

1. Oliver Finds a New Home

ANSWERS

GET SET!

A. Activities	People	Activities	People
Making pots	Potter	Stitching clothes	Tailor
Making shoes	Cobbler	Treating patients	Doctor
Building bridges	Engineer	Making embroidery	Embroiderer
Flying planes	Pilot	Repairing cycles	Mechanic
Driving buses/cars	Driver	Cutting hair	Barber

READ AND UNDERSTAND

- A. 1. (c) 2. (d) 3. (b) 4. (a)
- B. 1. thieves; Fagin; Artful Dodger; Toby 2. thief; a pickpocket 3. arm 4. Mr Giles
5. protect 6. old gentleman; his reading
- C. 1. They were surprised because the 'thief' was only a weak and innocent-looking child, not a dangerous criminal.
2. The patient, Oliver, lay asleep with his wounded arm resting on his chest. He looked weak and helpless.
3. Rose was moved by compassion. She brushed aside Oliver's hair, and her tears fell on his forehead.
4. Miss Rose realised that Oliver was too young to be a criminal. She believed he had never known a mother's love or the comfort of a home.
5. Mr Giles and Brittles told a different version of events. They convinced the police that Oliver had injured himself accidentally and was not part of the burglary.
6. The Maylies took Oliver to their cottage in the countryside. There, he felt truly happy, played in the gardens, enjoyed nature and learned to read and write.
- D. 1. servants; them; also 2. Fagin; window; terrified
- E. 1. (a) Miss Rose said these words to Dr Losberne.
(b) Oliver is meant by 'poor creature'.
(c) Dr Losberne was requested to see Oliver because he was injured and needed medical help.
2. (a) Mrs Maylie said these words to Dr Losberne.
(b) Oliver is being referred to here.
(c) These words show that the speaker, Mrs Maylie, was concerned and kind-hearted.
3. (a) Oliver said these words to the Maylies, Mr Giles, Brittles and Dr Losberne.
(b) 'Both' refers to Fagin and the stranger who were staring at Oliver through the window.
(c) The speaker, Oliver, was terrified and screamed loudly for help.
(d) Fagin and the stranger were outside the window, staring at Oliver.

THINK AND ANSWER

- A. 1. Mrs Maylie is a kind and compassionate woman. She decided to help Oliver instead of treating him like a criminal. She assured Miss Rose that she would never harm a child.
Miss Rose is caring and emotional. She was moved to tears when she saw Oliver's innocent face. She pleaded with her aunt, saying Oliver might have never known a mother's love.

2. Oliver was happy at the cottage because he experienced true joy for the first time. He enjoyed playing in the gardens, learning to read and write and listening to Rose play the piano. The peaceful surroundings made him feel safe and loved.

However, he had not completely forgotten Fagin. His nightmare and the appearance of Fagin outside the window showed that he was still afraid of his past.

GRAMMAR SPOTLIGHT

- A. 1. Statement [Negative] 2. Statement [Negative] 3. Question [Yes/No]
4. Question [Negative] 5. Statement [Negative] 6. Imperative [Command]
- B. 1. The doctor did not enter the room slowly.
2. Oliver was an innocent child.
3. Fagin wanted to take Oliver back.
4. Rose is a very compassionate lady.
5. I will refrain from going on an adventure trip with friends.
- C. 1. I am older than your brother, aren't I?
2. Most boys don't like stitching, do they?
3. She sings well, doesn't she?
4. Let's go for a walk, shall we?
5. Bandage the arm of the patient, will you?

SPELL WELL

- A. 1. orphan 2. gracious 3. straight 4. stairs 5. innocent 6. comfort

WORD POWER

- A. 1. (d) 2. (f) 3. (b) 4. (c) 5. (a) 6. (e)
B. 1. (c) 2. (d) 3. (a) 4. (e) 5. (b)

LISTEN AND LEARN

- A. 1. summer; glad 2. men 3. do not 4. forests 5. Father 6. freeze 7. trees

CONVERSE AND CONNECT

Exercises A and B: The students can do these under the guidance of the teacher.

PRONUNCIATION PRACTICE

Exercise A: The students can do this under the guidance of the teacher.

SPEAK AND EXPRESS

Exercises A, B and C: The students can do these under the guidance of the teacher.

PUNCTUATION

Charles Dickens was born on February 7, 1812, in Portsmouth, in England. After growing up in Portsmouth, his family moved to London in 1822 when Dickens was ten years old. His story is one of rags to riches.

WRITE WELL

A. Any reasonable paragraphs on the given topic are acceptable. The following is an example.

A Child Selling Flowers with Mother

One evening, while walking through a busy market, I saw a young child sitting on the roadside with his mother, selling fresh flowers. The child, about six or seven years old, was eagerly helping his mother by handing flowers to customers.

The mother sat on a cloth, carefully arranging flowers. Though she looked tired, she continued working patiently. The child's small hands tied garlands, and he called out to people, hoping to sell more. Amid the noise and dust, the fragrance of flowers filled the air.

The sight made me feel both sad and thoughtful. While many children play in the evenings, this child was working hard. It reminded me to be grateful for what I have.

DICTIONARY SKILLS

- A. 1. Pity: A feeling of sorrow for someone's suffering, often from a distance.
Sympathy: Understanding and sharing someone's feelings, especially sadness or hardship.
2. Doctor: A qualified medical professional who diagnoses and treats illnesses.
Compounder: A medical assistant who prepares and dispenses medicines as per a doctor's prescription.
3. Chariot: A two-wheeled vehicle, often used in ancient battles and races, usually drawn by horses.
Gig: A light, two-wheeled carriage for one or two passengers, usually for personal use.

PROJECT WORK/AIL ACTIVITY

- A. The students can do this activity on their own in groups.
B. The students can do this activity on their own. Help them, if required.

VALUES AND LIFE SKILLS

- A. This can be discussed and shared in the class.
B. For discussion in class.

WORKSHEETS

WORKSHEET 1

- A. 1. Whenever we encounter anyone or anything that is different from us, our prejudices are immediately aroused and we raise mental blocks.
2. We cling blindly to our own opinions.
3. There is so much misunderstanding and conflict in the world because we do not make an effort to understand but cling blindly to our own opinions, no matter how short-sighted they are.
4. We should listen to different opinions calmly, willingly and respectfully.
5. Emotions and feelings are enemies of understanding because they blur our perceptions, so we cannot see circumstances clearly.
6. First of all, we upset ourselves with our moods.
- B. 1. To treat something as significant or important and be influenced by it.
2. Hold on to a view or anything without reason.
3. Having the capacity to look at or listen to something without prejudice.

4. Having or showing rigid opinions or a narrow outlook.
5. To be in a state where we are unable to observe something clearly.
6. To provide what someone or something wants and needs.

WORKSHEET 2

- A. 1. Imperative 2. Interrogative 3. Declarative 4. Interrogative 5. Declarative
6. Imperative 7. Declarative 8. Interrogative 9. Exclamatory 10. Declarative
- B. 1. Were men running across the field? 2. You have heard the news.
3. Will you bring in the casserole, please? 4. Kavita hasn't come to school for three days.
5. Wow! Rahul's performance is excellent! 6. Shut the door.
- C. 1. have you 2. doesn't he 3. couldn't you 4. hasn't he 5. did you 6. will you

WORKSHEET 3

- A. 1. British Broadcasting Corporation 2. Central Bureau of Investigation 3. Doctor
4. Please Turn Over 5. Reserve Bank of India 6. Common Era 7. ante meridiem
8. post meridiem 9. Cash on Delivery 10. United Nations
- B. 1. A 2. AT 3. ART 4. TART 5. START
- C. Any reasonable answer is acceptable.

ANSWERS

READ AND UNDERSTAND

- A. 1. The old woman was bent with the cold and old age, had grey hair, wore ragged clothes, walked with hesitant steps and uncertain feet. She was alone and neglected.
 2. The old woman was afraid of cross the slippery street and was anxious that, if she crossed it alone, she might have an accident. She waited for someone to help her cross.
 3. The old woman was 'afraid to stir' because, if she slipped on the snow, she might fall under some carriage wheels or horses' feet.
 4. Boys whose school was over came laughing and shouting down the street.
 5. One of the boys in the group helped the old woman. He helped her because he thought that she was somebody's mother and he remembered his own mother and wished someone would be there to help her when she was old and alone too.
 6. The boy felt happy and contented in his heart after helping the old lady.
- B. 1. The street was wet with snow.
 2. Her feet were aged and slow.
 3. She was waiting to cross the road.
- C. 1. (a) 'Her' in these lines refers to the old woman.
 (b) (ii)
 (c) 'Merry troop' refers to the group of cheerful boys returning home after school.
 (d) The troop was merry because they were enjoying their freedom after school and playing in the snow.
2. (a) The young boy said these words to his friends.
 (b) The words 'poor and old and gray' describe the speaker's mother as he imagines her in the future.
 (c) The boy hoped that someone would help his mother if she were ever in need when he was far away.
 (d) The speaker shows qualities of kindness, empathy and foresight. He cares for others and thinks of his own mother's future needs.
 (e) The line means that the old woman felt deeply grateful and blessed the boy in her prayers at home that night.

WORD POWER

- A. 1. amid → maid 2. none → neon 3. lest → lets 4. came → mace

APPRECIATING THE POEM

- A. 1. The simile in the poem is 'Came the boys like a flock of sheep'. It compares the group of boys to a flock of sheep to show their carefree, playful and slightly chaotic movement.
 2. (a) crystal (b) a cucumber (c) a peacock (d) snow (e) silk (f) gold
- B. 1. 'Alone uncared for, amid the throng'
 2. 'Her aged hand on his strong young arm
 She placed, and so, without hurt or harm,
 He guided the trembling feet along,
 Proud that his own were firm and strong.'

- C. 1. Lines 1 to 6: gray – day; snow – slow; long – throng
2. Lines 9 to 14: shout – out; deep – sheep; gray – way
3. Lines 15 to 20: her – stir; feet – street; troop – group
4. Lines 31 to 36: hand – understand; gray – away; head – said

PROJECT WORK/AIL ACTIVITY

- A. Options 1, 4, 5, 6, 7, 9 and 10 are correct.
B. Students can do this on their own.

2. Mogwli with Family of Wolves

ANSWERS

GET SET!

- A. For discussion in the class.
- B. This can do be done and discussed in the class.

READ AND UNDERSTAND

- A. 1. (b) 2. (b) 3. (c) 4. (b)
- B. 1. True 2. False 3. True 4. True 5. False
- C. 1. Shere Khan killed cattle because he couldn't catch the quicker and wilder prey like the deer. The villagers were angry and blamed him for the loss of their cattle.
- 2. According to the Law of the Jungle, no animal was allowed to kill man. The reason behind this was that killing a man meant that many men would come into the jungle with guns, gongs, rockets and torches. This would be dangerous for all the animals living in the jungle.
- 3. Father Wolf found the man cub lying in the jungle. He brought the child to Mother Wolf, who decided to keep the cub as one of her own. They protected him from Shere Khan.
- 4. Shere Khan was asking for the man cub because he believed he was his quarry.
- 5. Mother Wolf fiercely protected the man cub and refused to give him up to Shere Khan. She told him that the man cub belonged to her and would not be handed over.
- 6. The Law of the Jungle laid down clearly that all cubs when they are old enough to stand on their feet must be taken to the Council Rock (a hilltop covered with stones and boulders where a hundred could easily hide) during the full moon. The other wolves saw the new cubs and recognised them well. Thereafter, the Pack would look after them and nobody could harm them.
- 7. Akela spoke about the 'Free People', referring to the wolves. He was discussing how Mowgli, the man cub, could be trained to live with the wolves.
- D. 1. Father Wolf was angry because all the animals from the jungle were not safe from attacks by men.
- 2. So, he would hunt cattle in the village of the Waingunga.
- E. 1. (a) These words were said by Mother Wolf to Father Wolf.
 - (b) The 'child' refers to Mowgli, the man cub.
 - (c) Yes, the speaker instantly liked the child and was impressed by his bravery.
 - (d) We learn that Mother Wolf is observant and has a sense of admiration for bravery.
- 2. (a) These words were said by Akela to the wolves.
 - (b) 'He' refers to Mowgli, the man cub.
 - (c) 'The pack' refers to the group of wolves that Mowgli will join and live with.
 - (d) Yes, the words were reassuring to the wolves and encouraged them to accept Mowgli.
- 3. (a) These words were said by Father Wolf to Mother Wolf.
 - (b) 'Him' refers to Mowgli, the man cub.
 - (c) The man cub was named Mowgli.
 - (d) Father Wolf was unsure if the pack would accept Mowgli, as he was a human.

4. (a) These words were said by Baloo, the bear to the council of wolves.
 (b) The speaker, Baloo, intended to speak on behalf of Mowgli to ensure that he would be accepted into the pack.
 (c) Yes, the pack eventually agreed to accept Mowgli.
5. (a) These words were said by Bagheera to the wolves.
 (b) 'Him' refers to Mowgli, and yes, he was accepted into the pack.
 (c) Mowgli was taken in by the wolves and trained as one of their own.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. The following is an example.
 Mother Wolf was not just angry with Shere Khan because she was against him, but because he threatened her family. She fought for the man cub because she saw him as one of her own, and she wanted to protect him from harm, even from a dangerous tiger like Shere Khan.

