running around, with shabby clothes, barefoot. It is also dangerous. Some of them should be in school and some are tiny infants. You have made us aware that we are very privileged and we have to do something to improve their lives too. We have decided to prepare a programme to bring in food and milk, clothes and books and to help them study during the lunch break. I would like to thank you so much on behalf of our class. Thank you, sir.
- D. 1. In this sentence, the wind is seen as a person howling and moaning, as it rushes down the chimney. It is a metaphor for the storm.  
2. In this sentence, the colour of the sky is said to be dark blue like ink. The word 'inky' states the colour and the darkness.  
3. In this sentence a simile is used to describe a person. It says that he looked 'like a scarecrow': that means he was thin, untidy and very shabbily dressed.
- F. [Date] Dear Diary, I was in a fix today. I had been invited to Madhav's/ Madhuri's birthday party but could not go because Mom had asked me to take some soup and sandwiches for Mehta auntie who is ill and alone. I felt bad, but I thought it was important to help Mom and Mehta aunty first. I am sure my friend will understand. Tomorrow I will give him/her the present I have bought. Sometimes it's very difficult to select the right thing to do. Good night.

# The Road Not Taken (poem)

## ANSWERS

### Get Going

Any answer can be discussed. For example – choice of hobby, some task you did or did not do at home or in school, some dress that was not appropriate for an occasion, something you said that you regretted later, etc.

### Read and Understand

- A. 1. (a) 2. (c) 3. (c) 4. (d)
- B. 1. (a) The wood is 'yellow', reflecting that autumn has set in. It could also reflect the fact that the poet is a mature man, not a child.  
(b) The poet/traveller has reached a forest where he is standing at a point where two roads meet. He would have liked to 'travel both', but he knew he had to chose one.  
(c) He regrets that he cannot walk down both the roads.
2. (a) Having chosen the path, the poet says that at some future date, long after he has walked down the road, 'Somewhere ages and ages hence', he may look back on this time. He will sigh when he thinks of it or talks about the choice he had to make.  
(b) He says that, of the two divergent roads in the wood, he took the one that fewer people had used. "And that has made all the difference." His choice has given him a different life than what he had anticipated perhaps.
- C. 1. The poet's dilemma was having to choose between the two different paths in the wood. The wood stands for life, and the paths are the life choices he has to make.  
2. Yes, he considered both paths and then made a wise choice.  
3. He chose it because he thought from its grassy surface that fewer people had walked on that road.  
4. Yes. The title is appropriate for two reasons. Firstly because he takes the road not many people have taken. And secondly, because he looks back with nostalgia at the other road that he did not take and would have also liked to explore it.  
5. The message is that in our lives choices are usually difficult because we have too choose between two equally attractive options. And our dilemma is that no matter what we choose, we would always be wondering where the other option would have led us.

### Think and Answer

- A. Any reasonable answer is acceptable. Choices have to be made on many things every day: foods, books, subjects, games, choice of friends, help with chores or not, etc.

## Appreciating the Poem

- A. The notes that have been given in the section above are as follows, and may be discussed:

Each word and phrase is loaded with meaning. (a) Two roads diverged (b) a yellow wood (c) sorry I could not travel both and be one traveler (d) stood and looked down one as far as I could (e) the undergrowth [which is the thick covering of the destination or the road itself] (f) grassy and wanted wear (g) that morning [a new venture] (h) a sigh [longing; regret; nostalgia; age] (i) the one less traveled by (j) the difference [his life was transformed by the choice].

### **William Wordsworth's 'Daffodils'**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.  
The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:  
For oft, when on my couch  
I lie In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

**Similes:** lonely as a cloud; continuous as the stars that shine and twinkle on the milky way;

**Metaphors:** a crowd, a host of golden daffodils; fluttering and dancing in the breeze; tossing their heads in sprightly dance; the waves beside them danced; out-did the sparkling waves in glee; in such a jocund company; what wealth the show to me had brought; that inward eye which is the bliss of solitude; my heart...dances with the daffodils.

B. Based on the above, this can be discussed in class.

### **Write Well**

A. Based on the choice of dilemma by individual students, the answer can be written appropriately.

### **AIL Activity**

A. What I Wish to be When I grow Up

This will be based on the individual choices of the students. However, some brief samples are given below:

- (i) I know one day I'll grow up  
And will be tall and strong,  
I want to be a lawyer  
And fight the ones who're wrong!  
I'll stand in court and argue -  
To make the truth come out,  
Just by stating what is real,  
Not by trying to shout!
- (ii) One day I'll be all grown up  
And very pretty too,  
I'll design some lovely dresses,  
And be a model too!
- (iii) How strange to be a grown up!  
I don't want an office  
And a dull life every day -  
I want to wander everywhere,  
Wake up and fly away!  
Go trekking in the mountains,  
Explore a lonely beach,  
Trudge through desert sunsets,  
Or lazily eat a peach!

### 3. Gulliver and the Lilliputians

## ANSWERS

### Get Going

This is to be discussed under the guidance of the teacher.

### Read and Understand

- A. 1. (b) 2. (c) 3. (a) 4. (c) 5. (c)
- B. 1. T 2. T 3. F 4. T 5. F
- C. 1. Gulliver swam to the island.
2. Gulliver could not move because he was tied down by thin cords from his armpits to his thighs and his hands, legs and even his hair was tied down to the ground.
3. The platform was one and a half feet high.
4. He pointed to his mouth to indicate that he was hungry and needed food.
- D. 1. (a) This was said by Gulliver.
- (b) When he awoke, he found he was unable to move because his hands, legs and even his hair was tied down. He was also tied with cords from his armpits to his thighs.
2. (a) The small captors were Lilliputians.
- (b) Gulliver saw the small Lilliputians climbing on to him, carrying bows and arrows, and felt his hand and face pierced with their arrows. So, he decided not to anger them further.
- E. 1. The ship was caught in a storm and split on a rock. Gulliver did not know what happened to his companions, but he swam to an island, exhausted.
2. When Gulliver awoke, he found he was tied down and little people were climbing onto him, carrying bows and arrows. When he shouted they fell off, and shot arrows at his face. Gulliver then became quiet. He saw the small people build a platform near his head and some important official stood on it and gave a speech. He learnt that the land was called Lilliput. He signalled that he was hungry and they arranged food for him. Then they created a huge carriage to carry him to the city.
3. The Emperor ordered his carpenters to make a carriage of wood. It had twenty-two wheels attached to it, raising the frame three inches above the ground. It took 1,500 horses, each about four and a half inches high, to take him the city.

### Think and Answer

- A. Any reasonable answer is acceptable. It could be one of the following, followed by the place the student would like to visit.

- (i) Yes, I would love to go on a similar adventure. I would like to go to \_\_\_\_\_.
- (ii) No, I would like a different kind of adventure. I would like to \_\_\_\_\_.

### **Grammar Spot**

- A. 1. dense [Quality] 2. slimy [Quality] 3. many [Indefinite numeral adjective]  
4. First [Ordinal – Definite Numeral] 5. Kind [Quality]  
6. Twenty [Cardinal – Definite Numeral] 7. Either [Distributive Numeral]
- B. 1. tallest 2. taller 3. tall 4. difficult 5. most difficult 6. more difficult
- C. 1. small, remote 2. fresh, ripe, red 3. long, black, western
- D. 1. laughable 2. cheerful 3. dirty 4. boyish 5. womanly 6. endless  
7. dangerous 8. troublesome

### **Word Wise**

- A. 1. (c) 2. (e) 3. (a) 4. (b) 5. (d)

### **Listen and Learn**

- A. 1. tallest 2. Illinois; height; operation 3. desk 4. ankle  
5. 22; 8 ft 11.1 in 6. The 'Gentle Giant'

### **Converse and Connect**

- A. This is to be done under the guidance of the teacher.

### **Speak and Express**

- A. Any reasonable answer is acceptable. Clues: Travel – education – learning about different places, people, cultures, traditions, including languages, food, currency, clothes, etc. – learning to adapt and adjust – being tolerant and considerate

### **Pronunciation Practice**

- A. This is to be done under the guidance of the teacher.

### **Punctuation**

- A. I have a Labrador. He is black in colour. He wags his tail and licks my face when he is happy. He loves going for walks and chasing a red ball. Once he saw a black cat and wanted to chase her too, but I didn't let him. Is he angry with me? I don't know, but I hope he isn't. I love my dog because he always obeys me and follows me everywhere.

## **Write Well**

- A. 1. overlook: fail to notice; miss  
observe: notice; see
- 2. frequently: often; regularly  
fervently: very enthusiastically
- 3. soothing: relaxing; having a gently calming effect  
seething: filled with intense but unexpressed anger

## **Dictionary Skills**

This can be done by the students on their own, using the Internet. Marco Polo - Marco Polo, (born c. 1254, Venice [Italy]—died January 8, 1324, Venice), Venetian merchant and adventurer who travelled from Europe to Asia in 1271–95, remaining in China for 17 of those years, and whose *Il milione* ("The Million"), known in English as the Travels of Marco Polo, is a classic of travel literature. [ from Wikipedia]

## **AIL Activity**

- A. This can be organised by the teacher or done by the students on their own.

## **Values and Life Skills**

- A. I would explain to Mohit that it is cowardly and weak to bully anyone, particularly someone who could not reply, respond or retort.

# Voyage (Poem)

## ANSWERS

### Get Going

This can be done by the groups of students.

