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# Tulip English

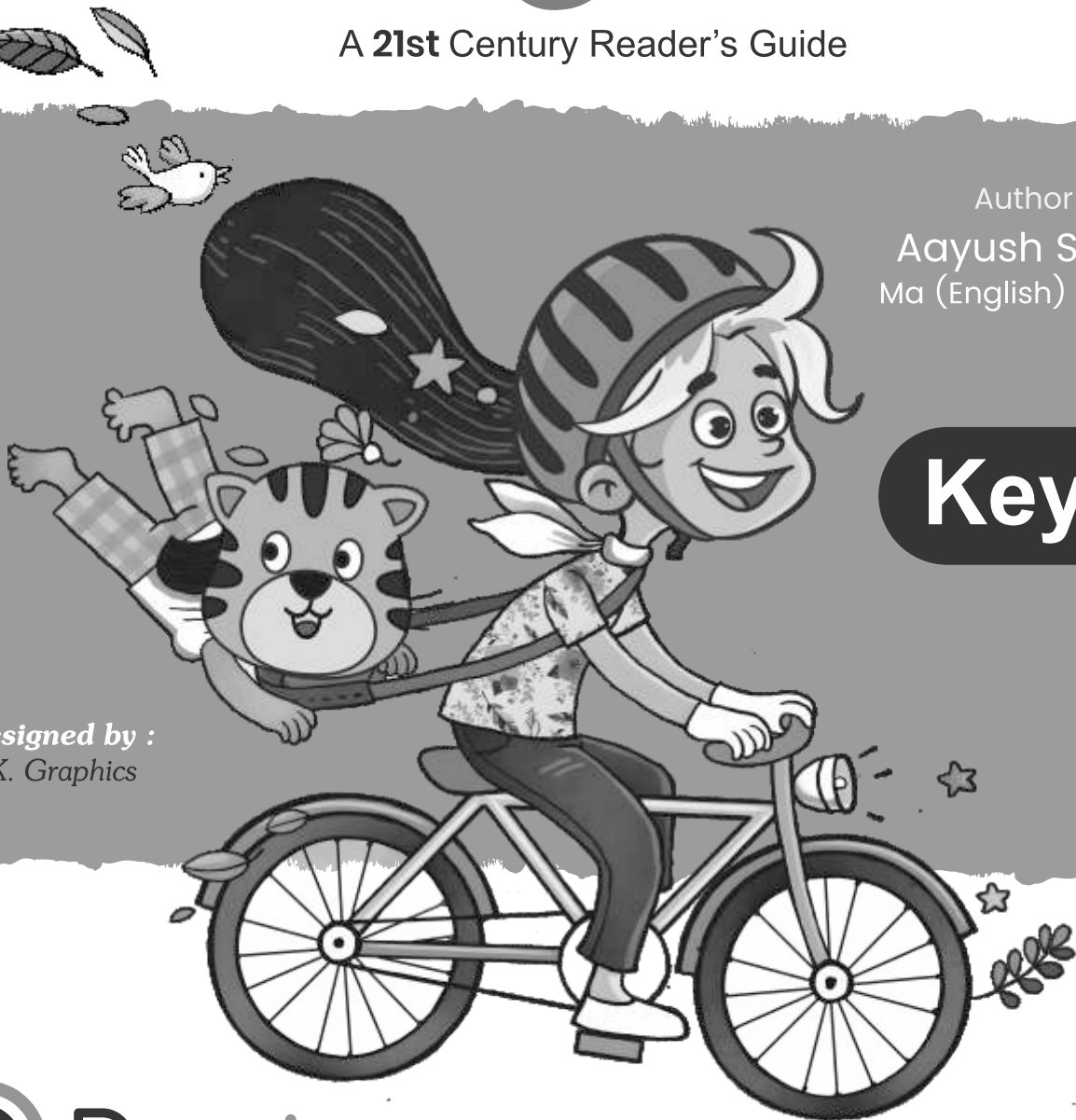
A 21st Century Reader's Guide

Author by :

Aayush Sharma  
Ma (English) M.E.D., Ph.D

**Key 1 to 5**

*Designed by :*  
S.K. Graphics



# 1

## The Seeds of Tomorrow

### English-1

A. Tick (✓) the correct option.

1. What happened when the princess started to paint?

Ans. (b) It changed into a bee

2. What did the picture turn into when the boy was drawing?

Ans. (b) A red rose

3. Instead of the rose, the princess took the:

Ans. (b) Painting brush

B. Fill in the blanks :

1. The princess decided to play a naughty trick on the boy.

2. The bee said that the magic brush was only for a kind and loving boy.

3. With tears in the eye, the princess returned the magic brush to the little boy.

C. Check Point: Answer the following questions :

1. What were the king and queen worried about?

Ans. They were worried about the princess's rude behaviour.

2. What did the bee say after it stung the princess?

Ans. The bee said that the magic brush was not for a proud princess, but for a kind and loving boy.

3. What did the princess promise at the end?

Ans. The princess promised to be good to everyone from that day.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Look at the letters in the box. They are the letters of the alphabet. Count and write how many letters are there.

Ans. Do it yourself.

B. Read these words aloud. Look at the first letter of each word. Write the words in the order of the alphabet. One has been done for you.

Ans. Do it yourself.

# 2

## The 13's of Balraj

A. Tick (✓) the correct option.

1. It was the time for:

Ans. (c) bedtime B's

2. What was the first B?

Ans. (a) Brushing teeth

3. Was Balraj excited about the bedtime B's?

Ans. (a) Yes

**B. Write True or False**

1. Balraj didn't want to sleep. —

False

2. Balraj hurried inside to start his bedtime B's. —

True

3. Balraj hugged his father before sleeping. —

True

4. In the end, Balraj finally slept. —

True

**Check Point**

Working with the Text

**C. Check Point: Answer the following questions :**

1. What were the bedtime B's?

Ans. The bedtime B's were making the bed, brushing teeth, reading books, and a big bear hug.

2. Who read the book for Balraj and tucked him into the bed?

Ans. Balraj's dad read the book and tucked him into the bed.

3. Why did Balraj come out of his room?

Ans. Balraj came out of his room to remind his dad that they forgot the last bedtime B, which was a bear hug.

4. What was the favourite bedtime B for Balraj?

Ans. The favourite bedtime B for Balraj was a big bear hug.

**Thinking Corner**

Beyond the Text

Critical Thinking

A. You must have heard elders telling you to wash your hands properly before eating anything. Do you know the reason they say this ? How often should you wash your hands ?

Ans. Do it yourself.

B. One of your close friends never brushes his teeth. How will you notify him that he should do it every day? Write two benefits of brushing teeth every day.

Ans. Do it yourself.

**More Practice**

Let's perfect it.

Thinking and Reasoning, Inference

**A. Tick (✓) the word that tells more about the action word:**

1. I can run.

Ans. quickly

2. I can write.

Ans. nicely

**B. Word Search**

Ans. \_\_\_\_\_

C	L	E	A	R	L	Y	A	B	C
D	E	P	R	O	P	E	R	L	Y
N	I	C	Q	U	I	E	T	L	Y
S	A	D	L	Y	I	E	S	T	L
P	O	P	O	L	I	T	E	L	Y
N	I	C	E	L	Y	S	A	B	L

# 3

## Number land Adventures

A. Tick (✓) the correct option.

1. One and Zero were \_\_\_\_\_ and \_\_\_\_\_.

Ans. (c) friends, neighbours

2. Who teased One and Zero?

Ans. (b) Nine

3. Nine had to take Ten on his shoulder because:

Ans. (b) Ten was bigger than

4. Nine Who shouted that Ten was bigger than Nine?

Ans. (c) The other numbers

B. Fill in the blanks.

1. One day, the number Nine decided to bully Zero and One.

2. They played the game in which the little numbers had to carry the big ones all around.

3. Other numbers obeyed Nine because Nine was the biggest number.

4. In the end, Nine had to carry Ten around the whole day.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why were One and Zero sad?

Ans. They were sad because all other numbers did not accept them as friends and teased them.

2. Why did the other numbers refuse to play with One and Zero?

Ans. The other numbers refused to play with them because they considered One a baby and Zero as "nothing".

3. Which game did Nine decide to play?

Ans. Nine decided to play a game in which the little numbers had to carry the big ones all around.

4. How did Ten become the highest number?

Ans. Ten became the highest number when Zero came to the right side of One.

### Thinking Corner

Beyond the Text

Critical Thinking

A. Imagine that your friend lost his pencil box and he started crying. Other students started teasing him. Some called him a cry baby. What would you do if such a thing happened?

Ans. Do it yourself.

B. Describe the picture in your words. Write it in your notebook.

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Tick (✓) the nouns that cannot be counted.

car

cheese ✓

tomato

oil ✓

rain ✓

flower

music ✓

tree

desk

honey ✓

wall

calendar

milk ✓

pencil

blood ✓

bottle

child

bag

sand ✓

mountain

## 4

## Decisions, Decisions!

- A. Tick (✓) the correct option.

1. In the classroom, we should not :

Ans. (a) yell

2. We must complete our :

Ans. (b) homework

3. We must \_\_\_\_\_.

Ans. (c) tie our shoes and comb our hair

- B. Write whether the sentences are True and False.

1. Children must throw the food.

False

2. Children must not follow rules.

False

3. Children must not say rude things.

True

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Write three things we must do in school.

Ans. 

- We must get to school before the bell.
- We must make sure our homework is done.
- We must obey the rules

2. Write three things we must not do in school.

Ans. 

- We must not run in the hallway.
- We must not draw pictures on the wall.
- We must not chew bubblegum in class

3. Which things should we not say?

Ans. We should not say things which are rude.

# Thinking Corner

Beyond the Text

Critical Thinking

A. How was your day today in school? Which was your favourite period in school and why? Discuss.

Ans. Do it yourself.

B. If you were to choose any activity to do in your spare time in school, which activity would you choose and why? Discuss.

Ans. Do it yourself.

C. If someone of your classmates says something bad about your dress, books, or your way of talking, how would you reply to him / her? Would you be angry with him / her or say something rudely? How should you behave with him / her? Discuss with your friends.

Ans. Do it yourself.

# More Practice

Let's perfect it.

Thinking and Reasoning, Inference



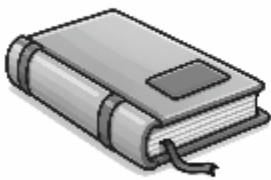
Postman



Pigeon



House



Book



Ship



School

- Circle (O) the proper nouns and put a tick (✓) on common nouns given below in the table.

comb ✓	Tina	India	ant ✓	Sunil	Sunday	mirror ✓	Suman
bag ✓	Mumbai	sweets ✓	king ✓	chair ✓	Beena	teacher ✓	Sonu
school ✓	garden ✓	cat ✓	Ali	Leela	home ✓	holiday ✓	Shimla

# 5

## Fever Follies

**A. Tick (✓) the correct option.**

1. What did 'Kha-Chiri, Kha-Chiri' mean?

**Ans.** (b) O Bird, eat

2. The bird-catcher was angry with Sheikhchilli because :

**Ans.** (a) he was chanting 'Ud chiri, Ud chiri'.

3. Who grabbed Sheikhchilli and gave him a good thrashing?

**Ans.** (c) A mourner

**B. State who said these lines.**

1. "Why do you ask the birds to eat my crop?"

**Ans.** Answer: The Farmer

2. "Why do you ask the birds to fly away?"

**Ans.** The Bird-catcher

3. "We pulled a successful robbery, and you wish us to get trapped!"

**Ans.** The Gang leader

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. What did Sheikhchilli do to memorise the name 'Khichri'?

**Ans.** To memorise the name, he started chanting 'Khichri-Khichri' while on his way home.

2. Why was Sheikhchilli beaten by the farmer?

**Ans.** He was beaten by the farmer for saying "Kha-chiri" which meant "O Bird, eat," making the farmer think he was inviting birds to eat the crops.

3. Why did the gang leader get furious?

**Ans.** He became furious when he heard Sheikhchilli saying "Aao Fanso" (come and get trapped) right after they had committed a robbery.

4. When did Sheikhchilli remember the correct word 'Khichri'?

**Ans.** When one of the mourners said that he would not be able to eat anything but Khichri for a month, he remembered the word.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Is it correct to beat someone without knowing the actual situation? Discuss

**Ans.** Do it yourself.

**B.** Imagine, you were playing with your sister / brother and threw things here and there. When your father comes and sees the mess, he gets angry and asks about

who did it. What will you say? Will you blame your brother/sister for it? Why?

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Tick (✓) the correct option.

1. Which of these things DOES NOT have any wheels?

Ans. (b) Car

2. Which of the following IS NOT an animal?

Ans. (c) Bear

3. Which of these things CANNOT be seen in a classroom?

Ans. (a) Fridge

4. Which of these things DOES NOT move on the road?

Ans. (c) Helicopter

B. Read the clues and write the words that begin with 'sp'. Pictures will help you.

1. We eat with this.

Ans. Spoon

2. An insect that makes webs

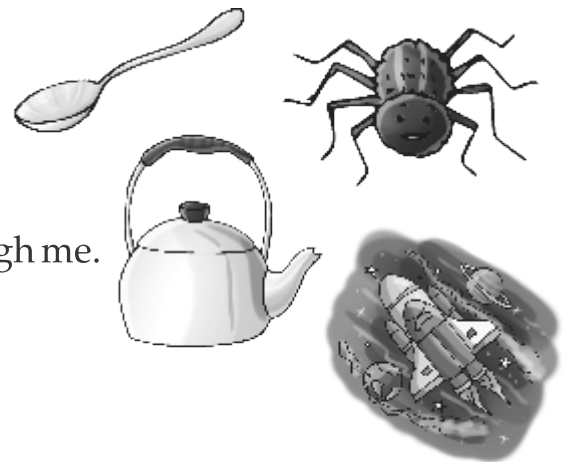
Ans. Spider

3. I am a teapot, short and stout. You pour tea through me.

Ans. Spout

4. A rocket goes to the

Ans. Space



# 6

## Secrets of the Night

A. Tick (✓) the correct option.

1. The child is curious to know about \_\_\_\_\_.

Ans. (a) insects

2. Turtles sleep inside their \_\_\_\_\_.

Ans. (c) shells

3. Sly old fox means \_\_\_\_\_.

Ans. (b) cunning fox

B. Write whether these sentences are True or False.

1. The caterpillars run at night.

False

2. Rabbits rest in their holes.

True

3. Robin rests in its nest on the tree.

True

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. What do turtles and rabbits do when the world is asleep?

**Ans.** When the world is asleep, turtles sleep inside their shells and rabbits rest in their holes.

2. Write the names of creatures mentioned in the poem.

**Ans.** These creatures are insects, bugs, butterflies, caterpillars, turtles, robins, rabbits, and foxes.

3. What does the child want to know in the first stanza?

**Ans.** He would like to know where all the insects go at night when all the world is asleep.

## Thinking Corner

Beyond the Text

Critical Thinking

A. What amuses you the most whenever you go to a garden? List any three things and write why they amuse you.

**Ans.** Do it yourself.

B. At night, all the birds and insects go to sleep as there is darkness all around. Even parents ask the children to sleep early. Why is it important for a child to sleep early and wake up early?

**Ans.** Do it yourself.

- Underline the adjectives in these sentences. Write what they tell about – colour, size, shape, number, taste, touch, age or feeling of the noun. One has been done for you.

1. The book is interesting.

feeling



2. The ribbon is red.

colour



3. The boy is sad.

feeling



4. The young girl sings.

age



5. This cake is sweet.

taste



# 7

## Playing it Right

**A. Choose the correct option.**

1. She-jackal had the desire to :

**Ans.** (b) eat a fresh fish

2. Who were fighting?

**Ans.** (a) The two rabbits

3. At first, the rabbits thought that it :

**Ans.** (b) was an impartial judgement

**B. Write who said these lines and to whom.**

1. "How will I keep my promise?"

**Ans.** The he-jackal said this to himself wondering.

2. "Friend, we caught this fish together".

**Ans.** One rabbit said this to the jackal.

3. "One of you will take the head, and the other will take the tail."

**Ans.** The jackal said this to the two rabbits.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the story.

1. What did the jackal see while he was on his way to the river ?

**Ans.** He saw two rabbits dragging a big fish and arguing about how to divide it.

2. What were the rabbits fighting for?

**Ans.** They were fighting over how to divide the big fish they had caught together

3. How did the jackal divide the fish between the two rabbits?

**Ans.** The jackal cut away the head and the tail for the rabbits and kept the large middle portion for himself as a fee for doing "justice".

4. What did the rabbits realise at the end ?

**Ans.** They realised that they lost the tastiest and biggest portion of the fish because of their fighting.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Is it correct to take advantage of someone who is in trouble? Discuss.

**Ans.** Do it yourself.

**B.** If you were in place of the jackal, how would you have divided the fish? Share.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

1. Words that rhyme with MICE : rice, ice, nice
  2. Words that rhyme with TAIL : nail, rail, mail, pail
  3. Words that rhyme with WHITE : night, right, flight, might
  4. Words that rhyme with SMALL : ball, fall, hall, mall
- A. Find the right place for the words in the box and write them in the appropriate column.
- B. For each of the words given below, write three rhyming words.
1. cat : Mat, Bat, Rat
  2. pen : Ten, Hen, Men
  3. bed : Red, Fed, Led
  4. man : Fan, Pan, Van

## 8

## Love that Loses

- A. Tick (✓) the correct option.
1. The two women wanted the wise man to :  
**Ans.** (a) do justice and decide the real mother of the child
  2. The wise man thought of a plan and  
**Ans.** (c) All of these
  3. The woman who loosened her grip :  
**Ans.** (c) went away crying
- B. Fill in the blanks with correct words from the box.
1. Many curious villagers had followed the quarrelling women.
  2. One woman held the feet of the child and the other woman caught it by its hands.
  3. The second woman was overjoyed at her victory.
  4. The real mother could not bear to see her child in pain.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the chapter.
1. Why were the women fighting? To whom did they go for justice?  
**Ans.** The women were fighting for a child, as each claimed the child to be her own. They went to a wise man (saint) for justice.
  2. What did the wise man do to decide the case?  
**Ans.** He drew a line on the ground, put the child there, and asked both women to pull the child towards themselves.

3. What happened when the child started crying?

**Ans.** Hearing the cry, the real mother loosened her grip and surrendered the child because she could not bear to see him in pain.

4. Finally, who was declared the real mother of the child? Why was everyone surprised?

**Ans.** The woman who let the child go was declared the real mother. Everyone was surprised because the verdict was unexpected as she had technically "lost" the pull.

5. Why did one of the two women loosen her grip on the child?

**Ans.** She loosened her grip because she was the real mother and could not bear to see her child in pain.

## Thinking Corner

Beyond the Text

Critical Thinking

A. If given a chance, could you please think of any other plan to decide the real mother if you were in place of the wise man?

**Ans.** Do it yourself.

B. Write down five things your mother does for you every day?

**Ans.** Do it yourself.

C. Do you know why a small child begins to cry if someone apart from its mother holds the child in her / his lap? Why is a child most happy only when he / she is with his / her mother?

Request your mother to answer this question.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Rewrite these groups of words using an apostrophe with an 's'. One has been done for you.

1. The pencils of Asim : **Asim's pencils**
2. The shoes of Tina : **Tina's shoes**
3. The grandmother of Riya : **Riya's grandmother**
4. The bags of the woman : **The woman's bags**
5. The house of my friend : **My friend's house**
6. The kennel of the dog : **The dog's kennel**
7. The horns of a cow : **A cow's horns**
8. The tail of a monkey : **A monkey's tail**
9. The new house of Priya : **Priya's new house**
10. The ears of an elephant : **An elephant's ears**

## 9

## Tofu's Jungle Tale

## A. Tick (✓) the correct option.

1. Tofu loved \_\_\_\_\_ of the jungle.

Ans. (b) all the animals

2. All the animals were \_\_\_\_\_ when the fire broke out.

Ans. (c) frightened

3. The frightened animals started :

Ans. (a) running to escape the fire

4. All the animals praised Tofu for :

Ans. (c) his bravery

## B. Fill in the blanks with correct words from the box.

1. One day, a wild **fire** broke out in the jungle.

2. Tofu was also running away from the **jungle**.

3. Without fear, Tofu ran to save the **chicks**.

4. All the animals came to know about Tofu's **heroic** act.

## Check Point

Working with the Text

## • Answer the following questions based on your understanding of the text.

1. What did the animals do when the fire broke out?

Ans. The animals were frightened and started running to the river to escape the fire.

2. What did Tofu see when he was running away from the fire?

Ans. Tofu saw a nest with two little chicks crying in fear.

3. How did Tofu save the little chicks?

Ans. Tofu ran into the fierce flames, grabbed the nest from the bush, and ran with all his might to save them.

4. What is the legend about tiger's dark stripes?

Ans. Legend has it that the dark stripes tigers have today are the scars from the burnt skin Tofu got while saving the chicks.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Imagine, what would have happened if the main character, 'Tofu' had ignored the little chicks. But Tofu didn't. What qualities of Tofu are highlighted in the story. Comment.

Ans. Do it yourself.

B. One day while coming back from school, you saw a kitten who wanted to cross the road. Heavy traffic was there all around. The kitten was not safe. What would you do? Remember, your mother might not like if you take a stray animal home.

Ans. Do it yourself.

**A. Question words– 'wh'-words are used to ask questions to get information. They end with a question mark (?).**

**Ans. Do it Yourself**

**B. Complete the sentences using the correct words from the word bank.**

1. Why do we eat vegetables?
2. Where is the richest person in the world?
3. Who is your bag?
4. When will you come back?
5. What will you take with you?

## 10 The Joy Box

**A. Tick (✓) the correct option.**

1. Shweta and Anjali were together at :

**Ans.** (c) Sneha's home

2. For whom did Shweta write the poem?

**Ans.** (a) for her father

3. To draw beautiful pictures, they used :

**Ans.** (b) markers and stickers

**B. Write whether these sentences are True or False.**

- |  |              |
|--|--------------|
| 1. Anjali wrote a letter to her brother.                   | <b>False</b> |
| 2. Shweta said that drawing was a good idea.               | <b>False</b> |
| 3. The three friends dropped the envelopes in the mailbox. | <b>True</b>  |
| 4. Sneha said, "Yes , let's mail our poems !"              | <b>False</b> |

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the chapter.**

1. Write any three things that were prepared by the three friends.

**Ans.** They prepared snowflakes from paper, baked cookies, and wrote poems.

2. What did the girls do after writing the poems?

**Ans.** After writing the poems, they drew colourful pictures using markers and stickers.

3. To whom did they send their envelopes ?

**Ans.** Shweta posted the envelope to her father, Sneha posted it to her cousin, and Anjali posted it to her friend.

4. Why will the people who receive the envelopes be surprised ?

**Ans.** They will be surprised because they will receive unexpected beautiful poems and colourful drawings by mail.

A. Imagine you are Sneha and your two best friends are at your home. Narrate the story in your words. Describe what you did to your friends and from beginning to the end.

Ans. **Do it Yourself**

B. Write what you want to become when you grow up and why?

Ans. **Do it Yourself**

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Put 'a' or 'an' correctly in the blanks. One has been done for you.

- |                  |                 |
|------------------|-----------------|
| 1. a telephone   | 2. an ink pot   |
| 3. an orange     | 4. a pen        |
| 5. an umbrella   | 6. a yak        |
| 7. an ant        | 8. a pencil     |
| 9. a kite        | 10. an eagle    |
| 11. an apple     | 12. a pineapple |
| 13. a jug        | 14. a rose      |
| 15. an aeroplane | 16. a banana    |

# 11

## Guess Who!

A. Tick (✓) the correct option.

1. Every time the frog spoke, he said :

Ans. (c) croak-croak

2. Where did the duck live?

Ans. (c) by the waterside

3. The pups loved to make :

Ans. (a) a row

4. Who makes the sound of "Wee-wee"?

Ans. (c) the pigs

B. Write whether these sentences are True or False.

1. After being asked "How do you do?", the duck always said 'Quack-quack'. **True**

2. The pig was fat. **True**

3. The pups always said 'Wee-wee' when they wanted to go out. **False**

4. Young boys, girls, and animals are making a lot of noise together. **True**

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.
1. We have read about different sounds and habitats of animals. Write where the following live and what sound they produce :
    - (a) Frog says **croak-croak** and lives **under a log**.
    - (b) Duck says **quack-quack** and lives **by the waterside**.
    - (c) Pig says **wee-wee** and lives **in a sty**.
    - (d) Pups say **bow-wow** and live **in a kennel**.
  2. What will happen if little boys , girls and all the animals start speaking together?  
**Ans.** If they start speaking together, it would make a lot of noise
  3. Can you name some animals and their habitats in your neighbourhood? Write any five.

**Ans.** Do it Yourself.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Write what will happen in the situations given below :

1. You are a frog and live with your friends in a pond.

**Ans.** Do it Yourself.

2. If you lived in the kennel with the pups.

**Ans.** Do it Yourself.

3. You are a duck and live by the waterside with your ducklings.

**Ans.** Do it Yourself.

B. 1. Do you think animals interact with each other like humans? Give reasons.

**Ans.** Do it Yourself.

2. Can you imitate the sounds of some animals? Name the animals and produce the sounds they make.

**Ans.** Do it Yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Read the following puzzles carefully and identify the punctuation marks. Write their names in the space given at the end of each stanza.

1. You stop when you see me. My nickname is a dot. I make a statement whether you like it or not. Who am I?

**Ans.** Full stop (.)

2. I begin a sentence and special names also begin with me. I follow a full stop, I am important, you see. Who am I?

**Ans.** Capital letter



3. I stand at the end of all questions you see. You won't get your answer without using me. Who am I?

Ans. Question mark (?)



## 12 Hillside Hopes

A. Tick (✓) the correct option.

1. The folks were climbing the hill :  
(b) to reach the top
2. After meeting the slower folk, the slow folk kept on climbing even when :  
c) it snowed
3. When the slower folk left , the slow folk :  
(b) tried harder to climb

B. Write whether these sentences are True or False.

1. The slow folk was changed after meeting the slower folk. **True**
2. There were times when slow folk felt that he was not moving at all. **True**
3. Nobody laughed at the slow folk while passing. **False**
4. Some folks were happy to have come so far and stopped climbing. **True**
5. Some folks stopped climbing as they would rather not climb any more. **True**

### Check Point Working with the Text

• Answer the following questions based on your understanding of the text.

1. How did the slower folk change the slow folk's attitude?

Ans. His attitude changed as he said that even though he was slow, he was helpful and, most importantly, still climbing.

2. What happens when a folk stops climbing?

Ans. When a folk stops climbing, it stays where it is and often makes it harder for others to get by.

3. Why do you think the slow folk kept on climbing even when he thought climbing was impossible?

Ans. He kept on climbing because he realized that moving slowly is okay as long as you don't stop.

4. What is the main idea highlighted in the story ? Do you think the slow folk were successful in reaching the top?

Ans. The main idea is Perseverance. Success comes to those who keep trying and never give up, no matter how slow they are.

A. Imagine, you were the slow young folk in the story. Explain in your words how you felt about climbing the hill.

Ans. **Do it Yourself.**

B. What do we learn from this chapter? Share a few lines to support your answer.

Ans. **Do it Yourself.**

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Fill in the blanks with suitable pronouns. Take help from the pictures.



My name is Amit. I am flying a kite.



Mother has bought a new toy for Sachin. **He** is playing with it.



John and I are friends. **We** are playing football.



Shweta is reading a book. **She** reads it every day.

## 13 Dream Roler

A. Tick (✓) the correct option.

1. The speaker will be thankful for the wings if he was :

Ans. (c) a butterfly

2. If the boy were a fish, it would :

Ans. (a) wriggle in the sea

3. Who would be thankful for eight arms?

Ans. (c) Octopus

4. The speaker thinks he is \_\_\_\_\_ to be himself.

Ans. (b) lucky

B. Fill in the blanks with correct words from the box :

1. If the speaker was a kangaroo, he would hop straight up to the **moon**.

2. If the speaker was an elephant, he would be grateful as he could raise his **trunk**.

3. As a fish, the speaker could wriggle and giggle with **glee**.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Why would the speaker feel thankful if he was a myna ?

Ans. He would feel thankful because he could sing.

2. Why does the speaker consider himself lucky ?

Ans. He considers himself lucky because he is happy to be "me" (himself) and not someone else.

3. The imagination of the child is shared in the poem. In the last stanza , the speaker puts up a question, 'What do you think you want to be?' Answer this question in your words.

Ans. Do it Yourself.

## Thinking Corner

Beyond the Text

Critical Thinking

A. If butterflies could speak, what would they say to you? Write an imaginary conversation with a butterfly in a dialogue form.

Ans. Do it Yourself.

B. If you were given a choice , what would you prefer—a life of an animal or a human being? Why? Share it with your partner.

Ans. Do it Yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

Circle the subject in the given sentences.

1. My father loves me.

2. Mrs Sudha is a doctor.

3. Shyam is a soldier.

4. Radha cooks food.

5. The train was three hours late.

6. She loves her family very much.

7. Riya and Diya play badminton.

8. The Ganga is a holy river.

9. Sunita planned a tour.

10. The child is going outside.

11. Nidhi is my best friend.

12. The parrot is green.

13. Kavita is singing a song.

14. Neeta is dancing.

15. The Queen was furious.

# 14

## A Furry Friend

**A. Tick (✓) the correct option.**

1. Wally spoke to his father about :

**Ans.** (b) which pet to get

2. The father said no to the otters as they :

**Ans.** (c) Both (a) and (b)

3. The father said no to the giraffe because :

**Ans.** (c) they are very tall

4. In the end, they decided to get \_\_\_\_\_ as a pet.

**Ans.** (a) goldfish

**B. Fill in the blanks with correct words from the box :**

1. The monkey would swing in the house and he'd jump on the bed.

2. The mother likes to squash all the bugs with her feet.

3. Hippos need water because it helps them stay cool.

4. The father said he would get two goldfish for both of them.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why could raising a bunny be tough?

**Ans.** It is tough because bunnies like eating and chewing all your stuff.

2. Why did the child say that picking a pet is not easy?

**Ans.** He said it because every animal he thought of had some difficulty or requirement that was hard to meet.

3. Why was the father delighted to get a fish for his son?

**Ans.** He was happy because a fish is a good pet, they make funny faces, and they can even have races.

4. Which pet would you prefer as a pet out of the animals mentioned in the poem and why?

**Ans.** I would prefer a goldfish. I would choose it because they are excellent swimmers, make funny faces, and are easy to look after compared to wild animals like monkeys or hippos.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Some children enjoy spending time with their pets. What is your hobby? Explain it in your words.

**B.** Do you have a pet? Share any memorable incident and write a few lines describing your special relationship with your pet.

- A.** A negative sentence is one that contains a word such as 'not', 'no', 'never', or 'nothing': 'Don't' and 'do not' are negative forms of 'do'.

Change the sentences given below in negative sentences.

- |                                      |  |
|--------------------------------------|--|
| 1. She is a good girl.               | <b>She is not a good girl.</b>               |
| 2. He is a doctor.                   | <b>She is not a good girl.</b>               |
| 3. The name of our country is India. | <b>The name of our country is not India.</b> |
| 4. My father is an engineer.         | <b>My father is not an engineer.</b>         |
| 5. You have a book.                  | <b>You do not have a book.</b>               |
| 6. The boys are clever.              | <b>The boys are not clever.</b>              |
| 7. The crow was thirsty.             | <b>The crow was not thirsty.</b>             |
| 8. This is my chair.                 | <b>This is not my chair.</b>                 |
| 9. This is an elephant.              | <b>This is not an elephant.</b>              |
| 10. The cat was black.               | <b>The cat was not black.</b>                |

- B.** An antonym is a type of word that has the opposite meaning to another word. For example, an antonym for 'good' is 'bad'. Write the antonym of these words.

- |            |                |          |               |
|------------|----------------|----------|---------------|
| 1. Above   | <b>Below</b>   | 2. Early | <b>Late</b>   |
| 3. Quick   | <b>Slow</b>    | 4. Right | <b>Wrong</b>  |
| 5. Success | <b>Failure</b> | 6. Soft  | <b>Hard</b>   |
| 7. Male    | <b>Female</b>  | 8. Less  | <b>More</b>   |
| 9. First   | <b>Last</b>    | 10. Weak | <b>Strong</b> |

# 1

## The Power of Teamwork

### English-2

**A. Tick (✓) the correct option.**

1. Meera, Kiran and Isha were returning from :

**Ans.** (c) school

2. What did Kiran ask Isha?

**Ans.** (a) Why was she sad.

3. What did Isha bring when she came to celebrate Rakhi?

**Ans.** (c) Both (a) and (b)

**B. State who said to whom.**

1. "Everyone has been talking about Rakshabandhan in the school."

**Ans.** Isha said to Meera.

2. "Like a friend?"

**Ans.** Meera said to her Mother

3. "I have an idea".

**Ans.** Kiran said to Meera and Ma.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why was Isha sad while returning from school ?

**Ans.** She was sad because she did not have a brother to celebrate Rakshabandhan with.

2. What did Meera and Kiran ask their mother ?

**Ans.** They asked if it would be possible to celebrate Rakshabandhan without a brother.

3. What was Kiran's idea to make Isha happy on Rakshabandhan?

**Ans.** Her idea was to invite Isha to their home to celebrate Rakshabandhan together.

4. How did the children celebrate Rakshabandhan?

**Ans.** They tied rakhis to each other and promised to take care of one another.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Mention any three different festivals which are celebrated by people of different regions and religions in your city. Share which one is your favourite and why ?

**Ans.** Do it yourself.

**B.** Why do you think festivals are important ?

**Ans.** Do it yourself.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Put these nouns in the correct boxes given below. One has been done for you.

People	Place	Animal	Thing
postman	Delhi	cat	bell
nurse	bank	pigeon	tea
Sakshi	playground	donkey	truck
cobbler	beach	dolphin	book

B. Here is a family tree. Fill in the names of your family members.

Ans. Do it yourself.

## 2 The Mischievous Kite

A. Tick (✓) the correct option.

1. The kite always \_\_\_\_\_ its tail.

Ans. (b) wags

2. It is a \_\_\_\_\_ kite.

Ans. (c) naughty

3. The kite has a \_\_\_\_\_ face.

Ans. (a) snow-white

4. The \_\_\_\_\_ lifts the kite and it flies away again.

Ans. (c) wind

B. Write whether these sentences are True or False.

1. The kite sits on the tops of the houses.

True

2. The kite has pink and red ears.

False

3. The children bring a ladder and climb carelessly.

False

4. The kite lies flat on the grass.

True

### Check Point Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why do you think the poet calls the kite naughty?

Ans. The poet calls the kite naughty because it breaks its string, flies away, and gets stuck in trees or sits on rooftops.

2. What happened when children tried to pull the tail of the kite when it was stuck?

Ans. When children tried to pull the tail of the kite, it did not move.

3. What is a kite made up of?

Ans. A kite is made up of paper and little bits of string tied together.

4. What efforts were made by children to bring the kite down?

Ans. To bring the kite down, the children first pulled its tail and then brought a ladder to climb up carefully.

A. Imagine you are a kite. What will you be able to see from the sky? What can you see when you fly over your school or house? Share with the class.

Ans. **Do it yourself.**

B. Do you think you could fly a kite on a day with no wind? If yes, how would you do this?

Ans. **Do it yourself.**

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Use the clues given below and make sentences in present continuous tense.

1. She / drink / milk.

**She is drinking milk.**

2. We / walk / to school.

**We are walking to school.**

3. The bird / fly / in the sky.

**The bird is flying in the sky.**

4. They / wait / for their friend.

**They are waiting for their friend.**

5. I / prepare / for my exams.

**I am preparing for my exams.**

B. Choose the correct words from this box to solve these puzzles.

1. We sleep here.

**Bedroom**

2. We cook in this place in the house.

**Kitchen**

3. This place has plants and sometimes flowers.

**Garden**

4. We sit here and talk to people who come to our house.

**Drawing-room**

# 3

## The Jungle Clash

A. Tick (✓) the correct option.

1. Ratan Singh and his son Sumer went to perform in \_\_\_\_\_.

Ans. (c) a wedding

2. Why were they happy?

Ans. (b) Because they received many gifts.

3. The jungle was full of \_\_\_\_\_.

Ans. (c) dacoits and thieves

4. Both of them walked to their home \_\_\_\_\_.

Ans. (c) empty-handed

B. Fill in the blanks with correct words, choosing from the box.

1. Ratan Singh was startled as Sumer started playing.

2. At a distance, some **thieves** were hiding in the forest.
3. Sumer paid no heed to his father and kept on **playing** the drum.
4. When the thieves heard the drumbeat, they became **alert**.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. What did Ratan Singh and Sumer receive for playing the drums?  
**Ans.** They received a lot of money and jewellery (gifts) in appreciation for their performance.
2. Why did Ratan Singh asked Sumer to stop playing the drum?  
**Ans.** He asked him to stop because the jungle was full of dacoits and thieves, and the sound of the drum would bring them there.
3. What did the thieves think when they first heard the drumbeat?  
**Ans.** The thieves first thought that some hunters had come to the jungle and were beating the drum to frighten the animals.
4. What happens when you do not listen to your elders?  
**Ans.** When we don't listen to our elders, we may face bad consequences and have to repent later.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. Sumer did not obey his father and paid the price. What would you do if you were in place of Sumer? Discuss.  
**Ans.** Do it yourself.
- B. Rohit always comes first in his class. His parents say that Rohit must not waste his time in playing outdoor games. They say that playing outdoor games affects one's study. Do you agree with this statement? Why or why not?

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Ans.** Do it yourself.
- Circle the prepositions in these sentences.
1. He pushed me off the bed.
  2. The sky is above us.
  3. The dog ran after the thief.
  4. The frog jumped into the pond.
  5. There is a large grocery store near my house.
  6. I sit between Jai and Karan in the class.
  7. I entered the room through the window.
  8. I found my lost book under the bed.
  9. I came from school and put my bag on the table.
  10. She came and sat beside me.
  11. He parked his car in front of his house.



# 4

## Stand on your own

A. Tick (✓) the correct option.

1. What happened to the pot of mashed potatoes?

Ans. (b) He dropped the pot.

2. What happened when he was arranging the dishes?

Ans. (a) He broke a pair of bowls.

3. What happened when he poured the milk?

Ans. (c) The milk was spilled.

B. Fill in the blanks with correct words choosing from the box.

1. The child helped the mother in making mashed potatoes.

2. When he tried to roast a turkey, the oven started smoking.

3. The mother said that she didn't need any help.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. What happened when the child helped his mother bake a pie?

Ans. When he tried to bake a pie, the oven started smoking.

2. Why did the mother ask the child to stop helping?

Ans. The mother asked the child to stop because he was creating more trouble by breaking bowls, dropping food, and spilling milk.

3. Do you think the mother was happy or unhappy with her child, who was trying to help her?

Ans. The mother was unhappy (or frustrated) because everything the child did was ending in a mess, even though his intentions were good.

### Thinking Corner

Beyond the Text

Critical Thinking

A. The child tried to help the mother in different ways but failed miserably. How do you think was the nature of the child?

Ans. Do it yourself.

B. What qualities of the child in the poem can you relate to yourself? Do you help your mother in household chores?

Ans. Do it yourself.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Tina wrote these sentences rushing. She forgot to use capital letters, question marks, commas and full stops. Punctuate and rewrite the sentences:

- i like to draw paint and play what do you like to do my best friend is Alia who is your best friend.

**Ans. Corrected:** I like to draw, paint, and play. What do you like to do? My best friend is Alia. Who is your best friend?

### Idioms

1. to bite your tongue
2. to cut corner
3. to stick together
4. to cost an arm and a leg
5. to be an old hand at something
6. to keep your nose out
7. to walk in another's shoes

### Meanings

- (a) to hold back from saying something
- (b) to economize
- (c) to stay loyal
- (d) to find something costly
- (e) to be an expert
- (f) to mind your own business
- (g) to empathise with someone

## 5

# What Was Lost, Now Found

**A. Tick (✓) the correct option.**

1. Who was sobbing?

**Ans.** (c) Rini Rabbit

2. Why were the babies of Rini Rabbit crying?

**Ans.** (b) Because they were hungry.

3. Ikku was \_\_\_\_\_ elephant .

**Ans.** (b) an honest

**B. State who said to whom.**

1. "These are not mine . Somebody must be missing a nice dinner."

**Ans.** Ikku Elephant said to herself.

2. Yes ! But I thought I had lost them!"

**Ans.** Rini Rabbit said to Ikku Elephant.

3. "Don't worry . Give them these carrots immediately."

**Ans.** Ikku Elephant said to Rini Rabbit.

4. "How kind and generous of you!"

**Ans.** Rini Rabbit said to Ikku Elephant.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. What did Ikku find while wandering in the forest? What did she decide to do with it?

**Ans.** Ikku found a number of fresh, juicy carrots. She decided to find the owner because they did not belong to her.

2. What did Dini donkey say when Ikku enquire about the carrots?

**Ans.** Dini Donkey said that the carrots were not hers, even though she would like to eat them.

3. What lesson can we learn from the behaviour of Ikku ?

**Ans.** We can learn the lesson of honesty, truthfulness, and selflessness.

4. What happened at the end? Was Ikku successful in searching for the owner of carrots?

**Ans.** At the end, Ikku found the owner, Rini Rabbit. Yes, Ikku was successful in her search, and eventually, all the animals shared and feasted on the carrots together.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Real honesty is how you act when no one is watching. Do you agree? Give reasons.

**Ans.** Do it yourself.

B. What are the benefits of being a trustworthy person? Has someone ever helped you come out of a difficult situation? Share it with the class.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Identify the kinds of sentences.

1. Close the door.
2. Wow! She can run so fast.
4. Please clean the desk.
5. Who invented ice-cream?
6. Where are the children?
7. New Delhi is the capital city of India.
8. Yummy! The soup is delicious!