GRAMMAR SPOTLIGHT

- A. 1. glass 2. metre 3. sack 4. kilogram 5. game 6. loaf
 B. 1. lives 2. churches 3. children 4. army 5. photos 6. deer 7. ladies 8. tomatoes
 9. calves 10. sons-in-law
 C. 1. fg 2. mg 3. fg 4. fg 5. ng 6. cg 7. cg 8. mg 9. fg 10. mg 11. ng 12. cg 13. ng
 14. cg
 D. Fill in the following order: spoke; teach; live; accepted
 E. **Circle:** 1. All the villagers 2. Father Wolf 3. We 4. The choir members
Underline: 1. Shere Khan 2. Mowgli 3. a concert 4. a song
 F. 1. Noun phrase 2. Adjective phrase 3. Adjective phrase 4. Adverb phrase
 5. Adjective phrase 6. Noun phrase
 G. 1. phrase; clause 2. phrase 3. phrase 4. phrase
 H. 1. Compound 2. Complex 3. Compound 4. Complex 5. Compound 6. Complex

SPELL WELL

- A. 1. squealing 2. listened 3. alert 4. quarry 5. boulders 6. people

WORD POWER

- A. 1. homeless 2. helpful; cooperative 3. childhood 4. pleasure 5. alertness 6. performance

LISTEN AND LEARN

- A. 1. packs 2. communication 3. hunt 4. howls 5. whimper, growl and bark 6. ten
 7. danger 8. full

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

- A. Mother Wolf was sitting with her four cubs. They were squealing, tumbling and moving close to their mother. Suddenly, Tabaqui, the jackal, appeared near the cave. He told Father Wolf and Mother Wolf about Shere Khan.

WRITE WELL

- A. A little girl was left in the jungle and thought to be dead. However, she managed to join a troop of monkeys. She copied the way they lived, including their social activities and language. She learned to catch birds and rabbits with her bare hands. Experts say that sometimes monkeys take young children into their care. The girl ate and drank like them and imitated their behaviour. She lived with them for five years and learned their ways. Later, she was found and joined the humans again.

- B. Any suitable letter is acceptable. The following is an example

[Your Address]

[Date]

Dear [Friend's Name],

I hope you are doing well. Last week, I visited a wildlife sanctuary with my family, and it was an amazing experience! We saw many animals in their natural habitat, including deer, elephants and peacocks. The most thrilling sight was a pack of wolves moving together through the forest. They looked strong and alert, communicating in their own way. Watching them was truly fascinating. The trip made me appreciate the beauty of nature even more. I wish you could have been there with me!

Take care and write back soon.

Your friend,

[Your Name]

DICTIONARY SKILLS

- A. 1. Discussion 2. Anger 3. Allowance 4. Training

PROJECT WORK

- A. This can be done in groups and the lists can be shared in the class.
B. This can be done by the students on their own.

VALUES AND LIFE SKILLS

- A. For discussion in the class.
B. Tick options (a), (c), (d) and (f). Cross options (b) and (e).

WORKSHEETS

WORKSHEET 1

- A. 1. (c) 2. (d) 3. (a) 4. (d) 5. (b)
B. 1. cat 2. stripes; fingerprints 3. Bengal 4. swimmers; water 5. Project Tiger
C. 1. False 2. True 3. False 4. True 5. False
D. 1. Each tiger has a unique pattern of black stripes on its orange fur, just like human fingerprints. This helps them blend into their surroundings and makes identification easier.

2. Tigers move quietly while stalking prey and have sharp eyesight, strong muscles and claws. Their speed and stealth make them excellent hunters.
3. Tigers control the population of herbivores, preventing overgrazing and protecting forests. This helps maintain the balance of the food chain.
4. Conservation projects like 'Project Tiger' focus on protecting tigers and their habitats by preventing poaching and creating wildlife reserves.

WORKSHEET 2

- A. 1. Underline: 1. milk; tea 2. paint 4. seeds 5. music; conversation 6. gold
Circle: 1. cup 2. boy; fence 3. parrot 4. birds; tray 6. earrings
- B. 1. Nurses 2. Knife 3. Loaves 4. Fishes 5. Foot 6. Trousers
- C. 1. pilot [Common]; lives [Common]; passengers [Common]
2. boy [Masculine]; house [Neuter]
3. mice [Common]; cheese; counter [Neuter]
4. vegetables; fruits [Neuter]; vendor [Common]
5. lioness [Feminine]; cubs [Common]
6. police [Common]; classes [Neuter]; self-defence [Neuter]; girls [Feminine]
- D. 1. Greatness 2. Breath 3. Bravery 4. Judgement 5. Arrangement 6. Life
7. Heat 8. Kindness 9. Safety

WORKSHEET 3

- A. 1. (a) likely (b) boldly (c) worldly
2. (a) boyhood (b) childhood (c) womanhood
3. (a) fearless (b) timeless (c) shameless
4. (a) punishment (b) judgement (c) improvement
5. (a) national (b) fatal (c) regal
- B. 1. irate: angry
2. pious: having or showing deep devotion to religion
3. summon: call or send for; demand the presence
4. venture: undertaking in which there is a risk
5. withhold: keep back; refuse to give
- C. 1. Wow! Prakash won the match!
2. Sid is going to Bengaluru but Vivek is going to Kolkata.
3. I am spending my holidays in Delhi, reading, visiting monuments and learning karate.
4. Why are you carrying your books, bags and computer to his house?
5. Oh! That's impossible!

3. Malakoff

ANSWERS

GET SET!

- A. 1. German Shepherd 2. Bulldog 3. Doberman 4. Dalmatian
- B. They are alert and good guards. They keep you fit as you have to walk them regularly. They teach us love, compassion and courage. They are loyal and dependable. They are very useful as guides for the blind. [Any three]

READ AND UNDERSTAND

- A. 1. (c) 2. (c) 3. (a)
- B. 1. Malakoff
2. to act as a watchdog for a Parisian jeweller.
3. apprentices
4. Jacques' friends
5. Malakoff saved his life even though Jacques had tried to kill him.
- C. 1. Arun's mother told him Malakoff's story because she had read it on the same day.
2. Malakoff was a Newfoundland dog who was a watchdog for a jeweller.
3. Jacques got his friends to take Malakoff to the river Seine, tie a big heavy stone around his neck and drown him in the river.
4. When Jacques fell into the river himself and was drowning, the tired and straining Malakoff swam back, despite the heavy stone that Jacques had got tied around his neck to drown him, and saved him. Jacques was remorseful and begged his pardon.
5. Jacques' friends ran away because they saw someone coming and did not want to be accused of killing a dog.
6. When Jacques' friends did not see him, they realised that he had been left behind. So they returned to look for him.
7. Every apprentice followed Malakoff's funeral procession as a mark of respect.
- D. 1. (a) The other apprentices in the jewellery shop spoke these words.
- (b) The dog's name is Malakoff.
- (c) The term 'favourite' was used in a sarcastic manner as Jacques disliked Malakoff.
- (d) The dog barked and bared his teeth whenever he saw Jacques.
2. (a) Jacques said these words to his friends.
- (b) The speaker had a negative attitude towards the dog and even referred to him as 'stupid'.
- (c) The speaker feared he would lose his job because the dog's dislike for him might make the jeweller suspicious.

THINK AND ANSWER

- A. Any reasonable answers are acceptable. Clues: 1. Nobility of spirit; helping even those who try to harm us; what goes round, comes round; forgiveness. 2. Nobility; kindness; generosity; courage; determination; forgiveness. [any two]

GRAMMAR SPOTLIGHT

- A. 1. jeweller's [Possessive]; shop [Noun]
2. friendly [Quality]; dog (Noun)
3. Many [Indefinite Numeral]; people [Noun]

4. first [Ordinal]; boy [Noun]; my [Possessive]; neighbour [Noun]
 5. caring [Quality]; girl [Noun]
 6. twenty [Cardinal]; storybooks [Noun]
 7. Either [Distributive Numeral]
- B. 1. tallest 2. taller 3. tall 4. difficult 5. most difficult 6. more difficult
- C. 1. caring, little, orphan 2. small, remote 3. fresh, ripe, red 4. long, black, western
- D. 1. adorable 2. cheerful 3. rainy 4. foolish 5. womanly/ish 6. homeless 7. dangerous
8. troublesome

SPELL WELL

- A. 1. valour 2. shudder 3. panicked 4. apprentice 5. jewellery 6. repetition
7. favourite 8. desperation

WORD POWER

- A. 1. freedom 2. presentable 3. endless 4. musical 5. friendly 6. cheerful
B. 1. (a) 2. (b) 3. (b) 4. (a)

LISTEN AND LEARN

- A. 1. Dogs possess an amazing capacity for love and learning.
2. Dogs develop strong lifelong bonds with people who take care of them.
3. Dogs know by instinct if a companion, human or animal, is in trouble and needs help. They assist disabled people and those trapped under snow or rubble.
4. Dogs have a desire to please and are willing to follow commands, which makes them good working partners.
5. At the Italian School of Water Rescue Dogs, around 200 dogs undergo intensive training along Italy's coast to work with helicopter teams to rescue beach goers who get into trouble.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

Soon, you may be able to exchange your old cellphone with a new one of your choice. You will have to pay 70% less than its market price and, with its warranty intact. All you have to do is to ignore a little dimple or scratch on your branded purchase.

WRITE WELL

- A. A reasonable summary based on the clues given and with correct grammar and punctuation is acceptable.

PROJECT WORK/AIL ACTIVITY

- A.
 - ▶ This can be done by the students on their own.
 - ▶ Jot down some points that the neighbour tells you about his/her pet dog.
 - ▶ Discuss and share with the class.
- B. The students can do this on their own. They can also write why they love their dogs.
- C. The students can do this on their own. The teacher can check them for punctuation and clarity.

VALUES AND LIFE SKILLS

- A. Discuss in the class.
- B. Any answer with appropriate reasons is acceptable
- C. 1. A dog 2. dog; bones 3. bark

WORKSHEETS

WORKSHEET 1

- A.
 - 1. Montmorency was a small fox-terrier.
 - 2. The author thought that he was an angel because his expression was such as to draw tears from pious old ladies and gentlemen.
 - 3. The angry woman called the author a murderer because his dog had killed her cat.
 - 4. Montmorency pinned up the author's neighbour in his tool-shed.
 - 5. The gardener won thirty shillings by betting on Montmorency to kill rats.
- B.
 - 1. chickens; rats, cat 2. growling; kicking; scruff; street fights 3. cat; irate; murderer
 - 4. angel; earth; fox-terrier 5. tears; pious; old

WORKSHEET 2

- A.
 - 1. kind [Quality] 2. seven [Number] 3. Which [Interrogative] 4. this [Demonstrative]
 - 5. himself [Emphatic] 6. some [Quantity] 7. his [Possessive]
- B.
 - 1. Definite ordinal numeral
 - 2. Indefinite numeral
 - 3. Cardinal definite numeral; distributive numeral
 - 4. Definite ordinal numeral
 - 5. Indefinite numeral
 - 6. Distributive numeral
 - 7. Definite cardinal numeral
- C.
 - 1. Dirty, brown, woollen 2. magnificent, tall, white 3. some, steaming, hot
- D.
 - 1. Rocky 2. Jealous 3. Mischievous 4. Fearless 5. Dangerous 6. Comfortable

WORKSHEET 3

- A.
 - 1. (c) 2. (e) 3. (a) 4. (b) 5. (d)
- B.
 - 1. (d) 2. (c) 4. (a) 4. (e) 5. (b)
- C. Any reasonable sentences are acceptable.

4. A Time to Care

ANSWERS

GET SET!

- A. 1. Flood 2. Earthquake 3. Wildfire 4. Tsunami
B. For discussion in class.

READ AND UNDERSTAND

- A. 1. (c) 2. (a) 3. (c) 4. (a)
B. 1. False 2. False 3. False 4. True
C. 1. Tarun; John 2. collapsed 3. helicopter; he had severe chest pain
4. Government officials, army men; NGOs
D. 1. Tarun woke up with a start as his bed shook violently. He ran out with his parents.
2. The doors and windows rattled and houses fell like packs of cards. The bridge crashed and fell into the river. Many people escaped while many others were caught unawares under the rubble. Some died and others were injured.
3. Nadir's family hid under the wooden dining table before the roof crashed down; so they were saved.
4. Government officials and army men organised relief camps. They also distributed food packets, bottles of drinking water and medicines to the affected people. Donations came from people all over the country and abroad. NGOs joined the rescue and relief work. Helicopters took the victims for medical help. The work of the reconstruction of the town began by rebuilding roads, bridges and school buildings.
5. The media personnel reached Sohanpur to report the sufferings and problems of the people and the rescue work being undertaken.
E. 1. (a) Nadir said these words to Tarun and John.
(b) The miracle was that Nadir and his family survived the earthquake by taking shelter under the wooden dining table.
(c) No, the speaker felt relieved and grateful for being alive despite the disaster.
2. (a) John is the speaker.
(b) 'Them' refers to the people trapped under the rubble and those injured in the earthquake.
(c) They needed help because they were injured, trapped or unable to escape from the devastation caused by the earthquake.
(d) These words show that the speaker is compassionate, brave and willing to help others in times of crisis.

THINK AND ANSWER

1. Any reasonable answer is acceptable. Clues: Rising above personal, professional and social differences – beyond religion, caste, class, etc. – courage in the face of adversity – compassion – hard work.
2. Any reasonable answer based on the students' experience is acceptable.