### Read and Understand

- A. 1. (a) 2. (c) 3. (c)
- B. (a) The paper boat would sail beyond the seven waterfalls to the kingdom of the wise.  
(b) The elephants, who were 'dreamy drowsy' creatures, have emeralds for eyes.
- C. 1. Pond and lake are two water bodies mentioned in the poem.  
2. The word seven is used again and again to show the distance travelled: seven mountains, seven seas, seven skies, seven waterfalls and seven worlds.  
3. The narrator is an adventurous, imaginative and very creative person.

### Think and Answer

- A. Any reasonable answer is acceptable. [For example: I agree that the journey is more important than the destination. This is because the journey is an ongoing process, and it has a quality of moving through the unknown whereas the destination is something final. There is no further movement beyond the destination.]

### Appreciating the Poem

- A. In the poem; one simile is used to compare the sailing of the paper boat: 'as softly as a dream'.

### Write Well

- A. Any reasonable answer is acceptable. Clues - (i) a farm: animal and bird sounds [moo, neigh, grunt, quack, cluck, crow, bleat, bark, bray, etc.] - conversations about how they came to be at the farm - what work do they do - how are the humans they live with - do they take care of them : feed them, groom them, are they kind (ii) a forest/ beach etc - the animals they are likely to meet there - animals, birds, fish - fear - then getting friendly - what is their habitat - are they happy here - what do they eat - where are their young ones etc.

### AIL Activity

- A. This is to be done by the students on their own.

## 4. A Visit to the Pyramids

### ANSWERS

#### Get Going

This discussion can be done under the guidance of the teacher.

#### Read and Understand

- A. 1. (b) 2. (c) 3. (a)
- B. 1. T 2. F 3. T 4. F
- C. 1. Neha and her parents had gone to Egypt to see the Pyramids of Giza.  
2. The pyramids of Egypt were built as tombs of the pharaohs, the kings of Egypt. They were built by the Egyptian workers.  
3. The three largest pyramids are Khufu, Khafre and Menkaure.  
4. The Egyptians believed that the pharaoh would live in another world after death. So it was important to preserve his body and keep it in a safe place like a pyramid.  
5. The Sphinx near the pyramids is a figure carved from a rock mountain, with the body of a lion and the face of a man.  
6. A mummy is the body dried, preserved and wrapped in linen bands and placed in a coffin.
- D. 1. (a) They were built for pharaohs.  
(b) They contain the bodies of dead pharaohs and their food, furniture, jewellery and treasures.  
2. (a) The body of the dead pharaoh is being referred to here.  
(b) It was believed by the Egyptians that the pharaoh would live in another world after death so it was important to preserve his body.
- E. 1. Of the three great pyramids, Khufu is the highest at 481 feet. Khafre is 448 feet and Menkaure is 218 feet high. They are located on the west side of the river Nile. They are built by Egyptian workers, using stone chisels and saws, with millions of blocks of limestone, from quarries located in the Giza plateau.  
2. Neha went early morning in a cab with her parents to visit the pyramids. They hired a guide, Abdul Sadat, who told them the history of the pyramids. They saw the mummies of pharaohs and took photographs and videos outside the pyramids. This was not allowed inside. They enjoyed it very much.

#### Think and Answer

- A. Yes, they were quite advanced in the ancient times. They built the pyramids with mathematical accuracy and they were able to quarry, shape and transport the huge blocks of stones over long distances. They also knew how to mummify dead bodies.

## **Grammar Spot**

- A. 1. We [Personal]; Ourselves [Reflexive] 2. That [Demonstrative]  
3. Herself [Reflexive] 4. His [Possessive] 5. Themselves [Reflexive]
- B. 1. Who 2. Which 3. Whom 4. Whose 5. What
- C. 1. That [P]; entertaining [A] 2. Her [P]; inspiring [A]  
3. new science[A]; his [P] 4. What [P] 5. Earthquake [A]

## **Word Wise**

- A. 1. Watched 2. Trip 3. Curiously 4. Renowned  
5. Amazed 6. Absolutely 7. Bought 8. Happy

## **Listen and Learn**

- A. 1. (a) 2. (b) 3. (a) 4. (b) 5. (a) 6. (b) 7. (a)

## **Converse and Connect**

- A. This can be done under the guidance of the teacher.

## **Speak and Express**

- A. This can be done under the guidance of the teacher. The students can speak about any place they have visited in their own city, on a holiday in India or abroad. They can also describe their own neighbourhood.

## **Pronunciation Practice**

- A. This can be done under the guidance of the teacher.

## **Punctuation**

- A. The Ajanta Caves are approximately 30 rock-cut Buddhist cave monuments dating from 2nd Century BCE to about 480 CE in the Aurangabad district of Maharashtra state in India. The Caves, which include paintings and rock-cut sculptures, are universally regarded as masterpieces of Buddhist religious art.

## **Write Well**

- A. Any reasonable answer, based on the guidelines and sample, is acceptable.

## **Sentence Reordering**

- A. 1. Natural resources we use are things that come from the earth.  
2. Our natural resources are limited which means that they will not last forever.  
3. Some resources are renewable while others are not renewable.  
4. An example of a renewable resource is planting of a new tree when you cut one down.

5. Coal, on the other hand, is a non-renewable resource which means once it is used it is gone.

### **Dictionary Skills**

- A. 1. A wide verandah ran around the house. [Adjective]  
The ball went wide, as the wind was very strong. [Adverb]
2. She placed the vase of carnations in the window. [Verb]  
This is the place where I saw the boy fall. [Noun]

### **Project Work**

- A. Any reasonable answer is acceptable. For example:

#### **A TRIP TO THE CLOUDS**

[your name]

A Litfest was held at Nainital at the \_\_\_\_\_ Hotel from 16th to 19th September 20\_\_\_\_\_. Several writers, poets and artists were invited from across the country. They included Ruskin Bond, Chetan Bhagat, Amit Trivedi and Shobha De. Then there were writers of prose and poetry in other languages, especially Hindi, Urdu, Tamil and Bangla. There was a special session of talks by musicians about their biographies, along with the concerned biographers.

The Litfest was a great success. The audiences were totally involved and sat through each session with deep attention or with enthusiastic participation and applause. Nainital has never seen so many people gathered here for anything other than as tourists to view the beautiful town and its environment. These three days brought together people from such distant places together.

The event ended with a wonderful recitation by Gulzar of his poetry and it was followed by a group of young new artistes singing his compositions. It was a marvellous end to Nainital's first Litfest. "We are looking forward to the next one," was the enthusiastic response from a group of young people who attended it.

### **AIL Activity**

- A. This can be done under the guidance of the teacher.

### **Values and Life Skills**

- A. Discuss in class, using the Internet or books/magazines to find out something about the weather, dress code, customs, food, language, courtesies, currency, etc. of Japan. Note that Japan is a very disciplined and clean nation, and people have a great regard for their country. They usually bow, dress in Western style clothes, prefer rice and seafood, and stand in queues quietly. They use Yen as their currency. They are soft-spoken generally.

## **WORKSHEET 1**

- A. 1. The rhythm of the poem reminds me of the rhythm caused by the chugging of a train.
- 2. The rhyme scheme of the poem is aa, bb, cc, and so on.
- 3. Two similes from the poem: (i) And charging along like troops in a battle,(ii) Fly as thick as driving rain;
- B. 1. The poet is a child sitting inside the train and watching things whizzing past outside the window. And they move so fast that it seems that all the things move faster than the fairies and witches that he has read about in his storybooks.
- 2. The poet says, looking out of the window of the railway carriage, that everything that he is seeing on the 'hill and plain' seem to be rushing past, almost like rain driven by wind.
- 3. He says that again and again, as the train rushes on, they pass stations that are gaily painted. They flash by so fast before the eyes can blink. And as the train rushes through each station, it whistles to warn off people from the tracks.
- 4. The poet says that everything is seen in a quick flash, just a glimpse, before the train goes ahead, and the sights are gone, not to be seen ever again.

## **WORKSHEET 2**

- A. 1. Those [Demonstrative]; exquisite [Quality] 2. fourth [Ordinal]  
3. two [Cardinal] 4. own [Emphatic] 5. his [Possessive]  
6. some [Quantity]
- B. 1. highest 2. more accurate 3. small 4. most lavish 5. nicer
- C. 1. old, square, grey 2. printed, black, silk  
3. delightful, three year old, golden labrador
- D. 1. Please mark the court with white chalk powder.  
2. Mrs Fali had an old grey coat.  
3. It was raining very hard when we stepped out.  
4. We are going out for a walk, aren't we?  
5. What did Mr Kapoor say yesterday?
- E. 1. Interrogative 2. Possessive 3. Personal 4. Reflexive 5. Relative

## **WORKSHEET 3**

- A. 1. (b) 2. (e) 3. (d) 4. (c) 5. (a)

- B. 1. Be careful not to break that plate! Put on the brake before you turn the car.  
2. She has a scar on her left cheek. He is scared of the dark.
- C. Papa had a friend, Mr Rajan, who came every Sunday to meet him. He always had a brown paper packet which contained some snacks, like samosas, kachoris, biscuits or jalebis. He would ask for tea, which Mom made. Then he would spend an hour talking about everything that interested him and all of us. We enjoyed his visits.
- D. Any reasonable paragraph based on individual choice of the student is acceptable.
- E. 1. fox 2. bee 3. giraffe 4. arrow
- F. 1. dirty 2. huge 3. compassionate

#### H. PAINTING COMPETITION AT SHUBHAM SCHOOL

[Your name]

On Friday, 24th February 2023, Shubham School, Mayapur, held an Inter-School Painting Competition. Six schools participated.

