

1. A Tiger in the House

ANSWERS

GET SET

A and B. Read and discuss the questions with the students and get their viewpoint. Make sure they understand the need for protecting tigers, other wildlife and their habitats.

READ AND UNDERSTAND

- A. 1. (b) 2. (b) 3. (b) 4. (b) 5. (b)
- B. 1. False 2. True 3. True 4. False 5. True
- C. 1. Initially, Timothy appeared to be afraid of the puppy, darting at it and then retreating to a safe distance. The monkey, Toto, played boldly with him, pulling his tail and then climbing up the curtains when Timothy got angry. Timothy played with the author, stalking him, creeping closer, and then dashing at his feet, then rolling over on his back, kicking his feet in the air and pretending to bite his ankles.
2. Timothy's favourite place was the drawing room.
3. Timothy had grown and acquired the natural instincts of a tiger, stalking cats and dogs. He would also eat the poultry at night. Finally, when he began to stalk the cook, Mahmoud, around the house, grandfather decided to take him to the zoo.
4. Grandfather climbed over the railing of the zoo and went to Timothy's cage. When the tiger approached the bars, grandfather put both hands around his head, stroking his forehead, tickling his ear and, whenever he growled, smacked him on the mouth as he used to do earlier to keep him quiet. The tiger licked grandfather's hand.
5. The zookeeper told grandfather that he had never been able to touch the tiger as he was always very bad-tempered.
- D. 1. (a) Timothy was a tiger cub discovered by Grandfather during a hunting expedition. He was afraid of the puppy because, as a young cub, he was still timid and not used to the puppy's presence.
- (b) At first, Timothy made playful dashes at the puppy with his forepaws and then quickly retreated to a safe distance. Over time, he grew comfortable and eventually allowed the puppy to crawl on his back and rest there.
2. (a) 'He' refers to Timothy, the tiger cub, who had grown to the size of a full-grown retriever by this time.
- (b) People on the road gave a wide berth when they saw Timothy because they were likely afraid of being close to a tiger, even though he was on a chain.
- (c) The speaker struggled to keep up with Timothy when he pulled hard on his chain due to the tiger's strength and size.
3. (a) 'He' is the author.
- (b) He was stroking and slapping Timothy playfully because he (the author) was leaving the zoo and wanted to say goodbye to his old pet.
- (c) The keeper was alarmed because he realised that the author was petting a wild tiger.

THINK AND ANSWER

1. Any reasonable answers are acceptable.
2. Clues: The tiger responded to grandfather's loving and confident approach. He must have been surprised at it. We can conclude that love can tame even a wild animal.

3. Clues: Animal lover; kind to tiger; practical when he sent him to the zoo; affectionate; brave:
Discuss using these words.

GRAMMAR SPOTLIGHT

- A. 1. wasn't he 2. did they 3. doesn't he 4. wasn't he 5. isn't she
- B. 1. Timothy was not unfriendly with the puppy.
2. Can she ever forget your encouraging words?
3. He can never forget to wish you on your birthday.
4. Send the invitation tomorrow.
5. This house is big.
6. I admit she did put in her best efforts.

SPELL WELL

- A. 1. frenzied 2. comfortable 3. delight 4. distinction

WORD POWER

- A. 1. Bona fide 2. Curriculum vitae 3. Extempore 4. Lingua franca 5. Viva voce
- B. 1. Things which have to be done
2. In private
3. A summary of the important events of one's life
4. Every year; in a year
5. Per person; for one person
- C. 1. Faux pas [French]: an embarrassing blunder
2. Haute couture [French]: the designing and making of clothes by leading fashion houses
3. Memento [Latin]: something that reminds one of a person or event
4. Fete [French]: an outdoor entertainment; a garden party
5. Verandah [Hindi/Urdu]: an open pillared structure around a house or building
6. Pundit [Hindi/Sanskrit]: a wise, knowledgeable person
7. Victor [Latin]: the overall champion; winner
8. Natural [French]: what is not artificial
9. Cordon [Latin]: a guarded line
10. Knife [Old Norse]: a cutting instrument

LISTEN AND LEARN

- A. 1. Fifty-three tiger reserves are included in India under Project Tiger.
2. Bandhavgarh National Park in Madhya Pradesh; Corbett National Park in Uttarakhand; Ranathambhore and Sariska Tiger reserves in Rajasthan [any two]
3. The Bandhavgarh National Park is located in Madhya Pradesh.
4. The Bandhavgarh National Park was the former hunting preserve of the Maharaja of Rewa.
5. White tigers were first discovered in Rewa.
6. The Bandhavgarh National Park has a thick growth of trees and plants ranging from tall grasslands to a thick Sal forest.
7. The Tala Zone attracts the maximum number of tourists because of more tiger sightings in this area.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

Wildlife conservation in India has a long history dating back to the colonial period, when it was restricted to only targeted species, and that too in a defined geographical area. The formation of the Wildlife Board at the national level and enactment of the Wildlife Act in 1972 laid the foundation of the present day wildlife conservation era in post-independent India.

WRITE WELL

- A. Students may write the adventure trip as directed on their own. The teacher can guide them, if required.

DICTIONARY SKILLS

- A. 1. (a) Robust: vigorous; healthy
(b) Robot: mechanism made to act like a man; machine-like person
2. (a) Appeal: earnest call; attraction; asking for help or sympathy
(b) Repeal: revoke; annul a law etc.
3. (a) Obsolete: no longer used; out of date
(b) Absolute: complete; perfect; unlimited; unconditional

PROJECT WORK/AIL ACTIVITY

- ▶ Members of the group can select a tiger reserve in India.
- ▶ Discuss with the members and allot different data to each: travel; hotel/stay; food; animals/ birds to be seen; habitat; feeding habits; diary maintenance; first aid, etc.
- ▶ Prepare a schedule and write the Project Report.
- ▶ Share with the class.

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. [Clues: Don't throw stones/sticks/paper, etc. Don't shout and tease. Don't feed anything. Follow directions. Don't climb over walls/railings, etc.]

WORKSHEETS

WORKSHEET 1

- A. 1. Buck was a cross-bred St Bernard dog who lived in a big house called Judge Miller's place in Santa Clara Valley.
2. Toots was a Japanese pug and Ysabel, a Mexican hairless dog, who lived at Judge Miller's place.

3. Judge Miller's house was approached by gravelled driveways which wound about through wide-spreading lawns under the interlacing boughs of tall poplars.
 4. Buck escorted Judge Miller's daughters, Mollie and Alice, on long twilight or early morning rambles.
 5. He carried the Judge's grandsons on his back or rolled them in the grass and guarded them in their adventures at the fountain in the stable-yard, in the paddocks and the berry patches.
 6. Buck's father and mother were Elmo, a huge St Bernard, and Shep, a Scotch shepherd respectively.
- B. 1. rear; spacious 2. pumping; artesian 3. populous; obscurely; recesses 4. realm
5. stalked imperiously; utterly ignored

WORKSHEET 2

- A. 1. Is this your book?
2. Could you please shut the door? Or Please shut the door.
3. Mr Sharma has gone out.
4. Wow!/Hurrah! They won the match!
5. Do you think Mohit would have reached home? Or Mohit must have reached home, mustn't he?
- B. 1. didn't you? 2. doesn't it? 3. hasn't she? 4. won't it? 5. haven't they?

WORKSHEET 3

- A. 1. P 2. C 3. S 4. A 5. O
- B. Any reasonable sentences are acceptable.
- C. Any reasonable answer is acceptable.

[Clues: the moon, stars, constellations; a few planets; the Milky Way; clouds; colours of night sky, moonlight, etc., aeroplanes.]

2. The Gift of the Magi

ANSWERS

GET SET

A. and B. Any reasonable answers is acceptable.

READ AND UNDERSTAND

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

B. 1. eighty-seven 2. hair 3. father; grandfather 4. fob 5. watch

- C. 1. The two possessions that Jim and Della took great pride in were his watch and her hair. His watch had belonged earlier to his father and grandfather and it was more valuable to him than King Solomon's treasure. Della had beautiful shining hair which fell like a brown cascade till below her knees and she thought it more valuable than the Queen of Sheba's jewels.
2. Della was worried and nervous because she thought Jim might not find her pretty with her beautiful hair cut off.
3. Della cried on Christmas Eve because she had very little money to translate her dreams into action and she did not know what to do.
4. Della looked like a truant schoolboy after the haircut.
5. Jim appeared to be taken aback, shocked, on seeing Della.
6. Della was first ecstatic on seeing her Christmas gift, but then she burst into tears because her beautiful hair, which she would have decorated with the gift, was gone.
7. Yes, I agree with the name of the story. The Magi were the three wise men of the East who carried gifts to the infant Jesus when he was born. 'The Gift of the Magi' is a suitable title for this story because, like the Magi, the gifts Della and Jim gave to each other were very valuable. They were not merely a fob chain or a set of combs. They were gifts of love and sacrifice.
- D. 1. (a) Della said these words to Madame Sofronie.
(b) 'It' refers to the twenty dollars Madame was to pay for Della's hair.
(c) Yes, the speaker was in a hurry because she needed to search and find the gift she wanted for Jim.
2. (a) Della said these words to Jim.
(b) The gift was a platinum fob chain for Jim's watch.
(c) The speaker bought the gift as a Christmas present for Jim.

THINK AND ANSWER

- A. The author calls them foolish because, in getting gifts for each other, they had each forsaken their most precious possessions. And then they discovered that the gifts they had bought were of no use! Jim had sold his watch for which Della bought a chain; and Della had sold her hair for which Jim bought the combs. They were wise because they placed a higher value on their love for each other than on their most precious possessions.
- B. Any reasonable answer is acceptable.

GRAMMAR SPOTLIGHT

- A. 1. length 2. expression 3. cry 4. friendship 5. information 6. honesty
- B. 1. Object of the preposition 'in'.
2. Direct object of the verb 'presented'.

3. Direct object of the verb 'prepared'.
4. Indirect object of the verb 'gave'.
- C. 1. Jaspreet; dog's; garden 2. men; visitors 3. food; cat
- D. Fill in the words in the following sequence: tigress; sportswoman; monk; heroine; countess; emperor; heiress; hostess.
- E. Circle: child; doctor; partner; pupils; nurse
Underline: fan; sky; computer
- F. Fill in the words in the following sequence: knives; commanders-in-chief; life; sheep; foxes; oxen; radios; foot.

SPELL WELL

- A. 1. parsimony 2. cascade 3. intoxication 4. fluttered

WORD POWER

- A. 1. anticlimax 2. disadvantage 3. infertile 4. immature 5. midair 6. inordinate
7. intercollege 8. unsure 9. semi-automatic 10. bilateral 11. pan-India 12. microeconomics

LISTEN AND LEARN

- A. 1. O. Henry's real name was William Sydney Porter.
2. O. Henry was born on 11th September 1862.
3. The Last Leaf; The Ransom of the Red Chief
4. Cabbages and Kings
5. O. Henry's short stories are famous for their surprise endings and wit.
6. O. Henry derived the inspiration for his stories from ordinary people like clerks, waitresses, policemen, etc.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

Selfless giving means helping others without expecting anything in return. It's about sharing what you have to make someone else's day better, even if it means giving up something you like. True kindness comes from giving freely and generously, without thinking of rewards.

WRITE WELL

- A. Any reasonable answer is acceptable.
B. Any reasonable answer is acceptable.

DICTIONARY SKILLS

- A. 1. Pride: A feeling of deep satisfaction and happiness about something you have done or achieved.

2. Sparkle: To shine brightly with small flashes of light.
3. Platinum: A very valuable, silver-coloured metal used in making jewellery and other items.
4. Peculiar: Strange or unusual, different from what is normal.

PROJECT WORK/AIL ACTIVITY

- A.
 - ▶ Partners can discuss the interests of their family members and decide on their gifts.
 - ▶ Remember: the value of the gift and you affection is important – the cost is not important. Also it is not necessary that the gift should be something that is purchased. It can be made too.
 - ▶ Share with the class.
- B. This can be done by the students under the teacher's guidance.

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. The importance in giving gifts lies in choosing the right gift for a person.
 2. Flowers and fruits are always fit presents.
 3. The author says this because evidently the man at the door is so poor that he has no shoes. It will, therefore, be more appropriate to give him shoes and not a paint box.
 4. Hunger and thirst require food and water which are the most basic or 'first wants'.
 5. The rule for a gift is to choose something in tune with his character, or which is associated with him in our thoughts.
 6. The best and only gift is a portion of oneself, on which we spend ourselves, our own time and effort.
- B. 1. pleasant; generous; vexatious; debts 2. Pertinences; beauty 3. cold; lifeless; gift

WORKSHEET 2

- A. 1. Bravery 2. Honesty 3. Existence 4. Bakery 5. Curiosity 6. Advice 7. Blessing
8. Length 9. Truth 10. Information
- B. 1. Mary-subject 2. Player-direct object 3. Timothy-indirect object
4. Music-object of the preposition 'to'
- C. 1. Feminine: 1, 6, 8 Masculine: 2, 10 Common: 3, 5, 9 Neutral: 4, 7
- D. 1. Wolves 2. Sisters-in-law 3. Sheep 4. Mouse 5. Tooth 6. Children 7. Oxen 8. Kite
9. Tomatoes 10. Spectacles

WORKSHEET 3

- A. 1. Aqua 2. Magnus 3. Verbum 4. Logos 5. Techne 6. Demos
- B. Any reasonable sentences are acceptable.
- C. Any reasonable paragraph is acceptable.

ANSWERS

READ AND UNDERSTAND

- A. 1. (a) 2. (b) 3. (d) 4. (b)
- B. 1. hover 2. scent 3. cradle 4. stillness
- C. 1. The poet shows deep love and longing for his mother. Although he cannot remember her clearly, he still feels her presence in different ways, like through the tune of a song or the scent of flowers.
2. The poet's mother used to hum a song while rocking his cradle, taking care of him when he was a baby.
3. The poet remembers his mother through the tune of a song, the scent of the shiuli flowers, and the stillness of her gaze when he looks at the sky.
4. The 'scent of the morning service' refers to the smell from the temple during prayer. Yes, it reminds the poet of his mother, bringing back memories of her.
5. The tune is important because it is a symbol of the mother's presence and love. It is one of the few things the poet can remember about her.
- D. 1. (a) The tune refers to a song that the poet's mother used to hum while rocking his cradle. The child remembers it when he is playing.
- (b) 'She' refers to the poet's mother.
2. (a) The poet is conveying that he feels his mother's loving and steady gaze even when he looks up at the sky. It is a comforting presence that seems to surround him.
- (b) 'Stillness' here implies a calm, peaceful and unchanging gaze, reflecting the mother's quiet love and care.