Imperative  
Imperative  
Exclamatory  
Imperative  
Interrogative  
Interrogative  
Exclamatory

# 6

## The voice of the Sky

A. Tick (✓) the correct option.

1. The wind can strip \_\_\_\_\_.

**Ans.** (a) the leaves from the great oak tree

2. What can the wind do to the ships?

**Ans.** (b) Move and sink them

3. Wind can pass through the garden quietly without :

**Ans.** (b) waking up the flowers

**B. Write whether these sentences are True or False.**

- |  |              |
|--|--------------|
| 1. The wind cannot shake tall buildings.                       | <b>False</b> |
| 2. 'Steal through' means to pass softly without being noticed. | <b>True</b>  |
| 3. When the wind loses its power, it becomes hushed.           | <b>True</b>  |

**Check Point**

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. How can wind pass through a door?

**Ans.** It can pass through a doorway without any key.

2. What is the action of the wind on the great oak tree?

**Ans.** The wind strips the leaves from the great oak tree.

3. What can wind do to the house-top?

**Ans.** The wind can carry a house-top.

4. What happens when the wind is angry?

**Ans.** When the wind is angry, it can rave and riot (angrily destroy everything).

**Thinking Corner**

Beyond the Text

Critical Thinking

**A.** Rain is something that children enjoy a lot. But sometimes it turns dangerous when there is a heavy downpour. What do you like doing when it rains? Do you stay in your room or go out to enjoy the rain? Discuss?

**Ans.** Do it yourself.

**B.** Wind or air is necessary for living beings, trees, and weather. But when it gets angry and blows too hard, it can destroy everything. What can you do so that you are safe?

**Ans.** Do it yourself.

**More Practice**

Let's perfect it.

Thinking and Reasoning, Inference

• **Now, tick (✓) the correct word to complete each of the following sentences.**

1. Sunita **lives** near my house.
2. I **drink** milk every day.
3. A tree **takes** time, to grow.
4. You **play** football.
5. She **makes** toys.
6. We **like** reading storybooks.
7. They **come** to our house every Monday.
8. He **brings** a banana for lunch.
9. My dog is very lazy. It **hates** to have a bath.
10. I **think** twice before saying anything.

# 7

## A Twist in Time

**A. Tick (✓) the correct option.**

1. Amrita was a :

**Ans.** (c) spoiled girl

2. If Amrita ever fell and hurt herself, she will :

**Ans.** (c) pull the house down with her loud cries

3. What suggestions were given to Amrita by her father?

**Ans.** (c) Count to five before crying

**B. Fill in the blanks with correct words, choosing from the box .**

1. The next day , mother offered Amrita two sweets .

2. Any little thing made her cry a lot.

3. Amrita followed her father's advice for a few more days.

4. Father said that he would teach her a secret trick to turn her into a tough child.

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What happened when Amrita went to school?

**Ans.** When Amrita went to school, she would cry for every small thing. Due to this, other children made fun of her and no one wanted to be her friend.

2. How did Amrita try to change herself first? Did she succeed?

**Ans.** To change herself, Amrita tried to bear pain and hardships for several days. However, she failed because any little pain still made her cry.

3. What did Amrita do when her mother offered her two sweets?

**Ans.** When her mother offered her two sweets, she decided to eat 'one sweet less' and took only one sweet, leaving the other in her mother's hand.

4. After Amrita's will-power became strong, what happened in school?

**Ans.** Children in her school stopped making fun of her and she was able to make many new friends.

### Thinking Corner

Beyond the Text

Critical Thinking

















**A.** Imagine you have saved some money to buy a gift for your mother's birthday, and are going to buy one for her. Suddenly, you see a beautiful pencil box in a shop. You really liked that box and wanted to buy it. What will you do in this situation?

**Ans.** Do it yourself.

**B.** Nowadays, children prefer eating junk food, which is very harmful for their health. Most of them can't control their desire to eat such food. Do you eat junk food? How can you control the desire to eat such food?

**Ans.** Do it yourself.

- Write the antonyms and synonyms of the following words.

1.		→ Antonym →	
		→ Synonym →	
2.		→ Antonym →	
		→ Synonym →	
3.		→ Antonym →	
		→ Synonym →	
4.		→ Antonym →	
		→ Synonym →	

# 8

## The voice of the Sky

- A. Tick (✓) the correct option.
1. What happens when the sun appears after days of rain?  
**Ans.** (b) The snake emerges.
  2. Who is shy in the poem?  
**Ans.** (b) The snake
  3. Whose steps sound like thunder?  
**Ans.** (a) The poet's
  4. The poet has known the snake for :  
**Ans.** (c) some years

**B. Fill in the blanks with correct words, choosing from the box .**

1. The snake is green-gold in colour.
2. The snake is shy of the poet.
3. The snake enjoys lying in the hot bright sun .
4. The poet walks at a gentle pace.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why does the poet walk at a gentle pace ?

**Ans.** He walks at a gentle pace because he knows how shy the snake is and he wants to let him doze in peace.

2. Why does the snake glide away?

**Ans.** The snake glides away to go underground because it is earth-bound and the poet's footsteps sound like thunder to it.

3. What does the poet mean by 'letting him doze in peace' ?

**Ans.** The poet means that he does not want to disturb or frighten the snake while it is resting and soaking up the sun.

4. What happens when the snake sees the poet on the path?

**Ans.** The snake uncoils and disappears.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Have you ever passed by a snake basking in the sun? How did you feel? Did the snake react to Seeing you? If yes, how?

**Ans.** Do it yourself.

**B.** What scares you the most-darkness , height , spiders, or something else? Share your biggest fear and discuss how you can overcome it.

**Ans.** Do it yourself.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Write the opposites of these adjectives. One has been done for you.

- |          |        |         |       |
|----------|--------|---------|-------|
| 1. happy | sad    | 2. well | sick  |
| 3. good  | bad    | 4. long | short |
| 5. down  | up     | 6. rich | poor  |
| 7. rude  | polite | 8. full | empty |

**B.** Write the comparative and superlative forms of the adjectives given in the table.

S.No.	Positive	Comparative	Superlative
1.	poor	poorer	poorest

2.	happy	happier	happiest
3.	high	higher	highest
4.	sweet	sweeter	sweetest
5.	big	bigger	biggest
6.	dry	drier	driest
7.	large	larger	largest

# 9

## Eid's Golden Gift

### A. Tick (✓) the correct option.

1. Eid is a festival of :

Ans. (a) happiness

2. Hamid and his friends \_\_\_\_\_ each other and then went to the fair.

Ans. (b) hugged

3. Hamid remained calm and :

Ans. (c) did not spend his money

4. Ameena was surprised when Hamid showed her :

Ans. (c) the tongs

### B. Fill in the blanks with correct words, choosing from the box .

1. Eid is a festival of happiness, delicious sweets, new clothes and worship.

2. When children teased Hamid , he remained calm.

3. Hamid performed some tricks with the tongs.

4. Hamid remembered that his granny often burnt her hands while making chapattis.

### Check Point

Working with the Text

#### • Answer the following questions based on your understanding of the text.

1. Where did Ameena send Hamid and how much money did she give him ?

Ans. Ameena sent Hamid to the Idgah and gave him three rupees.

2. What things did other children buy with their money ?

Ans. Other children bought different toys and sweets.

3. Why did Hamid buy the tongs and not sweets or toys ?

Ans. He bought the tongs because he remembered that his grandmother often burnt her hands while making chapatis for him.

4. What was the price of tongs ? How much did Hamid pay for it ?

Ans. The shopkeeper first said six rupees, then reduced it to five. Finally, Hamid paid three rupees for the tongs.

- Ask your parents / grandparents the following questions :
  1. What was life like when they were small?
  2. What did they like to do when they were growing up?
  3. Who were their best friends when they were kids ?
  4. What did they like to do with their friends when they were younger?
  5. What's their favourite thing about you?
  6. How did they feel to see their children grow up ?

Write down their answers in short in your notebook.

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Underline the adverbs in these sentences and write their kind. One has been done for you.
  1. Tom spoke with me yesterday.
  2. Tom sings loudly.
  3. Fiza is singing upstairs.
  4. The boys are playing happily.
  5. Girls are playing outside.
  6. We play cricket every day.
  7. Ali drove the car carefully.
  8. I will see my friend tomorrow.
  9. She came here last night.
  10. The guests are inside the room.
  11. The teacher spoke angrily.
  12. He often goes for a walk.



Time  
Manner  
Place  
Manner  
Place  
Time  
Manner  
Time  
Time  
Place  
Manner  
Time



# 10

## Patel's Power

- A. Tick (✓) the correct option.
1. Sardar Patel was India's first :  
Ans. (b) deputy prime minister
  2. Sardar Patel was born on :  
Ans. (a) 31st October, 1875

3. From his father he learned :

**Ans.** (b) arithmetic tables

4. Vallabhbhai is also known as :

**Ans.** (c) the Iron Man of India

**B. Write whether these sentences are True or False.**

1. Sardar Patel was born in Gandhinagar, Gujarat.

**False**

2. Sardar Patel went to England to study law.

**True**

3. Sardar Patel is well-known for the Post-independence unification of India.

**True**

4. Sardar Patel did not take the lead to unify all the states of India.

**False**

## Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. What kind of boy was Sardar Patel in school?

**Ans.** He was a very curious child who would ask many questions to his teachers.

2. What was the turning point in Sardar Patel's life?

**Ans.** The turning point was when he met Gandhiji and listened to his speech on Swaraj.

3. Why is Sardar Patel known as the Iron Man of India?

**Ans.** He is known as the Iron Man of India because he showed great courage and determination in unifying the 562 princely states into "The Union of India."

4. What did the Nizam of Hyderabad want to do?

**Ans.** He wanted to forcefully join his state to Pakistan.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Which freedom fighter inspires you the most? Why?

**Ans.** Do it yourself.

B. What do you think is the reason that our freedom fighters fought bravely without caring for their life? Given a chance, what will you do for your country?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Tick the correct sentences in these pairs of sentences.

1. I was solving the sums.

I were solving the sums.

2. You was making a noise.

You were making a noise.

3. He was studying.

He were studying.

4. We was excited to go on a picnic.

We were excited to go on a picnic.

5. Were she hungry?

Was she hungry?

6. Was I correct?

Were I correct?

# 11

## Snowman to the Rescue

**A. Tick (✓) the correct option.**

1. \_\_\_\_\_, her father and his brothers were on a trek in the hills.

**Ans.** (b) Jiya

2. How many snowmen were there in the semi-circle?

**Ans.** (c) Seven

3. How did the children help the elders?

**Ans.** (b) Chopping vegetables

4. The soldiers from the \_\_\_\_\_ saved Jiya's family and her friends.

**Ans.** (a) Indian army

**B. Fill in the blanks with correct words, choosing from the box .**

1. The men suffered from cold and **stiff joints**.

2. **Om** and **Alka** showed Jiya how to pack the snow.

3. Everyone began building their own **snowmen**.

4. **Jiya's father** was the first to hear the whirring sound.

5. All of them went back inside to rest, except for the poor **Dinesh**, whose turn was to be outdoors.

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. Who took shelter at Shivcharan's dhaaba? Why were all of them trapped?

**Ans.** Eleven-year-old Jiya, her father Hitesh, and his brothers Akhilesh and Dinesh took shelter at the dhaaba. Shivcharan and his two children, Om and Alka, were also there. Everyone was trapped because the weather changed suddenly and heavy snowfall blocked their way and the doors.

2. Was the idea of taking turns to wait outside the house, a good one? Why or why not?

**Ans.** Yes, it was a good idea. It ensured that if the rescue helicopter returned, someone would be outside to wave and signal for help, as they had already missed one chance while they were inside.

3. Who woke the others up? Why did they all rush out of the trapdoor?

**Ans.** Jiya's father (Hitesh) was the first to hear the whirring sound and woke the others up. They all rushed out because they heard the sound of a helicopter and hoped to be rescued.

4. Write in your words how Jiya made the snowman.

**Ans.** Jiya first made a big snowball by packing the snow tightly. Then, she rolled a slightly smaller snowball and placed it on top of the first one. Finally, she made a

very small one for the head, used pebbles for eyes, a twig for the nose, and small stones to make a smile.

5. How did the soldiers from the Indian Army were able to find the seven lost people?

**Ans.** The soldiers were flying above the mountains and saw the seven snowmen that the group had built. They wondered if those could be the seven missing people they were looking for, so they came down to check and found them.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** Imagine, there is a child in your class with weak eyesight. He often has difficulty in taking notes from the board. You have been asked by the teacher to help him. You want to play outside during that time. How would you do it in this situation?

**Ans.** Do it yourself.

**B.** A new child from another state has just joined your class. He/She speaks a different language that you don't understand. How will you become his/her friend? How will you support him/her to adjust in the new environment?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• **Fill in the blanks using is, am or are.**

What is your name? My name is Shruti. How old are you? I am seven years old. How many members are there in your family? There are seven members in my family. What are your hobbies? I am fond of reading books.

# 12

## Patel's Power

**A.** Tick (✓) the correct option.

1. Benjamin drew the picture with the help of \_\_\_\_\_.

**Ans.** (c) a cardboard and a piece of charcoal

2. Benjamin had a great interest in :

**Ans.** (c) drawing pictures

3. Who said that Benjamin had a wonderful gift?

**Ans.** (a) The priest

4. The words of the priest \_\_\_\_\_.

**Ans.** (a) came true

**B.** **Fill in the blanks with correct words, choosing from the box.**

1. Soon, Benjamin began to feel a little lonely.

2. The baby smiled but did not wake up.

3. Benjamin did not even hear his mother's **footsteps** as she came into the room.
4. The **priest** looked at the picture for a long time.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. What did Benjamin's parents think about spending money on pictures?

**Ans.** They thought it was not correct to spend money on such things as pictures might take his mind away from more useful things.

2. Why was Benjamin glad when his mother asked him to look after his sister in her absence?

**Ans.** Benjamin was glad because he loved the baby.

3. What was Benjamin's father's reaction when he saw Benjamin's drawing?

**Ans.** Benjamin's father did not answer at first and simply said, "Put it away."

4. How did the words of the priest come true in the end?

**Ans.** The words came true because many years later, Benjamin West became a great and famous painter.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Imagine your mother going to the market. Before leaving, she asked you to complete your homework and then go out to play with your friends. You didn't complete your homework and went out to play. How would you handle the situation when she comes back? What do you think how she will react?

**Ans.** Do it yourself.

B. On Sunday, you have been given two hours by your parents to complete multiple tasks in a day. Now, you have to choose the most important task of your day. How would you select it?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Fill in the blanks with **and**, **or**, **but**.

1. We had idli **and** sambhar for breakfast.

2. I like idli **but** my brother likes dosa.

3. We went to the shop **but** it was closed.

4. I ate an apple **and** an orange.

5. I have a pencil **but** I don't have a sharpener.

6. Do you want to buy a pencil **or** a sharpener?

7. Will you go to the market today **or** tomorrow?



## 13

## Song of the Soul

**A. Tick (✓) the correct option.**

1. The golden bird used to \_\_\_\_\_ for the king every day.

**Ans.** (c) sing

2. "Come let me show you the forest" — Who says this?

**Ans.** (c) The golden bird

3. The golden bird was unable to fly when she saw the eagle because her wings were \_\_\_\_\_.

**Ans.** (c) weak

4. Who said this? "How can I thank you all? You have saved my life."

**Ans.** (b) The golden bird

**B. Write whether these sentences are True or False.**

1. The bird accepted the monkey's offer to help.

**False**

2. The golden bird had never used the wings in the palace, therefore, she could not fly.

**True**

3. The chameleon slid into the deepest part of the ground.

**False**

4. The chameleon pushed the golden bird into the centre of a large , yellow flower.

**True**

**Check Point**

Working with the Text

- **Answer the following questions based on your understanding of the text.**

1. How was the bird treated in the king's palace?

**Ans.** The golden bird was kept in a golden cage. Every day, she was given food and water, and her yellow feathers were groomed.

2. Why did the king decide to set the bird free?

**Ans.** The king decided to set the bird free because he felt sorry for her and thought it was not right to hold a bird in a cage.

3. What did the monkey, the snake and the chameleon do when they saw the eagle?

**Ans.** When they saw the eagle, the monkey hid among the leaves, the snake slid into the deepest part of the ground, and the chameleon stayed quite still.

4. What happened when the golden bird saw the eagle?

**Ans.** When the golden bird saw the eagle, she tried to fly away fast, but her wings were too weak to fly, so she cried for help.

5. How did the monkey, the snake, and the chameleon save the golden bird?

**Ans.** To save the golden bird, first the snake pulled her into the bushes, then the monkey lifted her up a tree, and finally the chameleon pushed her into a large yellow flower to hide her.

A. What would life be like without good friends? Write five qualities of a true friend.

Ans. Do it yourself.

B. What is your view about the given statement?

'A friend in need is a friend indeed'.

Ans. Do it yourself.

**More Practice**

Let's perfect it.

Thinking and Reasoning, Inference

• Tick (✓) the countable nouns and cross (X) the uncountable nouns. One has been done for you.

caps	<input checked="" type="checkbox"/>	money	<input type="checkbox"/>	dogs	<input checked="" type="checkbox"/>	buses	<input checked="" type="checkbox"/>
sheep	<input checked="" type="checkbox"/>	deer	<input checked="" type="checkbox"/>	eggs	<input checked="" type="checkbox"/>	salt	<input type="checkbox"/>
time	<input type="checkbox"/>	guns	<input checked="" type="checkbox"/>	fish	<input checked="" type="checkbox"/>	table	<input checked="" type="checkbox"/>

**14**

**Climb of Courage**

A. Tick (✓) the correct option.

1. The Himalayas are also known as :

Ans. (a) the roof of the world

2. Who measured the height of Everest in 1852?

Ans. (c) Survey of India

3. What did Edmund Hillary do at home in New Zealand?

Ans. (b) Kept bees and sold honey

4. Edmund Hillary and Tenzing Norgay stayed at the summit for \_\_\_\_\_

Ans. (c) fifteen minutes

5. In 1995, one team collected \_\_\_\_\_ of litter.

Ans. (c) 560 kg

B. Write whether these sentences are True or False.

1. For many years, Sherpa traders carried rice and salt through the mountain passes. **True**

2. At the summit, there is enough air to breathe. **False**

3. Edmund Hillary and Tenzing Norgay carried air containers on their back. **True**

4. Tenzing Norgay lived in Nepal, where he trained people to climb mountains. **False**

5. Thousands of people have tried to climb Mount Everest, but only a few hundred have been successful. **True**

- **Answer the following questions based on your understanding of the text.**

1. What are the reasons that climbing Mount Everest is very difficult?

**Ans.** It is difficult because the atmosphere is very thin with little air to breathe, there are forceful freezing winds, and the terrain is steep and icy.

2. What preparations were made by Edmund Hillary and Tenzing Norgay before climbing the Mount Everest?

**Ans.** To climb Mount Everest, they wore warm clothes, special boots that do not slip on ice, and carried air containers on their backs to help them breathe.

3. How did Edmund Hillary and Tenzing Norgay feel at the summit? What did they do there?

**Ans.** Edmund Hillary and Tenzing Norgay were overjoyed. They stayed for fifteen minutes, took photographs, and ate mint cake.

4. Why in modern times, climbing Everest is not as difficult as it was in 1952?

**Ans.** Climbing Everest is not as difficult as it was in 1952 because of modern equipment and the help of expert Sherpa guides.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** All types of work are good works. One should understand the dignity of labour and respect people regardless of what he / she does to earn his / her living, like Sherpas who risk their lives to do their work. Discuss and share your views about this?

**Ans.** Do it yourself.

**B.** Mountaineering is a risky task. Who do you think has the riskiest job : Sherpas , soldiers, police officers or firefighters? Why?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- **Change the gender of these nouns.**

- |                |                    |            |               |
|----------------|--------------------|------------|---------------|
| 1. sir         | <u>Madam</u>       | 2. aunt    | <u>Uncle</u>  |
| 3. niece       | <u>Nephew</u>      | 4. brother | <u>Sister</u> |
| 5. grandmother | <u>Grandfather</u> | 6. man     | <u>Woman</u>  |

**A. Tick (✓) the correct option.**

1. Sneha was a :

**Ans.** (b) rude girl

2. She disliked the maid because :

**Ans.** (b) her hair was grey and she was not pretty

3. We should respect our helpers because :

**Ans.** (b) they make our life nice and easy

**B. Write whether these sentences are True or False.**

1. Sneha respected everyone around her.

**False**

2. Sneha spoke rudely to the maids in school.

**True**

3. Sneha cried because her mother told her that she had to do all the work on her own.

**True**

4. Mother taught Sneha a lesson that she must respect the helpers.

**True**

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. How did Sneha behave with the helpers?

**Ans.** Sneha behaved rudely with the helpers and did not respect them.

2. What happened when Sneha was waiting at the bus stop?

**Ans.** The bus did not arrive, so she had to go in her father's car which she thought was dirty.

3. How did Mother teach Sneha a lesson ?

**Ans.** Mother asked all the helpers not to come, making Sneha realize that without them, she would have to do all the work herself.

4. According to the chapter, why should we respect our helpers?

**Ans.** We should respect them because they do so much work for us and make our lives nice and easy.

### Thinking Corner

Beyond the Text



**A.** Have you had a chance to help someone recently? How did you help, and how did that make you feel?

**Ans.** **Do it yourself.**

**B.** Is there anything or anyone in your life that you should be thankful for, but you are taking it for granted? What is it? Discuss.

**Ans.** **Do it yourself.**

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Fill in the blanks with correct 'Wh-' words given below. One has been done for you.

1. Who is your brother?
2. Who is knocking at the door?
3. Where did you go to the party?
4. Why are you late today?
5. What were you telling me yesterday?
6. When will you go to the party?



B. Complete the questions using why / how / where / when / what. One has been done for you.

1. Where are you going?
2. When will the party begin?
3. Where do you live?
4. How old are you?
5. When did you return from school?
6. How are you feeling today?
7. Why did you wake up late?
8. What did you have for lunch?



## 2 The Smallest Coin

A. Tick (✓) the correct option.

1. Sahdev worked very hard :

Ans. (a) to make both ends meet.

2. Where did the wife of Sahdev want to go ?

Ans. (a) To the fair

3. The king was amused :

Ans. (a) when Sahdev called his one paisa a big treasure.

4. Why did Sahdev want the money?

Ans. (c) to purchase many things for his wife and make her happy.

B. Write who said to whom and when :

1. "Don't be late . I will be ready for the fair."

Ans. Sahdev's wife said this to Sahdev.

2. "Is your treasure big?"

Ans. The King said this to Sahdev.

3. " I will take the northern side of the kingdom."

Ans. Sahdev said this to the King.

4. "Forget that one Paisa. I will give you two Paisa."

**Ans.** The King said this to Sahdev.

## Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Do you think that Sahdev was not only a hardworking man but also very intelligent? If yes, why?

**Ans.** Yes, Sahdev was intelligent because he understood the value of his hard-earned money and successfully negotiated with the King until he received half of the kingdom.

2. What happened when Sahdev and the king met?

**Ans.** The King questioned Sahdev about his destination. When he learned Sahdev was running for just one paisa, he was amused and tried to offer Sahdev more money to stop him from going to the wall.

3. Why did Sahdev want that one Paisa so desperately?

**Ans.** He wanted it because it was his hard-earned money, which he considered an invaluable treasure.

4. What happened at the end? Did Sahdev get his one paisa?

**Ans.** At the end, Sahdev got half of the kingdom (the northern side) and he also got his one paisa that was hidden in the wall.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Sahdev outwitted the king with his smartness. Do you think it more important how a person acts in a situation than how a person looks? Discuss.

**Ans.** Do it yourself.

B. Imagine you were the king. Rewrite the last part of the lesson, where Sahdev asked for the northern side of the kingdom. Was there anything special in his choice? What was it?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Underline the nouns of plural number in the sentences. One has been done for you.

1. The lady bought six mangoes from the shop.

2. The thieves robbed our neighbour's house.

3. Most of the cities have good hotels.

4. This salad is made of tomatoes and onions.

5. There are many wolves in this part of the forest.

**B. Choose the correct word to complete each sentence. One has been done for you.**

1. There are many churches in Goa. (church / churches)
2. There are many mosquitoes in the garden. (mosquitos / mosquitoes)
3. How many stories do you want to hear? (stories / storys)
4. Mother bought five loaves of bread. (loafs / loaves).
5. The cows and their calves are grazing in the field. (calfs / calves).

### 3

## The Silent Givers

**A. Tick (✓) the correct option.**

1. The poet thinks that the trees are the :

**Ans.** (a) the kindest things

2. The trees give us :

**Ans.** (a) wood and fruits

3. Where do the birds gather?

**Ans.** (c) Among the boughs

4. What do the trees hum?

**Ans.** (b) A drowsy lullaby

**B. Write whether these sentences are True or False.**

- |   |              |
|---|--------------|
| 1. Trees sing lullaby for children.                   | <b>True</b>  |
| 2. Trees do not hold the light at night.              | <b>False</b> |
| 3. They give us leaves to burn on Halloween.          | <b>True</b>  |
| 4. Trees are the first ones to touch the morning sun. | <b>True</b>  |

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What is the central idea of the poem?

**Ans.** The central idea of the poem is that trees are generous and kind. They give us fruits, shade, wood, and comfort without asking anything in return.

2. Explain the lines— 'They are the last to hold the light, When evening changes into night.'

**Ans.** These lines mean that trees are the last to receive sunlight at sunset, even when day turns into night.

3. When do the trees sing a lullaby and for whom?

**Ans.** Trees sing a lullaby at night when the moon is in the sky, for sleepy children.

4. Why is the poet calling the trees, 'the kindest'?

**Ans.** The poet calls trees the kindest because they help everyone selflessly by giving shade, food, wood, shelter, and peace.

A. Many people think that there is no harm in cutting forests for progress and development. What do you feel about the destruction of forests, which are also the habitat of animals? Discuss and share your feelings.

Ans. Do it yourself.

B. Write a short poem, using rhyming words, about any flower, animal, bird or insect you have ever seen. Then read it out to your classmates. (The teacher must facilitate for the answer of this question.)

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Complete the following sentences by adding a question tag. Remember that a positive sentence needs a negative question tag, and a negative sentence needs a positive question tag

1. This isn't the right answer, is it ?
2. Anjali can't ride a bike, can she ?
3. You've already seen that film, haven't you ?
4. I'm lucky to have a friend like Anand, aren't I ?
5. The tunnel was very dark, wasn't it ?



## 4

## The Smallest Coin

A. Tick (✓) the correct option.

1. The smallest dove spotted :

Ans. (c) some rice scattered beneath a banyan tree

2. The hunter was :

Ans. (b) astonished

3. The mouse lived :

Ans. (c) in a city of temples

4. What was it that helped the doves to save from the hunter?

Ans. (b) Unity

B. Write who said and to whom :

1. "Let's go to that banyan tree."

Ans. The smallest dove said this to the other doves.

2. "I better hide before I am caught."

Ans. The mouse said this to himself.

3. "My flock and I are in trouble. Only you can help us."

**Ans.** The King Dove said this to the mouse.

4. "Your wishes will be followed."

**Ans.** The mouse said this to the King Dove.

## Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. How did the doves get trapped in the net?

**Ans.** The doves got trapped when they landed to eat rice and a hunter threw a net over them.

2. What idea was given by the King, Dove to get out of the trap?

**Ans.** The King Dove advised all the doves to fly together carrying the net.

3. Who helped the doves to free themselves from the net and how?

**Ans.** The mouse helped them by cutting the net with his sharp teeth.

4. King Dove was more concerned about the fellow doves. Which qualities of King Dove are highlighted here?

**Ans.** His leadership, kindness, wisdom, and concern for others are highlighted.

5. What do we learn from this story?

**Ans.** We learn that unity and teamwork give strength and help overcome problems.

## Thinking Corner

Beyond the Text

Critical Thinking

A. Do you approve of hunting of birds as a form of sport? Justify your answer.

**Ans.** Do it yourself.

B. Imagine if the mouse had refused to help the doves, what could have been the possible ending of the story? Discuss with the teacher.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. **Rewrite the sentences with the adverbs in the correct positions.**

1. Rita every afternoon does her homework.

**Ans.** Rita does her homework every afternoon.

2. The children often play in the park.

**Ans.** The children play in the park often.

3. They managed to catch the bus, luckily.

**Ans.** They luckily managed to catch the bus.

4. I will be for very long there.

**Ans.** I will be there for very long.

5. Stir quickly the soup.

**Ans.** Stir the soup quickly.

**B. Fill in the blanks, choosing words from the box. One has been done for you.**

1. The stars shine brightly.
2. The wind blows softly.
3. Rajat jumps happily.
4. She sings sweetly.
5. The fans cheered loudly.
6. The puppy chases the ball playfully.

## 5

# The Silent Givers

**A. Tick (✓) the correct option.**

1. Santosh was a good man as :

**Ans.** (a) he used to pray daily and help the needy

2. Before Amardev left, Santosh gave him :

**Ans.** (c) Both (a) and (b)

3. Amardev was crying before leaving because he felt :

**Ans.** (c) guilty of he had killed the elder son of Santosh

**B. Write whether these sentences are True or False.**

1. Amardev came to Santosh because he had heard about his kindness. **True**
2. Amardev was transformed into a good being because of Santosh. **True**
3. Amardev was crying because he wanted some more coins. **False**

• **Answer the following questions based on your understanding of the text.**

### Check Point

Working with the Text

1. What kind of man was Santosh?

**Ans.** Santosh was a noble, kind and generous man. He helped the needy, prayed daily and was respected by everyone in the village.

2. What did the stranger request, Santosh?

**Ans.** The stranger requested Santosh for protection and shelter for one night.

3. How did Santosh look after the stranger? What does it tell us about Santosh?

**Ans.** Santosh gave the stranger food, a comfortable bed, some coins and even his horse. This shows that Santosh was very kind, generous and forgiving.

4. 'It was a supreme moment of God's justice for both'? What was the God's justice?

**Ans.** God's justice was that Santosh forgave his son's killer and Amardev realised his guilt and promised never to commit a crime again.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Imagine , you were Santosh. When you came to know about Amardev's reality, what would you have done? Explain your views.

**Ans.** Do it yourself.

- B.** For times unknown, humans have taken advantage of their dominance over animals. We often hear the incidents where animals retaliate and attack humans. Are those violent attacks of animals justified? What are your views on this regarding, the way we are interfering in their natural way of life? Discuss.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Choose suitable words to fill in the blanks. One has been done for you.

1. I like to see the Sun rise.
2. Would you like to see the Taj Mahal in Agra?
3. Do you have a one-rupee coin?
4. My father reads the Daily Express.
5. I don't like to sit in an untidy room.
6. We sailed across the Indian Ocean in a ship.

**B.** Fill in the blanks with correct articles. One has been done for you.

1. Kimi lives in the new house next to mine.
2. Hemant is an honest man.
3. My sister wants to study at the Gokul University.
4. Please switch off the television.
5. You can see many fishermen fishing in the Ganga.
6. the French tourists had a great time in India.

## 6

## Friendship's Light

**A.** Tick (✓) the correct option.

1. A real friend will :

**Ans.** (a) listen to you

2. Real friends are always around :

**Ans.** (a) during tough times

3. What does 'hold you tight' means?

**Ans.** (b) To support you

**B.** Write whether these sentences are True or False.

1. True friends are always around for treats, hugs and big smiles.
2. True friends do not listen to what you have to say.
3. A good friend will accept you for who you are.

True  
False  
True

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Based on the poem, write what qualities an ideal friend should have?  
**Ans.** An ideal friend should listen, laugh, and care. They should be supportive through "thick and thin" and always be there to "lend an ear".
2. How do you know whether you have a sincere friend or not?  
**Ans.** You know a friend is sincere when they really mean what they say and they always show up to listen to you attentively.
3. Elaborate the meaning of 'Through thick and thin, up and down, Your true friends are always around'.  
**Ans.** This means that true friends will stay by your side under all circumstances, no matter how difficult or bad the situation becomes.
4. Which qualities of a good friend are mentioned in the poem? Do you think you possess these qualities?  
**Ans.** The qualities mentioned include being a good listener, being caring, and being reliable during both good and bad times.  
**(Student must answer the second part based on their own personality).**

### Thinking Corner

Beyond the Text

Critical Thinking

- A. Imagine, tomorrow is your friend's birthday, and you have no money to buy a gift for her/him. You decide to wish your friend without a gift or with a simple greeting card for him/ her.  
 How do you think your friend will react in such a condition?  
**Ans.** **Do it yourself.**
- B. Suhana and Sudha are good friends. Unfortunately, Suhana falls ill during exams and fails. Sudha moves to the new class, but Suhana does not. What should Sudha do? Should she make new friends and forget Suhana or should she help Suhana in her studies so that she may pass with good marks?  
 What would you have done in this situation?  
**Ans.** **Do it yourself.**

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Write the nouns given below in the correct columns. One has been done for you.

Concrete Nouns	Abstract Nouns
table	courage
girl	warmth
sun	honesty
soldiers	bravery
sea	sympathy
water	

# 7

## From Down to Dusk

**A. Tick (✓) the correct option.**

1. Why was everything topsy-turvy in Ultapur?

**Ans.** (c) Both (a) and (b)

2. The king was tired of living the usual life because :

**Ans.** (a) he wanted to do things differently

3. According to ministers, who was responsible for the boredom?

**Ans.** (c) The sun and moon

**B. Write who said to whom?**

1. "Aren't we all tired of living like everyone else?"

**Ans.** Badshah Batata said to his ministers.

2. "My donkey won't stop braying."

**Ans.** The clothes-washer said to the Badshah.

3. "Nature has fooled us today, but we should not give in."

**Ans.** The ministers said to the Badshah.

4. "Everyone should obey this. If they don't, they'll be put in prison."

**Ans.** Badshah Batata said to the people of Ultapur.

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What was the change introduced by the king to get over the usual life?

**Ans.** The king ordered that everyone would wake up at sunset and go to bed at sunrise.

2. How was the change taken by the common people and animals of Ultapur?

**Ans.** It was not easy for them. Birds were surprised, horses and goats could not sleep and were exhausted, and people had to obey out of fear of prison.

3. Write about the change in the routine work of the people of Ultapur after the king's order?

**Ans.** People left for work as it grew dark. Markets and schools opened at night, and everyone went to sleep at dawn.

4. Why did people go to the badshah? Do you think he took the right decision?

**Ans.** People went to the badshah to complain about their lack of sleep and the noise made by animals like roosters and donkeys. No, it was not a wise decision because it went against the laws of nature.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** Do you think this lesson is full of humour? Write the reasons.

**Ans.** Do it yourself.

**B.** Imagine a place like Ultapur existed in reality, and you were a citizen there. How would you have dealt with such a foolish king and his decisions? Discuss with the teacher.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Underline the adverbs of frequency in these sentences. One has been done for you.

1. My parents go for a walk regularly.
2. Diana is rarely absent from school.
3. I eat pizza once a month.
4. I never had cold coffee.
5. I clean the car twice a week.
6. My grandmother tells me stories every day.
7. Grandma usually goes to the temple on Sundays.
8. This magazine is published monthly.
9. We pay the school fee yearly.
10. He sometimes goes to the dancing classes.

**B.** Underline the adverbs of time in the following sentences.

1. I have seen this film before.
2. The teacher arrived at school early.
3. We are leaving for the zoo shortly.
4. My father is expected to come home next week.
5. You can leave now but don't be late to come tomorrow.
6. My father plans to buy a new car next year.

# 8

## Friendship's Light

**A.** Tick (✓) the correct option.

1. Mahatma Gandhi was born on :

**Ans.** (b) October 2, 1869

2. Mr. Giles came to school to :

**Ans.** (b) inspect classes

3. Mahatma Gandhi wrote a wrong :

**Ans.** (c) spelling of kettle

4. When Gandhiji told his mother about what had happened in school, she :

**Ans.** (b) praised him for his truthfulness

**B.** Write who said to whom.

1. "That's the school inspector, Mr Giles."

**Ans.** Someone a student whispered this to other boys.

2. "You've done a good job, boys,"

**Ans.** Mr. Giles said this to the students.

3. "I'll work hard and improve."

**Ans.** Mohandas (Gandhiji) said this to Mr. Giles.

4. "You did the right thing by not copying the answer."

**Ans.** Mohandas' mother said this to Mohandas.

## Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What did the boys in school notice one morning?

**Ans.** The boys saw an Englishman (Mr. Giles) riding a bicycle with a peon running behind him to keep pace.

2. What did Mr. Giles ask the children to do? How did the children perform?

**Ans.** Mr. Giles gave the children a dictation test of ten words. Most boys performed well and spelt all the words correctly.

3. Why was the teacher trying to instruct Mohandas by tapping his feet and coughing? Did Mohandas pay attention to him?

**Ans.** The teacher was trying to prompt Mohandas to copy the correct spelling of 'kettle' from his neighbor's slate. No, Mohandas did not pay attention as he did not want to cheat.

4. Why was Mohandas scolded by the teacher?

**Ans.** The teacher was furious because Mohandas did not copy the correct spelling despite the teacher's hints, which resulted in a mistake on his slate.

5. What did mother say to pacify Mohandas when he told her what had happened in school? Whose example did she quote?

**Ans.** She praised him for not copying and said he did the right thing. She quoted the example of Raja Harishchandra.

## Thinking Corner

Beyond the Text

Critical Thinking

A. What do we mean when we say a person is truthful? Why is truthfulness important? Why speaking the truth is so difficult at times?

**Ans.** Do it yourself.

B. Imagine, one day your teacher saw that a few students were creating a nuisance in the class. Your best friend was one of them. The teacher asked you about it. Will you reveal the truth or will you save your friend? Why or why not? Would it be the right thing to do if you tried to hide the truth?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**Ans.** Do it yourself.

## 9

# The Kite's First Flight

**A. Tick (✓) the correct option.**

1. The little kite was afraid of making the first move because :

**Ans.** (a) it was afraid that it would fall

2. If the little kite will not try, then :

**Ans.** (b) it will never learn how to soar high

3. What happened when the little kite made the attempt?

**Ans.** (a) It soared high with the big kite.

4. Who else was there at the height?

**Ans.** (c) Both (a) and (b)

**B. Fill in the blanks with correct words, choosing from the box .**

1. The big kite rose towards the tranquil sky.

2. The little kite rose steadily.

3. After making the flight , the little kite was thrilled with pride.

4. The kites rested high in the quiet air.

5. The little kite looked down upon the boys moving like small spots.

## Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. What was it that encouraged the little kite to fly high?

**Ans.** The big kite's words of encouragement ("Try; only try") and seeing the big kite rise into the tranquil sky encouraged the little kite to make an effort.

2. How did the little kite prepare itself to take the first flight ? What was the outcome?

**Ans.** The little kite's paper stirred at the sight of the big kite, and although trembling, it shook itself free for flight. The outcome was that it eventually rose high and sailed side by side with the big kite.

3. How did the little kite feel when finally it soared high in the sky?

**Ans.** The little kite felt thrilled with pride and was very happy because it had been brave and tried.

4. What lesson can we learn from the little kite?

**Ans.** We learn that courage, perseverance, and continuous efforts can help us overcome fear and achieve things that seem impossible.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** Many times, help comes from the most unexpected directions. Has it ever happened to you when you were in trouble and someone unexpectedly helped you out? Narrate the incident.

**Ans.** Do it yourself.

B. Share an incident when you were in deep trouble, and you came out of it on your own. What were the feelings you had to deal with? Discuss with the teacher.

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Read the following sentences. Underline the cardinal number and circle the ordinal numbers. One has been done for you.
  1. Our principal gave away five prizes for cleanliness.
  2. Tara was the last one to enter the hall.
  3. The dress has cost me two hundred and seventy rupees.
  4. My classroom is the fourth one from here.
  5. You are the third person who has complained about my dog.
  6. There were three hundred people in the auditorium.
  7. The second man in the first row has four bags in his hand.
  8. My mother, first gave me one ten-rupee note, then she gave me one hundred-rupee note to buy these notebooks.
  9. I was the first to enter the gate, but two boys stopped me from going further.
  10. There were two tigers in one cage, but the second had none.
  11. My brother is ten years old.
  12. There are two bulls and one camel on his farm.

# 10

## A Change of Heart

A. Tick (✓) the correct option.

1. Whenever Rohit wanted something, he simply :

Ans. (a) snatched it or pretended to be fit to get it

2. How did Rohit get the first scar?

Ans. (b) His cat scratched his forehead.

3. Rohit remembered that every time \_\_\_\_\_ it hurt him.

Ans. (b) he said something rude

B. Fill in the blanks with correct words, choosing from the box .

1. I'm playing here. Go, get the bell and mother will tell you.

2. "From now on, whatever rude word you utter , would leave a scar on your face."

3. The two boys punched Rohit on the face and left with their ball.

4. Rohit talked politely with everyone and one by one his scars disappeared.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Why was Rohit cursed by the old lady? What was the curse?  
**Ans.** Rohit was cursed because he was very rude and disrespectful when the old lady asked for directions. The curse was that every rude word he spoke would leave an ugly scar on his face.
2. What did Rohit say when two boys came to take their ball?  
**Ans.** Rohit made fun of them by calling them the "blind squad" and rudely asked why they play if they can't control their ball.
3. Why did the two boys punch Rohit on his face?  
**Ans.** The boys punched him because he was being mean, making fun of them, and speaking rudely to them.
4. Rohit said, "Please dad, leave me alone." What does this tell you about Rohit?  
**Ans.** This shows that Rohit had grown tired of being rude and getting punished. Using the magic word 'please' shows he was starting to change and become polite.
5. What did Rohit finally realise? What changes came to his behaviour?  
**Ans.** Rohit realized that his rude behavior was causing him pain and giving him scars. He decided to talk politely to everyone, which made his scars disappear and changed his life for the better.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. To err is human, to forgive is divine. Do you know what this proverb means? It means that as human beings, we all make mistakes. In other words, it is in human nature to err. But, if you can forgive the mistakes of someone else, then you are behaving godly because it is usually recognised that God is all forgiving. Will you be able to forgive anyone's mistakes?  
**Ans.** Do it yourself.
- B. Mahatma Gandhi said, "The weak can never forgive. Forgiveness is the attribute of the strong."- Give an example or story explaining the proverb. You can give a personal experience as well. Is this proverb applicable in the present day world?  
**Ans.** Do it yourself.