There were three age groups: 5 to 8 years; 9 to 13 years; 14 to 17 years. Each group received three prizes. The judges were Dr XXX, Mrs SSS and Mr BBB who came from outside Mayapur. The stationery was made available by the schools concerned to their participants.

Since it was an outdoor event, the whole school looked like a preparation for a fair. Parents also pitched in to set up food stalls. There was a great deal of excitement among the students and the participants. Everyone prepared for the competition with enthusiasm. The event was a grand success because it was organised with careful detail by Shubham School. Not only the Principal and the Art teachers, but all the teachers and even some of the parents worked as volunteers to guide, assist and help the children.

The Grand Trophy was lifted by the students of Greenfield School but all the other schools had students who won prizes in some category. What made the event especially moving was that the schools coordinated to ensure that every participant received a gift. It was a wonderful day and a wonderful event!

# 5. Totto-Chan Goes to a New School

## ANSWERS

### Get Going

This is to be discussed under the guidance of the teacher.

### Read and Understand

- A. 1. (b) 2. (a) 3. (a) 4. (c) 5. (d)
- B. 1. F 2. T 3. F 4. F 5. F
- C. 1. Totto-chan was expelled from her old school because she was talkative in class.
2. Totto-chan's new classroom was inside a discarded train coach. It still had baggage racks and felt like a train. The only difference was that there was a blackboard in front of the car and the lengthwise seats were replaced by desks and chairs facing forward.
3. At the beginning of the first period, the teacher made a list of all the problems and questions in the subjects to be studied that day. Then she would ask the students to start with any of those that they liked.
4. Totto-chan's lunch contained bright yellow scrambled eggs, green pea, brown denbu and pink naked cod roe.
5. If the students had worked hard in the morning and completed all the tasks the teacher had given them, they were allowed to go for a walk in the afternoon.
- D. 1. (a) This was said by Totto-chan.  
(b) She was so happy because the new school was a discarded train coach. It was like being on a perpetual journey.
2. (a) The Headmaster pointed to the denbu.  
(b) Denbu is made by scraping the flesh of cooked fish, and lightly roasting and crushing it into fine pieces, which are then dried and flavoured.
- E. 1. The classrooms in the new school were made from discarded train coaches. The baggage racks were still there. It had desks and chairs facing the blackboard but it still felt like a journey. The students were allowed to sit anywhere.
2. The most unusual thing were the lessons themselves.
3. Students had to bring balanced meals. The headmaster asked the parents to include in the students' lunch boxes 'something from the ocean and something from the hills', which meant some seafood and some food from the land, like vegetables and meat.
4. The walk was beside a river and the children chatted away. Watching the flowers and the butterflies, the teacher gave them a lesson on how butterflies helped flowers to bloom, and taught them about pistils and stamens of flowers. They called out to people in boats and played hopscotch till it was time to return to school.

5. The walks were not only a time of freedom and play, they were also lessons in science, history and biology.

### **Think and Answer**

A. Discuss this as already given above: the discarded train coaches for classrooms; the lessons based on questions and doubts; the lunch with balanced food from the ocean and the hills; and the walks that gave freedom and were also wonderful lessons in science, history and biology.

### **Grammar Spot**

- A. 1. Does Nidhi have a car or a scooter?  
2. Do your parents allow you to watch TV late at night?  
3. Does this telephone work properly?  
4. Have you seen the new student?
- B. 1. was 2. tells 3. have 4. does; have; manages  
5. know; begins 6. reads 7. have 8. was 9. is 10. was
- C. 1. did (not) like [T] - animals (object)  
2. disliked [T] - swimming (object)  
3. went [T] - school walk (object)  
4. walked [Int]  
5. was [Int]  
6. watched [T] - an action movie (object)  
7. told [T] - the secret (object)
- D. Circle: 1. a packet 2. a bag 3. a class test 4. a dress  
Underline: 1. Hemant 2. Neeta 3. students 4. Ruhi

### **Word Wise**

- A. 1. stationary 2. idle 3. principal 4. complement 5. accent
- B. 1. (e) 2. (g) 3. (a) 4. (b) 5. (i) 6. (j) 7. (h) 8. (f) 9. (c) 10. (d)

### **Listen and Learn**

- A. 1. T 2. F 3. T 4. F

### **Converse and Connect**

- A. This can be enacted under the guidance of the teacher.

### **Speak and Express**

- A. Any reasonable answer is acceptable. Clues: classroom; corridors; teachers;

principal; cleanliness; extracurricular activities; special classes; playground and facilities; break; assembly; etc.

### **Pronunciation Practice**

- A. Learn the phonetic symbols and write them down, from memory if possible. Say the words aloud.

### **Punctuation**

- A. Why is education so important? Education helps a person to get knowledge and improve confidence in life. It can help you improve in your career and your personal growth. An educated person can become a great citizen of society. It helps you take the right decisions in life. The modern developed and industrialised world is running on the wheels of education. To be able to survive in the competitive world, we all need education as a torch to lead the way.

### **Write Well**

- A. Any reasonable answer is acceptable.

### **Project Work**

- A. This can be done by the students on their own.

### **AIL Activity**

- A. This can be done under the guidance of the teacher or on their own by the students. [Refer to the guidance above.]

### **Values and Life Skills**

- A. Option (b) is appropriate. The others are unkind and impolite.

## 6. Steve Jobs

### ANSWERS

#### Get Going

Bill Gates: Microsoft; Brin & Page: Google; Jeff Bezos: Amazon; Michael Dell: Dell; Larry Ellison: Oracle

#### Read and Understand

- A. 1. (c) 2. (c) 3. (b)
- B. 1. F 2. T 3. F 4. F 5. T
- C. 1. Steve Jobs was born on 24 February 1955 in San Francisco, USA.  
2. Pixar specialised in computer animation and became the most successful animation studio in the world.  
3. Any three of the following: Macintosh – the first computer with beautiful typography; Apple – software and hardware company; NeXT – technology bought later by Apple; Pixar – Computer animation studio
- D. 1. (a) He had to leave Apple because he was rejected.  
(b) 'He' was the person hired by Steve Jobs and his colleagues to run Apple.  
2. (a) He dropped out of Reed College after six months. He and Woz started Apple in his parents' garage. He himself was fired from Apple. He went on to make Pixar and NeXT. He was diagnosed with cancer.  
(b) He never lost faith. When he dropped out of college, he went on to learn calligraphy and created the first Macintosh computer with beautiful typography. Working in his father's garage, he built up Apple into a \$2 billion company. When he was fired from Apple, he went on to build Pixar, the world's first computer animation studio, and developed NeXT, a technology that he sold to Apple and which became the heart of Apple's renaissance. He was diagnosed with pancreatic cancer, but did not lose faith even though he had only a few months to live.
- E. 1. When Apple grew, Steve hired someone very talented to run the company with him. But after a year or so, their visions of the future differed. They fell out and the Board of Directors sided with the new man and fired Steve.  
2. Being fired from Apple freed Steve to enter into one of the most creative periods of his life. He started a company called NeXT and its technology was sold to Apple. He also created Pixar, a company that made the world's first computer animation studio. He also fell in love and got married.  
3. Steve Jobs was a very optimistic, creative and thinking person. He was capable of taking initiative and risks to achieve innovations and develop new technologies. He was extraordinarily courageous in facing life's challenges. I admire his 'Never-say-die' spirit and courage.

4. He gave some very sound advice to students: (i) Time is limited so don't waste it living someone else's life. (ii) Don't be trapped by dogma other people's opinions. (iii) Find out what you love. Have the courage to follow your heart and intuition.

### **Think and Answer**

- A. Any reasonable answer is acceptable. Clues: Laboratories, planetariums, instruments ranging from beakers and test tubes to telescopes and space stations, computers, the internet, mobile phones and all the applications currently in use and being developed and improved.

### **Grammar Spot**

- A. 1. Finite 2. Finite 3. Non-Finite 4. Non-Finite 5. Finite  
B. 1. to give the commemoration speech at Stanford University in 2005.  
2. to start Apple in his father's garage.  
3. to design the first Macintosh computer with beautiful typography.  
4. to dream and follow your heart and intuition.  
5. to make a new organisation.  
C. 1. to help 2. to hear 3. to see 4. to hear 5. to hear  
D. 1. I 2. G 3. P 4. I 5. G 6. P

### **Word Wise**

- A. 1. Graphical User Interface 2. Portable Document Format  
3. Random Access Memory 4. Central Processing Unit  
5. Bits Per Second 6. Computer Aided Design  
7. Hypertext Markup Language 8. Garbage In Garbage Out  
9. Global Positioning System 10. Local Area Network

### **Listen and Learn**

- A. 1. (b) 2. (b) 3. (a) 4. (b) 5. (c)  
6. (a) The founders of Tesla are Martin Eberhard and Marc Tarpenning. Elon Musk is the owner.

### **Converse and Connect**

- A. This is to be done under the guidance of the teacher.

### **Speak and Express**

- A. Any reasonable answer is acceptable. Clues: Exercise reduced, Interaction with friends, shopkeepers, banks, etc. Family togetherness, Books, the joy of research and quest (through Google), Time wasted, Health affected adversely, etc.

## **Pronunciation Practice**

- A. Learn the pronunciation under the guidance of the teacher, and differentiate the pronunciation of the two columns of words.