WORD POWER

- A. 1. Bow
- ▶ To bend forward as a sign of respect.
 - ▶ A curved weapon used to shoot arrows.
2. Tire
- ▶ A rubber covering on a wheel of a vehicle.
 - ▶ To feel very tired or exhausted.
3. Wind
- ▶ Moving air, or breeze.
 - ▶ To twist or turn something, like winding a clock or a string.
4. Row
- ▶ A line of things or people placed next to each other.
 - ▶ To move a boat using oars.
 - ▶ A disagreement or fight between people.
5. Seal
- ▶ An animal that lives in the water, with flippers.
 - ▶ A device or material used to close something tightly, like a stamp or wax used to close an envelope.
 - ▶ To make something official by signing or stamping.

APPRECIATING THE POEM

A. Examples of imagery in the poem:

1. I send my eyes into the blue of the distant sky

This paints a picture of the poet looking into the vast, clear sky, symbolizing his longing and connection with his mother, even though she is no longer with him.

2. A tune seems to hover over my playthings, the tune of some song that she used to hum while rocking my cradle.

The sound of the tune is vividly imagined, and the image of the mother humming as she rocked the cradle is clearly portrayed.

3. The smell of the shiuli flowers floats in the air, the scent of the morning service in the temple comes to me as the scent of my mother.

Here, the poet uses the scent of the shiuli flowers and the morning service to trigger memories of his mother, highlighting how strong sensory memories can be.

4. I feel that the stillness of my mother's gaze on my face has spread all over the sky.

The feeling of stillness is compared to the sky, suggesting a sense of calm and tenderness, much like the poet felt when his mother looked at him.

3. 17 Camels and the Three Sons

ANSWERS

GET SET!

- A. 1. Echo 2. Piano 3. Candle 4. Clock 5. Sponge

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (d) 4. (a) 5. (c)
- B. 1. Sami 2. camels 3. ninth 4. 18 5. relieved and happy
- C. 1. Abdullah wanted to ensure that his sons would be well cared for after his passing.
2. The problem was that dividing 17 camels into fractions—half, one-third, and one-ninth—did not result in whole numbers, making it difficult to follow the instructions.
3. Bilal suggested seeking her help because she was known for solving difficult problems with wisdom and fairness.
4. The wise old woman added one of her own camels to the 17, making the total 18. This allowed the fractions to be divided into whole numbers.
5. Ali received 9 camels, Bilal received 6, and Sami received 2. These shares totalled 17 camels as per Abdullah's instructions. The wise old woman then took back her camel.
6. The sons learned that challenges could be solved with determination, collaboration, and creative thinking. They also realised the value of seeking help and thinking outside the box.
7. The sons expressed their gratitude to the wise old woman and left, feeling relieved and happy with their fair shares.
- D. 1. (a) Ali said these words.
- (b) The speaker was concerned because dividing 17 camels into fractions like half, one-third, and one-ninth seemed impossible.
2. (a) The wise old woman is the speaker.
- (b) The speaker suggested it to make the division of camels according to the fractions easier.
- (c) It allowed the fractions to be divided into whole numbers, solving the problem.
3. (a) The brothers felt relieved and happy.
- (b) They learned that challenges could be solved with determination, creativity, and collaboration.
- (c) These lines reflect the theme that seemingly impossible problems can be solved with teamwork and thinking outside the box.

THINK AND ANSWER

- A. Yes, it was a good solution because it turned an impossible division into an easy one. By adding her camel temporarily, the wise woman simplified the fractions and ensured fairness, demonstrating the value of creative problem-solving.
- B. This story teaches us to stay open to ideas and work together. For example, if classmates face difficulty completing a group project, they can brainstorm creative solutions and divide tasks equally to finish it effectively. Similarly, a family resolving a dispute over chores can use creative thinking and fair division to find a solution that satisfies everyone.

GRAMMAR SPOTLIGHT

- A. 1. readable 2. boyish 3. dyed 4. noisy 5. comical 6. outrageous 7. hopeful
8. silky/silken 9. eatable 10. windy/winded

- B. 1. a little 2. few 3. any 4. a few 5. many
- C. 1. huge, lovely, ancient, brick
2. small, circular, tin
3. small, shiny, ancient, gold
4. large, beautiful, old brown
- D. 1. strong – stronger – strongest
2. happy – happier – happiest
3. talented – more talented – most talented
4. good – better – best
5. brilliant – more brilliant – most brilliant
6. bad – worse – worst
- E. Any reasonable sentences are acceptable.
- F. 1. The old woman is wiser than any person in the village.
2. Ridhima is more confident than the other girls in the class.
3. The Shanghai Maglev train is faster than any other train in the world.
4. Kritika is the best cook among all her cousins.

SPELL WELL

- A. 1. perseverance 2. collaboration 3. scroll 4. division

WORD POWER

- A. 1. INSTRUCTIONS 2. DIVIDE 3. PROBLEM 4. CREATIVE 5. OVERCOME

LISTEN AND LEARN

- A. 1. Facing tough problems can feel overwhelming because they seem difficult to solve and can make us feel stuck or unsure of what to do.
2. Teamwork helps in solving a problem by allowing everyone to share ideas. One person's suggestion might lead to a creative and effective solution for the whole group.
3. The example given is about studying for a class test. Instead of feeling overwhelmed, breaking the material into smaller sections and creating a study plan makes the task more manageable and less stressful.
4. Einstein's quote suggests that we cannot solve problems using the same thinking that created them. We need to think differently and look for new approaches to find solutions.
5. Being open to others' ideas can introduce new perspectives and fresh solutions that we might not have considered on our own. This can make solving problems easier and more effective.

CONVERSE AND CONNECT

The students can do this under the teacher's guidance.

SPEAK AND EXPRESS

The students can do this under the teacher's guidance.

PRONUNCIATION PRACTICE

The students can do this under the teacher's guidance.

PUNCTUATION

- A. Wisdom's value is seen in everyday life, helping us choose the right path. It guides us to be kind, patient and thoughtful to others. With wisdom, we learn from mistakes and make better choices next time.

WRITE WELL

Date: 23 February 20XX

Dear Diary,

Today, I realised something about my best friend. He's really good at many things, but he struggles with maths. Whenever he sees numbers, he feels overwhelmed, and his mind goes blank. It's not that he doesn't understand maths; it's just that the fear of making mistakes stops him from trying.

I want to help him overcome his fear of maths. I'll start by explaining concepts to him in a fun and simple way. We can work on easy problems first and slowly move to harder ones. I'll encourage him to ask questions without feeling shy and remind him that making mistakes is okay because that's how we learn.

I'm also planning to find games and puzzles that involve numbers so he can enjoy maths without feeling pressured. I believe that with patience and practice, he'll gain confidence and stop fearing maths.

I'm glad I can support him. I hope this small effort makes a big difference in his life.

Goodnight!

[Your Name]

PROJECT WORK/AIL ACTIVITY

Students can do this on their own.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
B. Options 1, 2 and 4 are correct. The others are unacceptable.

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (c) 3. (d) 4. (b) 5. (a)
B. 1. Staying calm helps us think clearly and understand the problem better.
2. If a problem seems too big, break it into smaller parts and solve each part step by step.
3. Others might offer helpful advice or a new way of looking at the problem.
4. Patience and determination help us overcome challenges that take time and effort to solve.
C. 1. calm 2. smaller 3. thinking 4. patience
D. 1. Difficult 2. Complicated 3. Tolerance 4. Resolve 5. Obstacle

WORKSHEET 2

- A. 1. Habitual 2. Sentimental 3. Manly 4. Readable 5. Hasty 6. Kind 7. Curious
8. Ghostly 9. Childish 10. Miserly

- B. 1. Give this book to the tall old man.
2. Five fat American ladies climbed into the bus.
- C. 1. Good; Better 2. Fair; Fairest 3. More Intelligent; Most Intelligent

WORKSHEET 3

- A. 1. Post 2. Pre 3. Semi 4. Auto 5. Mis 6. Under
- B. Any reasonable sentences are acceptable.
- C. Any sentences that make a reasonable paragraph are acceptable.

4. The Adventure of the Blue Carbuncle

ANSWERS

GET SET

- A. Any reasonable answer is acceptable.
- B. Any two of the following: (i) Being observant (ii) Being able to deduct logically from the given facts (iii) Being a good judge of people and situations (iv) Having the ability to read body language (v) Being a good conversationalist, encouraging people to talk
- C. Agatha Christie

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (d) 4. (c) 5. (c)
- B. 1. False 2. True 3. True 4. True 5. False
- C. 1. The initials HB suggested that the hat belonged to Mr Henry Baker.
2. James Ryder framed John Horner because he wanted to shift suspicion away from himself and escape being caught for the theft.
3. Sherlock Holmes discovered that the goose was sold by Mrs Oakshott, a poultry seller, to Breckinridge, who then sold it to the Alpha Inn, where Henry Baker bought it.
4. Holmes and Watson traced the goose back to Mrs Oakshott and confronted Ryder, who confessed to hiding the diamond in the goose.
5. Sherlock Holmes decided to return the blue carbuncle to its rightful owner, the Countess of Morcar.
6. Ryder panicked and went back to his sister's farm to find the goose, but it had already been sold to Breckinridge.
7. Henry Baker was worried about losing the goose, which he had been looking forward to eating.
8. Holmes deduced that Henry Baker was an intelligent man who had fallen on hard times but still maintained his dignity and self-respect.
- D. 1. (a) The tall man was Henry Baker, and he was carrying a goose.
(b) He was attacked by the rough young men for no apparent reason, possibly to steal his goose.
2. (a) Mrs Peterson was the wife of Peterson, the security guard who brought the goose to Sherlock Holmes.
(b) James Ryder had hidden the diamond in the goose's throat to avoid being caught, but the wrong goose was sold.
3. (a) The man was James Ryder. They were following him because he was acting suspiciously and might know about the blue carbuncle.
(b) James Ryder confessed to stealing the diamond and explained how it ended up in the goose, which solved the mystery.

THINK AND ANSWER

- A. Any reasonable answers are acceptable.
1. Clues: Henry Baker's hat; Mr Peterson; Mrs Peterson; the news about the theft at the hotel; the Alpha Inn; Breckinridge at Covent Garden; James Ryder.
2. Clues: Yes it is important to find out facts. Examples – (i) The owner of the goose: why did he drop the goose and run away? (ii) Who all knew about the blue carbuncle at the hotel?

(iii) Progression from hat → Henry Baker → news details → Alpha Inn → Covent Garden → Breckinridge → John Ryder → Mrs Oakshott's farm → goose → theft → maid at hotel. Without the facts, it would not have been possible to trace the crime to its origin. [any one]

GRAMMAR SPOTLIGHT

- A. 1. Personal 2. Demonstrative 3. Demonstrative; Relative 4. Interrogative; Demonstrative
5. Relative 6. Possessive 7. Interrogative; Relative 8. Relative 9. Personal
10. Interrogative; Demonstrative
- B. 1. himself [Emphatic] 2. himself [Emphatic] 3. themselves [Emphatic]
4. itself [Emphatic] 5. yourself [Emphatic]
- C. 1. (d) Indefinite 2. (c) Distributive 3. (a) or (b) Indefinite

SPELL WELL

- A. 1. flee 2. jubilee 3. alkali 4. stimuli 5. muesli 6. glee

WORD POWER

- A. 1. descent 2. complex 3. unite 4. disappeared 5. create

LISTEN AND LEARN

1. Agatha Christie created the character Hercule Poirot.
2. He first appeared in 'The Mysterious Affair at Styles', published in 1920.
3. He is often compared to Sherlock Holmes.
4. Poirot is known for his neat clothes, waxed moustache, and his pride in his appearance and habits.
5. Poirot uses his understanding of psychology and his 'little grey cells' to solve crimes.
6. Three of his famous cases are 'Murder on the Orient Express', 'Death on the Nile' and 'The Murder of Roger Ackroyd'.
7. Poirot is special for his sharp mind, unique personality and strong sense of justice. His stories are engaging and continue to entertain readers and viewers worldwide.

CONVERSE AND CONNECT

The students can do this under the teacher's guidance.

SPEAK AND EXPRESS

The students can do this under the teacher's guidance.

PRONUNCIATION PRACTICE

The students can do this under the teacher's guidance.

WRITE WELL

- A. Fill in the words in the following order: Mr Holmes; [your own name]; blue carbuncle; diamond/a precious stone; stolen; Hotel Cosmopolitan; a plumber; suspect; stole the blue carbuncle; anything; Very shortly/Soon, I hope; best.
- B. The students can do this on their own. The teacher can help and guide them.

DICTIONARY SKILLS

- A.
1. Interrogator: a person who asks questions closely and formally, for example, from prisoner
 2. Criminal: a person who commits a crime or crimes
 3. Accused: a person charged with doing wrong, breaking the law, blamed for something, usually in a court of law
 4. Acquit: to give a legal decision that somebody is not guilty of an offence

PROJECT WORK/AIL ACTIVITY

- Groups of five can prepare and enact the scene. The teacher can guide them, if required.

VALUES AND LIFE SKILLS

1. Yes, a detective needs a logical mind, sharp observation skills, and the ability to draw accurate conclusions. These qualities help in connecting clues, understanding details and solving complicated cases efficiently.
2. From the story, I learned that good detectives are patient, observant and methodical. They rely on logic, pay attention to small details and use their knowledge of human behaviour to solve mysteries. They also show determination and a strong sense of justice.

WORKSHEETS

WORKSHEET 1

- A.
1. Dolores worked in a shop selling gramophone records.
 2. The customer was looking for the record of a song she had heard that morning on the radio.
 3. Dolores pointed out to the lady that they had hundreds of records in stock and it would help if the lady would hum the song she wanted.
 4. The play was 'My Fair Lady'.
 5. The end of the passage is humorous because the customer, instead of realising her own folly, happily tells Dolores that they would not have wasted so much time if she, Dolores, had remembered the song, adding that she must be new to the job.
- B. (a)
1. Record [Noun]: Flat circular disk on which music or speech is recorded and played on a gramophone. A written account of facts, events, etc. [Verb]: To set down in writing or in some other way for future reference.
 2. Counter [Noun]: A long table on which goods are shown, or where customers served in a shop, bank, etc. [Verb]: To oppose. [Adverb]: In the opposite direction.
 3. Phonetics [Noun]: The study and science of speech sounds, their production and the signs used to represent them.
- (b) Any reasonable sentences are acceptable.