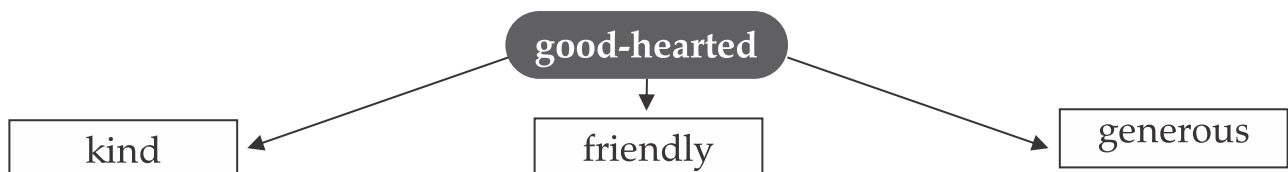
## More Practice

Let's perfect it.

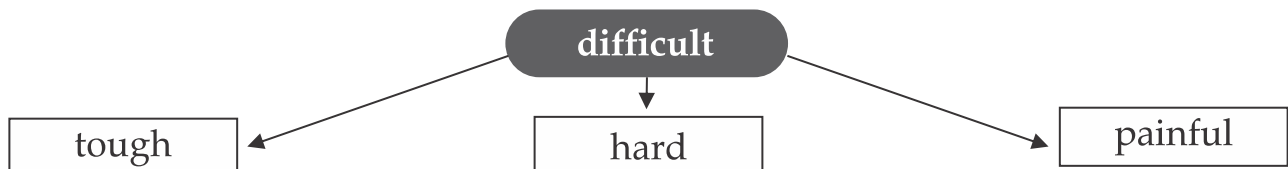
Thinking and Reasoning, Inference

- A. Complete the synonym word webs using words from the box.

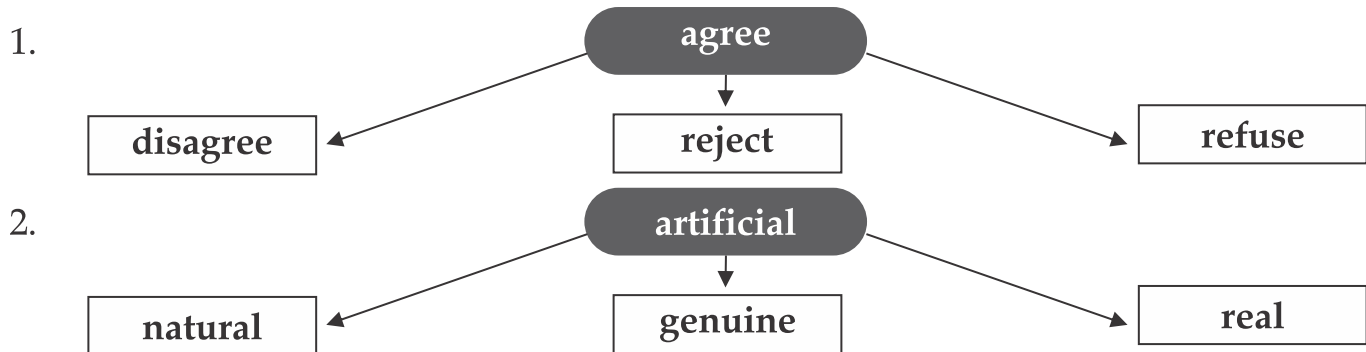
1.



2.



B. Complete the antonym word webs using words from the box.



# 11

## Fleeting Flight

A. Tick (✓) the correct option.

- Where did Sohan and Amrit live?  
(b) On an island in Devpuram
- What type of creature was the minotaur?  
(a) Half-man and half-bull
- How did Sohan and Amrit escape from the prison tower?  
(c) By air
- What happened with Amrit?  
(c) He fell into the sea.

B. Complete the following statements. Then write who said these statements.

- "Can't we escape \_\_\_\_\_?"

Ans. Amrit said this to his father Sohan.

- "Come, let us \_\_\_\_\_?"

Ans. Sohan said this to his son Amrit.

- "Just fly by my side and you \_\_\_\_\_."

Ans. Sohan said this to his son Amrit.

- "But father, what will happen if I \_\_\_\_\_?"

Ans. Amrit said this to his father Sohan.

- "No, son \_\_\_\_\_."

Ans. Sohan said this to his son Amrit.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

- Why were Sohan and Amrit imprisoned by the King?

Ans. The King was unsure that Sohan would keep the secret of the minotaur's creation from others.

2. What plan was made by Sohan to escape from the prison?

**Ans.** Sohan's plan was to escape by flying through the air using wings made of bird feathers and wax.

3. Amrit paid the price for his irresponsible action? How?

**Ans.** Amrit did not listen to his father and flew too high; the sun melted the wax on his wings, causing him to fall into the sea.

4. What did Sohan advise his son before flying? Did Amrit follow his advice?

**Ans.** Sohan advised Amrit to stay close to him and not fly too close to the sun or the sea. Amrit did not follow this advice; he got bored and flew higher.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** Why should children heed the advice of elders? How would the story have ended if Amrit were a responsible person?

**Ans.** Do it yourself.

**B.** Write down a responsibility that you fulfilled in school recently. How did you feel afterwards? What did you learn and gain from that task?

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Tick the correct past tense form of each verb.

- |     |       |   |         |                                     |        |                                     |
|-----|-------|---|---------|-------------------------------------|--------|-------------------------------------|
| 1.  | drink | : | drinked | <input type="checkbox"/>            | drank  | <input checked="" type="checkbox"/> |
| 2.  | draw  | : | drawed  | <input type="checkbox"/>            | drew   | <input checked="" type="checkbox"/> |
| 3.  | eat   | : | ate     | <input checked="" type="checkbox"/> | eated  | <input type="checkbox"/>            |
| 4.  | sit   | : | sat     | <input checked="" type="checkbox"/> | satted | <input type="checkbox"/>            |
| 5.  | talk  | : | talket  | <input type="checkbox"/>            | talked | <input checked="" type="checkbox"/> |
| 6.  | call  | : | called  | <input checked="" type="checkbox"/> | callet | <input type="checkbox"/>            |
| 7.  | play  | : | plaid   | <input type="checkbox"/>            | played | <input checked="" type="checkbox"/> |
| 8.  | write | : | writed  | <input type="checkbox"/>            | wrote  | <input checked="" type="checkbox"/> |
| 9.  | go    | : | went    | <input checked="" type="checkbox"/> | goed   | <input type="checkbox"/>            |
| 10. | do    | : | dided   | <input type="checkbox"/>            | did    | <input checked="" type="checkbox"/> |

# 12

## The Man with the Tools

A. Tick (✓) the correct option.

1. What was heaped on the ground?

Ans. (b) Keys

2. What happens to the lock if the key is lost?

Ans. (a) The locksmith will make a new key.

3. Someone will fret or worry if :

Ans. (b) the lock's key is lost

B. Fill in the blanks with correct words, choosing from the box .

1. The locksmith is sitting on the roadside with his wares.

2. To complete the pair , the locksmith would find a friendlylock.

3. The locksmith is sitting on the roadside when the Sun is extremely hot.

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Where was the locksmith sitting, and what was he doing?

Ans. The locksmith was sitting on the roadside. He was repairing locks and making keys for people.

2. How did the poet describe the keys heaped on the ground?

Ans. The poet described the keys as dull, old, rusty, and some shining like gold, all heaped together on the ground.

3. What does the poet mean by "The locksmith has the answer to every locked door"?

Ans. It means that the locksmith can open any lock because he knows how to make the right key for it.

4. How can a locksmith dispose of your worries and hopelessness?

Ans. A locksmith can remove worries by making a new key for a lost one and solving the problem of locked doors, bringing relief and hope.

### Thinking Corner

Beyond the Text

Critical Thinking

A. In India, life in villages and cities is quite unfamiliar. Certain facilities like electricity, tap water, proper drainage system, etc are available for city dwellers. But, for people in some villages of India, every day is a struggle. List some hardships faced by people staying in the remote villages of our country.

Ans. Do it yourself.

B. Imagine, you had to interview the locksmith and find out about his problems. Write five questions that you would ask him to know about the difficulties of street vendors.

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Given below are some sentences that describe things happening in the present. Change these sentences into past continuous tense. One has been done for you.

- |    |                                 |                                  |
|----|---------------------------------|----------------------------------|
| 1. | I am eating lunch.              | I was eating lunch.              |
| 2. | We are playing football.        | We were playing football.        |
| 3. | Naina is doing a jigsaw puzzle. | Naina was doing a jigsaw puzzle. |
| 4. | They are sleeping.              | They were sleeping.              |
| 5. | The children are swimming.      | The children were swimming.      |

**B.** Write six more pairs of homophones.

- |    |               |    |               |
|----|---------------|----|---------------|
| 1. | See / Sea     | 2. | Hear / Here   |
| 3. | Knot / Not    | 4. | Write / Right |
| 5. | Wait / Weight | 6. | Brake / Break |

## 13

## Fleeting Flight

**A.** Tick (✓) the correct option.

1. The child felt \_\_\_\_\_ when he flapped his arms and started to rise.

**Ans.** (b) surprised

2. What happened when the child opened the window?

**Ans.** (b) He flew out.

3. With whom did he dance and jump around?

**Ans.** (c) Lark

4. Why was the child confused?

**Ans.** (b) He found feathers in his bed.

**B.** Write whether these sentences are True or False.

- |    |   |              |
|----|---|--------------|
| 1. | The child had a dream that he was in his room.            | <b>True</b>  |
| 2. | The child turned into a Pigeon.                           | <b>False</b> |
| 3. | The child rested in an eagle's nest.                      | <b>True</b>  |
| 4. | The child sailed over the rooftops and through the trees. | <b>True</b>  |

## Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. What did the child decide to do when he got tired?

**Ans.** When he got tired, he decided to rest and joined a sleeping eagle for a nap inside its nest.

2. What did he notice the next morning when he woke up?

**Ans.** He noticed feathers underneath his covers in his bed.

3. What happened when the child waved his arms a little more?

**Ans.** He floated off the ground and rose up to the ceiling.

4. What did the child do in the playground? What did he do with the lark?

**Ans.** In the playground, he chased a pair of pigeons. With the lark, he cavorted.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** In your opinion, why are the children always fascinated by birds and other natural phenomenon?

What would you do if you were really a bird? Mention in ten sentences : What you would have eaten, where you would have lived and when you would have slept.

**Ans.** Do it yourself.

**B.** The poet makes beautiful usage of imagery throughout the poem. Imagery helps the readers create mental images. Imagine, if you were a bird, describe the world from your perspective? (Take help of your teacher.)

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A.** Now, use 'so that' and 'so...that' in the following sentences to bring out the correct meaning.

1. He is wealthy. He has money to burn.

**Ans.** He is so wealthy that he has money to burn.

2. He reads books. He wants to gain knowledge.

**Ans.** He reads books so that he may gain knowledge.

3. She lives a pious life. She wishes to go to heaven.

**Ans.** She lives a pious life so that she may go to heaven.

4. She is very religious. She fasts almost every day.

**Ans.** She is so religious that she fasts almost every day.

5. He is sick. He cannot walk.

**Ans.** He is so sick that he cannot walk.

6. The Ramayana is famous. Everyone has heard of the epic.

**Ans.** The Ramayana is so famous that everyone has heard of the epic.

**B.** Tick the correct option to tell the correct adverb for each adjective.

1. happy : happily  happily

2. angry : angrily  angrily

3. brave : bravely  bravily

4. smooth : smoothly  smoothly

5. kind : kindly  kindly

6. sweet : sweetly  sweetily

7. painful : painfully  painfulily

8. clever : cleverly  cleverful

# 14

## Trust Carefully

**A. Tick (✓) the correct option.**

1. Selena was popular because :

**Ans.** (c) Both (a) and (b)

2. On National Friendship Day, everyone in school was :

**Ans.** (b) drawing paintings to gift to friends

3. Selena realised that she was :

**Ans.** (a) a good companion and acquaintance

4. According to Selena's mother, if we want true friends, we need to :

**Ans.** (a) give real time and affection

**B. Fill in the blanks with correct words, choosing from the box .**

1. Selena was the only one who received no gifts.

2. Everyone came and tried to console her for a while .

3. At night , Selena asked her mother where she could find true friends.

4. Good friends cannot be bought with smile or a few good words.

### Check Point

Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What efforts were made by Selena that were responsible for her popularity ?

**Ans.** Selena was clever, funny, and tried to be kind and friendly to everyone from an early age. She invited her entire class to her birthday parties and occasionally gave presents to everybody.

2. Why did Selena feel terrible on National Friendship Day ? What did she realise after what happened in school ?

**Ans.** She felt terrible because, despite having dozens of "friends," she was the only one who did not receive a single present. She realized that while she was a good acquaintance, she had not been a true friend to anyone because she hadn't given them individual time or deep affection.

3. What advice did Selena get from her mother? Did she heed it?

**Ans.** Her mother advised her that true friends cannot be bought with smiles or words; one must give them real time and affection and be available in both good and bad times. Selena heeded the advice and decided to change her ways.

4. What did Selena decide to do after understanding what she needs to do to have true friends?

**Ans.** She decided to change her ways to focus on having a few true friends rather than trying to be a close friend to everyone. She also realized her mother was already her best friend because she was always helpful, forgiving, and loving.

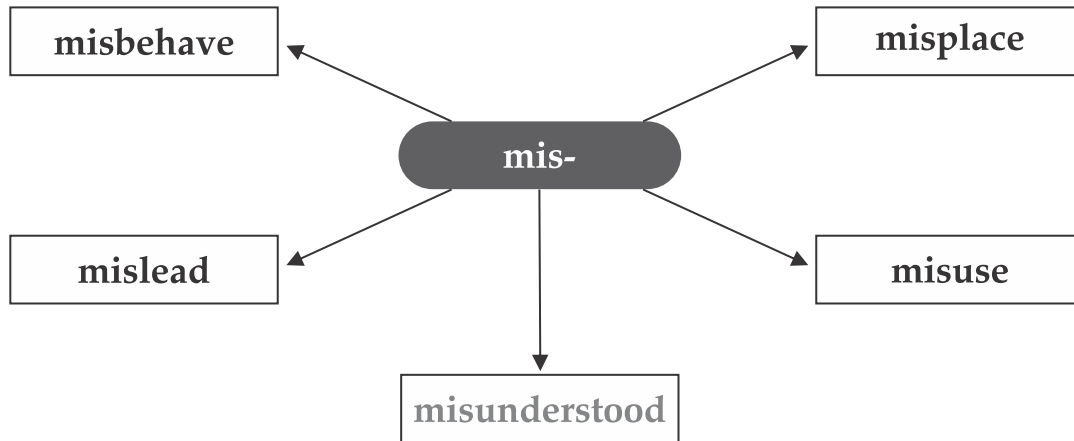
A. Imagine you are Selena. Write in first person, how would you feel in your mind if you had to face the same situation? (Take your teacher's help.).

Ans. Do it yourself.

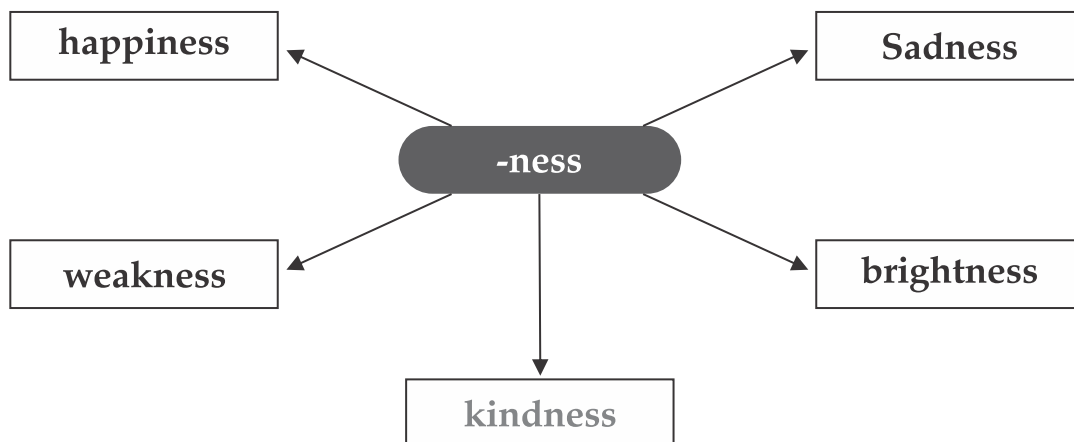
B. What qualities should a good friend have? List down three qualities that you think are indispensable for a good friend. Explain why?

Ans. Do it yourself.

A. Fill in the boxes with the words that take the prefix 'mis-'. One has been done for you.



B. Fill in the boxes with the words that take the suffix '-ness'. One has been done for you.



**A. Tick (✓) the correct option.**

1. The cows were fed-up with :

**Ans.** (a) grass and field

2. What place did they find near the farm?

**Ans.** (a) a beach

3. At the beach, the cows ignored the :

**Ans.** (a) people

4. The cows were surprised:

**Ans.** (b) to think that the beach was so near to their farm.

**B. Write whether these sentences are True or False.**

1. The cows ran from the farm in search of food.

**False**

2. They washed down the pebbles and sand with sea water.

**True**

3. The cows decided to live on the beach forever.

**True**

4. The owner praised the cows for coming to the beach.

**False**

**Check Point**

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Were the cows happy at the farm? Which lines of the poem tell you this?

**Ans.** No, they were not happy.

2. Why did the cows run away from the farm?

**Ans.** They were bored with their daily routine of grazing in the same field and wanted to experience freedom.

3. Write in brief how cows enjoyed themselves at the beach?

**Ans.** They wandered in the sand, dipped their hooves in the water, explored the rocks, and even tried tasting pebbles and sand.

4. What woke the cows up? According to the farmer, which was the right place for cows?

**Ans.** The revving sound of the farmer's yellow jeep woke them up. The farmer believed the beach was "no place for cows to be," implying they belonged back at the farm.

**Thinking Corner**

Beyond the Text

Critical Thinking

**A.** The cows in the poem were tired of their daily routine. Do you get tired of your daily routine? What would you like to change to make everyday exciting?

**Ans.** Do it yourself.

**B.** The cows have described their day at the beach. Imagine if the cows went to the moon, what would they do there? Describe as humorously as you can in five sentences.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

### A. Fill in the blanks with appropriate conjunctions.

1. He is poor, but happy.
2. You can do it only if you work very hard.
3. He is not strong because he is young.
4. Because he was sick, he could not come.
5. You tried hard but could not succeed.
6. The man is poor, so he cannot buy a house.

### B. Complete the passage using conjunctions from the box.

Thieves took away jewellery, cash and watches worth several lakhs of rupees after breaking into the house of a prominent jeweller last night while the jeweller and the family were asleep.

It was midnight when the thieves entered one of the rooms after breaking the windowpane of the room.

The police suspect the role of the servant who was employed a month ago.

## 2

## The Saviour

### A. Tick (✓) the correct option.

1. Ram was cycling to school when he heard the :

**Ans.** (c) twittering of the sparrows.

2. The sparrows were twittering because :

**Ans.** (b) one of the sparrows was caught in the power line.

3. At the power station, Ram requested to :

**Ans.** (b) switch off the power for a while.

4. When Ram came back from school, he :

**Ans.** (c) ran into his house to call his parents

### B. Fill in the blanks with correct words choosing from the box.

1. Ram's father had once told him that the power line brought electricity to their homes.
2. While sitting on the power line, the sparrows looked like glass beads on a necklace.
3. Suresh took Ram to the supervisor who was sitting at a desk.
4. When Ram returned home after meeting the supervisor, he felt sad and helpless.
5. Suresh and the other two men had come to rescue the sparrow.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.

1. Why did Ram have the desire to follow the power line?

**Ans.** He wanted to see where the line went and imagined the strange places and people he would encounter along the way.

2. The supervisor refused to switch off the power. What reasons were given by him for his refusal to do so?
- Ans.** He explained that switching off power causes factories to stop working and can be life-threatening for hospital patients in the middle of operations.
3. The sparrow was finally rescued. Write how Suresh brought the bird down from power line.
- Ans.** Suresh used an extension ladder on a truck to reach the wire. While another man held a torch, Suresh carefully loosened the bird's trapped claw and placed the sparrow in his shirt pocket.
4. The supervisor said to Ram , "I am so proud to have met a young boy with such a large heart." Why did he say so? Give reasons for your answer.
- Ans.** Because Ram showed a "large heart" by being deeply concerned for the life of a small creature and taking the initiative to seek help despite being young and frightened.
5. 'Ram would always remember this magical moment!' What was the magical moment and why was it magical?
- Ans.** The moment the sparrow jumped from Ram's hands, spread its wings, and flew away. It was magical because a bird that seemed destined to die was successfully saved and returned to the sky.

### Thinking Corner Beyond the Text



- A. During the kite-flying season, many birds get caught in kite strings. What can we do to ensure that the birds don't get caught in the strings and no harm is caused to them?
- Ans.** **Do it yourself.**
- B. What would you do if you found an injured bird along the road? Think and share with the teacher and your classmates.
- Ans.** **Do it yourself.**

### More Practice Let's perfect it.



A. **Complete these tables :**

1.

I will	You will	He will	She will	We will	They will
I'll	You'll	He'll	She'll	We'll	They'll

2.

I am	You are	He is	She is	We are	They are
I'm	You're	He's	She's	We're	They're

B. **Match the words in column A with their contractions in column B. One has been done for you.**

- |                 |                 |
|-----------------|-----------------|
| <b>Column A</b> | <b>Column B</b> |
| 1. are not      | (b) aren't      |
| 2. cannot       | (d) can't       |

3. does not (a) doesn't  
 4. did not (f) didn't  
 5. is not (c) isn't  
 6. must not (e) mustn't

**C. Rewrite the following sentences using contractions of the words where possible.**

1. Are not you going to take your examination?

**Ans.** Aren't you going to take your examination?

2. They are my friends.

**Ans.** They're my friends.

3. Arif does not like ice cream.

**Ans.** Arif **doesn't** like ice cream.

4. She will be in class 5 next year.

**Ans.** **She'll** be in class 5 next year.

5. It is going to rain heavily tonight.

**Ans.** **It's** going to rain heavily tonight.

6. They cannot solve these sums.

**Ans.** They **can't** solve these sums.

### 3

## Mysterious Triangle

**A. Tick (✓) the correct option.**

1. Which of these is not generally considered to be one of the three edge points of the Bermuda Triangle?

**Ans.** (c) Yucatan Peninsula

2. Which of these is considered as one of the most famous disappearances within the Bermuda Triangle?

**Ans.** (b) Navy Flight 19

3. Which of these is not a popular name for Bermuda Triangle?

**Ans.** (c) Mystery Island

4. A BSAA Tudor IV airliner, Star Tiger, disappeared on :

**Ans.** (b) January 1948

5. Where did SS Marine Sulphur Queen mysteriously disappeared from?

**Ans.** (c) South Coast of Florida

**B. Write whether these sentences are True or False.**

1. Vincent Gaddis coined the term 'the Bermuda Triangle.

**True**

2. No one has ever survived to share their terrifying experiences.

**False**

3. Jose Torres and Jose Santos spotted a UFO in their path.

**True**

4. More than a hundred planes and countless boats have gone missing in the Bermuda Triangle. **True**
5. After many search and rescue attempts made by coast guards in the Bermuda Triangle area, none of them has revealed any trace of an accident. **True**

## Check Point

Working with the Text

- **Answer the following questions based on your understanding of the text.**
1. What strange incidents had taken place in the Atlantic Ocean, east of the United States?  
**Ans.** Planes have disappeared from radar screens, ships have been found with no crew, and many small boats and aircraft have gone missing without a trace.
  2. Who coined the term the 'Bermuda Triangle' and in which year?  
**Ans.** Journalist Vincent Gaddis coined the term in 1964.
  3. Which part of the text indicates that there was presence of a UFO in the Bermuda Triangle?  
**Ans.** The radio transmissions from pilots Jose Torres and Jose Santos in 1980 mentioned a UFO in their path before they vanished.
  4. What makes people take notice of the mysterious section of the ocean?  
**Ans.** The unexplained disappearances where no wreckage or evidence is found, even in shallow seas, makes people take notice.
  5. What opinion do the US Coast Guards hold about the Bermuda Triangle?  
**Ans.** They believe the disasters are caused by harsh natural conditions (sudden storms and waterspouts), human mistakes, and mechanical failures.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. We read different stories in detail associated with the mysterious Bermuda Triangle in the chapter. Use your imagination and write a short note on the possible reason for the strange events taking place in the Bermuda Triangle.  
**Ans.** **Do it yourself.**
- B. Some pilots spotted UFO in the Bermuda Triangle. Do you believe that aliens exist? Have you ever encountered any supernatural forces? Explain in your own words.  
**Ans.** **Do it yourself.**

## Thinking Corner

Beyond the Text

Critical Thinking

**A Circle the prepositions in these sentences.**

- |   |  |
|---|--|
| 1. The cat is sitting <u>on</u> the mat.      | 2. There is a bird <u>in</u> the nest.   |
| 3. The dog is sitting <u>under</u> the table. | 4. The chair is <u>behind</u> the desk.  |
| 5. The house is <u>between</u> two shops.     | 6. The moon is <u>over</u> the house.    |
| 7. The boy is standing <u>under</u> the tree. | 8. The bird flew <u>above</u> the house. |

# 4

## Spare the Tree

### A. Tick (✓) the correct option.

1. In his youth, the poet :

**Ans.** (b) got shelter beneath it

2. Towering to the skies means :

**Ans.** (a) it has grown to a great height

3. With whom has the poet played games beneath the tree?

**Ans.** (c) His sister

4. Who was the person who planted that oak tree?

**Ans.** (c) The poet's forefather

### B. Write whether these sentences are True or False.

1. According to the poet, the tree is renowned and famous.

**True**

2. The birds have taken shelter on the tree.

**True**

3. The memories of the tree have faded from the poet's heart.

**False**

## Check Point

### Working with the Text

#### • Answer the following questions based on your understanding of the text.

1. What is the central idea of the poem?

**Ans.** The central idea is the deep emotional connection between humans and nature. It emphasizes protecting trees for future generations because of their sentimental value and the history they represent.

2. Reflect on the connection of the poet with the tree. Emphasise on the fact that it is more than just a tree for the poet.

**Ans.** The tree is like an "old friend" to the poet. It is a living link to his family history, having been planted by his forefather and serving as the setting for his childhood joys with his parents and sisters.

3. In what way has the tree kept the poet connected to his ancestors?

**Ans.** The tree was planted by his forefather near his "cot" (small bed), making it a physical legacy passed down through generations.

4. What do you understand by 'the storm still brave'?

**Ans.** This is a command or encouragement for the old tree to continue standing strong and resisting the elements (the storm), just as it has for many years.

## Thinking Corner

### Beyond the Text

Critical Thinking

A. 'The one who plants the tree is not the one who will enjoy its shade.' Give an example or story explaining the above mentioned proverb in the context of the poem. You can give a personal experience as well.

**Ans.** Do it yourself.

B. When you eat a fruit, do you think of the person who planted the tree?

'We are disconnected from nature nowadays.' Is this proverb applicable in the present day world considering the level of deforestation today?

Ans. **Do it yourself.**

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

**A. Circle the adjectives in the given sentences. Also write the type of adjective. One has been done for you.**

- |    |  |         |
|----|--|---------|
| 1. | The (red) balloon floated up to the sky.             | Quality |
| 2. | Did you see that (green) car?                        | Number  |
| 3. | (Three) fish swam in the pond.                       | Quality |
| 4. | Their grandmother made a (delicious) dinner.         | Quality |
| 5. | Molly and Jenny tried to solve a (difficult) puzzle. | Quality |
| 6. | The (golden) sun is shining in the (blue) sky.       | Quality |

**B. Underline the adjectives in each sentence.**

- The radio was very **loud**.
- These towels are **wet**.
- Aziz climbed the **tallest** tree.
- Tiara drank a glass of **warm** milk.
- It is a **stormy** day.
- The exercise is **difficult**.

**C. Fill in the blanks with adjectives as specified in brackets.**

- |    |   |                 |
|----|---|-----------------|
| 1. | It is a <b>sunny/lovely</b> day today.              | (Quality)       |
| 2. | The kitten was trapped in the <b>tall/big</b> tree. | (Quality)       |
| 3. | Today is the <b>first/tenth</b> day of November.    | (Number)        |
| 4. | How <b>much</b> money do you need?                  | (Quantity)      |
| 5. | Who has stolen <b>my/his</b> cookies?               | (Possessive)    |
| 6. | <b>That/This</b> rabbit has a bushy tail.           | (Demonstrative) |

## 5

## Uninvited Guests

**A. Tick (✓) the correct option.**

- Rahul was careless and did not listen to his :  
(c) parents
- What was Rahul playing when his mother called out to him?  
(b) Video game
- Where did Rahul see the one-eyed captain?  
(c) In the kitchen
- What did the one-eyed captain ask Rahul to prepare?  
(a) Breakfast

5. What changed Rahul's behaviour?

(c) Dream

**B. Write whether these sentences are True or False.**

1. Rahul was a very obedient child.

False

2. Rahul's mother was worried about his behaviour.

True

3. The Captain ordered him to clean the house and wash the utensils.

True

4. After the dream, Rahul was still the same as before.

False

## Check Point Working with the Text

• Answer the following questions based on your understanding of the text.

1. What was Rahul's behaviour at home? Did he listen to his mother's instructions?

**Ans.** Rahul was careless and did not listen to his parents. He ignored his mother's instructions to pick up his toys and clothes.

2. What happened in Rahul's dream? What changes did it bring in Rahul?

**Ans.** In his dream, a pirate Captain took over his house, claiming his mother had left because she was tired of being ignored. The Captain made Rahul do all the chores. This made Rahul realize how tired his mother must be, leading him to start helping her in real life.

3. List the works, the Captain ordered Rahul to complete?

**Ans.** Rahul had to prepare breakfast for the whole crew, clear the table, wash the dishes, tidy the kitchen, pick up clothes, and clean the mess in the bathroom.

4. What did Rahul realise at the end?

**Ans.** He realized that his mother works very hard and gets tired every night just like he did in his dream, and he decided to help her from then on.

## Thinking Corner Beyond the Text

Critical Thinking

A. The final paragraph of the story conveys the moral of the lesson. The dream is used as a medium in the story to convey the message. Explain the moral in your own words.

**Ans.** Do it yourself.

B. What qualities does a good child need to have? List down five qualities that you think are indispensable for an ideal child. Explain why.

**Ans.** Do it yourself.

## More Practice Let's perfect it.

Thinking and Reasoning, Inference

• The sentences given below contain helping verbs and main verbs. Identify the helping and main verbs and write them in correct columns. One has been done for you.

1. Niki is writing a letter.

Helping Verb

is

Main Verb

writing

2. Isn't it raining?

Is (not)

raining

3. Do you want some coffee?

Do

want

4. Where did you go last weekend?

did

go

5.	It might rain today.	might	rain
6.	The police have left the scene.	have	left
7.	He does not listen to his parents.	does (not)	listen
8.	She can do her homework now.	can	do
9.	Would you like to play with me?	Would	like
10.	Your mother has gone to the market.	has	gone
11.	Have you learnt how to swim?	Have	learnt
12.	The pirates had taught Rahul to be careful.	had	taught
13.	You should never neglect your parents.	should	neglect
14.	You must obey your parents and elders.	must	obey

## 6

## Uninvited Guests

### A. Tick (✓) the correct option.

1. Dev was considered brave because he could :

**Ans.** (c) Both (a) and (b)

2. Where did Dev and Rajbir take shelter in the forest?

**Ans.** (c) In a thick foliage

3. What happened to the tiger in the end?

**Ans.** (b) It was killed.

4. The synonym of bravery is :

**Ans.** (b) fearlessness

### B. Write whether these sentences are True or False.

1. Dev showed Rajbir a cobra that he had caught.

**False**

2. Rajbir wanted to confront the tiger first.

**False**

3. Rajbir told everyone in the tribe about the incident in the forest.

**False**

4. People noticed that, Dev's spear was later on seen in Rajbir's possession.

**True**

### Check Point

Working with the Text

#### • Answer the following questions based on your understanding of the text.

1. Mention some of the reasons why people declared Dev braver than anyone else?

**Ans.** He would jump from amazing heights, fight poisonous snakes, catch scorpions with his bare hands, and cut his own palm with a knife without flinching.

2. Write in short what happened in the forest? Why was Dev restless while hiding behind the bushes?

**Ans.** A heavy downpour forced Dev and Rajbir into a thicket where a tiger then cornered them. Dev was restless because he wanted to get out and confront the tiger in the open to display his hunting skills.

3. What was the outcome of the fight between the tiger, Dev and Rajbir? Who was victorious at the end?

**Ans.** Dev was injured by the tiger. Rajbir took Dev's spear and killed the tiger with incredible precision. Rajbir was the victor.

4. What lesson did Dev learn after Rajbir saved his life?

**Ans.** He learned that true bravery is not about seeking out danger (recklessness), but about controlling one's fear and taking appropriate steps when it matters most.

### Thinking Corner Beyond the Text



**A.** 'Dev's grateful expression needed no words to be understood'. Sometimes, we realise that actions always speak louder than words. Have you ever faced any similar situation where you had to step up and face the problem head on? Share the incident.

**Ans.** **Do it yourself.**

**B.** Man has been hunting animals for many years for various reasons. He has been cutting trees indiscriminately and destroying forests. He has been mining the earth dry of its minerals and ores. Man has greatly disturbed the balance of nature. What will you do as the future citizens of the world to maintain this balance of nature? Write down five things that you would do.

**Ans.** **Do it yourself.**

## 7 The Tamarind Tree

**A.** Tick (✓) the correct option.

1. The tamarind tree gave the speaker :

**Ans.** (a) fruit and shade

2. The speaker gazed at the distant blue hills with :

**Ans.** (b) laughter and smile

3. The speaker's eyes were filled with tears because :

**Ans.** (b) the tree was not there.

**B.** Write whether these sentences are True or False.

1. The tamarind tree showed the speaker way to his home.

**True**

2. Her search was in vain when she returned.

**True**

3. The speaker didn't stand still and quietly.

**False**

4. Now, there was only a hole where once the tree was.

**True**

### Check Point Working with the Text

• Answer the following questions based on your understanding of the text.

1. What did the tamarind tree give to the speaker? What did the poet like to do while sitting beneath the tree?

**Ans.** Each year, the tree gave the speaker fruit and shade. While sitting beneath its shady boughs, the poet liked to rest for a while and gaze out at the distant blue hills with laughter and a smile.

2. Why was the speaker's search in vain?

**Ans.** The search was in vain because the magnificent tree had been "ripped apart" and cut down; where it once stood tall, there was now nothing but an empty hole.

3. What did the speaker feel when she did not find the tamarind?

**Ans.** The speaker felt heartbroken and devastated. She stood still to listen to her heart, her eyes filled with tears, and she felt as though she had "lost her soul" because the tree was such a vital part of her life.

### Thinking Corner Beyond the Text

Critical Thinking

**A.** How would you feel if you were in replace of the speaker? What would you do?

**Ans.** Do it yourself.

**B.** What do you think is the mood of the poem? How do you feel after reading the poem?

**Ans.** Do it yourself.

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

• Complete each sentence by adding the second part of the sentence from the box. One has been done for you.

1. My sister listens to music while doing her homework.
2. Since he has hurt his leg, he cannot play football.
3. Anita cried when she saw her broken doll.
4. Although mother asked Carl not to play any prank on her dog, he tied a tin to its tail.
5. I am very hungry, though I had breakfast this morning.
6. Since you did not reach the bus stop on time, I had to leave without you.

## 8 Magic of Kindness

**A.** Tick (✓) the correct option.

1. Rhea had to go for fifteen days to :

**Ans.** (c) summer camp

2. Rhea simply loved :

**Ans.** (a) 'birthday special cookies'

3. When the box of cookies arrived in the afternoon, Rhea was :

**Ans.** (c) delighted

4. In the end, Rhea and the girl who stole cookies became :

**Ans.** (b) friends

**B.** Fill in the blanks with correct words choosing from the box .

1. The girl who stole the cookies was sitting behind a tree.
2. The counsellor thought that the girl who stole the cookies must be taught a lesson.
3. Some of the children painted cards for Rhea on her birthday.
4. Rhea was eagerly waiting for the cookies on her birthday.
5. The girl who had stolen Rhea's cookies was requesting Rhea to accept her bracelet.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.
- 1. How did the teachers and the children celebrate Rhea's birthday in the camp?  
**Ans.** The teachers arranged a huge cookie-shaped cake, and the children played games and danced.
- 2. How did Rhea's teachers and friends greet her on the morning of her birthday?  
**Ans.** They greeted her with painted cards and gifts like flowers, strange pebbles, and interesting things from their nature walk.
- 3. What happened after Rhea found that the cookies were missing?  
**Ans.** Rhea felt helpless and ran to tell her teacher, who assured her they would find the cookies.
- 4. Why was the girl who stole the cookies not punished by the counsellor?  
**Ans.** The counsellor believed that punishment would make the girl repent and hate Rhea; instead, she wanted to teach her a lesson through kindness.
- 5. What happened at the end? What brought a change in Rhea and the girl who stole the cookies?  
**Ans.** At the end, the two girls became friends. The change was brought about by the act of sharing; Rhea shared a new box of cookies with the girl, which led the girl to offer her bracelet in return as a gesture of friendship.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. Can you think of an incident when someone showed kindness to you? Share the incident and how did it make you feel?  
**Ans.** Do it yourself.
- B. Imagine, your class is going for a picnic. Your teacher asked you to make a list of do's and don'ts for the children. The list should especially include points on talking to strangers, taking food from strangers, going alone anywhere, and so on. Prepare the list and share it in the class with peers.  
**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. Use 'few' or 'little' to fill in the blanks :
  1. There were **few** students in the class.
  2. She has **little** money. She can't buy a car.
  3. **Few** persons visited the palace this year.
  4. There are only **few** birds here.
  5. She pays **little** attention to what I say.
  6. There was **little** milk in the pot.
  7. **Few** of the shepherd's sheep had gone stray.
  8. Take care of the **few** resources you have.

- B. Use 'much', 'many' to fill in the blanks.**
1. There is still much milk left in the jug.
  2. There is much noise in the room. I can't sit here.
  3. Many students were absent yesterday.
  4. There was not much hope of his success.
  5. Many people went without food as there a fire broke out.
  6. How much milk do you need every day?
  7. How many thieves were caught by the police last week?
  8. There was not much enjoyment in the party.

## 9

# A Rupee goes a Long Way

**A. Tick (✓) the correct option.**

1. Ranji couldn't buy jalebis because :

**Ans.** (c) his coin was of no use

2. How much money did Mohinder demand for the fishing rod?

**Ans.** (b) Two rupees

3. What was exchanged between Ranji and the little boy near the scattered houses?

**Ans.** (c) Flute

4. The necklace was made up of :

**Ans.** (a) coloured stones

**B. Write who said these sentences and to whom.**

1. "These coins went out of use long ago."

**Ans.** The shopkeeper said this to Ranji.

2. "Will you take me to the river? I am going fishing."

**Ans.** Ranji said this to the truck driver.

3. "I can play better than that."

**Ans.** The boy carrying milk cans said this to Ranji.

4. "Oh, I am so hungry."

**Ans.** Koki said this to Ranji.

## Check Point

### Working with the Text

- Answer the following questions based on your understanding of the text.

1. How much money did Mohinder want for the fishing rod?

**Ans.** Mohinder wanted two rupees for the fishing rod.

2. With whose help was Ranji able to reach the river? What happened at the river?

**Ans.** Ranji reached the river with the help of a truck driver who gave him a lift in the back of his truck. At the river, Ranji found that it was the dry season and the water was only a shallow, muddy stream, making it impossible to fish.

3. What did Ranji get in exchange for the fishing rod? What did he do with it?  
**Ans.** Ranji got a flute in exchange for the fishing rod. He began playing it as he walked, and later, he sat by the clock tower and blew on it vigorously.
4. Why did Ranji exchange the flute for the necklace?  
**Ans.** Ranji exchanged the flute because he was tired of it, and although he knew the stones had little value, he thought the necklace was pretty.
5. Who bought the necklace from Ranji and for how much?  
**Ans.** Koki bought the necklace from Ranji for one new rupee.

### Thinking Corner Beyond the Text

Critical Thinking

- A. Why do you think Ranji shared his jalebis with Koki? Do you think the title 'A Rupee goes a Long Way' is apt? Why?  
**Ans.** Do it yourself.
- B. If someone gave you five hundred rupees, what would you do with it other than using it for yourself?  
**Ans.** Do it yourself.

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

A. Write 'T' for transitive verb and 'I' for Intransitive verb in these sentences. Circle the objects of the transitive verbs.

- |                                     |                  |
|-------------------------------------|------------------|
| 1. The child cried.                 | I (Intransitive) |
| 2. The boy opened the window.       | T (Transitive)   |
| 3. The lady bought flowers.         | T (Transitive)   |
| 4. The sun rises in the east.       | I (Intransitive) |
| 5. The old man coughed loudly.      | I (Intransitive) |
| 6. My brother broke a window.       | T (Transitive)   |
| 7. The plumber repaired the taps.   | T (Transitive)   |
| 8. She lifted the chair by herself. | T (Transitive)   |
| 9. The police caught the thieves.   | T (Transitive)   |
| 10. I can exercise longer than you. | I (Intransitive) |

B. **Writing an Autobiography**

An autobiography is a history of a person's life, written or told by that person himself / herself. It focuses on the life and achievements of the writer.