GRAMMAR SPOTLIGHT

- A. 1. She [Personal] 2. That [Demonstrative]; they [Possessive] 3. herself [Reflexive]
4. his [Possessive] 5. themselves [Reflexive]
B. 1. Who 2. Which 3. who 4. Which/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

SPELL WELL

- A. 1. beneath 2. rubble 3. relieved 4. personnel 5. devastating 6. administrator

WORD POWER

- A. 1. (d) 2. (a) 3. (b) 4. (e) 5. (c)
B. 1. devastation 2. intimate 3. injured 4. severe 6. ensured

LISTEN AND LEARN

- A. 1. The destruction in the village was caused by an earthquake.
2. The houses and roads were severely damaged. Therefore, the villagers were forced to move to other places to settle.
3. The elephants went to a big lake near the village every day to drink water.
4. The head of the mice met the elephant king to request him to change their route, so that the mice would not be crushed under their feet on the way.
5. The elephants were trapped by huge, strong nets by elephant hunters.
6. The mice freed the elephants. Thousands of mice worked together and nibbled at the nets, cutting them till the elephants were free.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

- A. Farmers of India are keen to adopt new methods of farming. With development in the field of science and technology, they can produce better and more crops. With an ever-growing population, a revolution in methods of farming is required.

WRITE WELL

- A. Students may write an informal letter on their own, as directed. The following is an example:

A-23, Malviya Nagar

New Delhi - 110017

22 August 20XX

Dear Hemant,

I hope you're doing well. I'm writing to tell you about the inter-house debate competition our house is organising on Disaster Management.

We'll decorate the stage with banners and posters about disaster safety. Each house will have two teams—one supporting and the other opposing the topic. Participants will get three minutes to speak. The competition will be held in the auditorium, and students, teachers and the Principal will be the audience.

Two judges, who are disaster management experts, will decide the winners. There will also be prizes for the best speakers and team.

I'll share more details after the event. Let me know how you're doing!

Take care,

Ravi

PROJECT WORK

- A.
 - Do this project in groups under the guidance of the teacher.
 - Discuss and share with the class.
- B. This can be discussed and done in the class.
- C. The students can do this on their own. The teacher can guide them, if required. Some examples of palindromes are level, noon, madam, etc.

VALUES AND LIFE SKILLS

- A. For reading and discussion in the class.
- B. This may be done by the students on their own and shared in the class for discussion. Options 1, 4 and 5 are acceptable options.

WORKSHEETS

WORKSHEET 1

- A.
 - 1. The author heard fire engines with their fire alarms screaming. So he rushed out.
 - 2. A shopping and office complex building was on fire.
 - 3. As the people came out of the building, they were stumbling, coughing and spluttering, rubbing their eyes, and then collapsing on the grass, exhausted and frightened.
 - 4. The author thinks the firemen were brave because they went into the burning building to rescue people.
 - 5. People brought their cars to take the injured to hospital. They also brought blankets, medicines and food. One person even set up a 'tea shop'.
- B. 1. streets; crowd 2. Thick; black; billowing 3. crackled; sizzled; sparks 4. subside 5. gutted

WORKSHEET 2

- A.
 - 1. this [Demonstrative]; yours [Possessive] 2. herself [Reflexive]
 - 3. us [Personal]; it [Personal] 4. they [Personal] 5. That [Demonstrative]
 - 6. Who [Interrogative]
- B.
 - 1. (a) A (b) P
 - 2. (a) A (b) P
 - 3. (a) P (b) A

WORKSHEET 3

- A.
 - 1. He invited me to his house yesterday.
 - 2. She taught me to read French.
 - 3. Somebody please switch on the light.
 - 4. Mother is baking a chocolate cake today.

5. All the classmates cheered for Ankit.

B. Any suitable words are acceptable. The following are examples:

1. Fat, green frog

2. Wise, gentle teacher

3. Beautiful, white rose

4. Interesting, humorous book

5. Crowded, noisy street

C. Any reasonable answer is acceptable.

ANSWERS

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (c)
- B. 1. room 2. Lord
- C. 1. Abou Ben Adhem wanted to know whether his name was written in the angel's golden book in the list of those who loved the Lord.
 2. The angel replied that it was not written there.
 3. Abou Ben Adhem's name led all the rest because he loved his fellow-men, and that had brought him the blessings of God's love.
 4. (a) The poet conveys that the serene and peaceful atmosphere gave Abou Ben Adhem the courage to speak to the angel calmly and respectfully without fear.
 (b) The poet conveys the angel's gentle and harmonious presence, reflecting kindness and patience while responding to Abou's question.
- D. (a) Abou Ben Adhem said these words to the angel.
 (b) Adhem requested the angel to write his name as one who loves his fellow human beings because he believed in serving others as an act of devotion to God.
- E. Yes, the speaker believes in goodness. It is evident from his request to be remembered as someone who loves and serves his fellow human beings. His focus on love and kindness shows his virtuous nature and selfless attitude towards others.

WORD POWER

- A. (i) laboratory: lab, art, tray, rot, tool
 (ii) understand: stand, under, sand, ran, end, star

APPRECIATING THE POEM

- A. 1. increase - peace 2. gold - bold 3. said - head 4. blessed - rest
- B. 1. increase 2. peace 3. bloom 4. presence
- C. 'Like a lily in bloom': Here, the moonlit room is compared to a blooming lily, symbolising purity and beauty.
- D. 1. 'Ben Adhem bold' 2. '...a deep dream of peace' 3. '...like a lily in bloom'
 4. '...those who love the lord'

PROJECT WORK/AIL ACTIVITY

- A. The students can do this activity on their own.

5. A Noble Man

ANSWERS

GET SET!

- A. This can be discussed and done under the guidance of the teacher.
- B. To be discussed in groups under the guidance of the teacher.

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (b)
- B. 1. Sahil; Neha; New Age International School
2. away from their homes and families
3. loud sound
4. forest
5. Sumer; the Saviour of the Environment award for his efforts to protect the forest.
6. plant more trees and protect the forest; Cave Man
- C. 1. Samarth was a villager who had earlier ignored the importance of forests. Later, he realised his mistake and told the people that the forest protected them from floods and landslides.
2. When Sahil, Neha and Madho reached the forest, they saw a middle-aged man with long hair and a beard. He danced and laughed in the rain and also hugged some trees every now and then.
3. Sumer told the children that he had lived in the forest for many years, protecting and planting trees. He explained how the trees prevented soil erosion and provided shelter to many creatures.
4. The people took shelter in a safe area on higher ground when the floodwaters rose. Sumer and some volunteers helped them by providing food and support.
5. Sumer had spent most of his life protecting the forest. He planted trees, educated people about nature and ensured that the forest remained a safe place for animals and humans.
6. Samarth regretted his actions after seeing the destruction caused by the floods. Earlier, he had cut down many trees, not realising their importance in protecting the land.
- D. 1. (a) Sumer said these words to the villagers.
(b) Yes, the listeners were protected by the forest. It had prevented soil erosion and controlled floods in the past.
(c) Initially, the listeners were doubtful, but later they realised that the speaker was right.
2. (a) Mahima said these words to Romesh.
(b) It happened after excessive deforestation weakened the land.
(c) The cloudburst affected the people of Pariganj, causing floods and landslides.
3. (a) Old Romela said these words.
(b) The mistakes refer to deforestation and careless destruction of nature.
(c) Yes, because cutting trees had made the land unstable, leading to disaster.
4. (a) Neha said these words to her mother.
(b) The villagers believed that dangerous animals lived in the forest.
(c) Yes, it was due to fear and lack of knowledge about the forest.
- E. 1. The forest slowly began to grow back, preventing soil erosion and protecting the land from floods and landslides.

2. The loss of trees led to soil erosion, making the land vulnerable to disasters like floods and landslides. When the cloudburst occurred, the village suffered severe destruction.

THINK AND ANSWER

- A. 1. The cloudburst caused floods, landslides and destruction in Pariganj. Many houses were damaged, and people had to flee to safety. The impact was severe because earlier deforestation had made the land unstable.
2. Yes, rescue work helped the victims. Sumer and other villagers provided shelter, food and medical aid. The government also sent help to rebuild the area.
3. Sumer was honoured by the government for his dedication to protecting the forest. He received the Saviour of the Environment award as recognition for his efforts. The award was justified as his work helped save lives and restore nature.

GRAMMAR SPOTLIGHT

- A. 1. Does; have 2. Do 3. Does 4. Have 5. has
- B. 1. was 2. like 3. have 4. does; have; lives 5. know; begin 6. reads 7. have
8. was 9. is 10. was
- C. 1. trees [T] 2. houses [T] 3. food [T] 4. Int 5. Int 6. an action movie [T]
7. the secret [T]
- D. Direct objects: 1. an envelope 2. some fruits 3. some saplings 4. sweater
Indirect objects: 1. Rita 2. people 3. X 4. Ruhi

SPELL WELL

- A. 1. communicate 2. relied 3. profession 4. venture 5. protector 6. collapsed
7. flourish 8. rescue

WORD POWER

- A. 1. protector 2. kindness 3. supportive 4. artist 5. helpful
- B. 1. (a) 2. (b) 3. (b) 4. (a)

LISTEN AND LEARN

- A. 1. 3 2. 1 3. 5 4. 6 5. 2 6. 7 7. 8 8. 4 9. 9 10. 10

CONVERSE AND CONNECT

- A. This can be done by the students under the teacher's guidance.

SPEAK AND EXPRESS

- A. This can be done by the students under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. This can be done by the students under the teacher's guidance.

PUNCTUATION

- A. Cloudburst is sudden, and it is usually accompanied by very heavy rainfall that is localised in nature and occurs over a short period of time. Cloudbursts are usually associated with thunderstorms. A cloudburst can be very dangerous because of heavy rain. Cloudbursts are

frequently followed by flooding, destroying people, animals and land in their wake, which results in the destruction of life and property.

WRITE WELL

A. A reasonable story from the given clues is acceptable.

B. [Your Address]

[Date]

Dear [Friend's Name],

I hope you are doing well. I wanted to tell you about a special day when I planted a sapling in my garden.

Last Sunday, I chose a small mango sapling and carefully dug a hole in the soft soil. Then I placed the sapling inside and covered its roots. I watered it gently and promised myself that I would take care of it every day.

Watching the tiny plant stand tall in the soil made me feel so happy! I imagined how, in a few years, it would grow into a big tree, giving shade and delicious fruits. Planting a tree made me realise how important trees are for our environment.

I hope you also plant a tree someday. It is a wonderful experience!

Take care and write back soon.

Your friend,

[Your Name]

PROJECT WORK/AIL ACTIVITY

A. This is to be done by the students in groups. The teacher can guide them, if required.

B. To be done and shared in the class.

C. To be read and enjoyed in the class.

VALUES AND LIFE SKILLS

A. To be read and discussed in the class.

B. Students can do this activity in groups.

C. To be discussed and done by the students.

WORKSHEETS

WORKSHEET 1

A. 1. It was a very severe winter.

2. The little trees were submerged under the snow.

3. The creatures who were hibernating during the bitter winter were in their deep holes beneath the snow where the fiercest cold could not touch them. So the winter was not a tragedy for them.

4. The moose selected a sheltered spot for their winter home and tramped through it to the thickets of young birch, poplar and maple trees that provided them food.

B. 1. landmarks; blotted 2. backwoods; smothered; eaves 3. starkly; wide, white

4. wild; prolonged tragedy

C. 1. snow 2. hibernate 3. consumed

WORKSHEET 2

- A. 1. is 2. do 3. have 4. does 5. has 6. does 7. are 8. does
- B. 1. enjoy 2. lead 3. came 4. accepts; has 5. were
- C. 1. wept [Int] 2. killed [T] 3. had [T] 4. won [T] 5. was summoned [Int]
- D. **Circle:** the chicken coop; a kite; musical pillars, five rupees; mark
Underline: on the terrace; Roma; on the wall

WORKSHEET 3

- A. 1. (d) 2. (a) 3. (b) 4. (b) 5. (c)
- B. George suggested that, for breakfast, we take eggs and bacon, which were easy to cook. He said that, for lunch, we could have biscuits, cold meat, bread, butter and jam. But he said there should be no cheese.
- C. 1. Woman 2. Mare 3. Nun 4. Daughter 5. Peahen 6. Goose 7. Cow 8. Doe 9. Ewe
10. Vixen

ANSWERS

READ AND UNDERSTAND

- A. 1. It means three things at different levels: (a) a tree reaches upwards to the sky and the sun; (b) it absorbs sunlight and air create chlorophyll that helps it to grow; and (c) it refers to the fact that trees help in the formation of rain, which is created by the sun absorbing the moisture from the earth and forming clouds in the sky from which rain falls. Therefore, the planter is creating 'a friend of tree and sky'.
2. Yes, trees form an integral part of nature. In the first stanza, the poet refers to trees as friends of the sky and sun, the breeze and the birds that nest in the trees; the 'shaft' that goes into the soil and rises upwards; and he refers to the growth and harmony, all of which are a part of nature.
3. Trees help mankind not only by giving shade, fruits, timber and medicine, they provide a habitat for birds and animals, supply oxygen to the environment and help in the formation of rain.
4. Planting a tree is not something from which we get an immediate reward or return because it takes time to grow. The person who plants it is doing so as a good citizen, thinking of the future benefit the tree will provide, which is the 'civic good'.
5. (c)
6. In this line, the poet suggests that planting a tree brings joy to future generations. The tree will grow and flourish over time, providing beauty, shade and other benefits that will be appreciated by people who are not yet born. Thus, the act of planting a tree is a gift to posterity, ensuring that they too can experience the pleasures and advantages that trees offer.
7. (c)
- B. 1. (i) He plants cool shade and tender rain means that the tree he plants provides shade and helps in bringing rain.
(ii) The tree will produce seeds and buds in future.
2. By stating 'He plants the forest's heritage,' the poet implies that planting a single tree contributes to the legacy and continuity of forests. Each tree planted becomes part of the larger ecosystem, ensuring that forests are preserved and can thrive for future generations. This act supports biodiversity and the natural heritage of our planet.
- Overall, the poem celebrates the act of planting trees as a noble and selfless deed that yields manifold benefits, enriching both the present and the future.