WORKSHEET 2

- A.
1. Interrogative
 2. Personal
 3. Emphatic
 4. Possessive
 5. Demonstrative
 6. Reflexive
 7. Relative
 8. Relative
- B.
1. himself
 2. someone
 3. that
 4. her
 5. your
 6. each

WORKSHEET 3

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

B. Any reasonable sentences are acceptable. The following are illustrative:

1. The wind blows strongly across the desert. The policeman gave a blow to the thief.
2. Mary stroked the puppy lovingly. Mr Bates left for office on the stroke of eight.
3. There was a hollow in the trunk of the tree. The elephant picked up the boy with his trunk. Grandpa kept the large trunk under his bed.
4. Soldiers train themselves for war. The train was arriving an hour late.

C. 1. Notorious 2. Notoriety/ill-fame 3. Forget 4. Noise 5. Folly 6. Dirty

ANSWERS

READ AND UNDERSTAND

- A. 1. (a) 2. (b) 3. (c)
- B. 1. The poet wants to know why the dinosaurs, despite their colossal power, went extinct and turned into fossils.
2. The poet wonders when man's ancestors evolved and started to look like modern humans, and when their brains developed to a larger size.
3. The poem suggests that the beginnings of the universe are mysterious, asking if there was a 'bang' and how long ago it occurred.
4. The repeated phrase highlights the uncertainty and mystery surrounding the origins of the universe, life, and human evolution.
5. The poem is about life's great mysteries, including the origins of the universe, the extinction of dinosaurs, human evolution, and the search for answers to fundamental questions.
- C. 1. (a) The 'beast' refers to the dinosaurs. They became extinct and their remains turned into fossils.
- (b) 'Give up its ghost' means to die or cease to exist.
2. (a) 'Unwinding the clocks' means going back in time to explore the past and uncover the mysteries of history and the universe.
- (b) 'Take the lid off the mystery box' means revealing or discovering the hidden secrets of the universe and life's origins.

WORD POWER

- A. 1. STAY 2. TOGETHER 3. LIVE 4. TINY 5. SHRINK 6. END 7. SHORT

APPRECIATING THE POEM

- A. (i) Galaxies hurled and hurtled apart
- (ii) Does anyone anywhere really know?

PROJECT WORK/AIL ACTIVITY

- A. Do this under the guidance of the teacher.

5. My Financial Career

ANSWERS

GET SET!

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

READ AND UNDERSTAND

- A. 1. (b) 2. (a) 3. (a) 4. (d) 5. (d)
- B. 1. F 2. T 3. F 4. T 5. F
- C. 1. The narrator's salary was raised by six dollars.
2. The narrator went to the bank to open a bank account.
3. The manager thought that the narrator had an awful secret to reveal because he requested him to see him alone.
4. The manager was irritated. He got up and opened the door and told the accountant to open the narrator's account. The manager was no longer interested in talking to the narrator.
5. The people at the bank thought that the narrator was an invalid millionaire because of his nervous and awkward behaviour.
6. The narrator did not know how to write a cheque even. Someone told him how to fill a cheque. Thus, the people at bank assumed that he was wealthy but unaccustomed to dealing with common financial matters.
7. Any reasonable answer is acceptable.
- D. 1. (a) The narrator said these words.
- (b) The speaker was very nervous because he had come to a bank for the first time.
2. (a) The clerk asked this question from the narrator. He asked this question because he was surprised that the narrator was withdrawing the money after depositing it a few minutes ago!
- (b) The speaker asked this question because the narrator had just deposited his money and was now withdrawing the entire amount. The speaker asked this question because he was surprised by the narrator's action.

THINK AND ANSWER

- A. A common man or woman, like the narrator in the story, is also afraid of going to the bank. Because of lack of financial education, people do not know how to do the common activities like filling up a form, how to talk to the manager, etc.

GRAMMAR SPOTLIGHT

- A. Circle the following: 1. was 2. is 3. are 4. is 5. is 6. plays; aims 7. is 8. are
- B. 1. Intransitive verb
2. Transitive verb – Direct Object: books; Indirect Object – to the orphanage
3. Transitive verb – Direct Object: a piece of bread; Indirect Object: the poor man
4. Has arranged: Transitive verb – Direct Object: all the books; Indirect Object: in her room
- C. Any reasonable sentences are acceptable.
- D. 1. Speaking [Gerund] 2. Having taken [Past Participle] 3. Hearing [Present Participle]
4. moving [Present participle] 5. to help [Infinitive] 6. listening [Gerund]
7. become [bare infinitive]

SPELL WELL

A. 1. rattled 2. mysterious 3. reveal 4. accountant

WORD POWER

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

B. Any reasonable sentences are acceptable. The following are illustrative:

1. Weed out: Those without suitable voices will be weeded out of the choir.
2. Dig up: We will have to dig up the truth if we want to prove his honesty.
3. Fading: The voice was fading away as I came into the hall.

LISTEN AND LEARN

A. 1. F 2. T 3. F 4. T 5. F 6. T

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

A bank helps people cultivate the habit of saving and provides a place to put their hard-earned money. It is a financial institution where customers can save or borrow money. Some of the main functions of a bank include accepting deposits from the public, lending loans and advances, transfer of funds, issue of notes and drafts, credit services and foreign exchange services.

WRITE WELL

A. The students can do this on their own. Here is a sample paragraph:

Yes, I once had to speak in front of the whole class during a competition. It made me very nervous because I was afraid of making mistakes and being laughed at. Other things that make me nervous are exams and meeting new people. To cope with such situations, I take deep breaths, think positive thoughts and try to stay calm. I also practise beforehand, which helps me feel more confident.

PROJECT WORK/AIL ACTIVITY

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

B. Students can do this with the help of the teacher.

VALUES AND LIFE SKILLS

A. Option (a) is the best option among those given.

WORKSHEETS

WORKSHEET 1

- A. 1. Financial services are products and services that facilitate the management, investment, and movement of money. They are important because they enable individuals and businesses to grow, invest, and protect their assets.
2. Examples of financial services provided by banks include savings and checking accounts, loans, credit cards, mortgages, wire transfers, electronic payments, and investment and financial planning services.
3. Insurance products protect individuals and businesses from financial losses due to unforeseen events such as accidents, illnesses, or natural disasters. Insurance companies pool risks from a large number of policyholders, enabling them to provide coverage at a reasonable cost.
4. Investment firms manage investment portfolios for individuals and institutions, such as pension funds and endowments. They offer a range of investment options, such as stocks, bonds, mutual funds, and exchange-traded funds (ETFs). Investment firms use their expertise to make investment decisions on behalf of their clients, with the goal of maximizing returns while minimizing risks.

WORKSHEET 2

- A. 1. fought 2. is 3. understand 4. is 5. make
- | B. Underlined verb | Transitive/Intransitive | Direct Object |
|--------------------|-------------------------|-------------------------------|
| 1. sense | Transitive | the approach of an earthquake |
| 2. flapped | Intransitive | |
| 3. heard | Transitive | a noise |
| 4. put | Transitive | my hand |
| 5. wrote | Transitive | a poem |
- C. 1. to swim [Infinitive] 2. Giving; receiving [Gerunds]
3. sniffing [Present Participle] 4. having eaten [Past Participle]

WORKSHEET 3

- A. 1. Imprudent 2. Illegal 3. Non-violence 4. Extraordinary 5. Insecure 6. Disloyal
7. Discontent 8. Irregular 9. Untie 10. Unkind 11. Misjudge 12. Intolerant
- B. 1. Personification [trees were singing]
2. Simile [like saints]
3. Metaphor [rumours floated]
4. Personification [Knowledge proud/wisdom humble]
5. Metaphor [waves thundered]
6. Simile [like a peacock]

Wishing for a Fish

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (d) 3. (d) 4. (c) 5. (c)
- B. 1. False 2. True 3. False 4. False 5. True
- C. 1. The poet used a fishing rod with a hook on a line to try to catch a fish.
2. The sequence of coins was a penny, a nickel, a dime, a quarter and then a ten dollar bill.
3. The poet's wish 'fizzled' because instead of catching a fish, the poet caught coins and money.
4. The poet expected to catch a fish, but instead, the poet caught money, which was completely unexpected.
5. The poem suggests that we should not be upset when things don't go as planned. Instead, we should accept the surprise with a positive attitude, as the speaker does when they catch money instead of fish.
- D. 1. (a) The speaker is the person in the poem, who spent the whole day fishing.
(b) The speaker wished to catch a fish, but instead of a fish, the outcome was catching coins and money.
2. (a) 'It' refers to the fishing line that the speaker cast into the water.
(b) 'That' refers to the small tug on the fishing line, which was a sign that something was caught on the hook.
3. (a) The speaker means that his wish for a fish didn't come true or was not successful.
(b) The speaker feels fine about the outcome and is not upset, even though the wish did not come true as expected.

WORD POWER

- A. 1. cry wolf 2. elephant in the room 3. let the cat out of the bag 4. wild goose chase
5. bird's eye view 6. hold your horses 7. fish out of water 8. the lion's share
9. raining cats and dogs outside 10. work like a dog

APPRECIATING THE POEM

- A. In the poem 'Wishing for a Fish', irony is used to highlight the difference between the poet's expectation and the actual outcome. The poet begins by wishing to catch a fish, which is the expected result of fishing. However, instead of catching a fish, the poet catches various forms of money, such as a penny, nickel, dime, quarter and even a ten-dollar bill. This is ironic because fishing is typically associated with catching fish, but in this poem, the catch is money instead. The unexpected outcome creates an ironic twist, making the poet's experience humorous and surprising.

6. Making the Right Moves: R Praggnanandhaa

ANSWERS

GET SET

A and B: These exercise can be discussed and done in the class under the teacher's guidance.

READ AND UNDERSTAND

- A. 1. (a) 2. (c) 3. (b) 4. (b) 5. (a)
- B. 1. chess players 2. Grandmaster 3. 2016 4. TNSC 5. norm
- C. 1. Ravi's father told him that he had been practising well and, with continued effort, he might soon be as skilled as Praggnanandhaa.
2. Praggnanandhaa became interested in chess with the help of his elder sister, R. Vaishali, who is a Woman Grandmaster and International Master.
3. By the age of 12, Praggnanandhaa became India's youngest Grandmaster and the second-youngest Grandmaster in the world.
4. In the Chess World Cup 2023, Praggnanandhaa became the youngest player to reach the final by defeating Fabiano Caruana in the semi-finals. He was also the second Indian, after Viswanathan Anand, to reach the Chess World Cup final.
5. Praggnanandhaa won the World Youth Chess Championship Under-8 title in 2013 and the Under-10 title in 2015. He also earned the FIDE Master title and became the youngest International Master in history at the age of 10.
6. Praggnanandhaa's coach is R. B. Ramesh. His training is notable for being disciplined and rigorous, with Praggnanandhaa dedicating several hours each day to studying and playing chess.
7. Praggnanandhaa is known for his intense focus, excellent memory, bold moves, creative strategies, and smart tactics. His strong understanding of game positions and ability to predict his opponents' moves make him a tough competitor.
- D. 1. (a) Ravi said these words.
- (b) The subject is Rameshbabu Praggnanandhaa.
- (c) Ravi said this while playing chess with his father, after his father mentioned Praggnanandhaa's achievements.
2. (a) Ravi's father said these words to Pooja.
- (b) Pooja expressed her desire to become a Grandmaster like Vaishali, which prompted her father to encourage her.
3. (a) 'He' refers to Rameshbabu Praggnanandhaa.
- (b) Praggnanandhaa achieved this milestone in 2016.

THINK AND ANSWER

- A. Mental focus helps chess players stay attentive during long games, plan strategies and avoid mistakes. A good memory helps them recall past games, study openings and anticipate opponents' moves, improving their overall performance.

GRAMMAR SPOTLIGHT

- A. 1. [The blank should be after 'grandmother'] is (always) watching; meet/call 2. gets; goes
3. revolve 4. is 5. meets 6. has left 7. includes/incorporates 8. provides

- B. 1. had written/wrote; enquired 2. became 3. made; happened 4. had finished; arrived
5. had used/used; sold
- C. 1. will; grow/become 2. will 3. shall be waiting 4. will have guessed
- D. 1. had been surfing [Past Perfect Continuous Tense]; called [Simple Past Tense]
2. have been planning [Present Perfect Continuous Tense] [It should be 'for' instead of 'since']
3. had been going [Past Perfect Continuous Tense]; opted [Simple Past Tense]
4. have been playing [Present Perfect Continuous Tense]
5. had been reading [Past Perfect Continuous Tense]

SPELL WELL

- A. 1. impressed 2. accomplished 3. diligently 4. competitor 5. achievements

WORD POWER

- A. 1. S 2. A 3. S 4. S 5. A 6. A 7. S 8. S

LISTEN AND LEARN

- A. 1. Chess originated in India over 1,500 years ago and was originally called 'Chaturanga'.
2. 'Chaturanga' represented different parts of an army.
3. Chess was called 'Shatranj' when it reached Persia.
4. There are 64 squares on a chessboard.
5. The Knight moves in an L-shape: two squares in one direction (horizontal or vertical) and then one square perpendicularly. It can jump over other pieces.
6. A Pawn can make the 'En Passant' move and can also be promoted to any other piece (usually a Queen) upon reaching the other end of the board.
7. A Bishop moves any number of squares diagonally, always staying on squares of the same colour.

CONVERSE AND CONNECT

This can be done under the guidance of the teacher.

SPEAK AND EXPRESS

This can be done under the guidance of the teacher.

PRONUNCIATION PRACTICE

This can be done under the guidance of the teacher.

PUNCTUATION

In a thrilling chess game at the 1972 World Championship, Bobby Fischer and Boris Spassky battled intensely. The match, held in Reykjavik, Iceland, was marked by Fischer's remarkable resilience and Spassky's strategic brilliance. Fischer's bold move, where he sacrificed his queen, stunned the chess world and showcased his innovative approach. This critical moment is remembered as a key turning point in one of the greatest chess matches in history.

WRITE WELL

To be done by the students under the teacher's guidance.