## **Punctuation**

- A. Online education or e-learning has changed the way we view education. Students as well as professionals can apply for a course as per their convenience. Students can watch videos of their lessons and participate in online discussions with their teachers. They can also take part in virtual classrooms.

E-learning has eliminated the time and cost spent on travel. So, as you can see, e-learning has a lot of advantages. But every technology has its drawbacks too. Can you think of some disadvantages of e-learning.

## **Write Well**

- A. Any reasonable answer is acceptable. For example:

I am a mobile phone. I used to live in a very swanky shop at a mall till last year. Then a man came there with his young son. He wanted to get a phone for him and the young boy liked me because I had a blue cover! He added a sim card which he put into me after poking me with a pin! Then he wrote his name and I got a number. My new owner's name was Navin, but everyone calls him Nonu. I wish I had a name.

From the day I came to Nonu, I have been busy. Nonu carries me everywhere. At first I was quite delighted to be loved so much. But then it began to get more and more dreadful. Nonu picks me up as soon as he is awake and till he sleeps, I get no rest at all. From his room to the bathroom, and then to the dining room, till he stuffs me into his bag. Then we rumble off to school. Sometimes the class is at home and we sit at the dining table while he and his teacher have these long, long sessions doing maths, speaking English and studying all kinds of stuff about mountains and dead kings and frogs and flowers. It gets terribly boring for me!

Then one day Nonu found I carried some games. So now he is constantly punching my keys and I am exhausted. I long to take a break and snooze for a while. But I can only do that when he falls asleep. I am tired now and Nonu is asleep finally. So, good night everyone. I am going to sleep too.

## **Dictionary Skills**

- A. 1. Leena perfected her skill at public speaking for the competition.
2. There was great excitement in the class for a new teacher was coming.
3. The family piled happily into the car to set off on their holiday.
4. Punit has been very lucky not to get injured after that fall.

5. Jagan and Mala have created a really beautiful replica of the palace using thermocol, cardboard and paint.

### **Project Work**

- A. This can be done either by pasting pictures or drawing them, apart from adding notes and other details.
- B. Students can do this in groups.

### **AIL Activity**

- A. Any reasonable skit prepared in groups of 5 is acceptable. Clues: Advantages – e-learning, connecting to school, class and teacher, huge volume of information available on internet, research easier, other benefits, group study, exchange of data, useful even during pandemic and bad weather.

Disadvantages: time consuming, lack of routine, lack of friendly interaction, lack of classroom interaction and discipline, distance from the learning process available in one-on-one interaction, lack of games and sports, non-availability of competitive atmosphere and assessment, etc.

### **Values and Life Skills**

- A. Option (a) is the best. The other two show indiscipline and rudeness.

# The Lives of Great Men (Poem)

## ANSWERS

### Get Going!

- A. This can be discussed as guided by the teacher. The qualities that can be considered: courage, determination, perseverance, training, honesty, intuition, etc.

### Read and Understand

- A. 1. (a) 2. (b)
- B. 1. (a) These lines encourage the reader to persevere, despite challenging situations, to pursue what they wish to achieve. They should bravely continue their efforts while waiting patiently to reach their goal.  
(b) They should keep a brave heart, ready to face any obstacles.
- C. 1. The lives of great men remind us that we can also make our lives as beautiful and excellent as theirs.
2. It is a metaphor for our journey through life, comparing it to a ship sailing over an ocean. Life is compared to the 'solemn main', a deep and vast ocean, not to be trifled with or treated with disrespect.
3. We should work hard to ensure that we leave something worthwhile for the world, which the poet depicts as 'footsteps on the sands of time'.

### Think and Answer

- A. A role model is someone we look up to as a person who achieves great success in a field of activity that we too would like to excel in. Seeing that person's success, we feel that it is possible for us also to succeed and we try to emulate his/her example.

### Appreciating the Poem

- A. The imagery we find in the poem is as follows:
- (i) The poet compares the memory of our achievements in the world to 'footsteps on the sands of life'.
- (ii) He compares our journey through life to a ship sailing over an ocean. Life is compared to the 'solemn main', a deep and vast ocean, not to be trifled with or treated with disrespect.
- (iii) He talks about those who do not succeed as 'a forlorn and ship-wrecked brother' continuing the metaphor of all of us sailing across the ocean, some successfully and some unable to reach the shore.

## **Write Well**

- A. I would advise Ramesh not to lose heart. This could have happened to any of us. We all take time to become confident about public speaking. It is not a reflection on our knowledge or skills. I would help him by becoming the audience and asking him to practise in my presence, gradually getting accustomed to bigger audiences.

## **AIL Activity**

- A. Any reasonable answer is acceptable.

## 7. India Wins the T20 World Cup

### ANSWERS

#### Get Going

The following sequence is of the photographs: The Wall, Rawalpindi Express, The Don, Little Master, Captain Cool, Haryana Hurricane, Prince of Calcutta, Hitman

#### Read and Understand

- A. 1. (c) 2. (b) 3. (a) 4. (a) 5. (b)
- B. 1. Wanderers; Johannesburg 2. Yusuf Pathan 3. Gautam Gambhir  
4. Imran Nazir 5. Joginder Sharma
- C. 1. India beat Australia and Pakistan beat New Zealand to reach the final of the ICC World Twenty20 Cup.  
2. India beat Pakistan by 5 runs.  
3. The star batsman for India was Gautam Gambhir. He made 75 runs off 54 balls.  
4. The other Indian, apart from Gautam Gambhir, who played a crucial role in getting the total of 157 runs was Rohit Sharma.  
5. The anchor's role for Pakistan was played by Misbah-ul-Haq.
- D. 1. (a) Misbah-ul-Haque  
(b) Finishing line means crossing the total of India.  
2. (a) These words were said by the Captain, M.S. Dhoni.  
(b) He said this on winning the T20 World Cup and India rejoiced.
- E. 1. The victory was significant because it was the Indian cricket team's first major trophy in the limited overs' version since India's 1983 World Cup victory.  
2. Imran Nazir made 33 runs off 14 balls, including two fours and two sixes in Sreesanth's opening over. But the disciplined bowling efforts of Irfan Pathan and R.P. Singh kept the wickets falling for Pakistan. Imran Nazir was finally run out by Robin Uthappa, which was the turning point of the match.  
3. Pakistan needed someone who would stay in the middle, make runs and also help to take them closer to the Indian total. Misbah-ul-Haq, coming in at number six, played a memorable game.  
4. In the final over Pakistan, with one wicket in hand, needed 13 runs. India was tense, but had faith in its cool-headed Captain, M.S. Dhoni. He put Joginder Sharma to bowl the last over. Joginder started badly with a wide ball and then his full toss was smashed by Misbah with a six. Dhoni came down from the wicket-keeper's end and had a long chat with Joginder, which steadied him. Joginder returned to bowl and Misbah was caught out by Sreesanth! The spectators were jubilant! India won by 5 runs!

#### Think and Answer

- A. Yes, the title is justified. Under pressure he does not give up. He continues not only to think carefully and take decisions, but he also builds up the morale of

his team and its individual members. This was evident at the 2007 Twenty20 World Cup final. India was tense before the final, but had faith in its cool-headed Captain, M.S. Dhoni. After careful thought, he put Joginder Sharma, a young pacer, to bowl the last over. When Joginder performed badly at the start, Dhoni came down from the wicket-keeper's end and had a long chat which steadied him. Joginder returned to bowl India to success.

### **Grammar Spot**

- A. 1. invites 2. visit 3. request; leave 4. is 5. watches  
6. was talking 7. am doing; like; am 8. need 9. doing; studying 10. write
- B. 1. We will be hoisting the national flag on 15 August.  
2. We will be watching the cricket match on TV.  
3. We are going to plan a trip to Delhi during the school holidays.  
4. She will attend to her ailing grandparents.  
5. The players will prepare for the next match.

### **Word Wise**

- A. **Across:** 1. Runout 5. Bails 6. Keeper 10. Six 11. Bowled  
**Down:** 2. Umpire 3. Test 4. Duck 7. Eleven 8. Runs 9. L B W 12. Over
- B. 1. The significance of the victory dawned on him later.  
2. Gautam Gambhir played some shots beautifully.  
3. He was always honest.

### **Listen and Learn**

- A. 1. 2004; Bangladesh 2. ODIs 3. 332 4. 150

### **Converse and Connect**

- A. This is to be done under the guidance of the teacher.

### **Speak and Express**

- A. Each student should answer this question for himself/herself. Clues: pride at being selected for the last over; anxiety about the immense responsibility; nervousness; having to uphold the honour of the team and the country; wondering what people would say or think; what his parents would think; urge to perform well; courage and confidence returning; the confidence imparted by the Captain; affection and sense of responsibility

### **Pronunciation Practice**

- A. This is to be done under the guidance of the teacher.

### **Punctuation**

- A. The game of cricket is a bat-and-ball sport played between two teams, usually of 11 players each. It is thought to be the second most popular sport on the

planet, behind football, soccer. While the game has been played for hundreds of years, the modern form originated in England and spread across the British Commonwealth. It is very popular in England, India, Pakistan, Sri Lanka, Australia and New Zealand, among others.

### **Write Well**

- A. Any reasonable answer is acceptable, in the correct format. All the details are available in the lesson.

