

1. The Portrait of a Lady

ANSWERS

GET GOING!

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

READ AND UNDERSTAND

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

B. 1. F 2. T 3. F 4. F 5. T

- C. 1. The author's grandmother was an old wrinkly woman. She was short, plump and slightly bent. She was always dressed in spotless white, with silver locks covering her face. The author describes her as being a 'winter landscape in the mountains'. She had a calm, gentle and reassuring face. She always had one hand supporting her back while the other was busy in counting the beads of rosary.
2. The author and his grandmother shared a very strong bond. She loved her grandson dearly, but the relationship changed when the grandmother and author shifted to the city. She felt isolated and did not understand the kind of education her grandson was getting in the English school. God and the scriptures were not taught there, and she was appalled to learn that the author had taken up music lessons, which she considered indecent. The gap between the two grew wider when the author went abroad for further studies. The relationship suffered again when the grandmother fell ill and decided that she was not going to waste any more time talking to people. She spent her days in bed, praying until her death.
3. The grandmother fed the village dogs and sparrows because she enjoyed it, and felt a connection with the animals. This tells us that she loved birds and animals.
4. When the author and his grandmother moved to the city, their close relationship underwent a change. She felt out of place with the kind of education her grandson was receiving in his English school, where nothing about God or the scriptures was taught. She was horrified to learn that her grandson had taken up music lessons. For her, music was indecent and a monopoly of beggars and was not meant for gentlefolk.

When the author went abroad for further studies, the gap between grandmother and grandson widened further. She grew distant and unemotional. She detached herself from worldly affairs and lived in a world of her own and hardly spoke to anyone. Her behaviour became more strange when she fell ill and worsened till her death.

5. The grandmother could not understand the education imparted to her grandson in his English school. Nothing about God or the scriptures was taught there. She could not make head or tail of western science or learning and things like the law of gravity, Archimedes' Principle, the world being round, etc. She was also distressed to learn about the music lessons that the author had taken up. She thought that music was lewd and a monopoly of beggars, and not meant for gentlefolk.
6. 'The Portrait of a Lady' highlights the gradual isolation and loneliness that often accompany old age. This is mainly because the younger people don't understand or care about the traditions and practices followed by the old generation. In the story, the grandmother was a very religious person and prayed most of the time. However, the author found the prayer 'a monotonous sing-song' that he never bothered to learn. In the city, the grandmother felt isolated and was unable to understand the education being imparted to her grandson in the English school. Further, being a religious person, she was distressed to know that there was no teaching about God and the scriptures. The ways of the city were alien to her and

had cut her off from her roots, which were in her village. She found solace in feeding the sparrows.

The story poignantly portrays the gradual widening of the generation gap between the young and the old. The gap between the grandmother and the author widens as he grows older and goes abroad for further studies. When the grandmother was ill, she decided not to speak to anyone and spent her time lying in bed with a rosary in her hand, in prayer. She remained like this till her death.

7. The grandmother had mild fever and the doctor said it would go. But the old lady was certain that her end was near. She refused to talk to the author or his family. She lay in bed, praying and telling her beads.

D. 1. (a) The author said these words.

(b) The speaker is referring to his grandmother's voice.

(c) The speaker did not bother to learn his grandmother's morning prayers because she sang in a monotonous sing-song.

2. (a) The author.

(b) The author's grandmother was disturbed. To her, music had lewd associations. It wasn't something that respectable people associated with. To grandmother, music was the monopoly of beggars and not meant for gentlefolk.

3. (a) The author's mother broke the crumbs for the sparrows.

(b) The sparrows took no notice of the bread because they were sad at the death of the old lady. The grandmother and the birds had shared a unique bond of love. When she sat in the verandah and broke the bread into little bits, the birds would collect around her. Now that she was no more, the birds were sad and took no notice of the bread crumbs thrown to them.

THINK AND ANSWER

- A. Generation gap refers to a difference of attitudes between people of different generations, thereby leading to a lack of understanding. It exists because of the rapid pace of changes in society and around the world that the older generation fails to keep up with. Old people mostly have led a simple life and are not able to adjust to these changes. The younger generation, on the other hand, is much more attuned to these changes and cannot understand the ways of the older generation, which they feel are outdated and antiquated. So there always exists a generation gap between the two generations.

GRAMMAR SPOTLIGHT

- A. 1. My grandmother is too old to sit erect.
2. Does everybody love peace in life?
3. He does yoga regularly.
4. Hindi songs for Indian films were composed by him after his retirement.
5. He meditates early in the morning, as it is good for his health.
- B. 1. didn't she? 2. isn't she? 3. do you? 4. aren't you? 5. haven't you? 6. won't you?

WORD POWER

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

LISTEN AND LEARN

- A. 1. (c) 2. (a) 3. (a)

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

WRITE WELL

A. Explain the question so that the students know what is required. Each type of family (nuclear or joint) has its pros and cons. A sample of the pros and cons can be listed as follows:

Nuclear family (Pros): A nuclear family generally comprises the parents and one or two children. The advantages are reduced conflicts as there are fewer people; greater freedom and flexibility for the parents to raise their children according to their expectations; greater financial freedom to spend on one's family.

Cons: Children don't get the love and guidance of the elders (grandparents); parents have to look for an external support system (a maid, babysitter or a crèche) when they go out for work; the children may feel neglected; the old or elderly people may not find the support they require.

Joint family (Pros): A joint family provides a strong support system with lot of people to look after each other; the children are well looked after when their parents are away working; the chores are shared so individual burden is less; sharing becomes a habit. A joint family provides strong emotional bonds; improved social skills; strong bond of love; quality time with family.

Cons: Lack of privacy; personal preferences may take a backseat; parenting style issues may arise; difference of opinion can arise; not everyone may feel responsible.

DICTIONARY SKILLS

- A.
1. hobble: to walk with difficulty. The old man hobbled across the road.
 2. serenity: the quality or state of being peaceful. The serenity of the mountains is a welcome change from the hustle and bustle of the city.
 3. veritable: true or real. The meal was a veritable banquet.
 4. bedlam: a place, scene or situation of great confusion. It was a bedlam at the stadium after the team lost the match.
 5. frivolous: silly, not serious. He made frivolous excuses for being late

AIL ACTIVITY (EXPERIENTIAL LEARNING)

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

VALUES AND LIFE SKILLS

A. (b) or (c)

WORKSHEETS

WORKSHEET 1

- A.
1. twelve; village; grandparents
 2. Triveni; Kannada
 3. Kashi Yatre; Karmaveera
 4. Kashi; Vishweshwara
 5. magazine

- B. 1. The narrator was twelve years old.
 2. The transport system in the village where the narrator used to stay was not very good. Hence, the morning paper would be delayed and arrive only by afternoon.
 3. Triveni was a wonderful writer. Her stories are special because they usually dealt with complex psychological problems in the lives of ordinary people and are always very interesting.
 4. Grandmother never went to school, and hence, she could not read. Every Wednesday when the magazine would come, the narrator would read the next episode of the story to her.
 5. Most Hindus believe that going to Kashi and worshipping Lord Vishweshwara is the ultimate punya. Hence, it is regarded important to go to Kashi in Hinduism.
- C. 1. Popular 2. Complex 3. Ordinary 4. Partial
- D. 1. Psychological: relating to the mind and feelings. Stress makes a huge psychological impact on us.
 2. Ardent: very enthusiastic or passionate. He is an ardent supporter of the cause of education.
 3. Protagonist: the leading character or one of the major characters in a play, film, novel, etc. The protagonist of the novel was a kind old man.

WORKSHEET 2

- A. 1. She is a beautiful girl in her family. (Positive) She is more beautiful than any other girl in her family. (Comparative)
 2. She opened the door to welcome her daughter and son-in-law.
 3. He invited his grandparents who blessed his newly-wed son and daughter-in-law.
 4. Shakespearean plays are being read by people these days once again.
 5. The child is so fat that it cannot stand on its feet.
 6. Are human beings the best creation of God?
 7. My grandmother is too old to manage everything on her own.
 8. Small children never tell a lie.
- B. 1. (b) 2. (a) 3. (a)

WORKSHEET 3

- A. 1. vague 2. harsh; turbulent 3. planned 4. centre 5. need 6. make
 7. make; build 8. polluted
- B. 1. Please reply [Repondez s'il vous plaît]
 2. Frequently Asked Questions 3. United Nations 4. Please Turn Over
 5. North Atlantic Treaty Organization
 6. Acquired Immuno Deficiency Syndrome
 7. Reserve Bank of India
- C. 1. library 2. post office 3. photographs 4. mountain 5. clothes/teeth 6. lion
- D. The Hare and the Tortoise

Once upon a time, there was a hare and a tortoise who decided to have a race. The hare was confident in his speed, so he thought he could easily beat the tortoise. The tortoise, on the other hand, was slow but steady and determined to finish the race.

The race began, and the hare quickly took off, leaving the tortoise far behind. Feeling very confident, the hare stopped to take a nap. Meanwhile, the tortoise continued to move along at a steady pace, never stopping or slowing down.

When the hare woke up from his nap, he was shocked to see that the tortoise was near the finish line. He immediately started running again, but it was too late. The tortoise had already crossed the finish line and won the race.

After the race, the hare realised that he had underestimated the tortoise and felt ashamed for taking the race for granted. He went to the tortoise and apologised, and asked for another chance to race.

This time, the hare and the tortoise ran together, side by side, and helped each other along the way. They finished the race together, both crossing the finish line at the same time.

The moral of the story is that it's not just about winning or being the fastest. Sometimes, it's more important to appreciate the journey and the people (or animals) who help us along the way.

2. Idgah

ANSWERS

GET SET

Do it yourself.

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (c) 4. (b) 5. (d)
- B. 1. False 2. True 3. False 4. False 5. True
- C. 1. The village was bustling with excitement. Everyone was up early to go to the Eidgah mosque. Even the trees looked greener and the fields wore a festive look. The boys were more excited than the grown-ups because they were going to the fair. They would spend the day eating their favourite sweets and buy toys from the toy vendor stores. Moreover, they would play on the swings or take a ride on the roundabout, etc. It was a special day for the children and they were going to enjoy themselves thoroughly.
2. I agree that a child's imagination can turn a mustard seed into a mountain. Hamid is so lost in his world of imagination that he does not see the world of reality. He lives happily on the hopes created by his imagination. He has no shoes on his feet, the cap is soiled and tattered and the gold thread has turned black. But, in spite of everything, Hamid is happy. He believes that when his father will come back with sacks full of silver and his mother with gifts from Allah, then he will be able to fulfil all his heart's desires. This shows he is happy to live in the world of hope and imagination.
3. Like all his friends, Hamid too was tempted by the toys. However, when he thought of his grandmother who burnt her hands every time she baked chapattis, he decided to buy tongs for her. He thought that tongs would be a useful thing whereas the toys were a waste of money. They were expensive and gave momentary pleasure because they broke easily. On the other hand, tongs were much stronger and durable. In this way, Hamid made his friends believe that the tongs were superior to their toys.
4. Ameena was overwhelmed by Hamid's gift, which showed his selfless love for her. The boy had not eaten anything. He had walked all the way to the Eidgah and back but did not buy anything for himself. Instead, he had suppressed his feelings and bought a gift for his grandmother. The old woman was overcome with emotion on seeing this act of kindness and generosity. At that point, the author notes that the roles of the two characters had reversed. Suddenly, Hamid was acting as a grown-up man and Ameena was a little girl.
5. Hamid is a four-year-old orphan who lives with his grandmother, Ameena. Hamid lost his parents when he was an infant. His grandmother has told him that very soon his father and mother will return home with lots of money, sweets and gifts for him from Allah. Hamid is therefore full of hope and happily awaiting that day. Being young and naïve, he lives in a world of hope.
- Hamid has only six paise to spend in the fair. His friends spend their pocket money on rides, candies and buying beautiful colourful clay toys. Hamid thinks this to be a waste of money, something that only gives momentary pleasure. While his friends are enjoying themselves, he buys a pair of tongs for his grandmother. He has seen how his grandmother's hand gets burnt while cooking chapattis. This act shows that he is a thoughtful and selfless boy.
6. We learn that values like love, kindness and compassion are more important than wealth in life. Also, these values or emotions have no age bar. In the story, Hamid, a poor four-year-old orphan gifts a pair of tongs to his grandmother because he has seen her burn her hand while cooking chapattis.

- D. 1. (a) Hamid said these words.
 (b) He was going to the fair with his friends to enjoy the day of Eid.
 (c) The speaker told his grandmother not to be afraid because he knew that she would worry about him. He was going all by himself while the other boys were going with their fathers. Also, he did not even have a pair of shoes, and the grandmother worried that he would get blisters on this feet. Moreover, he might even get lost in the crowd.
2. (a) The pair of tongs that Hamid wanted to buy cost six pice.
 (b) Hamid's heart sank because he did not have six pice to buy the tongs.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. The following is an example:

No, money is not the sole requirement for being happy in life. As we have seen in the lesson, love, kindness and compassion for others are more important attributes. We have also seen that strong familial bonds built on the foundation of love are more important than wealth. Hamid and his grandmother are poor. Yet, there is a strong bond of love between the two. Hamid is only four years old, yet he understands that it is more important to buy tongs for her grandmother than to waste his money on things like toys and sweets, which provide momentary pleasure.

GRAMMAR SPOTLIGHT

- A. 1. Manju's uniform is blue.
 2. My great grandfather's family stays at the farmhouse.
 3. My uncle's office is located in the heart of the city.
 4. My uncle's cousins are still a joint family.
 5. Our English teacher's mother is our next-door neighbour.
- B. 1. Attendance 2. Retention 3. Seepage 4. Replacement 5. Adulthood
 6. Entertainment 7. Childhood 8. Betterment

C. Noun	Function
1. Water	subject of 'is'
Life	object of 'for'
2. Delhi	subject of 'is'
Capital	object of 'is'
India, NCR	object of 'of'
3. Father	subject of 'writes'
Books, articles	object of 'writes'
4. Story	object of 'told'
5. Teacher	subject of 'is'
6. Principal	subject of 'congratulated'
Students	object of 'congratulated'
7. Glass	object of 'have'
Children	object of 'of'
Bed	object of 'to'

SPELL WELL

- A. 1. p r e c i o u s 2. s m a s h e d 3. m e d i c a n t
4. e x c i t e m e n t 5. a d v e r s a r i e s 6. i m a g i n a t i o n

WORD POWER

- A. 1. Holi 2. Eid 3. Christmas 4. Janmashtami 5. Dussehra

LISTEN AND LEARN

- A. 1. love 2. hope 3. joy 4. pardoned 5. life

CONVERSE AND CONNECT

To be done under the teacher's guidance.

SPEAK AND EXPRESS

To be done under the teacher guidance.

PUNCTUATION

- A. When we enter New York Harbour, the first thing you see in the Statue of Liberty. Have you every wondered how it came to be there? The Statue of Liberty was a gift from the people of France to mark one hundred years of American independence. It was in 1869 that sculptor Auguste Bartholdi began to plan his concept for the monument.

WRITE WELL

- A. 1. Saint Teresa of Calcutta was born in Macedonia in 1910. She came to India in 1929. In 1950, she set up the Missionaries of Charity for the poor in Calcutta (Kolkata). In recognition of her work, she was awarded the Ramon Magsaysay Peace Prize in 1962; the Nobel Peace Prize 1979; and the Bharat Ratna in 1980. She died on 5 September 1997 and was canonised on 4 September 2016.
2. Sunderlal Bahuguna was an Indian environmentalist. He fought for the preservation of forests in the Himalayas. He was one of the early environmentalists of India. The Chipko movement of the 1970s was spearheaded by him. He also was the leader of the anti-Tehri Dam movement from the 1980s to early 2004. He died on 21 May, 2021.