It can be written for inanimate objects for practice.

Now, write the autobiography of 'A one-rupee coin'.

**Ans.** Do it yourself.

# 10

## From the Wild

### A. Tick (✓) the correct option.

1. How did the pet appear when the poet saw it first?

Ans. (c) Both (a) and (b)

2. How was his tummy?

Ans. (a) Warm

3. When the poet entered the room to play, the pet always :

Ans. (a) covered in a corner

4. What was the age of his pet?

Ans. (c) The poet had no idea of it.

5. What happened at the end?

Ans. (c) The poet released it in the forest.

### B. Fill in the blanks with correct words choosing from the box .

1. The pet begged the poet to stop whenever he tickled his feathery tail.

2. His eyes were shining like the buttons of burning gold.

3. The poet papered , polished it and kept a saucer on the floor.

4. The poet realised that the pet didn't belong to a cage.

## Check Point

### Working with the Text

#### • Answer the following questions based on your understanding of the text.

1. How has the poet described the animal in the first stanza ?

Ans. The animal is described as square, covered with hair, and having a feathery tail. It made squeaking noises and could sit up to beg or stand on one leg.

2. According to you, why is the pet not interested in playing with the poet ? Was it due to the fear of being confined to a cage ?

Ans. Yes, the pet was unhappy because it was in captivity. Instead of playing, it pined, whined, and covered in the corner because it missed its natural environment in the wild.

3. What difference in the point of view of the poet can be noticed in the first and the last stanza?

Ans. In the first stanza, the poet sees the animal and immediately thinks to build it a cage and keep it as a pet. In the last stanza, after seeing the animal's misery, the poet realizes that the animal "didn't belong in a cage" and returns it to the wild.

4. The poet has described different physical features of the animal, such as eyes , hair ,legs , tummy and nose. Write in what context they are used.

Ans. **Eyes:** Buttons of burning gold.

**Hair:** He was "covered with hair.

**Legs:** He could "stand on one leg.

**Tummy :** It was "warm.

**Nose :** It was "cold.

### Thinking Corner Beyond the Text

Critical Thinking

**A.** We all have an idea of what animal cruelty is but how much are you truly aware of this harmful abuse? Everyday animals are being beaten, neglected, and forced to struggle for survival. They are sometimes left in unsanitary conditions with no food or water. Share your opinion.

**Ans. Do it yourself.**

**B.** Many people feel that animals are better off in their natural environment than in a zoo. What do you think about it?

**Ans. Do it yourself.**

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

**A. Fill in the blanks with 'a', 'an', or 'the'.**

1. This is a black crayon. Give me the red crayon.
2. This is an elephant. the elephant is five years old.
3. Tell me a story. Tell me the story of the naughty monkey.
4. Give me an umbrella. Give me the blue umbrella.
5. I want to eat an egg. I want to eat the egg on the plate.
6. She gave me an apple. But the apple was stale.

## 11

# Narmada : The River of Hope

**A. Tick (✓) the correct option.**

1. Narmada is nearly \_\_\_\_\_ years older than the Ganga.

**Ans.** (b) one hundred and fifty million

2. How many large dams are proposed on Narmada?

**Ans.** (a) Thirty dams

3. Plans have been made to change the course of Narmada to provide water to :

**Ans.** (c) Both (a) and (b)

**B. Fill in the blanks with correct words choosing from the box .**

1. The Narmada springs from the top of Amarkantak peak.
2. All living beings suffered and there was no sign of hope.
3. Narmada was born when Lord Shiva meditated so hard that he began to perspire.
4. People have formed many movements to save the Narmada, such as the Movement which is being led by Medha Patkar.

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.
1. Write about the famous legend associated with the origin of Narmada from perspiration of Lord Shiva.

**Ans.** The legend of Lord Shiva's perspiration: During a time of extreme drought when all life was suffering, people and gods pleaded with Shiva for mercy. Shiva meditated on Amarkantak mountain, and the sweat from his hard meditation flowed down the slopes to create the river.

2. According to the legend, why did Shiva give the name 'Narmada'? Why is the river called the 'River of Hope'?

**Ans.** Why 'River of Hope'? Shiva named it Narmada, meaning 'the bringer of hope', because the river's birth brought an end to the drought and saved the dying land.

3. Why are the Adivasis inseparable from the river? What are the benefits they avail?

**Ans.** Adivasis and the River: The adivasis are the oldest settlers along the Narmada and consider themselves inseparable from it. They know its nature and celebrate it in many ways as it supports their livelihoods.

4. Comment on the condition of river Narmada today. What are the factors responsible for this condition? List some efforts to save it.

**Ans.** Today, the river is fighting for survival. Factors include:

- Reduced water levels due to the cutting of trees at the source.
- Pollution.
- Threat of submergence of forests and lands due to the construction of numerous dams like the Sardar Sarovar.
- **Efforts to save it:** Movements like 'Narmada Bachao Andolan' led by Medha Patkar.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. Development is never without side effects. Explain this statement with respect to the dam projects on rivers.

**Ans.** Do it yourself.

- B. Imagine, you are a river. Would you like your waters to be dammed? Explain your reasons.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. Circle the reflexive pronouns.

1. I did this exercise by myself.

2. She cooked the food herself.

3. You must not play with the knife. You will hurt yourself.

4. We decorated the house ourselves.
  5. They have decided to complete the project themselves.
- B. Fill in the blanks with appropriate reflexive pronouns.**
1. I enjoyed myself at the party.
  2. She did her homework by herself.
  3. We cooked all the food ourselves.
  4. They divided themselves into two teams to play the match.
  5. Did you check the information yourself?

## 12 The White Elephant

- A. Tick (✓) the correct option.**
1. The parents were proud as the new born elephant was :  
**Ans.** (c) white in colour
  2. To prove his supremacy, one of the white elephant's friends :  
**Ans.** (c) crushed a monkey with its foot
  3. The white elephant helped Ramachari by :  
**Ans.** (c) showing him the way to go out of the jungle.
  4. Ramachari lost all his money because :  
**Ans.** (c) he began to gamble and drink alcohol
- B. Write who said these sentences and to whom?**
1. "Where are you going at this hour in the jungle ? It is very dangerous !"  
**Ans.** White elephant said this to Ramachari.
  2. "Do not worry , my friend . I will not say even a single word about you to anyone."  
**Ans.** Ramachari said this to the white elephant.
  3. "I expected this from you . After all, a friend in need is a friend indeed ."  
**Ans.** White elephant said this to Ramachari.
  4. "These items could be made more beautiful if there is good ivory available."  
**Ans.** Shopkeeper said this to Ramachari.

### Check Point Working with the Text

- **Answer the following questions based on your understanding of the text.**
1. Why did the white elephant leave the company of his friends?  
**Ans.** He left because he did not like their selfish, greedy, and cruel behavior, such as when one youngster crushed a monkey just to prove supremacy.
  2. How did the white elephant help Ramachari in the forest? Was he a good friend? Comment.  
**Ans.** He saved Ramachari from the dangerous night, gave him food (fruits and honey), and a place to sleep. He then carried him out of the jungle on his back. Yes, he was an exceptionally good and selfless friend.

3. Why did Ramachari want the tusk of the white elephant?

**Ans.** He wanted the tusks because he learned they were worth one hundred thousand gold coins and he was blinded by greed to become rich.

4. How did Ramachari become a penniless person?

**Ans.** After receiving money for the ivory, he spent it all on a big house, clothes, gambling, and drinking alcohol.

5. What happened in the end? How did Ramachari pay for his never ending greed?

**Ans.** Ramachari cut the elephant's tusks from the roots, causing great pain. As he left, the earth cracked open and he was consumed by fire, being reduced to ashes as punishment for his greed.

### Thinking Corner

Beyond the Text

Critical Thinking

A. What do you understand by 'True Friendship'? Can our parents be our best friends? Discuss.

**Ans.** Do it yourself.

B. Imagine, you went to your friend's house. You saw him preparing a poster on 'Playing Together and Living in Harmony.' You cooperated and shared your ideas with him. Both of you worked together and made a beautiful poster. Everyone liked it but only appreciated your friend. How would you feel— ignored or happy for your friend? Why?

**Ans.** Do it yourself.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. In the following words, pick the silent letters if any.

- |              |           |              |      |
|--------------|-----------|--------------|------|
| 1. knowledge | : k, d, w | 2. honour    | : h  |
| 3. why       | : h       | 4. fight     | : gh |
| 5. height    | : gh      | 6. sign      | : g  |
| 7. crumb     | : b       | 8. Wednesday | : d  |
| 9. knit      | : k       | 10. weight   | : gh |

B. Complete the following sentences with 'the' if a definite article is required and 'X' if there is no need for a definite article.

- I don't like playing X football.
- The water is clean. You can drink it.
- Rahul moved to X New Delhi last week.
- He plays the piano well.
- Who was the first woman to climb Mount Everest?
- The book you want is out of print.
- X Chandni Chowk is a famous market in X Delhi.
- Who is the man who gave you these X toys?

# 13

## Down the Hill on a Bicycle

**A. Tick (✓) the correct option.**

1. Before starting the ride, the boy was :

**Ans.** (a) alert and calm

2. Which joy is he talking about in the third stanza?

**Ans.** (b) Momentary flying like a bird

3. What does the boy want to convey by the expression 'mighty lift'?

**Ans.** (c) Excitement and joy he feels while increasing the speed

4. The boy is determined to go for the ride again for:

**Ans.** (a) excitement and enthusiasm

**B. Write whether these sentences are True or False.**

1. The boy is an expert rider.

False

2. The boy is talking to the bird in this poem.

True

3. As the speed decreases, he becomes sad.

False

4. He started paddling to go back uphill.

False

### Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Describe the boy on the bicycle. Which words in the poem tell you that the boy is being careful?

**Ans.** The boy is poised with lifted feet and still hands as he darts down the hill. The words "heedful mind" indicate he is being careful.

2. What golden moment does the boy share with the bird? Why is the boy talking to the bird?

**Ans.** The "golden moment" is the experience of speeding through the air, which makes him feel like he is flying. He talks to the bird because he feels they are sharing the same sense of freedom and joy.

3. According to the poet, what 'makes the lungs laugh, the throat cry'?

**Ans.** The "mighty lift" of the heart caused by the increasing speed of the bicycle makes the lungs laugh and the throat cry out in joy.

4. What happens when the bicycle reaches the bottom of the hill? Elaborate.

**Ans.** The speed slackens and the wheels begin to "crawl". At this point, the boy must put his feet back on the "treadles" (pedals) to continue moving.

### Thinking Corner

Beyond the Text

**A.** Flying is often associated with freedom. Do you agree? Discuss with your teacher.

**Ans.** Do it yourself.

Critical Thinking

B. 'Speed thrills but kills'. Speeding has become a big reason for many unfortunate accidents nowadays. To what extent is this exhilaration right that might get you in trouble? Share your opinion.

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Write if the sentences are in the simple present simple past or simple future tense.
- |                                       |                |
|---------------------------------------|----------------|
| 1. I read the newspaper everyday.     | Simple Present |
| 2. I went for a walk.                 | Simple Past    |
| 3. I shall watch a movie.             | Simple Future  |
| 4. It will rain tonight.              | Simple Future  |
| 5. It rained hard last night.         | Simple Past    |
| 6. The sun shines bright in summers.  | Simple Present |
| 7. We will go to school tomorrow.     | Simple Future  |
| 8. The earth revolves around the sun. | Simple Present |
| 9. We ate rice and curry for lunch.   | Simple Past    |
| 10. He will buy a new pen.            | Simple Future  |

# 13

## Controlling Anger

A. Tick (✓) the correct option.

1. To whom were the Pandavas and Kauravas sent?

Ans. (b) Guru Dronacharya

2. Yudhishtira was the most \_\_\_\_\_.

Ans. (c) studious boy in the ashram

3. Guru Dronacharya was puzzled because :

Ans. (b) he couldn't understand what had happened to Yudhishtira.

4. Who lost patience?

Ans. (a) Guru Dronacharya

5. What happened at the end?

Ans. (c) Both (a) and (b)

B. Fill in the blanks with the words given in the box.

1. The Pandavas and Kauravas went to learn to read and write at the ashram.

2. When Dronacharya came back, the students came in laughing and talking. Everyone was happy.

3. Yudhishtira did not speak out loudly and confidently like the rest had done.

4. When Dronacharya lost his patience, Yudhishtira remained quiet and tranquil.

5. At the end, Dronacharya urged Yudhishtira to **forgive** him.

• **Answer the following questions based on your understanding of the text.**

1. What did Dronacharya do before he left the ashram ?

**Ans.** He called all his students, told them he would be away for a few days, and gave them a few lessons to study while he was gone.

2. How much work had Yudhishtira done while the guru was away?

**Ans.** Yudhishtira had studied, understood, and learnt only one sentence.

3. Why was Guru Dronacharya angry with Yudhishtira?

**Ans.** He was angry because he expected Yudhishtira, the eldest and most studious pupil, to work the hardest. Instead, Yudhishtira claimed he had only learnt one sentence in a whole fortnight, which the Guru saw as laziness.

4. What was the sentence that Yudhishtira had learnt?

**Ans.** The sentence was: "CONTROL YOUR ANGER!"

5. Why was Dronacharya trembling with fury?

**Ans.** He was trembling with fury because Yudhishtira appeared shameless and unrepentant, calmly repeating that he had only finished one sentence despite the teacher's scolding.

6. How did Dronacharya feel when he got to know what Yudhishtira had learnt?

**Ans.** His eyes filled with tears and he felt moved by Yudhishtira's wisdom. He realized Yudhishtira had actually practiced the lesson rather than just memorizing it.

**A.** Anger becomes a problem when it is felt too intensely, too frequently, or is expressed inappropriately. Feeling anger too intensely or frequently places extreme physical strain on the body. Discuss with the teacher and list some ways how anger may affect you physically.

**Ans. Do it yourself.**

**B.** People can express their anger through words, actions, art, or in many other ways. Do you express your anger? What do you think might happen if you never expressed your anger?

**Ans. Do it yourself.**

**A. Write the meanings of the pair of homophones given below.**

1. dear : Beloved or loved one.

deer : A hooped grazing animal.

2. break : To separate into pieces or smash.

brake : A device used to stop a moving vehicle.

3. our : Belonging to us.

hour : A period of time equal to 60 minutes.

4. heard : Past tense of 'hear'; perceived sound.

herd : A large group of animals.

5. here : In or at this place.

hear : To listen or perceive sound with ears.

6. there : In or at that place.  
their : Belonging to them.

**B. Choose and write the correct word in the blank from the given box.**

1. The life history of a person written by another person — biography
2. A period of hundred years — century
3. A man who wastes his money on luxury — extravagant
4. One who can neither read nor write — illiterate
5. That which can be heard — audible
6. Without the name of the author — anonymous

**A. Tick (✓) the correct option.**

1. The teacher was making \_\_\_\_\_ on a big blackboard.

**Ans.** (c) strange marks

2. Totaram's mother thought that he was \_\_\_\_\_ in the fields as usual.

**Ans.** (b) out with the cows

3. Totaram's mother was surprised because \_\_\_\_\_.

**Ans.** (a) she didn't know that Totaram could read

4. Totaram remembered that he had seen \_\_\_\_\_ talking to his father.

**Ans.** (c) a strange man

5. What did Totaram's father decide to do at the end?

**Ans.** (b) He decided that Totaram and Jai must go to school.

**B. Write who said to whom.**

1. "I need my son in the fields."

**Ans.** Totaram's father said this (heard by Totaram).

2. "Give me your letter, Mother, and I'll read it to you."

**Ans.** Totaram said this to his mother.

3. "Here comes our father and the strange man."

**Ans.** Jai said this to Totaram.

4. "I've been to school, and I've learned to read."

**Ans.** Totaram said this to his mother.

5. "What does the paper say?"

**Ans.** Totaram's father said this to the strange man (the money-lender).

6. "I am sorry you've deceived me."

**Ans.** Totaram's father said this to Totaram.

**Check Point** Working with the Text

- **Answer the following questions based on your understanding of the text.**

1. Why was Totaram initially relieved when his father refused to send him to school?

**Ans.** Totaram was relieved because he was afraid of the "strange place" called school and preferred working in the fields.

2. What did the village-crier announce, and where did he announce it?

**Ans.** The village-crier announced the opening of the school by beating a big drum down all the seven roads of Indora.

3. Why did Bala not pay attention to what Totaram was doing? What was he interested in?

**Ans.** Bala did not pay attention because he was interested in the marks the teacher was making on the blackboard.

4. Why couldn't Totaram's mother read the letter? What was the news in the letter?

**Ans.** She could not read because she was illiterate, and the village letter-writer was away. The news in the letter was that her sister had a new son.

5. Why was the money-lender unhappy with Totaram interfering in the matter?  
**Ans.** The money-lender was unhappy because Totaram exposed that he was trying to cheat the father by charging ten times the correct interest.
6. Totaram was self-motivated. He tried to learn the alphabet on his own. Write two other qualities of Totaram.  
**Ans.** He confessed to his mother that he had been going to school secretly.  
**Courageous:** He jumped down from the tree to confront the money-lender and save his father.

### Thinking Corner

Beyond the Text

Critical Thinking

- A. Totaram's parents were initially not convinced about sending their children to school. There are many people like Totaram's parents in India even today, who do not understand the importance of education and schooling. Suppose you have to convince them about the importance, how would you do it? Write five convincing reasons, if necessary, with examples.  
**Ans.** **Do it yourself.**
- B. 'Right to Education' is a fundamental right of every child in India. But, many children in India are deprived of education. Do you know the reasons why many children in India don't go to school? One of the reasons is the lack of infrastructure, which means that many villages do not have schools or teachers. Find out what the other reasons are. Can you suggest some ways to provide children with more access to education? Write down some suggestions.  
**Ans.** **Do it yourself.**

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. **Choose correct pronouns from the brackets to fill in the blanks.**
- I am a student
  - You are my best friend.
  - The boy passed because he worked hard.
  - We took the dog with us.
  - The players won the match and took the trophy with them.
  - Mother and Tina went to the market. They bought crayons and some new books.
  - My grandmother is fond of reading books. She has many storybooks.
  - My cousins are coming to meet me. They will be here for a month.
- B. **Circle the pronouns in these sentences.**
- Give this book to (her).
  - My sister and (I) are playing ludo.
  - (He) goes for a walk every day.
  - (I) enjoyed myself at the picnic.
  - (They) are sitting in the classroom.
  - (I) have a new book. (It) is very fascinating.

7. We lifted this heavy box by ourselves.
8. The teacher taught us a new chapter.
9. The teacher asked them to do their work themselves.
10. The rat ran quickly. It feared the cat.

## 2

## Tabby's Heroic Paws

### A. Tick (✓) the correct option.

1. What was Tabby carrying?

Ans. (b) A basket of eggs with a secret message under it

2. What did Tabby think when she saw the two men walking towards her?

Ans. (c) Both (a) and (b)

3. What made Tabby suspicious at the house of Daniel Bliss?

Ans. (a) Table arrangements in the dining room

4. Where was Tabby hiding?

Ans. (c) Under the table

5. What happened after the fighting was over and the dead buried?

Ans. (b) Daniel Bliss' property was taken over by the government.

6. Who bought the tablecloth and gave it to Tabby as a reward for her bravery?

Ans. (c) Tabby's uncle

### B. Fill in the blanks with the words given in the box.

1. The cannons were hidden in the woods.

2. Messages were sent from house to house in all sorts of strange ways.

3. At the Tory's house, Tabby could smell roasting meat and baking pies.

4. Mr. Bliss told the visitors about the hiding places of gunpowder and cannons.

5. The property of Daniel Bliss was taken over by the government.

## Check Point

### Working with the Text

- Answer the following questions based on your understanding of the text.

1. Why was Tabby angry?

Ans. She was angry and agitated by rumors that the British were coming to Concord to destroy the town's supplies.

2. What was hidden by the farmers? Where was it hidden?

Ans. Farmers hid gunpowder, axes, tents, guns, and cartridges in their houses; the cannons were hidden in the woods.

3. How did the farmers pass messages to one another?

Ans. They used passwords, secret signals, and sent messages from house to house in strange ways, such as hiding them in a basket of eggs.

4. 'Where one tabby hides, another can.' What did Tabby mean by this?

Ans. Seeing a grey cat (also called a "tabby") pop out from under the long tablecloth, Tabby

realized that if the cat could hide there, she (Tabby) could also hide there to overhear the British soldiers.

5. What information did Tabby gather by hiding under the table?

**Ans.** She learned that the men were British officers (Captain Brown and a junior officer) sent to find the location of stored supplies and determine how well the town was defended.

6. How did Tabby's information help the Americans?

**Ans.** The warning allowed the townspeople to move valuable supplies to other towns and prepare their "minutemen" and cannons to fight the enemy.

### Thinking Corner

Beyond the Text

Critical Thinking

**A.** In this lesson, Tabby was very brave. She did not care about her personal safety. Have you ever been as brave as Tabby? Narrate the incident in your words.

**Ans.** Do it yourself.

**B.** What does Independence mean to you? Many people died while struggling for independence all over the world. Do you think it has been worth it? Justify your views.

**Ans.** Do it yourself.

### More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Some articles are missing in this paragraph. Rewrite the paragraph, filling in the missing articles. Underline the articles that you insert.

— I had strange dream last night. I saw myself sailing in boat, in middle of Atlantic Ocean. Alien landed on my boat. It made a strange sound and boat began to fly. I think we were moving towards moon when suddenly unusual looking eagle hit against boat. Boat fell back into ocean, and I fell with thump not into ocean but on to floor.

**Ans.** I had a strange dream last night. I saw myself sailing in a boat, in the middle of the Atlantic Ocean. An alien landed on my boat. It made a strange sound and the boat began to fly. I think we were moving towards the moon when suddenly an unusual-looking eagle hit against the boat. The boat fell back into the ocean, and I fell with a thump not into the ocean but onto the floor.

## 3

## Nature's Gentle Voice

**A.** Tick (✓) the correct option.

1. How does the speaker describe the stream in this poem?

(a) Dimpling stream

2. The items that are placed on the table are \_\_\_\_\_.

(b) cherries and nuts

3. Where are the painted birds laughing?

(a) Painted birds are laughing in the shade of trees.

4. The tone (mood) of the poem is \_\_\_\_\_.

(c) happy

5. The speaker's friends are :  
(c) Mary, Susan and Emily

**B. Write whether these sentences are True or False.**

- |   |              |
|---|--------------|
| 1. The grasshopper is not happy in the merry scene.         | <b>False</b> |
| 2. The speaker is inviting us to join the sweet chorus.     | <b>True</b>  |
| 3. The children are dancing out of joy.                     | <b>False</b> |
| 4. The green woods are laughing with the voice of the wind. | <b>False</b> |
| 5. The dimpling stream laughs while dancing.                | <b>False</b> |

## Check Point

### Working with the Text

- **Answer the following questions based on your understanding of the text.**
1. How does the speaker describe the following in the poem?
- (a) stream : **The stream is described as dimpling and laughing joyfully as it flows.**  
(b) meadow : **The meadow is described as lively green and full of happiness.**  
(c) birds : **The birds are described as painted birds laughing happily in the shade of trees.**
2. Why is the speaker asking us to join the sweet chorus along with him? What do you understand about the speaker's intention in doing this?
- Ans.** The speaker asks us to join the sweet chorus to share the joy of nature. He wants everyone to feel happy, carefree, and united by enjoying nature together.
3. Do you think the poet expresses his love for nature through this poem? Give reasons.
- Ans.** Yes, the poet expresses his love for nature by describing woods, hills, streams, birds, and meadows as joyful and alive. He shows how nature spreads happiness and invites everyone to enjoy it.
4. 'When the painted birds laugh in the shade'. In this line, the speaker seems to be talking about a painting or a landscape. Do you agree? Give reason.
- Ans.** Yes, I agree. The phrase painted birds creates a picture-like image, making the scene appear as beautiful and colourful as a painting.
5. What is special about the food that the children are eating?
- Ans.** The food is special because it is simple, natural, and shared happily in nature. It includes cherries and nuts, showing a joyful picnic-like setting.

## Thinking Corner

### Beyond the Text

Critical Thinking

- A.** Staying close to nature improves our physical, mental, and spiritual wellbeing. It makes us feel alive from the inside. It should never be compromised with recent developments like urbanisation, technology, or social media. Do you agree with the abovementioned benefits of staying close to nature?
- Ans.** **Do it yourself.**
- B.** The climate crisis and global warming are international concerns today, and some people argue that the impact of climate change is so vast and unimaginable that we often choose not to respond to it. In what ways, can we restore and preserve the balance of nature?

**Ans. Do it yourself.**

**A. Write 'PP' for possessive pronouns and 'PA' for possessive adjectives for the underlined words in these sentences.**

- |   |        |
|---|--------|
| 1. These stamps are <u>mine</u> .                       | PP     |
| 2. Please pass <u>my</u> book to me.                    | PA     |
| 3. These books are <u>theirs</u> .                      | PP     |
| 4. She had lost <u>her</u> book.                        | PA     |
| 5. These books are <u>hers</u> .                        | PP     |
| 6. The birds are looking for <u>their</u> nests.        | PA     |
| 7. Are these new books <u>yours</u> ?                   | PP     |
| 8. This shirt is <u>mine</u> and that is <u>yours</u> . | PP, PP |
| 9. We have learnt <u>our</u> lesson.                    | PA     |
| 10. Have you learnt <u>yours</u> ?                      | PP     |

**B. Complete the conversation using possessive pronouns from the box.**

Susan : I left my book right here. I can't see it anywhere in this pile.

Sam : Susan, is this book yours?

Bina : No! That is mine. My name is written on it.

Sam : The name written this book is 'Tim' . It must be his.

Tim : Thanks, Sam.

Sam : Now, that we have all got ours let's help Susan to find hers.

Susan : Is anyone else's book missing? Or do you all have yours?

Sam : It's all. We all have theirs.

## 4

# The Fearless Heart

**A. Tick (✓) the correct option.**

1. Swaminathan's father was reading a :

**Ans.** (c) newspaper

2. Why was Swaminathan's father sneering at him?

**Ans.** (c) His father wanted to explain that courage had nothing to do with age or strength.

3. The village lad, on the jungle path, came face to face with a :

**Ans.** (c) tiger

4. Where did Swami's father make him sleep alone?

**Ans.** (c) In his office room

5. Who called Swaminathan a true hero?

**Ans.** (a) The headmaster

**B. Write who said the following lines and to whom.**

1. "How could a boy fight a tiger?"

**Ans.** Swaminathan to his father

2. "Let me see if you can sleep alone tonight in my office."

**Ans.** Swaminathan's father to Swaminathan

3. "Why do you take him to the office room? He can sleep in the hall, I think."

**Ans.** Swaminathan's mother to Swaminathan's father

4. "Why don't you join the police when you grow up?"

**Ans.** The Inspector to Swaminathan

5. "He went to bed at seven-thirty."

**Ans.** Swaminathan's mother to his father

6. "Sleeping beside his granny again!"

**Ans.** Swaminathan's father to his mother

## Check Point

### Working with the Text

• **Answer the following questions based on your understanding of the text.**

1. What news were Swaminathan and his father discussing? What was the reason for the disagreement?

**Ans.** They were discussing a newspaper report about a village boy who faced a tiger bravely. Swaminathan believed that only a strong adult could do such a thing, while his father believed courage mattered more than strength or age.

2. What proposition was proposed by the father? Why?

**Ans.** The father proposed that Swaminathan should sleep alone in his office room at night. He did this to test whether Swaminathan truly had courage.

3. How did Swaminathan suffer when he was alone in the office room?

**Ans.** Swaminathan felt extremely frightened. He imagined ghosts and devils, heard strange noises, and even had a nightmare about a tiger chasing him.

4. Why was Swaminathan praised in the school by his classmates, teachers, and Headmaster?

**Ans.** Swaminathan was praised because he accidentally caught a burglar while sleeping in his father's office. Everyone considered him brave and called him a hero.

5. Why did Swaminathan go to sleep before his father's return?

**Ans.** He went to sleep early so that he could sleep beside his granny again before his father came home.

6. Why did Swaminathan feel cut off from humanity?

**Ans.** He felt lonely and punished when he was forced to sleep alone away from his granny, which made him feel separated from everyone.

## Thinking Corner

### Beyond the Text

Critical Thinking

A. If you were to replace Swaminathan in the story, how do you think you would have handled the situation?

**Ans.** Do it yourself.

B. Have you ever encountered any supernatural forces? 'Adventurous and risk-taking' or 'cautious and safe'—which one of these describes you the best?

**Ans.** Do it yourself.

**A. Read the sentences and answer the questions that follow. Also say whether your answers are direct or indirect objects. One has been done for you.**

1. Mohan gave a pen to Ankit.  
 What was given? **pen** (Direct Object)  
 Who was it given to? **Ankit** (Indirect Object)
2. My father wrote me a letter.  
 What was written? **letter** (Direct Object)  
 To whom was the letter written? **me** (Indirect Object)
3. She gave the book to the teacher.  
 What was given? **book** (Direct Object)  
 The book was given to whom? **teacher** (Indirect Object)
4. Mr Gupta teaches us English.  
 What is taught **English** (Direct Object)  
 Who is taught it? **us** (Indirect Object)
5. Remy brought me some chocolates.  
 What did Remy bring? **chocolates** (Direct Object)  
 For whom did she bring them? **me** (Indirect Object)

**3. Underline the objects of the verbs in the sentences.**

1. Grandmother told a story to the children.
2. Grandfather bought him a toy. a
3. The teacher asked him some questions.
4. The teacher gave some crayons to the students.
5. Uncle showed his stamp collection to the children.

## 5

# Every Second Counts

**A. Tick (✓) the correct option.**

1. How was the weather when rains ended?

**Ans.** (c) Both (a) and (b)

2. The ants were busy :

**Ans.** (a) in storing food

3. The crow spent his day :

**Ans.** (c) in perching on trees

4. The crow wandered here and there searching for \_\_\_\_\_.

**Ans.** (c) Both (a) and (b)

5. Who said that it would manage the cold in a wink?

**Ans.** (c) The crow

**B. Write whether these sentences are True or False.**

- |  |       |
|--|-------|
| 1. The crow was busy in collecting food.             | False |
| 2. The crow could manage the cold in a wink.         | False |
| 3. The turtles were busy finding cosy muddy puddles. | True  |
| 4. The grandma was knitting the whole day.           | True  |
| 5. The crow heeded the advice given by his friends.  | False |

**Check Point**

Working with the Text

• Answer the following questions based on your understanding of the text.

1. The crow and other animals display different characteristics in the chapter. Which ones do you think they show in the chapter regarding the value of time management?

**Ans.** The squirrel, ants, bees, and mouse show hard work, planning, and wisdom by preparing for winter in advance. The crow shows carelessness and laziness by wasting time and ignoring advice.

2. Who was responsible for the condition of the crow during winter? How?

**Ans.** The crow himself was responsible. He wasted time enjoying the pleasant weather and did not store food or build shelter for winter.

3. Write the main idea of the story. What moral or message does it convey?

**Ans.** The story teaches the importance of time management and hard work.

**Moral:** Do not waste time. Work at the right time to avoid future problems.

4. How did the other animals respond when crow pleaded for help?

**Ans.** The mouse, squirrel, and turtle refused to help the crow because he had wasted his time earlier and ignored their advice.

5. Why did everyone turn the crow away?

**Ans.** Everyone turned the crow away because he did not prepare for winter and mocked others who were working.

6. What happened with the crow at the end? Did he learn the lesson?

**Ans.** The crow suffered from cold and hunger. Yes, he finally learned the lesson that time should not be wasted.

7. What were the bees doing before the winter came?

**Ans.** The bees were collecting nectar from flowers to make enough honey before winter.

8. What did the squirrel say to her friend, the crow?

**Ans.** The squirrel advised the crow to start storing food because winter would be long.

**Thinking Corner**

Beyond the Text



A. Does the saying 'Make hay while the sun shines' has relevance with the lesson? Imagine yourself to be the crow's friend. What would you be thinking about the crow?

**Ans.** Do it yourself.

B. Have you ever made a big blunder as the crow did? In your words, describe what happened and how you felt about it.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

### A. Tick (✓) the sentences which are in the present perfect tense.

1. Sahil has travelled to many countries.
2. The men have repaired the car.
3. Mini was playing with the kitten when I reached home.
4. Bhanu and his men have just finished watering the plants.
5. I have a new school bag.

### B. Fill in the blanks with the present perfect tense form of the verbs given in brackets. One has been done for you.

1. I have painted many pictures. (paint)
2. It has stopped raining. (stop)
3. I have baked a cake, so let's eat it. (bake)
4. Farhan has lived in Madurai for six years. (live)
5. She has just returned from work. (return)
6. Diya has watered the plants, and now she is mowing the lawn. (water)

## 6

## The Fog's Embrace

### A. Tick (✓) the correct option.

1. The poet talks about his trip to a particular street in London when it was :

Ans. (c) very foggy

2. The effect of the thick fog on the poet's senses was that :

Ans. (b) he could not know where he was

3. To the speaker, the street lights looked like :

Ans. (b) heavenly stars

4. To find his way home, the speaker followed :

Ans. (c) a blind man

5. The actual meaning of this poem is :

Ans. (a) man's intuition is superior to physical organs.

### B. Write whether these sentences are True or False.

1. The fog becomes so thick that the author cannot see. **True**
2. Fog makes it easy to judge the distance. **False**
3. The cars stopped moving because it was dark. **False**
4. The man who leads the poet home finds his way because he used his stick to find the way. **True**
5. The fog behaves like a living thing, grabbing the poet's throat. **True**
6. The poet was lost in the thick fog. **True**

## Check Point

Working with the Text

- Answer the following questions based on your understanding of the text.
- 1. How did the fog change boys into tall men?  
**Ans.** The fog distorted vision so much that it made boys appear as tall men and tall men appear as giants.
- 2. Why were the speaker's eyes heavy?  
**Ans.** The poet felt his eyes were heavy like "burning lead" because of the strain and effect of the dense fog.
- 3. Why did the speaker lose his way in the fog?  
**Ans.** He lost his way because the fog was so black and thick that he lost all judgment of distance and space.
- 4. Why did the stranger rap the stones in front of him?  
**Ans.** The stranger rapped the stones with his stick to feel the path and navigate, as he was blind.
- 5. What did the speaker realise about the stranger who helped him?  
**Ans.** The speaker realized that the man who helped him was actually blind.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. The poet realised that the man whose help he had sought was actually blind. What do you think the poet learned from this experience?  
**Ans.** Do it yourself.
- B. Describe the fog using the description in the poem and your imagination.  
**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. Fill in each blank with the verb that agrees with the subject in the sentence. One has been done for you.
  1. The crowd was asked to move out of the park. (was/were)
  2. The scissors that you bought yesterday are damaged. (are/is)
  3. The flock of birds we saw yesterday has flown away. (have/has)
  4. Gauri and Gautam are keen to play tennis. (are/is)
  5. The tap water is quite cold here. (are/is)
  6. Do you want an ice cream? (want/wants)
- B. Correct the errors in these sentences and rewrite them.
  1. You is kind and generous.  
**Ans.** You **are** kind and generous.
  2. I are tired after playing all evening.  
**Ans.** I **am** tired after playing all evening.
  3. He have many books.  
**Ans.** He **has** many books.

# 7

## The Weight of a Decision

### A. Tick (✓) the correct option.

1. When the peasants saw the king coming, they looked :

**Ans.** (c) at the ground and shook their heads mournfully

2. How many big herds of deer were there in Banaras?

**Ans.** (b) Two

3. The peasants built a \_\_\_\_\_ for the king to hunt deer.

**Ans.** (c) park

4. Who said I have a plan, "let's take turns and die willingly".

**Ans.** (a) Brighter Still

5. According to the lesson, what is the highest mercy?

**Ans.** (a) Sacrifice your happiness for others

### B. Fill in the blanks with the words given in the box.

1. Peasants made a great park with **brooks** and **ponds**.

2. Brahmadutta found everything very **beautiful** in the park.

3. Whenever Brahmadutta went to the park, the deer would **panic** and **run** in all directions.

4. When everyone saw the golden deer offering his neck, they were **surprised**.

5. Justice is brighter than the Sun, but **mercy** is brighter still.

### Check Point

#### Working with the Text

#### • Answer the following questions based on your understanding of the text.

1. What was the people's general reaction when they saw the king?

**Ans.** They did not greet him with joy; instead, they looked at the ground and shook their heads mournfully because of the trouble his hunting caused.

2. How did the king make things difficult for the people of Banaras?

**Ans.** He rode his chariot recklessly over freshly planted fields, destroying crops, and forced men to help him hunt even during the busy harvest season.

3. Who Commanded the two herds, and why were they named so?

**Ans.** The herds were commanded by two beautiful golden deer. One was named Brighter than the Sun because his color was so bright it hurt to look at him. The second was named Brighter Still because he was even more radiant than the first.

4. Why did the king order the two deer to be left unharmed?

**Ans.** He was enthralled by their beauty and felt that because they looked like "kings" of the deer, they should not be harmed.

5. What idea did Brighter Still suggest for protecting the herd? Why did the doe not want to die?

**Ans.** He suggested that the deer take turns dying willingly by drawing lots each day to avoid the panic and wounding of the whole herd. The doe did not want to die yet because she was pregnant and wanted to wait until her child was born.

6. How did Brahmadutta agree to spare the lives of all the animals, birds, and deer?

**Ans.** He was so moved by Brighter Still's willingness to sacrifice his own life for the pregnant doe that he realized the meaning of sacrifice. This prompted him to grant safety first to the two deer, then the whole herd, and finally all creatures, birds, and fish.

### Thinking Corner Beyond the Text

Critical Thinking

**A.** The final paragraph of the story conveys the moral of the lesson. The two deer were used as symbols in the story to convey a message. Explain the moral in your words.

**Ans.** Do it yourself.

**B.** What lesson did you learn from Brighter Still's behaviour? Reflect on what is more important in your opinion, justice, or mercy? Why?

**Ans.** Do it yourself.

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

• **Fill in the blanks with the simple future or the future continuous form of the verbs given in the brackets.**

1. Give your coat to me. I **will hang** (hang) it on the hook.
2. Don't call her now. She **will be having** (have) her dinner.
3. They **will charge** (charge) for repairs.
4. These jeans **will stretch** (stretch) after sometime.
5. Grandma **will be knitting** (knit) a sweater for me next week.
6. The train **will arrive** (arrive) at platform 2.
7. At his time tomorrow, I **will be leaving** (leave) for Paris.
8. Do you think it **will snow** (snow) tomorrow?
9. This time on Sunday, we **will be skiing** (ski) in Auli.
10. Next year, I **will be studying** (study) maths at a university.

## 8

## Songs that Heal

**A.** Tick (✓) the correct option.

1. What overturned Dr Phukan's boat?

**Ans.** (c) Tide

2. Why were floods severe that year in Kaziranga National Park?

**Ans.** (c) Because of relentless heavy rain.

3. Why were Arnab and Radhika comfortable with animals?

**Ans.** (b) They had grown up surrounded by animals.

4. What was Arnab learning to play?

**Ans.** (c) Flute

5. What happened when Arnab played the flute?

**Ans.** (a) The rhino slowly came near them.

6. What did children name the rhino?

**Ans.** (b) Baahi

## Check Point

Working with the Text

**B. Fill in the blanks with correct words, choosing from the box.**

1. The doctor wrapped the calf in his raincoat and slowly steered the boat back to safety.
2. Dr. Phukan was a veterinarian.
3. The baby rhino looked at the children with his little button eyes.
4. Dr. Phukan was actually very worried about the rhino.
5. Arnab started to play a new tune on his flute.

• Answer the following questions based on your understanding of the text.

1. Why could Dr Phukan not believe his eyes? What did he see?

**Ans.** He could not believe his eyes because he saw a baby rhinoceros wedged dangerously between a tree trunk and a branch, barely above the floodwater levels.

2. Describe briefly the floods in the Kaziranga National Park.

**Ans.** The floods occur every monsoon when the Brahmaputra swells. That year was particularly severe due to relentless rain, leaving most of the park underwater and washing away hundreds of animals.

3. Why was Dr Phukan distressed about the rhino?

**Ans.** He was distressed because the baby rhino was in shock, refused to move, and was struggling to take milk from a bottle. He knew the calf would not survive long if this continued.

4. "It is more fantastic than the story". What did Dr Phukan find more fantastic than the Pied Piper story?

**Ans.** He found the fact that a massive animal like a rhinoceros responded so beautifully to music more fantastic than the story of the Pied Piper attracting mice.

5. Write briefly how the rhino responded to the music?

**Ans.** When Arnab played the flute, the calf slowly approached, bobbing its head and squealing as if enjoying the music. Eventually, it would run to Arnab and go round and round him like it was dancing.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** Animals and plants respond positively to music. Have you experienced this? Explain in your words.

**Ans.** Do it yourself.

**B.** Imagine Dr Phukan is writing a letter to the officers at Kaziranga National Park asking for permission so that his children can visit the baby rhino every day and quicken the rhino's recovery. Make some points based on of which Dr Phukan would like to convey and ask for permission.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

• Tick (✓) the correct option to complete the sentences.