### **Dictionary Skills**

- A. 1. (a) Sit beside me on this bench and share my lunch.  
(b) Please tell me something besides the story in this book.
2. (a) Let us talk later about the programme for next month.  
(b) Call Beena and her little brother, so that I can tell her to lead the latter to his class.
3. (a) The cat licked its paw.  
(b) It's raining heavily today.
4. (a) Whose shoes are these?  
(b) Who's knocking on the door?
5. (a) What is your name?  
(b) You're leaving for Goa?

### **Project Work**

- A. This can be done by the students on their own.

### **AIL Activity**

- A. This is to be done under the guidance of the teacher.

### **Values and Life Skills**

- A. 1 is the correct option. It is ethical and morally correct.

## **WORKSHEET 1**

- A. 1. cloudy and drizzling 2. gently 3. everybody; slowly
- B. 1. (a) This was said by Gogi.  
(b) He was sad because he was looking forward to playing and could not go out due to the rain.
2. (a) This was said by Bunty to Mala and Gogi.  
(b) They made paper boats and planes, played snakes and ladders and ludo, and 'chausar' and carrom.
- C. 1. The children were stuck indoors because it was raining.

2. Mala and Gogi were twins.
3. Mummy joined them for carrom.
4. 'Cowries' are small shells.

## **WORKSHEET 2**

- A. 1. will be going 2. had taken 3. eats 4. watched 5. is doing  
6. will leave 7. has sung 8. had been singing
- B. 1. Jane is talking at the top of her voice.  
2. Urmila has been gone for a long time now.  
3. We will see some very strange animals at the zoo.  
4. This statue casts a very long shadow.  
5. Irfan had planted this guava tree three years ago.  
6. Ratan is going to walk all the way to his house.

## **WORKSHEET 3**

- A. 1. COACH 2. TEACHER 3. BEACH 4. SCREECH  
5. CHURCH 6. PEACH 7. CATCH 8. STITCH
- B. Mrs Goat was having a tough time because her horn had got stuck in the fence.  
"Please can you help me?" she asked the horse. He gave a nudge to the horn and set her free. "Thank you, Mr Horse," she said. He neighed at her, saying, "You're welcome! Make sure you don't get stuck again."
- C. Any letter in the correct format is acceptable.

Address

Date

Dear \_\_\_\_\_,

Clues: Introduction, where and when you are going to Ooty, where she can join you/how you will pick her up, enjoying the weather, beauty, forest visits, wild animal sanctuary etc., when you will return, ask permission from his/her parents, looking forward,

Waiting for reply, signature

- D. 1. Simile 2. Metaphor 3. Oxymoron 4. Alliteration

# The Peaceful Game (Poem)

## ANSWERS

### Get Going

- A. This can be discussed/done in class or as homework by students with the teacher/in groups/on their own.
- B. This is to be done under the guidance of the teacher.

### Read and Understand

- A. 1. (a) 2. (b) 3. (c)
- B. 1. (d) 2. (a) 3. (b) 4. (c)
- C. 1. (a) This is said by the poet.
  - (b) He thinks chess is a game played with respect and courtesy between the players.
  - (c) He thinks so because chess is a quiet board game played indoors, not involving the rough-and-tumble of a field sport.
  - (d) He plays it with his family and friends.
- 2. (a) He is speaking of the two opponents who play a game of chess, because the game is highly competitive.
  - (b) He says his opponent is an enemy when they play, but they are friends when they are not playing chess.
- D. 1. He thinks it is courteous, because it does not involve intense and rough physical activity.
- 2. The two players are opponents in the game of chess.
- 3. Some of the field sports can become very rough and players can get physically aggressive too, whereas in playing chess no such activity is involved.

### Appreciating the Poem

- A. Similes: I don't want to act like a pest./It's more like a war or a fight.  
Metaphor: On the board there's never peace.  
Alliteration: family and friends  
Oxymoron: NIL
- B. 1. Alliteration 2. Oxymoron 3. Metaphor 4. Simile 5. Simile 6. Alliteration

### Write Well

- A. Any reasonable answer is acceptable. Clues: the game you like; the place where it is played; the equipment, rules and number of players; what is special about it; why you like it

## **AIL Activity**

The short story "Shatranj ke Khiladi", or "The Chess Players", by the renowned Hindi writer Premchand, published in 1924, is set in the times of Wajid Ali Shah when Lucknow was plunged deep in luxurious living. Premchand portrays a purportedly feudal mentality of a whole culture through the two main protagonists, Mir and Mirza, who are immersed in chess to the point of being oblivious to everything else. Premchand's narrative of the two noblemen of Lucknow absorbed in their own game of chess is set forth against the larger chess game - the annexation of Awadh by the British in 1856. Interestingly, the conquest was peaceful, without bloodshed.

[From the Internet]

## **8. Tenali Raman and the Challenge of the Linguist**

### **ANSWERS**

#### **Get Going!**

Discuss in class or with partner under the guidance of the teacher.

#### **Read and Understand**

- A. 1. (a) 2. (a) 3. (c) 4. (a)
- B. 1. T 2. F 3. T 4. T 5. F
- C. 1. They were impressed because the linguist said he knew ten languages.  
2. Their guesses proved wrong because he could perfectly speak their languages.  
3. The linguist said he would like the King to award him with whatever he asked for if Tenali Raman failed.  
4. Tenali Raman hid behind a curtain.
- D. 1. (a) Tenali Raman said these words.  
(b) 'He' is the linguist.  
(c) Tenali Raman planned to sprinkle a few drops of mustard oil on the floor. When the linguist got up from the bed, he would slip and fall. It was natural that he would shout out in his mother tongue when he was in pain. This would then be known to Tenali Raman who was hiding behind a curtain in the chamber.  
2. (a) This was said by the King to Tenali Raman because he had cleverly found out the mother tongue of the linguist.  
(b) The King gifted gold coins to Tenali Raman.
- E. 1. Tenali Raman sprinkled a few drops of mustard oil on the floor. When the linguist got up from the bed, he slipped and fell. It was natural that he shouted out in his mother tongue when he was in pain. This became known to Tenali Raman who was hiding behind a curtain in the chamber.  
2. Tenali Raman said that a person speaks his mother tongue when he is in great difficulty. When the linguist fell in his room at night he cried out in his mother tongue.

#### **Think and Answer**

- A. 1. I would tell them to love and respect their mother tongue, learn to speak, read and write it, as well as to read literature available in that language. I would also encourage him/her to learn as many languages as possible as it is very good for us to communicate with many more people.

#### **Grammar Spot**

- A. 1. confidently [Manner] 2. frantically [Manner] 3. late [Time]

4. twice [Frequency] 5. almost [Degree] 6. somewhere [Place]; now [Time]  
7. sometimes [Frequency]
- B. 1. Gently 2. Critically 3. Systematically 4. Sadly 5. easily  
6. Tragically 7. Cheerfully 8. Drastically
- C. 1. Where 2. How 3. why 4. how
- D. 1. He never forgets to carry his Aadhar card while travelling.  
2. I like to go for long walks sometimes in the evening.  
3. Keep the baskets anywhere.  
4. We usually visit our home town during holidays.
- E. 1. harder 2. louder 3. worse 4. fastest

### **Word Wise**

- A. 1. Arrest 2. Free 3. Necessary 4. Regard 5. Worried

### **Listen and Learn**

- A. 1. Krishnadevaraya 2. Vijayanagar Empire 3. Intelligence  
4. Eight 5. Kannada

### **Converse and Connect**

- A. This can be done under the guidance of the teacher.

### **Speak and Express**

- A. This can be done under the guidance of the teacher.

### **Pronunciation Practice**

- A. This can be done under the guidance of the teacher.

### **Punctuation**

- A. More than 700 languages are spoken in the world today. Each one of them makes the world a diverse and beautiful place. Some of these languages are less widely spoken than others. Take Busuu for example. It is a language of Cameroon. There are reportedly only three speakers of the language in the world. Others, like English, Mandarin and Spanish, are spoken by huge populations across different countries.

### **Write Well**

- A. Any reasonable conversation is acceptable. For example, the following words/sentences can be used in sequence:

You: Class 6 A

Tenali Raman: Yes, I enjoy it immensely.

TR: I think it's because I am able to deal with awkward situations with wit and humour and also with wisdom. It saves the King from embarrassment also sometimes. Besides, I think after all that serious hard work, he likes to have someone in his court who can make him laugh.

TR: Keep cool. Think and handle the problems and obstacles with intelligence, courage and a sense of humour.

You: I am sure the students will really absorb your message.

### **Editing**

#### **A. Incorrect words**

1. Believing
2. Too
3. Their
4. Analysis
5. Bodies cell
6. Who
7. Damaged
8. Exposed

#### **Correct words**

- believed  
to  
our  
analyse  
body cells  
that  
damage  
exposure

### **Project Work**

#### **A. Any story is acceptable.**

### **AIL Activity**

#### **A. Hindi, English, Assamese, Bangla, Gujarati, Kannada, Urdu, Marathi, Malayalam, Odiya, Punjabi/Gurmukhi, Tamil, Sanskrit, Telugu, Konkani, Nepali and Kashmiri.**

### **Values and Life Skills**

#### **A. Option (c) is correct. The other two are unkind.**

## **WORKSHEET 1**

- A. 1. The back wall of the class was actually a sliding door and it opened into an empty room with just a piano in it.
2. The author was very fond of music and had decided to try out that old piano.
3. The author stopped when she heard a suppressed giggle and turned around. Miss Benjamin with the whole class was peering at her through the door.
4. The good thing was that the author was put into the Music Club.