DICTIONARY SKILLS

- A. 1. **Pretend:** [verb] to imagine and act out a particular role, situation, etc. He pretended to be a rich man.
2. **Ingredients:** [noun] foods that is used with other foods to prepare a particular dish. We have all the ingredients to make a chocolate cake.
3. **Bargain:** [noun] 1. a thing that is bought for less than the usual price. The trousers for Rs 200 is a real bargain. 2. an agreement between two people or groups in which each promises to do something in exchange for something else. The management and employees eventually made a bargain and ended the strike.
4. **Hesitation:** [noun] the act of pausing before doing something because of nervousness or uncertainty: There was a little hesitation in her voice as she spoke to the teacher.
5. **Clanging:** [verb] to make a loud ringing sound like that of a metal being hit. The bells were clanging in the huge tower.

PROJECT WORK

- A. Do it yourself.

VALUES AND LIFE SKILLS

- A. (c)

WORKSHEETS

WORKSHEET 1

- A.
1. Baba Bharati's horse was called Sultan.
 2. The villagers loved Baba Bharati because he was kind and helpful.
 3. A dacoit, Kharag Singh, coveted Baba Bharati's horse. He felt that such a powerful horse was useless for Baba. He himself wished to own Sultan.
 4. Kharag Singh threatened Baba Bharati that he would not let him keep the horse for very long.
 5. Baba Bharati asked Kharag Singh not to tell anyone of the incident because if people came to know the truth, they would never be able to trust the poor, the sick or the needy or help them.
 6. Kharag Singh was moved by Baba's greatness and generosity towards the poor and the sick and it made him realise how wrong his action had been. Therefore, he returned Sultan.
- B. Positive qualities: love; trust; generosity; forgiveness; honesty; compassion; kindness; respect
Negative qualities: deceitfulness; covetousness; dishonesty; greed; regret; guilt

WORKSHEET 2

- A.
1. My shirt's colour
 2. Rahul's friend
 3. My brother's office
 4. My uncle's son
 5. My office building
- B.
1. Goodness
 2. Development
 3. Bravery
 4. Attendance/Attention
 5. Location
 6. Entertainment
- C.
1. Taj Mahal; monument; marble
 2. Letters; handwriting
 3. Patna; capital; Bihar; Pataliputra
 4. Rohan; English; languages
 5. Food; water

WORKSHEET 3

- A.
1. Extremely: to the highest degree; immoderately
 2. Fascinated: charmed; interested; bewitched
 3. Impressed: generate in someone admiration and respect
 4. Persistent: continuing to do something despite difficulty
 5. Coveted: longed to possess
 6. Frustration: feeling dissatisfied at being unable to achieve, acquire or do something
- B.
1. advice
 2. proof
 3. breathe
 4. believe
 5. strike
 6. waterborne
 7. choose
- C.
1. I asked, "Don't you know the way home?"
 2. The man at New Delhi railway station was reading a book.
 3. He said, "Wow! That was a terrific shot!"
 4. This house was built by John last October.
 5. He wrote, "I am unable to come as I am ill. I hope you will understand."

ANSWERS

GET GOING!

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

READ AND UNDERSTAND

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

B. 1. (a) 'She' is the old woman.

(b) She was waiting at the crossing to cross the road.

(c) The woman is old, ragged and gray. Her feet are aged and she walks slowly. She is standing at the crossing, meek and timid.

(d) Here, 'throng' means 'a large crowd of people'.

2. (a) 'He' is the boy who had just come out of school with his friends in a group. He is speaking to the old woman whom he found standing at the crossing.

(b) He helps her cross the street.

3. (a) The old woman said this prayer.

(b) The noble boy is the boy who helped the old woman cross the street.

(c) She prayed for him because she was grateful to him for helping her cross the street. The boy was very kind.

C. 1. The old woman was bent with the cold and old age. She had grey hair, wore ragged clothes and walked with hesitant steps and uncertain feet. She was alone and neglected.

2. The old woman was 'afraid to stir' because if she slipped on the snow, she might fall under some carriage wheels or horses' feet.

3. The people in the street took no notice of her. They did not seem to take notice of her anxious eyes. In fact, none of them came forward to help her as she stood waiting at the crossing.

4. One of the school boys in the group helped the old woman. He helped her because he thought that she was somebody's mother and he remembered his own mother and wished someone would be there to help her when she was old and alone too.

5. The boy felt happy and contented in his heart after helping the old woman.

6. That night, the old lady prayed to God to be kind to the 'noble boy' who had helped her cross the street. She said so because she knew that he was somebody's son.

APPRECIATING THE POEM

A. (a) Simile: 'Came the boys like a flock of sheep'.

(b) Metaphor: 'The woman was old and ragged and gray'.

(c) Alliteration: 'She placed and so without hurt or harm'.

WRITE WELL

A. Any reasonable paragraph can be given. For example:

Our elders are a crucial part of our lives who guide us with their wisdom and experience throughout our lives. However, unfortunately, today's generation doesn't treat them properly. It thinks of seniors as a burden. As a result, the elders start feeling neglected. This has to change. When we, the young generation, start giving them the respect and value they deserve, we will understand how they are a blessing to us rather than a burden. We should

spend some quality time with them, which makes them happy. Children learn moral values from them that will help them throughout their lives. Just a few small steps from the younger generation will make the elders feel happy and wanted.

PROJECT WORK/AIL ACTIVITY

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

3. The Man in the Train

ANSWERS

GET SET

A. For discussion in the class.

READ AND UNDERSTAND

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

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

The questions should read as follows:

1. As the train was going to start, a tall dark man got in.
 2. Suddenly, the man put his hand into his pocket and took out a comb.
 3. Mrs Blake was not afraid of the man.
 4. The man attacked Mrs. Blake.
 5. When the man got down from the train, the policemen saluted him.
- C. 1. Mrs Blake was uneasy during her train journey because she thought the man travelling in her carriage was a killer.
2. The stranger sitting across Mrs Blake was a tall, heavy man, with dark hair.
3. Mrs Blake sat up when she saw the man reaching into his pocket. When he took out a knife and opened it, she wanted to jump up and scream for help. But she was silenced by sheer fright. When he reached into his pocket again, she thought he was taking out a handkerchief to put over her mouth. She breathed a sigh of relief when she saw he took out an apple and began to peel it.
4. When the stranger got off the train, two policemen, who were waiting on the platform, saluted him and addressed him as Inspector, telling him that the Chief Constable was waiting at the police station. Picking up the newspaper he had left behind on the seat, she saw that he was Inspector Thornton of Scotland Yard, in charge of the case. She smiled at her folly and felt relieved.
- D. 1. (a) Mr Blake said these words to Mrs Blake.
- (b) This thought occurred to Mr Blake when he was seeing off Mrs Blake.
- (c) Immediately after this, Mrs Blake waved goodbye to her husband and then she sat down in a corner to read a magazine.
- (d) Mr Blake was a conscientious person who liked to be punctual at his office.
2. (a) 'I' in this line is Mrs Blake.
- (b) She was thinking of pulling the alarm cord to stop the train.
- (c) She was both worried and frightened. She was afraid of the man who was travelling with her because she thought he was a killer; and she was worried because she did not know what to do if the train stopped and the guard came to ask her why she pulled the alarm cord, because she was not sure if the man with her was actually the killer whose picture she had seen in the newspaper.

THINK AND ANSWER

Any reasonable answers are acceptable.

GRAMMAR SPOTLIGHT

A. Adjective

	Type
1. Juicy	Quality
2. Intelligent; diligent	Quality
3. This	Demonstrative
4. Some	Quantitative
Hidden	Quality
This	Demonstrative
5. Ten thousand; one	Numeral
6. Every	Distributive
This	Demonstrative
7. What	Exclamatory
Beautiful	Quality
8. Your own	Possessive

B. fatherly; motherly; brotherly; sisterly; manly; womanly; childish; girlish; wheatish; smelly

C. Listenable, spoken, readable, writable, tearful, disposable, colourful or colourless, envious, laughable, fearful or fearless.

D. 1. Adverb 2. Adjective 3. Adjective 4. Adverb 5. Adverb 6. Adjective
7. Adjective 8. Adverb

SPELL WELL

A. 1. frightened 2. platform 3. luggage 4. handkerchief 5. compartment 6. magazine

LISTEN AND LEARN

- A. 1. The main door should always be kept closed even in the daytime. A peephole should be provided in it. A metal grille or collapsible gate should be fixed outside the main door to provide visibility without exposing you to danger. A magic eye and safety chain should be installed. [any two]
2. Before you open the main door, look through the magic eye and ensure that the safety chain is secure.
3. When you move into a new house, the locks on the main door and the back door should be changed.
4. We should beware of persons coming to the house on the pretext of repairing something or reading the gas meter.
5. While travelling by train, we should not pick up or touch anything lying unclaimed. An unidentified object under a seat or on the platform should be reported to the police.
6. Inform your neighbours about your absence from your home for a long or a short period of time. Then they will notify you or the police if any activity is noticed in your house in your absence.

CONVERSE AND CONNECT

A. To be done under the teacher's guidance.

SPEAK AND EXPRESS

A. To be done under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. Exercise A: Read each word aloud and ask the class to repeat ensure that the students pronounce the words correctly.

PUNCTUATION

- A. The minimum age for nursery admissions in Delhi is set to remain at three years. Special Committee, set up by the Delhi Directorate of Education, decided that the current system is the best one to follow. This rule is currently being followed in various schools.

WRITE WELL

- A. Students may narrate an amusing incident in 150 words.

DICTIONARY SKILLS

- A. 1. (a) definite: not doubtful or uncertain
(b) definitive: final; to be looked upon as decisive and without the need for or possibility of change
2. (a) ability: capacity or power [to perform acts, physical or mental]; mental powers; cleverness; intelligence
(b) capacity: ability to hold, contain, get hold of, learn, position and character
3. (a) access: way in [to] a place; right opportunity or means of reaching
(b) accession: reaching a position or state; an addition or increase
4. (a) adventure: strange or unusual happening, especially an exciting and dangerous journey or activity
(b) venture: undertaking in which there is a risk, dare, go so far as, pressure
5. (a) amiable: good-tempered, kind-hearted, easy and pleasant to talk to
(b) amicable: friendly; done in a friendly way

PROJECT WORK/AIL ACTIVITY

- ▶ Members of the group can make their own lists of Dos and Don'ts.
- ▶ Discuss in class and display.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
- C. Option 2 is correct. Option 1 is insensitive. Option 3 is hurtful and you will lose a good friend.

WORKSHEETS

WORKSHEET 1

- A. 1. Our life does not stand still. We change from childhood, through youth to old age. The people, the places and the circumstances of our life change like a train moving from place to place. Therefore, the author compares our life to a journey.
2. Willpower requires patience and commitment. Courage is different because it is more visible, i.e., it attracts fear and adulation from others. But those having willpower are usually solitary people who do not mix much with others.
3. If we wish to heal our wounds, we must face them courageously, accept them; only then can we begin to heal them.

4. If we spend too much time judging others, we forget our own souls and exhaust our time and energy only thinking about how good or bad others are.
 5. The author advises us not to be intimidated by other people's opinions so that we are not influenced by them in knowing what we truly want to do in life. In order to do that, we have to take initiative, make our own mistakes, learn from them and achieve what we want.
- B. 1. Train; station 2. warrior; willpower; courage 3. Immense; solitary 4. forgive; mistakes
5. mediocrity
- C. Any reasonable answer is acceptable.

WORKSHEET 2

- A. 1. Reliable - A 2. Talented - P 3. Honest - A 4. Efficient - A
5. Melodious - P
- B. 1. Good [Quality] 2. Each [Distributive] 3. Dearest [Quality]
4. Attributive [Quality] 5. Four [Numeral - Cardinal]; This [Demonstrative]
- C. 1. Friendship 2. Beautiful 3. Development 4. Careful/careless 5. Wooden
6. Fatherly 7. Cultivated 8. Charitable 9. Womanly 10. Lawful/lawless

WORKSHEET 3

- A. The following sentences are illustrative:
1. (a) Though it is possible to drive fast at the expressway, it is not sensible.
(b) It is probable that he will be selected in the team as he is practising hard.
 2. (a) What is the price of this jacket?
(b) I value the love and care of my parents.
 3. (a) He will return to Delhi after the meeting.
(b) Let us revert to what we discussed yesterday.
 4. (a) The road passed through a forest.
(b) Hema's editing is very thorough.
 5. (a) Teacher gave us some craft work today.
(b) The fox is a crafty animal.
 6. (a) Her uncle expired last night at 9.30 pm.
(b) She aspires to be a commercial pilot.
 7. (a) A group of women walked to the river to fetch water.
(b) The little boy groped along the wall in the dark, looking for the door.
 8. (a) A baby girl was born to Aditi and Rohan.
(b) Cholera is a waterborne disease.
- B. Any reasonable answer is acceptable.
- C. The Sacred Heart Cathedral is the oldest church in New Delhi. It is also the largest Catholic church in the city. It was built after St. Mary's Church was built.

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (b) 3. (c) 4. (c) 5. (d)
- B. 1. The poem highlights the unfulfilled dreams of a teacher who longed to travel but never got the chance. It also shows how his passion for distant lands inspired the poet to explore the world.
2. The poem mentions places with a warm blue sea, sweet-scented jasmine, and orange trees with green leaves. These places represent beauty, adventure, and freedom—things the teacher longed for but never experienced. The poet chose them to contrast the dullness of the teacher's life with the excitement of the world beyond.
3. Geography shapes people's dreams and desires. The teacher, living in a dull and grey place, longed for vibrant and warm lands. The poet, influenced by his teacher's longing, was motivated to travel and see the world himself.
4. The poet describes how the maps on the classroom wall were redrawn, showing that geography and political boundaries change over time. This suggests that the world is constantly evolving, but people's dreams and inspirations remain powerful even as time passes.
- C. 1. (a) He wanted to go to lands where it was never drab or cold.
(b) He never left because of the following reasons:
 (i) The fear of the unknown
 (ii) Comfort of routine
 (iii) Sense of duty
2. (a) 'He' refers to the poet's teacher.
(b) Mind's eye refers to the realm of memory, imagination and inner vision. It's the ability to picture things in your mind.
3. (a) The lesson he taught was the power of imagination and the possibility of a world beyond the speaker's immediate surroundings. He instilled a sense of wonder in the speaker.
(b) The teacher doesn't know the full extent of the lesson he taught because he didn't witness its lasting impact on the speaker.
 He only shared his passion and dreams unaware of how deeply they affected the speaker.
(c) The lesson remains with the speaker because the teacher's vivid description and passion ignited a spark within him. This spark continues to challenge his imagination even after the teacher's death.

APPRECIATING THE POEM

- A. An example of imagery is:
'Sweet-scented jasmine clinging to the walls
And green leaves burning an orange tree.'

WRITE WELL

- A. I walked along a path that smelled like sweet flowers. Big trees with bright green leaves grew on both sides. The ground felt soft and cool. I saw an orange tree with lots of flowers. It was

very colorful! I heard water nearby and found a clear river. It looked like glass. This place was just like the teacher talked about in the poem. I felt happy to be here, but also a little sad because he never got to see it. I learned a lot from him.