1. Bhanu \_\_\_\_\_ speak seven languages.

**Ans.** (a) can

2. \_\_\_\_\_ our team win the finals?  
**Ans.** (b) Will
3. It is a library. You \_\_\_\_\_ talk loudly.  
**Ans.** (a) cannot
4. \_\_\_\_\_ I suggest an idea?  
**Ans.** (a) May
5. \_\_\_\_\_ you mind lending me your pen for a moment?  
**Ans.** (c) Would
6. \_\_\_\_\_ we visit grandma this weekend?  
**Ans.** (c) Could
7. You \_\_\_\_\_ watch this film. You will like it.  
**Ans.** (b) must
8. You \_\_\_\_\_ drive carefully in bad weather.  
**Ans.** (c) should
9. The train \_\_\_\_\_ be late.  
**Ans.** (b) might
10. Players \_\_\_\_\_ exercise regularly.  
**Ans.** (b) must



## Drops of Life

### A. Tick (✓) the correct option.

1. How is the weather when the woman carries water on her head?  
 (a) Extremely hot
2. 'The engineers have reversed the river'. The engineers did this :  
 (b) to provide water for the people in dry areas.
3. Whom does the woman in the poem trust to provide water?  
 (c) Her head
4. What has withered due to the drought?  
 (b) Tomatoes
5. Why is there no milk for the children?  
 (c) Both (a) and (b)
6. What does the woman gird her neck with?  
 (c) Safety pins

### B. Write whether these sentences are True or False.

- |   |              |
|---|--------------|
| 1. One child in five was at risk of death.  | <b>False</b> |
| 2. The woman had gone to a nearby well to bring water for the thirsty people.           | <b>False</b> |
| 3. The plants and trees had shrivelled and were unable to survive in the parched earth. | <b>True</b>  |
| 4. The drought occurred due to the absence of rain.                                     | <b>True</b>  |
| 5. The drought hit the village a year ago.  | <b>True</b>  |

## Check Point

Working with the Text

- **Answer the following questions based on your understanding of the text.**
- 1. What is the woman carrying on her head? Why had life become tough for the people in the village?  
**Ans.** The woman is carrying water in a huge pail resting on a narrow can. Life is tough because of a year-long drought, resulting in a lack of food and water, risking the lives of children.
- 2. Is there enough food in the village? How do you know this?  
**Ans.** No. The poem mentions pumpkins are gone, tomatoes have withered, and there is no milk because the cattle are gone or gaunt.
- 3. Why did this situation arise in this village?  
**Ans.** The situation arose due to a natural drought and human intervention, as engineers "reversed the river" to provide power for those already in power.
- 4. What were the challenges the woman faced as she went to bring water for her people?  
**Ans.** She faced a long journey to a distant well, the intense heat of the sun, and "dried earth" (dust) blowing against her.
- 5. What is the poet trying to convey through the spirit of this lone woman carrying a pot of water on her head?  
**Ans.** The poet conveys the woman's resilience, selflessness, and dedication to her people, acting as the bridge between life and death by carrying "treasure" (water) despite modern neglect.

## Thinking Corner

Beyond the Text

Critical Thinking

- A. You have heard of various instances where development and progress for many has resulted in the loss of homes and employment for some. For instance, when a dam is built, it helps many people, but farmers who lose their land for the construction of the dam suffer in many ways. They lose their means of livelihood, and the land they get in compensation is often not cultivable. The monetary compensation lasts only for a few months. What can be done to protect their interests, and at the same time, promote progress? Give your views on the topic.
- Ans.** Do it yourself.
- B. Imagine, you had to interview the woman and find out about her problems. Write five questions that you would ask her to know about the issues of people in drought-affected areas. What do you expect would be her answers to your questions?
- Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- A. **Read the sentences and underline the adverbs of degree.**
1. He spoke most affectionately about his grandmother.
  2. Rahul spoke very rudely to the gardener.
  3. Meeta has an extremely beautiful voice.
  4. He recited the poem quite well.

5. She hardly ate at the dinner party.
6. She danced quite gracefully.

**B. Fill in the blanks with the correct adverb of degree given in the brackets.**

1. Lata is **extremely** talented and can do several creative things.
2. You are **quite** popular in our school.
3. You are **absolutely** right.
4. The painting on the wall is **slightly** tilted.
5. Tara is only two years old. She can hold a pencil **hardly**.
6. I **almost** missed the train.
7. We are **terribly** late for school.
8. Caught in the heavy shower without an umbrella, we were **totally** drenched.
9. I am **quite** eager to meet the captain of the team.

## 10 King of the wild

**A. Tick (✓) the correct option.**

1. India's forests can easily support \_\_\_\_\_ more tigers if we do the right things.  
**Ans.** (c) 3000
2. Which body parts of tigers are popular in China and South-east Asia?  
**Ans.** (c) Both (a) and (b)
3. Which other factors have to worsen the impact of tiger poaching?  
**Ans.** (c) Both (a) and (b)
4. The \_\_\_\_\_ is crucial for detecting snares and traps that are set by the poachers.  
**Ans.** (a) foot patrolling
5. \_\_\_\_\_ in fringe villages can make the job of catching poachers much easier.  
**Ans.** (a) Police men

**B. Write whether these sentences are True or False.**

1. According to the writer, the first glimpse of the tiger will always remain special. **True**
2. There is some evidence of the efficacy of tiger products in treating illnesses. **False**
3. In the present scenario, the tigers are confined to the national parks and sanctuaries. **True**
4. Some reserves have succeeded in increasing their tiger population by implementing efficient set up for protection. **True**
5. India's wildlife treasure only belongs to the government of the country. **False**

### Check Point Working with the Text

- Answer the following questions based on your understanding of the text.
1. Describe the narrator's first tiger sighting.  
**Ans.** The narrator saw his first tiger at age 19 in Kanha Tiger Reserve while riding a young

elephant. As the elephant climbed a steep slope, he saw a flash of orange—a handsome young tiger sitting calmly by the path.

2. Why does the narrator say, 'our eyes met in mutual surprise'?

**Ans.** The sighting was sudden and very close; both the narrator and the tiger were startled by each other's presence at the same moment.

3. Why are tiger populations thriving in certain reserves like Kaziranga in Assam, Corbett in Uttarakhand, and Nagarahole in Karnataka?

**Ans.** These reserves have established good protection systems, including anti-poaching camps manned round the clock and forest guards who perform "foot patrols" to find traps.

4. What steps need to be taken by the forest department for wildlife conservation?

**Ans.** They must strictly enforce wildlife laws, take strong measures to protect the 650+ sanctuaries, and establish a friendly rapport with local people to involve them in conservation.

5. Comment on the importance of a good relationship between the forest department and local people living on the edges of reserves to promote tiger conservation in India.

**Ans.** Local people can act as "friendly informers" in fringe villages, making it much easier to catch poachers and protect the habitat.

### Thinking Corner Beyond the Text

Critical Thinking

A. Imagine, you are a tiger living in one of the sanctuaries in India. Write about your life, the problems that you face, and how your life has changed over the years because of humans. Write in first person.

**Ans.** Do it yourself.

B. Think of and write five innovative ways in which poaching of animals can be reduced in India.

**Ans.** Do it yourself.

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

A. Underline the noun clauses in these sentences.

1. I fear that I will fail.

2. Please listen to what I say.

3. I don't know what she will do.

4. I think you have made a mistake.

5. I am not interested in what you need.

6. I believe that everything happens for a reason.

7. Whoever thought of this idea is a genius!

8. I don't see how you can get home in this rain.

B. Complete these phrases by adding suitable noun clauses.

1. I hope that you have a great day.

2. I saw **what happened at the park**.
3. I often wonder **why the stars shine**.
4. Tell her **that the meeting is at noon**.
5. Please show me **how to solve this problem**.
6. Have you heard **what the news reported**.

## 11 Tinku's Travel Tales

### A. Tick (✓) the correct option.

1. Which word best describes Tinku's feeling when the bus arrived at the bus stop?

Ans. (b) Excited

2. Moni mashi used to tell Tinku \_\_\_\_\_.

Ans. (c) Enchanting stories

3. What are silver trickles?

Ans. (c) Waterfalls in the mountains

4. Tinku thinks it's \_\_\_\_\_ when it rains in Duliatal.

Ans. (b) lovely

5. \_\_\_\_\_ was a good photographer.

Ans. (c) Nutu pishi

### B. Write who said these lines and to whom?

1. "I am used to Duliatal now, and it's a lovely place."

Ans. Tinku said this to her mother.

2. "I don't know why you asked us here at this time of the year."

Ans. Nutu pishi said this to Tinku's father.

3. "There is not even a railing one can hold on to."

Ans. Nutu pishi said this to Tinku's father.

4. "There is nothing to see except dripping trees and dark bushes."

Ans. Nutu pishi said this to Moni mashi and Tinku.

5. "Oh, how beautiful!"

Ans. Moni mashi and Nutu pishi said this together.

### Check Point Working with the Text

- Answer the following questions based on your understanding of the text.

1. Who was coming to Duliatal? What happened on the morning of their arrival?

Ans. Tinku's two aunts, Moni mashi and Nutu pishi, were coming to visit. On the morning they arrived, there was a heavy downpour of rain.

2. What did Nutu pishi say after they reached the house safely?

Ans. She stated she did not want to step out of the house until it was time to leave because all she could see were dripping trees and dark bushes.

3. 'It seemed like a never-ending journey'. Why did Tinku feel like this?

**Ans.** Tinku felt this way because her aunts were so scared of the narrow path that they took a very long time ("ages") to cover the short distance to the house.

4. Soon after they had their tea, what did Moni mashi and Nutu pishi do?

**Ans.** They dived under their quilts and blankets with hot water bottles.

5. What was Moni mashi's and Nutu pishi's reaction when they saw the morning view from the house?

**Ans.** They were amazed by the beauty of the sunlight, the colorful garden, the golden snow range, and the "silver trickles" (waterfalls), crying out together, "Oh, how beautiful!".

### Thinking Corner Beyond the Text

Critical Thinking

A. Which is your favourite season and why?

**Ans.** Do it yourself.

B. Would you like to live in a place where it rains all the time? Why?

**Ans.** Do it yourself.

### More Practice Let's perfect it.

Thinking and Reasoning, Inference

A. **Underline the adjective clause in these sentences. One has been done for you.**

1. Here is the novel that you wanted.

2. Those who do not complain are never pitied.

3. Grandfather remembers the old days when there was no television.

4. Eco-friendly cars that run on electricity save gas.

5. Fast food, which most people love, is not good for our health.

6. This is the park where people take their pets for a walk.

7. That young boy who broke the window pane is here.

B. **Underline the adverb clause in these sentences. One has been done for you.**

1. I shall remain where I am.

2. Put the notice where students can read it.

3. You are not as clever as you think.

4. If I have time, I will show you my list of names.

5. Since it is your birthday, you may sit in the front row.

6. She is not as bright as she thinks she is.

7. When we went to the zoo, we saw an African lion.

## 12 The Speed Legend

A. **Tick (✓) the correct option.**

1. How many miles did he need to run to get a glass of milk?

(b) 6

2. Fatigue duty means:

(c) Both (a) and (b)

3. What was the Eureka moment for Milkha Singh?  
(a) Seeing the athletes who had represented India
4. What do you mean by taciturn?  
(a) Reserved
5. What happened after Brigadier SP Vohra spotted Milkha Singh doing his regular practice rounds at night?  
(c) He was exempted from fatigue duties.

**B. Write whether these sentences are True or False.**

- |    |  |              |
|----|--|--------------|
| 1. | The top ten runners were exempted from fatigue duty and were given a glass of milk every day during the training period. | <b>True</b>  |
| 2. | Milkha Singh didn't participate in the Brigade Meet in Hyderabad.  | <b>False</b> |
| 3. | Milkha Singh was not nervous when he was competing before thousands of spectators for the first time.                    | <b>False</b> |
| 4. | Milkha Singh didn't get time to practise during the day.   | <b>True</b>  |
| 5. | Milkha Singh would carry his dinner back to the barracks and hid it to eat after practice.                               | <b>True</b>  |

## Check Point

### Working with the Text

- **Answer the following questions based on your understanding of the text.**
1. What announcement was made after the roll-call one Sunday morning?  
**Ans.** An announcement was made that a six-mile race would be held the next day and all recruits would participate in it.
  2. Which incident marked the starting point of Milkha Singh's career?  
**Ans.** Being selected among the top ten runners and receiving appreciation after the six-mile race marked the starting point of his career.
  3. Describe Havaladar Gurudev Singh. Use words given in the text.  
**Ans.** Havaladar Gurdev Singh was taciturn, no-nonsense, strict yet motivating, and instrumental in inspiring Milkha Singh to become a great athlete.
  4. What solemn promise did Milkha Singh make himself?  
**Ans.** He promised himself that he would not rest until he earned a place among Indian athletes representing the country internationally.
  5. How did the meeting with Brigadier SP Vohra change Milkha Singh's life?  
**Ans.** After the meeting, Milkha Singh was exempted from fatigue duties, given better facilities, nutrition, grooming, and more time to practise, opening new opportunities for him.

## Thinking Corner

### Beyond the Text



- A. What are the qualities one needs to possess to be a successful sportsperson? List down any five qualities and explain why they are important.  
**Ans.** Do it yourself.

- B. Think of one thing that you want to do very desperately . But your teacher or your parents do not allow you to do it. Now write a paragraph on what you think about this. Why do you think they do not want you to do it? How will you talk to them and make them change their minds?

Ans. Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

A. Put commas ( , ) where necessary.

1. Sir may I visit the washroom ?  
Ans. Sir, may I visit the washroom?
2. I want to play eat and have a nap.  
Ans. I want to play, eat, and have a nap.
3. Rakesh the youngest in the family is in America.  
Ans. Rakesh, the youngest in the family, is in America.
4. My favourite dishes are curries salads and pizzas.  
Ans. My favourite dishes are curries, salads, and pizzas.
5. Radha had milk sandwiches and fruits for breakfast.  
Ans. Radha had milk, sandwiches, and fruits for breakfast.
6. We were taught Maths English and French today at school.  
Ans. We were taught Maths, English, and French today at school.
7. Akbar the greatest Mughal emperor founded Din-I-Ilahi.  
Ans. Akbar, the greatest Mughal emperor, founded Din-i-Ilahi.
8. Do you think I can buy chocolates chips and juice with 50 rupees?  
Ans. Do you think I can buy chocolates, chips, and juice with 50 rupees?
9. I need a smart energetic and honest person to do my personal work.  
Ans. I need a smart, energetic, and honest person to do my personal work.
10. Jane went to the park in the film and the zoo during the winter break.  
Ans. Jane went to the park, the film, and the zoo during the winter break.

# 13

## The Royal Blade

A. Tick (✓) the correct option.

1. What happened to Britain after King Uther's death?  
(a) A dispute arose about who should be the next king.
2. What will happen to the man who pulls the sword from the stone?  
(b) He will become the king of Britain.
3. What event will be held on Christmas Eve?  
(a) A jousting match
4. When did Merlin call for Arthur to pull the sword from the stone?  
(b) Once all others have tried and failed.

5. The ceremony of crowning a king or queen is called a :

(a) coronation

**B. Fill in the blanks with the words given in the box.**

1. The Archbishop invited all the knights and lords to London.

2. As soon as Sir Kay saw the sword , he knew the sword was from the stone.

3. After Arthur confessed, Sir Ector became thoughtful.

4. The knights and princes were terribly angry that a mere boy had beaten them.

5. At last , at the feast of Pentecost Arthur was declared the king.

## Check Point

Working with the Text

• Answer the following questions based on your understanding of the text.

1. Why did a dispute arise among the knights?

**Ans.** A dispute arose because King Uther died apparently leaving no heir, and every knight wanted to seize the crown for himself.

2. What happened after the church service was over? Explain, in your words, what was written on the sword.

**Ans.** A mysterious stone with a sword in it appeared. The gold letters on the sword stated that whoever pulled it out was the rightly born king of all England.

3. Why did Arthur get the sword from the churchyard for Sir Kay?

**Ans.** Arthur found the castle doors locked and could not get Sir Kay's original sword, so he remembered the sword in the churchyard and took it so his brother would have one.

4. What did the Archbishop decide to do when no one could move the sword the first time?

**Ans.** He decided that the chosen king was not yet present and ordered everyone to wait until the "Twelfth Day," appointing knights to guard the stone in the meantime.

5. Why were the knights and princes angry when Arthur managed to pull out the sword?

**Ans.** They were angry because Arthur was "but a boy" from "nowhere in particular," and they did not want to be beaten by someone they considered inferior.

## Thinking Corner

Beyond the Text

Critical Thinking

**A.** The test that involved pulling out the sword from a stone placed in the churchyard was the best way of deciding the future king of Britain. Do you agree? State your opinions (with reasons).

**Ans.** Do it yourself.

**B.** Do you believe in heavenly signs? Have you ever received a sign that something good or bad is going to happen? Narrate an incident where you have had such an experience.

**Ans.** Do it yourself.

## More Practice

Let's perfect it.

Thinking and Reasoning, Inference

- Fill in the blanks with the past perfect continuous form of the verbs given in the brackets.
  1. She had been reading before you entered.
  2. Had it been raining continuously for hours?
  3. We had been practising tennis for an hour when it began to rain.
  4. I had been studying English when Mr. Ramesh came to see me.
  5. I had been driving the car for five years when I decided to sell it.
  6. We were exhausted. We had been travelling for about ten hours.
  7. At the time I met him, he had been writing a book for some time.
  8. He had been repairing the mobile phone for an hour when you arrived.
  9. They had been staying with us since July of that year.
  10. He was tired because he had been watching television all night.

BASED ON  
NEP 20  
20  
NCF 20  
23

# Tulip English

A 21st Century Reader's Guide

Author by :  
Aayush Sharma  
Ma (English) M.E.D., Ph.D

Key 6 to 8



Test Paper  
Generator



E-Teacher  
Manual



Smart  
Application



Web  
Support

**A. Tick (✓) the correct option.**

1. How would you describe Ravi's personality?

**Ans.** (b) adventurous and outgoing

2. What did Ravi and Sameer discover while exploring the attic?

**Ans.** (b) an old map

3. What did Ravi and Sameer use to navigate through the forest?

**Ans.** (a) a compass

4. How did Ravi and Sameer cross the wide river in the forest?

**Ans.** (c) They used a raft made from logs and branches

**B. Answer the questions briefly.**

1. How did Ravi and Sameer feel when they found the old map in the attic?

**Ans.** They felt excited and happy. Their eyes gleamed with excitement as they hoped to find hidden treasure.

2. What challenges did Ravi and Sameer face during their adventure in the forest?

**Ans.** They faced wild animals, treacherous terrain, puzzling obstacles, and a wide river blocking their path.

3. What kind of person was Sameer?

**Ans.** Sameer was calm, thoughtful, and creative. He liked reading books and thinking carefully.

4. Why do you think Ravi and Sameer were drawn to the adventure of finding the hidden treasure?

**Ans.** They were curious and adventurous. The idea of a hidden treasure excited them and strengthened their friendship.

5. What lesson did Ravi and Sameer learn from their experience of not finding the treasure?

**Ans.** They learned that friendship and shared experiences are more valuable than gold or jewels.

**Think Well**

Critical &amp; Analytical Thinking

**C. Think and Answer.**

1. How do you think Ravi and Sameer's contrasting personalities contributed to their success in the adventure?

**Ans.** Do it yourself.

2. How might Ravi and Sameer's storytelling of their adventure impact and inspire the villagers who listen to their tale?

**Ans.** Do it yourself.

**D. Answer these questions with reference to context.**

**1. Their eyes gleamed with excitement as they made a pact to find the treasure together.**

(a) What emotions were evident in Ravi and Sameer as they made a pact to find the treasure together?

**Ans.** The emotions were excitement, happiness, and hope.

(b) What does the gleaming of their eyes indicate about Ravi and Sameer's mindset?

**Ans.** It shows their positive mindset, enthusiasm, and determination.

**2. They may not have found gold or jewels, but they discovered the true meaning of friendship the joy of exploring, supporting, and overcoming challenges together.**

(a) What did Ravi and Sameer discover as they embarked on their treasure-seeking adventure?

**Ans.** They discovered that friendship itself was the real treasure.

(b) What were the aspects of friendship that Ravi and Sameer experienced during their journey?

**Ans.** They experienced trust, support, cooperation, and joy while overcoming challenges together.

## Listening Well

Listening for Understanding

**E. Listen to a short paragraph on camping and answer the following questions briefly.**

1. What is camping?

**Ans.** Camping is an outdoor activity where people stay in nature to relax and explore.

2. What does camping allow us to do?

**Ans.** It allows us to reconnect with nature and escape daily life.

3. What are some components of camping?

**Ans.** Tents, campfires, hiking, fishing, and outdoor activities.

4. What does camping foster?

**Ans.** Camping fosters adventure, self-reliance, and appreciation for nature.

5. What is the purpose of a campfire during camping?

**Ans.** It provides warmth and a place for storytelling and togetherness.

## Spell Well

Play based Learning

**F. Role Play:** Play the role of Ravi and Sameer. Create short dialogues or scenes based on the situations/obstacles they faced while embarking on their journey. Imagining what might have happened during the adventure, present your short skit in front of the class.

**Ans.** Do it yourself.

**G. Make sentences from the words given below.**

1. adventurous : Ravi is an adventurous boy who loves exploring forests.
2. treacherous : The boys walked carefully on the treacherous path.
3. disheartened : They felt disheartened when they found no treasure.
4. friendship : True friendship helps us face all challenges.
5. treasure : Their memories became their greatest treasure.

**H. Word Association- It is the process of mentally linking one word to another based on connections, similarities, or personal experiences. It involves making associations between words based on meaning, sound, or other factors. Given below are a few words from the story. Form word associations for them. One of them is done for you.**

**Adventure: Exploration, thrill, excitement, journey, risk, discovery**

1. treasure : gold, jewels, value, reward
2. friendship : trust, care, support, bonding
3. Obstacle : problem, barrier, difficulty
4. Resilience : strength, courage, patience
5. Joy : happiness, delight, pleasure
6. Exploration : discovery, travel, adventure
7. Challenge : test, struggle, difficulty
8. Puzzling : confusing, tricky, mysterious
9. Creativity : imagination, ideas, innovation
10. Memories : moments, experiences, recollections

**I. Identify and state the type of sentence in each case.**

1. They were inseparable and did everything together.

**Ans.** Assertive sentence

2. Did Ravi and Sameer find the treasure they were searching for?

**Ans.** Interrogative sentence

3. Oops! There was no treasure to be found.

**Ans.** Exclamatory sentence

4. They did not find gold or jewels.

**Ans.** Negative sentence

**J. Identify the parts of speech for the bold words in the following sentences.**

1. Ravi and Sameer stumbled upon an old map.

**Ans.** old – Adjective

2. They packed some food, water, and a compass.

**Ans. food** – Noun

3. Their eyes gleamed with excitement.

**Ans. excitement** – Noun

4. They encountered wild animals and treacherous terrain.

**Ans. treacherous** – Adjective

5. Ravi came up with a brilliant idea.

**Ans. brilliant** – Adjective

## 2

## A Fable

**A. Tick (✓) the correct option.**

1. What is the main subject of the poem “A Fable”?

**Ans.** (c) The importance of friendship and acceptance

2. What does the mountain call the squirrel in the poem?

**Ans.** (a) Little Prig

3. How does the squirrel respond to the mountain’s insult?

**Ans.** (c) By explaining that everyone has their own place and value

4. According to the squirrel, what must be taken into account to make up a year and a sphere?

**Ans.** (b) The talents and abilities of everyone

**B. Answer the questions briefly.**

1. Who are the two characters involved in the poem’s quarrel?

**Ans.** The two characters involved are the mountain and the squirrel.

2. How does the mountain insult the squirrel?

**Ans.** The mountain insults the squirrel by calling it “Little Prig.”

3. How does the squirrel respond to the mountain’s insult?

**Ans.** The squirrel responds calmly and explains that everyone has a rightful place and unique value.

4. What does the squirrel believe is necessary to make up a year and a sphere?

**Ans.** The squirrel believes that different talents, abilities, and elements together make the world complete.

5. What is the central theme or lesson conveyed in the poem?

**Ans.** The poem teaches us that everyone is important in their own way and differences should be respected.

### Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Explore the poet’s use of humour in the poem. How does humor enhance the message of the poem and engage the reader?

**Ans. Do it yourself.**

2. Imagine an alternate ending to the poem where the characters resolve their conflict differently.

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. "And I think it no disgrace to occupy my place."

(a) What does the squirrel mean when it says, "And I think it no disgrace"?

**Ans.** The squirrel means that it does not feel ashamed of being small.

(b) What message does the squirrel convey through the lines, "To occupy my place"?

**Ans.** It conveys that everyone has a rightful position in the world, no matter how big or small.

2. "If I cannot carry forests on my back, Neither can you crack a nut."

(a) What is the significance of the comparison between carrying forests on the back and cracking a nut?

**Ans.** The comparison shows that everyone has different abilities and no one can do everything.

(b) How does the squirrel's statement contribute to the overall theme of the poem?

**Ans.** It reinforces the theme that differences should be accepted and respected.

## Listening Well

Listening for Understanding

**E. Listen to the poem and write all the rhyming words that appear in the poem.**

quarrel – squirrel  
disgrace – place  
put – nut

latter – weather  
big – prig

together – sphere  
track – back

## Spell Well

Play based Learning

**F. Debate:** Organise a friendly debate and discuss the importance of recognising and celebrating individual talents and abilities. Some students can argue in favour of the squirrel's viewpoint, while others can take the mountain's perspective.

**Ans. Do it yourself.**

# 3

## Rikki-Tikki-Tavi

UNIT-2 THEME : COURAGE

**A. Tick (✓) the correct option.**

1. What kind of animal is Rikki-Tikki-Tavi?

**Ans.** (a) a brave mongoose

2. Who were the menacing characters in the story that Rikki-Tikki-Tavi had to face?

**Ans.** (a) Nag and Nagaina

3. What did Rikki-Tikki-Tavi overhear Nagaina whispering about?

**Ans.** (b) Her plan to attack the humans while they slept

4. How did Rikki-Tikki-Tavi outsmart Nagaina in her lair?

**Ans.** (b) By hiding and waiting for the right moment

5. What does the story “Rikki-Tikki-Tavi” primarily teach us?

**Ans.** (c) The values of courage and loyalty

**B. Answer the questions briefly.**

1. Why did Rikki-Tikki-Tavi feel the need to protect the bungalow and its inhabitants?

**Ans.** Rikki-Tikki-Tavi felt the need to protect the bungalow because he was adopted by the kind family who lived there. They loved him dearly and treated him like their own, so he wanted to keep his newfound family safe.

2. What motivated Rikki-Tikki-Tavi to confront the dangerous cobras, Nag and Nagaina, despite the risks?

**Ans.** (His courage, loyalty, and sense of responsibility motivated him to confront the cobras to keep his family and the garden safe.

3. How did Rikki-Tikki-Tavi know about Nagaina’s plan to attack the humans? What evidence supports his knowledge?

**Ans.** His courage, loyalty, and sense of responsibility motivated him to confront the cobras to keep his family and the garden safe.

4. What does Rikki-Tikki-Tavi’s decision to destroy Nagaina’s cobra eggs reveal about his character and sense of responsibility?

**Ans.** It shows that Rikki-Tikki-Tavi was brave, determined, and responsible. He understood the danger the hatchlings posed and acted selflessly to protect others.

5. How do the other animals’ admiration and view of Rikki-Tikki-Tavi as their protector affect his role in the garden?

**Ans.** It shows that Rikki-Tikki-Tavi was brave, determined, and responsible. He understood the danger the hatchlings posed and acted selflessly to protect others.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. What qualities and actions make Rikki-Tikki-Tavi a hero in the story?

**Ans. Do it yourself.**

2. Discuss the theme of bravery and its importance in the story. How does Rikki-Tikki-Tavi’s courage impact the outcome of the conflict with Nag and Nagaina?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. Determined to keep his family safe, Rikki embarked on a mission.

(a) What was Rikki-Tikki-Tavi determined to do?

**Ans.** Rikki-Tikki-Tavi was determined to protect the family from Nag and Nagaina.

(b) What did Rikki-Tikki-Tavi do to protect his family?

**Ans.** He guarded the garden day and night and closely watched the cobras' movements.

2. Despite being bitten, Rikki remained resolute and undeterred.

(a) What happened to Rikki-Tikki-Tavi despite the danger?

**Ans.** Rikki-Tikki-Tavi was bitten by Nag during the fight.

(b) How did Rikki-Tikki-Tavi react to being bitten?

**Ans.** He did not lose courage and continued fighting bravely.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the story and answer the questions that follow.**

1. Who is the protagonist of the story?

**Ans.** Rikki-Tikki-Tavi.

2. Where does the story take place?

**Ans.** A garden in India.

3. What danger does the family face in the garden?

**Ans.** Two dangerous cobras, Nag and Nagaina, threatening the family.

4. What qualities make Rikki-Tikki-Tavi a hero?

**Ans.** Two dangerous cobras, Nag and Nagaina, threatening the family.

5. How does Rikki-Tikki-Tavi defeat the cobras?

**Ans.** He outsmarts the cobras and destroys their eggs.

## Spell Well

Play based Learning

**F. Character Monologue:** Choose a character from the story and write a monologue from that character's perspective. You can express their thoughts, feelings, and motivations based on events in the story. Perform your monologues in front of the class, practicing dramatic reading and speaking.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Match the words in column A with their correct definitions in the Column B:**

### Column A

1. Determined
2. Resolute
3. Agile
4. Menace
5. Bravery
6. Legacy

### Column B

- resolute; firm  
showing firmness and purpose.  
quick and well-coordinated in movement.  
a person or thing that poses a threat or danger.  
courageous behaviour  
something handed down or left behind by a predecessor.

**H. Fill in the blanks with the correct vocabulary from the text.**

1. Rikki-Tikki-Tavi's **agile** movements allowed him to dodge the snake's strikes.

2. Despite being bitten, Rikki remained **resolute** and undeterred in his mission.
3. The mongoose's bravery and **determination** earned him the admiration of the other animals in the garden.
4. Rikki-Tikki-Tavi's courageous actions had a lasting **legacy** in the garden, where he became a hero.
5. Rikki's determination to protect his family helped him **thwart** the cobras' plans and ensure their safety.

**I. Identify the form of the Present Tense in the following sentences.**

1. Rikki-Tikki-Tavi is a brave mongoose living in a lush garden in India.

**Ans.** Simple Present

2. He fights fearlessly to protect his family from dangerous cobras, Nag and Nagaina.

**Ans.** Simple Present

3. Rikki-Tikki-Tavi overhears Nagaina whispering about her plan to attack the humans.

**Ans.** Simple Present

4. He has left behind a legacy of heroism, becoming a beloved protector of the garden.

**Ans.** Present Perfect

5. The other animals in the garden have been admiring Rikki-Tikki-Tavi for his courage and bravery.

**Ans.** Present Perfect Continuous

**J. Fill in the blanks with the correct form of the verb in the Present Tense.**

1. I **have finished** the job.
2. You **are eating** your lunch.
3. She **has not returned** (not return) yet.
4. I **have never seen** such a mess.
5. He **brings** his violin.
6. At this moment Priya **is studying** in her room.
7. I **have read** all the plays of Shakespeare.
8. My parents **never** hurt me.
9. He always **wants** to be a soldier.
10. She **never apologizes** to anybody.

## 4

# Courage, Courage, Courage!

**A. Tick (✓) the correct option.**

1. What is the chief message of the poem?

**Ans.** (c) Show courage and perseverance in adversity

2. According to the poem, what should one do when faced with challenges?

**Ans.** (b) Call on courage and see things through.

3. What does the poem suggest about facing misfortune?

**Ans.** (c) Take it with grace, like taking a gain.

4. What does the line “Never changed is the battle by curse or regret” mean?

**Ans.** (b) Complaining and regret won’t alter the outcome of a battle.

5. What does the poem say about the test of courage?

**Ans.** (c) The test of courage is how you handle adversity.

**B. Answer the questions briefly.**

1. How does the poem describe courage in the face of challenges?

**Ans.** Courage is described as the ability to act in the presence of fear and the inner strength one calls upon to see a thing through when the odds are against them.

2. What does the poet suggest one should do when things go against them?

**Ans.** The poet suggests that you should not whine or complain, but instead call on your courage and "grin if you can".

3. According to the poem, how should one respond to misfortune?

**Ans.** One should meet misfortune with grace, just as one would accept a gain, and stand firm against whatever happens.

4. What is the test of courage, as mentioned in the poem?

**Ans.** The test of courage is what a person does during the hour when "reverses" (setbacks) are coming to them.

5. Why is courage important when things are difficult or scary?

**Ans.** Courage is important because it allows an individual to stay resolute when the burden is heavy and ensures that even if they fail to succeed, they do not "fail as a man" by losing their character or fortitude.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Reflect on the significance of the repetition of the phrase “call on your courage” throughout the poem. What effect does this repetition have on the reader’s perception of courage?

**Ans. Do it yourself.**

2. How would you explain courage to a friend using your own words?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. “Though you fail to succeed, do not fail as a man.”

(a) What does it mean to “fail to succeed”?

**Ans.** This refers to not achieving a specific goal or facing a defeat in a particular venture or battle.

(b) What are the two key qualities emphasized in the quote to help us face challenges and failures in life?

**Ans.** The quote emphasizes integrity (character) and resilience. Even if you lose a battle, you must not lose your dignity or strength of character.

2. "And who fights a good fight, though he struggle in vain, Shall have many a vict'ry to pay for his pain."

(a) What does the line " And who fights a good fight, though he struggle in vain" suggest about the value of perseverance and determination ?

**Ans.** It suggests that the effort itself is valuable; fighting bravely, even if the immediate struggle seems "in vain," builds the character needed for future success.

(b) What does the phrase "many a vict'ry to pay for his pain" mean, and how does it apply to the challenges we face in life?"

**Ans.** This means that the rewards and successes gained later in life will outweigh and justify the hardships and "bitter" moments endured earlier.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the poem and answer the questions that follow.**

1. What does the poem emphasize in the face of challenges?

**Ans.** The poem emphasizes courage, resilience, and determination.

2. How should we react to failures, according to the poem?

**Ans.** We should not lose heart or "fail as a man"; we should face adversity with grace.

3. What qualities lead to eventual victories, as mentioned in the poem?

**Ans.** Enduring struggles and fighting bravely lead to eventual victories.

4. Why is it important not to "fail as a man"?

**Ans.** It implies maintaining inner strength and character even when external circumstances are failing.

5. How can courage and resilience benefit us in daily life?

**Ans.** Courage and resilience allow us to keep pushing forward through difficult times and ultimately receive the rewards of life.

## Spell Well

Play based Learning

**F. "Courageous Moments":** Share stories of times when you showed courage in the face of adversity. It could be a personal experience or a story about someone they admire. Discuss with your partner.

**Ans.** Do it yourself.

# 5

## Time Travel

UNIT-3 THEME : SCIENCE FICTION

**A. Tick (✓) the correct option.**

1. What was the name of the scientist in the story?

**Ans.** (b) Dr. Carter

2. What was the mysterious element that Dr. Carter discovered in his laboratory?

**Ans.** (b) Chronium

3. What was the purpose of the time machine that Dr. Carter built?

**Ans.** (b) To visit historical events

4. What did Dr. Carter realise about time travel during his journeys?

**Ans.** (b) Time travel could change history.

**B. Answer the questions briefly.**

1. What led Dr. Richard Carter to the idea of time travel in the story?

**Ans.** Dr. Carter's deep research on space-time and his belief in bending it for travel led him to the idea of time travel.

2. Describe the appearance and components of the time machine.

**Ans.** The time machine was a colossal and intricate structure made of pulsating crystals and glowing panels, powered by Chronium.

3. What challenges did Dr. Carter face during his time-travelling journeys, and how did he respond to them?

**Ans.** He realised that even small changes in the past could alter history. He carefully studied these effects and avoided interference.

4. How did Dr. Carter's experiences in the past influence his decision regarding the responsible use of time travel?

**Ans.** His experiences taught him that time travel must be controlled, so he supported rules and guidelines for its safe use.

5. In what ways did Dr. Carter's work impact the world of science and humanity's view of time travel?

**Ans.** His work made time travel a serious scientific study and changed how people viewed science fiction and future possibilities.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. How could using time travel responsibly affect the future of society and the way history unfolds?

**Ans. Do it yourself.**

2. What are the ethical problems we might face when controlling time travel and changing the past?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. The machine was an intricate network of pulsating crystals and glowing panels, unlike anything the world had ever seen.

(a) How would you describe the appearance of the time machine in the story?

**Ans.** The machine looked highly advanced with glowing panels and pulsating crystals.

(b) What makes the time machine unique and different from any other technology in the world?

**Ans.** It was unique because it used Chronium and could travel through time, unlike any other machine.

2. The mysteries of time travel were no longer confined to the realm of science fiction, but rather a reality that sparked the imaginations of generations to come.

(a) Explain this sentence in your own words.

**Ans.** The sentence means that time travel became real science, not just an imaginary idea.

## Listening Well

Listening for Understanding

**E. Listen to the biography of Isaac Asimov and complete the following information.**

1. Isaac Asimov : Born in: **Russia**

2. Known for: **Science fiction and popular science writing**

3. No. of books written: **More than 500**

4. Title earned : ***The Great Explainer***

## Spell Well

Discussion

**F. Time Travellers' Conference:** As time travellers, how would you envision your thrilling adventures while exploring various historical periods or imagining the possibilities of the future? Discuss with your partner.

**Ans. Do it yourself.**

## Fun with Grammar

Literacy Skills

**G. Fill in the missing words using the appropriate vocabulary from the story.**

1. Dr. Richard Carter was a **renowned** biochemist, known for his contributions to science fiction and popular science writings.

2. In his laboratory, Dr. Carter stumbled upon a mysterious element called **Chronium**, which had unique properties related to time travel.

3. The time machine he built was an **intricate** network of pulsating crystals and glowing panels, unlike anything the world had ever seen.

4. During his time-travelling journey, Dr. Carter observed the **consequences** of altering the past and the butterfly effect it could have on the present.

5. As a responsible scientist, Dr. Carter considered the **ethical** dilemmas of time travel and its potential impact on history and free will.

6. The Time travellers' Conference encouraged participants to imagine **thrilling** adventures exploring different historical periods or future scenarios.

7. The story of Dr. Carter's pioneering work became a **legacy** that inspired generations to explore the wonders of science and technology.

**H. Crossword: Can you fill in the cross word puzzle with vocabulary words related to the story?**

**Down: (↓)**

1. Widely-known and respected for achievements
2. Machine for travelling through time
3. Characterized by a strong rhythm

**Across: (→)**

4. Having an obligation to do something
5. The long-lasting impact of a particular event
6. Very complicated

A	K	S	T	Y	R	I	K	L	A	N	M	M
S	T	T	B	G	E	J	T	R	E	D	S	Y
S	D	G	H	K	N	L	U	T	T	E	W	Q
W	R	E	S	P	O	N	S	I	B	L	E	I
W	D	F	H	J	W	L	K	M	V	D	B	C
A	S	D	F	H	N	K	J	E	F	B	V	E
Q	S	E	F	P	E	R	H	M	T	G	F	V
S	D	F	G	U	D	G	G	A	D	S	S	C
A	S	D	F	L	E	G	A	C	Y	G	F	D
C	F	G	T	S	E	E	W	H	H	F	R	E
S	F	G	T	A	D	R	T	I	R	T	G	N
X	Z	V	C	T	F	G	J	N	L	J	J	K
I	N	T	R	I	C	A	T	E	R	E	Q	A
S	F	F	T	N	H	K	L	N	S	D	F	H
Z	X	C	V	G	N	N	J	M	B	G	F	S

**I. Join the following sentences from the story using different conjunctions.**

1. Dr. Carter was a renowned biochemist.  
He was known for his contributions to science fiction.

**Ans.** Dr. Carter was a renowned biochemist **and** he was known for his contributions to science fiction.

2. The time machine was an intricate network of pulsating crystals.  
It had glowing panels, unlike anything the world had ever seen.

**Ans.** The time machine was intricate **and** had glowing panels.

3. Dr. Carter observed the consequences of altering the past.  
He understood the butterfly effect it could have on the present.

**Ans.** Dr. Carter observed the consequences of the past **and** understood the butterfly effect.

4. As a responsible scientist, Dr. Carter considered the ethical dilemmas of time travel.  
He pondered its potential impact on history and free will.

**Ans.** He considered ethical dilemmas **and** pondered their impact.

5. The story of Dr. Carter's pioneering work became a legacy.  
It inspired generations to explore the wonders of science and technology.

**Ans.** His work became a legacy **that** inspired generations.

**J. Fill in the blanks with proper conjunctions.**

1. It started raining **because** we went inside.
2. We went to the beach **and** got ice-cream.
3. The runners were tired **but** they still continued to run.
4. Lucy had to help wash the dishes **and** pack away the dishes.
5. The builders had not **yet** started laying the bricks.
6. Tim neither likes apples **nor** pears.

# 6

## The Magical Library

### A. Tick (✓) the correct option.

1. What did the young boy Alex stumble upon in the story?  
(a) a magical forest
2. What was the name of the librarian in the magical library?  
(b) Miss Evelyn
3. What did the magical book titled “The Book of Lost Wonders” allow Alex to do?  
(c) Solve riddles and puzzles
4. What happened to the magical library due to its neglect over the years?  
(b) The books lost their magic and became ordinary.
5. How did the community support the magical library’s restoration and upkeep?  
(a) They organised fundraisers and book clubs.

### B. Answer the questions briefly.

1. What made the library different from ordinary libraries?

**Ans.** The library was magical because its books came to life, transported readers to new worlds, and allowed interaction with story characters.

2. How did the library’s magical books affect Alex’s perspective on reading and learning?

**Ans.** The magical books made reading exciting and adventurous for Alex, helping him understand the joy of imagination and learning.

3. Describe the transformation of the library and its impact on the community after Alex’s visits.

**Ans.** The library became lively and popular again. People from nearby towns visited it, and the community rediscovered their love for reading.