- B. 1. I was very fond of music and had decided to try out that old piano.  
2. So engrossed was I that I lost all track of time.  
3. I grinned sheepishly and apologised.
- C. 1. Engrossed – absorbed; interested deeply  
2. Sheepishly – in an embarrassed manner due to shame or lack of confidence

### **WORKSHEET 2**

- A. 1. Manner 2. Degree 3. Place 4. Time 5. Interrogative  
B. 1. Totally 2. Stiffly 3. Hungrily 4. Playfully  
C. 1. faster 2. more slowly 3. quietly 4. more easily 6. expertly

### **WORKSHEET 3**

- A. 1. Compassionate 2. Tardy 3. Fair 4. Noisy  
B. Sunanda could speak four languages. They were Hindi, English, Tamil and Bangla. She said, "I realised how good it is to know a variety of languages. It makes travel fun. It is very useful."  
C. Any two languages that you can speak and any three languages of India that you would like to learn are acceptable.

# The Muddlehead (Poem)

## ANSWERS

### Get Going

Discuss as directed under the guidance of the teacher.

### Read and Understand

- A. 1. (b) 2. (c) 3. 1. (a)
- B. (a) He wore his mittens on his toes.  
(b) He forgot to wear his collar in his haste.
- C. 1. He wore mitten on his toes, forgot his collar, tied his tie around his waist and wore his coat inside out.
- 2. He wanted to scratch his head and butter his bread; instead he scratched his bread and buttered his head.
- 3. Mr Muddlehead said, "Parding your beggon, Kister Monductor, I'm off for a week's vacation; I stop you to beg your cramway tar as soon as we reach the station." He meant, "Begging your pardon, Mister Conductor, I'm off for a week's vacation. I beg you to stop your tramway car as soon as we reach the station!"
- 4. The conductor thought he was mad, because he had seemed fine when he got on the tram but was talking absolute nonsense now, and he was so terrified that he could not sleep that night!

### Appreciating the Poem

- A. Examples of spoonerisms:

"Parding your beggon, Kister Monductor" - instead of "Begging your pardon, Mister Conductor"

"cramway bar"- instead of "tramway car"

- B. The refrain is:

'What a muddlehead was he,  
That man who lived in Petushkee!'

The refrain underlines the humour and exasperation caused by the muddleheaded behaviour of the man.

### Write Well

- A. Any reasonable funny person and action is acceptable. For example: Take some incidents as in the essays of James Thurber or Jerome K Jerome.

### AIL Activity

- A. Any reasonable answer is acceptable.

## 9. Nature's Message to Mankind

### ANSWERS

#### Get Going!

Each of these pictures shows how bad habits and usage by human beings is destroying our planet, affecting climate change and ecological imbalance. Playing with nature and treating it with disrespect is like committing suicide.

1. This shows deforestation as people chop down trees for personal and commercial use. Trees are necessary for soil conservation and formation, for growth of medicinal plants and food items, for encouraging rain and providing oxygen, and for making paper. They also provide habitat to birds, animals and insects. It takes time to grow trees. Therefore, it is essential that we find alternatives to use for fuel and furniture, as well as reducing use of paper. And we should plant more trees wherever possible.
2. Quarrying of stone and sand has seriously denuded our land and soil cover. Cutting into hills and mountains affects the climate. The land cover is lost and it impoverishes the soil, making agriculture difficult. Also, in mountain areas it can cause such severe erosion that it gives rise to land and mudslides, and to flooding as river banks break. We need to find alternative building materials as soil is formed over centuries and cannot be replaced. Also, we need to avoid quarrying near rivers, on riverbeds, etc.
3. Pollution of rivers is a serious problem. And it is caused by factory effluents, industrial waste, garbage disposal, oil spills, throwing plastic, paint, oil, old computer and phone parts, etc., into rivers, lakes and ponds. It affects the ecology of the water body and poisons all life in and around it – both plant and animal/bird life. It ruins their habitat also. We need to help clean up rivers, and stop using them for disposal of garbage, waste and effluents from industrial units. Recycling of plastic and more eco-friendly disposal of garbage should be considered. For example, plastics and other such non-biodegradable materials can be used for making roads, bricks, pavements, and other construction materials, etc.

#### Read and Understand

- A. 1. (b) 2. (a) 3. (c)
- B. 1. T 2. F 3. T 4. T 5. F
- C. 1. Clouds, trees, the earth, the sun, breeze, lightning, rain, rivers, seas and the ozone layer are represented in the play.
2. Lightning provided flashy light in the background, blazing across the sky.
3. The garbage that flows into rivers is killing the fish.
4. Ms Earth is hurt by the humans slaughtering trees and driving in stilts into her to make buildings and concrete structures which are painful. They use large quantities of fertilisers that harm the earth.

5. Many hills and mountains are being destroyed to build cities, towns and roads.  
This has forced Mr Cloud to change his course.
- D. 1. (a) This was said by Mr Sea.  
(b) Greenhouse gases, such as carbon dioxide and chlorofluorocarbons, contribute to the greenhouse effect by absorbing infrared radiation and cause global warming. Global warming is causing glaciers to melt fast, thus raising the sea level and submerging islands and other areas.
2. (a) This was said by Ms River and Ms Tree.  
(b) 'All this' refers to the heavy rains that resulted in floods and landslides. The cutting of trees affected the river banks and hilly areas.  
(c) The elements of Nature were forced to take this step to remind human beings to plant more trees, save forests and stop polluting the rivers, sea and air.
- E. 1. The elements of nature partied one evening, with the breeze blowing, clouds bringing rain showering down, the lightning streaking across the sky, the earth getting drenched along with all its plants, trees swaying in the breeze and rivers gushing along.
2. Mr Breeze was flushed because he had come rushing in with bad news after blowing all over the world. He was upset seeing that trees and forests had been cut down and deserts were increasing.
3. Ms Tree was unhappy that her family members were being slaughtered, or cut down, by humans to make space for crops, buildings and dams for humans.
4. The chemicals, fumes and smoke emitted from factories and vehicles had depleted Mr Ozone's strength.
5. Mr Sea lamented that tonnes of garbage flowed into him and the sea creatures were finding it impossible to survive. Oil spills from sinking or damaged ships caused havoc. Greenhouse gases caused global warming that caused the sea level to rise and submerge islands and other areas.
6. No, the elements of Nature were extremely unhappy at the way they were treated by human beings. They all had the same opinion.
7. Nature attempted to send a message to human beings through natural disasters like floods, landslides, melting glaciers and rising sea levels.

### **Think and Answer**

- A. 1. In today's world, we are living in metros, cities and towns, often cut away from Nature and the cycles of the seasons.  
We are causing deforestation as people chop down trees for personal and commercial use. Trees are necessary for soil conservation and formation, for growth of medicinal plants and food items, for encouraging rain and providing oxygen, and for making paper. They also provide habitat to birds,

animals and insects. It takes time to grow trees.

Quarrying of stone and sand has seriously denuded our land and soil cover. Cutting into hills and mountains affects the climate. The land cover is lost and it impoverishes the soil, making agriculture difficult. Also, in mountain areas it causes such severe erosion that it gives rise to land and mudslides, and to flooding as river banks break.

Pollution of rivers, seas and all water bodies is a serious problem. And it is caused by factory effluents, industrial waste, garbage disposal, oil spills, throwing plastic, paint, oil, old computer and phone parts, etc. into rivers, lakes and ponds. It affects the ecology of the water body and poisons all life in and around it – both plant and animal/bird life. It ruins their habitat also.

If we do not respect Nature it will hit back at us: landslides, melting of the ice caps, rising sea levels, tsunamis, drying up of valuable resources like water, oil, coal, minerals, sand, air, etc. climate change, extinction of wildlife, destruction of forests, pollution of rivers and seas, etc.

2. To safeguard nature, it is essential that we find alternatives to use for fuel and furniture, as well as reducing use of paper. And we should plant more trees wherever possible. Composting, rainwater harvesting, conservation of soil, forests and wildlife, etc. are some of the things we should do on a regular basis. We need to find alternative building materials as soil is formed over centuries and cannot be replaced. Also, we need to avoid quarrying near rivers, on riverbeds, etc. We need to help clean up rivers, and stop using them for disposal of garbage, waste and effluents from industrial units. Recycling of plastic and more eco-friendly disposal of garbage should be considered. For example, plastics and other such non-biodegradable materials can be used for making roads, bricks, pavements, and other construction materials, etc. We need to look at Nature as something that needs protection, not something to be simply made use of. We need to change our attitude and treatment of Nature and give the respect we owe to Nature.

### **Grammar Spot**

- A. 1. Passive 2. Active 3. Passive 4. Active
- B. 1. Adventure stories were being read by them.
  - 2. Each one of us is being affected by pollution in different forms.
  - 3. The traffic police stopped his car.
  - 4. Many people were saved by us.
  - 5. The doctor advised her to take rest for a few days.
- G. 1. She said that she had participated in all the inter-house competitions that year.
  - 2. She said that she was leaving for England with her parents next week.

3. Mr Ozone said that the chemicals, fumes and smoke from factories and vehicles were depleting his strength.
4. The carpenter told us that he wouldn't be able to repair our cupboard within three days due to his wife's illness.

### **Word Wise**

- A. 1. (c) 2. (d) 3. (a) 4. (e) 5. (b)
- B. 1. I think we should weed out old clothes and old books.  
2. Don't dig up the past and make yourself unhappy.  
3. The sunlight was fading and the sky turned golden.

### **Listen and Learn**

- A. 1. T 2. T 3. T 4. F 5. T

### **Converse and Connect**

- A. This is to be done under the guidance of the teacher.