PROJECT WORK/AIL ACTIVITY

A. Let the students do this on their own.

4. I Have a Dream

ANSWERS

GET SET

- A. For discussion in the class. Tick: Bharat Ratna

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (a)
- B. 1. Hope; Negro slaves.
2. Poverty; material prosperity.
3. Racial injustice; brotherhood.
- C. 1. Emancipation Proclamation was expected to be significant because it promised the Negroes freedom from slavery and injustice. Conditions had not changed even after a hundred years.
2. The promissory note is the central metaphor used by Dr King in his speech. He elaborates the failure of the people and government of America to give freedom and justice to the coloured citizens by expanding the metaphor, using phrases like 'a bad check', 'insufficient funds', 'the bank of justice is bankrupt', 'the great vaults of opportunity', 'cash this check' upon 'the riches of freedom' and 'the security of justice'.
3. Martin Luther King Jr.'s dream was to be a true part of the American dream which believed that all men are created equal. Therefore he dreamt that there would be equality between the descendants of slaves and slave-owners, and that people would be judged on the basis of their character and not their skin colour. The dream was of freedom in its true sense.
4. Martin Luther King Jr. gave very correct guidance to the people when he said that they should not be 'guilty of wrongful deeds' while struggling to gain their rightful place in society. Their goal is good and worthy. The means of achieving it should be equally good and worthy and not marred by wrongful things like abuse, violence, etc. Yes, it was the right kind of guidance for people.
- D. 1. (a) Dr. King uses "the cup of bitterness and hatred" as a metaphor to warn against using anger, resentment, or violence in the fight for freedom and equality. He believed that true justice could only be achieved through peaceful and nonviolent means rather than through hatred or revenge.
(b) Dr. King emphasises avoiding bitterness and hatred because he believed that love, peace, and unity were the most effective ways to bring lasting change. He wanted the civil rights movement to be based on moral strength and nonviolence, ensuring that the movement upheld justice without creating further divisions or hostility.
(c) Dr. King's message is that justice must be achieved through nonviolent resistance, love, and perseverance rather than anger and violence. He encouraged people to fight for their rights with dignity and faith, believing that peaceful methods would lead to true equality and freedom for all.
2. (a) Dr. King means that people should be evaluated based on their values, actions, and personal qualities rather than superficial traits like race or skin color. He envisions a society where fairness and equality prevail, and individuals are respected for who they truly are.
(b) By mentioning his own children, King makes his message deeply personal and relatable. It shows that his dream is not just about abstract ideals but about real people and future

generations. This emotional appeal strengthens his speech, making it more powerful and inspiring for his audience.

- (c) Judging people by their character ensures fairness and justice, as it focuses on their actions, values, and integrity rather than physical traits they cannot control. This approach promotes equality and reduces discrimination, fostering a more inclusive and united society.
3. (a) The phrase “Free at last” expresses King’s vision of a future where all people, regardless of race, will finally achieve true freedom, equality, and justice. It symbolizes the end of racial discrimination and oppression.
- (b) The repetition of “Free at last!” reinforces a strong sense of hope, triumph, and relief. It emphasises the long struggle for justice and the joy of achieving true equality. This repetition makes the speech more powerful and memorable, inspiring the audience to believe in and work toward his dream.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. The following are clues: The dream has been fulfilled to a large extent – coloured Americans in mainstream American life in the USA – examples: government, private sector, defence services, social life, education, work, sports, music, films, etc. There has even been a black American President and one of the richest women is Oprah Winfrey; etc.

GRAMMAR SPOTLIGHT

- A. 1. This 2. He/She 3. Who 4. mine/yours, his/her 5. What
- B. 1. Him [Personal]
2. You; It; It [Personal]
3. You, You, I [Personal]; Myself [Emphatic]
4. Who [Relative]; Your; Our [Possessive]
5. These [Demonstrative]; Mine [Possessive]; You; it [Personal]
6. Which [Interrogative]; You [Personal]
7. You [Personal]; Your [Possessive]
8. Your; Mine; Your; Hers [Possessive]
- C. 1. Who 2. That 3. What 4. To whom 5. Which
- D. 1. Ball – antecedent of ‘which’; I – antecedent of ‘my’
2. Ministers – antecedent of ‘who’
3. Pen – antecedent of ‘that’
4. Maharana Pratap – antecedent of ‘he’, ‘him’, ‘his’; independence of Mewar – antecedent of ‘which’
5. Dogs – antecedent of ‘that’

SPELL WELL

- A. 1. Tranquillity 2. Architect 3. Promissory 4. Emancipation

WORD POWER

- A. For reading and memorising.

LISTEN AND LEARN

- A. 1. The Montgomery Bus Boycott protest began on 1 December 1955.
2. The protest was sparked by the arrest of Rosa Parks, an African American woman, for refusing to surrender her seat to a white person.
3. The white people were to take seats in the front rows of buses in Montgomery and then fill the seats towards the back.
4. Black people had to fill the back seats and then fill them towards the front, till the bus was full. If any more white people boarded, then everyone in the black row nearest to the row of the white people had to vacate the seats to make one more row for them. Often black people boarded from the front, paid for the ticket, got off the bus, and then re-entered from the back door.
5. On 1 December 1955, Rosa Parks was sitting on the front-most row for the black people. A white man boarded the bus. The bus driver told everyone in her row to vacate the sets. Everyone complied, except Rosa Parks.
6. Rosa Parks was arrested for not obeying the order of the bus driver who had the authority to assign seats.
7. She was required to pay a fine of \$10 and a court cost of \$ 4.
8. The United States Supreme Court decided that Alabama and Montgomery laws requiring segregation in buses, based on racial discrimination, were unconstitutional.

CONVERSE AND CONNECT

- A. To be done under the guidance of the teacher.

SPEAK AND EXPRESS

- A. To be done under the guidance of the teacher.

PRONUNCIATION SKILLS

- A. To be done under the guidance of the teacher.

PUNCTUATION

- A. The minimum age for nursery admissions in Delhi is set to remain at three years. Special Committee, set up by the Delhi Directorate of Education, decided that the current system is the best one to follow. This rule is currently being followed in various schools.

WRITE WELL

- A. The students may prepare a questionnaire for interviewing students on their own.
- B. The students may write a paragraph based on their own experience. A PowerPoint Presentation can be prepared in a group.
- C. The students can write a notice on their own.
- D. The students can write a notice on their own.

DICTIONARY SKILLS

- A. 1. (a) accelerate: increase the speed of; cause to move faster or happen earlier
(b) exhilaration: fill with high spirits; made lively or glad
2. (a) alternate: arrange or perform by turns; cause to take place; appear one after the other; come one after the other

- (b) alternative: [of two things] that may be had, used, etc. in place of something else; choice between two things; one of more than two possibilities
- 3. (a) bona fide: genuine; genuinely; sincere; sincerely; in good faith
 - (b) Bona fides: [legal] honest intention; sincerity
- 4. (a) cite: give or mention as an example [especially quoting from a book, to support an argument, etc.]; mention for bravery in war; summon to appear in a law court
 - (b) quote: repeat; write words used by another or from a book, an author, etc.; give [reference, etc.] to support a statement; name or mention [a price]
- 5. (a) comic: causing people to laugh; intended to amuse; strips of humorous drawings; music hall comedian
 - (b) comical: amusing; odd
- 6. (a) consistently: conforming to a regular pattern or style [of behaviour, principles, etc.]
 - (b) persistently: refuse to make any change in what one is doing, believing, etc., despite argument, opposition, failure, etc.; continue to exist
- 7. (a) especially: to an exceptional degree; in particular
 - (b) specially: particularly

PROJECT WORK/AIL ACTIVITY

- Members of the group can collect material and prepare posters.
- Discuss in class and display.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
- B. Option 3 is correct. Option 1 is rude and unkind. Option 2 is unacceptable.

WORKSHEETS

WORKSHEET 1

- A. 1. The two budgies were Chalmers and Edme.
 - 2. Edme said that Erskine was always sitting on the floor watching them and she knew that he wanted to eat them.
 - 3. Chalmers pecked at the door with his beak till it swung open.
 - 4. They saw chrysanthemums and daisies and a robin.
 - 5. Erskine came out of the house and saw the budgies sitting on the tree. He went in and saw the empty cage, so he was sure that the birds on the tree were the budgies. He had finally got the chance to catch them, so he quietly climbed up the tree and pounced on Chalmers.
- B. Any reasonable answer is acceptable.

[Clues: Freedom means the responsibility is to take care of yourself and your family; to be a member of a society; follow laws, rules and regulations; Chalmers and Edme were too frightened to take responsibility.]
- C. 1. Deserve; while 2. Advantage; outdoors 3. Beautiful, pale, blue
 - 4. Bright; new, spring 5. Heading back

WORKSHEET 2

- A. 1. Who 2. mine; yours 3. yourself 4. you; it 5. myself; him 6. Everybody
- B. 1. His – antecedent: Sardar Bhagat Singh; Here, 'our' is used as a possessive adjective.
2. Who – antecedent: The person
3. Which – antecedent: The thing
4. Which – antecedent: The object
5. His – antecedent: Rip van Winkle

WORKSHEET 3

- A. 1. What is your name?
2. I have just returned/come back from Mumbai.
3. Will/Would you please give me the book?
4. Stop bothering me!/Stop irritating me!
5. When was Akbar the emperor of India?
- B. 1. Voracious 2. Respiration 3. Hardly 4. Animation 5. Long
- C. Any reasonable answer is acceptable.

Where the Mind is Without Fear

ANSWERS

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (b)
- B. 1. (a) The poet means that a person is fearless, full of courage and leads a life of dignity.
(b) 'Narrow domestic Walls' means a mind that is biased and thinks in a narrow way. It is full of superstitions, blind beliefs, etc.
2. (a) The poet wants the mind to be led by divine guidance.
He wants a mind that is constantly expanding its knowledge, understanding and activities.
- (b) The poet hopes that people are not confined by rigid beliefs or tradition. They are encouraged to think critically, explore new ideas, and expand their intellectual horizons.
Citizens are not limited in their activities due to social constraints, oppression, or lack of opportunity. They are free to pursue their goals and contribute to the progress of the nation.

APPRECIATING THE POEM

Two examples of personification:

1. Where tireless striving stretches its arms towards perfection.
2. Where the clear streams of reason has not lost its way into the dreary desert sand of dead habit.

WRITE WELL

- A. In a world without fear, I imagine minds would be like open windows, letting in fresh ideas and understanding. People wouldn't be afraid to be different, so there would be a celebration of unique thoughts and perspectives. No more walls built from prejudice or whispers of doubt holding people back. Honesty and trust would blossom because there's no need to hide behind masks of fear. If minds were free from fear, society would change drastically. We'd see less conflict and more cooperation as people connect without suspicion. Innovation would surge since taking risks wouldn't be shackled by the fear of failure. Everyone could learn and grow without the dread of judgment, leading to a more compassionate and understanding world. Differences wouldn't be threats but opportunities for learning and growth.

5. The Letter 'A'

ANSWERS

GET SET

A. For reading and discussion in the class.

READ AND UNDERSTAND

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

- B. 1. Christy Brown suffered from cerebral palsy. It was his mother who first noticed it when he was about four months old.
2. The doctors said that Christy's was a hopeless case and many others told his mother that he was mentally defective and would remain so. They all said that nothing could be done for him. But his mother refused to believe or accept it.
3. His mother treated Christy just like the others. She loved and cared for all his needs. She piled up pillows to help him sit up. She would show him books with picture and say their names to get him to repeat them. She talked and laughed with him for hours. She never lost faith that while his body was shattered, his mind was healthy and intelligent. She was the one who wrote 'A' on the floor and encouraged him to write it on the slate with chalk using his left foot.
4. When little Christy reached out to grasp one of her curls involuntarily and later when he wrote the letter 'A' for the first time using his left foot, his mother shed tears.
5. Christy's mother wrote 'A' on the floor and asked him to copy it. Holding the chalk in his left foot, Christy jerkily produced a shaky line on the slate. His mother held the slate steady and kept encouraging him to write and write again. With determination, he stiffened his body and, putting out his left foot for the third time, drew one side of the letter and then the other side. The chalk broke and little Christy wanted to give up in frustration, But his mother's hand on his shoulder encouraged him and he strained his body, shaking and sweating, clenching his hand till his fingernails bit into his flesh and set his teeth hard till they pierced his lower lip. Dizzy with the effort, he finally drew the letter 'A' on the floor with awkward, wobbly sides and a very uneven centre line. But it was the letter 'A'.

THINK AND ANSWER

A. Any reasonable answer is acceptable.

Clues: The first letter of the alphabet – the beginning of a journey, of a battle to succeed, of an effort to begin communication, of recovery, of optimism, of a triumph of the human spirit over a frail, ill body – the first step to becoming a writer.

GRAMMAR SPOTLIGHT

- A. 1. Where is my drawing room furniture?
2. What is the latest news about the India-Bangladesh agreement?
3. Where is my five hundred rupee note?
4. The jury is divided on treating him as innocent.
5. Richa as well as her mother likes her friend's suggestion.
6. My younger sister and her cousin use the same pair of scissors in their craft period.
7. Scientists have always predicted about weather and flood.
8. Shomi and Priyanka have recently become the members of some new political party.

- B. 1. Walk; run – Intransitive verbs
 2. Removed –Transitive verb [Object: unauthorised constructions]
 3. Helps – Transitive verb [Object: the poor and the needy]
 4. Hurts – Transitive verb [Object: others]
 5. Play – Transitive verb [Object: cricket]
 6. Abuse – Intransitive verb
 7. Bought – Transitive verb [Object: a flat]
 8. Watches –Transitive [Object: TV news]
 9. Sings; dances – Intransitive
 10. Help –Transitive [Object: the people in distress]
- C. 1. Talking [Gerund]
 2. Having finished [Past Participle]
 3. Seeing [Gerund]; to call [Infinitive]
 4. Getting [Gerund]; running [Present Participle]
 5. Listening [Gerund]
 6. Respecting [Gerund]
 7. Narrating [Gerund]
 8. Buying [Gerund]
- D. 1. Running 2. To sleep/Sleeping 3. to study 4. to attend 5. to meet
 6. to seeing 7. Swimming 8. missing 9. lying

SPELL WELL

- A. 1. attempted 2. clenched 3. momentous 4. assured 5. worried 6. imbecile

WORD POWER

- A. 1. book 2. laptop 3. telephone 4. cellphone 5. bottle
 B. 1. The odd sentence is: The schools which have given 100% pass result in the board examination will be honoured by the Directorate of Education.

LISTEN AND LEARN

- A. 1. Christy Brown suffered from cerebral palsy.
 2. Christy's most famous book is his autobiography titled 'My Left Foot'.
 3. Christy Brown was born in June 1932 in a working class Irish family in Dublin.
 4. The only limb over which he had control was his left leg and foot. He learned to both write and draw with that limb.
 5. We can say that his mother was his best friend.
 6. Writing and painting were his main creative pursuits, because Christy had a keen interest in the arts and literature.
 7. 'Down All Days' and 'A Shadow of Summer' were two famous novels written by Christy Brown.
 8. Christy Brown died in 1981 at the age of 49.

SPEAK AND EXPRESS

- A. To be done under teacher's guidance.

PRONUNCIATION PRACTICE

- A. To be done under teacher's guidance.

PUNCTUATION

- A. Beethoven is widely regarded as one of the greatest composers in history. He gave his first public performance as a pianist when he was only 8 years old. In 1796, Beethoven began losing his hearing. In spite of his illness, he dedicated himself to his work. He created some of the finest works in music history, though he was completely deaf for about the last 25 years of his life.

WRITE WELL

- A. Students may write the letter on their own.
B. Students may write a speech based on their own experience and knowledge.

DICTIONARY SKILLS

- A.
1. (a) Anklet: chain or band worn around the ankle
(b) Armlet: chain or band worn around the upper arm
 2. (a) Weed: wild, unwanted plant growing in competition with deliberately planted ones; weak or skinny person; remove weeds from
(b) Shrub: a woody plant smaller than a tree with stems near the ground
 3. (a) Atmosphere: the gases surrounding the earth or another planet; the quality of the air in a place; an overall tone or mood
(b) Space: unoccupied ground or area; dimensions of height, depth and width within which all things move and exist the physical universe beyond the earth's atmosphere; an interval of time; the freedom to develop and live as one wishes
 4. (a) Carpet: a floor covering made of thick woven fabric; a thick or soft layer; cover with a carpet
(b) Rug: a small carpet; a thick woollen blanket
 5. (a) Shawl: a large piece of fabric worn by women over the shoulders or head or wrapped around a baby
(b) Stole: a woman's long scarf or shawl, worn loosely over the shoulders
 6. (a) Tuxedo: a man's dinner jacket; a formal evening suit including such a jacket
(b) Suit: a set of clothes made from the same fabric, consisting of a jacket and trousers or a skirt; a set of clothes for a particular activity
- B. Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- ▶ Groups can first list problems faced by the specially-abled.
- ▶ Then discuss how and with what attitude the members of the group will resolve each problem.
- ▶ Jot them down, share and discuss in class.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
B. Option 3 is the best.