WORD POWER

- A. 1. Waste: Refers to unwanted or unusable materials; also means to use something carelessly.
Sentence: We should recycle to reduce waste.
Waist: The part of the human body between the ribs and the hips.
Sentence: She wore a belt around her waist.
2. Heel: The back part of the human foot below the ankle; also the part of a shoe that supports this area.
Sentence: The heel of his shoe was worn out.
Heal: To become healthy again; to make or become well.
Sentence: Time can heal emotional wounds.

3. Cue: A signal or prompt for action; also a long, thin stick used in billiards.

Sentence: The director gave the actor his cue.

Queue: A line of people or vehicles awaiting their turn.

Sentence: We stood in the queue for tickets.

APPRECIATING THE POEM

- A. 1. What does he plant who plants a tree?
2. He plants the flag of breezes free.
- B. 1. Stanza 1: tree / free; sky / high
2. Stanza 2: rain / again; age / heritage
3. Stanza 3: wood / good; sea / tree

PROJECT WORK/AIL ACTIVITY

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

6. Swimming to Win

ANSWERS

GET SET!

- A. 1. Virat Kohli 2. Rohit Sharma 3. Jasprit Bumrah 4. Suryakumar Yadav 5. Akshar Patel
6. Hardik Pandya 7. Arshdeep Singh
- B. Hockey, Cricket, Football, Chess, Badminton, Table Tennis
- C. For discussion in class.

READ AND UNDERSTAND

- A. 1. (b) 2. (b) 3. (c)
- B. 1. False 2. True 3. False 4. False 5. False
- C. 1. The Emperor announced a great race where animals had to cross the river. He did this to find a new way to measure time and name the years after the winners.
2. The animals were excited and eager to participate in the race. Some were confident, while others were worried about how they would cross the river.
3. Yes, the Rat won the race by being clever. He rode on the Ox's back and jumped off just before reaching the shore, landing ahead of the Ox.
4. The Dragon helped the Rabbit by blowing a strong wind that pushed the Rabbit's floating log to the shore. The Rabbit needed help because he was struggling to cross the river.
5. The Rabbit started late because he believed he could cross the river easily. His plan was to jump on a floating log and use it to reach the other side.
6. The Dog and the Pig were the last to participate in the race. The Dog had a bone and was happy with it. The Pig was wallowing in the mud.
7. At the celebration, there was dancing, fireworks and a lavish meal. But the Cat did not join the celebration. When she came to know that the Rat had won unfairly, she decided never to speak to him again.
- D. 1. (a) The Cat said these words to the Rat.
(b) The Cat was anxious because she was not a good swimmer and thought she might drown.
(c) Yes, the listener suggested that they ride on the back of the Ox.
2. (a) The Rooster said these words to the Dragon.
(b) The Rooster's feathers were singed because of the Dragon's fiery breath.
(c) No, it was not intentional. The Dragon had taken a deep breath and blown as hard he could to wards the raft.
(d) The listener, (the Dragon) felt sorry and apologised immediately.
3. (a) The Emperor is the speaker.
(b) These words were addressed to the all the animals.
(c) Yes, the declaration was justified as the Rat was the first to reach the shore.
(d) The speaker (Emperor) was serious and firm while making the declaration.
- E. 1. The Dragon took a deep breath and blew as hard as he could on the raft.
2. The Cat kept sleeping and did not get up.

THINK AND ANSWER

- A. The Ox was surprised but did not argue. The Cat was angry and never forgave the Rat. The other animals accepted the results, though some were unhappy. This shows that the Rat was clever and cunning but not entirely fair.

- B. Kind: The Dragon helped the Rabbit cross the river.
 Powerful: He could fly and swim easily.
 Noble: He did not try to cheat or win unfairly.
 Brave: He faced difficulties without fear.
- C. The Rat did not show true sportsmanship because he tricked the Ox and left the Cat behind. In games and races, honesty, fairness and effort are more important than just winning.
- D. The Emperor followed the rules and declared the Rat the winner. However, since the Rat won by tricking others, the Emperor could have set a rule that only fair play would be rewarded. He might have given a special mention to the Dragon for his kindness.

GRAMMAR SPOTLIGHT

- A. 1. Finite 2. Finite 3. Finite 4. Non-finite 5. Non-finite
- B. 1. The Emperor wanted to know the answers.
 2. The Rat decided to explore the forest by himself.
 3. The Dragon managed to escape the hunters.
 4. The Rabbit resolved to finish the race, no matter what.
 5. Do not forget to reach the airport one hour in advance.
 6. He is prepared to cook for twenty guests.
- C. 2. to hear 3. to see 4. to hear 5. to participate
- D. 1. I 2. G 3. P 4. I 5. G 6. P

SPELL WELL

- A. 1. anxious 2. lamented 3. singed 4. belched

WORD POWER

- A. 1. credit card 2. traffic lights 3. filmstar 4. toothpaste 5. hair dryer 6. sportspeople
- C. 1. AUTOCRATIC (7th row) 2. TEMPORARY (5th row) 3. LOSE (1st row)
 4. SLOW (3rd row) 5. PRAISE (12th row) 6. HOLD (13th row) 7. DROWN (10th row)

LISTEN AND LEARN

- A. 1. Arti Saha; English Channel 2. 1959 3. first; Padma Shri 4. 1960 5. fourth

CONVERSE AND CONNECT

A, B: These can be done by the students under the guidance of the teacher.

SPEAK AND EXPRESS

A: This can be discussed and done in groups in the class.

PRONUNCIATION PRACTICE

This can be done by the students under the guidance of the teacher.

PUNCTUATION

- A. At the Olympic Games, swimming events are held in a pool measuring 50 metres in length. The four strokes of Olympic swimming events for both individual and relay races are breaststroke, butterfly, backstroke and front crawl. The front crawl is predominantly used in freestyle races.

WRITE WELL

A. Any suitable sentences are acceptable. The following are examples.

1. Winning the race made Rahul very happy.
2. She decided to move to a new city for higher studies.
3. The dancing children looked joyful at the festival.
4. Swimming is my favourite outdoor activity.
5. Running every morning keeps me fit.
6. The injured player was taken to the hospital immediately.

B. Any reasonable paragraph is suitable. The following is an example.

Sports play a very important role in a student's life. They help in keeping the body fit and healthy. Sports teach discipline, teamwork and leadership skills. They also help in relieving stress and improving concentration. Students who play sports learn to accept victory and defeat with grace. Playing games helps in developing social skills and making new friends. Sports also teach the importance of hard work and dedication. They keep students active and energetic. Many students choose sports as a career. A balance between studies and sports makes a student successful in life.

C. [Your Name]

[Your Address]

[Date]

Dear [Cousin's Name],

I hope you are doing well. I just heard the fantastic news that you have been selected as the captain of your school's cricket team. Congratulations! I am so proud of you. Your hard work, dedication and passion for cricket have finally paid off.

Leading a team is a great responsibility, but I am sure you will do an excellent job. I know you will inspire your teammates and lead them to many victories. Keep practising and always play with sportsmanship.

I wish you all the best for your journey as a captain. Do let me know about your upcoming matches. I would love to cheer for you!

Take care and write soon.

Your loving cousin,

[Your Name]

DICTIONARY SKILLS

- A. 1. Discovery: Finding something that already exists in nature. (e.g., discovery of a new planet)
Invention: Creating something new that did not exist before. (e.g., invention of the telephone)
2. Folk Tale: A traditional story passed down through generations, often involving culture and customs.
Fable: A short story with a moral, often featuring animals as characters.
3. Illustrate: To explain with pictures or examples.
Demonstrate: To show how something works or is done.
4. Dusk: The time just after sunset when it starts to get dark.
Dawn: The time just before sunrise when the sky starts to get light.

5. Cooperate: To work together towards a common goal, usually with simple contributions.
Collaborate: To work closely with others on a shared project, often creatively.
Any suitable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- A. To be done by the students in groups.

VALUES AND LIFE SKILLS

- A. To be discussed and done by the students in groups.
B. The acceptable options are as follows:
 ▶ Wake up the Cat before the race, as she trusted me.
 ▶ Participate in the race in a fair way.
 ▶ Tell the truth and not claim to be the winner.
 ▶ Tell the Emperor that I was not worthy of being declared a winner.

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (d) 3. (a) 4. (c) 5. (c)
B. 1. fit 2. indoors 3. participation 4. together
C. 1. Unhealthy 2. Defeat 3. Hostility 4. Weak
D. 1. Sports are important because they keep both the body and mind healthy. They help in developing strength, stamina and fitness. Apart from physical benefits, sports also improve discipline, teamwork and confidence. They teach us how to handle victory and defeat in life.
2. Sports help students by improving concentration and focus. They also teach time management and patience, which are useful for studying. Playing sports helps in reducing stress and anxiety, making students more relaxed and happy while learning.
3. More than winning, participation is important. Sports teach us that both winning and losing are part of life. They help us develop a positive attitude and encourage us to keep trying, no matter the result.
4. Running and yoga are two sports that do not require any equipment. Running helps in building stamina and keeping the body fit. Yoga improves flexibility and mental peace. Both of these activities can be done anywhere without any special gear.

WORKSHEET 2

- A. Gerunds: 1. walking 3. gardening 5. writing
Participles: 2. waking 4. cycling 6. wilted
B. 1. lived 2. making 3. talking/to talk 4. to finish 5. swimming
C. Any reasonable sentences are acceptable.

WORKSHEET 3

- A. Any reasonable answer is acceptable.
B. 1. looked up 2. kept back 3. went over 4. saw through 5. stand by
C. 1. I'm told 2. for a while 3. silver light 4. warm and gay 5. well again

ANSWERS

READ AND UNDERSTAND

- A. 1. 21st June 2. 2014 3. harmony 4. physical fitness and mental well-being 5. Breathing
6. sense
- B. 1. Morning is depicted in the first stanza.
2. International Yoga Day is being celebrated in the poem.
3. The warriors refer to people performing yoga. The view being referred to is the graceful and balanced movements of people practising yoga poses.
4. The poet suggests that yoga brings inner peace and calmness, improves circulation and fosters unity among people worldwide.
5. 'From east to west, Cultures align, Wellness through poses, Body and mind'.
6. Yoga fosters the spirit of harmony and wellness. Though many differences are imprinted in the minds, people come together while celebrating International Yoga Day.
- C. To be discussed in groups by the students.
- D. 1. Tree pose 2. Sarvanga asana 3. Dhanur asana
- E. Students can do this on their own.
- F. Students can do this on their own.

WORD POWER

- A. 1. Asana 2. Meditation 3. Balance 4. Flexibility 5. Breath 6. Mindfulness 7. Wellness
8. Harmony 9. Strength 10. Relaxation

APPRECIATING THE POEM

- A. Unity, harmony, together, global, balance, cultures align.
B. 1. greets – heartbeats 2. align – mind

PROJECT WORK/AIL ACTIVITY

- A. To be discussed and done by the students in groups.
- B. Any reasonable paragraph is suitable. The following is an example.
Practising Pranayama was a refreshing experience. I felt relaxed and calm as I focused on my breathing. It helped me clear my mind and improved my concentration. I also felt more energetic and refreshed after the exercise. Yoga truly helps in achieving both physical and mental well-being.

7. The Quest for an Ideal Student

ANSWERS

GET SET!

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

READ AND UNDERSTAND

- A. 1, 2 and 4 are correct.
- B. 1. Chandragupta Maurya 2. an ideal king 3. playing a game
- C. Arrange the sentences in the following order: 3, 2, 1, 9, 6, 7/4, 8, 5.
- D. 1. From this story, we see that Chanakya was wise and brave, and had the foresight to see what qualities were needed in an ideal king. He was a good judge of character.
2. Chanakya is an ideal teacher because of his wisdom, courage and foresight, and because he is not a flatterer.
3. The qualities of a good king according to Chanakya are that he is not only considerate, but also strong and firm; empathetic and dispassionate; a good judge who understands the law but is not restricted by it and has a fair judgment.
4. The role of ministers in the good governance of a kingdom is that they are expected to know the law and give good advice without flattering the king.
5. Yes, Chanakya found Chandragupta Maurya, who displayed all the qualities of an ideal king during the game he played with his friends.
6. An alternative title for this story can be: 'The Wisdom of Kings'.
- E. 1. (a) A child playing the role of a minister said these words to the child playing the king.
(b) The person addressed was the workman.
(c) The work assigned in the textile factory was not completed due to the workman falling ill.
(d) No, the demand was considered only after the king and his ministers discussed the matter and gave their judgement.
2. (a) The child playing the king said these words.
(b) These words show that the speaker was empathetic, fair and forward-thinking. He not only judged the case wisely but also created a policy for the welfare of workers.
(c) Yes, the decision was right. It balanced justice with compassion, recognising the worker's dedication and ensuring fairness in the workplace.

THINK AND ANSWER

Any reasonable answer is acceptable. The following are clues: Courage in giving advice and decision-making; not flattering the boss; good judgment of people; balancing the rules and regulations with common sense and empathy; working with complete fairness and impartiality.