PROJECT WORK

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

VALUES AND LIFE SKILLS

- A. Option 1 is the best approach. Options 3 and 5 are also acceptable.

WORKSHEETS

WORKSHEET 1

- A. 1. The work at the Board High School was rather heavy.
2. If the students missed a single class, they received half a dozen cuts with the cane the next day.
3. Swaminathan sat in the second row in the class.
4. When the four-thirty bell rang, he put his pencil in his pocket and stretched his fingers that were cramped and aching.
5. The Drill Master treated the students as if they were his dogs.
- B. 1. ruthless 2. rigour; leisure 3. glued 4. dawdling 5. ought; balance; skull

WORKSHEET 2

- A. Fill in the words in the following order: turns; moves; beckons; reaches; shuts; come; stretches; looks; converge; move; come
- B. 1. had enjoyed 2. will walk 3. is forgetting 4. will be joining 5. sailed 6. were crossing
7. have gone 8. put 9. had been eating 10. will be gone 11. has been working
12. will have been practising

WORKSHEET 3

- A. Cities: skyscrapers; university; vehicles; traffic lights; colony; apartments; streets
Pollution: sprays; acid rain; dumps; garbage; open drains; fumes; toxic waste
Villages: carts; oxen; cows; fields; paddy; sheep; tractors
Wildlife: rhinoceros; lions; orangutans; crocodiles; elephants; polar bears; tigers
- B. 1. womanhood; womanly 2. homely; homemade 3. manhood; manly
4. tempting; temptation 5. freedom; freely 6. handful; hand-made
- C. Any reasonable answer is acceptable.

7. Discovering the Joy of Traditional Indian Games

ANSWERS

GET SET!

A-C. Any reasonable answers are acceptable.

READ AND UNDERSTAND

- A. 1. (a) 2. (b) 3. (a) 4. (c) 5. (d)
- B. 1. neat pile 2. Hopscotch 3. tagged 4. raider 5. grid
- C. 1. Aarav and Meera saw some children playing a game with sticks, which looked unfamiliar to them.
2. Grandpa explained that Gilli Danda involves a small stick called the 'gilli' and a larger stick called the 'danda'. The gilli is flicked into the air using the danda, and the goal is to hit it as far as possible.
3. Dad mentioned that he used to play Seven Stones (pithoo or Lagori), Hopscotch (Stapoo), marbles (kancha or goti), Kho-Kho, Kabaddi, Chupan Chupai, and Aankh Micholi.
4. Meera's mom described Seven Stones as a game where one team knocks down a stack of seven flat stones with a ball, while the other team tries to rebuild it without getting hit by the ball.
5. Aarav learned that Kho-Kho is a tag game where one team chases the other, using teamwork and quick reflexes to tag as many players as possible.
6. Chupan Chupai, or hide-and-seek, involves one person seeking while others hide. In Aankh Micholi, the seeker is blindfolded and must find others using sound and touch.
7. Aarav was puzzled, and Dad explained that Lattoo involves spinning a top using a string and learning to lift the spinning top with the string.
8. Grandpa and Dad mentioned that traditional games are not as common in cities anymore, as children today are more interested in video games and spending time on their phones.
9. The family decided to play some of the traditional games they had discussed. They had a lot of fun playing together and enjoyed the outdoor activities.
- D. 1. (a) The game looked unfamiliar because they had never seen it before.
(b) The children were playing Gilli Danda.
(c) Grandpa told Aarav and Meera about the game.
2. (a) Grandpa's eyes twinkled because Gilli Danda reminded him of his childhood days and the fun he had playing it.
(b) Nostalgia means a feeling of happiness mixed with longing when remembering past times.
3. (a) Meera's Mom said these words to Aarav and Meera.
(b) The game referred to is Hopscotch or Stapoo.
(c) Players throw a stone onto a numbered block in the grid and hop to that block without stepping on the lines or other blocks.
4. (a) Grandpa said these words to Aarav and Meera.
(b) The speaker likely felt a mix of disappointment and concern about how traditional games are being replaced by modern indoor activities.
(c) Students can answer this on their own.

THINK AND ANSWER

- A. Yes, playing traditional games is better because it keeps us physically active, improves teamwork and helps us connect with others. Traditional games also teach important skills like quick reflexes, balance, and strategy, which are beneficial for our overall growth and health.

GRAMMAR SPOTLIGHT

- A. 1. methodically [manner] 2. sometimes [frequency] 3. quickly [manner] 4. now [time]
5. early [time] 6. regularly [frequency] 7. outside [place] 8. extremely [degree]
9. terribly [degree] 10. often [frequency]
- B. 1. always 2. abruptly 3. later; today 4. there 5. almost
- C. 1. How 2. Where 3. When 4. How
- D. 1. The policeman shouted loudly at the protesters.
2. He entertained the guests here.
3. She was never scared of going out alone in the dark.
4. Roxy usually stayed close to the tunnel.
5. I always pack my school bag before going to bed.
- E. 1. most promptly 2. the fastest 3. late

SPELL WELL

- A. 1. degree 2. succeed 3. button 4. happening 5. horrible 6. coffee

WORD POWER

- A. 1. (d) 2. (a) 3. (b) 4. (c) 5. (f) 6. (h) 7. (k) 8. (i) 9. (g) 10. (l) 11. (j) 12. (e)

LISTEN AND LEARN

- A. 1. Mallakhamba is a traditional Indian sport that combines acrobatics, yoga, and wrestling. It is performed on a wooden pole or a rope. Athletes climb, swing, balance, and perform various poses and movements on the pole or rope.
2. Mallakhamba originated in ancient India. It was initially developed as a training exercise for wrestlers to improve their strength, balance, and agility.
3. The word 'mallakhamba' comes from two Sanskrit words: 'malla' meaning wrestler, and 'khamba' meaning pole. Hence, it means 'wrestler's pole'.
4. The pole used in Mallakhamba is made of wood and is about 8 to 10 feet tall. A rope version involves a tightly stretched rope between two points, on which athletes perform their movements.
5. Mallakhamba tests an athlete's strength, flexibility, and control. Athletes perform various poses like sitting, standing, jumping, and executing complex movements such as twisting and turning with precision.
6. Mallakhamba helps athletes build physical strength, flexibility, and balance. Mentally, it enhances concentration, discipline, and endurance by requiring calmness and focus during challenging moves.

CONVERSE AND CONNECT

The students can do this under the teacher's guidance.

SPEAK AND EXPRESS

The students can do this under the teacher's guidance.

PRONUNCIATION PRACTICE

The students can do this under the teacher's guidance.

PUNCTUATION

- A. Rolling a bicycle tyre with a stick around the neighbourhood is a simple yet thrilling game. It's all about balance, speed and fun as you hit the tyre and chase it. The excitement comes from wondering if it will keep rolling or fall over. My friend Shyam's tyre is always faster, but I don't mind. I just enjoy the thrill of the game.

WRITE WELL

- A. Date: 15 January 20XX

Dear Diary,

Today was such an exciting day! I got to play gillidanda for the first time! It's a traditional game that I had only heard about from Grandpa. I was a bit nervous at first since I didn't know the rules, but my new friends in the village were very kind and showed me how to play.

The game is simple but so much fun! We used a small stick, called the 'gilli', and a longer stick, called the 'danda', to flick the gilli into the air and hit it as far as possible. It felt a bit tricky at first, but after a few tries, I managed to hit the gilli really far. Everyone cheered for me, and I felt so proud!

I loved running around in the open field, trying to catch the gilli when someone else hit it. It was different from the games I play back in the city, but I realised how much fun these outdoor games can be. I felt free, happy and full of energy.

I can't wait to play gillidanda again tomorrow. It has been an unforgettable experience, and I'm so grateful for this time with my grandparents and my new friends.

Good night!

Love,

[Your Name]

DICTIONARY SKILLS

- A. 1. Pharmacist: A person who is professionally qualified to prepare and dispense medicines.
2. Accountant: A person whose job is to keep or check financial accounts.
3. Architect: A person who designs buildings and supervises their construction.
4. Psychologist: A person who studies the human mind, emotions and behaviour.
5. Silversmith: A person who makes articles of silver.

Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

A: Students can do this on their own.

VALUES AND LIFE SKILLS

A: For discussion in class.

WORKSHEETS

WORKSHEET 1

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

- B. 1. nine 2. rectangular 3. straight 4. fitness
- C. 1. The main objective of the chasers is to tag the defenders while following specific rules.
 2. A chaser passes the chasing role by touching another chaser sitting in the line.
 3. Kho-Kho is beneficial because it builds fitness, concentration, teamwork, and coordination.
 4. National and international governing bodies promote Kho-Kho globally.

WORKSHEET 2

- A. 1. rather 2. early 3. there 4. fast/swiftly 5. very/extremely
- B. 1. Place 2. Interrogative 3. Manner 4. Time 5. Frequency
- C. 1. We rarely have to come on the weekend to school.
 2. He will certainly reach the concert in time.
 3. Mrs Sharma takes her dog for a walk daily.
 4. Suddenly, the rain came and we were drenched.
 5. The tramp snored loudly as he slept.
- | | | |
|-------------|--------------|--------------|
| D. Positive | Comparative | Superlative |
| 1. Fast | Faster | Fastest |
| 2. Elegant | More elegant | Most elegant |
| 3. Smart | Smarter | Smartest |
| 4. Well | Better | Best |
| 5. Far | Farther | Farthest |

WORKSHEET 3

- A. Any reasonable sentences are acceptable.
- B. Any reasonable sentences are acceptable. The following are clues:
 1. a suit of clothes; does not suit me
 2. bright light; bright student
 3. carted a big bundle; a horse cart
 4. start a race; start at a sudden noise
 5. play in a park; watch a play
- C. 1. Sane 2. Expedition 3. Trudge 4. Nimble 5. Encounter

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (a) 4. (b) 5. (a)
- B. 1. False 2. False 3. True 4. False 5. True
- C. 1. You should handle your personal goals with determination, enthusiasm and unwavering commitment, even in the face of challenges.
2. The poem emphasises that playing fairly and honestly is more important than just winning.
3. The poem advises that you should not feel envious or sneer at others who do better but instead focus on improving yourself.
4. The poem suggests taking setbacks with a grin, maintaining a positive attitude, and staying determined without whining or giving up.
5. The poem advises facing difficult situations with courage, enthusiasm, and the mindset of 'do or die', giving your best effort in every situation.
- D. 1. (a) 'It refers to the game of life, which is full of ups and downs.
- (b) Life's experiences involve both cooperation and conflict, creation and destruction, and are often challenging.
- (c) The phrases highlight the dynamic nature of life, where success and failure, gains and losses, and harmony and conflict are all part of the journey.
2. (a) Yes, the poet encourages these attitudes as they show resilience, optimism and faith even in difficult times.
- (b) Both lines emphasise maintaining a positive attitude and sense of humour in the face of challenges and setbacks.
3. (a) It means letting your determination and passion ignite fully, making your goals a driving force in your life.
- (b) You should approach your goals and challenges with full commitment, enthusiasm and the resolve to succeed no matter the difficulties.

WORD POWER

- A. 1. PRIZE 2. WILT 3. GAME 4. CHERISHED 5. FIGHT 6. PURPOSE 7. BRAVE 8. FAIR

APPRECIATING THE POEM

- A. The metaphor 'Life is a game' suggests that we should approach life with enthusiasm, resilience and fairness. Like a game, life involves challenges, successes and failures. It teaches us to:
1. Live with honesty and integrity.
 2. Tackle obstacles with determination.
 3. Handle setbacks with a positive attitude.
 4. Give your best effort and enjoy the journey.

The metaphor reminds us that life is not just about winning but about how we play.

PROJECT WORK/AIL ACTIVITY

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

8. Nature's Message to Mankind

ANSWERS

GET SET!

A and B: These can be discussed and done in the class by the students under the teacher's guidance.

READ AND UNDERSTAND

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

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

- C.
1. The elements of nature partied by enjoying the fresh air and breeze, and doing all the things which they enjoy without pollution.
 2. Mr Breeze was flushed because he had blown over different parts of the world and had been shocked to see that forests were disappearing fast as trees had vanished in large numbers and deserts were expanding.
 3. Ms Tree lamented that trees were being cut down in large numbers for human beings to grow crops and to make buildings and dams.
 4. Garbage flowing into the rivers has killed the fishes.
 5. According to Mr Ozone, the chemicals, fumes and smoke that emitted from factories and vehicles depleted his strength.
 6. Ms Earth lamented that humans have put stilts and built concrete structures which are painful and they use fertilisers to grow crops that hurts the Earth. It was dismal and all pollution was man-made.
 7. Mr Sea's problems were the tonnes of garbage that flowed into him and the oil spills from ships that polluted the water and endangered the sea creatures. Further, greenhouse gases caused global warming which resulted in glaciers melting and raising sea levels to submerge islands.
 8. No, the elements of nature were not happy at the end of the play. They were all sad and worried. They all agreed that a message had to be sent to humans to remind them to stop polluting rivers, seas and the air and to stop cutting trees; and instead, to plant trees and save forests.
 9. Nature warned human beings through heavy rains, floods, landslides, etc.
- D.
1. (a) These words were spoken by Mr Breeze to his friends, including Mr Cloud, Ms Tree, Ms Earth, Ms River and others.
(b) The bad news was that forests were disappearing fast, deserts like the Sahara were expanding and many green areas were turning barren due to human activities.
(c) The speaker (Mr Breeze) came to know about the bad news while blowing across different regions, witnessing the destruction of forests, barren lands and desertification.
 2. (a) These words were spoken by Mr Sea.
(b) The problems referred to are pollution caused by garbage, oil spills and greenhouse gases that lead to global warming and rising sea levels.
(c) These problems are killing sea creatures, making it hard for marine life to survive and causing glaciers to melt, leading to rising sea levels and submerging of islands.
 3. (a) These words are spoken by Ms River and Ms Tree.
(b) 'We' refers to the natural elements like Mr Breeze, Ms Tree, Mr Cloud and others. 'This' signifies the heavy rains, floods and landslides that occurred as a warning to humans.

- (c) The reason for this action was to remind humans to plant more trees, save forests and stop polluting the environment. It was intended as a warning rather than a punishment.

THINK AND ANSWER

A. Any reasonable answer is acceptable.

Clues: trees/forests cut down; rivers/seas/air polluted; dumping/landfills/lack of proper garbage disposal; pollution of water bodies with garbage, sewage, plastic and industrial waste; destroying mountains/hills; use of fertilisers/insecticides/sprays, etc.; indiscriminate mining/quarrying; destruction of the habitat of birds, animals and marine life.