WORKSHEETS

WORKSHEET 1

- A. 1. Self-pity is constantly feeling sorry for oneself.
2. When we are subjective, we take everything personally.
3. When something true is pointed out to us, we must acknowledge it.
4. Difficult circumstances are brought into our lives to give us opportunities to recognise and heal our weaknesses.
5. Self-justification is the urge to defend and justify our behaviour.
6. When someone criticises us, we should silently introspect to see if maybe that person is right and is acting as a true friend.
- B. 1. (a) Subjective: based on or influenced by personal opinions
(b) Objective: not influenced by personal feelings or opinions
2. (a) Defensive: used or intended to defend or protect; very anxious to challenge or avoid criticism
(b) Offensive: causing offence; used in attack
3. (a) Constructive: serving a useful purpose
(b) Destructive: causing destruction or ruin
4. (a) Criticism: expression of disapproval
(b) Praise: express approval or admiration of
5. (a) Introvert: a shy person who is mainly concerned with his or her own thoughts and feelings
(b) Extrovert: an outgoing, socially confident person
- C. 1. True 2. False 3. False 4. True 5. True

WORKSHEET 2

- A. 1. An apple was divided among the three friends.
2. Where are you going?
3. Arvind and Sonu are playing cricket.
4. I collect stamps as a hobby.
5. We have to go tonight to Hyderabad.
- B. 1. play [T] 2. danced [IN] 3. has written [T] 4. represented [T] 5. sings [IN]
- C. 1. painting 2. to visit 3. roaring 4. claiming 5. to make 6. calming

WORKSHEET 3

- A. The following are examples:
1. stay; pray; away; play; stray; clay; etc.
2. out; shout; snout; sprout; stout; trout; etc.
3. tree; me; sea; see; tea; bee; wee; etc.
4. sore; tore; store; implore; core; more, etc.
5. fight, light, right, might, etc.
- B. Any reasonable sentences are acceptable.
- C. 1. pretty; exquisite 2. silent 3. bring 4. scared 5. arrested

6. On Cats and Dogs – Jerome K. Jerome

ANSWERS

GET SET!

- A. For reading and discussion with the class.

READ AND UNDERSTAND

- A. 1. (b) 2. (a)
- B. 1. Appearance 2. Lark 3. Observe 4. Repute
- C. 1. At the beginning of the excerpt, the author says of cats and dogs, whom he likes very much, are far superior to human beings as companions.
2. Humans tell us our faults saying that they are doing so 'merely for our own good'. They remind us of our past follies and mistakes and pass sarcastic remarks on us. Dogs and cats never say such things about our faults. They are always the same.
3. Dogs and cats are merry when we are happy, and quiet and serious when we are sad and serious. They curl up near you when you want to sit quietly and think.
4. When one feels miserable, dogs look with their big, true eyes which seem to say that they are always there for us and that they will stand by us.
5. When we are sad, dogs comfort us by coming up softly and shoving their heads against us.
6. (a) They do not quarrel or argue.
(b) They never talk about themselves. Instead, they listen to you when you talk about yourself.
(c) They never make stupid remarks.
(d) They never say unkind things.
(e) They never tell us our faults.
7. Dogs love to frisk, leap, scamper outdoors, romp in the house and run across fields, whereas cats prefer to have more quiet life, largely on a comfortable chair or cushion.

THINK AND ANSWER

- A. Any reasonable answer is acceptable. Clues: We need companions, supportive and comforting; correct us when we make mistakes; be non-judgmental; stand by us in a crisis; etc.

GRAMMAR SPOTLIGHT

- A. 1. will join/is going to join 2. will appear 3. Is going to leave; will take
4. is going to close; will reopen 5. are going to go/will go
- B. 1. is learning 2. visits 3. revises 4. eat; leads 5. participated
- C. 1. is going 2. has decided/decided 3. will inaugurate 4. is contesting/contested/will contest
5. am leaving/will leave/am going to leave 6. addressed/is going to address
- D. 1. saw 2. had informed; called 3. Have (you) seen; have (completely) forgotten; Saw
4. Have (you) completed

WORD POWER

- A. Any words that are of common gender may be written. Examples: journalist, reporter, doctor, pilot, singer, writer, poet, news reader, gardener, librarian, anchor, disc jockey, actor, nurse, chairperson, etc.

LISTEN AND LEARN

- A. 1. Service dogs are of great help to the differently-abled, such as those who suffer visual or hearing challenges, autism, are mentally challenged, etc.
2. Service dogs have a good temperament and health.
3. Labradors, Retrievers, German Shepherds and Golden Retrievers. [any two]
4. People with a disability, physical, mental, intellectual or any sensory disability, require the assistance of service dogs.
5. A dog trained to assist a person who cannot see well helps the person to avoid obstacles that can block their way or path.
6. A service dog can help a person in a wheelchair by picking up dropped items, opening and closing doors, turning lights on and off.

SPEAK AND EXPRESS

- A. Encourage the students to do this activity.

PRONUNCIATION PRACTICE

- A. To be done under the guidance of the teacher.

PUNCTUATION

- A. The tiger is a wild animal that lives in forests. It belongs to the family of mammals also referred to as a big cat. The tiger is marked by stripes on its coat. Tigers are carnivorous animals that prey on deer, wild buffaloes, goats and boar. There are different sub-species of the tiger, such as the Royal Bengal Tiger, Sumatran Tiger and Siberian Tiger.

WRITE WELL

- A. Students may write a letter on their own.

DICTIONARY SKILLS

- A. 1. (a) Differ: be unlike; be distinguishable from; disagree
(b) Defer: give way; yield (to show respect)
2. (a) Intimate: make known; show clearly [verb] close and familiar; innermost private and personal [adjective]
(b) Intimidate: frighten, especially in order to force
3. (a) Affluent: wealthy; abundant
(b) Fluent: able to speak smoothly and readily
B. Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- ▶ Members of the group can collect the information from organisations, vets, or any other source.
- ▶ Write down points on how to prevent cruelty to animals and share with your group.
- ▶ Discuss with your group and then make the entries in your Project Book.
- ▶ Discuss and share with the class.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
B. This may be discussed in class.

WORKSHEETS

WORKSHEET 1

- A. 1. According to the author, people think that cats are cruel, sensuous and treacherous.
2. Frank, loyal, open-hearted, good, faithful, devoted, and loving are the adjectives used for dogs.
3. Luther was a big white spaniel with liver spots and handsome brown ears.
4. Luther would scratch at the door and, when it was opened, he dashed joyously at the author, yelping, put his paws on his knees, received his caresses, looked around the room and started back.
5. On returning to Passy, Luther went to the author's mother, wagged his tail and barked as if to tell her that he had met the author and that he was all right, she need not worry. Then, having done the job of reporting to her, he drank a lot of water, ate his food and fell asleep near his mother's chair.
6. On the basis of this story, it seems that animals can think, as can be seen from Luther's regular visits to the author and his 'report' to his mother.
- B. 1. excellent; lance-headed snake; asp; rattlesnake 2. searching; glance
3. partridges; rat-hunting 4. matter; weather 5. reported; result; self-imposed mission
6. entertained; affection
- C. 1. treacherous: disloyal; unable to be trusted; having hidden or unpredictable dangers
2. canine: having to do with a dog or dogs
3. under-stratum: a hidden layer
4. uncanny: strange; mysterious
5. unassuming: not wanting to draw attention to one's abilities or oneself
6. fledgling: a young bird that has just developed wing feathers that are large enough for flight; new and inexperienced

WORKSHEET 2

- A. 1. will 2. shall tell, is going to be 3. are going to hear 4. will have moved
5. stops 6. about to play
- B. 1. Present Continuous or Progressive 2. Simple Past 3. Present Perfect Continuous
- C. 1. was reading 2. had completed 3. wrote 4. was 5. had been working

WORKSHEET 3

- A. 1. The poet is talking about time moving on and about how a person must use it to achieve what he can as soon as possible. He asks the reader to gather 'rose-buds' when they are in bloom, that is, when he is young and capable of doing something he should work towards his achievements. Tomorrow the flower will wither away – his youth and strength will be gone. The human being usually loses his strength and enthusiasm as he grows old. So he must do whatever he wishes to do now.
- B. It is the craze for speed that is responsible for many motor accidents. Last year I witnessed what could be a fatal accident on the Grand Trunk Road. I was driving down from Shimla. As I neared Chandigarh, I came upon the wreckage of a car on the road. Some people enjoy singing. I was told a truck had hit into the car. Fortunately, no one was killed. It is dangerous to drive so recklessly and so fast.

- C.
1. harbour: cling on to; nurture; give refuge to
 2. sorry: feel sympathy or regret or pity for oneself
 3. train: teach; educate
 4. link: connection; loop in a chain that is likely to break if weak
 5. confronted: forced to face something

ANSWERS

- A. 1. (b) 2. (c)
- B. 1. The sun shines brightly on the slopes of the hills and a gentle breeze stirs the grass that is springing up after the snows of winter have melted. The river, which was probably frozen over in winter, now flows steadily and its stillness makes it look 'like a stream of glass'. Everything awakens and we see the first buds of the season opening and the first bird beginning to sing as the delicate fragrance of the flowers fills the air.
2. The spring season makes the bird long for the open air where he could have the freedom to fly or swing on the branches of trees.
3. The caged bird restlessly beats his wings against the bars of the cage in a futile attempt to get out till its wings are bleeding with the cuts on it.
4. The 'old, old scars' indicate that the bird goes through this agony of longing every spring. This leaves the scars on its wings and in his heart where the pain lingers.
5. The bird's song is a prayer, a desperate appeal to be set free that rises from the depths of its heart. The bird's agony is expressed in the song which remains unfulfilled every spring.
6. The bird longs to fly freely in the sky and among trees. Its desire is not fulfilled.
7. Any person or creature who is unnaturally restrained longs for freedom. A cage, no matter how large or how beautiful, is still a prison. It deprives you of your natural habitat and instincts. Every creature that is so bound down wishes to be free to return to its true home, whether it is a bird, an animal or a human being.
- C. 1. (a) The caged bird is feeling trapped and longing for freedom. He observes the beauty of the outside world but cannot experience it.
- (b) The caged bird feels miserable as he has lost his freedom. He wants to be in natural surroundings.
- (c) The word 'alas' conveys a feeling of regret, sadness and hopelessness. It highlights the bird's sorrowful and unfortunate situation.
2. (a) "Fain would be" means "would like to be" or "desires to be." It expresses the bird's yearning or longing.
- (b) The bird has to return to its perch because it is captive. The perch represents the limitations of its confinement. It doesn't have the freedom to stay where it truly desires ("on the bough a-swing").
- (c) The "old, old scars" suggest that the bird has suffered trauma and pain in the past, likely due to its captivity or attempts to escape. The fact that the scars are "old" indicates that these experiences have been ongoing and have left a lasting impact on the bird. It hints at a history of struggle and perhaps failed attempts at freedom.
- D. 1. Simile: 'Like a stream of glass' – it means a stream so still that its surface appears like glass.
2. Alliteration: 'The wind stirs soft through the springing grass'; [the 's' sounds] 'When the first bird sings and the first bud opes,/ And the faint perfume from its chalice steals' [the 'f' sounds]
3. Metaphor: A 'chalice' is a cup for drinking wine. The bud, shaped like a chalice, with its nectar and fragrance is compared to a chalice containing wine with its heady bouquet (means the fragrance of wine), which is drunk by little birds and bees and butterflies – a very apt metaphor.

WORD POWER

- A. 1. Dark/dull 2. Hard/rough 3. Last 4. Kind 5. New 6. Caged/imprisoned/tied
B. Any reasonable answers is acceptable.

PROJECT WORK/AIL ACTIVITY

- A. Let the students do it themselves.

7. The Luncheon

ANSWERS

GET GOING!

This can be done under the guidance of the teacher.

READ AND UNDERSTAND

- A. 1. (c) 2. (b) 3. (a) 4. (b) 5. (c)
- B. 1. F 2. T 3. T 4. F 5. F
- C. 1. The narrator thought that a modest luncheon at Foyot's should not cost more than fifteen francs. He had eighty francs and could manage well enough the rest of the month. If he cut out coffee for the next two weeks he believed he could afford a lunch at Foyot's.
2. For luncheon, the lady ordered salmon, caviar, asparagus, ice cream and coffee. She also had a peach.
3. The narrator was panic-stricken while asparagus was being cooked because it was very expensive and he didn't know whether he had enough money to pay for it.
4. The lady's excuse for ordering coffee and ice cream was that one should always get up from a meal feeling one could eat a little more.
5. If the bill turned out to be more than the amount the narrator was carrying, he decided he would put his hand in his pocket and say that it had been picked.
6. The narrator had his revenge at last because the lady weighed twenty-one stone today.
7. The lady contributes more to the humour in the story. Initially, she says that she never eats anything for luncheon. Later, however, she asks for salmon, caviar, asparagus, ice cream and coffee. She keeps saying that she never eats more than one thing and at the same time orders for one more expensive food item.
- D. 1. (a) The lady spoke these words.
(b) They were meeting after twenty years.
(c) 'How time does fly' means time passes surprisingly quickly.
2. (a) The lady said these words to the narrator because she thought it was unwise to eat meat and she did not believe in overloading the stomach.
(b) This sentence is humorous because the lady had herself eaten caviar and salmon but the narrator had only a mutton chop.

THINK AND ANSWER

- A. I think the narrator isn't being vengeful when he learns about the lady being twenty-one stone. The observation was made with a sense of humour and I don't think he harbours any ill-will towards the lady. It is simply not in the narrator's character to be vengeful towards anybody.

GRAMMAR SPOTLIGHT

- A. 1. gracefully [Manner] 2. smilingly [Manner] 3. carelessly [Manner]; anywhere [Place]
4. neatly [Manner]; rather [Degree] 5. here [Place]; carefully [Manner]
6. very [Degree]; well [Manner] 7. daily [Frequency] 8. very [Degree]; hurriedly [Manner]
9. regularly [Frequency] 10. rather [Degree]
- B. 1. Neatly 2. Hard/harder/hardest/hardly 3. Good/better/best 4. Truthfully
5. Fast/faster/fastest 6. Courageously 7. Spontaneously 8. Lawfully 9. Carelessly
10. Comfortably

All the above are Adverbs of Manner.

Any reasonable sentences are acceptable.

C. Any reasonable sentences are acceptable.

WORD POWER

- A. 1. Novelist 2. Playwright 3. Poet 4. film critic 5. Essayist
6. News reader 7. Filmmaker 8. Financier 9. Biographer 10. Orator

LISTEN AND LEARN

- A. 1. 4 cups 2. 220°C 3. Sugar and flour
4. Brush some milk on the top crust and sprinkle 1/4 cup of sugar.
5. 20 minutes.

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

- A. Give the students adequate time to prepare for the topic. Then, they can speak under the guidance of the teacher.

PRONUNCIATION PRACTICE

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

PUNCTUATION

- A. In recent years, India has emerged as a major back office for Hollywood animation films. The film titled 'The World of Gopi and Bagha' received a World Premiere at the Toronto International Film Festival. The film is based on a children's fantasy tale of Gopi and Bagha, a tuneless singer and a beat-less drummer, and their adventures.

WRITE WELL

13 February 20xx

Sunday, 10 p.m.

Dear Diary,

Today I went out for lunch with my friends to a popular restaurant near my home. It was a holiday and we had decided to meet to celebrate my friend Nakul's birthday. All of us had a wonderful time and really enjoyed ourselves. After cutting the cake, we had lunch. The restaurant's speciality is Chinese cuisine so we ordered chow mien, chop suey and momos. The food was delicious and we had many our fill. After the main course, we had ice cream for dessert.