4. How did the community support the restoration and upkeep of the magical library?

**Ans.** The community organised fundraisers, book clubs, and storytelling events to preserve and maintain the library.

5. Why was the library’s magic fading, and how did Alex help restore it?

**Ans.** The magic was fading due to neglect and fewer visitors. Alex helped restore it by exploring the books and encouraging others to visit.

### Think Well

Critical & Analytical Thinking

1. Imagine that the magical library had a magical door that could take you to any fictional world from books. Which fictional world would you want to visit, and what exciting adventure would you hope to experience there?

**Ans.** Do it yourself.

2. If you were given a chance to become the guardian of the magical library for a day, what changes or additions would you make to enhance its magical qualities and make it an even more captivating place for visitors?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. Alex's eyes lit up with excitement, and he promised Miss Evelyn that he would do whatever he could to help restore the library's enchantment.

(a) How did Alex react when he discovered the library's enchantment?

**Ans.** Alex felt excited and amazed when he discovered the magical nature of the library.

(b) What did Alex promise Miss Evelyn after learning about the library's magical books?

**Ans.** He promised to help restore the library's magic in any way he could.

2. With the renewed interest, the community rallied together to support the library's preservation and upkeep.

(a) What did the community do after the library regained its magical allure?

**Ans.** They organised fundraisers, book clubs, and storytelling events.

(b) How did the community respond to the library's newfound popularity and enchantment?

**Ans.** They actively supported and helped preserve the library for future generations.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the story and mark the statements as True/False.**

- |  |              |
|--|--------------|
| 1. Alex discovers a magical library with enchanting books.                       | <b>True</b>  |
| 2. Alex embarks on mundane quests, such as solving math problems, in the library | <b>False</b> |
| 3. The library's magic grows weaker with each adventure.                         | <b>False</b> |
| 4. Alex learns about the importance of imagination and the joy of reading        | <b>True</b>  |

## Fun with Grammar

Literacy Skills

**F. Read the following**

His family is convinced that he is aware, but we have seen no signs of it. Family is a collective noun. So why does the author use the verb is with it? Some collective nouns are used as a single unit as well as separate members within a unit.

**Select the correct verb in the sentences given below.**

1. The class (describes, **describe**) their experience at the camp.
2. The whole class (meet, **meets**) the principal of the school.
3. The family (**takes**, take) a long time to dress up.
4. The cricket club (is working, **are working**) on new strategies.
5. The swarm of reporters (surround, **surrounds**) the famous actor all at once.

6. The audience (were cheering, **was cheering**) the singer.
7. The orchestra (**is playing**, are playing) my favourite music.
8. The troop (disappears, **disappear**) in different directions.
9. The team (is, **are**) putting on their helmets.
10. The stage crew (has, **have**) done a fabulous job.
11. The orchestra (was, **were**) tuning up one by one.
12. For weeks, the cast (was, **were**) rehearsing their lines with one another.

## Spell Well

Discussion

- F. Magical Book Presentation:** Each student should pretend to be the author of a magical book that they discovered in the library. They will prepare a short presentation about their book, including the setting, characters, and the enchanting adventures readers would experience within its pages. Share it with the class.

**Ans. Do it yourself.**

# 7

## Around the World in Eighty Days

UNIT-4 THEME : WANDERLUST AND WISE CHOICES

**A. Tick (✓) the correct option.**

1. What audacious wager does Phileas Fogg make with his fellow members at the Reform Club?

**Ans.** (a) To travel a round the world in fifty days

2. Who accompanies Phileas Fogg on his journey around the world?

**Ans.** (a) his loyal French valet, Passepartout

3. Where does Phileas Fogg encounter a perilous situation with a rebellion brewing?

**Ans.** (b) Egypt

4. What is the name of the young Indian widow that Phileas Fogg and his companion rescue during their journey?

**Ans.** (b) Aouda

5. How does Phileas Fogg ultimately realise that he still has a chance to win the wager?

**Ans.** (b) By discovering that he gained a day while traveling a cross the International Date Line.

**B. Answer the questions briefly.**

1. What does Phileas Fogg believe about the possibility of travelling around the world in eighty days?

**Ans.** Phileas Fogg firmly believes that it is possible to travel around the world in eighty days. He is confident and determined to prove that the journey can be completed within the given time.

2. Who accompanies Phileas Fogg on his journey, and what role does this person play in the story?

**Ans.** Phileas Fogg is accompanied by his loyal French valet, Passepartout. He helps Fogg during the journey and supports him in overcoming many difficulties.

3. What is the first country Phileas Fogg and his companion visit on their journey, and what challenges do they encounter there?

**Ans.** Their first country is Egypt. There they face a perilous situation because a rebellion is brewing.

4. Who is Aouda, and how does she become involved in Phileas Fogg's adventure?

**Ans.** Aouda is a young Indian widow. Phileas Fogg and Passepartout rescue her in India, and she joins them on their journey.

5. What unexpected delay threatens Phileas Fogg's chance of completing the journey in time?

**Ans.** Missing a crucial steamer in San Francisco causes an unexpected delay and puts the wager in jeopardy.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Phileas Fogg makes an audacious wager to travel around the world in eighty days. Given the limited transportation options available in the 19th century, do you think it was a realistic goal to achieve? Why or why not? Consider the challenges of different modes of travel during that time.

**Ans. Do it yourself.**

2. Throughout the story, Phileas Fogg displays a calm and composed demeanor, even in the face of challenges and unexpected events. How do you think this trait of his character contributes to the success of his journey? Provide examples from the story to support your reasoning.

**Ans. Do it yourself.**

### D. Answer these questions with reference to context.

1. They also faced unexpected delays, like missing a crucial steamer in San Francisco, which put their wager in jeopardy.

(a) How did the unexpected delay of missing the crucial steamer impact Phileas Fogg's journey around the world?

**Ans.** Missing the steamer caused delay and made it seem impossible to finish the journey on time.

(b) How did Phileas Fogg and his companions handle the challenges posed by the delay and attempt to overcome them?

**Ans.** Phileas Fogg and his companions stayed determined and continued their journey without giving up.

2. The daring expedition not only proved Phileas Fogg's determination but also enriched his life with unforgettable experiences and lifelong friendships.

(a) What were some of the unforgettable experiences that Phileas Fogg encountered during his daring expedition around the world?

**Ans.** Some unforgettable experiences include the elephant ride in India, the train chase in America, and rescuing Aouda.

(b) How did the formation of lifelong friendships contribute to Phileas Fogg's?

**Ans.** Lifelong friendships gave Phileas Fogg emotional support and made the journey more meaningful.

## Listening Well

Listening for Understanding

E. Listen to the experiences of Phileas Fogg's adventurous journey around the world in "Around the World in Eighty Days" and write the countries he visited in chronological order.

**Ans.** Starting from London, Egypt, India, China, United States, Egypt, England.

## Spell Well

Discussion

F. **Time Travel Dialogue:** Imagine a conversation between Phileas Fogg and a modern day traveller who embarks on a similar journey using modern transportation. You can discuss how travel has changed over time and the challenges faced by both travellers.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

G. Here is a list of vocabulary words from the story. Identify synonyms (words with similar meanings) and antonyms (words with opposite meanings) for each of these words.

	Synonyms	Antonyms
1. Audacious	bold, daring	timid, cautious
2. Perilous	dangerous, risky	safe, secure
3. Daring	brave, bold	fearful, cowardly
4. Enriched	improved, enhanced	reduced, weakened
5. Camaraderie	friendship, companionship	hostility, loneliness
6. Whirlwind	rapid, fast	slow, calm
7. Captivating	fascinating, attractive	boring, dull

**Now complete the story using vocabulary list from the previous page.**

Phileas Fogg made an **audacious** wager with his fellow members at the Reform Club. Their first stop was in Egypt, where they encountered a **perilous** situation with a rebellion brewing. Their expedition was filled with **daring** escapades, including a thrilling elephant ride in the dense forests of India. Phileas Fogg's **whirlwind** journey

took him to several captivating places. With the new found knowledge, they rushed back to the Reform Club, where astonished members awaited their arrival. Phileas Fogg won the wager, completing his **adventurous** journey around the world in precisely eighty days.

The **camaraderie** atmosphere and camaraderie among the travellers made the expedition even more enjoyable.

**I. Read the following sentences and identify them as Direct Speech or Indirect Speech.**

1. The teacher took the note books and said she would return them the next day.

**Ans.** Indirect

2. The winner of the race shouted that he had made it to the finishing line.

**Ans.** Indirect

3. Mohit called out, "Do you bring your diary in the evening"?

**Ans.** Direct

4. "I was aware of all the opportunities when I joined your company," said the manager.

**Ans.** Direct

5. The customer asks the shopkeeper to quote a reasonable price.

**Ans.** Indirect

**J. Convert the following sentences into indirect speech.**

1. "We encountered a perilous situation with a rebellion brewing," Passepartout said.

**Ans.** Passepartout said that they had encountered a perilous situation with a rebellion brewing.

2. "I have never experienced such captivating escapades," Aouda exclaimed!

**Ans.** Aouda exclaimed that she had never experienced such captivating escapades.

3. "We are racing against time to complete the journey," Phileas Fogg said to his companions.

**Ans.** Phileas Fogg said to his companions that they were racing against time.

4. "I can handle the challenges with composure," Phileas Fogg assured Aouda.

**Ans.** Phileas Fogg assured Aouda that he could handle the challenges with composure.

5. "We enriched our lives with unforgettable experiences and life long friendships," said Phileas Fogg.

**Ans.** Phileas Fogg said that they had enriched their lives with unforgettable experiences and lifelong friendships.

## 8

# The Happy Prince

### UNIT-5 THEME : CARE AND CONCERN

**A. Tick (✓) the correct option.**

1. What was the statue of the Happy Prince made of?

**Ans.** (a) Gold

2. Why did the Swallow decide to stay with the Happy Prince?

**Ans.** (c) The Swallow couldn't bear the cold weather.

3. What act of kindness did the Swallow perform for the poor seamstress?

**Ans.** (c) He plucked a jewel from the Prince's sword for her.

4. What happened when the Swallow flew away to Egypt and returned to the Happy Prince?

**Ans.** (c) The Swallow found the Happy Prince covered in snow.

5. What does the broken leaden heart of the Happy Prince represent?

**Ans.** (c) The burden of empathy and indifference towards others

**B. Answer the questions briefly.**

1. Where was the statue of the Happy Prince located?

**Ans.** The statue was placed on a tall column high above the city.

2. What were the Happy Prince's eyes made of?

**Ans.** His eyes were made of blue sapphires.

3. Why did the Swallow stay behind while his friends went to Egypt?

**Ans.** He stayed behind because he was in love with a beautiful Reed.

4. What did the Happy Prince ask the Swallow to do with his precious jewels?

**Ans.** He asked the Swallow to give his jewels to the poor and needy people.

5. What was the fate of the Happy Prince and the Swallow at the end of the story?

**Ans.** Both were rewarded by God for their kindness and found eternal happiness.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Why do you think the Happy Prince was sad, even though he was covered in gold and jewels?

**Ans.** Do it yourself.

2. How did the Swallow show kindness to the poor and the playwright in the story?

**Ans.** Do it yourself.

**D. Answer these questions with reference to context.**

1. But now, from my high vantage point, I see all the ugliness and misery of my city, and though my heart is made of lead, I cannot choose but weep.

(a) What does the Happy Prince mean when he says his heart is made of lead?

**Ans.** It means he is a statue, but still feels deep sorrow for others.

(b) Why is the Happy Prince crying despite being a beautiful statue with gold and jewels?

**Ans.** He cries because he sees poverty, suffering, and injustice in the city.

2. The Prince was delighted, and they spent days together, making the city a better place for its downtrodden citizens.

(a) How did the Happy Prince and the Swallow work together to improve the city?

**Ans.** They helped the poor by giving gold, jewels, food, and warmth.

(b) What was the Prince's reaction to the Swallow's willingness to stay and help?

**Ans.** The Prince was delighted and grateful for the Swallow's kindness.

## Listening Well

Listening for Understanding

**E. Listen to a short paragraph on the importance of care and concern and answer the questions that follow.**

1. What do care and concern represent in one's behaviour towards others?

**Ans.** Care and concern represent kindness and empathy towards others.

2. How can small acts of kindness and thoughtful gestures make a difference in someone's life?

**Ans.** Small acts of kindness bring happiness and help people feel supported.

3. What kind of environment does care and concern create among people?

**Ans.** They create a loving, peaceful, and supportive environment.

4. How do care and concern contribute to building strong relationships?

**Ans.** They build trust and strengthen relationships.

5. Why is it important to embrace these virtues in our daily interactions with others?

**Ans.** They make society caring and humane.

## Spell Well

Discussion

**F. Role Play:** In pairs, assign a character from the story, such as the Happy Prince, the Swallow, or one of the poor citizens. Create short dialogues or scenes based on the interactions between these characters, emphasizing the themes of compassion and empathy. Present your scenes in front of the class.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Here is given a list of vocabulary words from the story, use them in sentences of your own.**

1. **Gilded** : The statue was gilded with gold.

2. **Sapphires** : The Prince's eyes were made of sapphires.

3. **Indifferent** : He was not indifferent to the suffering of the poor.

4. **Compassion** : Compassion makes us help others.

5. **Selflessness** : The Prince showed selflessness by giving away his riches.

**H. Word Forms-** In English, words can take on different forms to express various meanings and functions within sentences. The four main word forms are :

1. **Empathy**

Noun : Empathy

Verb : x

Adjective : Empathetic

Adverb : Empathetically

2. **Compassion**

Noun : Compassion  
Verb : x  
Adjective : Compassionate  
Adverb : Compassionately

3. **Indifferent**

Noun : Indifference  
Verb : x  
Adjective : Indifferent  
Adverb : Indifferently

4. **Kindness**

Noun : Kindness  
Verb : x  
Adjective : Kind  
Adverb : Kindly

5. **Genuine**

Noun : Genuineness  
Verb : x  
Adjective : Genuine  
Adverb : Genuinely

**I. Identify whether these sentences are in Active Voice or Passive Voice.**

- |   |                |
|---|----------------|
| 1. The Swallow flew over the city.                              | <b>Active</b>  |
| 2. The statue of the Happy Prince was pulled down by the Mayor. | <b>Passive</b> |
| 3. The gold leaves were given away to the poor by the Prince.   | <b>Passive</b> |
| 4. The Swallow felt sad for the poor woman and her sick child.  | <b>Active</b>  |
| 5. The Happy Prince was praised by the people for his kindness. | <b>Passive</b> |

**J. Change the voice of the following sentences.**

1. She was awarded by the Principal for her outstanding performance.

**Ans. Active:** The Principal awarded her for her outstanding performance.

2. Maya sold her old guitar online.

**Ans. Passive:** Her old guitar was sold online by Maya.

3. Priya added some sugar and coffee powder to the milk.

**Ans. Passive:** Some sugar and coffee powder were added to the milk by Priya.

4. New computers were installed in the multimedia room by the Computer teacher.

**Ans. Active:** The Computer teacher installed new computers in the multimedia room.



## The Great Tree in My Home (poem)

**A. Tick (✓) the correct option.**

1. What is the main theme of the poem?

**Ans.** (b) The importance of selflessness and giving

2. Who is the poet's friend mentioned in the poem?

**Ans.** (b) Kalam

3. What does the tree shed to give birth to new leaves?

**Ans.** (c) Leaves

4. What does the tree's continuous giving represent in the poem?

**Ans.** (c) Its selflessness and joy in nurturing others

5. What do butterflies and bees do near the tree?

**Ans.** (c) They are attracted to the flowers for nectar.

**B. Answer the questions briefly.**

1. How does the tree feel when shedding its leaves?

**Ans.** The tree does not feel sad. It feels happy because shedding leaves helps new leaves to grow.

2. How does the tree remain young and happy?

**Ans.** The tree remains young and happy by giving again and again to others selflessly.

3. What is the tree's attitude towards giving?

**Ans.** The tree enjoys giving and never considers it a burden.

4. What does the poet compare the tree's giving nature to?

**Ans.** The poet compares the tree's giving nature to a beautiful phase of life.

5. How does the tree's giving nature affect its appearance?

**Ans.** The tree keeps blooming with new leaves and flowers, which makes it look fresh and lively.

## Think Well

Critical & Analytical Thinking

1. How does the tree in the poem show kindness and giving to others? Explain how this relates to the main message of the poem.

**Ans.** Do it yourself.

2. The poet talks about the tree and his friend Kalam. How are they similar in their caring nature? What does this teach us about being kind to others?

**Ans.** Do it yourself.

**D. Answer these questions with reference to context.**

1. "Walking with a thinking mood."

I know my friend, the thoughts in your mind

(i) Why does the poet's friend, Kalam, walk with a thinking mood?

**Ans.** Kalam walks with a thinking mood because he is worried about the tree shedding its leaves.

(ii) How does the poet express his understanding of Kalam's thoughts in this line?

**Ans.** The poet understands Kalam's thoughts by saying that he knows what is going on in his mind.

2. "I give and give".

So I remain young and happy."

(i) What does the line "I give and give" refer to in the poem?

**Ans.** This line refers to the tree's habit of giving leaves, flowers, and shade continuously.

(ii) How does the act of giving make the tree feel young and happy?

**Ans.** Giving makes the tree feel joyful and full of life, so it remains young and happy.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the poem and answer the questions that follow.**

1. What does the tree symbolize in the poem?

**Ans.** The tree symbolizes selflessness and kindness.

2. Who is the poet's friend mentioned in the poem?

**Ans.** Kalam is the poet's friend.

3. How does the tree remain young and happy?

**Ans.** By giving selflessly year after year.

4. What does the tree shed to give birth to new leaves?

**Ans.** The tree sheds old leaves.

5. What impact does the tree's giving nature have on the poet?

**Ans.** It inspires the poet to value kindness and selfless living.

## Spell Well

Role Play

**F. Debate :** Organise a debate on the topic: "Is selfless giving important for a happy life?" Divide the class into two teams one arguing for the motion, and the other against it, and present your arguments based on the ideas presented in the poem.

**Ans.** Do it yourself.

# 10

## A Special Tree

**A. Tick (✓) the correct option.**

1. What did Rakesh initially do with the cherry seed?

**Ans.** (c) Planted it

2. Where did Rakesh live with his grandfather?

**Ans.** (c) On the outskirts of Mussoorie

3. What happened to the cherry tree during the monsoon season?

**Ans.** (b) It grew rapidly

4. How did Rakesh feel when the cherry tree was cut in two?

**Ans.** (c) Upset

5. What was special about the cherry tree, according to Grandfather?

**Ans.** (c) They planted it themselves, making it special

**B. Answer the questions briefly.**

1. What challenges did the cherry tree face during its growth, and how did Rakesh and his grandfather respond to them?

**Ans.** The cherry tree faced many challenges such as being eaten by a goat, being cut in two

by a woman, heavy rains, and snow. Rakesh felt upset but continued to care for the tree. Grandfather encouraged him and assured him that cherry trees are strong and would grow again.

2. How did Rakesh feel when the cherry tree was cut in two, and how did Grandfather react to the situation?

**Ans.** Rakesh felt very sad and thought the tree might die. Grandfather scolded the woman who cut the tree but calmly reassured Rakesh and remained hopeful about the tree's survival.

3. What were some of the changes observed in the cherry tree during different seasons?

**Ans.** In spring, the tree sprouted and grew leaves. During the monsoon, it grew rapidly. In winter, it bent under snow. Later, it produced blossoms and finally small cherries in summer.

4. Describe Rakesh's feelings and actions towards the cherry tree as it grew over the years.

**Ans.** Rakesh was caring and patient. He watered the tree regularly, protected it from insects, observed its growth closely, and felt emotionally connected to it as it grew along with him.

5. In the end, why did Grandfather consider the cherry tree special, and what did it symbolize for both Rakesh and Grandfather?

**Ans.** Grandfather considered the tree special because they had planted it themselves. It symbolized love, care, patience, effort, and the bond between humans and nature.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Examine the relationship between Rakesh and his grandfather.

**Ans.** Do it yourself.

2. What qualities do Rakesh and his grandfather demonstrate in their care for the tree?

**Ans.** Do it yourself.

### D. Answer these questions with reference to context.

1. But the cherry tree had no intention of dying. By the time summer came round again, it had sent out several new shoots with tendergreen leaves.

(a) What does the statement "But the cherry tree had no intention of dying" suggest about the nature of the cherry tree?

**Ans.** This statement suggests that the cherry tree was strong, resilient, and determined to survive despite hardships.

(b) How did the cherry tree respond to the challenges it faced?

**Ans.** The cherry tree responded by growing new shoots and leaves even after being damaged.

2. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. 'I wonder,' he whispered. 'Is this what it feels to be God?'

(a) Why did Rakesh think about being like God when he touched the tree?

**Ans.** Rakesh felt like God because he had created and nurtured life by planting and caring for the tree.

(b) How does he feel when he touches the cherry tree?

**Ans.** He felt proud, peaceful, connected, and full of wonder when he touched the tree.

## Listening Well

Listening for Understanding

**E. Listen to all the efforts done by Rakesh and Grand father to blossom the cherry tree. Answer the questions that follow.**

1. What did Rakesh do after obtaining the cherry seed?

**Ans.** He planted the seed in the garden.

2. Where did Grandfather advise Rakesh to plant the cherry seed?

**Ans.** In a shady corner of the garden where it would not be disturbed.

3. How did Rakesh demonstrate care for the cherry tree's well-being?

**Ans.** He watered it regularly, protected it from insects, and observed its growth.

4. What reassurance did Grandfather provide when a goat ate the cherry tree leaves?

**Ans.** He said that cherry trees are tough and would grow again.

## Spell Well

Communication

**F. Discuss in groups, "How did the relationship between Rakesh and his grandfather evolve throughout the story?"**

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Write S for Simple sentences, C for Complex sentences and Co for Compound sentences.**

1. Raman was singing classical songs and also doing Kathak side by side. **Co**

2. Janet has a pet labrador but she wants a hamster as well. **Co**

3. Ruhi loves her brother. **S**

4. We missed the Air India flight as we reached late. **C**

5. Geetu's mother works for the Indian railways. **S**

6. She stopped when she saw the old man. **C**

7. Can you please help her and take her to the hospital? **Co**

8. She was reading while all her friends were busy gossiping. **C**

# 11

## The Open Window

UNIT-6 THEME : UNSEEN CONNECTION  
AND IMAGINATION

**A. Tick (✓) the correct option.**

1. What is the main reason Framton Nuttel visits the Sappletons' house?

**Ans.** (a) He is seeking medical treatment for an illness.

2. How does Vera, the niece, use her imagination in the story?

**Ans.** (b) She creates a fictional story about her aunt's family tragedy.

3. What is the "tragedy" that happened to Mrs. Sappleton's family?

**Ans.** (c) They disappeared while on a hunting trip.

4. How does Framton Nuttel react when he sees figures approaching the open window?

**Ans.** (c) He panics and rushes out of the house in fear.

5. What is the ultimate revelation about the story Vera told?

**Ans.** (c) The story is entirely fictional, and the family members are alive.

**B. Answer the questions briefly.**

1. Why does Framton Nuttel visit the Sappletons' house?

**Ans.** Framton visits the Sappletons on his doctor's advice to rest and recover from nervous illness. He also carries letters of introduction from his sister.

2. How does Vera describe her aunt's attitude towards leaving the window open?

**Ans.** Vera says that her aunt keeps the window open every evening, hoping that her husband and brothers will return someday.

3. What details does Vera provide about the supposed tragedy in her story?

**Ans.** Vera claims that her aunt's husband and two brothers went shooting, got engulfed in a treacherous bog, and never returned.

4. How does Framton Nuttel react when he sees figures approaching the open window?

**Ans.** He is terrified, believes he has seen ghosts, and runs out of the house in panic.

5. How does Mrs. Sappleton react to Framton Nuttel's sudden departure?

**Ans.** She is surprised and considers him an odd man who talked only about his illnesses and left without saying goodbye.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Analyse the role of Vera in the story. How does she use her storytelling ability to manipulate Framton Nuttel's emotions and perceptions?

**Ans. Do it yourself.**

2. Framton Nuttel's hasty departure from the Sappletons' house is a pivotal moment. What does his reaction reveal about his character?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. In the deepening twilight three figures were walking across the lawn towards the window, they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders.

(a) Describe the appearance of the three figures approaching the window in the story.

**Ans.** They were three men carrying guns, one with a white coat over his shoulders, followed by a brown spaniel dog.

(b) What details suggest that the figures walking towards the window are likely members of Mrs. Sappleton's family?

**Ans.** They return from shooting as Mrs. Sappleton had mentioned, carry guns, and come through the same open window.

2. "A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived.

(a) How does Mrs. Sappleton describe Mr. Nuttel's behavior during his visit?

**Ans.** She says he talked only about his illnesses and ran away suddenly without apology.

(b) What impression does Mr. Nuttel leave on Mrs. Sappleton due to his actions?

**Ans.** She thinks he is strange, rude, and socially awkward.

## Listening Well

Listening for Understanding

**E. Listen to the details provided by Vera in the story about The Open Window and answer the questions that follow.**

1. What happened to Mrs. Sappleton's husband and two brothers three years ago?

**Ans.** According to Vera, they went shooting and never returned.

2. How did they meet their fate while they were out shooting?

**Ans.** They were engulfed in a treacherous bog while crossing the moor.

3. Why does Mrs. Sappleton's aunt keep the window open every evening?

**Ans.** She hopes that her husband and brothers will return through it.

4. What does the niece suggest about her aunt's hope regarding the return of her husband and brothers?

**Ans.** She suggests that her aunt still believes they will come back one day.

5. How does the niece's tone change as she talks about her aunt's belief?

**Ans.** Her tone changes from calm and confident to emotional and sympathetic.

## Fun with Grammar

Literacy Skills

**F. Monologue:** A monologue is a speech or extended discourse by a single character in a play, story, or performance. It's typically directed towards other characters or the audience and serves to reveal the character's thoughts, feelings, and motivations.

**Soliloquy:** A soliloquy is a specific type of monologue where a character speaks their thoughts aloud when they are alone on stage or believe themselves to be alone. It's a way to provide the audience insight into the character's innermost thoughts and emotions.

**Creative Monologue:** Choose one character from the story and create a monologue from their perspective. You can express their thoughts, emotions, and motivations in the form of a soliloquy.

**Ans.** I am so clever! Mr. Nuttel was so scared that he ran away like he saw a real ghost. He didn't even say goodbye or wait for his hat! My story about the open window worked

perfectly. People are so easy to trick when they are nervous. Aunt thinks he was just a strange man, but she doesn't know about my 'romance at short notice.' I love making life more interesting with my stories!

**G. Personal Reflection:** Write a short reflection on how the story relates to your own lives. Include moments of selflessness and giving that you have experienced.

**Ans. Do it yourself.**

**H.** Word relationships refer to the connections, associations, or contrasts between words that share some common theme, meaning, or context. Exploring word relationships enhances language skills and the ability to interpret and analyze written content effectively.

For e.g., “niece” and “aunt,” “tragedy” and “comedy.”

Here are a few words and relationships for the story. Discuss with your partner how the two words in each pair are related or connected in the context of the story. Write down your sharings in the space provided.

1. “Fear” and “Deception”

**Ans.** Fear in the story is created through deception. Vera deceives Framton Nuttel by inventing a tragic story about her aunt’s family, which fills him with fear and panic. Her false narration directly causes his frightened reaction.

2. “Reality” and “Illusion”

**Ans.** Reality is that Mrs. Sappleton’s husband and brothers are alive, while illusion is the tragic story created by Vera. Framton mistakes illusion for reality and is unable to distinguish between the two.

3. “Imagination” and “Truth”

**Ans.** Vera’s imagination dominates the story as she skillfully weaves false details. The truth is revealed only at the end when the supposedly dead men return alive, exposing her imaginative lie.

4. “Formality” and “Genuineness”

**Ans.** Formality is shown in Framton’s polite visit and Mrs. Sappleton’s social manners. Genuineness is lacking, as Vera pretends sympathy while secretly enjoying her prank.

5. “Exterior” and “Interior”

**Ans.** The calm exterior of the house and peaceful countryside contrast sharply with the interior tension and fear created inside Framton’s mind due to Vera’s story.

6. “Isolation” and “Connection”

**Ans.** Framton comes to the countryside to cure his nervous isolation, hoping to connect with people. Instead, Vera’s deception deepens his sense of isolation and misunderstanding.

7. “Appearance” and “Reality”

**Ans.** The appearance of ghost-like figures returning through the window terrifies Framton, but in reality, they are simply family members returning from hunting.

8. "Past" and "Present"

**Ans.** The tragic past described by Vera is false, while the present reality shows the family alive and well. Framton's fear arises because he believes the past tragedy still controls the present.

9. "Composure" and "Anxiety"

**Ans.** Vera remains composed while narrating her false story, whereas Framton becomes increasingly anxious and finally loses control, fleeing the house in terror.

**I. Fill in the blanks with the appropriate Past Tense form of the verbs in parentheses. Choose between simple past, past continuous, or past perfect tense.**

1. Framton Nuttel **endeavoured** to say the correct something which **should** duly flatter the niece of the moment without unduly discounting the aunt that **was** to come.

2. Privately he **doubted** more than ever whether these formal visits on a succession of total strangers **would** much towards helping the nerve cure which he **was** supposed to be undergoing.

3. Framton **wondered** whether Mrs. Sappleton **was** in the married or widowed state.

4. The child's voice **lost** its self-possessed note and **became** falteringly human.

5. "Poor dear aunt, she **had often told** me how they **went** out, her husband with his white waterproof coat over his arm."

6. He **grabbed** wildly at his stick and hat; the hall door, the gravel drive, and the front gate **were dimly noted** stages in his headlong retreat.

7. "Here we are, my dear," said the bearer of the white mackintosh, coming in through the window, "fairly muddy, but most of it's dry. Who **was** that who **bolted** out as we **were coming** up?"

8. "A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and **dashed** off without a word of goodbye or apology when you **arrived**."

## 12

## Imagination

**A. Tick (✓) the correct option.**

1. What is the primary theme of the poem "Imagination"?

**Ans.** (c) The potency of imagination

2. In the poem, imagination is described as a minister of ministers. What does this suggest?

**Ans.** (a) Imagination is a leader among ministers.

3. According to the poem, what can imagination do with the poles?

**Ans.** (a) Shift them

4. What is the poem's attitude towards imagination's ability?

**Ans.** (c) Admirative

5. What is the key message conveyed by the poem's description of imagination's capabilities?

**Ans.** (c) Imagination has the power to change and create.

B. Answer the questions briefly.

1. What does the speaker compare imagination to in the poem's opening lines?

**Ans.** The speaker compares imagination to a dish holding the sea, a brazier containing the sun, a compass for the galaxy, and a voice that can wake the dead.

2. How does the poem describe imagination's ability to "mingle north and south"?

**Ans.** It shows that imagination can unite opposites and bring together contrasting ideas or forces.

3. According to the poem, what can imagination do with its "accent"?

**Ans.** Imagination's accent can rival thunder, showing its powerful and commanding influence.

4. What is the significance of describing imagination's mouth as "ruddy"?

**Ans.** It suggests vitality, warmth, and life-giving energy that can revive the past.

5. How does the poem emphasize imagination's role in history and time?

**Ans.** The poem shows that imagination can change eras, shift perspectives, and influence the course of the world.

## Think Well

Critical & Analytical Thinking

C. **Think and Answer.**

1. Why does the poem emphasize the idea that imagination can "wake the dead and done"? What could this suggest about the impact of imagination on history and the past?

**Ans.** Do it yourself.

2. In what ways does the poem celebrate the positive aspects of imagination?

**Ans.** Do it yourself.

D. **Answer these questions with reference to context.**

"Imagination, new and strange

In every age, can turn the year;

Can shift the poles and lightly change

The mood of men, the world's career."

(a) How does the poem describe the transformative power of imagination in relation to time and seasons?

**Ans.** The poem shows that imagination can change the flow of time and bring transformation in every age, just like changing seasons.

(b) What aspects of human experience and the world does the poem suggest imagination can influence and alter?

**Ans.** Imagination influences human emotions, thoughts, attitudes, and even the direction of the world's progress.

## Listening Well

Listening for Understanding

**E. Listen to the summary of the poem and fill in the blanks.**

1. The poem "Imagination" joyfully underscores the extraordinary potency of **imagination**.
2. It underscores imagination's capability to transcend **boundaries** and reshape viewpoints.
3. The poem underscores how imagination can reshape history, transform the **course** of the world, and sway human sentiments.
4. Through vivid metaphors, the poem illustrates imagination as a force that bridges divides and kindles **change**, presenting it as an essential element that introduces fresh possibilities and bonds.

## Spell Well

Discussion

**F.** Discuss and share with your partner, the relevance of imagination in your life and the world around you.

**Ans.** Do it yourself.

# 13

## A Tiger in the House

UNIT-7 THEME : RENDEZVOUS WITH NATURE

**A. Tick (✓) the correct option.**

1. What did Grand father find in the jungle near Dehra?

**Ans.** (b) a tiger cub named Timothy

2. What was the initial diet of the tiger cub, Timothy?

**Ans.** (a) Milk

3. What were the names of Timothy's companions?

(b) Toto, the monkey and a puppy

4. Why did Grand father decide to transfer Timothy to a zoo?

**Ans.** (c) Timothy began showing aggressive behavior

5. What was the surprising revelation when Grandfather visited the zoo?

**Ans.** (c) Timothy had died two months earlier

**B.** Answer the questions briefly.

1. What part did Grandpa play in the hunting expedition?

**Ans.** Grandpa accompanied the hunting party to guide them about the terrain and direction, as he knew the forest well, though he was not a hunter.

2. When Timothy got older, how did his diet change?

**Ans.** Timothy was first fed milk, then raw mutton with cod liver oil, and later pigeons and rabbits as he grew older.

3. Who were Timothy's companions, and how did he interact with them?

**Ans.** Timothy's companions were Toto the monkey and a small puppy. He played with them, chased them, and even allowed the puppy to crawl on his back.

4. Describe Timothy's behaviour as he grew larger.

**Ans.** As Timothy grew bigger, he became less friendly, stalked animals and people, attacked poultry, and showed aggressive instincts.

5. Why did Grandfather decide to transfer Timothy to a zoo?

**Ans.** Grandfather decided to send Timothy to a zoo because he had become dangerous and could no longer be safely kept at home.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Analyse Grandfather's decision to bring Timothy home. What were the possible risks and benefits of raising a wild animal like Timothy?

**Ans.** Do it yourself.

2. Analyse the moral dilemma Grandfather had to consider a number of factors before deciding to give Timothy to a zoo. How did he strike a balance between his love for Timothy and the dangers Timothy's rising aggression posed?

**Ans.** Do it yourself.

## Listening Well

Listening for Understanding

### D. Answer these questions with reference to context.

1. Timothy had to be chained up more often. And finally, when he began to stalk Mahmoud about the house with what looked like villainous intent, Grandfather decided it was time to transfer him to a zoo.

(a) Why did Timothy need to be chained up more frequently?

**Ans.** Timothy was chained more often because he became aggressive and tried to attack animals and people.

(b) What behaviour of Timothy led Grandfather to make the decision to transfer him to a zoo?

**Ans.** Timothy began stalking Mahmud and killing poultry, which made Grandfather decide to send him to the zoo.

2. Grandfather took what seemed to him an age to withdraw his hand from the cage. With his face near the tiger's he mumbled, "Good night, Timothy," and giving the keeper a scornful look walked briskly out of the zoo.

(a) Describe Grandfather's emotions and actions as he withdrew his hand from the cage.

**Ans.** Grandfather was shocked, confused, and frightened while withdrawing his hand slowly from the cage.

(b) How did Grandfather bid farewell to Timothy, and what was his reaction towards the zoo keeper after he left?

**Ans.** He softly said “Good night, Timothy” and left the zoo angrily after giving the keeper a scornful look.

**E. Listen to the story carefully and arrange the given incidents in the order they appeared in the story.**

1. Grandfather discovers Timothy during a hunting expedition.
2. Timothy grows larger and shows aggressive behaviour.
3. Grandfather decides to transfer Timothy to a zoo.
4. Grandfather visits the zoo believing Timothy is still alive.
5. The zookeeper informs Grandfather that Timothy had died.

## Spell Well

Play based Learning

**F.** The author’s playful attitude toward the characters and events of the story gives the tale a humorous tone. For example, the description of the fancy dinner held in a tent in the jungle is almost comical. What other passages contribute to the story’s humorous tone? Discuss with your partner.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Fill in the blanks with the appropriate words from the story’s vocabulary:**

1. Grandfather observed the **intricate** patterns of the Banyan tree’s roots.
  2. Timothy’s **aggressive** behaviour became a cause for concern.
  3. The **terrain** of the forest provided a challenging landscape for hunting.
  4. The **intricate** design of the tapestry caught everyone’s attention.
  5. The tiger’s **aggressive** nature made it unsafe to keep as a pet.
- H.** Choose the correct option to show your understanding of the vocabulary in the story.
1. An expert who advises on the terrain knows \_\_\_\_\_.

**Ans.** (a) how the land lies

2. A person has distinction if he or she is \_\_\_\_\_.

**Ans.** (a) different or special

3. The intricate roots of a Banyan tree are \_\_\_\_\_.

**Ans.** (a) complex

4. When Timothy stalked a target, he pursued it \_\_\_\_\_.

**Ans.** (b) stealthily

5. A crafty look in the eye is an indication of \_\_\_\_\_.

**Ans.** (b) cunningness

6. When Timothy reclined, he would \_\_\_\_\_.

**Ans.** (c) lie down

7. Grandmother was prophetic when she \_\_\_\_\_.

**Ans.** (b) made a prediction

8. A villainous intent is \_\_\_\_\_.

**Ans.** (b) evil

9. One place an animal might be interned is a \_\_\_\_\_.

**Ans.** (c) cage

10. The increasing relish with which the tiger licked Grandfather's arm was a sign of the animal's \_\_\_\_\_.

**Ans.** (c) pleasure

**I. Fill in the blanks with the appropriate prepositions:**

1. Grandfather discovered Timothy hiding **among** the intricate roots of a banyan tree.

2. Timothy was provided **with** two companions – Toto the monkey and a small mongrel puppy.

3. Grandfather decided it was time to transfer him **to** a zoo.

4. Timothy's behaviour changed as s he grew older, and he began to stalk Mahmoud **about** the house.

5. Grandfather walked briskly **out of** the zoo after his encounter with Timothy.

6. Timothy's diet was changed **to** raw mutton and cod liver oil.

7. The tiger approached the bars, allowing Grandfather to put his arm **into** the cage.

**J. Fill in the blanks with correct prepositions given in the brackets.**

1. Let us go and sit **in** in the back seat of the hall. (in, on)

2. He lives **in** Mumbai. (at, in)

3. Some boxes are kept **on** the table. (at, on)

4. We reach office **at** 9:00 a.m. sharp. (at, on)

5. He is sitting **in front of** his computer. (along, in front of)

6. His brother fell **into** the mud. (into, on)

7. I drive my car **through** the tunnel almost every day. (through, under)

8. He has lived in New York **since** 2013. (from, since)

9. I waited for him **until** 9 p.m. (on, until)

10. These trees are lined up **along** the road. (from, along)

## 14

## I Wandered Lonely as a Cloud (poem)

**A. Tick (✓) the correct option.**

1. What did the poet see that brought him joy?

**Ans.** (b) A field of golden daffodils

2. How did the daffodils compare to the stars in the Milky Way?

**Ans.** (c) They stretched in a never-ending line, just like the stars.

3. What feeling did the sight of the daffodils evoke in the poet?

**Ans.** (c) joy and happiness

4. What does the phrase “inward eye” refer to in the poem?

**Ans.** (c) the poet’s imagination or inner perception

5. What does the poet’s heart do when he re members the daffodils?

**Ans.** (b) It dances with the daffodils.

**B. Answer the questions briefly.**

1. Where were the golden daffodils located?

**Ans.** The golden daffodils were located beside the lake, beneath the trees.

2. How are the daffodils described in relation to the lake and trees?

**Ans.** They are described as fluttering and dancing in the breeze near the lake and under the trees.

3. What do the daffodils do that is compared to the stars?

**Ans.** They stretch in a long, never-ending line, similar to stars shining in the Milky Way.

4. How does the speaker describe the movement of the daffodils?

**Ans.** They stretch in a long, never-ending line, similar to stars shining in the Milky Way.

5. Why does the speaker say he could not help but feel happy?

**Ans.** The cheerful and lively company of the daffodils filled the poet with joy and made him feel happy.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Can you relate the concept of finding solace and joy in nature to a personal experience or a contemporary scenario? How does the poem’s message resonate in today’s world?

**Ans. Do it yourself.**

2. Imagine a conversation between the speaker and the daffodils. What might they say to each other?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

“I gazed—and gazed—but little thought  
What wealth the show to me had brought”

1. What was the speaker’s initial reaction upon seeing the daffodils?

**Ans.** The speaker kept looking at the daffodils in amazement but did not immediately realise their deeper impact on him.

2. What does the speaker mean when they mention “What wealth the show to me had brought”?

**Ans.** The speaker means that the memory of the daffodils became a source of lasting happiness and inner joy, which he later cherished in moments of solitude.

## Listening Well

Listening for Understanding

**E. Listen to the poem again and write down a few sound words from the poem.**

**Ans.** fluttering  
dancing  
twinkle  
tossing

## Spell Well

Play based Learning

**F. Debate:** Engage in a debate about whether the poem’s message about finding happiness in nature is still relevant in today’s technology-driven world.