B. Clues: Plant trees; re-forestation; using bio-degradable materials. Stop use of plastic; garbage disposal; stop polluting water; water harvesting; conservation and protection of wildlife; build awareness of the environment in family, friends and society.

GRAMMAR SPOTLIGHT

A. 1. across; through 2. into; outside 3. at; through; in 4. in

B. 1. in the packet 2. in the garage 3. to the hospital 4. at the counter

C. Any reasonable sentences are acceptable.

D. 1. Preposition: in; Object of the preposition: forest fire

2. Adverb: in

3. Adverb: inside

4. Preposition: inside; Object of the preposition: the castle

5. Adverb: back;

E. 1. and 2. but 3. neither; nor 4. not only; but also 5. but 6. Although; yet

F. 1. so that 2. than 3. before 4. if 5. because 6. although

SPELL WELL

A. 1. drenched 2. lightning 3. depleted 4. slaughtered

WORD POWER

A. 1. firefly 2. keyboard 3. moonlight 4. fireworks 5. evergreen 6. wheelchair

LISTEN AND LEARN

- A. 1. According to the Supreme Court order, all the ponds in the city of Ghaziabad have to be revived.
2. The Commissioner of the Municipal Corporation of Ghaziabad sent notices to four government departments.
3. The government departments have been instructed to clear the pond area on which constructions have come up or to dig a pond in that area.
4. A deadline of fifteen days has been set to clear the pond area.
5. According to records, there are 32 ponds in the city. But now most of them cannot even be located because buildings have come up on the area and there is a problem of encroachment.

CONVERSE AND CONNECT

The students can do this under the teacher's guidance.

SPEAK AND EXPRESS

The students can do this under the teacher's guidance.

PRONUNCIATION PRACTICE

The students can do this under the teacher's guidance.

PUNCTUATION

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

WRITE WELL

A. Any reasonable answer is acceptable.

DICTIONARY SKILLS

- A.
1. Landslide: The sudden movement of a large amount of soil and rocks down a hill or mountain.
 2. Biodiversity: The variety of plants, animals, and other living things in a particular area.
 3. Renewable: Something that can be used again and again or replaced naturally, like sunlight or wind.
 4. Barren: A place where no plants grow or land that cannot be used for farming.
 5. Depleted: Something that is used up or almost finished.

Any suitable sentences are acceptable.

PROJECT WORK

A. Groups of ten can prepare and enact the play.

VALUES AND LIFE SKILLS

- A. For reading and discussion in the class.
- B. This may be discussed in the class. Students can provide the solution and the teacher can guide them.

WORKSHEETS

WORKSHEET 1

- A.
1. England, Scotland, Scandinavia and Germany have been affected by the rains and tidal floods.
 2. About 10,000 homes have been evacuated along the Eastern English coast.
 3. Tidal floods occur when large amounts of seawater swell onto the land.
 4. Hurricane-like winds at a speed of 140 mph have interrupted travel throughout Scotland, Wales and parts of England. Flights across Northern Europe have been cancelled. Train services in Scotland had to be cancelled. Power has failed in over 100,000 homes in England. [any two]
 5. Inputs have been given by BBC and Reuters.
- B. Any reasonable sentences are acceptable.

- C. 1. bracing; tidal surge 2. surge; coastal 3. Residents; lifeboats
4. Hurricane-like; interrupted 5. warned; indoors

WORKSHEET 2

- A. 1. into 2. on 3. through 4. up 5. beside 6. under 7. between
8. across; over; towards
- B. 1. out [adverb]; to [preposition]
2. down [adverb]; on [preposition]
3. to [preposition]; later [adverb]
- C. 1. yet 2. Although 3. either; or
- D. Any reasonable sentences are acceptable.

WORKSHEET 3

- A. 1. Lawyer 2. Engine driver 3. Journalist 4. Doctor 5. Plumber
- B. Any reasonable sentences are acceptable.
- C. Why don't I like the telephone? Because I think it is a pest and a time waster. It may create unnecessary suspense and anxiety, as when you wait for the expected call that doesn't come. Have you never rushed dripping from the bath or chewing from the table, only to be told that you have the wrong number?

ANSWERS

READ AND UNDERSTAND

- A. 1. (d) 2. (b) 3. (c) 4. (a) 5. (c)
- B. 1. fluttering 2. Milky 3. bay 4. out-did 5. solitude
- C. 1. The daffodils lift the poet's spirits and bring him joy. When he is alone, he feels the beauty of the daffodils filling him with pleasure and making him feel connected to nature. The memory of the daffodils continues to cheer him up even when he is sad.
2. The poet describes the daffodils as 'dancing' and fluttering in the wind, giving them a lively and joyful movement. The daffodils are portrayed as full of life and energy, as if they are having fun in the breeze.
3. The phrase 'They stretched in never-ending line' refers to the way the daffodils appear to extend endlessly along the edge of the lake or meadow, creating a vast, continuous field of flowers. It emphasises their abundance and beauty.
4. The poet shows that the daffodils are different from the waves by describing how they "outdid" the waves in terms of happiness. While the waves danced in the water, the daffodils seemed even more joyful and full of life, symbolising their greater beauty and energy.
5. The 'inward eye' refers to the poet's memory or imagination. It allows him to recall the beauty of the daffodils when he is feeling lonely or sad. The inward eye brings him comfort and joy by connecting him to the peaceful, uplifting image of the daffodils, even when he is not physically present with them.
- D. 1. (a) The speaker is William Wordsworth, the poet, and he is wandering in nature, possibly in the countryside.
- (b) The speaker was wandering alone, feeling isolated and aimless like a cloud in the sky.
- (c) The 'crowd' refers to the large number of daffodils the poet saw, all gathered together in a beautiful display.
2. (a) The speaker is the poet, and he is in the company of the daffodils. The word 'jocund' suggests that the daffodils brought a joyful and cheerful mood.
- (b) The word 'jocund' suggests that the mood of the speaker is happy and full of joy due to the sight of the daffodils.
- (c) The speaker is mesmerised and gazes at the daffodils in awe, feeling delighted by their beauty and energy.
- (d) The poet did not realise at first how much the sight of the daffodils would affect him or how they would later bring him lasting joy and comfort.
3. (a) 'They' refers to the daffodils, which the poet remembers and visualises in his mind.
- (b) The daffodils bring the speaker joy, filling his heart with pleasure and lifting his spirits. The memory of the daffodils makes him feel happy and connected to nature, even when he is alone.

WORD POWER

- A. 1. green with envy 2. blue 3. white with fear 4. red with anger

APPRECIATING THE POEM

- A. In the poem 'I Wandered Lonely as a Cloud,' the poet uses a simile to describe the daffodils. The simile is 'I wandered lonely as a cloud'. This comparison between the poet and a cloud shows that he felt alone and disconnected, floating aimlessly. The simile helps us understand the poet's feeling of isolation before he encounters the daffodils. It sets the tone of solitude that contrasts with the lively daffodils he later sees.

PROJECT WORK/AIL ACTIVITY

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

9. Abraham Lincoln's Letter to his Son's Headmaster

ANSWERS

GET SET!

A. Read aloud and discuss.

The Nobel Prize winner for Literature in 2001 was V.S. Naipaul, a writer in English who was based in Trinidad and Tobago. He was sent to England to study when he was seventeen. He was devoted to his father and the letters between them are a tribute to their strong bond. They were published later as 'Between Father and Son: Family Letters'.

READ AND UNDERSTAND

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

B. 1. 1861, 1865 2. enemy 3. fail 4. eternal mystery 5. his ideas

C. 1. According to Lincoln, there are men who are not just or true; there are scoundrels and heroes; selfish politicians and dedicated leaders; and enemies and friends.

2. Lincoln wanted his son to realise that a dollar earned is of greater value than five dollars found but not earned.

3. [Any three things in the letter are acceptable. A list is given in the Lesson Plan above.]

4. Winning always makes one happy; so enjoying winning is natural. But for one person to win, another has to lose. Therefore, it is very important to 'learn to lose' because a loser tends to be depressed or bitter, may wish to give up the task he/she lost at or to avenge his/her loss. None of these are healthy or sensible reactions and no one wins always. So it is very important 'to learn to lose'.

5. We should be gentle with gentle people and tough with the tough. We should mock at cynical people and beware of people who are too sweet.

6. Being 'gentle' does not mean being soft – one can be gentle and firm at the same time. 'Coddling' is being unnecessarily soft even when you have to be firm with someone who is speaking badly or behaving in an inappropriate way. If a person follows the advice given by Lincoln, he/she will learn to be strong and tough enough to face life.

D. 1. (a) Abraham Lincoln said this to his son's headmaster.

(b) 'Him' is Lincoln's son.

(c) The speaker means that his son should carefully judge what he hears, keeping only the truth and good advice. This is important to help him avoid being misled and make wise decisions.

2. (a) 'Him' is Abraham Lincoln's son. It means that his son should sell his strength and intelligence to the best bidder or his employer.

(b) It means he should never compromise his values or integrity for money or personal gain. His heart and soul represent his true character, which should remain priceless and uncorrupted.

THINK AND ANSWER

1. The letter is even more relevant today because a different set of values are being used in society on the grounds that they are necessary to get ahead in life, to acquire wealth, power or fame or anything one desires. Many people want an easy way to achieve these things, and do not wish to put in the required effort and hard work to achieve what they want. Nor do they have the patience to wait for anything. Moreover, all around us we have people

who advocate the values for getting ahead – parents, teachers, advertisements, etc. Everyone tells us that a person's possessions are more significant than his character. In the midst of this aggressive promotion of present-day values, Lincoln's letter is extremely relevant today, because it makes us stop and think about what we are, rather than what we have.

2. Yes, I agree. [Any three points and reasonable elaboration of them are acceptable.]

GRAMMAR SPOTLIGHT

- A. 1. are 2. is 3. was 4. have 5. does
- B. 1. should not 2. must 3. should 4. must 5. should
- C. 1. Passive voice, was enthralled.
2. Active voice, had stolen.
3. Passive voice, had shifted.
4. Active voice, were praised.
5. Active voice, has solved many cases.
- D. 1. The strings are skillfully pulled by the puppeteer to make the puppet move and dance.
2. The thieves were arrested by the police and put behind the bars.
3. Bouquets were presented to the teachers on Teacher's Day.
4. Were the grazing sheep being guarded by the dogs?
5. Let the door be opened.
- E. 1. I was requested by her to narrate one more suspense story.
2. The new students were shown by the monitor where to sit.
3. Women are still denied their right to vote by many countries.
4. Pakistan was defeated by nine wickets by the Indian under-23 team in the ICC Emerging Players Trophy Tournament.
5. The need to ensure the highest standard of ethics in the Indian Olympic Association was stressed by the Sports Ministry.

SPELL WELL

- A. 1. patience 2. courage 3. dynamic 4. sublime 5. strength

WORD POWER

- A. Clichés: [Proverbs can sometimes become clichés.] The following are illustrative: (i) Let sleeping dogs lie. (ii) Burying your head in the sand like an ostrich. (iii) Can take a horse to water, but can't make it drink. (iv) Let bygones be bygones. (v) It's darkest before dawn. (vi) Count your blessings. (vii) Never say die. (viii) God helps those who help themselves. (ix) Distance makes the heart grow fonder. (x) A bird in hand is worth two in the bush. (xi) A glass half full or half empty. (xii) Half a loaf is better than no bread. (xiii) Look before you leap. (xiv) Pride comes before a fall. (xv) We must eat to live, not live to eat. (xvi) Better to be safe than sorry. (xvii) Easy to be wise after the event. (xviii) A fool and his money are soon parted. (xix) Slow and steady wins the race. (xx) The grass is always greener on the other side. (xxi) Neither a borrower nor a lender be. (xxii) Make hay while the sun shines. (xxiii) Children should be seen and not heard. (xiv) Strike while the iron is hot. (xxv) If at first you don't succeed, try, try again. (xxvi) There's a time and a place for everything. (xxvii) A stitch in time saves nine. (xxviii) No point crying over spilt milk. (xxix) What goes round, comes round. (xxx) We reap what we sow.

LISTEN AND LEARN

- A. 1. The poet's father tells the children every day the proper way in which the nation should be run.
2. When the furnace in the poet's house needs repair, the family has to hire a man to fix it.
3. He is not afraid of thieves as is evident from the following lines: 'My father in a day or two could land big thieves in jail'.
4. When a neighbour makes a fuss, it is the poet's mother who has to fight it out.
5. The poet's father can plan things more wisely than presidents and kings. He knows the details of every complicated transaction.
6. The poet says that his father's abilities are greater than those of presidents and kings.
7. The family turns to the father for theories and to mother for action.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

The National Highways Authority of India has assured that work on six laning of the Gurgaon-Jaipur Highway will be over by March 2014. The developer will also carry out repairs after monsoons. The commuters will be relieved to a large extent.

WRITE WELL

- A. Any reasonable answer is acceptable. The following is a sample:

To,

The Principal,

_____ School,

_____ [Place]

_____ [Date]

Subject: Application for Leave

Dear Sir/Madam,

I would like to request you to grant me leave for two days from 23rd to 25th February to attend the birthday celebration of my cousin at Jalandhar. I will attend school on 26th.

Yours sincerely,

_____ [Name]

_____ [Class & Roll no.]

DICTIONARY SKILLS

- A. 1. Moral: Concerning principles of right and wrong; good and virtuous

Morale: State of discipline and spirit (in an army, a nation, a team, etc.); a state of mind as expressed in action

2. Alternative: (Of two things) that may be had, used, etc., in place of something else; (either-or) choice

Alternate: Arrange or perform by turns

3. Global: World-wide; embracing the whole group of items

Universal: Belonging or done by all; affecting all

4. Access: Way into a place; opportunity or means of reaching

Excess: Amount by which something is more than something else or more than is expected or proper; extra or additional

5. Genuine: True; really what it is said to be

Original: The first or earliest; newly formed or created; that from which something is copied

6. Value: Quality of being useful or desirable; worth of something [regardless of price]

Price: Sum of money for which something is sold or bought; that which must be done or experienced to obtain or keep something

Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

Partners can discuss the letter of Lincoln and the advice of their family members and list (a) differences and (b) similarities. Discuss and share.

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.