It was a memorable occasion for all of us. It was also a holiday, so we did not have to worry about school. All of us gave gifts to Nakul, who was really enjoying all the attention. He was beaming for it was his special day.

I really enjoyed my time with my friends. Hope to have many more such occasions in the future.

Till next time

Sunil

PROJECT WORK/AIL ACTIVITY

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

VALUES AND LIFE SKILLS

A. Option (d)

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (c) 3. (a) 4. (a)
- B. 1. comic actor; filmmaker 2. 'The Tramp' 3. liver cirrhosis; mental breakdown
4. 1914 5. knighted; 1975 6. Golden Lion
- C. 1. Charlie Chaplin was born on 16 April 1889 to Hannah Chaplin and Charles Chaplin Sr in South London.
2. Charlie's father did not support him and his mother had no means of income except nursing and dressmaking sometimes. So, Chaplin was sent to a workhouse when he was only seven years old.

WORKSHEET 2

- A. 1. Happily 2. Singly 3. Kindly 4. Quickly 5. Wisely 6. Truly
- B.
- | Positive | Comparative | Superlative |
|---------------|----------------|----------------|
| 1. Difficult | More difficult | Most difficult |
| 2. Simple | Simpler | Simplest |
| 3. Little | Less; lesser | Least |
| 4. Much | More | Most |
| 5. Many | More | Most |
| 6. Old Older; | Elder Oldest; | Eldest |
- C. 1. (a) with diligence and effort (b) rarely
2. (a) beside (b) almost
3. (a) quite firmly or certainly (b) in a beautiful manner
4. (a) producing great noise (b) in a manner so as to produce great noise
5. (a) after its proper or usual time (b) recently

WORKSHEET 3

- A. A major accident was averted at a railway station in Lucknow on Sunday, after two trains came on the same line. Just seconds from collision, the careless driver had jumped the signal, but realised his mistake in time and stopped the train.
- B. A-35, Hauz Khas,
New Delhi 110016
23 February 20XX
Hi Sandeep,
You will be happy to know that my parents have allowed me to watch TV for an hour on Saturdays and Sundays. I am really excited and make use of the time watching my favourite shows. I like to watch 'Kaun Banega Crorepati'. It is a very entertaining and informative show

that helps me increase my general knowledge and know about different people and events around the world. I like the style of the host of the show, Amitabh Bachchan. He is very friendly and funny, and interacts with the audience with great humility.

Another channel like to watch is Animal Planet because I love animals and nature. It is fascinating to know the secrets of the animal world. The programmes are presented in a very interesting way and are very informative.

I have to go now as it is time for my homework. Please do write and tell me how things are at your end.

Your loving friend

Suresh

- C. 1. (a) Differ: be unlike; be distinguishable from; disagree
(b) Defer: give way; yield (to show respect)
2. (a) Intimate: make known; show clearly [verb] close and familiar; innermost private and personal [adjective]
(b) Intimidate: frighten, especially in order to force
3. (a) Affluent: wealthy; abundant
(b) Fluent: able to speak smoothly and readily

ANSWERS

READ AND UNDERSTAND

- A. 1. (c) 2. (d) 3. (b) 4. (b) 5. (b)
- B. 1. Roald Dahl thinks that watching too much television is harmful for children. It destroys their imagination and makes them dull.
2. Watching television affects children's creativity badly. They become dull and they lose their thinking power.
3. The poem encourages children to read, play and explore. The poem suggests that instead of being glued to the screen, children should be out exploring the world, engaging in play and experiencing life firsthand. These activities kindle the imagination.
- C. 1. (a) Television
(b) The poet suggests that parents should never let the children to be near the television set.
2. (a) The poet is addressing the parents.
(b) The counter questions that poet asks is "What used the darling ones to do? How they keep themselves contented before this monster was invented?"
3. (a) The poet refers to the children as 'they'.
(b) The poet refers to the parents as 'you'.
(c) The reading of books will bring the 'growing joy'.
(d) They will wonder why didn't they read books instead of watching television.

APPRECIATING THE POEM

- A. IT ROTTS THE SENSE IN THE HEAD!

WORD POWER

- A. Here's a sample letter based on the given task:

Dear [Friend's Name],

I hope you are doing well. I wanted to talk to you about something really important – the amount of time we spend watching television. Have you ever noticed how too much screen time can make us feel tired and even less creative?

Roald Dahl's poem "Television" teaches us how watching too much TV can affect our imagination. It tells us that reading books, playing outside, or doing arts and crafts are much better ways to spend our time. These activities help us think more creatively and make our lives exciting and fun.

Instead of watching TV, how about we read some adventure stories, paint pictures, or go out and play in the park? I'm sure we'll have a lot more fun and learn new things.

Let me know what you think!

Take care,

[Your Name]

PROJECT WORK/AIL ACTIVITY

- A. Let the children make a poster. Provide help if they need it.

8. A Different Kind of School

ANSWERS

GET SET!

This can be discussed under the guidance of the teacher.

READ AND UNDERSTAND

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

B. 1. T 2. F 3. F 4. T 5. T

C. 1. The author visited the school because he had heard a lot about it.

2. Miss Beam was middle-aged and full of authority; yet she was kindly and understanding. She had grey hair and a plump figure.

3. Every child in the school played the game of sharing another's misfortune. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. Its purpose was to make the children appreciate and understand misfortune.

4. The author learnt from the bandaged girl that he was ten times more thoughtful than he ever thought he could be.

5. Miss Beam's school was different from other schools as its teaching methods were simple. The children were taught to be thoughtful, kind and responsible citizens. Moreover, each student had a day in which he/she was made to experience, for a day, the life of a differently abled person. Thus, by sharing the experience, children were made to appreciate the misfortune even more.

6. The system followed by Miss Beam and her school was very successful in instilling values in the students. It made the students appreciate and understand misfortune.

7. Miss Beam told the author that the children in the grounds were not what the author had thought them to be. The girls weren't really blind or lame. They were just acting that way in order to better understand and appreciate the life of a person with such a disability.

8. The girl with the bandaged eyes impressed the author by refusing to peep, for peeping would be cheating.

9. Meeting the bandaged girl and the discussion he had with her made the author 'ten times more thoughtful than ever'.

10. The message the author wants to convey through the story is that one must appreciate and understand misfortune of others. And, one of the most effective ways of doing that is by experiencing and sharing in the misfortune.

D. 1. (a) The author asked the questions from Miss Beam.

(b) In her teaching methods, nothing was needed to help students learn how to do things – simple spelling, adding, subtracting, multiplying and writing. The rest was done by reading.

2. (a) Miss Beam said this line.

(b) Making children appreciate and understand misfortune by sharing in the misfortune was a very important part of the system.

(c) The speaker is talking about the system of sharing the other's misfortune and making children appreciate and understand it.

3. (a) The bandaged girl said these words.

(b) To peep while the eyes are bandaged would be cheating.

(c) This line tells us that the speaker is honest and follows the school's system of sharing misfortune faithfully.

THINK AND ANSWER

- A. There are some things that are worth adopting from Miss Beam's school. One idea that impressed me was the stress on keeping everything simple – simple spelling, adding, subtracting, multiplying and writing. I also liked the fact that children were taught to be sensitive and thoughtful towards those who were less fortunate than them. Finally, the idea of acting a day with some kind of disability in order to experience first-hand what the people suffering from such as disability go through is a very innovative idea. I wish some of these ideas would be adopted and implemented in our education system.

GRAMMAR SPOT

- A. 1. In this sentence, the situation described in the main clause depends on another situation.
2. In this sentence, the situation described in the main clause depends on another situation.
3. In this sentence, the dependent clause describes what is most likely to happen.
4. In this sentence, a condition that should have been fulfilled in the past was not fulfilled; therefore the expected result did not occur.
5. In this sentence, a condition is mentioned that was less likely to occur, and the verb 'would' is used.
6. In this sentence, the condition that should have been fulfilled in the past was not fulfilled; therefore, the expected result did not occur.
- B. 1. If she does not get the right treatment quickly, she can't survive for long.
2. When you go to bed late, you feel drowsy.
3. If you spend wisely, you will have enough to buy a house.
4. If I had more marks in the selection, I would have been the captain of my house.
5. If the roof caves in/gives way, some of the people sitting in this room would die.
- C. 1. near; in 2. at; from; till 3. between 4. into; for 5. about; in
- D. 1. Preposition 2. Preposition 3. Conjunction 4. Preposition 5. Preposition
- E. 1. yet 2. and 3. so that 4. that 5. but
- F. 1. why: Subordinating Conjunction
2. as: Coordinating Conjunction – Cumulative
3. Neither – nor: Coordinating Conjunctions – Alternative;
Both – Used as Distributive pronoun here.
4. both – and: Coordinating Conjunction - Cumulative
5. not only – but also: Coordinating Conjunction – Cumulative
6. for: Coordinating Conjunction – Illative/Resultative
7. as well as: Coordinating Conjunction – Cumulative
8. therefore: Coordinating Conjunction – Illative/Resultative
9. but: Coordinating Conjunction – Adversative
10. who: Subordinating Conjunction

WORD POWER

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

LISTEN AND LEARN

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

CONVERSE AND CONNECT

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

SPEAK AND EXPRESS

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

PRONUNCIATION PRACTICE

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

WRITE WELL

<p style="text-align: center;">Delhi Public School, Ghaziabad</p> <p style="text-align: center;">Notice</p> <p>15 February 20XX</p> <p style="text-align: center;">Magic Show</p> <p>Our school is organising a magic show from 25-27 February 20xx for the students of classes 6 to 10. All students are requested to give their names before 20 February 20xx.</p> <p>Sunil/Garima Cultural Secretary</p>
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DICTIONARY SKILLS

- A. 1. Speak out: express one's feelings or opinions frankly and publicly – She spoke out against child marriage at the function.
2. Speak for: to express the thoughts/opinion of someone – The activist spoke for the group of women who had come to meet them.
3. Speak on: to talk about a particular subject or topic – The children spoke on the need for a longer lunch break to the Principal.
4. Speak with: to talk with someone about someone or something – I was speaking with my friend on the phone.
5. Speak up: to speak louder or say what you think – Ravi spoke up at the meeting with the head of the company.

AIL ACTIVITY (EXPERIENTIAL LEARNING)

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

VALUES AND LIFE SKILLS

A. The correct answer is (3).

WORKSHEETS

WORKSHEET 1

- A. 1. good impression; good; confident about oneself 2. well-mannered; respected
3. home; school; college; office; any public place 4. borrow; return
5. polite
- B. 1. 'Good manners' mean behaving well with courtesy and politeness to show correct public behaviour to the people living in society.

- 2. If one is polite and courteous, it shows that the person has good manners.
- 3. A person with good manners is polite, humble, respectful, courteous, well-cultured and thoughtful.
- C. 1. right 2. admired 3. error 4. beg pardon

WORKSHEET 2

- A. 1. If you do not eat well 2. If I had a lot of money 3. If you eat too much
- B. 1. If I were you, I would apologise immediately.
 - 2. As it was raining, we decided to stay indoors.
 - 3. Because he is so generous, he always helps the poor.
 - 4. Where he had left it, I found my missing book.
 - 5. Although he is not rich, he donates to charity.
 - 6. What he wants is a peaceful life.
- C. 1. beside 2. into 3. at 4. under; for 5. to

WORKSHEET 3

- A. 1. extremely: to the highest degree; immoderately
 - 2. fascinated: charmed; interested; bewitched
 - 3. impressed: made someone feel admiration and respect
 - 4. persistent: continuing to do something despite difficulty
 - 5. coveted: longed to possess
 - 6. frustration: feeling dissatisfied at being unable to achieve, acquire or do something
- B. 1. advice 2. proof 3. breathe 4. waterborne 5. believe 6. strike
 - 7. suite 8. choose
- C. 1. I asked, "Don't you know the way home?"
 - 2. The man at New Delhi Railway Station was reading a book.
 - 3. He said, "Wow! That was a terrific shot!"
 - 4. That house was built by John last October.
 - 5. He wrote, "I am unable to come as I am ill. I hope you will understand."

9. Solving Tough Problems of Life

ANSWERS

GET SET

A. For discussion in the class.

Then each student can write down their own best answer.

READ AND UNDERSTAND

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

- C. 1. Countries try to solve controversies by negotiating a peaceful settlement.
2. While discussing a problem with others in order to find a solution, we often presume that there are no other ways and possibilities of looking at truth and the only thing to do is to follow our way of thinking.
3. Problems become complicated because of the very nature of the problems sometimes or the unfamiliarity of the people with the exact cause of the problems for which they are seeking a solution or because of a social perspective on it.
4. When we approach a problem with an open mind we become attentive to the views of others. With a feeling of empathy for them, we are able to solve complex problems peacefully and honourably. We unfold our better self and draw the world closer.
5. If people talk and listen to each other, they can reach a peaceful and honourable settlement while solving tough problems.
6. Most problems in life can be solved through resolute efforts.
7. Our most common way of talking, while solving complex problems, is telling others to follow only our way of thinking. Thus, when others are deprived of the chance to express their thoughts, the problems remain unsolved.

THINK AND ANSWER

Any reasonable answer is acceptable.

GRAMMAR SPOTLIGHT

- A. 1. were 2. may 3. can 4. mustn't 5. is/has
- B. 1. must 2. ought to 3. should 4. can't 5. ought to

SPELL WELL

- A. 1. Frustrating 2. Exceptions 3. Negotiate 4. Controversial 5. Settlement 6. Frankly

WORD POWER

- A. 1. (a) complement: that which makes something complete; the full number or quantity needed; completing the predicate
(b) compliment: an expression of approval or praise of some quality or action
2. (a) closed mind: a mind already made up on some issue and refusing to see any other point of view; a prejudiced mind
(b) closed heart: a heart that is not sympathetic or compassionate to others
3. (a) empathy: the ability to understand and share the feelings of another
(b) sympathy: the feeling of being sorry for someone; understanding between people; support for or approval of something
4. (a) tough: strong enough to stand wear and tear; able to endure difficulty or pain; strict; rough and violent
(b) hard: solid, firm and rigid; requiring a great deal of endurance or effort; difficult Tough; harsh or unpleasant to the senses; done with a great deal of force and strength

5. (a) impracticable: not able to be done in practice
(b) impractical: not adapted for use or action
 6. (a) guarantee: promise to pay debt or carry out a duty for another person, should they fail to do so; a thing serving as security for such a promise
(b) warranty: authority
 7. (a) rigid: unable to bend or be forced out of shape; not able to be changed or adapted
(b) stiff: not easily bent; difficult to turn or operate; unable to move easily or without pain; not relaxed or friendly; severe or strong
 8. (a) imaginary: existing only in imagination
(b) imaginative: using the imagination in a creative and inventive way
- Any reasonable sentences are acceptable.

LISTEN AND LEARN

- A. 1. Tenali Rama (also known as Tenali Raman) was a court jester, a wise and witty advisor and one of the *ashtadiggajas* in the Bhuvana Vijayam or Royal Court of Sri Krishnadevaraya, the ruler of Vijayanagara.
2. Sri Krishnadevaraya, the renowned and powerful ruler of Vijayanagara, often consulted Tenali Rama on matters concerning administration or whenever he faced problems.
3. Tenali Rama was witty and humorous, an admirable poet and known for his knowledge, ingenuity and shrewdness. These qualities helped him to give the right advice to the emperor.
4. Tenali Rama's stories can still help us to tackle problems with their combination of earthly wisdom and humour in dealing with various concepts and issues.
5. His stories, reflecting his unique approach to difficult situations and problems, are found in the book: 'Fix Your Problems – The Tenali Raman Way'.

PUNCTUATION

Internet search giant, Google, which initially set up shop in a garage, but now has more than 70 internet offices in more than 40 global locations, including India, turned 15 on Wednesday, 5 September 2013. Originally called Back Rub, it was eventually named Google.