GRAMMAR SPOTLIGHT

- A. 1. invites 2. call 3. insist; do 4. is 5. watches 6. wanted 7. am doing; want; am
8. need 9. doing; studying 10. follow
- B. 1. will be hoisting 2. will be marching 3. are going to read 4. will attend 5. will be busy
- C. 1. May 2. may 3. might 4. might
- D. 1. can 2. Could 3. Can 4. could

SPELL WELL

- A. 1. excellence 2. achiever 3. mountaineer 4. illiterate 5. association
6. impression

WORD POWER

- A. 1. dislocate 2. improve 3. irresponsible 4. misplace
B. 1. midway 2. interact 3. proactive 4. antibody 5. hyperbole 6. tricycle

LISTEN AND LEARN

- A. 1. The passage is about Adam Kirby.
2. He is a two year old who could read Shakespeare, understand Japanese, Spanish and French, mastered the times and periodic tables of chemical elements, identify animals and countries by their shape and put together adult puzzles and even learnt potty training by reading a book on it.
3. The super-IQ club of which he was made a member is Mensa.
4. His score in the IQ test was 141.
5. He has been ranked with Elise Tan-Roberts from London, who is now six, and joined the Mensa Club when she was two years and four months old.
6. From what his mother says, it appears that his abilities are a special gift, not inherited.
B. 1. (a) 2. (c) 3. (b) 4. (c)

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

- A. Sachin Tendulkar took less than 24 hours to accumulate 79124 followers, when he joined Twitter. The number is growing at the rate of almost 4500 followers per hour. What is the secret of his popularity, that people admire this cricketer a lot?

WRITE WELL

- A. Fill in the words in the following order: senior; reputed; computer; office; Kolkata; many; countries; company; skilled; They; team; goals; promptness; efficiency; professors.
B. Fill in the words in the following order: she; better; also better; she; hospital; I; The doctors; her; I; dear.
C. Any reasonable paragraph is acceptable. The following is an example.
I admire my grandmother the most. She has silver hair, a warm smile and kind eyes. She is patient, wise and always helps others. I admire her because she teaches me valuable lessons and inspires me to be kind.

DICTIONARY SKILLS

- A. 1. advice 2. perseverance 3. height 4. attendance

PROJECT WORK/AIL ACTIVITY

A, B and C: These can be done by the students on their own. The teacher can guide them, if required.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
- B. This may be done by the students on their own and shared in class for discussion.

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (d) 3. (a) 4. (c)
- B. 1. progress; trust 2. fair 3. empathy 4. rainwater; future
- C. 1. A good leader must be fair, compassionate and make decisions that benefit everyone.
2. She proposed a fair allocation of water, ensured farmers had enough for irrigation and introduced rainwater harvesting for future use.
3. Empathy helps a leader understand the struggles and feelings of others, enabling them to make fair and humane decisions.
4. The village head was wise, fair, empathetic and skilled at listening to and addressing everyone's concerns.
- D. 1. Harmony 2. Wisdom 3. Empathy 4. Allocates

WORKSHEET 2

- A. 1. was singing 2. has completed 3. will go 4. is working 5. asked 6. had eaten
7. are going to hear 8. is pulling
- B. 1. will be seeing 2. am/is/are playing 3. lit/lighted 4. had spoken 5. has gone
6. will be staying 7. had given 8. am/is/are looking
- C. 1. could 2. May 3. might 4. May 5. can 6. might

WORKSHEET 3

- A. Add the following prefix to each group: 1. dis 2. in 3. im 4. pro 5. mis
- B. You start on Monday with the idea that you are going to enjoy yourself. You wave to the boys on the shore, light your pipe, swagger on the deck as if you were Captain Cook and Christopher Columbus rolled into one. On Tuesday you wish you had not come.
- C. 1. ENERGY 2. PERSEVERE 3. DRIVER 4. FEMALE 5. MEMBER 6. ENJOY

8. Three Important Questions

ANSWERS

GET SET!

- A. Discuss the prioritisation in the class – how to handle the activities and in what order. Ideally, Grandfather's fall should be number 1, then the guest and finally the video games.

READ AND UNDERSTAND

- A. 1. (d) 2. (c) 3. (b)
- B. 1. Yes 2. No 3. Yes
- C. Fill in the words in the following order: advance; live; idle pastimes; going on; council of wise men; practical; magicians.
- D. 1. In answer to the king's second question, the various answers were that he should consult his councillors, priests, doctors or warriors.
2. To the third question, people suggested that science was the most important task, while others said that warfare was the most important and yet others said that religion was the most important.
3. The king cleaned and bandaged the bearded man's wound.
4. The king had executed the bearded man's brother and seized his property. Therefore, he wanted to take revenge by killing the king.
5. According to the hermit, the most important time is now; the task in hand is the most important; and the person with whom you are at present is the most important person.
- E. 1. (a) The hermit said this to the king.
(b) Immediately after this, a man who was injured and bleeding came running out of the forest and fell down moaning.
(c) The man was an enemy of the king. His brother had been executed and his property seized by the king. The man wanted to take revenge by killing the king. He was running from the king's bodyguards who had recognised him and attacked him.
2. (a) These words were said by the hermit to the king.
(b) Yes, the speaker was right in saying so.
(c) The king, to whom this was said, was satisfied with the reply.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. Clues: I think the hermit was truly wise. He asked the king to remember the answers to his three questions which were: Now (the present moment), the person you are with and the task in hand. Yes, I fully agree with him.

GRAMMAR SPOTLIGHT

- A. 1. patiently [Manner] 2. respectfully [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. Fill in the following order: When; Where; When; How
- D. 1. He never forgets to carry his Aadhar card while travelling.
2. Sometimes, I like to go for long walks in the evenings.
3. Keep the baskets anywhere.

4. We usually visit our home town during holidays./Usually, we visit our home town during the holidays.

E. 1. faster 2. more lovely 3. worse 4. fastest

SPELL WELL

A. 1. proclaimed 2. discarded 3. attentive 4. restore

WORD POWER

A. 1. chain 2. chart 3. cherry 4. change 5. child

B. Any reasonable sentences are acceptable.

LISTEN AND LEARN

- A. 1. Leo Tolstoy was born in Tula province of Russia in 1828.
2. Leo Tolstoy and his siblings were brought up by relatives.
3. 'Childhood', 'Boyhood', 'Youth'. [any two]
4. 'War and Peace' and 'Anna Karenina'.
5. Mahatma Gandhi and Martin Luther King were influenced by works like 'The Kingdom of God is Within'.
6. Leo Tolstoy died of pneumonia.

CONVERSE AND CONNECT

The students can do this under the guidance of the teacher.

SPEAK AND EXPRESS

The students can do this under the guidance of the teacher.

PRONUNCIATION PRACTICE

The students can do this under the guidance of the teacher.

PUNCTUATION

The city of Delhi experienced heavy showers on Friday morning. It crippled traffic in the first half of the day. South and East Delhi were the worst affected areas.

WRITE WELL

A. Any reasonable sentences are acceptable.

B and C: Any reasonable paragraphs are acceptable. Here are some examples:

- B. Doing the right thing at the right time is crucial for success in life. It means making the correct decisions based on the situation and acting promptly. When we are able to identify the right moment for action, we can achieve better results and avoid unnecessary mistakes.

The importance of timing cannot be overstated. For instance, in education, learning concepts at the right time can make a big difference in understanding. If you wait too long, the information may become harder to grasp. Similarly, in professional life, making timely decisions is vital for career advancement. Acting too late can mean missed opportunities.

Also, when we do the right thing at the right time, it helps us maintain balance in our lives. We do not feel overwhelmed or rushed, and we create room for better planning and preparation.

In conclusion, the key to success is recognising the right time for everything. Whether it is studying, working or making personal decisions, acting at the right time can lead to positive

outcomes. We must be mindful of when and how we act, as timing plays an essential role in shaping our future.

- C. In life, it is essential to listen to the right persons. The advice of wise and experienced individuals can guide us in making informed decisions. Whether it is our parents, teachers or mentors, listening to those who have knowledge and experience helps us grow. The right people offer valuable insights and prevent us from making mistakes. On the other hand, listening to people who lack experience or knowledge can lead us down the wrong path. Therefore, we must carefully choose whose opinions we trust and value, as this will shape our decisions and life choices.

DICTIONARY SKILLS

A, B. 1. Lawyer: A professional who represents clients in legal matters and provides advice.

The lawyer prepared the case for the trial.

Judge: An official in a court of law who presides over legal proceedings and makes rulings.

The judge gave a fair verdict after hearing both sides of the case.

2. Acquire: To obtain or get something through effort or purchase.

He plans to acquire a new skill by attending the workshop.

Require: To need or demand something as necessary.

The job requires strong communication skills.

3. Radically: In a way that involves complete or fundamental change.

The company plans to radically change its business model.

Moderately: In a way that is not extreme, within reasonable limits.

She enjoys exercising moderately to stay fit.

PROJECT WORK

- A. ► This can be done by students in groups of 6-7.

► Select the prominent person or celebrity. State why you admire the person, and then find out about his/her story of achievement – the time, the opportunities, the people and the efforts.

► Discuss and share with the class.

- B. The students can do this under the guidance of the teacher.

- C. To be discussed in groups in class.

VALUES AND LIFE SKILLS

- A. Options 1, 2, 3 and 6 can be considered. It must always be remembered that, whoever be the advisor, your conscience and sense of discrimination must be your final guide. Discuss in the class.

- B. 1 and 3: Yes; 2 and 4: No

WORKSHEETS

WORKSHEET 1

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

- B. 1. False 2. True 3. False 4. True 5. False

- C. 1. Overwhelmed 2. Neglecting 3. Perfect 4. Distant

- D. 1. The main message is that the most important time we have is the present moment. We should stop worrying about the future or the past and focus on taking action now.
2. We often neglect the present because we are busy planning for the future or worrying about the past, which distracts us from focusing on the task at hand.
3. The text suggests that waiting for the perfect time or the right people is not necessary. Instead, we should take action in the present moment with the people around us.
4. Wisdom is found in small, everyday actions, such as a kind word from a friend or helping a neighbour, rather than in grand plans or distant experts.
5. We should focus on the present moment and make the best of the time and people we have right now, as these moments are often the most important and lead us toward the answers we seek.

WORKSHEET 2

- A. 1. frantically [Manner] 2. quickly [Manner] 3. daily [Frequency] 4. partly [Degree]
5. somewhere [Place] 6. tomorrow [Time] 7. almost [Degree] 8. late [Time]
- B. 1. ineffectually 2. tragically 3. soon 4. heavily 5. daily 6. annually
- C. 1. faster; fastest 2. worse; worst 3. more slowly; most slowly 4. harder; hardest
5. more easily; most easily

WORKSHEET 3

- A. Any reasonable answer is acceptable.
- B. 1. looked up 2. kept back 3. went over 4. saw through 5. stand by
- C. 1. I'm told 2. for a while 3. silver light 4. warm and gay 5. well again

9. A Day of Celebration

ANSWERS

GET SET!

- A. 1. Jammu and Kashmir [Jammu and Kashmir is a Union Territory now.] 2. West Bengal
3. Rajasthan 4. Goa 5. Kerala 6. Nagaland 7. Hyderabad 8. Uttar Pradesh
- B. In clockwise direction, starting with Pongal – Tamil Nadu: Kashmiri Kahwa – Kashmir, Rosogolla – West Bengal, Dal Bhati Churma – Rajasthan, Dosa-Idli – Tamil Nadu, Dhokla – Gujarat, Vada Pav – Maharashtra, Sarson ka saag and makke ki roti – Punjab, Siddu – Himachal Pradesh, Momos – Tibet, Vegetable Biryani – Hyderabad, Litti Chokha – Bihar
- C. For discussion in groups.

READ AND UNDERSTAND

- A. 1. (d) 2. (c) 3. (b)
- B. 1. True 2. False 3. False 4. True
- C. 1. Pushpam was busy with her farm, apple orchards and cows. She also knew everyone in her village by name and would chat with them over a cup of tea.
2. Pushpam's birthday was celebrated on the first of January every year, as no one knew her actual birth date.
3. On Pushpam's birthday, family members prepared various dishes. Manu made Hyderabadi vegetable biryani, Sohan made Kashmiri kahwa, Priyansh made Kolkata egg rolls, Ridhi made vadapav, Juhi and Nishi made idlis with coconut chutney and sambar. Pushpam's friend brought siddu, a dish from Himachal Pradesh and her neighbor brought vegetable momos.
4. Pushpam's friends and neighbours joined the celebration. Her friend from Himachal Pradesh brought siddu, and her neighbour from Nagaland brought vegetable momos. Each family member brought gifts from different places, such as chocolates, a maroon Pochampally sari, sambar masala, a Kashmiri Pashmina shawl and a Paithani sari.
5. The textile products gifted to Pushpam were a maroon Pochampally silk sari (brought by Manu), a Kashmiri Pashmina shawl (brought by Sohan), a hand-embroidered stole with Kantha work (brought by Priyansh) and a Paithani sari (brought by Ridhi).
6. Pushpam used local herbs for medicinal purposes and applied clove oil to cure her grandchild's toothache.
- D. 1. (a) Pushpam said these words to her children and grandchildren.
(b) The speaker, Pushpam, was pampered with lovely gifts from her family, including items from different parts of India and London.
(c) The speaker was feeling very happy and blessed by the love and care shown by her family.
2. (a) Pushpam's neighbour said these words to Pushpam.
(b) 'It' means the plum jam that Pushpam had made for the neighbour.
(c) The listener had got the main ingredients (plums) from Pushpam's orchard to prepare the jam.
3. (a) Pushpam's friend said these words to everyone at the celebration.
(b) The speaker felt it was a great day because of the celebration, the togetherness of the family and the shared food and laughter.
(c) 'We' referred to Pushpam and her family and friends.

4. (a) Pushpam is the speaker.
(b) The recent celebration indicated is Pushpam's 80th birthday.
(c) These words reveal that the speaker, Pushpam, is optimistic and looks forward to many more celebrations with her loved ones.
- E. 1. After this, the child soon felt better.
2. Pushpam thought it would help them sleep well and relax.