WORKSHEETS

WORKSHEET 1

- A. 1. The virtues of self-discipline, self-restraint and self-development form the quintessence of Indian dharma and culture.
2. Beyond the legally enforceable sphere of duty, there is a vast range of significant behaviour in which the law does not and ought not to intervene.
3. The author recommends (a) obedience to the unenforceable.
4. 'It' in these sentences refers to the power of discipline.
5. Our old sages judged the greatness of a State not by the extent of its empire or the size of its wealth, but by the degree of righteousness and justice which marked the public administration and the private lives of the citizens.
- B. Any reasonable sentences are acceptable.
- C. 1. self-discipline; self-restraint; self-development; relevant
2. moral; enforce
3. range; significant; law; intervene
4. discipline; fatal; asserts; technically; licit
5. progress; moral; spiritual; material; physical

WORKSHEET 2

- A. 1. Did 2. was 3. is 4. am 5. are/were 5. does
- B. 1. Would 2. must 3. may 4. should 5. can
- C. 1. The dog was taken for a walk by him.
2. Operas were written in the nineteenth century by distinguished composers.
3. Will her husband be shown how to cook by her?
4. The lesson is explained by the teacher.
5. Pizza was had by us at the restaurant.
6. A beautiful melody was played on the violin by the musician.
7. A hidden treasure was discovered by the young explorers in a jungle.
8. The victory was celebrated by the team after winning the championship trophy.

WORKSHEET 3

- A. 1. made up my mind – resolved 2. beside himself with – overcome by
3. in the good books – appreciated 4. took to his heels – ran away
5. make good – repair or replace
- B. 1. (c) 2. (e) 3. (a) 4. (b) 5. (d)
- C. Any reasonable answer is acceptable.

10. Kathputli Dance

ANSWERS

GET SET!

- A. 1. (b) 2. (c) 3. (e) 4. (a) 5. (d)
B. This can be discussed done by the students in the class.

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (a) 4. (d) 5. (c)
B. 1. 1500 2. attire 3. Bhat 4. village 5. satisfied
C. 1. Raj and Tanu's family had been exploring the rich history and culture of Rajasthan. They visited several landmarks, including the Amer Fort in Jaipur, the City Palace in Udaipur and the Hawa Mahal (Palace of Winds).
2. A Kathputli is a traditional string puppet from Rajasthan. It is made from wood, cotton cloth and metal wire. The puppets are dressed in colourful clothes and decorated with intricate patterns.
3. Raj was enthralled by the vibrant colours and the movements of the Kathputli puppets. He was especially curious about how they were made to move and come to life.
4. The puppets are controlled by strings that run from the top of each puppet to the puppeteer. The puppeteer skilfully pulls and adjusts the strings to make the puppets dance and perform various actions.
5. The Bhat community has been performing Kathputli shows for generations. They are the traditional puppeteers who have played a crucial role in preserving and passing down Rajasthani folklore.
6. Kathputli performances were important because they were not just entertainment; they were a way to share stories, preserve traditions, and celebrate cultural heritage during village fairs and religious festivals.
7. Tanu noticed that a lot of effort went into the decorations, which added to the vibrant and beautiful atmosphere of the performance.
8. After the performance, Raj and Tanu felt deeply satisfied and were excited to share their experience with friends. They were impressed by the skill of the puppeteers and the beauty of the tradition.
D. 1. (a) Raj's father said this to Raj and Tanu.
(b) The word being referred to is 'Kathputli'.
(c) The word 'Kathputli' is significant because it is the name of the traditional string puppets of Rajasthan. It connects the puppets to their cultural and historical roots in Rajasthan.
2. (a) The speaker here is Raj's mother.
(b) The art referred to here is the skilful manipulation of the Kathputli puppets by the puppeteer. It is considered an art because the puppeteer controls the strings with precision to make the puppets move gracefully, creating the illusion of life.
(c) 'Them' refers to the Kathputli puppets.
3. (a) Raj's father said this to Raj and Tanu.
(b) 'It' refers to the Kathputli puppetry tradition, which is believed to have started about 1500 years ago and has been a significant part of Rajasthani culture ever since.
(c) The Bhat community has been instrumental in keeping Kathputli puppetry deeply rooted in Rajasthani culture. They have been performing these puppet shows for generations.

THINK AND ANSWER

1. Traditional performances like Kathputli puppetry help preserve cultural heritage by passing down stories, rituals and art forms through generations. They keep traditions alive and offer a window into the past, allowing people to connect with their roots. It is important for younger generations to learn about such traditions to ensure that cultural heritage is not lost and to develop an appreciation for the history, creativity, and values embedded in these art forms.
2. As a puppeteer, I would choose a story that celebrates bravery and friendship, perhaps a folk tale where heroes work together to overcome a challenge. To make the performance engaging for children, I would use bright, lively colours and music to capture their attention. I would also make the puppets move in a fun and interactive way, using simple language and relatable characters that children can connect with, while subtly including moral lessons about teamwork, kindness and courage.

GRAMMAR SPOTLIGHT

- A. 1. Adverb phrase 2. Adjective phrase 3. Noun phrase 4. Adjective phrase 5. Adverb phrase
- B. 1. Adjective clause 2. Noun clause 3. Noun clause 4. Adverb clause 5. Adverb clause
6. Adjective clause 7. Adjective clause 8. Adjective clause
- C. 1. Simple sentence 2. Compound sentence 3. Simple sentence 4. Complex sentence
5. Compound sentence 6. Simple sentence
- D. 1. She locked her house and left for the market.
2. The pasta was spicy but it tasted good.
3. The school gates were closed so she returned home.
4. Sahil was a friend of Mohak and he often helped him.
- E. 1. The spectators cheered when the cricketer hit a sixer.
2. Although it was quite late at night, she still dropped me home.
3. The director met the actors, after the play was over.
4. The organisers threw a party for the boy who won the singing contest.
- F. 1. Tanu said that the puppeteer was truly skilled in his art.
2. Father said that he would leave for Mumbai the next day.
3. The teacher said that Abraham Lincoln was the sixteenth President of the United States of America.
4. Saurabh said that Megha was preparing for a quiz that would be held the following week.
5. Mohit said that father had left for office by 9.00 a.m.
6. Raj asked how they made the puppets move.
- G. 1. She pleaded with him to help her in that hour of need, but he replied that he couldn't.
2. The Principal instructed us not to waste our time as our examinations were knocking at the door. We assured him not to worry and we wouldn't let him down.
3. The teacher advised us to make our Annual Day memorable to the parents, guardians, ex-students and other invitees.
4. The master ordered his assistant to finish all his work that he had given him within two hours.
5. Our class teacher advised us never to say 'No' for anything when we could do it.
- H. 1. She exclaimed that I could really defeat Saina in a badminton match.

2. She exclaimed joyously that she was so lucky to meet Mukesh after having lost all hope of his survival in the Uttarakhand tragedy.
3. He exclaimed at the beautiful stars while walking along with me.
4. She exclaimed with disgust after seeing the horrible face of the villain in the movie.
5. On my birthday my mother showered God's blessings on me for a long life and all kinds of happiness.

I. 1. would 2. had 3. would

SPELL WELL

A. 1. excitement 2. puppeteer 3. decorative 4. traditional 5. vibrant

WORD POWER

A. 1. JUSTICE 2. CURIOSITY 3. PLEASURE 4. YOUTH 5. POVERTY 6. DARKNESS 7. FALSEHOOD
8. WARMTH 9. TRUTH 10. ANXIETY

LISTEN AND LEARN

- A. 1. A hand puppet is a type of puppet that fits over the puppeteer's hand, allowing them to control the puppet's mouth and arms. These puppets can represent animals, people, or mythical creatures.
2. Marionettes, also known as string puppets, are especially popular in Europe, particularly in Austria and the Czech Republic. In India, Kathputli is a well-known tradition of string puppets. Shadow puppets are made from flat cut-outs that are placed between a light and a screen. The light casts shadows of the puppets on the screen, which tell a story. This style of puppetry is popular in Asia, especially in Indonesia and Thailand.
4. Rod puppets have rods attached to them, which the puppeteer uses to move the puppets. This type of puppetry is often used in theatre and celebrations, and it allows for detailed and lively movements.
5. Finger puppets are popular with young children because they are small, simple, and fun. Children can easily fit them on their fingers and use them to create their own stories and performances.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

PUNCTUATION

Indian classical art includes traditional forms like Bharatanatyam, Kathak, Odissi and Kuchipudi. Each of these dance forms has unique moves and stories. Indian classical music uses ragas and talas. Traditional visual arts, such as Madhubani and Tanjore paintings, feature bright colours and detailed designs. These art forms preserve ancient techniques and are key to India's cultural heritage.

WRITE WELL

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

Dear [Friend's Name],

I hope this letter finds you in good health. I wanted to share the most amazing experience I had during my recent summer vacation in Rajasthan. Apart from visiting famous places like the Amer Fort and Hawa Mahal, tasting delicious local food, and learning about the rich culture of Rajasthan, the highlight of my trip was watching a Kathputli dance performance.

The Kathputli dance was truly spectacular! The puppets were vibrant and full of life, and I was amazed by how gracefully they moved. The puppeteer, using strings, made the puppets dance, fight, and tell fascinating stories. The performances were not just about movement but also about storytelling, with tales from Rajasthan's history, legends, and folk traditions. The music and the puppets' movements were so in sync that it felt like the puppets were alive! It was a magical experience, and I felt so lucky to witness it.

I can't wait to tell you more about it when we meet next. I hope you get a chance to visit Rajasthan soon – you would love it!

Take care and write to me soon.

Warm regards,

[Your Name]

DICTIONARY SKILLS

- A. 1. Pretend: To act as if something is true when it is not, often for fun or in a make-believe way.
- 2. Enact: To perform or act out a scene, story, or event, especially in a play or drama.
- 3. Drama: A play or performance, especially one that deals with serious topics or emotions.
- 4. Play: A written work that is performed by actors on stage, usually involving dialogue and actions.

PROJECT WORK/AIL ACTIVITY

- A. Students can do this on their own.

VALUES AND LIFE SKILLS

- A. The correct option is 1. The others are not acceptable.

WORKSHEETS

WORKSHEET 1

- A. 1. Warli art originates from the Warli community in Maharashtra.
- 2. Warli paintings are made using rice paste on walls coated with cow dung and mud.
- 3. Triangles, circles, and lines are commonly used in Warli art. The circle represents the sun and moon, the triangle represents mountains and trees, and lines depict various human activities.
- 4. The main theme of Warli art is celebrating life and the harmony between humans and nature.
- B. 1. Warli 2. mud 3. nature 4. spiral
- C. 1. To represent or show something in a picture or story.
- 2. To stand for or represent something else.

3. Not harmful to the environment.
4. A peaceful and balanced relationship.

Any reasonable sentences are acceptable.

- D. Warli art is a traditional form of tribal painting that originates from Maharashtra, India. It is significant in preserving the cultural heritage of the Warli tribe, who have passed down this art for generations. The paintings are made using simple, geometric shapes like circles, triangles and squares, drawn with white pigment on mud walls or canvas. The main materials used in Warli art are natural elements, such as white rice paste and mud, which are easy to find in the environment. These paintings often depict scenes of daily life, nature, animals and important rituals, conveying the tribe's close connection with nature and their belief in the harmony of life. Through Warli art, the tribe preserves its rich cultural traditions and shares stories and customs that have been passed down through the centuries.

WORKSHEET 2

- A. 1. The cat sitting on the fence cleaned its face.
 2. Many people, who were all dressed in black and white clothes, crowded into the hall.
 3. Mr Yadav has bought a new SUV but he does not know how to drive it.
 4. Although I had travelled and seen many people and places, I had never seen anyone as daft as Harish.
 5. Karen has a beautiful new hairdo.
 6. Though the news was very startling, she heard it calmly without any reaction.
- B. 1. Papa asked Nitin to fetch his glasses.
 2. The teacher demanded why I had come late that day.
 3. The shopkeeper handed over a large bag to Mrs Henry saying that there was her packet. Mrs Henry politely thanked him.
 4. Veena exclaimed at the lovely dress Mili was wearing when she saw her.
 5. Mr Tarey shouted at him to sit down and keep quiet.
- C. 1. who had nothing to do [C] 2. in a bad condition [P]
 3. that Mrs Gupta shops at [C] 4. that Sushmita told me about [C]
 5. in the burning building [P]
- D. 1. adjective 2. adverb 3. noun

WORKSHEET 3

- A. 1. den, nice, ale, dale, laid, aid, maid, and, land, mad, din
 2. sense, ten, bile, stile, lit, sent, tense, net, nest, lent, sensible
 3. site, pose, stop, sop, spot, post, tops, oppose, posit, sit, pots, poise
 4. rate, eat, ate, tea, dear, mere, tear, date, mate, tame, dame, dome, mode
 5. lop, lope, mole, men, ten, den, mend, den, lot, develop, tome, pot, pen, pent, vent, dope, mope, mote, poet, poem, mode, dome
- B. Any reasonable sentences are acceptable.
- C. 1. in a basket 2. on this route 3. with our friends 4. on the table
 5. behind the bush 6. into the house 7. at the airport 8. beside her mother

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (a) 4. (d) 5. (b)
- B. 1. Hyderabad 2. questions 3. about their wares; answer 4. sorrow; white blossoms
5. girdles of gold; king 6. azure; red
- C. 1. The merchants are selling turbans of crimson and silver, tunics of purple brocade, mirrors with panels of amber and daggers with handles of jade. [any three]
2. Things sold by weight, mentioned in the second stanza, are saffron, lentils, rice, sandalwood, henna and spices; and those being sold by numbers are chessmen and ivory dice.
3. In the second stanza, the poet speaks of fragrant things being weighed and sold: saffron, henna, sandalwood and spice. Even food items like lentils and rice are fragrant.
4. In the third stanza, the poet says that the goldsmiths have made bells for the feet of blue pigeons. They are as 'frail as a dragon-fly's wing' which is a beautiful metaphor to show the delicate craftsmanship of the goldsmiths.
5. The musicians give a musical touch to the bazaar with their sitars, sarangis and drums.
6. In the last stanza, there are references to two different events: one is a wedding with the mention of the bridegroom and the other is the reference to the cover of white flowers for the dead. Thus the stanza mentions celebration of life and the end of life.
7. The poem mentions a variety of wares which carry colours of their own, even in their names: turbans of crimson and silver, purple brocade, mirrors with panels of amber, daggers with handles of jade, saffron, henna, ivory dice, blue pigeons, girdles of gold for dancers, citron, pomegranate and plum, tassels of azure and red, sheets of white blossoms.
8. In the fifth stanza, the poet speaks of the 'sheets of white blossoms' which are freshly picked and used 'to perfume the sleep of the dead'. The beautiful shroud is made up of fragrant flowers.
- D. 1. (a) The colours mentioned are crimson and silver.
(b) The tunics are made of purple brocade.
(c) The mirrors have panels of amber for decoration.
2. (a) The bells are made for the feet of blue pigeons.
(b) The poet describes the bells as frail as a dragon-fly's wing.
(c) The dancers are expected to wear the gold girdles.
3. (a) One use of the flower decorations is to perfume the sleep of the dead.
(b) The chaplets are used to garland the bridegroom's bed.
(c) The white blossoms are used to honour and perfume the dead.