**Ans. Do it yourself.**

**A. Tick (✓) the correct option.**

1. What is the name of the powerful computer in the story?

**Ans.** (b) Cosmos

2. What does George witness through the special window created by Cosmos?

**Ans.** (c) The birth of a star

3. What is the purpose of taking the Oath of the Scientist in the story?

**Ans.** (c) To ensure responsible use of scientific knowledge

4. What do George and his friends use Cosmos to explore in the story?

**Ans.** (b) Distant galaxies

5. What is the moral lesson conveyed in the story?

**Ans.** (c) Collaboration and friendship are essential for exploration

**B. Answer the following questions.**

1. What does George witness through the special window created by Cosmos?

**Ans.** George witnesses the birth of a star through the special window created by Cosmos. He sees a huge cloud of gas and dust shrinking, heating up, glowing brightly, and finally forming a shining star through nuclear fusion.

2. Why is it important for George to take the Oath of the Scientist?

**Ans.** It is important because the oath reminds George to use scientific knowledge only for good purposes. It teaches responsibility and warns that science can be harmful if misused.

3. How does Eric describe the process of a star being born?

**Ans.** Eric explains that stars are born in giant clouds of gas and dust. As particles come together, the cloud shrinks, becomes hot and dense, and finally nuclear fusion begins, creating a star.

4. How does George feel after witnessing the birth of a star?

**Ans.** George feels amazed, excited, and full of wonder. He is impressed by the power and beauty of the star and feels deeply inspired by the universe.

5. What role do George's friends play in his cosmic adventure?

**Ans.** Annie and Eric guide and support George during his adventure. Eric explains scientific ideas, while Annie shares the excitement, making the journey educational and enjoyable.

**Think Well**

Critical &amp; Analytical Thinking

**C. Think and Answer.**

1. Discuss the significance of taking the Oath of the Scientist in the story.

**Ans.** The Oath of the Scientist highlights the ethical use of science. It teaches that scientific knowledge should benefit humanity and not be used for personal gain or destruction. The oath shows that responsibility and honesty are essential qualities of a true scientist.

2. In what ways does “George’s Secret Key to the Universe” promote environmental consciousness and the importance of preserving our planet?

**Ans.** The story emphasizes protecting the Earth by warning against the misuse of science. The oath encourages respect for nature and the universe, reminding readers that scientific power must be used to preserve the planet.

**D. Answer these questions with reference to context.**

1. Nothing is forever, George.

(a) Who said this line?

**Ans.** Eric said this line.

(b) What does it mean?

**Ans.** It means that everything in the universe, including stars, has a limited life and will not last forever.

2. From this cloud, many stars will be born.

(a) Who spoke this line?

**Ans.** Eric spoke this line.

(b) What does the speaker mean to say here?

**Ans.** He means that huge clouds of gas and dust in space are the places where new stars are formed.

## Listening Well

Listening for Understanding

**E. Listen to a biography of Stephen Hawking and answer the questions that follow.**

1. What were some of Stephen Hawking’s major contributions to science?

**Ans.** Stephen Hawking made major contributions to the study of black holes and the universe.

2. What book made Stephen Hawking a household name?

**Ans.** “A Brief History of Time” made him a household name.

3. How did Stephen Hawking communicate despite his physical limitations?

**Ans.** He communicated using a speech-generating device.

4. What medical condition was Stephen Hawking diagnosed with at a young age?

**Ans.** He was diagnosed with ALS at a young age.

5. What field of science did Stephen Hawking specialize in?

**Ans.** He specialized in theoretical physics and cosmology.

## Spell Well

Play based Learning

- F. **Interview the Author:** Pretend that Lucy Hawking (co-author) is available for an interview. Take turns being interviewers and ask questions about the book, its themes, characters, and inspirations

Ans. Do it yourself.

## Fun with Grammar

Literacy Skills

- G. **Look at the phrases given below. Fill up the sentences using these phrases.**  
mechanical voice, cleverer than Eric, touchy computer, humming noise, birth of a star, bright flashes of color, special oath, powerful and neat quest for greater knowledge.
1. The spaceship had a **bright flashes of color** with bright flashes of color on its screen.
  2. When George first heard the **mechanical voice** of Cosmos, he jumped in surprise.
  3. The spaceship's computer made a **humming noise** while Eric operated it.
  4. Cosmos was a **touchy computer**, and it could get offended if not properly introduced to someone.
  5. Eric believed that Cosmos was **cleverer than Eric**, boasting about its ability to compute billions of numbers in a nanosecond.
  6. Before witnessing the birth of a star, George took a **special oath** to use scientific knowledge for the good of humanity.
  7. George was on a **quest for greater knowledge** about the mysteries of the universe.
  8. Through Cosmos's window, George witnessed the **birth of a star** in the vast clouds of dust and gas.

## 2 To a Star

- A. **Tick (✓) the correct option.**

1. What does the speaker compare the star to in the first stanza?

Ans. (a) A precious gem

2. According to the poem, what is the condition of the fair world the star may boast of?

Ans. (b) It is filled with beings sharing hopes and joys.

3. What does the speaker express a desire for in the second stanza?

Ans. (a) To soar to the star when free from imprisonment.

4. What does the word "seraphs" refer to in the poem?

Ans. (c) Hovering angels touching the string.

5. What is the central theme of the poem?

Ans. (b) The longing for freedom and transcendence.

**B. Answer the questions briefly.**

1. How does the speaker describe the star in the sky?

**Ans.** The speaker describes the star as brightly glittering, calm, pure, and shining like a precious gem and a lamp in Virtue's shrine, symbolising purity and perfection.

2. What does the speaker desire to do when their spirit is free?

**Ans.** The speaker desires to soar swiftly to the star, leaving behind the imprisonment of earthly life and attaining spiritual freedom.

3. Describe the world the speaker envisions where the star shines.

**Ans.** The speaker imagines a pure and heavenly world filled with angels and seraphs, where beings share joy and hope, time passes unnoticed, and life is peaceful and eternal.

4. What are some of the qualities of the beings in the world of the star?

**Ans.** The beings are pure as Heaven's air, joyful, harmonious, and protected by angels, reflecting innocence and spiritual perfection.

5. How does the speaker view the passing of time in that world?

**Ans.** Time passes unnoticed and unregretted, showing that the world is free from sorrow, aging, and earthly worries.

**Think Well**

Critical & Analytical Thinking

**C. Think and Answer.**

1. What emotions does the poem evoke in the reader?

**Ans.** Do it yourself.

2. What do you think the word "gem" symbolizes in the poem?

**Ans.** Do it yourself.

**D. Answer these questions with reference to context.**

1. How swiftly will I soar to thee, When this imprisoned soul is free!

(a) In the context of these lines, what is the significance of the phrase "How swiftly will I soar to thee"?

**Ans.** This phrase shows the speaker's eager desire and strong yearning to reach the star and escape the limitations of earthly life.

(b) How does the line "When this imprisoned soul is free" contribute to the sense of longing and aspiration in the poem?

**Ans.** It suggests that the speaker feels trapped in earthly existence and deeply longs for spiritual liberation and transcendence.

**Listening Well**

Listening for Understanding

**E. Listen to the poem again and find out the rhyming words from the poem.**

even – Heaven

free – thee

shine – shrine

boast – lost

air – share

string – wing

nights – lights

roll – soul

- F. **Poetry Recitation:** Practice reciting the poem aloud individually or in small groups. Pay attention to the tone, pace, and emphasis to convey the emotions and meaning of the poem effectively.

Ans. Do it yourself.

### 3

## The Last Leaf

UNIT-2 THEME : ART AND CULTURE

A. **Tick (✓) the correct option.**

1. What is the main cause of Johnsy's illness?

Ans. (a) Pneumonia

2. What belief does Johnsy develop about her life and the falling leaves?

Ans. (c) She believes she will die when the last leaf falls.

3. Why does Sue bring up the idea of creating a masterpiece to Mr. Behrman?

Ans. (a) She believes Mr. Behrman's art can save Johnsy.

4. How does Mr. Behrman's actions contribute to the story's outcome?

Ans. (b) He paints a masterpiece that revives Johnsy's hope.

5. What does the painted leaf symbolize in the story?

Ans. (c) The fleeting nature of life and the beauty of nature.

B. **Answer the questions briefly.**

1. What causes Johnsy's illness, and how does it affect her?

Ans. Johnsy suffers from pneumonia. The illness makes her physically weak and mentally hopeless, causing her to lose the will to live.

2. How does Johnsy's belief about the falling leaves impact her outlook on life?

Ans. She believes that her life will end when the last leaf falls, which makes her surrender to death instead of fighting the illness.

3. How does Sue react when the doctor tells her about Johnsy's condition?

Ans. Sue feels worried but remains hopeful. She tries to cheer Johnsy up and encourages her to think about the future.

4. How does Mr. Behrman contribute to the story's resolution?

Ans. Mr. Behrman paints a realistic leaf on the wall during a storm, giving Johnsy hope and saving her life through his sacrifice.

5. What does the last leaf on the tree symbolize?

Ans. The last leaf symbolizes hope, strength, and the will to live.

### Think Well

Critical & Analytical Thinking

C. **Think and Answer.**

1. How does the character of Mr. Behrman represent the theme of selflessness and sacrifice in the story?

**Ans. Do it yourself.**

2. Compare and contrast the attitudes and actions of Johnsy and Sue in dealing with challenges and adversity. How does their relationship and mutual support contribute to the central message of the story about the power of friendship in difficult times?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. Three days ago there were almost a hundred. It hurt my head to count them. But now it's easy. There goes another one. There are only five now."

(a) What change has occurred in the number of leaves on the tree over the past three days?

**Ans.** The number of leaves has reduced from nearly a hundred to only five.

(b) How does the decreasing number of leaves on the tree impact Johnsy's emotional state and perspective on her own condition?

**Ans.** The falling leaves increase Johnsy's fear and convince her that her death is near.

2. "His shoes and his clothes were wet and as cold as ice. Everyone wondered where he had been. The night had been so cold and wild.

(a) What physical condition were Mr. Behrman's shoes and clothes in, and why did people find it concerning?

**Ans.** Mr. Behrman's clothes were wet and freezing, suggesting he had been outside in severe weather.

(b) How does the description of the cold and wild night contribute to the mysterious circumstances surrounding Mr. Behrman's actions?

**Ans.** The cold night adds mystery and reveals that Behrman went out to paint the leaf despite the storm.

## Listening Well

Listening for Understanding

**E. Listen to a short article on styles of painting in Indian Culture and answer the questions that follow:**

1. What are some of the diverse styles of Indian painting mentioned in the article?

**Ans.** Indian painting styles include Mughal, Rajasthani, Warli, Madhubani, Tanjore, and Kerala mural art.

2. What distinguishes Mughal paintings from other Indian painting styles?

**Ans.** Mughal paintings are detailed and realistic, often showing royal life.

3. How are Rajasthani miniatures characterized in terms of their visual elements?

**Ans.** Rajasthani miniatures use delicate lines and bright colours.

4. What unique features are associated with Tanjore art, and what subjects does it often depict?

**Ans.** Tanjore art uses gold leaf and depicts gods and goddesses.

5. How do Warli and Madhubani art styles differ from each other, both in terms of technique and subject matter?

**Ans.** Warli uses simple shapes and earthy tones, while Madhubani uses bright colours and detailed patterns.

## Spell Well

Play based Learning

**F. Personal Connections:** Relate the story's themes or messages to your own life or experience. Share moments when you felt hope, experienced sacrifice, or learned from a friendship, and how these connect to the events in the story. Share it with your partner.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G.** Find the given words in the grid given below:

S	E	P	R	E	S	I	L	I	E	N	C	E	F	
E	A	I	N	O	M	U	E	N	P	E	S	P	R	LEAVES
S	E	C	I	F	I	R	C	A	S	L	P	A	E	FRIENDSHIP
P	E	R	S	P	E	C	T	I	V	E	P	S	C	SACRIFICE
P	P	I	E	F	P	E	E	V	Y	A	S	C	O	RESILIENCE
E	H	L	R	R	I	V	R	R	E	V	R	C	V	SYMBOLISM
E	L	E	E	I	R	P	M	O	N	T	R	A	E	RECOVERY
P	C	A	E	E	I	M	E	E	I	L	T	V	R	PERSPECTIVE
P	I	V	A	N	S	E	E	P	O	H	E	F	Y	PNEUMONIA
C	L	E	P	D	M	I	Y	O	E	R	L	Y	O	HOPE ART
I	H	S	R	S	E	E	N	E	E	A	D	I	O	
V	B	I	L	H	S	Y	M	B	O	L	I	S	M	
N	N	F	V	I	C	D	N	C	Y	M	P	O	E	
C	F	R	V	P	S	R	A	N	H	E	O	A	P	

## Mastering Grammar

1. Use the relative pronouns in the box to complete the sentences. **who(m) that which where when whose**

1. The doctor examined the child who was very gentle.

2. I live in Canada, **which** is a densely populated country.
3. Lee teaches a class of students **whose** native language is not English.
4. Yesterday, I met an old friend **whom** I hadn't seen for years.
5. Dan says he will always remember the day **when** his parents first bought him a bike for his birthday.
6. That's the drawer **where** I keep my jewellery.
7. The town **that** I used to live in was not very big.
8. The people of the house **where** I am staying at are very kind to me.
9. Is this store **where** you said you bought the fishing equipment?
10. Here is the place **that** grandpa always used to talk about.

2. **Read the sentences carefully and determine whether the relative clause is defining or non-defining.**

- |  |                     |
|--|---------------------|
| 1. Johnsy, who was very weak, lay on the bed.                              | <b>Non-defining</b> |
| 2. Sue's friend who came from California lived with her.                   | <b>Defining</b>     |
| 3. The doctor, who had a lot of experience, examined Johnsy.               | <b>Non-defining</b> |
| 4. The last leaf, which had turned yellow, was still clinging to the tree. | <b>Non-defining</b> |
| 5. Mr. Behrman, who was past sixty, lived on the first floor.              | <b>Non-defining</b> |
| 6. The illness that Johnsy had was pneumonia.                              | <b>Defining</b>     |
| 7. The doctor, whose expertise was renowned, gave his opinion.             | <b>Non-defining</b> |
| 8. Sue, who was caring and supportive, tried to boost Johnsy's spirits.    | <b>Non-defining</b> |

## 4

## Wandering Singers

**A. Tick (✓) the correct option.**

1. What is the central theme of the poem?

**Ans.** (c) The call of wanderlust and freedom

2. What does the wind symbolize in the poem?

**Ans.** (b) Fate and destiny

3. According to the poem, what are the poets' "lays" about?

**Ans.** (c) Happy and sorrowful events from the past

4. What is the singers' attitude towards love and joy?

**Ans.** (c) They are insignificant compared to the call of the wind.

5. What is the impact of the wind's call on the singers?

**Ans.** (b) It fills them with excitement and anticipation.

**B. Answer the questions briefly.**

1. What is the significance of the wind's call in the poem? How does it influence the singers' actions and decisions?

**Ans.** The wind's call symbolizes fate and destiny. It guides the singers in their journey and decides where they should go. They follow the wind without hesitation, showing their acceptance of a life free from attachments.

2. How do the poets describe the content of their "lays" and why are these subjects important to them?

**Ans.** The poets' lays are about old cities, past battles, kings, happiness, and sorrow. These subjects are important because they reflect human history, emotions, and shared experiences of life.

3. Discuss the singers' attitude towards love, joy, and attachments in the context of their nomadic lifestyle. How do these emotions impact their journey?

**Ans.** The singers do not allow love or joy to stop them. They believe attachments can limit freedom. Their nomadic lifestyle requires them to keep moving and remain emotionally unburdened.

4. Analyze the line "The voice of the wind is the voice of our fate." How does it encapsulate the central theme of the poem?

**Ans.** This line shows that the singers believe their destiny is controlled by nature. They trust the wind to guide their path, which highlights the theme of surrender to fate and freedom.

5. In what ways does the poem reflect the singers' sense of belonging to the world and their connection with humanity? How does their perception of the world as "our home" contribute to this idea?

**Ans.** This line shows that the singers believe their destiny is controlled by nature. They trust the wind to guide their path, which highlights the theme of surrender to fate and freedom.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. The singers decide to travel without staying in one place. How might their way of life be different from someone who stays in one town or city? Can you think of reasons why they prefer to keep moving?

**Ans. Do it yourself.**

2. The singers seem to find happiness in their wandering lifestyle. Can you imagine why they feel this way? What do you think are the benefits and challenges of not having a fixed home?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

**1. The voice of the wind is the voice of our fate.**

(a) What does the line “The voice of the wind is the voice of our fate” mean to you? How does it connect with the overall theme and message of the poem?

**Ans.** This line means that the singers believe their destiny is guided by nature. It connects with the poem’s theme of surrendering to fate and living freely without plans or attachments.

(b) How does the idea that the wind’s voice represents fate contribute to the poets’ perspective on life?

**Ans.** It fills them with excitement and anticipation.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the poem and answer the questions that follow:**

1. What role does the wind’s call play in the singers’ lives?

**Ans.** It guides their journey and represents their destiny.

2. How do the singers express their kinship with humanity in the poem?

**Ans.** They say that all men are their kindred and the world is their home.

3. What does the line “Love bids us tarry, no joy bids us wait” reveal about the singers’ attitude towards love and joy?

**Ans.** It shows that emotions do not stop them from moving forward.

4. How does the wind’s voice symbolize the singers’ destiny or fate in the poem?

**Ans.** The wind decides their direction, symbolizing a predetermined path in life.

## Spell Well

Play based Learning

**F. Wind’s Voice Activity:** Here are given a few prompts or situations (e.g., facing a difficult decision, pursuing a dream, dealing with uncertainty, exploring new opportunities, balancing personal desires and responsibilities, etc.). Discuss in pairs how you would listen to the “voice of the wind” in these situations, just as the poets did in the poem.

**Ans.** Do it yourself.

# 5

## The Treasure of Lemon Brown

UNIT-3 THEME: CONNECTIONS THAT BINDS US

**A. Tick (✓) the correct option.**

1. What does Greg Ridley hope to achieve by sitting on the stoop of his building in the opening of the story?

**Ans.** (a) Avoid his father’s lecture

2. Why is Greg's father unhappy with his academic performance?

**Ans.** (a) He failed math

3. What is the significance of Lemon Brown's harmonica and clippings?

**Ans.** (c) They represent his musical career and his son's memory

4. How does Lemon Brown react when the neighborhood thugs come looking for his treasure?

**Ans.** (c) He confronts them with a flashlight and howling

5. What lesson does Greg learn from his encounter with Lemon Brown?

**Ans.** (b) Family memories and values are more valuable than material wealth

**B. Answer the questions briefly.**

1. What does Greg's father lecture him about, and how does Greg feel about it?

**Ans.** Greg's father lectures him about his poor performance in mathematics. Greg feels bored, irritated, and unhappy because he has heard the same lecture many times before.

2. Why does Greg want to play basketball with the Scorpions, and what is his father's condition for him to do so?

**Ans.** Greg wants to play basketball because joining the Scorpions is a lifetime opportunity for him. His father allows him to play only if he improves his math grades.

3. How does Greg react when he encounters Lemon Brown inside the abandoned tenement?

**Ans.** At first, Greg feels frightened and tense, but after seeing that Lemon Brown is an old man, he relaxes and starts talking to him calmly.

4. When Lemon Brown describes his past as Sweet Lemon Brown, what was his role, and why did he give up singing the blues?

**Ans.** He was a blues singer and harmonica player. He stopped singing regularly after hard times and because there was no one left to sing for after his son died.

5. How does Greg help Lemon Brown scare off the thugs?

**Ans.** Greg makes a loud howling sound, which confuses and frightens the thugs. This helps Lemon Brown attack them and force them to run away.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. What lesson does Greg learn from Lemon Brown's story and his encounter with the thugs?

**Ans.** Do it yourself.

2. In your opinion, what is the symbolic significance of the harmonica and clippings for Lemon Brown?

**Ans.** Do it yourself.

**D. Answer these questions with reference to context.**

**1. "What else a man got 'cepting what he can pass on to his son, or his daughter, if she be his oldest?" Lemon Brown said.**

(a) What does Lemon Brown mean by the statement, "What else a man got 'cepting what he can pass on to his son, or his daughter, if she be his oldest?"

**Ans.** Lemon Brown means that a person's real wealth lies in values, memories, and life lessons that can be passed on to children.

(b) How does Lemon Brown's perspective on treasures relate to his relationship with his son and the items he keeps as his treasure?

**Ans.** His treasure reflects his love for his son Jesse. The harmonica and clippings were given to Jesse to remind him of his father's life and struggles.

**2. Greg pushed the button over the bell marked Ridley, thought of the lecture he knew his father would give him, and smiled.**

(a) What action does Greg take after his encounter with Lemon Brown?

**Ans.** Greg goes home after his encounter with Lemon Brown.

(b) What emotion does Greg experience as he recalls his father's lecture following his encounter with Lemon Brown?

**Ans.** He feels calm and thoughtful. He smiles because he now understands his father's concern better.

## Listening Well

Listening for Understanding

**E. Listen to the events of the story and sequence them in the order they appeared in the story.**

1. Greg's father lectures him about his poor performance in math.

2. Greg goes into the abandoned tenement to avoid the rain.

3. Greg meets Lemon Brown inside the building.

4. The neighborhood thugs come looking for Lemon Brown's treasure.

5. Lemon Brown reveals the true meaning of his treasure to Greg.

## Spell Well

Play based Learning

**F. Treasure Sharing Activity:** Think about your own personal treasures, whether they are physical objects, memories, or experiences. Share with a partner what these treasures mean to you and why you consider them valuable.

**Ans. Do it yourself.**

## Fun with Grammar

Literacy Skills

**1. Tick the correct synonym / antonym for the words.**

1. What is the synonym for "impromptu"?

**Ans.** (b) Unexpected

2. Which word is a synonym for "eerie"?  
**Ans.** (a) Ghostly
3. What is a synonym for "beckoned"?  
**Ans.** (b) Summoned
4. What is the antonym for "ominous"?  
**Ans.** (c) Benign
5. Which word is the antonym for "scoundrels"?  
**Ans.** (a) Heroes
6. What is the antonym for "knitted"?  
**Ans.** (d) Separated
7. What is the synonym for "treasure"?  
**Ans.** (b) Valuable
8. What is the antonym for "gnarled"?  
**Ans.** (b) Smooth
9. Which word is the synonym for "tremor"?  
**Ans.** (b) Shaking

## 6

## A Father to His Son

### A. Tick (✓) the correct option.

1. What advice does the father give to his son regarding life's challenges?  
**Ans.** (c) To be firm like a rock
2. According to the poem, why is solitude considered creative?  
**Ans.** (c) It provides time for self-discovery and reflection.
3. What does the poem suggest about being different from others?  
**Ans.** (c) It is acceptable if it comes naturally
4. What does the poet mean by "Let him have lazy days seeking his deeper motives"?  
**Ans.** (c) Allowing time for self-reflection and understanding one's motivations
5. What is the overall message conveyed by the poem to the son?  
**Ans.** (c) Embrace life's difficulties and learn from them

### B. Answer the questions briefly.

1. What contrasting pieces of advice does the father give to his son regarding life?  
**Ans.** The father advises his son to be strong and firm like steel during hardships, yet gentle and flexible when situations demand kindness and understanding.
2. Explain the meaning behind the line "Tell him to be a fool every so often."  
**Ans.** The line suggests that making mistakes is a part of learning, and one should not feel ashamed of errors if lessons are learned from them.

3. What does the father suggest about the importance of being different from others?

**Ans.** He advises the son to be different if it comes naturally, as individuality helps one grow and bring positive change.

4. How does the poem encourage the son to approach mistakes and follies?

**Ans.** The poem encourages learning from mistakes, accepting them without shame, and avoiding repeating foolish actions.

5. What is the overall message that the father wants to convey to his son through his advice?

**Ans.** The father wants his son to live a balanced life by being resilient, self-aware, thoughtful, and open to growth through experience.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. The poem mentions the value of solitude and reflection, How can moments of solitude contribute to a person's understanding about himself and the world? Can you think of real-life examples that align with this concept?

**Ans. Do it yourself.**

2. What role does self-awareness play in the poem's advice? How can understanding oneself lead to better decision-making and personal development?

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. Tell him solitude is creative if he is strong and the final decisions are made in silent rooms.

(a) What is the significance of solitude according to the poem, and how does it impact a person's creativity and decision-making?

**Ans.** Solitude is shown as a source of creativity and self-understanding. It allows a person to think deeply and discover their true purpose.

(b) How does the concept of "silent rooms" relate to the idea of making final decisions? What role do these silent moments play in shaping a person's choices and actions?

**Ans.** "Silent rooms" symbolize quiet moments of reflection where important and thoughtful decisions are made without external influence.

## Listening Well

Listening for Understanding

**E. Listen to the short summary of the poem and answer the questions that follow.**

1. What contrasting qualities does the father advise his son to possess in order to face life's challenges effectively?

**Ans.** He advises strength and firmness along with gentleness and flexibility.

2. How does the poem emphasize the importance of authenticity and self-discovery in the son's journey?

**Ans.** The poem stresses being honest with oneself, valuing individuality, and understanding one's inner self.

3. What does the father's advice about solitude suggest about its role in personal growth and understanding?

**Ans.** It suggests that solitude helps in creativity, reflection, and personal growth.

4. How does the father encourage the son to approach mistakes and failures as part of his life's journey?

**Ans.** He encourages learning from mistakes without shame and avoiding repeated follies.

5. What overall philosophy does the poem convey about living a balanced and meaningful life?

**Ans.** The poem promotes a balanced life combining strength, sensitivity, self-awareness, and continuous learning.

## Spell Well



**F. Advice to Future Generations:** Imagine yourself as a parent or mentor giving advice to future generations. Share your own set of guidance inspired by the themes in the poem. Share your advice within groups.

**Ans.** Do it yourself.

# 7

## One Friday Morning

UNIT-4 THEME : AGAINST ALL ODDS

**A. Tick (✓) the correct option.**

1. What is the main focus of "Nancy Lee's Colored School"?

**Ans.** (c) The impact of racial prejudice on educational opportunities.

2. Why does Nancy Lee Johnson stand out in her high school?

**Ans.** (a) She excels in basketball and music.

3. How does Nancy Lee's teacher, Miss Dietrich, contribute to her artistic development?

**Ans.** (c) She helps Nancy Lee find her creative voice and style.

4. Why is Nancy Lee's mother puzzled about her insistence to be at school on a particular Friday?

**Ans.** (c) She is curious about Nancy Lee's secret plans.

5. How does Miss O'Shay respond to the committee's decision to withhold the scholarship from Nancy Lee?

**Ans.** (a) She expresses her outrage and apologizes to Nancy Lee

**B. Answer the questions briefly.**

1. Who is Nancy Lee Johnson?

**Ans.** Nancy Lee Johnson is a talented African-American student studying at George Washington High School. She is good at studies, sports, music, and especially painting.

2. How does Nancy Lee's art teacher, Miss Dietrich, encourage her creativity?

**Ans.** Miss Dietrich encourages Nancy Lee to be original and creative. She teaches her step-by-step work and never forces her to copy others, allowing her art to express her own feelings.

3. What does Nancy Lee's painting depict in the city park scene?

**Ans.** The painting shows a spring scene with green grass, children playing, a flag fluttering, trees, and an old Negro woman sitting on a bench and looking at the flag.

4. What makes Nancy Lee's painting unique and personal?

**Ans.** The painting reflects Nancy Lee's emotions, her love for her country, and her pride in her race. It is simple, airy, and full of life, making it deeply personal.

5. What change occurs in Nancy Lee's life after she wins the Artist Club scholarship?

**Ans.** Winning the scholarship gives Nancy Lee hope for a future in art school and confidence in her abilities, though it is later denied due to racial discrimination.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Evaluate the challenges and discrimination Nancy Lee faces as a colored student and how she responds to them.

**Ans.** Nancy Lee faces racial discrimination when her art scholarship is withdrawn after the committee learns she is colored. Although deeply hurt, she does not give up. She remains strong, believes in equality, and decides to fight against injustice so that others do not face the same discrimination.

2. Analyze the role of Miss Dietrich in Nancy Lee's artistic development and the impact of her teaching style.

**Ans.** Miss Dietrich plays a vital role in Nancy Lee's growth as an artist. She believes in originality, encourages creative thinking, and supports Nancy Lee's confidence. Her guidance helps Nancy create meaningful and expressive art.

### D. Answer these questions with reference to context.

1. "I am indignant and ashamed for myself and for this city." Then she lifted her eyes and looked at Nancy Lee in the neat blue dress sitting there before her. "You are not to receive the scholarship this morning

a Why is Miss O'Shay feeling indignant and ashamed?

**Ans.** Miss O'Shay is feeling indignant and ashamed because the scholarship committee decided to deny Nancy Lee the award solely because she is colored. She feels this is an act of gross injustice and a betrayal of the American dream of equality.

b. What news does Miss O'Shay deliver to Nancy Lee regarding the scholarship?

**Ans.** Miss O'Shay delivers the heartbreaking news that Nancy Lee will not receive the

Artist Club scholarship that morning. She explains that the committee changed their plans after learning about Nancy Lee's race.

2. But when I'm a woman, I'll fight to see that these things don't happen to other girls as this has happened to me. And men and women like Miss D'Shay will help me

a. What does Nancy Lee express about her future as a woman?

**Ans.** Nancy Lee expresses a strong sense of resilience and purpose. She vows that when she grows up, she will fight against racial discrimination so that other girls do not have to face the same injustice she experienced.

b. Who does Nancy Lee mention will support her in her fight against such injustices?

**Ans.** Nancy Lee mentions that she will have the support of people like Miss O'Shay—individuals who possess strength, courage, and a commitment to standing up against ignorance and hate.

## Listening Well

Listening for Understanding

**E. Listen to a meaningful poem on discrimination and answer the questions that follow.**

1. What does the poem suggest about the origins of discrimination?

**Ans.** Discrimination arises from ignorance and prejudice.

2. How does the poem portray the impact of prejudice on society?

**Ans.** It spreads hatred, injustice, and divides people.

3. What is the key message conveyed by the poem regarding unity and empathy?

**Ans.** Unity, empathy, and equality can overcome discrimination.

4. How does the poem emphasize the importance of speaking up against discrimination?

**Ans.** Unity, empathy, and equality can overcome discrimination.

5. What imagery does the poem use to convey the idea of overcoming bias and injustice?

**Ans.** Unity, empathy, and equality can overcome discrimination.

## Spell Well

Play based Learning

**F. Creative Monologue:** Imagine that you are Nancy Lee. Write and perform a monologue expressing your feelings and thoughts after learning about the scholarship decision.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Collocation refers to the natural pairing or combination of words that often appear together in a language. for e.g. art scholarship, senior class.**

Complete these sentences with the correct collocations from the story.

**vibrancy, quality, potential, indignant, imagination, exceptional, exceptional, deliver, pledge, racial, rumors**

- A. Nancy Lee's **exceptional** drawing won her the prestigious art scholarship.
- B. The students at George Washington High were buzzing with **rumors** about the art scholarship winner.
- C. Miss Dietrich was a teacher who encouraged **imagination** and creativity in her students.
- D. Nancy Lee's parents were determined to provide her with a **quality** education.
- E. The committee's decision to deny Nancy Lee the scholarship was based on **racial** reasons.
- F. Miss O'Shay wanted to **deliver** the news to Nancy Lee in a considerate manner.
- G. Nancy Lee's painting captured the **vibrancy** and joy of a city park in spring.
- H. Miss Dietrich helped Nancy Lee realize her creative **potential** and potential as an artist.
- I. Nancy Lee's **pledge** to the flag was a powerful expression of her patriotism.
- J. Miss O'Shay was **indignant** of the committee's decision and stood up for justice.

### Mastering Grammar

**Rewrite the following sentences in passive voice.**

1. Nancy Lee's painting won the Artist Club scholarship.  
**Ans.** The Artist Club scholarship was won by Nancy Lee's painting.
2. Miss Dietrich guided Nancy Lee in creating the painting.  
**Ans.** Nancy Lee was guided by Miss Dietrich in creating the painting.
3. Miss O'Shay informed Nancy Lee about the scholarship award.  
**Ans.** Nancy Lee was informed about the scholarship award by Miss O'Shay.
4. Nancy Lee's parents were proud of her achievement.  
**Ans.** Her achievement was proud of by Nancy Lee's parents.
5. The judges denied Nancy Lee the scholarship due to her race.  
**Ans.** Nancy Lee was denied the scholarship by the judges due to her race.

## 8

# Stopping by Woods on a Snowy Evening

- A. Tick (✓) the correct option.**
1. What is the speaker's main reason for stopping in the woods?  
**Ans.** (a) To watch the snowfall
  2. What season is described in the poem?  
**Ans.** (c) Winter
  3. Why does the speaker's horse find it strange to stop in the woods?  
**Ans.** (c) The horse is used to stopping in this spot
  4. What sound does the speaker hear in addition to the horse's harness bells?  
**Ans.** (c) The wind and snowflakes

5. What is the significance of the line "And miles to go before I sleep"?

**Ans.** (c) The speaker has a long journey ahead before resting

**B. Answer the questions briefly.**

1. What is the speaker's motive for stopping in the woods?

**Ans.** The speaker stops to enjoy the peaceful beauty of the woods as they fill with snow and to admire the calm and silence of nature.

2. How does the horse react to stopping in the woods?

**Ans.** The horse finds the stop strange and shakes its harness bells as if questioning the pause in such a lonely place.

3. Describe the atmosphere and surroundings depicted in the poem.

**Ans.** The poem presents a quiet, cold winter evening with snow-covered woods, a frozen lake, and soft falling snow creating a calm and enchanting atmosphere.

4. What do the lines "And miles to go before I sleep" suggest?

**Ans.** These lines suggest that the speaker has many responsibilities and duties to fulfill before he can rest.

5. How does the poem balance the speaker's appreciation for nature with his responsibilities?

**Ans.** The speaker admires the beauty of nature but chooses to move on, showing that duties and promises are more important than momentary pleasure.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Why do you think the speaker's horse finds it queer to stop by the woods?

**Ans. Do it yourself.**

2. How might the poem's message about balancing responsibilities and personal desires apply to decision-making in modern society? Provide examples.

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. The woods are lovely, dark and deep, But I have promises to keep,

(a) What contrast is presented in these lines?

**Ans.** The contrast is between the beauty and attraction of the woods and the speaker's sense of duty and responsibility.

(b) How do these lines reflect the speaker's inner conflict?

**Ans.** They show the speaker's struggle between staying in the peaceful woods and continuing his journey to fulfill his obligations.

## Listening Well

Listening for Understanding

### E. Listen and answer the following questions:

1. What themes often inspired Robert Frost's poetry?

**Ans.** Nature, rural life, human emotions, choices, and responsibilities.

2. Which two poetry collections marked Frost's breakthrough in his writing career?

**Ans.** A Boy's Will (1913) and North of Boston (1914).

3. How did Robert Frost's poetry combine accessibility and profundity?

**Ans.** He used simple language with deep meanings, symbolism, and vivid imagery.

4. What significant honors did Frost receive during his lifetime?

**Ans.** He won four Pulitzer Prizes and recited a poem at President Kennedy's inauguration.

## Spell Well

Play based Learning

F. **Journal Reflection:** "If I were the speaker in the poem, what promises would I have to keep? Write a short reflection and then share your thoughts with your partner.

**Ans.** Do it yourself.

# 9

## The Necklace

UNIT-5 THEME : MASKING REALITY

### A. Tick (✓) the correct option.

1. What is Mathilde Loisel's attitude towards her social status and possessions at the beginning of the story?

**Ans.** (c) Envious and resentful

2. Why does Mathilde Loisel borrow a necklace from Madame Forestier?

**Ans.** (b) To impress her husband

3. What happens to the borrowed necklace after the party?

**Ans.** (b) It is lost on the way home

4. How do Mathilde and her husband replace the lost necklace?

**Ans.** (c) They save money over several years

5. What is the twist in the story's ending?

**Ans.** (c) Mathilde learns that the original necklace was fake

### B. Answer the questions briefly.

1. How does Matilde Loisel feel about her life and social status at the beginning of the story?

**Ans.** Mathilde feels unhappy and dissatisfied with her life. She believes she deserves luxury and wealth and feels cheated by fate because she belongs to a poor family. She constantly dreams of riches and high society.

2. Why does Mathilde feel unhappy and dissatisfied even after receiving the invitation?

**Ans.** Mathilde feels unhappy because she has no fashionable dress or jewellery to wear to the party. Instead of feeling honoured, she worries about her poor appearance and fears being judged by rich people.

3. How do Mathilde and her husband try to remedy the situation after losing the borrowed necklace?

**Ans.** They search everywhere for the necklace and then decide to replace it. They borrow a large sum of money and buy a similar diamond necklace, which puts them into heavy debt.

4. Describe the life that Mathilde and her husband lead during the ten years they spend repaying their debts.

**Ans.** They live a life of poverty and hardship. Mathilde does all household chores herself, lives in a small house, and works tirelessly. Her husband works extra hours. Their life becomes full of struggle and sacrifice.

5. How does Mathilde's appearance change over the years, and what causes her to meet Madame Forestier again?

**Ans.** Mathilde becomes old, rough, and tired due to years of hard work. She meets Madame Forestier again while walking in the Champs Élysées after completing the repayment of the debt.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. How does Mathilde Loisel's attitude towards wealth and status change over the course of the story?

**Ans.** At the beginning, Mathilde is obsessed with wealth and social status. After years of suffering and hard work, she becomes mature and realistic. She learns the value of honesty and contentment.

2. Reflect on the theme of irony in "The Necklace."

**Ans. Do it yourself.**

**D. Answer these questions with reference to context.**

1. "You could wear flowers," he said, "They are very fashionable at this time of year. For ten francs you could get two or three magnificent roses."

(a) Who said this and to whom? What does his choice of flowers signify?

**Ans.** This was said by Mr. Loisel to Mathilde. His suggestion shows his simple and practical nature.

(b) Why does she reject the idea of wearing flowers despite her husband's suggestion?

**Ans.** Mathilde rejects the idea because she feels flowers will make her look poor among rich women.

2. The day of the party drew near, and Madame Loisel seemed sad, restless, anxious. Her dress was ready, however.

(a) How did Madame Loisel feel as the day of the party approached and why?

**Ans.** Mathilde felt anxious and restless because she lacked jewellery and feared humiliation.

(b) What does this reveal about her?

**Ans.** This reveals her obsession with appearance and her dissatisfaction with her real life.

## Listening Well

Listening for Understanding

E. Listen to a few sentences from the chapter and write about the emotions expressed from those lines about Mathilde.

**Ans.** Do it yourself.

## 1

## George's Secret Key to the Universe

## UNIT-1 THEME : EXPLORING THE COSMOS

**A. Tick (✓) the correct option.**

1. What is the main objective of Bill and Sam in kidnapping Johnny?

**Ans.** (a) To get a large ransom

2. What is Johnny's nickname in the story?

**Ans.** (a) Red Chief

3. How does Johnny react to being kidnapped?

**Ans.** (b) He is excited and enjoys it.

4. What is Johnny's father's occupation?

**Ans.** (b) Banker

5. How do Bill and Sam communicate with Johnny's father for the ransom?

**Ans.** (a) They send a letter.

**B. Answer the following questions.**

1. What is the original plan of Bill and Sam for kidnapping Johnny?

**Ans.** Bill and Sam planned to kidnap a child from a small town and demand a ransom from his rich father. They thought it would be an easy way to get money.

2. Why did they choose Johnny as their target?

**Ans.** Johnny was the only child of Ebenezer Dorset, a wealthy banker. They believed his father would readily pay a ransom.

3. How does Johnny react when he realizes he's been kidnapped?

**Ans.** Instead of being scared, Johnny is excited. He enjoys the adventure and treats it like a game.

4. How does Johnny make life difficult for Bill and Sam during his captivity?

**Ans.** Johnny behaves wildly, hurts Bill, orders them around, and refuses to go home, making their plan miserable.

5. What role does humor play in "The Ransom of Red Chief, and how does it contribute to the story's charm?

**Ans.** Humour arises from the reversal of roles where the kidnappers suffer and the child enjoys captivity, making the story amusing and ironic.

**Think Well**

Critical &amp; Analytical Thinking

**C. Think and Answer.**

1. What is the original plan of Bill and Sam for kidnapping Johnny?

**Ans.** They planned to kidnap Johnny and demand ransom money from his wealthy father

to solve their financial problems.

2. Why did they choose Johnny as their target?

**Ans.** Johnny belonged to a rich family and lived in a quiet town, making him an easy target.

3. How does Johnny react when he realizes he's been kidnapped?

**Ans.** He is delighted and sees it as an exciting adventure rather than a danger.

4. How does Johnny make life difficult for Bill and Sam during his captivity?

**Ans.** He acts violently, calls himself "Red Chief," injures Bill, and refuses to return home.

5. What role does humor play in "The Ransom of Red Chief, and how does it contribute to the story's charm?

**Ans.** The humorous situations and ironic twist—where kidnappers pay to get rid of the child—make the story entertaining.

**D. Answer these questions with reference to context.**

1. What is the original plan of Bill and Sam for kidnapping Johnny?

**Ans.** They wanted to kidnap Johnny and demand a ransom of money from his father.

2. Why did they choose Johnny as their target?

**Ans.** Johnny was the son of a wealthy banker and seemed an easy target in a small town.

3. How does Johnny react when he realizes he's been kidnapped?

**Ans.** He enjoys the situation and shows no fear, calling himself "Red Chief."

4. How does Johnny make life difficult for Bill and Sam during his captivity?

**Ans.** He behaves violently, hurts Bill, and refuses to go back home.

5. What role does humor play in "The Ransom of Red Chief," and how does it contribute to the story's charm?

**Ans.** The role reversal and Johnny's fearless behaviour create comic situations.

## Listening Well

Listening for Understanding

**E. Listen to the events that happened and write numbers against them as they happened in the story.**

**Bill and Sam kidnap Johnny, the young boy.** Johnny's mischievous behavior becomes a challenge for Bill and Sam as they struggle to keep him entertained and under control.