### **Speak and Express**

- A. This is to be done under the guidance of the teacher. Clues: Yes, it is alarming. Indiscriminate felling of trees. Deforestation. Soil and habitat affected. Climate affected – greenhouse effect, rains affected, climate change, desertification. How to improve situation.

### **Pronunciation Practice**

- A. This is to be done under the guidance of the teacher.

### **Punctuation**

- A. The role of oceans in regulating the planet's temperature has taken on a greater significance in climate change research. Not much is known about ocean currents and the circulation of warm surface water in the deep oceans below affect the weather. Climate research by scientists indicates that oceans have absorbed much of the heat and about a third of the additional carbon dioxide pumped into the air from pre-historical times.

### **Write Well**

A. From: peewee2@gmail.com

To: goblin5@yahoo.com

Subject: Coming home

Dear Nana and Nani,

I hope you both are well. Hanu and I are looking forward to coming over for the

holidays with Papa and Mummy. We have been waiting for ages to come over. Unfortunately Mummy had been ill during this pandemic but she has recovered now.

We are looking forward to lovely lazy days spent climbing the mango trees and eating those delicious mangoes. Does Golu come with his father to milk the cows? Will his school also be closed. It will be fun meeting him again. Please make that halwa you made last time. We will all have a picnic at the riverside.

We are really looking forward to playing hide and seek with Nana and spending the days having fun running all over the fields. Sometimes we feel so closed in here though it's a good place too. Miss you both and the village so much.

Lots of love,  
Gayatri

### **Omission**

- A. Do you (a)/know about a bird sanctuary? It is (b)/a protected area where birds (c)/from different parts of the world come (d)/to nest and breed. It is also a (e)/protected place where birds (f)/are conserved and cared /for.

### **AIL Activity**

- A. This is to be done under the guidance of the teacher.

### **Values and Life Skills**

- A. It is best to wake up the gardener and alert parents and the adults in the park about the naughty boys. Confrontation, even politely, is not well-received these days.

## **WORKSHEET 1**

- A. 1. Leela recited 'Casabianca' by Felicia Dorothea Hemans.  
2. Mrs Dixit was a kind lady who took the trouble to teach Leela how to recite the poem so well that she won the competition. Mrs Dixit attended the function along with Leela's grandmother.  
3. Grandma cried out of joy and pride in Leela's success at winning the First Prize at the Elocution Competition.
- B. 1. Leela wanted to win the Elocution Competition because it would make her grandmother so proud.  
2. There was nobody in the neighbourhood who spoke good English.  
3. It was a tragic poem about a loyal little boy who died waiting for his father, the Captain.

## **WORKSHEET 2**

- A. 1. The bicycle was left at the gate by Parul.  
2. Jamini brought the basket of oranges.  
3. His mother will be fetched from the station by Tamal.  
4. The parrots have pecked all the mangoes.
- B. 1. Grandma ordered her/him to go and fetch the cushion for her.  
2. Fanny said that it was raining heavily and she couldn't go to the market that day.  
3. Neeraj suggested that he would help me with my homework.

## **WORKSHEET 3**

- A. 1. Let's work out these sums together.  
2. I have to work up an appetite if I have to eat dinner.  
3. The engineer asked them how they were getting on with the project.  
4. "Catch him before he can get away," ordered the policeman.
- B. 1. (c) 2. (a) 3. (b)

## **ANSWERS TO COMPREHENSION 1**

- A. 1. When we encounter anyone or anything different from us, our prejudices are immediately aroused and we raise mental blocks.  
2. We cling blindly to our own opinion.  
3. There is so much misunderstanding and conflict in the world because we cling to our own opinions no matter how short-sighted they may be.  
4. We should listen to different opinions with an open mind.  
5. Emotions and feelings are enemies of understanding because they blur our perceptions so we cannot see circumstances clearly.  
6. We upset ourselves with our moods.
- B. 1. Feel hurt or offended deeply by something  
2. Hold on to something without reason  
3. To be tolerant and receptive  
4. To be intolerant and refuse to listen  
5. Not to observe or notice things clearly  
6. To serve someone or something else

## ANSWERS TO COMPREHENSION 2

- A. 1. It was a very severe winter.  
2. The little trees were submerged under the snow and forgotten.  
3. The little creatures hibernated in their deep holes beneath the snow where the cold could not touch them.  
4. The moose survived by selecting a spot in the thicket, stamping a maze of pathways around it to reach the birch, poplar and maple whose twigs supplied them food. When they had consumed what was available in their neighbourhood, they floundered further through the snow foraging for food. Otherwise they would starve to death.
- B. 1. landmarks; blotted 2. backwoods; smothered; eaves  
3. sharply; wide white 4. wild; prolonged tragedy
- C. 1. Laden 2. Hibernating 3. Consumed

## **ANSWERS TO MODEL PAPER 1**

### **SECTION A: Reading Comprehension**

- 1.1. (a) Mr Fielding boarded the train at Victoria Terminus at Bombay.
- (b) One of his companions in the compartment was a youth, fresh to the East and the other a seasoned Anglo-Indian of his own age.
- (c) Mr Fielding was nominated President of the little college at Chandrapore.
- (d) Mr Fielding noticed in the train that a gulf existed between himself and his countrymen.
- (e) He believed that the world is a globe of men who are trying to reach one another and can best do so with the help of goodwill, culture and intelligence.
- (f) The give and take of private conversation made Mr Fielding the happiest man.
- (g) 'A gulf divided him from either' means that Mr Fielding differed greatly from his two carriage companions: a youth fresh to the east and a seasoned Anglo-Indian. He had already seen earlier many cities and men once or twice.
- (h) Ideas throw a fresh light of reason on beliefs about caste. Therefore, ideas destroy the caste divisions.
- (i) Mr Fielding grew up where he had learned to think for himself and not follow the 'herd-instinct'. He was, therefore, unable to agree with the systems followed by his countrymen in India. He believed in free interchange with the Indians who were despised collectively by the British.
- 2.1 (a) The thought of a deep drop and sudden fall into the vast sea frightened the lonely young seagull.

- (b) They called him out loudly and then threatened to starve him on his ledge unless he flew away.
- (c) After twenty-four hours not a single scrap of food was left to eat.
- (d) His mother stood on a high hump of the plateau and tore at a piece of fish that lay at her feet, and scraped her beak on the rock. She did this to provoke him to learn flying.
- (e) He was seized by a monstrous terror, his heart stood still and he could hear nothing - all for a moment. Then he felt the wind rushing under him, as he spread his wings, and began to soar gradually and fearlessly. He also felt a bit dizzy.

2.2 (a) (ii) (b) (i) (c) (iii) (d) (iii) (e) (ii)

## **SECTION B: Writing and Grammar**

3. Any reasonable letter in the correct format is acceptable.

Address

Date

Dear \_\_\_\_\_,

How are you? I had to share the wonderful holiday I had this summer with my parents. We went to Nainital, getting away from the heat of Delhi/Lucknow/Patna/Jaipur/etc.

[**Clues:** Lovely weather, walked around the lake, boating, trekking, taking the ropeway to the higher altitudes, riding a pony, etc. Enjoyed the beauty of the place.] I wish you were there with us. I am sure you would have enjoyed it too. Perhaps next summer we can go together for our holiday.

Lots of love,

---

OR

I am so happy to hear that you are representing your school at the All India Debate Competition. The topic is full of possibilities and I know you will do justice to it.

[**Clues:** Your school really is wonderful in providing the right infrastructure for education. Also – teachers are very encouraging. The range of activities is wide. You have the opportunity not only for book learning, but also to experiment with all your interests. Selecting the right subjects and the path ahead for you to follow your dreams]

4. Any reasonable story is acceptable.

**Clues:** Hears sound in dark room. Frightened. Imagines a thief or someone with a knife. Fumbles for some defence. Lays hands on something like a stick. Waits for

sound. Rustle heard. Hits out with stick. Loud crash. Noise in corridor. Someone rushes in. Lights put on. Lots of people inside. He has killed a mouse. Crash because he has smashed a lamp, a vase and a glass-topped table. Chaos in room!

OR

### "POOR SCAVENGER"

**Picture** – picking up all plastic bags and bottles discarded – unhappy seeing them – begins to talk to a man in neighbourhood about the danger of plastic – they start two things – one is making artistic pictures on walls using bits of plastic; second is to talk to an engineer and begin making tiles and bricks using the plastic – used for making pavements and roads in parks and decorating the places with their pictures – gradually recognised and earn more – now he is able to employ more people – kind and generous

5. 1. quietly [Adverb of Manner] 2. sometimes [Adverb of Frequency]
3. outside [Adverb of Place] 4. almost [Adverb of Degree]
6. (a) ride/rides (b) a/an (c) goes/go (d) on/during (e) cycling/cycle  
(f) hours/hour

### **SECTION C: Literature**

7. A. (a) The poet imagines that he might stand for elections to become the president.  
(b) Miniature submarines are the small-sized submarines the poet dreams he might make when he is grown up.
- B. (a) The poet will sigh when, as an old man, he will look back on the day when he chose a particular path in the woods, and now wonders whether he should have chosen the other one and what would have been the outcome if he had chosen that.  
(b) The choice he made of his life path has made all the difference to his life, because it was a path on which only a few people had walked.
8. (a) Everyone at the school thought little Daddy drew poorly and some felt sorry for him.  
(b) Bachpan Bachao Andolan is a non-profit organisation that campaigns for the rights of children.  
(c) Yes, I think the poet took his decision wisely, after considering both the paths in the woods.  
(d) Totto-chan was expelled from her old school for being talkative in class.  
(e) Tenali Raman hid himself behind a curtain in the bed chamber of the linguist.  
(f) The man said: "Parding your beggon, Kister Monduktor, I'm off for a week's vacation; I stop you to beg your cramway tar as soon as we reach the station."