WRITE WELL

- A. Students may write a diary entry on their own.
- B. Students may write a letter based on their own experience and understanding of the lesson.

DICTIONARY SKILLS

- A. 1. (a) Scribble: write or draw carelessly or hurriedly
(b) Scratch: make a long mark or wound on a surface with something sharp or pointed; use one's fingernails to relieve itching; rake the ground with beak or claws looking for food [birds or mammals]; cross out [writing]; cancel or abandon; withdraw from competition
2. (a) Loose: not firmly or tightly fixed in place; not fastened or packaged together; not tied up or shut in; not fitting tightly; not dense or compact; not exact
(b) Lose: have [someone or something] taken away from one; no longer have or keep; become unable to find; fail to win; earn less [money] than one is spending; waste
3. (a) Hang: suspend or be suspended from above with the lower part not attached; kill [someone] by suspending them from a rope tied round the neck; attach so as to allow free movement about the point of attachment; [fabric or garment] fall or drape in a specified way; attach [meat or game] to a hook and leave it to dry;

- (b) Suspend: halt temporarily; temporarily remove [someone] from a post as a punishment or during investigation; postpone or delay [an action, event or judgment]
- 4. (a) Dawn: the first appearance of light in the sky in the morning; the beginning of something; become evident
- (b) Dusk: the darker side of twilight
- 5. (a) Sway: move slowly and rhythmically backward or forward or from side to side; Cause [someone] to change their opinion; power or influence
- (b) Swing: move back and forth or from side to side while hanging; move by grasping a support and leaping; move in a smooth curving line; attempt to hit; change from one opinion, mood or state of affairs to another; have a decisive influence on; a seat hanging from ropes or chains on which someone can sit and swing; an act of swinging; a clear change in public opinion.

PROJECT WORK/AIL ACTIVITY

- ▶ Partners can first list one or two problems their families have solved.
- ▶ List how they were solved; name the people who solved them.
- ▶ Discuss what are the qualities that helped solve the problem and jot them down.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
- B. Option 3 is the best.

WORKSHEETS

WORKSHEET 1

- A. 1. The village came to be called Rogersville and the area, Hawkins County subsequently.
- 2. The hut was constructed by Mr Crockett with the help of only his wife and children.
- 3. The roof was made with bark of trees heavily piled on as protection from rain.
- 4. The skins of bears, buffaloes and wolves provided the beds.
- 5. They got a variety of fish and game from the river and the forest. They also grew corn and vegetables for their requirement.
- B. 1. leagues; solemn; grandeur 2. Eddied 3. Emigrants; comforts; solitudes; Wilderness
- 4. Genial 5. Motive; prospect

WORKSHEET 2

- A. 1. will 2. is 3. had 4. was 5. have
- B. 1. Would 2. must 3. should/ought to 4. must 5. should/ought to 6. can
- 7. could/can 8. could/would

WORKSHEET 3

- A. 1. weekly 2. annual 3. perennial 4. decade 5. fortnight
- B. 1. Accept 2. Happy 3. Foe/enemy 4. General 5. Despair 6. Never
- C. "You have explained all but one thing!" cried the Colonel. "Where was the horse?"
- "Ah! It had bolted and was cared for by one of your neighbours," said Holmes.

10. Chesterfield's Letter to his Son

ANSWERS

GET SET

- A. For reading and discussion in the class.

READ AND UNDERSTAND

- A. Tick 1, 2, 3 and 5.
- B.
1. Lord Chesterfield wrote this letter as a reward and encouragement for his son. It is not only what a father would do, but what a father should do for a son who stays alone in a boarding school.
 2. Chesterfield tells his son that it is good to have virtue, common sense and learning, but he must also have good manners and the polish that cheerful good-breeding brings. That is the perfection Chesterfield looks for in his son, because then he will earn more praise from his teachers and gain the affection of his father.
 3. Chesterfield wants his son to learn the polished manners and good breeding of the French, in addition to his other accomplishments.
 4. Lord Chesterfield decided to write this letter because his son's teachers had praised his son. This had made him feel so happy that he had to convey the praise and his own happiness.
 5. Lord Chesterfield wrote this as a reward for his son's efforts and to encourage him to continue doing well.
 6. Lord Chesterfield told his son that, in order to receive his truest affection, he must continue to receive such glowing testimonials and reports from his teachers.

THINK AND ANSWER

Any reasonable answer is acceptable.

[Clues: Brass can be passed off as gold, if it is polished, according to Chesterfield. But gold, if dull, is not recognised. Therefore, like gold, gentlemen should be polished and show good breeding and manners too.]

GRAMMAR SPOTLIGHT

- A.
1. Adverb Phrase [modifying 'shifted']
 2. Noun Phrase [Subject to 'bite']
 3. Adjective Phrase [modifying 'people']
 4. Adverb Phrase [modifying 'switched off']
 5. Noun Phrase [Object of 'go' and 'meet']
- B.
1. Praised as a tragic hero of Indian films – Coordinate clause
 2. that his mother has been elected as an M.P. – Subordinate noun clause
 3. who feels weak inside – Subordinate adjective clause
 4. when you become a hosteller – Subordinate adverb clause
 5. If it rains during the cricket match between India and Bangladesh – Subordinate adverb clause
- C.
1. Main clause: Tania told me
Subordinate clause: that her family was shifting to Hyderabad shortly.
 2. Main clause: He asked me
Subordinate clause: if I could help him in his project work.

3. Main clause: The gardener cut off the branches
Subordinate clause: which were dead.
 4. Main clause: I have put all those flowers in the flower vase
Subordinate clause: which you had bought from the florist.
 5. Main clause: He was dropped from the school team at the eleventh hour
Subordinate clause: because of his father's illness.
- D. 1. who was imprisoned by 2. which was gifted 3. that she
4. because he was determined to start it. 5. after his illness
- E. 1. Mini was a chatterbox and talked to the Kabuliwala for hours together.
2. He is very intelligent but takes a lot of time in taking decisions.
3. You can have lemonade or coffee, but you are not allowed to have both.
4. He studies regularly throughout the year, so/therefore he is never worried about his tests and examinations.
5. She is confined to a moving chair yet/but always keeps smiling.
- F. 1. Rati asked me whether I could tell her where she could find the nearest metro Station.
2. I asked Sarita how old the girl was and whether she could read yet.
3. Our science teacher told us that water boils at 100 degrees Celsius.
4. Our teacher advised us never to hurt the feelings of others.
5. The teacher instructed us to use only the zebra crossing for crossing the main roads.
- G. 1. My friend told me, "I am going to Shimla for the summer vacation." OR
My friend told me that he was going to Shimla for the summer vacation.
2. My cousin asked me, "Are you eligible for admission in a good school with 40% marks in English?" OR
My cousin enquired whether I was eligible for admission to a good school with 40% marks in English.
3. My mother asked me, 'Why are you so quiet?' OR
My mother asked me why I was so quiet.
4. The invigilator instructed the examinees not to talk in the examination hall. OR
The invigilator told the examinees, "Don't talk in the examination hall."
5. The patrol leader ordered the scouts and guides to clean the dining plates themselves. OR
The patrol leader told the scouts and guides, "Clean the dining plates yourselves."

SPELL WELL

- A. 1. Testimonies 2. Encouragement 3. Reasonable 4. Advantageous 5. Character

WORD POWER

- A. 1. Semi-precious 2. Semi-finals 3. Semi-colon 4. Semi-skilled 5. Semi-conscious
Any reasonable sentences are acceptable.
- B. 1. (a) Literate: able to read and write; knowledgeable in a particular field
(b) Semi-literate: partially literate
2. (a) Conscious: aware of
(b) Semi-conscious: partially conscious

3. (a) Mechanical: relating to or operated by a machine or machinery; done without thought
(b) Semi-mechanical: partially mechanical
4. (a) Automatic: operating by itself without human control; done or happening without conscious thought; (of a firearm) self-loading and able to fire continuously
(b) Semi-automatic: Partially automatic
5. (a) Independent: free from outside control or influence; (of a country) self-governing; having or earning enough money to support oneself
(b) semi-independent: partially independent

LISTEN AND LEARN

- A. 1. Gulzar wrote this letter on the occasion of his daughter, Meghna's graduation.
 2. He wrote this letter to his daughter, Meghna.
 3. In the letter, Gulzar urges his daughter to find herself.
 4. The way he addresses her as 'My Graduate Girl', and the first sentence: 'You have already broken the record of your father's qualification,' followed by 'Congratulations!' shows his pride in his daughter.
- | | |
|--------------------------|--|
| ✓ Converse and Connect | These are oral exercises. |
| ✓ Pronunciation Practice | Guidance will be given by the teacher. |

SPEAK AND EXPRESS

- A. Encourage the students to present their views.

PUNCTUATION

To arrest the rapid decline in the numbers of household birds, especially sparrows, the Ghaziabad Development Authority has now decided to take steps for developing nesting and feeding sites for these birds in the city. This decision came after the Delhi Government decided to allocate ₹ 58 lakhs for the development of such sites for sparrows.

WRITE WELL

- A. Students may write the paragraph on their own.

DICTIONARY SKILLS

- A. 1. Excess: something which is more than something else, or more than is expected or proper; immoderation; intemperance (in eating or drinking); personal acts which go beyond the limits of good behaviour, morality or humanity; extra, additional.
 Access: way in(to) a place; right opportunity or means of reaching, using or approaching; sudden attack or outburst
2. Length: measurement from end to end (space or time)
 Height: measurement from bottom to top or from a level to the top
3. Integrity: the quality of being honest and upright in character; state or condition of being completely honest
 Honesty: not telling lies; not cheating or stealing; straightforward
4. Ice: frozen water; water made solid by cold
 Snow: frozen vapour falling from the sky in soft, white flakes; come down from the sky; come in large quantities

5. Waist: part of the body between the ribs and the hips
Waste: (of land) barren, that cannot or is not used; thrown away because not wanted; useless
Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- ▶ This can be done by the students in groups on their own.
- ▶ Then discuss the posters in class.

VALUES AND LIFE SKILLS

- A. For reading and discussion in class.
- B. Students may answer this on their own and then discuss in class.

WORKSHEETS

WORKSHEET 1

- A. 1. This is a special letter because in it the son is able to express those things to his father that he has not been able to say face to face to him.
2. The writer feels love and gratitude for his father.
3. The writer recollects the walks he took with his father, the games they played and the confidential chats they had with each other.
- B. 1. Face to face: in each other's presence physically
2. Needed words of praise: the commendation that was so necessary and welcome
3. Memories as cherished souvenirs: the memories of the days spent with his father are kept lovingly in the writer's mind like a souvenir, something that is kept as a reminder
- C. Any reasonable answers are acceptable.

WORKSHEET 2

- A. 1. Adjective Phrase 2. Noun Phrase 3. Adverb Phrase
- B. 1. which has a dozen apples in it?
2. that I had learnt as a child
3. Exactly as the recipe says you should
4. If you want to reach Max Hospital
- C. 1. Though Mr Charan Singh was rather frail, he went for a walk every day.
2. Since she was carrying it yesterday, I know that is Mary's bag.
3. Although Karen usually takes a cold drink, place the kettle on for tea.
- D. 1. The coach shouted to the player to take the ball right up to the goal.
2. Malini exclaimed at the exquisite dress Benu was wearing.
3. Maru grumbled that he had been watching the TV for ten minutes only.
4. Jemmy wondered who could be knocking at the door at that time.

WORKSHEET 3

- A. Any reasonable sentences are acceptable. The following are illustrative:
 - 1. The tortoise does not walk fast. All the ladies are fasting today.
 - 2. Veena was the last speaker. Nature gives us lasting peace and happiness.

3. What is the price of this book? The love of our parents is priceless.
 4. The cost of this ring is ₹ 5000. It appears to be a very costly dress.
 5. Please put on the light. Please do not take your studies lightly.
- B.
1. Pride: deep pleasure or satisfaction gained from achievements, qualities or Possessions; an excessively high opinion of oneself; a group of lions
Vanity: excessive pride in one's appearance or achievement; the quality of being Pointless or futile
 2. Counsel: advice; barrister or legal advisor conducting a case
Council: an assembly of people meeting regularly to advise on, discuss or organise something; a group of people elected to manage the affairs of a city, etc.
 3. Confident: feeling self-assured; feeling certainty about something; having faith in oneself and one's own ability to achieve something; faith in someone or something
Confidential: kept something secret; spoken or written in confidence
 4. Excuse: justify or try to justify (a fault or offence); release from a duty, a room, a Function, etc.
Accuse: say that someone has done something wrong or committed a crime
- C. Any reasonable answer is acceptable.

ANSWERS

GET GOING!

This can be done under the guidance of the teacher.

READ AND UNDERSTAND

- A. 1. (a) 2. (b)
- B. 1. The poem is written by a father to his son. We know this because the word 'son' appears in the last line of the poem.
2. The poet here means that a person should treat success and failure equally and not get dejected in failure and stubborn and arrogant in success.
3. The lines mean that one must utilise one's time most skillfully and each moment of one's time should be fruitfully used and not be wasted.
4. The line 'Or work with Kings – nor lose the common touch' means that even if all royal luxuries are heaped upon you, you should never be obstinate and always remain humble and grounded. One should never be showy or lose touch with the common people even if one's status changes drastically in society.
- C. 1. (a) The first line signifies that one should wait patiently for success and should never be tired of waiting. Success comes to those who wait without getting tired.
- (b) 'Don't deal with lies' means that one should not lie under any circumstance. If others speak lies about you, ignore them. Do not respond by telling lies about them.
- (c) If someone hates us, we should not reciprocate by hating him/her.
2. (a) By the line 'there is nothing in you', the poet means that when one feels tired and defeated, one should not give up. Rather, at such a time, one should find, the will to hold on.
- (b) A strong will can help us to hold on.

THINK AND ANSWER

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

APPRECIATING THE POEM

- A. 1. If you can fill the unforgiving minute → Here 'minute' is personified as a unforgiving person.
2. If you can meet with Triumph and Disaster and treat those two imposters just the same: Triumph and disaster are personified as imposters.

WRITE WELL

When we look at the lives of greatest and most successful people, there are certain things that we find common in them. Let's take the example of three people to illustrate this: Albert Einstein, Oprah Winfrey and Steve Jobs. Albert Einstein is considered to be one of the greatest scientists of all time. Oprah Winfrey is a Black woman who has had to struggle against poverty and racial discrimination to become one of the most successful talk show hosts on television. Steve Jobs is the co-founder of Apple, one of the most successful companies in the world.

One common factor in the lives of these successful individuals is a strong work ethic and a dedication to their craft. They were willing to put in the time and effort necessary to achieve their goals, often sacrificing their personal lives and comfort in order to pursue their dreams.

They also had a clear vision of what they wanted to achieve and were willing to take risks and make bold decisions to get there. In order to be successful, we too need to believe in our dreams and pursue them with single-minded dedication.

PROJECT WORK/ AIL ACTIVITY

A. This activity can be done by the students.

OLYMPIAD ANSWERS

1. SENTENCE REORDERING

- (a) 1. When we enter New York harbour, the first thing we see is the Statue of Liberty.
2. What impresses us the most is its size and magnificence.
3. Have you ever wondered how it came to be there?
4. The Statue of Liberty was a gift from the people of France to mark the one hundred year anniversary of American Independence.
- (b) 1. The elderly carpenter was ready to retire.
2. He told his employer of his plans to leave the house building business and live a more leisurely life with his family.
3. He would miss the pay cheque but needed to retire.
4. The employer was sorry to see his good worker go and asked if he could build just one more house as a personal favor.
- (c) 1. Although I was tired, I studied hard.
2. I ate quickly because I was hungry.
3. The match was cancelled since it was raining.
4. If you work hard, you will succeed.
- (d) 1. Because it was raining, we stayed home.
2. I went to the park with my friends yesterday.
3. I did my homework after watching TV.
4. We ate a delicious pizza.
- (e) 1. Even though it was a holiday, she went to the office.
2. As soon as the bell rang, the students rushed out of the classroom.
3. After completing the project, she felt a sense of relief.
4. The flight was delayed because of the storm.