WORD POWER

- A. 1. stationary 2. idle 3. principal 4. complement 5. altar 6. past 7. dessert 8. illusion

APPRECIATING THE POEM

- A. The repetition in Sarojini Naidu's poem 'In the Bazaars of Hyderabad' creates a rhythmic effect that reflects the lively and vibrant market. Questions like 'What do you sell, O ye merchants?' and 'What do you make, O ye goldsmiths?' emphasise the variety of goods and activities in the bazaar.

For instance, merchants sell 'tunics of purple brocade' and 'mirrors with panels of amber', while goldsmiths create 'girdles of gold' and 'bells for the feet of blue pigeons'. This repetition highlights the diversity of the market and adds rhythm, capturing the busy and colourful atmosphere of the bazaar.

OLYMPIAD ANSWERS

1. SENTENCE REORDERING

- A. (a) 1. Abraham Lincoln was born in northern Kentucky in 1809.
 2. Kentucky was part of the western frontier of the US at the time of his birth.
 3. His father was a relatively wealthy farmer at one point.
 4. However, young Abraham was only 7 years old when his father lost his land.
 5. The family moved to Indiana when he was 9, where his mother died.
- (b) 1. We should read only those books which have stood the test of time.
 2. Such books are our great classics like the Ramayana and the Gita.
 3. They contain the wisdom of our sages and saints and have appealed to people from generation to generation.
 4. Reading such books has an ennobling influence on our mind and character.
 5. These books give us instruction with entertainment and represent our ancient culture.

2. EDITING

(a) Vitamin tablets has been around for ever, but antioxidants is the last minute miracle cure. Do it really work? I personally think they sometimes work, but on reality, they are agents that helps in providing energy to fights against diseases.

(b) Trees is our national wealth. They gives us shadow, fruits and wood. They brought rain and check floods. It is unfortunately that in our country deforestation had been going on at a rapid space. If we don't check this, our country may fell a prey to drought and famine.

(c) I enters a second class compartment and take a corner seat. A few minute late a large, noisy family rushed and spread itself all about the compartment. The parents arrange and rearranged the belongings in the luggage racks. A suitcase fall on grandmother's feet and he shouted.

Incorrect Words

- (a) has
 (b) is
 (c) it
 (d) _____
 (e) on
 (f) helps
 (g) fights

Correct Words

- have
 are
 they

 in
 help
 fight

- (a) is
 (b) gives
 (c) brought
 (d) unfortunately
 (e) had
 (f) space
 (g) fell
 (h) _____

- are
 give
 bring
 unfortunate
 has
 pace
 fall

- (a) enters
 (b) minute
 (c) late
 (d) about
 (e) arrange
 (f) _____
 (g) fall
 (h) he

- entered
 minutes
 later
 around
 arranged

 fell
 she

3. OMISSION

- (a) earliest means of water transport were
rafts and boats. The increase trade
demanded improvement boat making.
New boats fitted steam engines were built.
These boats called ships.
They carried more load and also swiftly.
- (b) Loud noises harmful to all living
things. The intensity sound is
measured decibels. The softest sound
we hear about 20 decibels. Rock
music, on the other hand, is than 100
decibels. Any sound louder 90 decibels
is harmful the ears. Loud
noise noise pollution.
- (c) world's fastest animal, the cheetah,
is endangered animal. It
a unique and special
member the cat family and can run
a speed of 70 miles/hour. Unlike
other cats, the cheetah a leaner
body, longer legs is often referred
to as the greyhound the cats.

Omitted Words

- (a) The
(b) in
(c) in
(d) with
(e) were
(f) moved
(a) are
(b) of
(c) in
(d) is
(e) more
(f) than
(g) to
(h) causes
(a) The
(b) an
(c) is
(d) of
(e) at
(f) has
(g) and
(h) of

4. GAP-FILLING

1. (a) ii (b) iv (c) iii (d) iii (e) i (f) iv (g) i (h) iii
2. (a) i (b) iii (c) iv (d) ii (e) iii (f) i (g) ii (h) iv

PERIODIC TEST - 1

ANSWERS

LET'S READ

- A. 1. Murlidhar Devidas Amte 2. 26 December 1914; Wardha 3. Anandwan 4. law 5. Anandwan
- B. 1. Padma Vibhushan; the Gandhi Peace Prize; the Ramon Magsaysay Award; the Templeton Prize; the Jamnalal Bajaj Award. [any three]
2. Baba Amte was the eldest son of Laxmibai and Devidas Amte, who was a rich landowner and a powerful bureaucrat of Wardha district in Maharashtra. Everyone lovingly called their son 'Baba' as he continued to be called later.
3. Baba Amte was greatly influenced by Mahatma Gandhi and his philosophy, as a result of which he left his law practice and joined India's freedom struggle.
4. Leprosy patients faced a lot of injustice as they were discriminated against and usually driven out of society. They often died due to lack of treatment.
5. The Anandwan ashram, spread over 250 acres, was set up first as an organisation for leprosy patients in 1950. It has two hospitals, a university, an orphanage and a school for the blind.

LET'S WRITE

- C. Students may write the message on their own.
- D. Students may write the paragraph based on the instructions on their own.

GRAMMAR SPOTLIGHT

- E. 1. Exclamatory 2. Imperative 3. Statement 4. Interrogative
- F. 1. are they? 2. isn't it?
- G. 1. Saharsh was not polite when he spoke to me.
2. Did the school bus come early?
- H. 1. divider; dividend 2. happiness
- I. Circle: a greeting card
Underline: Minu
- J. 1. Neuter 2. Common
- K. 1. a little 2. a few 3. a few; some 4. many; some
- L. 1. I have a useful, plastic, Japanese fan.
2. She has a swanky, new, red car.
- M. 1. comfortable 2. third 3. misty 4. enjoyable 5. careful 6. educational; educative

LITERATURE

- N. 1. Timothy loved to play with Toto, the little monkey and the stray mongrel puppy in the house and chased away anyone who tried to get him off the sofa in the drawing room. He also played with the author, stalking him, dashing at his feet and rolling over on his back, acting as if he was biting the author's ankles.
2. The author's father was an animal lover as can be known from the animals he kept as pets, including an orphaned tiger cub that he brought home and looked after. He was practical because when the tiger was fully grown, he was a danger to the animals and people in the house; therefore, he sent him to the zoo. But grandfather was always affectionate and brave, and met the tiger fearlessly months later in the zoo.

3. The two possessions that Jim and Della took great pride in were his watch and her hair. His watch had belonged earlier to his father and grandfather and it was more valuable to him than King Solomon's treasure. Della had beautiful shining hair which fell like a brown cascade till below her knees and she thought it more valuable than the Queen of Sheba's jewels.
4. Yes, I agree with the name of the story. The Magi were the three wise men of the East who carried gifts to the infant Jesus when he was born. 'The Gift of the Magi' is a suitable title for this story because, like the Magi, the gifts Della and Jim gave to each other were very valuable. They were not merely a fob chain or a set of combs. They were gifts of love and sacrifice.
5. (a) Ali said these words.
(b) The speaker was concerned because dividing 17 camels into fractions like half, one-third, and one-ninth seemed impossible.

PERIODIC TEST - 2

ANSWERS

LET'S READ

- A. 1. tigers; killed 2. forest pool 3. slumber; sun 4. roar and thunder
- B. 1. When herdsmen pass by, the tiger must crouch low in the grass.
2. The poet wishes that there should be tigers always, but not so many that they become a danger to human beings, whom they will be tempted to eat.
- C. 1. scenting 2. slumber
- D. 1. slumber; wonder; under; plumber

LET'S WRITE

- E. Any reasonable answer is acceptable.
- F. Any reasonable answer is acceptable..

GRAMMAR SPOTLIGHT

- G. 1. I [Personal]; who [Relative] 2. These [Demonstrative] 3. Who [Interrogative]
4. Hers [Possessive] 5. Each [Distributive] 6. This [Demonstrative]
7. These [Demonstrative]; my [Possessive] 8. Which [Interrogative]; you [Personal]
- H. 1. Emphatic 2. Reflexive
- I. 1. are 2. was
- J. 1. Transitive - Direct object: advice 2. Intransitive
- K. 1. reading: gerund 2. to leave: infinitive 3. chirping: present participle
4. hidden: Past Participle
- L. 1. Is looking 2. drink
- M. 1. Past Perfect 2. Past Continuous
- N. 1. will go 2. shall be leaving
- O. 1. outside: adverb of place
2. When: interrogative adverb

LITERATURE

- P. 1. The narrator went to the bank to open a bank account.
2. Pragganandhaa is known for his intense focus, excellent memory, bold moves, creative strategies, and smart tactics. His strong understanding of game positions and ability to predict his opponents' moves make him a tough competitor.
3. Meera's mom described Seven Stones as a game where one team knocks down a stack of seven flat stones with a ball, while the other team tries to rebuild it without getting hit by the ball.
4. James Ryder framed John Horner because he wanted to shift suspicion away from himself and escape being caught for the theft.
5. (a) Grandpa's eyes twinkled because Gilli Danda reminded him of his childhood days and the fun he had playing it.
(b) Nostalgia means a feeling of happiness mixed with longing when remembering past times.

PERIODIC TEST - 3

ANSWERS

LET'S READ

- A. 1. False 2. True 3. False 4. True
- B. 1. Illegal hunting or the killing or capturing of wild animals is called poaching.
2. Wild animals were often hunted in the past for recreation.
3. Schedule I and Part II of Schedule II provide complete protection to wildlife and offences under these schedules are prescribed the highest penalties.
4. The Act can be enforced by agencies like the Forest Department, the police, the Wildlife Crime Control Bureau, the Customs and the Central Bureau of Investigation.

LET'S WRITE

- C. Any reasonable answer is acceptable.
D. Any reasonable answer is acceptable.

GRAMMAR SPOTLIGHT

- E. 1. of the hall 2. in the science laboratory 3. on the warm blanket 4. to the park
- F. 1. as 2. but
- G. 1. ought to 2. must
- H. 1. All the colleagues were invited for dinner by the manager.
2. A blue scarf is being knitted by mother for me.
- I. 1. The 2. every
- J. 1. Noun phrase 2. Adjective phrase
- K. 1. Noun clause 2. Adverb clause
- L. 1. Complex sentence 2. Compound sentence
- M. 1. Vinita asked Sonal where she lived.
2. She cheered that our school basketball team had won the trophy.
3. Mother firmly told me not to eat ice cream as I had a sore throat.
4. She assured me that Rena would help in the time of need.

LITERATURE

- N. 1. Mr Sea's problems were the tonnes of garbage that flowed into him and the oil spills from ships that polluted the water and endangered the sea creatures. Further, greenhouse gases caused global warming which resulted in glaciers melting and raising sea levels to submerge islands.
2. Lincoln wanted his son to realise that a dollar earned is of greater value than five dollars found but not earned.
3. Kathputli performances were important because they were not just entertainment; they were a way to share stories, preserve traditions, and celebrate cultural heritage during village fairs and religious festivals.
4. We should be gentle with gentle people and tough with the tough. We should mock at cynical people and beware of people who are too sweet.

5. (a) 'Him' is Abraham Lincoln's son. It means that his son should sell his strength and intelligence to the best bidder or his employer.
- (b) It means he should never compromise his values or integrity for money or personal gain. His heart and soul represent his true character, which should remain priceless and uncorrupted.

Literature Reader

1. ATTILA

UNDERSTANDING THE STORY

A. 1. (a) 2. (b) 3. (a)

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

- C. 1. If anyone smiled at Attila, he would lower his head, curve his body, tuck his tail between his legs, roll his eyes and moan till he was patted on the head, stroked and told that he was forgiven.
2. Some people were against him because he ate an enormous amount but was a very poor watchdog. He did not even bark at night if he saw a stranger entering the premises.
3. Attila became a hero entirely by mistake. He ran away with Ranga, a thief, who did not want him as a companion at all. When Ranga was going to dispose of some jewellery he stole from the house, the eldest son of the house saw him with Attila following along. Ranga was frightened and began to run. Attila got under his feet and so he tripped. As he fell a piece of stolen jewellery flew out of his hand which was recognised by the son. The crowd collected there and Ranga was arrested. Everyone thought Attila had been heroic in catching the thief.

LANGUAGE SKILLS

D. Any reasonable sentences are acceptable.

E. 1. pup 2. foal 3. roar 4. reptile

WRITING SKILLS

F. Any reasonable answer which gives the real incident is acceptable.

DISCUSS

G. For discussion (Hint: love, care, feed, walk, get them vaccinated, train, etc.)

2. CHILDHOOD DAYS

UNDERSTANDING THE STORY

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

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

- C. 1. The author (narrator) was never bored because he enjoyed reading. He had ten volumes of 'The Book of Knowledge' and later four volumes of 'The Romance of Famous Lives' to read when he was alone.
2. The carnival was like the fairs we have today in some ways. It had giant wheels much larger than the present ones. Those were as high as a five-storey building. There were merry-go-rounds, dodgems, an alpine railway and many other things.
3. Simon Legree, the cruel master of the black slave, Tom, in Uncle Tom's Cabin whips him and Tom is killed falling down a flight of stairs. Later, haunted by Tom's ghost, Legree continues

to whip the ghost. Watching this depicted in the film, Kalu Mama, who had watched the film with so much interest, got emotionally involved, jumped up from his seat and shouted, "That man still whipping him? Wait, you devil, you'll soon get your just deserts!"

4. Taking the family photo must have been a big event. Informing the studio beforehand, collecting the eighteen family members, walking up to Edna Lorenz, the studio, organising the people in rows, getting the baby to look into the camera with the help of a toy—all of this would have taken a lot of thought, effort and organisation.