- (g) Mr Lightning provided flashy light in the background by blazing across the sky.
9. Steve Jobs had courage and determination and he was very hardworking. He never allowed failure or obstacles to stand in his way to achieve his dreams. He did not waste his time in self-pity or worry. He also faced his cancer disease with courage and dignity. I admire his perseverance and diligence and never-say-die attitude.

OR

Tenali Raman made a plan to get at the truth. He knew that when a person was in great difficulty or pain, he would cry out in his mother tongue. So he sprinkled mustard oil on the floor of the linguist's bed chamber. When the linguist stepped on it, he slipped and fell, crying out in his mother tongue, which was Gujarati. Thus, Tenali Raman found out the language.

10. The poem is full of imagery about the choice of a life path by the poet. It talks about choices that we make in our lives: sometimes we follow the beaten path or a path through which we know the destination; at other times we chose a path which no one else has walked and the destination is unknown. It is not about regrets, but about a person taking a decision after thinking about it seriously, and then having the courage to follow one's dreams and take a road that is unknown and risky.

The poet/traveller has reached a forest where he is standing at a point where two roads meet. In the first stanza, he says he is standing where two roads 'diverged in the yellow wood'. The wood is 'yellow', reflecting that autumn has set in. It could also reflect the fact that the poet is a mature man, not a child. He would have liked to 'travel both', but he knew he had to chose one. So he stood there and looked down one of the paths, as far as he could seem till there was a 'bend in the undergrowth' after which he could not see further.

He looks down the other road, which seems 'just as fair', but has 'perhaps the better claim'. Both roads, he says are worn down approximately the same extent, but this one attracted him because it 'was grassy and wanted wear'. When a path is continuously walked over, the grass gets worn down; whereas on this path the grass shows that not many people have walked on it.

That morning, he saw that fallen leaves lay on both paths and no one seems to have passed down either of the paths. If someone had trodden down the paths, the leaves would be darker where their feet had trodden them down. Therefore, the poet decides to leave the first path to explore it another day. But in his heart he knew that once he began walking down the other path, his curiosity would make him follow it till it led him to another path, and then another, and so on. "I doubted if I should ever come back," says the poet, knowing that he would follow the second path.

Having chosen the path, the poet says that at some future date, long after he has

walked down the road, 'Somewhere ages and ages hence', he may look back on this time. He will sigh when he thinks of it, he says. It is perhaps a sigh about the fact that he could not explore both the roads. He says that he found the two divergent roads in the wood, and he took the one that fewer people had used. And the last line is most significant: "And that has made all the difference." It is left to the reader to guess whether he is happy or not. I think he is happy that he took that road; his only regret is that he could not also explore the second road.

Each word and phrase is loaded with meaning. (a) Two roads diverged (b) a yellow wood (c) sorry I could not travel both and be one traveler (d) Long I stood and looked down one as far as I could (e) the undergrowth [which is the thick covering of the destination or the road itself] (f) grassy and wanted wear (g) that morning [a new venture] (h) a sigh [longing; regret; nostalgia; age] (i) the one less traveled by (j) all the difference [his life was transformed by the choice].

OR

The refrain is:

'What a muddlehead was he,  
That man who lived in Petushkee!'

The refrain underlines the humour and exasperation caused by the muddleheaded behaviour of the man.

## MODEL TEST PAPER 2

### SECTION A: Reading Comprehension

- 1.1. (a) The author ran out when he heard the fire engines, with their alarms screaming, rushing past his house.
- (b) He saw a large crowd of people collected a few streets away and an orange glow in the night sky.
- (c) A shopping and office complex, with a few people living on its upper floors, was on fire.
- (d) Huge flames were shooting out of the windows. Black smoke was billowing out of the windows and doors. People were stumbling out of the doors, coughing and spluttering.
- (e) People who came out were rubbing their eyes, and then collapsing on the grass, exhausted and frightened.
- (f) Three fire engines were engaged in putting out the fire.
- (g) The firemen were rushing into the burning building and bringing out people, assisting some and carrying some. That is why the author found them so brave.

- (h) As the water poured into the building, the smoke billows continued, but the flames began to subside.
- (i) People brought blankets, medicines and food packets from their homes.
- 2.1. (a) Uncle Podger offered to hang the picture.
- (b) He wanted Tom to fetch the rule, step-ladder and kitchen chair and then to hand him up the picture.
- (c) He dropped the picture which came out of the frame. Uncle Podger tried to save the glass and thus cut himself.
- (d) Uncle Podger was seated on the coat which he found when he stood up.
- (e) With the first blow he smashed his thumb, dropped the hammer with a yell and stepped on someone's toe.
- 2.2 (a) (iii) (b) (i) (c) (ii) (d) (iii) (e) (i)

## **SECTION B: Writing and Grammar**

3. Any reasonable answer in the correct format is acceptable.

From: goofy23@yahoo.com

To: patty00@gmail.com

Subject: Congrats

Dear \_\_\_\_\_

Congratulations on winning the first prize at the inter-school debate! I was so thrilled to hear about it. Chetan wrote to tell me all about it. I wish I had been there to hear it and share the wonderful moment. We must celebrate when I return.

Congrats again and love

---

OR

### **ANNUAL DAY CELEBRATIONS AT SUMMER SCHOOL**

[Your name]

15 September 20xx

It was a bright and sunny day. The function began at 5.30 pm. The Chief Guest arrived to a warm reception. After welcoming her and everyone, the Principal presented the school's performance report. Then the students from each class were awarded by the Chief Guest. The Annual Trophy for Best All Rounder was awarded to Sudiksha Das. The Chief Guest's speech was very inspiring. Tea was served on the school lawns. It was a day of great joy and achievement.

4. Any reasonable story is acceptable.

It happened so suddenly that I did not have the time to react. The creature before

me was dreadful and terrifying. I ran for my life. I could hear him thumping along behind me. And then he fell. His head-dress flew off and Uncle Ramesh grinned at me. It was a gorilla costume!

OR

Hiten sat outside the temple, selling balloons. Children and devotees coming to the temple bought some. But today nobody came. He would sleep hungry. An old man came in a car with his granddaughter. She pointed to the balloons. The man looked into Hiten's eyes. Then he bought all the balloons for his granddaughter. "I will buy them every day," he said. Hiten's face lit up with a beautiful smile. He would not be hungry any more.

5. 1. My friend stays near the school.  
2. My mother and her cousin work in the Reserve Bank of India.  
3. Our English teacher goes for rock climbing in the autumn break.  
4. Two of my father's friends play hockey for team India.
6. (a) need/needs (b) into/in (c) devote/devotion  
(d) door from door/from door to door (e) selling/sell (f) of/to (g) to/be  
(h) much/more

### **SECTION C: Literature**

7. A. (a) These words were said by Kailash Satyarthi in his Nobel Prize acceptance speech.  
(b) He means to highlight the irony that there are children who are so poor that they are forced to work but are unable to fulfil their dreams. For example, a child may wish to be a footballer but he has to give up his dream in order to earn money.
- B. (a) The paper boat would sail away to the kingdom of the wise that lies beyond the seven waterfalls.  
(b) Dreamy, drowsy elephants have emeralds for eyes.
8. (a) According to the drawing teacher, a mental block prevented little Daddy from learning how to draw.  
(b) Kailash Satyarthi quit his job as an engineer because he was dissatisfied with the kind of work he was doing.  
(c) Totto-chan's lunch contained scrambled eggs, green peas, denbu and pink naked cod roe.  
(d) The lives of great men remind us that we can make our own lives sublime.  
(e) The linguist said that, in case Tenali Raman failed, the king would have to award the linguist, whatever he asked for.  
(f) The poet thinks that chess is a peaceful game because it is played on a board

indoors and does not involve the rough-and-tumble of an outdoor game.

- (g) Mr Cloud changed his course because hills and mountains were being destroyed to build cities, towns and roads.
9. Totto-chan's new school had classrooms made from discarded train coaches. The baggage racks remained above the windows, but the long seats had been replaced with desks and chairs facing forwards towards the blackboard. The students could sit wherever they looked. The teacher made a list each morning of the problems and questions of the students and they were the basis for lessons. Lunch was something from the ocean and the hills. If they worked hard the students went out walking with the teacher in the afternoon. They learnt biology while playing and making friends.

OR

When Gulliver awoke, he found he had been tied down to the ground. He could not move and little men were climbing onto him. When he shook them off, they shot little arrows at him. They built a platform near his head and some senior man from the court gave a speech, saying 'Lilliput', which was the name of the country. When Gulliver signalled for food, they built a carriage to take him into the city.

10. The poet looked at both the paths, as far as he could see. He looked down the second road, which seems 'just as fair', but has 'perhaps the better claim'. It attracted him because it 'was grassy and wanted wear'. When a path is continuously walked over, the grass gets worn down; whereas on this path the grass shows that not many people have walked on it. Therefore, the poet decided to leave the first path to explore it another day.

OR

Nature attempted to send a message to human beings through natural disasters like floods, landslides, melting glaciers and rising sea levels.