2. EDITING

	Incorrect word	Correct word
1. Gone are the times with people thought	(a) with	when
that a girl's proper placing was at home.	(b) placing	place
It is heartening to note that most and	(c) most	more
more people had begun to realise the	(d) had	have
importance of educating a girl child.	(e) a	the
Education girls can contribute	(f) Education	Educated
significantly towards the welfare for society.	(g) for	of

- | | | |
|---|---|--|
| 2. People in most countries has become aware of the damage when modern living is doing to a environment, and many of them is concerning themselves with the conservation of the environment on future generations. Each one off us must help in conserve the environment. | (a) has
(b) when
(c) a
(d) is
(e) on
(f) off
(g) conserve | have
which
the
are
for
of
conserving |
| 3. Mr Jones get up one morning, before the sun has risen. It was a beautiful day so he goes to the window and looked out. He was surprise to see a neatly dress, middle-aged professor coming from a direction of the town. He had grey hair but thick glasses. | (a) get
(b) has
(c) goes
(d) surprise
(e) dress
(f) a
(g) but | got
had
went
surprised
dressed
the
and |
| 4. Two firemen were killed, but two others were injured after a cylinder blew down during their attempt to enter a shop on the western part of the city, where the fire were reported on Friday morning. The two firemen, which were in their 40s was thrown aside after one of the four cylinders to the shop went up in flames. | (a) but
(b) down
(c) on
(d) were
(e) which
(f) was
(g) to | and
up
in
was
who
were
in |
| 5. Around a year 1900, a small, dark-haired boy name Charles Chaplin was often seen waiting outside the back entrance of London theatres. He looks thin and hungry but his blue eyes was determined. He could sing or dance. His parents was music hall performers. | (a) a
(b) name
(c) entrance
(d) looks
(e) was
(f) or
(g) was | the
named
entrances
looked
were
and
were |

- | | | |
|---|---|--|
| <p>6. Educationist today are overwhelmingly concern about the future of youngsters. The common complaint is that students doesn't study and are not interested. Some blames exposure to social media, while others feels that the present generation are not serious enough. They suggest reviewing the syllabus for time to time.</p> | <p>(a) Educationist
(b) concern
(c) doesn't
(d) blames
(e) feels
(f) are
(g) for</p> | <p>Educationists
concerned
don't
blame
feel
is
from</p> |
| <p>7. Time is very precious than money. Money once lose can be regained, but time once lost was lost forever. Time and tide waits for no one. A lost opportunities may spoil one's life. Those who doesn't act in time often has to repent later.</p> | <p>(a) very
(b) lose
(c) was
(d) waits
(e) opportunities
(f) doesn't
(g) has</p> | <p>more
lost
is
wait
opportunity
don't
have</p> |
| <p>8. Children love picnics and outings of their parents, though they are equally happier doing thing with them around the house. Parents can makes their child feel special with following some simple rituals. Bedtime stories, the game of cards or simply talking and laugh together before going to bed give children the wonderful sense of well-being. They hardly ever forgot these cherished moments in their lives.</p> | <p>(a) of
(b) happier
(c) thing
(d) makes
(e) with
(f) the
(g) laugh
(h) the
(g) forgot</p> | <p>with
happy
things
make
by
a
laughing
a
forget</p> |

3. OMISSION

1. Sid could not swim well because the waves/too strong/him and he went down into the water. For some time he/not know where he was. But the waves carried him/the shore, where he/on the wet sand, almost dead. He shouted/help but soon realised that/was alone.

Missing word

- (a) were
(b) for
(c) did
(d) to
(e) lay
(f) for
(g) he

- | | |
|---|--|
| <p>2. All soil is made up/air, water and numerous/of living and dead organisms as well/mineral matter. In urban areas, soil/many manmade materials. The amount of each/these soil components varies/one place to another in the world or from/kind of soil to another.</p> | <p>(a) of
(b) forms
(c) as
(d) has
(e) of
(f) from
(g) one</p> |
| <p>3. Trees are our great national wealth. They/us shade, fruit and wood. But/important than all this/that they help to bring rain/check floods. It is unfortunate that deforestation/reduced our green cover drastically/the years. If we don't check this in time, our country will fall/to drought, famine, floods and soil erosion.</p> | <p>(a) give
(b) more
(c) is
(d) and
(e) has
(f) over
(g) prey</p> |
| <p>4. Researchers have proved/doing exercise reduces heart/and lowers the chances/stroke. Be it any form/exercise, it has a positive impact/your overall personality/confidence /regulating your hormones.</p> | <p>(a) that
(b) disease
(c) of
(d) of
(e) on
(f) and
(g) by</p> |
| <p>5. The next morning, she/taken ill. It was a mild fever and/doctor told us that it/go. My grandmother thought differently. She told us/end was near. She said that since only/few hours before the close/the last chapter of her life she/omitted to pray, she/not going to waste any more/talking to us.</p> | <p>(a) was
(b) the
(c) would
(d) the
(e) a
(f) of
(g) had
(h) was
(i) time</p> |

6. Plants derive their food/both the earth
and the air. If you minutely look/their
roots, you/find
fine fibres/their ends.
These/called root hairs.
They absorb water, minerals/
transport/upwards to the leaves
through/trunk and branches.
7. P. B. Shelly is considered/be one
of/greatest Romantic poets of all time.
We all must/experienced the pleasant
feeling of wind blowing/us. Usually,
we find nothing unusual/it.
But for Shelley, it/something unique
and special. The wind inspired/to
/great poems.

- (a) from
(b) at
(c) will
(d) at
(e) are
(f) and
(g) them
(h) the
- (a) to
(b) the
(c) have
(d) on
(e) in
(f) is
(g) him
(h) write

4. GAP-FILLING

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

PERIODIC TEST - 1

ANSWERS

LET'S READ

- A. 1. (c) 2. (a)
- B. 1. Heidi's aunt, Dete, left her with her grandfather.
2. Heidi's Aunt Dete took her to live with the wealthy Sesemann family as a companion to their 12-year old invalid daughter, Clara.
3. Heidi was loved by everyone in the Sesemann family, especially Clara. The only person who disliked her was the housekeeper, Fraulein Rottenmeir.
4. Heidi was sent back to her grandfather because the doctor advised it. Her health was failing and she had begun sleepwalking.
5. Heidi concentrated on learning how to read and write when she was away from her grandfather.
6. Heidi was a sunny, friendly and affectionate little girl, who was always kind and cheerful.
- C. 1. Grumpy 2. Advises

LET'S WRITE

- D. Any reasonable letter written in an informal format is acceptable.
E. Any diary entry with the date and time correct is acceptable.

GRAMMAR SPOTLIGHT

- F. 1. She is an extremely beautiful girl, even in her own family.[Positive] She is more beautiful than any other girl in her family.
2. Opening the door, she welcomed her daughter and son-in-law.
3. He invited his grandparents so that they may bless his newly-wed son and daughter-in-law.
4. People are reading a lot these days, and even Shakespearean plays again.
5. The child is so fat that it cannot stand on its feet.
6. Aren't human beings the best creation of God?
7. She helps everyone, especially the poor and the needy.
8. My grandmother is too old to manage everything on her own.
- G. 1. Oxygen - Subject; Life - Object: with preposition 'for'
2. Greater Noida - Subject
- H. 1. Juicy [Quality] 2. Some [Quantitative] 3. Beautiful [Quality]

LITERATURE

- I. 1. Like all his friends, Hamid too was tempted by the toys. However, when he thought of his grandmother who burnt her hands every time she baked chapattis, he decided to buy tongs for her. He thought that tongs would be a useful thing whereas the toys were a waste of money. They were expensive and gave momentary pleasure because they broke easily. On the other hand, tongs were much stronger and durable. In this way, Hamid made his friends believe that the tongs were superior to their toys.
2. Hamid is a four-year-old orphan who lives with his grandmother, Amina. Hamid lost his parents when he was an infant. His grandmother has told him that very soon his father and mother will return home with lots of money, sweets and gifts for him from Allah.

Hamid is therefore full of hope and happily awaiting that day. Being young and naïve, he lives in a world of hope.

Hamid has only six pice to spend in the fair. His friends spend their pocket money on rides, candies and buying beautiful colourful clay toys. Hamid thinks this to be a waste of money, something that only gives momentary pleasure. While his friends are enjoying themselves, he buys a pair of tongs for his grandmother. He has seen how his grandmother's hand gets burnt while cooking chapattis. This act shows that he is a thoughtful and selfless boy.

3. The grandmother fed the village dogs and sparrows because she enjoyed it, and felt a connection with the animals. This tells us that she loved birds and animals.
4. Mrs Blake sat up when she saw the man reaching into his pocket. When he took out a knife and opened it, she wanted to jump up and scream for help. But she was silenced by sheer fright. When he reached into his pocket again, she thought he was taking out a handkerchief to put over her mouth. She breathed a sigh of relief when she saw he took out an apple and began to peel it.
5. Mrs Blake was uneasy during her train journey because she thought the man travelling in her carriage was a killer.

PERIODIC TEST - 2

ANSWERS

LET'S READ

- A. 1. (b) 2. (a) 3. (a)
- B. 1. The spring is called 'the year's pleasant king'. It is a metaphor, treating spring as a royal king spreading his wealth and splendour around.
2. In spring, the snow and ice that have covered the earth vanish and grass, shrubs and flowers begin to sprout, and leaves and blossoms appear on the trees. That is why the poet says 'then blooms each thing'.
3. In the first stanza the poet talks about the earth blooming, young girls dancing and bird singing. It tells us that the bitter cold of winter is over and the beautiful season of spring has brought everything back to life.
4. In describing spring as a time when everything is joyous, the poet says that the 'lambs frisk and play, the shepherds pipe all day'. Winter was a time when animals hibernate or rest, coming out only to feed. It is silent because the snow absorbs all sounds and birds fall silent too. Now, in spring, lambs play on the green grass of the meadows, and they are a symbol of young new life, of childhood and of the birth of a cycle of seasons. The shepherds are also a symbol as joy as they fill the air with music from their pipes.
5. Alliteration: 'Spring, the sweet Spring'; 'The palm and May make country houses gay'.
- C. 1. Sour; bitter 2. Ugly; plain
- D. 1. Nice; enjoyable; satisfying 2. Flowers

LET'S WRITE

- E. Any reasonable answer is acceptable.

GRAMMAR SPOTLIGHT

- F. 1. Who - interrogative pronoun 2. itself - reflexive pronoun
3. mine, yours - possessive pronouns
- G. 1. moves 2. has been dancing 3. met
- H. 1. Smilingly [Adverb of Manner] 2. Extremely [Degree]; Well [Manner]
- I. 1. Starting 2. Swimming 3. to receive
- J. 1. visits 2. had revised 3. grow; will write

LITERATURE

- K. 1. The promissory note is the central metaphor used by Dr King in his speech. He elaborates the failure of the people and government of America to give freedom and justice to the coloured citizens by expanding the metaphor, using phrases like 'a bad check', 'insufficient funds', 'the bank of justice is bankrupt', 'the great vaults of opportunity', 'cash this check' upon 'the riches of freedom' and 'the security of justice'.
2. Martin Luther King Jr.'s dream was to be a true part of the American dream which believed that all men are created equal. Therefore he dreamt that there would be equality between the descendants of slaves and slave-owners, and that people would be judged on the basis of their character and not their skin colour.
3. When we are sad, dogs comfort us by coming up softly and shoving their heads against us.
4. For luncheon, the lady ordered salmon, caviar, asparagus, ice cream and coffee. She also had a peach.
5. Roald Dahl thinks that watching too much television is harmful for children. It destroys their imagination and makes them dull.

PERIODIC TEST – 3

ANSWERS

LET'S READ

- A. 1. (a) 2. (d) 3. (b) 4. (b)
- B. 1. hot; dense; expanding
2. the first three; atomic nuclei; electrically neutral atoms
- C. 1. The universe is considered to be 13.7 billion years old.
2. When the universe cooled after the initial expansion, energy was converted into many subatomic particles including protons, neutrons and electrons.
3. Most of the atoms produced after the Big Bang were hydrogen, helium and lithium. Giant clouds of these elements merged through gravity to form stars and galaxies.
4. The core ideas of the Big Bang are the expansion, the early hot state, the formation of light elements and the formation of galaxies.

LET'S WRITE

- D. Students may write this on their own.
E. Students may write this on their own.

GRAMMAR SPOTLIGHT

- F. 1. can 2. can
- G. 1. and 2. but 3. and
- H. 1. adverb phrase 2. noun phrase 3. adjective phrase
- I. 1. The conductor asked the passenger where he wanted to go. The passenger replied that he wanted to go to the main market of Rohini. When the conductor asked him if he had the change for a 500-rupee note, the passenger said he was sorry he didn't.

LITERATURE

- J. 1. Miss Beam was middle-aged and full of authority; yet she was kindly and understanding. She had grey hair and a plump figure.
2. The author learnt from the bandaged girl that he was ten times more thoughtful than he ever thought he could be.
3. Countries try to solve controversies by negotiating a peaceful settlement.
4. Chesterfield tells his son that it is good to have virtue, common sense and learning, but he must also have good manners and the polish that cheerful good-breeding bring. That is the perfection Chesterfield looks for in his son, because then he will earn more praise from his teachers and gain the affection of his father.
5. Chesterfield wrote this as a reward for his son's efforts and to encourage him to continue doing well.

Literature Reader

1. A SINGLE MOVE

UNDERSTANDING THE STORY

- A. 1. (a) 2. (c) (The question should have Shinozo instead of 'Kusovo' in the book.)
3. (b) 4. (c)
- B. 1. True 2. True 3. False 4. False 5. True
- C. 1. Kusovo and his friend were talking about the famous boxer Ali.
2. Mr Shinozo lost control of the bus because he had a heart attack while driving the bus.
3. The bus changed direction suddenly and dashed into a tree. The door of the bus flew open and Kusovo was flung out.
4. After coming from hospital, Kusovo made a decision to learn judo with his one right arm. After three months of training, master taught him only one move.
5. Kusovo won the tournament with only one move because he had mastered one of the most difficult throws in judo and secondly the only known defence for that move was that the opponent should grab his left arm. Kusovo did not have a left arm! Hence, Kusovo won the tournament by learning just one move.

LANGUAGE SKILLS

- D. Any reasonable sentences are acceptable.
- E. 1. (d) 2. (c) 3. (b) 4. (c)

WRITING SKILLS

- F. Any reasonable paragraph is acceptable.

DISCUSS

Make a group of students and discuss the given topic in the class.

2. SALLY

UNDERSTANDING THE STORY

- A. 1. (c) 2. (b) 3. (a)
- B. 1. True 2. False 3. True 4. True
- C. 1. Mr Raymond Gellhorn brought a gun with him to threaten and intimidate Jake so that he could take away the positronic motors from Jake.
2. Jake warned Mr Gellhorn because the positronic motors had built-in intelligence. They could hear, understand and respond to situations suitably. This was not known to Mr Gellhorn.
3. Jake instructed the cars to go after the trespassers, Mr Gellhorn and his two companions, and the cars immediately chased them out.

LANGUAGE SKILLS

- D. 1. He said that he had made him a proposition the day prior to the day before.
2. Gellhorn said in a low voice that he had got the old fellow.

3. I told him that it would not go inside the garage.

E. 1. signal 2. suffer 3. visible 4. modified

WRITING SKILLS

F. Any reasonable answer is acceptable.

Hints: Artificial Intelligence—very useful to serve man but should not become master.

Advantages: Facilitates work, makes travel easy, faster communication, brings the world closer, able to deal with diseases, disasters, etc.

Disadvantages: We become lazy, lose touch with nature, danger to environment, become mechanical and automated in our thinking and living, etc.

DISCUSS

Discussion in the class.