LANGUAGE SKILLS

- D. 1. autobiography 2. travelogue 3. journal 4. reminiscences 5. ghostwrite

WRITING SKILLS

- E. Any relevant answer is acceptable.
F. Information may be collected from books or the internet by the students—Satyajit Ray's life and work—as writer, director and fiction writer (creator of Feluda and children's stories).

DISCUSS

- G. Any relevant answer is acceptable.
H. Any relevant answer is acceptable.

[Hint: Being able to take photographs any place, any time; formal-informal; pictures of nature, etc. video; being able to adjust pictures, colours, etc., to compose a photograph as you wish, etc.]

3. MORE ABOUT PEOPLE

UNDERSTANDING THE POEM

- A. 1. (a) 2. (b)
B. 1. irking 2. working 3. Ford; Edison 4. breath
C. 1. Firestone—American industrialist and inventor of pneumatic car and truck tyres.
Ford—American industrialist: invented/developed the Ford Model T car in 1908; assembly line mode of production.
Edison—Extraordinary inventor—phonograph; developed the incandescent electric light bulb; electricity generating system and efficient distribution, developed kinetophones, used in motion pictures; about 1000 patents for inventions.
2. According to the poet, if you work it is to earn enough money so that you reach a stage where you don't need to work anymore and can spend a life of leisure.

LANGUAGE SKILLS

- D. 1. dis 2. im 3. tri 4. semi 5. bi 6. un 7. dis 8. ex 9. mono 10. tele

ACTIVITY

- E. The theme of this poem is to show up the folly of lazy people. Even for leisure, you need to work.

DISCUSS

- F. Debate can be organised on the pros and cons of the topic 'Money Makes the Mare Go': does money make everything that is worthwhile happen or are there worthwhile things in the world which do not depend on money.

4. A SOUND OF THUNDER

UNDERSTANDING THE STORY

- A. 1. (a) 2. (b)
- B. 1. True 2. False 3. True 4. False
- C. 1. The path was made of anti-gravity metal because if it was not, it would stick to the earth, thereby, returning to the present time. The need was to move back in time; therefore, it was necessary for the path to be made of anti-gravity metal.
2. Only certain animals, which had been in existence at the time and not later, could be shot. If any animal which had existed later had been shot, it would have disturbed the food chain.
3. The tourists had to put on oxygen helmets because firstly, the speed of time travel must have been immense and secondly, there would be a change in the air over a period of time causing fluctuation in the level of oxygen. This could cause the tourists to lose consciousness.
4. Tyrannosaurus Rex towered thirty feet above the trees. It had great striding legs and teeth like daggers. Its eyes looked hungry.

LANGUAGE SKILLS

- D. 1. Please put everything **except** the keys into this bag.
I think we should **accept** the invitation.
2. The people living in the Yamuna bed were **affected** by the floods.
What was the **effect** of the flood in South Delhi?
3. A large **wave** hit the surfer suddenly.
The bank decided to **waive** the loan it had given.
4. I like to wear **loose** clothes.
Did you **lose** the papers I gave you?
5. The **reign** of Emperor Akbar was peaceful.
The rider held the **rein** to stop the horse.
6. The **hare** runs very fast.
He is the **heir** to the throne.
7. Ramesh is my **dear** friend.
The **deer** is a herbivore.

WRITING SKILLS

- E. Any reasonable answer is acceptable.

[Hints: The food chain has a pattern where one species becomes the food for another. Destruction of any species would disturb the chain. Hunting destroys it by causing imbalance.]

DISCUSS

- F. Any reasonable answer is acceptable.
- G. Any reasonable answer is acceptable. On Science Fiction: fiction based on imagined future worlds and showing scientific or technological changes.
- H. Discuss this topic in the classroom.

5. PERMANENT HELPERS

UNDERSTANDING THE STORY

- A. 1. (a) 2. (c) 3. (c)
- B. 1. (c) 2. (d) 3. (a) 4. (b)
- C. 1. Shravan was self-reliant, hardworking, helpful and cheerful. He was also good at his studies, truthful and intelligent.
 - 2. Ravi wanted to make fun of Shravan because he was arrogant and that morning he had been unable to answer questions whereas Shravan had answered all the questions. So, Ravi wanted to put him down in front of others.
 - 3. The teacher scolded Shravan because he thought Shravan had lied when he said he had ten helpers; and the teacher did not approve of lies.
 - 4. We learn that it is always good to be self-reliant and not depend on others for one's work. We should do our chores and our work with a cheerful and helpful attitude, without sulking or grumbling.

LANGUAGE SKILLS

- D. 1. on 2. at 3. for 4. is

WRITING SKILLS

- E. Any reasonable answer is acceptable.
[Hints: Makes you confident and strong; independent; helpful to others; disciplined; able to use time wisely; priorities, tasks.]
- F. Any reasonable answer is acceptable.
[Hints: Date; incident details; feeling hurt; examine whether to speak to teacher about it or to ask the person actually responsible to come with you to teacher.]

DISCUSS

- G. **Discussion:** Need for good health; to be able to function well in all fields; how to maintain good health—food, exercise, work, rest, recreation—balance.

6. THE PAPER BOAT

UNDERSTANDING THE POEM

- A. 1. (c) 2. (c) 3. (b)
- B. 1. True 2. False 3. False
- C. 1. The boat sank because it was made of paper, a material too frail to withstand water for long, let alone a torrent of rain.

2. The poet was bitter because he thought that the storm had purposely come to spoil his happiness by sinking his little boat.
3. We often blame fate for the bad things that happen in our lives, as if it is a maliciously directed at us in particular. In fact, it is better to take adversities in life in the right spirit without blaming fate or others.

LANGUAGE SKILLS

D. 1. sweet 2. winner 3. forget 4. swam/floated 5. sad 6. for

ACTIVITY

E. It can be done by students on their own.

7. THE MODEL MILLIONAIRE

UNDERSTANDING THE STORY

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

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

- C. 1. Hughie Erskine was lovable but not very intelligent or clever. He was never unpleasant. He was very good-looking, with a handsome face, curly hair and grey eyes.
2. The Colonel did not want his daughter to marry Hughie Erskine because Hughie was poor.
3. Hughie Erskine felt sorry for the old man because he looked so miserable.
4. The old man must have smiled because he realised how genuinely he looked like a beggar to be able to fool Hughie Erskine to give him alms.
5. Alan was speaking about Baron Hausberg who had modelled himself as a beggar. He uses 'model' as a pun saying that the Baron was a 'model' or ideal millionaire. Many millionaires model for photographs, paintings, etc. But very few are ideal.

LANGUAGE SKILLS

D. 1. (d) 2. (c) 3. (b) 4. (a) 5. (f) 6. (e) 7. (h) 8. (g)

WRITING SKILLS

E. Any reasonable answer is acceptable.

[Hints: Surprise; happiness at successful disguise; curiosity about the generous person; wonder at his generosity when he himself is so poor; wanting to give something in return.]

DISCUSS

F. Based on the story, discuss with your own examples.

8. NEVER QUIT

UNDERSTANDING THE POEM

A. 1. (b) 2. (a) 3. (b)

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

- C. 1. When we are going to fail in some task we have to stick it out and not give up; then it is likely to turn into success, perhaps with just another effort.
2. The message of this poem is that, no matter how difficult or adverse circumstances are, we must never give up. Because sometimes success might just be waiting for that last effort we make.

LANGUAGE SKILLS

D. 1. I 2. D 3. I 4. D 5. I

ACTIVITY

E. (This is illustrative)

1. 'Tis a lesson you should heed/try, try again.
If at first you don't succeed/try, try again.
William Edward Hickson
2. The universe is transformation; our life is what our thoughts make it.
Marcus Aurelius Antoninus
3. To thine own self be true, then you can't be false to anyone.
William Shakespeare
4. If you cannot mould yourself as you would wish, how can you expect other people to be entirely to your liking?
Thomas à Kempis
5. To give and not to count the cost;
To fight and not to heed the wounds;
To toil and not to seek for rest;
To labour and not ask for any reward
Save that of knowing that we do Thy will.
Saint Ignatius Loyola

DISCUSS

- F. 'If' by Rudyard Kipling; 'Hope is a Thing with feathers' by Emily Dickinson; 'Daffodils' by William Wordsworth, etc., can be points of discussion.

9. ESCAPE FROM PARIS

UNDERSTANDING THE STORY

- A. 1. (b) 2. (a) 3. (b)
- B. 1. True 2. False 3. False 4. False
- C. 1. Scarlet Pimpernel would send a piece of paper signed with a tiny, red, star-shaped flower called the Scarlet Pimpernel. Soon after the warning, the sergeants at the gates would hear that some high-class family had succeeded in escaping to England.
2. The market carts going through North Gate had been laden with barrels and driven by an old man. GrosPierre looked into some of the barrels and finding them empty, let the carts pass

through. Half an hour later, a captain of the guard with a dozen soldiers asked about the cart and, on hearing it was gone, shouted at GrosPierre that he had let the Duke of Chalis and his family escape. Then they set off in pursuit. Actually the captain was the Scarlet Pimpernel and the soldiers were the Duke and his family.

3. Bibot was fooled by an old woman who said she had a grandson with smallpox in the wagon. Since smallpox was infectious, Bibot kept away and the old woman went away. She was actually the Scarlet Pimpernel helping the Countess of Tournay and her family to escape.

LANGUAGE SKILLS

- D. 1. To become nervous about doing something.
2. Do something on impulse, without preparation.
3. Fight or argue with full conviction and force.
4. Escape from someone who is looking for you.
5. Realise that there is something not quite right or something hidden.

WRITING SKILLS

- E. Any reasonable answer is acceptable.

[Hint: Shivaji escaped concealed in fruit baskets from Agra.]

DISCUSS

- F. Discuss—social and economic causes; the disparity between the rich and poor; king and queen of France, etc.

10. THE MAN WHO DREW FACES

UNDERSTANDING THE STORY

- A. 1. (b) 2. (a) and (b) 3. (a)
B. 1. True 2. False 3. True 4. True
C. 1. The artist was popular among children because he drew pictures for them of animals, toys, children, engines, ships and aeroplanes.
2. The artist's drawings of faces were special because he drew the faces and also what was in the faces.
3. The lines on people's faces suggest the happiness, sorrow, anger, hurt and other feelings which have been caused to them by people and by life, according to the artist.
4. Yes, children's actions and behaviour have an effect on their parents' faces.

LANGUAGE SKILLS

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

WRITING SKILLS

- E. Any reasonable answer is acceptable.

[Hints: study; help; obey; eat properly; be kind; do chores; be polite, etc.]

- F. Any reasonable answer is acceptable.

DISCUSS

G. Faces reveal what a person's mind is like—discuss.

11. ENGLISH

UNDERSTANDING THE POEM

- A. 1. (b) 2. (c) 3. (c)
- B. 1. The poet says that English grows with words just like a garden grows with flowers.
2. The poet tells schoolchildren that some of the things they say are bright and clear as the day, and some as wise and deep as a pool.

LANGUAGE SKILLS

C. Any reasonable sentences are acceptable.

WRITING SKILLS

D. Any reasonable answer is acceptable.

[Hint: Straightforward, clean and clear language; the other person must be able to understand.]

DISCUSS

E. Base on: need in education; higher education; computer application; competition; work; interviews; international.]

12. THE NIGHT WE WON THE BUICK

UNDERSTANDING THE STORY

- A. 1. (b) 2. (a) 3. (a) 4. (b) 5. (a)
- B. 1. The family was poor. The house was mortgaged. The salary of the father was also used for the support of poor and ill relatives. Mother was economical in running the house. The family had no car; it only had a two-wheeled basket cart drawn by an ancient Shetland pony.
2. Mother consoled the family by saying that if we had character we had the better part of wealth.
3. The author's father did not want to keep the car because he had bought the winning ticket in the name of his boss and his conscience asked him to do what was morally correct and give his boss the car.
4. He says that because he realised the fine character of his father which made him feel more wealthy than a millionaire. He was so proud of his father.
5. The author's father showed more character because he could have retained the car for two reasons. He had bought even Kendricks' ticket in his own name and with his own money. Secondly there was no one apart from his wife and family who knew that he had marked one ticket for Kendrick. So no one would think it incorrect or immoral if he retained the car. But he was morally clear that he must give the car away. Kendrick took the car revealing his greed and selfishness.

LANGUAGE SKILLS

- C. 1. Buick 2. Chauffeur 3. Millionaire 4. Mortgaged 5. Beginning

WRITING SKILLS

D. Any reasonable answer is acceptable.

E. Any reasonable answer is acceptable.

[Hint: cheerful, kind, strong, loyal, generous, economic, hardworking]

DISCUSS

F and G: Discuss as directed and as learnt by the students.

13. THOMAS ALVA EDISON

UNDERSTANDING THE PLAY

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

B. 1. Thomas Alva Edison never bothered much with any childish toy.

2. Edison's teacher thought that he couldn't learn and sent him from school. But Tommy's mother knew for sure he wasn't any fool.

3. The way Edison concentrated made some people laugh.

C. 1. The poet praises Thomas Alva Edison in the poem.

2. Edison's teacher thought that Edison was a dull boy and couldn't learn anything.

3. Thomas Alva Edison discovered electric light, a super storage battery and movies. These discoveries make our life easy and comfortable. That is why, the poet says that our life would be dull if there were no Edison.

LANGUAGE SKILLS

D. 1. (d) 2. (c) 3. (b) 4. (a)

ACTIVITY

E. Any reasonable and correct inventions of 21st century are acceptable.

F. Any reasonable answer is acceptable.

14. THE HAPPY MAN'S SHIRT

UNDERSTANDING THE PLAY

A. 1. (a) 2. (b) 3. (a)

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

C. 1. The King's councillors and courtiers were worried because he was not getting well in spite of having tried all medicines.

2. The doctors could not cure the King because they were not able to find out the cause of his disease.

3. The old man suggested to the King that he should sleep just one night in the shirt of a happy man.

4. The man with no shirt was happy because he worked hard and had no time to worry unnecessarily. He lived a simple and carefree life.
5. The King was cured when he understood that he needed to work hard and lead a simple life to become healthy.

LANGUAGE SKILLS

D. 1. green with envy 2. blue 3. white with fear 4. purple with rage

WRITING SKILLS

E. Fill in the blanks in the following order: well; alright; best

DISCUSS

F. For discussion in the classroom.