THINK AND ANSWER

- A. Yes, Pushpam had a liking for Indian textile handicrafts and authentic Indian dishes. She appreciated the variety of gifts from different places, including the textiles like the Pochampally sari, Kashmiri Pashmina shawl and Paithani sari. She also enjoyed the diverse dishes like Hyderabad biryani, Kashmiri kahwa, Kolkata egg rolls and vadapav.
- B. This indicates the rich variety of Indian cuisines from different regions. It shows how diverse the food culture is across India, with each region contributing its unique flavours and dishes.
- C. Two traditions mentioned in the story are: The family and friends touching Pushpam's feet as a sign of respect; and the greeting of 'namaste' in response to 'namaste' from guests. Yes, showing respect to others is an integral part of Indian culture, as seen in the story through these gestures of respect.

GRAMMAR SPOTLIGHT

- A. 1. through 2. before 3. with 4. behind; out of
- B. Any reasonable sentences are acceptable.
- C. 1. and 2. but 3. or 4. or 5. so
- D. 1. Although 2. whether 3. when 4. either; or
- E. 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 the week after.
3. My father's friend said that his brother had joined IIT Kanpur.
4. The carpenter told us that he wouldn't be able to repair our cupboard within three days due to his wife's illness.
- F. 1. She asked me whether I was a vegetarian or a non-vegetarian.
2. He enquired if she had finished writing invitation cards.
3. Mother asked me when I had the winter break.
4. Abir wondered aloud to his mother how she could solve those difficult questions so quickly.
5. He asked me who had inspired me to sing from the public platform.
6. He asked Roma if she was going abroad that month.
7. The teacher made an announcement/announced that we would go on a picnic on 25th December that year.

SPELL WELL

- A. 1. authentic 2. variety 3. precious 4. tradition

WORD POWER

- A. 1. Excited 2. Calm 3. Sad 4. Happy 5. Worried
- B. Any suitable sentences are acceptable.

D. Any suitable sentences are acceptable.

E. 1. spinach 2. eat 3. beans 4. identical 5. callous 6. behaviour 7. vitamins

LISTEN AND LEARN

A. Tick (✓): 1, 2, 4, 5

Cross (X): 3.

CONVERSE AND CONNECT

A, B and C: Students can discuss and do these in groups under the guidance of the teacher.

SPEAK AND EXPRESS

This can be done by the students in groups under the guidance of the teacher.

PRONUNCIATION PRACTICE

This can be done by the students in groups under the guidance of the teacher.

PUNCTUATION

India's cultural heritage is a potpourri of diversity. It is a testament to the country's rich history and multicultural ethos. This diversity permeates every aspect of life, like language, art, architecture, music, cuisine, religion, clothing and so on. All this makes India a fascinating country to explore.

WRITE WELL

A. Any reasonable essay is acceptable. The following is an example.

Valuable Traditions of My Family

My family has many beautiful traditions that make our life special. One of the most important traditions is having dinner together every night. We sit together, eat home-cooked food and talk about our day. This makes us feel close to each other.

We also celebrate festivals with great joy. During Diwali, we decorate our house with diyas and make rangoli. On Holi, we play with colours and during Makar Sankranti, we fly kites. Our grandparents tell us stories about why we celebrate these festivals.

Another tradition in my family is touching the feet of elders to take their blessings. It teaches us respect. On birthdays, we start the day with a prayer and distribute sweets to neighbours.

We also believe in helping others. My parents take us to donate food and clothes to the poor. These traditions make our family strong and fill our hearts with love and happiness.

DICTIONARY SKILLS

- A.
1. Archaeologist: A person who studies human history through excavation and analysis of artefacts.
 2. Surgeon: A doctor who performs operations to treat diseases, injuries or deformities.
 3. Oncologist: A doctor who specialises in the diagnosis and treatment of cancer.
 4. Historian: A person who studies and writes about the past.
 5. Art Conservator: A professional who restores and preserves artworks and cultural heritage.
 6. Chronicler: A person who records events in the order they happen.
- B. Any reasonable work is acceptable.

PROJECT WORK/AIL ACTIVITY

A, B and C: To be discussed and done by the students under the guidance of the teacher.

VALUES AND LIFE SKILLS

- A. To be done by the students on their own.

WORKSHEETS

WORKSHEET 1

- A. 1. Shubha was sitting in Buggy's Restaurant.
2. Her parents were with her.
3. (a) 'Mustn't munch your food with your mouth open or talk with your mouth full.'
(b) 'Hold the fork with your left hand, and the knife with your right.'
4. Daddy told her, 'Be considerate and kind.'
- B. Any reasonable answer is acceptable.

WORKSHEET 2

- A. 1. to 2. inside 3. for 4. with 5. beside 6. by 7. through 8. around
- B. 1. and [C] 2. though [S] 3. either; or [Co] 4. but [C] 5. because [S] 6. neither; nor [Co]
- C. 1. He said that he was unable to come then because he was ill.
2. Ashok asked if it was two o' clock.
3. The sparrow told his mother that he was ready to fly with her.
4. The shopkeeper asked Mrs Gupta what he could do for her.

WORKSHEET 3

- A. 1. (d) 2. (e) 3. (a) 4. (f) 5. (b) 6. (c)
- B. 1. peanuts 2. owl 3. jam 4. mole 5. smoke 6. plug
- C. Any reasonable answer is acceptable.

READ AND UNDERSTAND

- A. 1. A new-born child; the wing of a halcyon wild
2. (a)
- B. 1. The similarity between the two things lies in the fact that they both mark a new beginning or birth and the morning signifies the birth of a new day and the start of a fresh cycle of light and dark.
2. The rhyming scheme of the poem is AA-BB in each stanza of four lines.
3. The words and phrases repeated in the poem are: weavers, weaving; what/why do you weave; garment; weave.
4. There are two similarities between the brightly and richly coloured cloth and the marriage veil. Firstly, marriage being a time of celebration and revelry, bright colours are associated with it. Secondly, it is a time when individuals are in the prime of their lives, working, marrying, bringing up families and being socially active.
5. The weavers are weaving it late at night because the day is over, like the life of the person for whom they are weaving the white shroud.
- C. 1. (a) The poet, Sarojini Naidu, is posing the question to the weavers.
(b) The phrase 'fall of night' refers to dusk or evening, the time when daylight diminishes, and night begins.
(c) The garment referred to is the marriage veil of a queen.
(d) The garment is described as bright, with colours like purple and green, symbolising the joyous and vibrant occasion of a queen's marriage.
2. (a) The weavers are described as solemn and still.
(b) They were solemn and still because they were weaving a funeral shroud, a garment associated with death, which is a sombre occasion.
(c) The phrase 'moonlight chill' indicates night-time.
(d) At this time, the weavers were weaving a dead man's funeral shroud.

WORD POWER

- A. 1. The child was as good as gold, always helping others and never causing trouble.
2. Despite all the advice he received, he remained as stubborn as a mule and refused to change his plans.
3. When she heard the news, she ran like a deer to share it with her family.
4. He sang like a bird, his melodies enchanting everyone who listened.

APPRECIATING THE POEM

- A. 1. Weavers, weaving at break of day
2. Blue as the wing of a halcyon wild
3. Weavers, weaving at fall of night
4. White as a feather and white as a cloud
- B. (b)
- C. (a) day – gay (b) wild – child (c) night – bright (d) green – queen

PROJECT WORK/AIL ACTIVITY

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

10. The Postmaster

ANSWERS

GET SET!

- A. 1. Envelope 2. Stamps 3. Postcard 4. Postman 5. Letter box

The questions may be discussed in the class.

READ AND UNDERSTAND

- A. 1. (b) 2. (b) 3. (a) 4. (b)
- B. 1. Ulapur; he had taken up duties at the post office in the village.
2. Ratan
3. rains; overflowing canals and ditches
4. delighted
- C. 1. The postmaster used to talk about the members of his family to Ratan so soon she became familiar with them.
2. Ratan told the postmaster of the dim memories of her time spent with her parents and that her father had been fonder of her than her mother and that she used to sit on the edge of a small pond idly playing at fishing with her little brother.
3. The postmaster told his little companion, Ratan, about his family and his longing for them. So we come to know about it.
4. When the postmaster fell ill, Ratan called the doctor to give him medicines and the correct diet, and cared for him with motherly affection. We come to know that Ratan was a very compassionate and devoted girl.
5. Ratan was very upset and sad when the postmaster was about to leave and she cried bitterly. She had become very attached to the postmaster who was like family to her.
6. The postmaster felt a pain in his heart when he was leaving on a boat because he remembered the sad face of Ratan.
- D. 1. (a) Ratan said this to the postmaster.
(b) She wished to go with him to Calcutta, because he had become her 'family' now and if he left, she would be an orphan again.
2. (a) The postmaster said this to Ratan.
(b) The 'idea' was Ratan's desire to go along with the postmaster to Calcutta.
3. (a) The postmaster said this to Ratan.
(b) By 'this', he meant the money he wished to give her.
(c) We come to know that he was not sensitive to the deep affection and need of the little orphan girl for a family.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. **Clues:** Ratan looked on the postmaster as her family, whereas he had proved, by offering her money, that in his eyes she was just a servant. He had little or no value for her affectionate care and service. She was so heartbroken when she realised this, that she refused the money and ran away. The postmaster did not do right in offering her money; it was very insensitive.

GRAMMAR SPOTLIGHT

- A. 1. Passive 2. Active 3. Passive 4. Active

- B. 1. are 2. is; her 3. were; us
C. 1. These 2. This 3. his 4. Your; some 5. This
D. 1. The 2. The 3. A 4. an; an 5. A; a

SPELL WELL

- A. 1. surrounded 2. circumstances 3. referred 4. incessantly 5. committee
6. routine

WORD POWER

- A. 1. heated argument 2. sheer luck 3. healthy appetite 4. hidden agenda 5. broad aim
B. 1. longed 2. paltry 3. endlessly 4. suitable 5. sorely

LISTEN AND LEARN

- A. 1. The telegram service was discontinued in India on 14 July, 2013.
2. People sent messages these days by SMS, e-mail and mobile phones.
3. The use of telegrams began in India in 1850 between Kolkata and Diamond Harbour.
4. In 1851, the British East India Company began using the telegram services.
5. The telegram service was made available for the use of the general public in 1854.
6. With advances in technology, the use of telegrams became very rare. The Indian government decided to discontinue the service because the cost of running and managing telegram services was ₹ 100 crores and the revenue it generated was only ₹ 75 lakhs.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

- A. Children and grown-ups should exercise regularly to stay fit. It is also important to do work that requires physical effort. This helps us use our energy and burn the fat in our body. Our muscles also remain fit and our stamina increases manifold.

WRITE WELL

- A. Students may do this using the given clues.

The teacher must correct individual answers to ensure that the students have understood the correct way to write a paragraph.

DICTIONARY SKILLS

- A. 1. (a) overlook: have a view from above; fail to see or notice, pay no attention to
(b) observe: to see and notice; watch carefully
2. (a) frequently: very often; habitually
(b) fervently: passionately; with a lot of feeling and enthusiasm

3. (a) soothing: making someone or something quiet and calm
(b) seething: boiling or bubbling over; agitated, as with anger

PROJECT WORK/AIL ACTIVITY

- A. ▶ Discuss in groups and decide an alternate ending, writing it down in a few sentences.
▶ Sample: The postmaster takes Ratan to his home in Calcutta and she becomes a part of his own family.
▶ Discuss and share with the class.
- B. This can be discussed and done by the students in the class. The teacher should check each student's work individually.
- C. To be discussed in groups.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (d) 3. (a) 4. (c)
- B. 1. ticket 2. wife 3. tiffin 4. hills
- C. 1. Ravi's daily routine involved sitting in his booth, punching tickets for travellers and watching people rush by without noticing him.
2. Hari visited Ravi frequently because he felt lonely and wanted to share his life stories with someone who would listen.
3. Ravi learned that Hari had passed away in the city, alone.
4. Ravi kept Hari's tiffin as a reminder of the bond they shared and the companionship that briefly lit up his life.
- D. 1. rolling 2. solitary 3. tiffin 4. trembling

WORKSHEET 2

- A. 1. The tourists were taken to Jaipur by coach by the guide.
2. The light has been put out by somebody.
3. A pineapple cake will be baked by my mother.
4. His homework is being finished by him before dinner.
5. We were promised an outing on Sunday by Father.
- B. 1. The; this 2. four 3. Our 4. those 5. any 6. first
- C. 1. The plane left the airport at five ten for London.
2. India has been known as a country with a very ancient civilisation.
3. The satellite was launched to land on the Moon in July.
4. I have breakfast at eight every day.
5. Do you have a lunch appointment today?
6. The effort he put in showed in the results.

WORKSHEET 3

- A. There seemed a good deal of luggage. There were the suitcase, the small handbag, the two hampers, a large roll of rugs, some four or five overcoats and Macintoshes, a few umbrellas and a melon, a pound of grapes a japanese paper umbrella and a frying pan which was wrapped up in brown paper.
- B. 1. Arrest 2. Free 3. Necessary 4. Respect 5. Window
- C and D: Any reasonable answers are acceptable.

OLYMPIAD ANSWERS

1. SENTENCE REORDERING

- (a) 1. Natural resources are things that come from the earth, and we use them.
 2. Our natural resources are limited, which means that they will not last forever.
 3. Some resources are not renewable, while others are renewable.
 4. A tree is an example of a renewable resource.
 5. Coal, on the other hand, is a non-renewable resource, which means once it is used, it is gone.
- (b) 1. Scientists know many things about the Sun.
 2. They know that it is more than 4 billion years old.
 3. They also know that the Sun is about 150 million kilometres away from the Earth.
 4. The Solar System is made up of the planets, moons, asteroid belt, comets, and meteors, besides the Sun.