3. DAFFODILS

UNDERSTANDING THE POEM

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

B. 1. cloud 2. breeze 3. never-ending 4. heart

C. 1. The poet saw the daffodils stretching in a never-ending line along the bay, beside the lake and beneath the trees.

2. At a glance, the poet saw ten thousand daffodils.

3. When he first gazed at them, the poet could not help but feel happy in their joyous presence. But later, when he recollected them in his solitude, he realised the real lasting joy they had given him which stayed with him in his memory even when he was alone, bored or sad.

LANGUAGE SKILLS

D. 1. loneliness 2. clouded; unclouded 3. wavering

4. heartless; hard-hearted; kind-hearted

E. 1. gold; den; old (any two)

2. doff; slid; off; lid; sad; oil (any two)

3. grin; man; gin; mar (any two)

4. any; can; many; pan; man; nap; cap; map (any two)

5. pen; vie; sin; sip; pin; spin; nip; vine (any two)

ACTIVITY

F and G: Any reasonable answer is acceptable.

(F—Hint: The power of nature comforts us).

4. DUSK

UNDERSTANDING THE STORY

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

B. The young man was to stay in the Patagonian Hotel in London but found it had been pulled down. He went to another hotel from where he went out to buy a cake of soap. He roamed

around a bit and then realised he had forgotten the name of the hotel and had no place to stay at night. He had just two pence left in his pocket.

- C. 1. There were lost and defeated people in the park at night, who had lost hopes and dreams and did not wish to meet anyone or be seen or recognised by anyone.
2. The young man had said that he lost his bar of soap. Norman Gortsby found a soap near the bench, so, he thought it must belong to the young man. Therefore, he tended to believe the story of the young man.
3. The young man thanked Norman Gortsby because he got a cake of soap and a sovereign from him after making a fool of him.

LANGUAGE SKILLS

- D. 1. quite should be changed to quiet.
2. revolved should be changed to rotated.
3. spelling of disappointed should be corrected.
4. city should be changed to cities.
5. fare should be changed to fair.
E. 1. (c) 2. (d) 3. (a) 4. (e) 5. (b)

WRITING SKILLS

- F. Any reasonable answer is acceptable.

DISCUSS

- G. and H: For discussion

5. NEPHEWS

UNDERSTANDING THE STORY

- A. 1. (c) 2. (a) 3. (b) 4. (a)
B. The following are ironic:
(a) In all of the big city of New York, there was nowhere for him to go. (Despite having friends, he had nothing to eat, nowhere to sleep and no money.)
(b) If I went there tonight, I couldn't buy a five-cent cup of coffee. (Although he had dinner in that restaurant the day before.)
(c) One day, you're eating with silver knives and forks, the next day you are eating with your fingers.
(d) I shall get \$10,000 a year as pocket money. And I'm afraid.
(e) The story is based on the irony that Ide is not worried when he is a poor beggar but when there is promise of wealth, then he is worried and anxious.
C. 1. Vallance's uncle was angry with him because Vallance would not obey him. So, he stopped giving him any allowance.
2. Ide was afraid at the sudden thought that he would become wealthy whereas when he was poor he was not afraid. He did not mind being poor, and he was happy being dirty and hungry, watching people on the road.
3. Vallance had heard that Ide was to inherit his uncle's wealth and was getting used to the idea that he himself would be poor. When lawyer Mead told him that he, Vallance, would

after all be inheriting uncle Paulding's wealth, Vallance received a terrific shock and fainted.

LANGUAGE SKILLS

- D. 1. Paulding was so angry with Vallance that he stopped sending him an allowance.
2. Though it was not exactly cold, it was not comfortable either.
3. One day, you're eating with silver knives and forks, the next day you're eating with your fingers.
4. He was too afraid to spend the night alone.

WRITING SKILLS

- E. Any reasonable answer is acceptable.

(Hints: Disparity between rich and poor; young men with expectations of wealth—did not work)

DISCUSS

- G. and H: For discussion

Hints: G. Fear of possessions being lost/stolen, fear of added responsibility, burden on the mind

- H: Dirty, untidy and alcoholic; very poor, not enough to eat; sleeps in the park—for five years. When he learns of his uncle making him heir, anxious and worried and completely upset by fear; imaginary fears. As soon as lawyer Mead tells him that he is not inheriting the wealth—Ide's hands stop shaking, colour is back on his face, stands up straight, takes a deep breath and laughs. He is transformed and very happy. Not greedy.

6. THE SLAVE'S DREAM

UNDERSTANDING THE POEM

- A. 1. (b) 2. (a) 3. (c) 4. (c)
- B. 1. The poet used 'he' instead of giving a name to the slave for two reasons. Firstly, when the slaves were kidnapped and sold in America, they lost their identity and became merely slaves to their masters. Secondly, 'he' was representative of the anguish and fate of all the slaves, a symbol of their misery.
2. The slave originally belonged to Niger in Africa.
3. The slave smiled when he dreamed (dreamt) of liberty and freedom, which was something he had earlier and had lost but which he got in his dream and in death.

LANGUAGE SKILLS

- C. 1. matted 2. landscape 3. tears 4. smiting; crushing 5. illuminated
D. 1. shadow 2. plains 3. roofs 4. scream

ACTIVITY

- E. Do as directed and discuss.

7. PEACE, PEACE, PEACE!

UNDERSTANDING THE STORY

- A. 1. (c) 2. (a) 3. (b) 4. (a) 5. (c)
B. 1. 5 April 1992 2. Sarajevo 3. Cicko

4. a childhood (school, games, friends, nature) 5. piano
- C. 1. Civilians killed a Serbian wedding guest and wounded a priest. This made the political situation in Sarajevo hot.
2. There were shells pounding the city of Sarajevo, and in Zlata's house the only safe place was the cellar.
3. The bedroom of Zlata's house faced the hills from where they were shooting. So, the bedroom was unsafe.
4. Father could not carry the water because he had hernia.
5. Zlata became 12 years old on 3 December 1992.

LANGUAGE SKILLS

- D. 1. I hope to have the best grades.
2. All the schools will be/are going to be closed.
3. It's ugly, dark, smelly.
4. Mummy said that she had not realised that the Miljacka was such a wide river.
- E. 1. music lesson 2. guest house 3. hill station 4. war crime 5. safe custody
6. wax doll

WRITING SKILLS

- F. Any reasonable answer is acceptable.

Hints: fear, pain, helplessness; not able to understand why friends turn into enemies; the relentless destruction of normal life, i.e., home bombed, water, electricity, lack of rest, fear for loved ones, death

DISCUSS

For discussion after data collection

8. OZYMANDIAS

UNDERSTANDING THE POEM

- A. 1. (c) 2. (c) 3. (c) 4. (a) 5. (c)
- B. 1. The claim of the king was that he was King of Kings and he asked everyone to see his work all around and even the mighty would then despair of ever overcoming the King of Kings or of being his equal.
2. From the expression on the remains of his face and the inscription, it appears he was arrogant, scornful, cold and commanding with strong emotions like anger.
3. The lines that show that the sculptor was a good judge of character are the ones that show that all the character traits of the King "yet survive, stamped on these lifeless things" because "its sculptor well those passions read" and "his hand that mocked" those passions are also mocked "the heart that fed"—the evil heart of Ozymandias from which those emotions emerged.
4. The poem illustrates the truism that "Pride comes before a fall." The King in his arrogance had his statue made in a commanding pose with an inscription which states:
- "My name is Ozymandias, King of Kings:
Look on my works, ye Mighty, and despair!"

And all that left is a broken statue of him, headless, standing in a desert where none of his “works” are visible nor are there any “mighty” people to see them, only a stray traveller. There is only decay, a wreck and a bare desert left.

LANGUAGE SKILLS

- C. 1. Mr President, you have shamed the nation.
2. Please tell me what you feel now.
3. “I’m the King of all Kings,” said he.
4. “Ouch!” she cried in pain.
- D. Any relevant sentences are acceptable.

ACTIVITY

- E. Any reasonable answers are acceptable.
- F. The irony of the poem lies in the arrogance with which the statue has been got made by Ozymandias with its inscription and the reality which mocks that arrogance—discuss.

9. THE PORTRAIT OF A LADY

UNDERSTANDING THE STORY

- A. 1. (c) 2. (a) 3. (c) 4. (b)
- B. 1. friends 2. spinning; reciting 3. room 4. sparrows
- C. 1. The writer’s grandmother always went to school with him because the school was attached to the temple. While the children studied, the writer’s grandmother read scriptures in the temple.
2. The link between the writer and his grandmother was broken when he went to the university and was given a room of his own.
3. The change the writer saw in his grandmother after five years was that in the evening, she did not pray. His grandmother collected the women of the neighbourhood, thumped a drum for several hours and sang about the home-coming of warriors.
4. The sparrows were attached to the writer’s grandmother because she fed them crumbs. When she died, they seemed to know instinctively about it and did not eat the bread crumbs given by the writer’s mother.

LANGUAGE SKILLS

- D. 1. She will sing a song at the party tomorrow.
2. How long have you been staying here?
3. I was given a rose by her.
4. If you go to Italy, you must see Venice.
5. Wow! What a delicious food!
- E. Any reasonable sentences are acceptable.

WRITING SKILLS

- F. Any reasonable answer is acceptable.

Hints: Loving, kind, connects easily with nature and its creatures. Instinctive connection between her and the sparrows—as when they refuse crumbs from his mother)

DISCUSS

Discussion in the class.

10. THE DIAMOND NECKLACE

UNDERSTANDING THE STORY

- A. 1. (a) 2. (a) 3. (c)
- B. 1. She was distressed at the poverty of her dwelling, at the bareness of the walls, at the shabby chairs, the ugliness of the curtains.
2. She looked at him with an irritated glance and said impatiently: ...
3. Madame Loisel was a great success ... She was remarked by the minister himself.
- C. 1. Mathilde Loisel was always unhappy because she felt she had married below her status and she could not have all the comforts and luxuries that she deserved. She was very conscious of her poverty and craved for things that the rich people had.
2. In her new gown and borrowed jewellery, she was prettier than any other woman present. Her elegance, grace and beauty were noticed by everyone. People from socially higher circles sought to meet her and she was even mentioned by the minister. She felt very special and happy at the admiration she received.
3. Mathilde Loisel took 10 years in buying the new necklace because it was not easy for her to buy this costly diamond necklace.
4. We should be contented with what we have, and should never be vain.

LANGUAGE SKILLS

- D. 1. She asked him what he wished her to do with that.
2. She said she did not know exactly but thought she could manage it with four hundred francs.
3. He said that they would have to consider how to replace that ornament.
- E. 1. Clumsy 2. calm; pleased 3. few 4. ordinary; straight

WRITING SKILLS

- F. Any reasonable answer is acceptable.

(Hints: Inferiority complex; dissatisfied; impatient; vain; honest; hardworking; not a cheat)

DISCUSS

- G. For discussion: if they had spoken earlier to Madame Forestier, things might not have reached such a situation; anticlimax after ten years; to know the 'diamond' was artificial.
- H. For discussion: Can be a little of both?

11. IF

UNDERSTANDING THE POEM

- A. 1. (c) 2. (b) 3. (b) 4. (a) 5. (b)
- B. 1. If you can keep your head when all about you
Are losing theirs and blaming it on you;
2. Or watch the things you have your life to broken,
And stoop and build 'em up with worn-out tools;

3. If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
 4. If you can talk with crowds and keep your virtue;
 5. If neither foes nor loving friends can hurt you;
- C.
1. The word 'You' stands for every person in the world.
 2. The poet is saying that we should be even-minded when we face victory or defeat on any issue. The poet calls these two things 'impostors' because neither 'triumph' nor 'disaster' are lasting or real. What may appear to be 'triumph' may lead to some failure and what may seem like 'disaster' may turn out to be a victory.
 3. The poet calls a minute 'unforgiving' because it never comes back so what is done in that moment cannot be revised or pardoned. Therefore, says the poet, we should use that minute in a very worthwhile way. In saying this, the poet uses the metaphor of sport, where timer and stopwatch are used to measure the race run.

LANGUAGE SKILLS

- D. 1. hart 2. to 3. bare 4. dear (the word 'deer' should be there instead of 'game' in the book)
5. full 6. accept
- E. 1. loving 2. servant 3. new 4. condemn

ACTIVITY

- F. For discussion

Hint: The poem deals with values and qualities which make a person worthwhile and worthy.

DISCUSS

For discussion

Hint: self-confidence; dignity; presence of mind; patience; integrity and honesty; neither arrogant nor suffering an inferiority complex; balance dreams and reality; even-minded; courage; fortitude in the face of negative speech or actions; ready to take risks; not to be defeated by loss; resilience; virtue; capable of standing alone for what is right; fair and just; neither indulging in favour nor prejudice; building one's worth as a human being.

12. STEPHEN HAWKING

UNDERSTANDING THE POEM

- A. 1. (a) 2. (a) 3. (c) 4. (b) 5. (a)
- B. 1. Oxford 2. science 3. cheek 4. without gravity
- C.
1. Since Oxford did not offer a mathematics degree, Hawking moved towards physics.
 2. Stephen Hawking loved dancing and rowing while he was at Oxford University.
 3. The doctor said that he was in the early stages of Amyotrophic Lateral Sclerosis (ALS) in which the nerves that controlled his muscles were shutting down. They gave him two and a half years to live.
 4. Stephen Hawking had a strange dream after he was released from the hospital. He dreamt that he was going to be executed. The dream made him realise that there were things he wanted to do with his life. The most significant change in his life came when he fell in love with Jane Wilde in 1963, before the diagnosis, and his marriage to her in 1965.

5. Stephen Hawking wants to fly to the edge of space to encourage public interest in space because he believes that life on the Earth is at an ever-increasing risk of being wiped out by man-made or natural disaster and the human race has no future if it doesn't go into space.

LANGUAGE SKILLS

- D. 1. graduated 2. nationalise 3. cosmological 4. honourable 5. hospitalise
6. invented

WRITING SKILLS

- E. Any reasonable answer is acceptable.

DISCUSS

- F. and G: For discussion

13. UPHILL

UNDERSTANDING THE POEM

- A. 1. (c) 2. (b)
B. Any reasonable answer is acceptable.

LANGUAGE SKILLS

- C. 1. hole 2. knight 3. ours 4. in 5. meat 6. site 7. soar 8. week

ACTIVITY

- D. Any reasonable answer is acceptable.

14. THE MERCHANT OF VENICE (ACT IV SCENE I)

UNDERSTANDING THE PLAY

- A. 1. (c) 2. (b) 3. (b) 4. (b) 5. (b)
B. 1. False 2. True 3. True 4. True
C. 1. Portia gives several reasons why mercy is the greatest quality. It blesses the person who is merciful and also the person who receives mercy. It is an ornament that suits a king more than his crown, raising him higher than the temporal or worldly power that he exercises. It is a quality of God Himself, so when it is seen in a human living it makes him godly. She says that since we all seek mercy even in justice so should he.
2. Shylock refuses to forgive Antonio because he has signed a bond with Antonio wherein, if Antonio fails to make payment on time, Shylock will have a pound of his flesh from near his heart. But in his heart, Shylock has a deep anger and prejudice against Christians as can be seen from his whispered thoughts.
3. Shylock did not cut a pound of Antonio's flesh because Portia very cleverly stipulated that in cutting the flesh not a drop of blood must fall nor should the weight vary at all to be more or less than a pound. Otherwise Shylock would be penalised. Since this was a physical impossibility, Shylock decided not to cut Antonio's flesh.

WRITING SKILLS

- D. and E: Any reasonable answer is acceptable.

Hints D: Loss of confidence and friendship; burden on both

Hints E: (a) as a greedy, cruel man (b) Christian-Jew differences

DISCUSS

F: For discussion

Hint: Wastes his own time, energy, effort. Often makes a fool of himself. Shows himself up as petty, vengeful, unkind

G: For discussion

Hint: Mercy as compared to (a) unkindness (b) justice (c) vengeance