2. EDITING

	Incorrect Words	Correct Words
(a) How fast are you in a bicycle?	(a) in	on
A grown-up person usually ride	(b) ride	rides
a bicycle at fifteen kilometres a	(c) a	an
hour. A fast rider can goes at	(d) goes	go
thirty and on bicycle races	(e) on	in
athletes can cycling over forty	(f) cycling	cycle
five kilometres an hours.	(g) hours	hour
(b) A Public Ltd. Co. need sales representatives	(a) need	needs
into Karol Bagh, New Delhi. The job requires	(b) into	in
a sense of devote and hard work. Candidates	(c) devote	devotion
should be willing to go door from door to	(d) from	to
selling consumer goods of daily use. In	(e) selling	sell
addition of salary, commission on total sales	(f) of	to
shall also to given. A good worker can earn	(g) to	be
much than ₹20000 a month. Contact personally.	(h) much	more

(c) It is believing that sleep, particularly deep sleep helps our nervous system too function well. It we don't sleep well we lose their ability to concentrate, remember or analysis. During deep sleep, bodies cell make more proteins who are essential for cell growth. Proteins repair any damaged caused to the body due to stress and exposed to ultraviolet rays.

(a) believing	believed
(b) too	to
(c) their	the
(d) analysis	analyse
(e) bodies	body
(f) who	that
(g) damaged	damage
(h) exposed	exposure

3. OMISSION

(a) Sandstone is/common sedimentary rock. It is made/particles of sand that/cemented together. It mostly contains quartz grains. Sandstone/be yellow, brown, red or pink coloured./Red Fort in New Delhi is of/sandstone.

(b) Do you/about a bird sanctuary? It is/protected area where birds/different parts of the world come/nest and breed. It is also a place where birds/ conserved and cared/.

(c) Parrots are/many kinds. The African parrot is/large bird of grey colour. It is/best talker. The Australian parrot/of scarlet colour and has a purple head. These/wild parrots whose voices/very shrill.

Omitted Words

(a) a
(b) of
(c) are
(d) can
(e) The
(f) red

(a) know
(b) a
(c) from
(d) to
(e) are
(f) for

Omitted Words

(a) of
(b) a
(c) the
(d) is
(e) are
(f) are

4. GAP-FILLING

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

PERIODIC TEST - 1

ANSWERS

LET'S READ

- A. 1. (c) 2. (b)
- B. 1. Pharaoh 2. Intact 3. Generated 4. Ascended the throne
- C. 1. As a child, he was called 'Tutankhaten' which means the 'Living Image of Aten'.
2. Howard Carter and George Herbert discovered Tutankhamun's tomb and this aroused interest in ancient Egypt.
3. Tutankhamun established the supremacy of the God Amun, shifted his capital to Thebes, built many monuments and established good relations with many kingdoms. [any two]
4. Tutankhamun was buried in a tomb in the valley of kings. He may have been assassinated or died due to illness.

LET'S WRITE

- D. The letter can be written by the students on their own, using the format for an informal letter. [Clues: good care and treatment of domestic animals and pets – dogs, cats, horses, cows, etc. Help to protect wildlife and endangered species – tigers, lions, elephants, rhinos, monkeys, deer, tortoises, vultures, etc.]
- E. The diary entry can be written by the students on their own, based on their individual reactions to the story.

GRAMMAR SPOTLIGHT

- F. 1. Imperative 2. Declarative/Statement
- G. 1. The shops are closed. 2. Nanda is not well.
- H. 1. Didn't they? 2. Shall we?
- I. 1. Sons-in-law 2. Commanders-in-chief
- J. 1. table [Neuter] 2. doctor [Common]
- K. 1. value 2. decision
- L. 1. The villagers [subject]; a dam [object]
2. The labourers [subject]; the road [object]
- M. 1. My [Possessive]
2. two [Cardinal definite numeral]; few [Indefinite numeral]
- N. the most methodical
- O. tall friendly old Mexican

LITERATURE

- P. 1. The patient, Oliver, lay asleep with his wounded arm resting on his chest. He looked weak and helpless.
2. Shere Khan killed cattle because he couldn't catch the quicker and wilder prey like the deer. The villagers were angry and blamed him for the loss of their cattle.
3. Akela spoke about the 'Free People', referring to the wolves. He was discussing how Mowgli, the man cub, could be trained to live with the wolves.

4. When Jacques fell into the river himself and was drowning, the tired and straining Malakoff swam back, despite the heavy stone that Jacques had got tied around his neck to drown him, and saved him. Jacques was remorseful and begged his pardon.
5. (a) Oliver said these words to the Maylies, Mr Giles, Brittles and Dr Losberne.
(b) 'Both' refers to Fagin and the stranger who were staring at Oliver through the window.
(c) The speaker, Oliver, was terrified and screamed loudly for help.
(d) Fagin and the stranger were outside the window, staring at Oliver.

PERIODIC TEST - 2

ANSWERS

LET'S READ

- A. 1. (d) 2. (a)
- B. 1. set up 2. reforestation
- C. 1. Rajendra Singh is popularly known as the 'Waterman of India'. He won an award in 2001 for his remarkable work in community-based efforts in water harvesting and water management.
2. With the help of Tarun Bharat Sangh, the villagers built 8600 johads or earthen water check dams, and other structures to collect rainwater for the dry seasons.
3. Arvari, Ruparel, Sarasvati, Banas and Jawai.
4. Pani Panchayats are organised in faraway villages to make the people aware of the wisdom of traditional water conservation, the urgent need for groundwater recharge and the importance of community control over natural resources.

LET'S WRITE

- D. Any reasonable paragraph is acceptable.
- E. Any reasonable letter in the correct format is acceptable.

GRAMMAR SPOTLIGHT

- F. 1. Who - Interrogative pronoun 2. which - Relative pronoun
- G. 1. Adjective 2. Pronoun
- H. 1. Do 2. Have 3. Does 4. Do
- I. 1. rises 2. completes 3. play 4. cooks 5. fly
- J. 1. are busy - Intransitive 2. collected - Transitive
- K. 1. Non-finite 2. Finite
- L. 1. Infinitive 2. Gerund 3. Participle 4. Participle

LITERATURE

- M. 1. Tarun woke up with a start as his bed shook violently. He ran out with his parents.
2. The people took shelter in a safe area on higher ground when the floodwaters rose. Sumer and some volunteers helped them by providing food and support.
3. Yes, the Rat won the race by being clever. He rode on the Ox's back and jumped off just before reaching the shore, landing ahead of the Ox.
4. Samarth regretted his actions after seeing the destruction caused by the floods. Earlier, he had cut down many trees, not realising their importance in protecting the land.
5. (a) John is the speaker.
- (b) 'Them' refers to the people trapped under the rubble and those injured in the earthquake.
- (c) They needed help because they were injured, trapped or unable to escape from the devastation caused by the earthquake.
- (d) These words show that the speaker is compassionate, brave and willing to help others in times of crisis.

PERIODIC TEST - 3

ANSWERS

LET'S READ

- A. 1. (b) 2. (a)
- B. 1. The little boy asked Gandhiji why he did not wear a kurta.
2. He pitied Gandhiji because he was too poor to afford to buy a kurta.
3. The boy offered to get kurta stitched by his mother for Gandhiji.
4. Gandhiji considered forty crore people as his brothers and sisters, because they were the people of India and he was the head of that family.

LET'S WRITE

- C. Any reasonable letter in an informal format is acceptable.
D. Any reasonable dialogue is acceptable.

GRAMMAR SPOTLIGHT

- E. 1. are going to cook 2. will tell 3. practises 4. were reading 5. had played
F. 1. fast [Manner] 2. late [Time] 3. How [Interrogative] 4. here [Place]
5. almost [Degree] 6. rarely [Frequency]
G. 1. more melodious 2. most
H. in - cupboard [object]
I. and
J. 1. was congratulated 2. were painted
K. 1. some 2. The
L. 1. Complex 2. Simple 3. Compound 4. Complex
M. 1. May 2. could not
N. 1. The teacher demanded to know from the students why the classroom was dirty.
2. Sanya informed Manav that the basketball match would be held the next day.
O. 1. was 2. are planning

LITERATURE

- P. 1. From this story, we see that Chanakya was wise and brave, and had the foresight to see what qualities were needed in an ideal king. He was a good judge of character.
2. The king cleaned and bandaged the bearded man's wound.
3. Pushpam was busy with her farm, apple orchards and cows. She also knew everyone in her village by name and would chat with them over a cup of tea.
4. The postmaster told his little companion, Ratan, about his family and his longing for them. So we come to know about it.
5. (a) The postmaster said this to Ratan.
(b) The 'idea' was Ratan's desire to go along with the postmaster to Calcutta.

Literature Reader

1. THE REAL CRUSOE

UNDERSTANDING THE STORY

- A. 1. (a) 2. (b) 3. (a) 4. (c)
- B. 1. 1719 2. adventurous 3. Scottish
4. Juan Fernandez Islands 5. goats
- C. 1. Selkirk wanted to be dropped at Juan Fernandez Islands because he had frequent disagreements with the ship's captain, William Dampier, about the safety of the craft and the decisions which the captain made during the expedition.
2. Selkirk had brought several items with him from the ship, including a musket, gunpowder, a knife, carpenter's tools, clothing and a few books.
3. Selkirk was rescued by a ship called the Duke.
4. Selkirk's story was published in A Cruising Voyage Round the World by Woodes Rogers, captain of the Duke.

LANGUAGE SKILLS

- D. 1. Translation 2. Fiction 3. Shore 4. Gunpowder 5. Depression
- E. 1. Nepalese 2. Bhutanese 3. Chinese 4. French 5. Russians
- F. Any reasonable answer is acceptable.

WRITING SKILLS

Any reasonable answer is acceptable.

DISCUSS

Discuss in the class.

2. HUCK SAVES THE LIFE OF WIDOW DOUGLAS

UNDERSTANDING THE STORY

- A. 1. (b) 2. (c) 3. (b) 4. (b) 5. (c)
- B. 1. Huckleberry Finn 2. Red Joe 3. The other man 4. Mr Jones 5. Widow Douglas
- C. 1. Red Joe wanted to kill her husband for sending him to prison but he had died when Red Joe came out of prison. So, Red Joe decided that Widow Douglas should have to pay instead of her husband, and he was going to kill her.
2. Huck ran to Mr Jones's house because he was frightened as the two men had a gun and were planning to murder Mrs Douglas.
3. Mr Jones thanked Huckleberry Finn.
4. Huckleberry Finn is the hero of this story.

LANGUAGE SKILLS

- D. 1. stronger 2. strong 4. strongest
E. 1. light 2. far 3. noisy 4. afraid/fearful/cowardly 5. well 6. complete

WRITING SKILLS

- F. Yes, Huck must have been very happy at the end of the story, because he was able to save the life of Widow Douglas and also perhaps the treasure. [Any other relevant answer is acceptable.]

DISCUSS

Discuss in the class.

3. THE COMET AND THE MOON

The poem written by Richard Edwards is a comparison between the Moon's regular path around the Earth and the comet whizzing by to different parts of space.

UNDERSTANDING THE POEM

- A. 1. (b) 2. (a) 3. (a) 4. (c) 5. (c)
B. 1. The moon's face is pale because it is very sad.
2. According to the poem, the comet is not a part of the chains of gravity.
3. The moon envies the comet because it is not tied by gravity to follow the same path, but is free to roam around space.
4. The comet did not answer because it had already whizzed past the moon and was near Venus.
5. In the poem, the comet is happier than the moon because it is able to whiz around space freely and looks so bright and fiery. The moon, on the other hand, has to continue following its orbit round and round the earth for ever, with no change in its routine. This makes the moon sad.

LANGUAGE SKILLS

- C. 1. face-space 2. me-gravity 3. do-you 4. walk-talk 5. gone-on [any four]
D. 1. pale 2. doomed 3. path 4. roaming 5. wag

ACTIVITY

- E. The moon is doomed to continue going round and round the earth in a fixed orbit. It has no freedom to travel around space because it is held there on a steady path due to the earth's gravity. Also, now that human beings have landed on the moon and explored it, it is neglected and no one visits it.
F. When human beings landed on the moon, they came in a spacecraft which landed on the moon's surface and, according to the moon in this poem, the spacecraft and the astronauts left scars on the moon.

4. SEVENTEEN ORANGES

UNDERSTANDING THE STORY

- A. 1. (c) 2. (b) 3. (b) 4. (c) 5. (a)
- B. 1. Carters 2. Clem Jones 3. Clem Jones 4. The labourer/'I' in the story/the author
- C. 1. The narrator of the story is a labourer who drives a pony-and-cart for the Swift Delivery Company.
2. The narrator used to drive a cart to pick up and make deliveries for the Swift Delivery Company.
3. Clem carried a cat in his box to fool the policeman, Pongo, so that he could then replace the cat with the cheese he was stealing.
4. The narrator was let off for lack of evidence, but suffered indigestion, having eaten seventeen oranges, pips, peels and all.

LANGUAGE SKILLS

- D. Across: 2. OBEDIENT 4. FEARLESS 5. DETERMINED
- Down: 1. WISE 3. BRAVE

WRITING SKILLS

- E. 1. unafraid 2. release 3. calm 4. carelessly 5. unspoilt 6. less
- F. Any reasonable answer is acceptable.

DISCUSS

Discuss in the class.

5. VIKRAM SARABHAI — A VISIONARY SCIENTIST

UNDERSTANDING THE STORY

- A. 1. (c) 2. (c) 3. (a) 4. (b) 5. (a)
- B. 1. 1947 2. CV Raman 3. International Geophysical Year 4. Thumba 5. Padma Bhushan
- C. 1. His thesis for Ph.D. was 'Cosmic Ray Investigation in Tropical Latitude'.
2. He established the Physical Research Laboratory in a few rooms in M.G. Science Institute of Ahmedabad Education Society, which was founded by his parents.
3. The International Astronomical Union decided to honour him by naming a Moon Crater BESSEL in the Sea of Serenity as the Sarabhai Crater.

LANGUAGE SKILLS

- D. 1. Vikram Sarabhai, one of the greatest scientists of India, established PRL.
2. When World War II was about to start, Vikram Sarabhai left Cambridge University.
- E. 1. late 2. recede 3. domestic 4. uncovering of armour for the head
5. dependent 6. ugly

WRITING SKILLS

[This is illustrative]

To

The Director,

Physical Research Laboratory, Ahmedabad

_____ 2014

Subject: Request for guidance to enter PRL

Sir,

I, _____, am keen to enter your prestigious institution as a research scholar and benefit from the learning of the best scientists in the country.

I feel I can best serve the nation by developing my interest and knowledge in this field.

I shall be deeply obliged if you could please guide me about how I could become a member of this esteemed institution. I shall value your advice greatly.

Thanking you,

Yours faithfully

(your name and address)

DISCUSS

Discuss in the class.

6. GULL

The poem written by Grace Nichols highlights the tragedy of environmental pollution and its results. It elaborates this through the plight of a gull stuck in a sea polluted by an oilspill. She has lost her habitat and is struggling to stay alive in a hostile environment, unable to understand why such a terrible fate should have befallen her.

UNDERSTANDING THE POEM

- A. 1. (a) 2. (c) 3. (b)
- B. 1. The gull is caught in an oil-slick in the sea and is struggling to get ashore. She cannot fly because the oil from the polluted water weighs down her wings and prevents her from flying. She cannot cry out because her voice has been badly affected. She has also lost her habitat.
2. The gull's entire body was badly affected by the pollution of the water. Her legs had become stiff. So, she tottered.
3. Human beings, who do not care for the environment, and the terrible effects of pollution are responsible for the gull's condition.

LANGUAGE SKILLS

- C. 1. skull 2. shown 3. bring 4. comic
5. shy 6. goat [These are illustrative.]
- D. 1. oily 2. fully 3. comical 4. homeless 5. ashore 6. naturally
7. responsible 8. slightly 9. atomic 10. possibly

ACTIVITY

- E. Discuss in the class.
- F. Any five endangered birds are acceptable. [e.g., sparrow; hornbill; etc.]

7. A SPEECH TO SAVE ENVIRONMENT

UNDERSTANDING THE STORY

- A. 1. (b) 2. (c) 3. (a)
- B. 1. True 2. False 3. True 4. True 5. True
- C. 1. Any three environmental problems can be mentioned: hole in the ozone layer; air pollution; pollution of rivers, seas and oceans; animals and plants going extinct; jungles and rainforests disappearing; deserts expanding.
2. We can use waste material by recycling it.
3. The money we spend can be better utilised if we start sharing and not be greedy and spend it on finding environmental answers and ending poverty.

LANGUAGE SKILLS

- D. 2. United Nations
3. World Health Organisation
4. British Broadcasting Corporation
5. United Nations International Children's Emergency Fund
6. World Wildlife Fund
7. The Energy and Resources Institute
8. United Nations Educational, Scientific and Cultural Organisation

WRITING SKILLS

- E. Any reasonable answer is acceptable. [Hint: The gradual increase in temperature of the Earth's atmosphere caused by an increase of gases such as Carbon dioxide, which trap the heat of the sun.]

DISCUSS

- F. Discussion based on what the students have learnt. [Hints: Plant trees; save water; save electricity; avoid sprays; manage garbage disposal; not use plastics; etc.]
- G. Discussion based on what the students have learnt. [Hints: Save water; electricity; not use plastics; not create litter; recycle/reuse things-make things out of old things, etc.]

8. WHERE THE MIND IS WITHOUT FEAR

The poem written by Rabindranath Tagore is very well-known. It talks about fearlessness, confidence, freedom of knowledge, sincerity and truth, hard work, rationality and achievement of our country in a world that is free of all boundaries.

UNDERSTANDING THE POEM

- A. 1. (b) 2. (c) 3. (a)
- B. 1. It means that knowledge should be freely available to all people, regardless of their creed, age, wealth, country, etc.
2. They mean that the world should be unified in thinking of what is the best for everyone in the world and not be divided into smaller national interests only. This reflects the Indian Philosophy of 'Vasudaiva Kutumbakam', that the world is one family.
3. It means that our mental and physical horizons should constantly be expanded to include more knowledge and activity in order to benefit ourselves and the world.

LANGUAGE SKILLS

- C. 1. find 2. shed 3. hum 4. booth 5. cream 6. kingdom
- D. 1. fearlessly 2. higher 3. domesticate 4. sandy 5. broke

ACTIVITY

- E. Discuss in the class [e.g., ignorance; lack of reason; dishonesty; laziness; illiteracy].

9. THE SWAN KING

UNDERSTANDING THE STORY

- A. 1. (a) 2. (c) 3. (c) 4. (b) 5. (b)
- B. 1. Sakula: The King of Sakula honoured his guests. He treated them with love and respect. He rewarded Nishad generously and he allowed Dhrutarashtra and Sumukh to return to their swans. Before that, he learnt from Dhrutarashtra how to take care of his people and his kingdom.
2. Nishad: The hunter was so impressed with the nobility of the Swan King and his chief of army, that he let them off, despite the fact that he would lose his earning for the day. He washed and healed Dhrutarashtra's wounds and took both the swans to meet the King of Sakula, even though he was fearful about how they would be treated. He was richly rewarded by the king for giving greater importance to their precious lives rather than to his own monetary gain.
3. Dhrutarashtra: He was wise and noble Swan King who did all that he could to care for and protect his swans. He gave them good advice, but when they failed to understand, he did not abandon them even though he was trapped and wounded. He was loved and respected by all who came in contact with him.
4. Sumukh: He was chief of the army of swans. He was brave and loyal and totally devoted to his King. He was ready to lay down his life for his King.
- C. 1. The swans wanted to go to the Lotus Lake because they had heard that it was a beautiful place for grazing.

2. The Swan King endured the pain silently because he did not wish to raise an alarm that would make the swans fly away without eating. This would make them hungry and weak and not be able to fly, dropping into the sea and be eaten by sharks. So, for their safety, he kept silent.
3. The king was overjoyed after hearing the story of the swans and was happy to have such special guests. He was also glad to learn from the Swan King about how to care for his people and kingdom. So, he allowed them to return to Chitrakoot.

LANGUAGE SKILLS

- D. 1. clan 2. generosity 3. gliding 4. descended 5. scared
E. 1. group 2. bouquet 3. range 4. flock 5. pride 6. pack 7. colony

WRITING SKILLS

- F. Any reasonable answer is acceptable.

DISCUSS

- G. Discuss in the class.

10. WILLIAM TELL

UNDERSTANDING THE STORY

- A. 1. (c) 2. (b) 3. (b) 4. (a) 5. (c)
B. 1. True 2. True 3. False 4. True 5. True 6. False
C. 1. Gessler ordered a hat to be placed upon a pole in the market place as a symbol of the emperor and anybody who passed by was ordered to bow before it.
2. Firstly, William Tell forgot all about the hat. Then, he refused to bow before it because it was Gessler's order and not the emperor's. Finally, he refused because it was he who said he would never bow before a foreign ruler and his hat.
3. Walter said eagerly that his father could hit an apple on a tree a hundred yards off. Hence, he was very proud of his father's shooting.
4. Gessler asked Tell what the second arrow was for.

LANGUAGE SKILLS

- D. 2. merrily 3. command 4. on 5. brave 6. an 7. at
E. 1. greatest 2. obeyed 3. imprison 4. loudly 5. shot

WRITING SKILLS

- F. Any reasonable answer is acceptable. [e.g., self-respect, patriotism; courage; love for son; marksmanship; etc.]

DISCUSS

- G. Discuss in the class.

11. INVICTUS

The poem written by William Ernest Henley is a tribute to the undefeated spirit of Man. Despite very severe physical suffering, the poet says how his mind, spirit and soul remain undefeated by adversity.

UNDERSTANDING THE POEM

- A. 1. (b) 2. (a) 3. (c) 4. (a) 5. (c)
- B. 1. The night is as dark as a coal pit from one end of the world to another. Apart from the fact that it refers to night, it is a reference to the deep black 'night' of adversity and suffering that the poet is passing through.
2. If the soul succumbs to depression and sorrow and misery, then it is defeated. The 'undefeated soul' is that which stands up in triumph even in the face of severe adversity.
3. 'This place' is life on the earth where the poet has endured so much suffering, and which is full of the frustrations and grief of human beings.
4. The poet is not afraid because despite all the sufferings, he has to undergo, he is 'the master of his fate: the captain of his soul'. He has the choice to be brave or to cry. He has chosen to be brave.

LANGUAGE SKILLS

- C. 1. hole; chasm 2. condition; occurrence 3. wept 4. anger; rage
- D. Any reasonable sentences are acceptable.

ACTIVITY

- E. Any reasonable work is acceptable.

12. A FEAST ON THE TRAIN

UNDERSTAND THE STORY

- A. 1. (b) 2. (b) 3. (a) 4. (a) 5. (c)
- B. 1. The boys were returning to their school after the holidays.
2. They planned to provoke the old gentleman in their compartment and have fun at his expense.
3. They told him the story of the rats to tease him and provoke him more.
4. The boys asked the old man to join their school because they did not want a new teacher on the one hand and secondly, they thought they could continue to tease and fool the old man.

LANGUAGE SKILLS

- C. The non-English words in the story are given as follows: pundit; kantha; handis; baba; shraddha; kalo-kumro-tatka-lanka; kodmas; khoichur; moshai [Words from other languages can be given by the students, e.g., chana bhatura; dosa; sambhar; khichdi; mithai; sahib; dhaba; charpoy; etc.].
- D. 1. alternative 2. wear 3. lie 4. plain 5. raise
- E. 1. stupid/dumb 2. loudly 3. recitation 4. stopped

WRITING SKILLS

- F. Yes, I see irony in the story. Irony is to express a meaning of something in a humorous or sarcastic way by saying the opposite of what is meant. In this story, the irony lies in the fact that the students kept trying to provoke the old man thinking all the time that they were fooling him. Whereas actually, he had understood their tricks and in the end, the joke turned against them instead when they found that he was the teacher they were complaining and laughing about!
- G. The old man was a patient and very knowledgeable person. He understood the tricks of the young boys he was going to teach, but he was not provoked to anger or irritation by their words. He was also not vindictive. He waited for his identity to be revealed at the station, thus, correcting them without losing his temper!

DISCUSS

- H. Discuss in the class.

13. ABOU BEN ADHEM

The poem written by Leigh Hunt is about how God assesses people who are good and loving to their fellowmen as the best kind of human beings.

UNDERSTANDING THE POEM

- A. 1. (c) 2. (b) 3. (a) 4. (c)
- B. 1. room 2. Lord 3. the next night
- C. 1. He asked the angel what he was writing and whether his own name also was among the names of those who loved the Lord.
2. The angel replied that Abou Ben Adhem's name was not on the list.
3. His name led the list of those whom God had blessed because he loved his fellowmen.

WRITING SKILLS

- D. 1. increase-peace 2. room-bloom 3. gold-bold
4. said-head 5. accord-Lord 6. so-low 7. then-men
8. night-light 9. blessed-rest [any four]
- E. 1. increase 2. peace 3. bloom 4. presence 5. boldly 6. blessed

ACTIVITY

- F. The theme of the poem is to love your fellow human beings. It is even greater than loving God.
- G. Discuss in the class. [e.g., sharing books; help someone who is weak in a subject; etc.]

14. PHILEMON AND BAUCIS

UNDERSTANDING THE STORY

- A. 1. (c) 2. (a) 3. (a) 4. (a) 5. (a)
- B. The staff carried by Mercury; The milk which kept flowing from the pitcher; The fragrance of the cheese; The wiping out of the village in a flood [any three].
- C. 1. Philemon and Baucis were a poor and old kind-hearted couple who lived in a little cottage in a village.

2. The people of the village were hard-hearted. They kept fierce dogs and turned them on the poor strangers who visited the village. Their children threw mud balls at them.
3. The gods punished the villagers because they were unkind to humble strangers and had neither beauty nor use in their lives.
4. Philemon and Baucis wished to live together and leave the world together when they died for they had always loved each other.

LANGUAGE SKILLS

D. Any reasonable sentences are acceptable.

E. 1. (c) 2. (d) 3. (a) 4. (b) 5. (f) 6. (e)

WRITING SKILLS

F. Any reasonable answer is acceptable. [e.g., kind; sharing whatever they have; loving; polite; gentle; etc.]

DISCUSS

G. Discuss in the class.

NATIONAL WAR MEMORIAL ANSWERS

- A. 1. President; Indian Armed Forces 2. India Gate Circle; New Delhi
3. 40 acres; Government of India 4. Chakravyuh 5. 21st June 20226. four concentric circles
- B. To be discussed in groups by the students. The teacher can help the students and guide the discussion.
- C. The National War Memorial honours the brave soldiers who gave their lives to protect India. It reminds us of their courage and sacrifice. The eternal flame at the memorial shows that their spirit lives on. The walls of the memorial have the names of many brave soldiers to honour them. The pictures on the walls show the bravery of the Indian Armed Forces. These pictures teach young people about courage and strength. The memorial helps students understand the importance of freedom and safety. It also builds respect for soldiers and their hard work. By visiting the memorial, young people feel inspired to help the country in different ways. It teaches the values of working together, sacrifice and never giving up.
- D. To be done by the students on their own.
- E. To be discussed by the students under the guidance of the teacher.
- F. To be done by the students on their own.