**Johnny gives himself the nickname "Red Chief."** Bill and Sam kidnap Johnny, the young boy.

**Johnny's mischievous behaviour becomes a challenge for Bill and Sam.** Bill and Sam send a ransom letter to Johnny's father, Ebenezer Dorset. asking for money in exchange for Johnny's release.

**Bill and Sam send a ransom letter to Johnny's father.**-Johnny resists being kidnapped and starts to enjoy the adventure giving himself the nickname "Red Chief."

- F. In groups, reenact a particular scene from the story, paying attention to the dialogue, emotions, and actions of the characters.

Ans. Do it yourself.

## Fun with Grammar

### G. Vocabulary Quest

1. Match the vocabulary word with its synonym

#### Vocabulary Words

Furious

Criticism

Retreat

Demand

Conceal

#### Synonyms

angry

censure

withdrawal

request

hide

2. Match the vocabulary word with its definition:

#### Vocabulary Words Definitions →

(i) Ransom

(c) Money demanded or paid for the release of a captive

(ii) Indignant

(d) Feeling or showing anger or annoyance at what is perceived as unfair treatment

(iii) Discreet

(e) Careful and circumspect in one's speech or actions, especially to keep something confidential

(iv) Diatribe

(a) A bitter and abusive speech or piece of writing

(v) Subside

(b) To become less intense, violent, or severe

1. Look at the following sentences and check whether they are Declarative, Interrogative, Imperative or Exclamatory.

(a) Do you drink juice daily?

Interrogative

(b) Stars are twinkling in the sky.

Declarative

(c) Ah! What a lovely garden.

Exclamatory

(d) Let us go for a cricket match.

Imperative

(e) Let us go to watch a movie

Imperative

(f) The train is not departing on time.

Declarative

(g) Where has she gone?

Interrogative

(h) Call in the doctor please.

Imperative

(i) Kindly lend me some money.

Imperative

(j) I like this flower.

Declarative

## 2

# The Tale of Custard the Dragon

### A. Tick (✓) the correct answer.

1. What color is Belinda's house?

**Ans.** (a) White

2. Which animal is described as having a mouth like a fireplace?

**Ans.** (c) Custard

3. Who did Custard gobble up?

**Ans.** (a) The pirate

4. What does Mustard say about his bravery?

**Ans.** (a) He would have been twice as brave if he hadn't been flustered

5. Which word best describes the dragon Custard at the beginning of the poem?

**Ans.** (c) Cowardly

### B. Answer the questions briefly.

1. Describe Custard's appearance.

**Ans.** Custard had big sharp teeth, spikes on his back, scales underneath, a mouth like a fireplace, a chimney-like nose, and daggers on his toes.

2. How does the poem describe Belinda's house?

**Ans.** Belinda lived in a little white house along with her pets — a kitten, a mouse, a dog, a red wagon, and a pet dragon.

3. Why does Custard cry for a nice safe cage?

**Ans.** Custard is fearful by nature and wants to stay protected from danger, so he keeps asking for a safe cage.

4. What happens when a pirate climbs in the window?

**Ans.** Everyone gets frightened and runs away, but Custard jumps forward to face the pirate bravely.

5. How does Custard react to the pirate?

**Ans.** Custard attacks the pirate fiercely and finally gobbles him up, saving everyone.

### Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Compare and contrast the characters of Custard and Mustard. How does their behavior reflect their personalities?

**Ans.** Mustard appears brave but runs away when real danger comes. Custard appears cowardly but shows true bravery when needed. This shows that real courage is revealed during difficult situations.

2. If the story were to continue, what adventures or challenges might Belinda, Custard, and her other pets face? How might Custard's newfound bravery come into play?

**Ans.** They might face new dangers where Custard's bravery helps protect everyone, while others learn humility and courage from him.

**D. Answer these questions with reference to context.**

*And Custard said, I quite agree  
That everybody is braver than me.*

1. What does Custard's statement reveal about his perception of himself compared to the others?

**Ans.** It shows Custard is humble and does not boast about his bravery, even after defeating the pirate.

2. How does Custard's self-assessment contrast with the assessments of him made by Belinda, Mustard, Ink, and Blink earlier in the poem?

**Ans.** Earlier, others mocked Custard as cowardly, but his actions prove he is the bravest of all.

## Listening Well

Listening for Understanding

**E. You will be listening to the poem "Custard the Dragon" and your task is to identify the lines in the poem that correspond to the specific emotions listed below.**

Brave

"But up jumped Custard, snorting like an engine..."

Frightened

"But Mustard fled with a terrified yelp..."

Joyful

"Ink and Blink in glee did gyrate..."

Curious

"Suddenly, suddenly they heard a nasty sound..."

Mischievous

"Ink, Blink and Mustard rudely called him Percival..."

## Spell Well

Play based Learning

**F. Choose a character from the poem and write a monologue from that character's perspective. You should express their thoughts, feelings, and experiences in the first person. Deliver your monologue in class.**

**Ans.** Do it yourself.

# 3

## The Signal Man

UNIT-2 THEME : TWILIGHT WHISPER

**A. Tick (✓) the correct option.**

1. What is the initial impression the narrator has of the signal-man?

**Ans.** (c) He is lonely and melancholy

2. What recurring event haunts the signal man?

**Ans.** (a) A mysterious figure appearing at the signal.

3. What is the signal-man's profession?

**Ans.** (b) Signal operator,

4. What does the narrator do after the signal man's tragic death?

**Ans.** (c) He writes a detailed account of the events.

5. What is the significance of the phrase "Halloa! Below there!" in the story?

**Ans.** (b) It is a warning to the signal man about danger.

**B. Answer the questions briefly.**

1. What does the narrator notice about the signal-man's behavior when he first calls out to him?

**Ans.** The narrator notices that the signal-man looks confused and uneasy. Instead of looking up, he looks down the railway line as if expecting something unusual.

2. What is the signal man's duty at his post?

**Ans.** His duty is to manage railway signals, operate the warning lights, respond to bell signals, and ensure the safety of trains passing through the tunnel.

3. How does the signal man react when he sees the narrator for the first time?

**Ans.** He appears nervous and hesitant, as if he has seen the narrator before, and behaves cautiously while speaking to him.

4. What does the signal man tell the narrator about his experiences with the figure?

**Ans.** He tells the narrator about a ghostly figure that appears near the danger light and gives warnings before tragic accidents occur.

5. Why does the signal man feel troubled and fearful?

**Ans.** He is troubled because he believes the apparitions are warnings of future disasters, but he does not understand how to prevent them.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. How does the signal man's state of mind influence his perceptions and actions?

**Ans.** The signal-man's disturbed and anxious state of mind makes him extremely fearful and sensitive. Because of this, he interprets ordinary events as supernatural warnings and remains constantly tense and troubled.

2. How does his past experiences and personal traits influence his actions and decisions?

**Ans.** His past experiences of witnessing accidents and his serious, responsible nature make him very cautious. Being honest and duty-bound, he wants to prevent danger but feels helpless due to lack of clear proof.

**D. Answer these questions with reference to context.**

**The nameless horror that oppressed me passed in a moment, for in a moment I saw that this appearance of a man was a man indeed, and that there was a little group of other men, standing at a short distance, to whom he seemed to be rehearsing the gesture he made.**

1. What was the initial emotional response of the speaker to the appearance of the man, and how did it change in a moment?

**Ans.** The speaker initially feels fear and shock, but quickly realizes that the figure is a real man and not a supernatural being.

2. Who else was present in the scene, and what were they observed doing while the man was rehearsing a gesture?

**Ans.** Other railway workers were present, and the man was demonstrating how the accident had happened.

## Listening Well

Listening for Understanding

**E. Listen to a short summary of the story and answer the questions that follow:**

1. Who is the central character in the story?

**Ans.** The signal-man.

2. What is the setting of the story?

**Ans.** A lonely railway cutting near a tunnel.

3. What troubles the signalman in the story?

**Ans.** He is haunted by ghostly warnings that predict fatal accidents.

4. How does the signalman react to the narrator's presence?

**Ans.** He is cautious but gradually opens up and shares his fears.

5. What eventually happens with the warning bell and the impending danger?

**Ans.** The warning comes true, and the signal-man dies in a tragic train accident.

## Spell Well

Play based Learning

**F. Moral Dilemma:** There is a moral dilemma related to the story's events, like whether the signalman should have taken more action to prevent the tragedy. Discuss your viewpoints in pairs or small groups and then share your conclusions with the class.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Vocabulary Quest**

**Here is given a list of words. Find their synonyms and antonyms from the story**

Apprehension:

Fear

Confidence

Serene  
Spectre  
Gloomy:  
Precipice:  
Vaque  
Elicit

Calm  
Ghost  
Dark  
Cliff  
Unclear  
Draw out

Anxious  
Reality  
Cheerful  
Plain  
Clear  
Suppress

## Mastering Grammar

### 1. Combine the sentences using Relative Clauses

(a) The tunnel is dangerous. The trains pass through it.

**Ans.** The tunnel which the trains pass through is dangerous.

(b) The signal-man told me about the accidents. They happened at this spot

**Ans.** The signal-man told me about the accidents that happened at this spot.

(c) The spectre appeared at night. It was a horrifying sight.

**Ans.** The spectre which appeared at night was horrifying.

(d) The signal-man was responsible for the safety of the trains. He worked diligently.

**Ans.** The signal-man who worked diligently was responsible for safety.

(e) The visitor did not believe in ghosts. The signal man's story surprised him.

**Ans.** The visitor who did not believe in ghosts was surprised.

(f) The incidents had a strange connection. The signal man couldn't explain it

**Ans.** The incidents which had a strange connection could not be explained.

### 2. Complete the sentences with who/which/that/whose/where:

(a) That is the city where I was born and raised.

(b) The train that leaves at 8 o'clock stops at every station,

(c) An old man, who was carrying a briefcase, knocked on the door.

(d) The kids whose grades are A and B will not need extra practice.

(e) The couple who live next to us have three kids.

(f) That is the place where we're going to live.

(g) The girl who lives next door knows a lot of celebrities.

(h) The box that was delivered to me was very suspicious.

(i) The winner, whose bike was very unusual, won a medal.

(j) The museum which was in a beautiful building was closed due to the pandemic.

# 4

## Two's Company

### A. Tick (✓) the correct option.

1. What is the main reason the man decides to spend the night in the haunted house?

**Ans.** (a) To prove that ghosts don't exist

2. How does the man react when he hears strange noises outside the house?

**Ans.** (c) He secures the house and hides inside

3. What does the voice that speaks to the man reveal about itself?

**Ans.** (b) It is the ghost of the house

4. Which of the following best describes the man's attitude towards superstitions?

**Ans.** (c) He actively opposes and challenges them

5. What is the moral or lesson of the poem?

**Ans.** (c) It's human nature to challenge and contradict superstitions

**B. Answer the questions briefly.**

1. Why did the man want to spend the night in the supposedly haunted house?

**Ans.** The man wanted to spend the night in the haunted house to prove that ghosts do not exist and that superstitions are false.

2. What did the man think of the claims that the house was haunted?

**Ans.** He laughed at the claims and thought they were foolish gossip and meaningless superstitions.

3. Describe the man's reaction when he heard strange noises outside.

**Ans.** At first, he tried to remain calm, but slowly he became nervous. He locked the doors, shut the windows, and looked for a safe place to hide.

4. What precautions did the man take inside the house as the night went on?

**Ans.** He locked the door, checked the house carefully, shut the windows, picked up a poker for safety, and finally hid inside the cupboard.

5. Who or what does the man encounter inside the house?

**Ans.** The man encounters a ghost who speaks softly to him and introduces itself as the ghost of the house.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Consider the role of superstition in the poem.

**Ans.** The poem shows superstition as something the man strongly rejects. However, his fear later proves that blindly dismissing superstitions can sometimes make a person unprepared for the unknown.

2. Have you ever faced a situation where someone confidently dismissed a warning or superstition only to later experience something unexpected?

**Ans.** Yes, sometimes people ignore warnings thinking nothing will happen, but later face unexpected situations. This teaches us that warnings should be considered carefully, even if we do not fully believe them.

**D. Answer these questions with reference to the context.**

**How do you do!**

***I am the ghost. Pray, who are you?"***

1. How does the introduction of the ghost change the tone and atmosphere of the poem?

**Ans.** The introduction of the ghost suddenly changes the tone from confident and humorous to eerie and surprising. It creates suspense and shows the man's fear after he had mocked superstitions.

2. Why do you think the ghost introduces itself in a polite and formal manner?

**Ans.** The ghost speaks politely to create irony and humor in the poem. Its calm and formal manner contrasts with the man's fear and makes the situation more amusing.

## Listening Well

Listening for Understanding

**E. Listen to the poem again and list down all the rhyming words from it.**

**Ans.** but – tut, tittle-tattle – rattle, right – night, smother – other, falling – calling, bit – it, mission – superstition, seemed – screamed, certain – curtain, clock – lock, there – care, joker – poker, doors – pause, hide – inside, fear – ear, do – you

## Spell Well

Play based Learning

**F. Debate:** Divide the class into two groups. One group argues that the person in the poem is brave for confronting the supposed ghost, while the other argues that he is foolish for dismissing the warnings.

**Ans.** Do it yourself.

# 5

## There Can Be Only One (Play)

UNIT-3 THEME: EMBRACING INDIVIDUALITY AND UNIQUENESS

**A. Tick (✓) the correct option.**

1. What is Mary's reaction when Barry enters the shop?

**Ans.** (c) She continues tearing the comic

2. Why is Barry shocked when he sees the tom comic?

**Ans.** (a) He is upset that Mary tore the comic

3. What does Mary mean when she says, "There can be only one?"

**Ans.** (b) Her copy of the comic is now unique and special

4. What does Barry try to do with the torn pieces of the comic? 4

**Ans.** (c) He tries to salvage what's left of the comic

5. What is one possible interpretation of the story's moral?

**Ans.** (a) Embracing individuality and challenging norms

**B. Answer the questions briefly.**

1. Who tears up the comic in the play?

**Ans.** Mary tears up the comic in the play to make it unique.

2. How does Barry react when he sees the torn comic?

**Ans.** Barry is shocked and speechless. He cannot believe that Mary has torn such a valuable comic.

3. What does Mary mean when she says, "There can be only one"?

**Ans.** Mary means that after tearing the comic, her copy becomes the only unique one in the world.

4. What does Barry try to do with the torn pieces of the comic?

**Ans.** Barry tries to pick up and save the torn pieces, hoping to salvage what is left.

5. What is the final action that Mary takes in the play?

**Ans.** Mary leaves the shop confidently after tearing the comic and proving her idea of uniqueness.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. What motivated Mary to tear up the comic? Was it a spur of the moment decision or a calculated act?

**Ans.** Mary wanted to make her comic truly unique. It was a calculated and well-planned act, not a sudden decision, because she clearly understood the value of uniqueness.

2. If you were in Mary's position, what alternative actions could you have taken to express the same idea of uniqueness without tearing the comic?

**Ans.** I could have kept the comic sealed forever, donated it to a museum, or signed it as a collector's edition to make it unique without destroying it.

### D. Answer these questions with reference to context.

**BARRY:** But, you know, I like your persistence. And I haven't looked at it for a while.

*Keep it locked up in the safe in case some looney tries to burn it or something.*

*I'll just get it from out back. So we can both have a look.*

1. Why does Barry decide to retrieve the comic from the safe?

**Ans.** Barry is impressed by Mary's persistence and confidence, so he decides to show her the rare comic kept safely in the vault.

2. What does Barry's decision to show Mary the comic from the safe reveal about his attitude towards her actions?

**Ans.** It shows that Barry begins to respect Mary and takes her seriously as a genuine buyer.

## Listening Well

Listening for Understanding

E. Listen to a poem on the topic-There can be only one-and write down all the

**rhyiming words from the poem.**

**Ans.** touch – such, flair – air, torn – reborn, surprise – eyes, free – agrees, pun – one

## Spell Well

Play based Learning

**F.** Select a pivotal scene and reenact it with your own interpretation. Experiment with tone, gestures, and facial expressions to convey the emotions of the characters.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G.** Vocabulary Quest

Match the vocabulary words to their definitions.

### Vocabulary Words

### Definitions

- |                       |   |
|-----------------------|---|
| 1. Persistence        | (d) Continuing to do something inspite of difficulties or opposition. |
| 2. Rebellion          | (c) A refusal to obey or accept authority.                            |
| 3. Uniqueness         | (b) The quality of being different from any thing else                |
| 4. Spur-of-the-moment | (a) Acting on impulse without much thought.                           |

## Mastering Grammar

**1.** Insert the correct form of the verbs in the blank spaces in the following sentences:

1. A good dictionary costs a lot. (cost)
2. These five chairs cost one thousand rupees. (cost)
3. Ten kilometres is a long distance to walk. (be)
4. Sita lives next to my house (live)
5. Bread and butter is a wholesome food, (be)
6. One of the set three boys stands first in his class every year. (stand)
7. My kite flies very high in the sky. (fly)
8. They look gloomy. (look)
9. All the students in this school learn English. (learn)
10. My lawn looks very beautiful in spring. (look)

**2.** Rearrange the following into meaningful sentences:

1. all the pupils/English/in our school / learn

**Ans.** All the pupils in our school learn English.

2. the owner/lives/is/ in a large house / and / very rich

**Ans.** The owner is very rich and lives in a large house.

3. Some people/as it/travelling/ them sea-sick/dislike/makes / by sea

**Ans.** Some people dislike travelling by sea as it makes them sea-sick.

4. to walk a long way/is/ten miles

**Ans.** Ten miles is a long way to walk.

5. The Rose/And/Crown/High Street/situated/is/in/the

**Ans.** The Rose and Crown is situated in the High Street.

## 6

# Moments of Vision

**A. Tick (✓) the correct option.**

1. What does the speaker mean by "That mirror/Which makes of men a transparency"?

**Ans.** (a) The mirror reflects people's true selves

2. What is the significance of the mirror in the poem?

**Ans.** (b) It reveals the hidden aspects of oneself

3. What does the speaker imply when he asks, "Who holds that mirror"?

**Ans.** (b) He is questioning who has the power to reveal one's true self

4. What is the effect of the mirror's magic according to the speaker?

**Ans.** (a) It reveals the deepest thoughts and feelings of individuals

5. Why does the speaker mention "these night hours of ache"?

**Ans.** (c) To suggest that introspection is painful

**B. Answer the questions briefly.**

1. What is the significance of the mirror in the poem?

**Ans.** The mirror symbolizes self-reflection and introspection. It reveals a person's true thoughts, feelings, and inner nature which are usually hidden.

2. How does the speaker describe the mirror's ability to reveal truth?

**Ans.** The speaker describes the mirror as magical because it reflects the mind and heart honestly, without disguise or pretence.

3. Who does the speaker address with the question, "Who holds that mirror"?

**Ans.** The speaker addresses a higher power or conscience that enables people to see their true selves clearly.

4. What does the speaker mean by "That mirror/Whose magic penetrates like a dart"?

**Ans.** It means self-reflection is sharp and sudden. It pierces deep into the heart and mind, revealing hidden truths.

5. Why does the speaker mention "these night hours of ache"?

**Ans.** The speaker refers to nighttime as a period of loneliness and pain when people reflect deeply on their lives and emotions.

**Think Well**

Critical & Analytical Thinking

**C. Think and Answer.**

1. What emotions or sentiments do you think the speaker is experiencing in the poem? How do you know? Provide specific examples from the text.

**Ans.** The speaker experiences pain, confusion, and deep reflection. Words like ache, unaware, and last thoughts show emotional struggle and self-examination.

2. How might the ability to introspect and reflect on oneself impact an individual's moral and ethical decision-making? Can you think of any situations where this might be particularly important?

**Ans.** Introspection helps people understand right and wrong. It encourages ethical thinking, self-correction, and responsible decision-making in difficult situations.

**D. Answer these questions with reference to context.**

***That mirror***

***Works well in these night hours of ache:***

***Why in that mirror***

***Are tincts we never see ourselves once take***

***When the world is awake?***

1. Why does Barry decide to retrieve the comic from the safe?

**Ans.** At night, people are alone and free from distractions, allowing honest self-reflection.

2. What does Barry's decision to show Mary the comic from the safe reveal about his attitude towards her action?

**Ans.** It refers to hidden traits, emotions, and thoughts that become visible only during deep introspection.

**Listening Well**

Listening for Understanding

**E. Listen to a short summary of the poem and answer the questions that follow:**

1. What is the central theme of the poem?

**Ans.** The poem focuses on introspection and self-realization.

2. How does the speaker describe the mirror in the poem?

**Ans.** The mirror is described as magical and truthful, reflecting the inner self.

3. When does the speaker suggest that self-reflection is particularly effective?

**Ans.** It is most effective during solitude, especially at night.

4. What is the transformative potential of introspection according to the poem?

**Ans.** Introspection leads to self-awareness, growth, and personal transformation.

5. How does the speaker characterize the power of introspection in revealing true selves?

**Ans.** It exposes a person's true nature, thoughts, and emotions honestly.

F. Divide the class into two groups and debate on the topic "Is introspection essential for personal growth?"

Ans. Do it yourself.

## 7 The Umbrella Man

### UNIT-4 THEME : SCENES FROM CHILDHOOD

A. Tick (✓) the correct option.

1. What did the little man ask from the narrator's mother?

Ans. (a) A pound for his taxi fare

2. Why was the narrator's mother initially suspicious of the little man?

Ans. (c) Because he seemed too polite and well-dressed

3. What did the little man do with the pound he received from the narrator's mother?

Ans. (a) Bought a treble whisky at the pub

4. What did the little man do after exchanging the umbrella for a pound?

Ans. (b) Left the area and disappeared

5. What does the story suggest about the little man's scheme?

Ans. (a) It was foolproof and always successful

B. Answer the questions briefly.

1. Who does the narrator accompany to London? Why did they go to London?

Ans. The narrator accompanies her mother to London. They went there so that the narrator could visit the dentist to get a hole in her tooth filled.

2. How did the little man approach the narrator and her mother?

Ans. The little man approached them politely and respectfully. He raised his hat, spoke gently, and behaved like a well-mannered gentleman.

3. What did the little man ask for in exchange for his umbrella?

Ans. The little man asked for one pound as taxi fare in exchange for his silk umbrella, saying that he had forgotten his wallet.

4. What did the little man do after exchanging his umbrella for another pound note?

Ans. After exchanging the umbrella for another pound note, the little man quickly left the area and disappeared into the crowd.

5. What lesson does the mother want to teach her child at the end of the story?

Ans. The mother wants to teach her child not to judge people too quickly and to be careful and thoughtful while understanding others.

C. Think and Answer.

1. Evaluate the mother's initial suspicion of the little man. Was her caution justified or was she too quick to judge?

**Ans.** The mother's suspicion was justified because the little man was actually a trickster. Though he appeared polite and honest, he cleverly cheated people using his scheme.

2. Imagine an alternative ending to the story where the little man's scheme is never uncovered. How might this change the impact and message of the narrative?

**Ans.** If the scheme were never uncovered, the story would seem to praise clever cheating. The moral lesson about honesty and caution would be lost.

**D. Answer these questions with reference to context.**

**The room we were looking into was full of people and cigarette smoke, and our little man was in the middle of it all. He was now without his hat and coat, and he was edging his way through the crowd towards the bar.**

1. What was the atmosphere like inside the room as described in the passage?

**Ans.** The room was crowded, smoky, noisy, and full of people drinking and talking loudly.

2. Why did the little man take off his hat and coat inside the room?

**Ans.** He removed them because he had entered a warm pub and wanted to appear comfortable while ordering his drink.

## Listening Well

Listening for Understanding

**E. Listen to a short biography of Roald Dahl and answer the questions that follow.**

1. What were Roald Dahl's notable contributions to literature?

**Ans.** He wrote famous children's books with imaginative stories and unique characters.

2. How did Roald Dahl's experiences during World War II influence his writing?

**Ans.** His experiences as a fighter pilot added realism and adventure to his stories.

3. Which famous children's books did Roald Dahl write?

**Ans.** Charlie and the Chocolate Factory, Matilda, and James and the Giant Peach.

4. What is Roald Dahl's enduring legacy in the world of literature?

**Ans.** His stories continue to entertain and inspire children across generations.

## Spell Well

Play based Learning

- F. Creative Storytelling:** Create a short continuation of the story. What happens after the little man leaves? How does he continue his scheme? Discuss in groups.

**Ans. Do it yourself.**

# 8

## The Children's Hour

### A. Tick (✓) the correct option.

1. What is the "Children's Hour" referred to in the poem?

**Ans.** (b) A cherished time spent with the speaker's children

2. Who are the children mentioned in the poem?

**Ans.** (a) Alice, Allegra, and Edith

3. What does the speaker compare himself to in order to playfully challenge the children?

**Ans.** (c) An old mustache

4. Where does the speaker say he will keep the children?

**Ans.** (b) In the dungeon of his heart

5. What is the significance of the "Mouse-Tower on the Rhine" mentioned in the poem?

**Ans.** (b) It's a historical reference to a tower in Germany associated with a legend.

### B. Answer the questions briefly.

1. What is the "Children's Hour" and why is it significant in the poem?

**Ans.** The "Children's Hour" is a special time in the evening when the speaker spends joyful moments with his children. It is significant because it highlights the deep love, warmth, and emotional bond between the father and his children.

2. Who are the children mentioned in the poem, and what are their characteristics?

**Ans.** The children are Alice, Allegra, and Edith. Alice is serious, Allegra is cheerful and laughing, and Edith has golden hair. Together, they are playful, loving, and full of energy.

3. How does the speaker describe the actions of the children as they approach him?

**Ans.** The children quietly plan together and then suddenly rush towards him from different directions. They climb over his chair, surround him, and shower him with kisses.

4. What does the speaker compare himself to, and why?

**Ans.** The speaker compares himself to the Bishop of Bingen in the Mouse-Tower to humorously suggest that he is strong and capable, yet lovingly defeated by his children's affection.

5. What happens when the children approach the speaker?

**Ans.** They surround him completely, climb on him, hug him tightly, and overwhelm him with kisses, showing their deep affection.

**Think Well**

Critical & Analytical Thinking

**C. Think and Answer.**

1. What is the significance of the "Mouse-Tower on the Rhine" in the poem?

**Ans.** The Mouse-Tower symbolizes a strong fortress. By mentioning it, the poet highlights that even strong defenses cannot protect the speaker from the loving attack of his children.

2. How does the speaker express his affection for the children?

**Ans.** The speaker expresses affection through playful imagery, gentle humor, and metaphor. He calls his heart a fortress where he wishes to keep his children forever, showing deep emotional attachment.

**D. Answer these questions with reference to context.**

**They climb up into my turret**

**O'er the arms and back of my chair**

**If I try to escape, they surround me:**

**They seem to be everywhere.**

1. How does the speaker describe the children's actions when they enter his space?

**Ans.** The speaker describes that the children climb over his chair, surround him from all sides, and move so quickly that they seem to be everywhere. Their actions are playful, energetic, and full of affection.

2. What is the speaker's reaction to the children's presence and actions?

**Ans.** The speaker reacts with joy, amusement, and deep love. He pretends to resist them playfully but actually enjoys their affection and feels happy being surrounded by them.

**Listening Well**

Listening for Understanding

**E. Listening**

1. What is the significance of the "Children's Hour" in the poem?

**Ans.** The "Children's Hour" is a special time when the speaker's children come to spend loving and joyful moments with him. It shows the deep bond and affection between the father and his children.

2. How does the speaker describe the actions of the children as they approach him?

**Ans.** The children quietly plan together and then suddenly rush towards him. They climb over his chair, surround him, and fill the room with laughter and excitement.

3. What playful comparison does the speaker make regarding himself and the Bishop of Bingen?

**Ans.** The speaker compares himself playfully to the Bishop of Bingen in the Mouse-Tower, suggesting that although he seems strong, he is lovingly defeated by his children.

4. What is the ultimate sentiment expressed by the speaker towards the children in the

poem?

**Ans.** The ultimate sentiment is deep and everlasting love. The speaker wishes to keep his children forever in his heart, showing that parental love is strong and timeless.

## Spell Well

Play based Learning

**F. Speaking:** Share a personal story or memory of a special moment spent with your family or loved ones. Express your emotions and sentiments associated with that moment.

**Ans. Do it yourself.**

# 9

## Rajam and Mani

UNIT-5 THEME : UNBREAKABLE BONDS

**A. Tick (✓) the correct option.**

1. What does Mani plan to do initially when he meets Rajam near the river?

**Ans.** (c) Break his limbs

2. Why does Rajam fire a shot into the air when he arrives at the river?

**Ans.** (a) To scare away any potential threats

3. Why does Mani hesitate to engage in a fight with Rajam?

**Ans.** (a) He realizes it would be unfair without a weapon

4. What ultimately leads to the reconciliation between Mani and Rajam?

**Ans.** (c) They both realize the futility of their enmity

5. How does the story end?

**Ans.** (a) Mani and Rajam become close friends

**B. Answer the questions briefly.**

1. What was the initial conflict between Mani and Rajam?

**Ans.** The conflict began due to Mani's pride and jealousy when Rajam emerged as a strong rival in class and was equally dominant.

2. Why did Rajam fire a shot into the air?

**Ans.** Rajam fired a shot to warn Mani and show that the fight would not be fair as he had a gun.

3. How did the conflict between Mani and Rajam get resolved?

**Ans.** The conflict was resolved through honest conversation when both realized that fighting was meaningless and chose friendship.

4. What gesture of goodwill did Rajam make towards Mani?

**Ans.** Rajam offered biscuits to Mani as a sign of peace and friendship.

5. How did Swaminathan feel about the resolution of the conflict?

**Ans.** Swaminathan felt extremely happy and peaceful because his friends reconciled.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Reflect on the theme of pride and rivalry in the story. How does it drive the initial conflict, and how is it ultimately resolved?

**Ans.** Pride and rivalry made Mani see Rajam as a threat, leading to anger and violence. The conflict was resolved when both boys communicated openly and realized that friendship was better than hostility.

2. If you were in Swaminathan's position, how would you have approached the situation between Mani and Rajam? What advice would you have given them?

**Ans.** I would advise them to talk calmly, avoid violence, and resolve misunderstandings through friendship and mutual respect.

### D. Answer these questions with reference to context.

**Nallappa's Grove stood a few yards before them. It was past six and the traffic for the day between the banks was over. The usual evening crowd was far behind them. Swaminathan and Mani were squatting on the sand. They were Silent.**

1. What is the significance of Nallappa's Grove in the story?

**Ans.** Nallappa's Grove is the meeting place where Mani and Rajam confront each other and eventually reconcile.

2. Describe the atmosphere and setting during this scene by the river.

**Ans.** The setting is calm and quiet with fading daylight, rustling leaves, and the gentle sound of the river, creating a peaceful mood that supports reconciliation.

## Listening Well

Listening for Understanding

**E. Listening:** Listen to a short poem on Unbreakable bonds and write all the rhyming words that appear in the poem.

**Ans.** strong – along, stand – hand, way – may, turns – burns, embraces – spaces.

## Spell Well

Play based Learning

**F. Role Play Dialogue:** Divide the class into pairs and assign each pair a specific scene or conversation from the story. Ask them to reenact the dialogue between Rajam, Mani, and Swaminathan.

**Ans.** Do it yourself.

## Fun with Grammar

Literacy Skills

**G. Vocabulary Quest**

**Fill in the blanks with the appropriate words from the story:**

1. "Rajam displayed **goodwill** by offering biscuits as a gesture of goodwill."
2. "Mani's **animosity** towards Rajam began to soften as they talked by the river."
3. "The **conflict** between the two boys was finally resolved through Swaminathan's intervention."
4. "Swaminathan acted as a **mediator** between Mani and Rajam, helping them communicate."
5. "The river's **murmur** provided a soothing backdrop to their gentle conversation."
6. "Despite their **rivalry**, Mani and Rajam eventually became close initial friends."
7. "Swaminathan played the role of a **mediator**, helping to bridge the gap between the two boys."
8. "Rajam's offer of biscuits was a **friendly** gesture, symbolizing his desire for reconciliation."

### Mastering Grammar

**Put in the correct phrases and form a conditional sentence (type I, II, III).**

1. If meet at 9:30, we **will have** (to have) plenty of time
2. Lisa would find the milk if she **looked** (to look) in the fridge.
3. The zookeeper would have punished her with a fine if she **had fed** (to feed) the animals.
4. If you spoke louder, your classmates **would understand** (to understand) you.
5. Dan **would arrive** (to arrive) safe if he drove slowly.
6. You **would have had** (to have) no trouble at school if you had done your homework.
7. If you swim (to swim) in this lake, you'll shiver from cold.
8. The door will unlock if you **press** (to press) the green button.
9. If Me! **had asked** (to ask) her teacher, he'd have answered her questions.
10. I **would call** (to call) the office if was/were you.

10

## Field Marshal Sam Manekshaw

UNIT-6 THEME: PIONEERS OF COURAGE

**A. Tick (✓) the correct option.**

1. What distinguished Field Marshal Manekshaw's military career?

**Ans.** (a) He was the first Indian Army officer to become a field marshal.

2. Where was Field Marshal Manekshaw born?

**Ans.** (b) Amritsar, Punjab

3. Why did Field Marshal Manekshaw decline to go to Dhaka to accept the surrender of Pakistani forces?

**Ans.** (b) He believed the honor should go to Lieutenant General Jagjit Singh Aurora  
4. When is "Vijay Diwas" celebrated in memory of Field Marshal Manekshaw's leadership?

**Ans.** (c) 16 December

5. What was Field Marshal Manekshaw's approach when India decided to go to war with Pakistan in 1971?

**Ans.** (c) He emphasized careful planning and preparation before setting a date for conflict.

**B. Answer the questions briefly.**

1. Who was Field Marshal Shamsherji Hormusji Framji Manekshaw?

**Ans.** Field Marshal Sam Manekshaw was a legendary Indian military leader and the first Indian Army officer to be promoted to the rank of Field Marshal.

2. What distinguished Field Marshal Manekshaw's military career?

**Ans.** His career spanned four decades and five wars, including World War II and the Indo-Pak War of 1971, where he led India to a decisive victory.

3. Where was Field Marshal Manekshaw born?

**Ans.** He was born in Amritsar, Punjab.

4. What significant role did Field Marshal Manekshaw play in the Indo-Pakistan War of 1971?

**Ans.** He led the Indian Army to a swift and decisive victory, resulting in the liberation of Bangladesh.

5. What advice did Field Marshal Manekshaw give regarding 'Yes men'?

**Ans.** He warned that 'Yes men' are dangerous because they lack independent thinking and can never become true leaders.

## Think Well

Critical & Analytical Thinking

**C. Think and Answer.**

1. Field Marshal Manekshaw's leadership during the 1971 war led to a swift and decisive victory for India. What leadership qualities and strategies do you think were crucial to his success in this conflict?

**Ans.** Field Marshal Manekshaw showed realism, strategic planning, honesty, and concern for his troops. He refused to rush into war without preparation and ensured readiness before action, which led to India's decisive victory.

2. Reflect on the significance of "Vijay Diwas" and the legacy of Field Marshal Manekshaw. How does his life story and leadership inspire you personally, and what lessons can be drawn from his experiences?

**Ans.** Vijay Diwas symbolizes India's historic victory in 1971. Manekshaw's life inspires us

to value courage, integrity, and responsible leadership. His experiences teach us the importance of patience, preparation, and moral strength.

**D. Answer these questions with reference to context.**

**For his distinguished service to the country, the President of India awarded Manekshaw a Padma Vibhushan in 1972 and conferred upon him the rank of field marshal, a first, on 1 January 1973.**

1. What prestigious award did Field Marshal Manekshaw receive from the President of India in 1972?

**Ans.** He was awarded the Padma Vibhushan.

2. What significant milestone did Field Marshal Manekshaw achieve on 1st January 1973?

**Ans.** He was conferred the rank of Field Marshal, becoming the first Indian Army officer to receive this honour.

## Listening Well

Listening for Understanding

**E. Listen to an interview between a military commander and journalist and answer the questions that follow.**

1. What inspired the Commander to pursue a career in the military?

**Ans.** He was inspired by his family's military tradition and stories of duty and honour.

2. How did a pivotal moment early in the Commander's career shape their leadership style?

**Ans.** A challenging early mission taught him decisive action and clear communication.

3. Can you name a specific challenge the Commander faced during a peacekeeping mission?

**Ans.** He faced diplomatic tensions during a peacekeeping mission and resolved them through dialogue and calm leadership.

4. What advice does the Commander have for young individuals aspiring to a military career?

**Ans.** He advises young people to develop discipline, resilience, teamwork, and continuous learning.

## Spell Well

Play based Learning

**F. Speaking:** "Considering Field Marshal Manekshaw's experiences and leadership style, how can his approach to decision-making under pressure be applied in today's complex geopolitical landscape, and what lessons can current military leaders draw from his legacy?" Discuss in groups.

**Ans. Do it yourself.**

## G. Vocabulary Quest

Collocations are combinations of words that tend to occur together frequently in a language.

Choose the right words to complete the following collocations in English.

1. make a bed
2. make a phone call
3. look up a word in a dictionary
4. solve a problem
5. make friends
6. keep financial records
7. cheer somebody up
8. look forward to meeting
9. apply for a job
10. drop litter on the floor

Write the words from the box in empty spaces to complete the phrases. Used each word only as many times as it is in the box, made sure that all words are used:

- |                           |                             |
|---------------------------|-----------------------------|
| (a) <u>do</u> the laundry | (b) <u>read</u> a book      |
| (c) <u>get</u> up         | (d) <u>listen</u> to music  |
| (e) <u>have</u> dinner    | (f) <u>have</u> a shower    |
| (g) <u>go</u> to bed      | (h) <u>go</u> shopping      |
| (i) <u>wath</u> TV        | (j) <u>read</u> a newspaper |
| (k) <u>come</u> home      | (l) <u>iron</u> the clothes |
| (m) <u>have</u> breakfast | (n) <u>get</u> dressed      |
| (o) <u>go</u> to work     | (p) <u>have</u> lunch       |

## Mastering Grammar

1. State whether the verbs in the following sentences are transitive or intransitive.

1. She advised me to consult a doctor.

**Ans.** Transitive.

2. Let's invite your cousins as well.

**Ans.** Transitive

3. I waited for an hour.

**Ans.** Intransitive

4. I received your letter in the morning

**Ans.** Transitive

5. I am going to send her some flowers

**Ans.** Transitive

6. He has changed a lot since he got married.

**Ans.** Intransitive

7. Suddenly the child woke up.

**Ans.** Intransitive

8. The loud noise woke me.

**Ans.** Transitive

9. Let's discuss your plans.

**Ans.** Transitive

10. I heard a lovely song in the morning.

**Ans.** Transitive

## 11 Guiding Lights

### UNIT-7 THEME : GUIDING LIGHTS

**A. Tick (✓) the correct option.**

1. What did Evans and Hooker find in the hole?

**Ans.** (b) Gold bars

2. Why did Evans start to feel uneasy in the forest?

**Ans.** (c) He was tired and thirsty

3. What did Hooker realize about the thorns in the forest?

**Ans.** (b) They were used by the Dyaks for poison blowpipes

4. How did Evans meet his unfortunate end?

**Ans.** (b) He was poisoned by a thorn.

5. What did Hooker do after witnessing Evans fate?

**Ans.** (c) He tried to help Evans, but it was too late

**B. Answer the questions briefly.**

1. Who were the two main characters in the story?

**Ans.** The two main characters were Evans and Hooker, treasure seekers.

2. What was their objective in coming to the island?

**Ans.** Their objective was to find and take away the hidden treasure (gold ingots).

3. What did they find in the hole dug by the dead Chinaman?

**Ans.** They found gold ingots hidden in the hole.

4. How did Evans react when he realized he had been pricked by a thorn?

**Ans.** Evans became restless and furious, then suddenly collapsed in pain and began to convulse, realizing something was seriously wrong.

5 What was Hooker's fate at the end of the story?

**Ans.** Hooker also got pricked by a poisoned thorn and realized that he too would die, sitting helplessly beside the treasure.

## Think Well

Critical & Analytical Thinking

### C. Think and Answer.

1. Explore the theme of greed in the story. How do the characters actions reflect this theme, and what are the consequences?

**Ans.** The story clearly shows that greed leads to destruction. Evans and Hooker are so obsessed with gold that they ignore danger, morality, and even human life. Their greed blinds them, and ultimately both are killed by the poisoned thorns, losing not only the treasure but their lives.

2. Consider the setting of the story and its impact on the events. How does the dense forest and isolated island contribute to the suspense and tension?

**Ans.** The dense forest, isolation, heat, and silence create an atmosphere of fear and suspense. The unfamiliar surroundings, poisonous plants, and absence of help increase tension and make the characters vulnerable, leading to their tragic end.

### D. Answer these questions with reference to context.

**But Evans was silent and motionless, save for a horrible spasmodic twitching of his limbs. A profound silence brooded over the forest.**

1. What is Evans' condition after he leans against the tree, and how is he described?

**Ans.** After leaning against the tree, Evans collapses to the ground and becomes silent and motionless. His body shows horrible spasmodic twitching, indicating that the poison has taken effect.

2. How is the atmosphere in the forest portrayed after Evans becomes silent and motionless?

**Ans.** The forest is shown as deeply silent, gloomy, and terrifying. A profound, heavy silence hangs over the forest, increasing the sense of fear and tragedy.

## Listening Well

Listening for Understanding

### E. Listen to these character traits and write down the characters who had these traits Evans or Hooker:

- |               |   |               |
|---------------|---|---------------|
| 1. Analytical | : | <u>Hooker</u> |
| 2. Balanced   | : | <u>Hooker</u> |
| 3. Greedy     | : | <u>Evans</u>  |
| 4. Impulsive  | : | <u>Evans</u>  |
| 5. Observant  | : | <u>Hooker</u> |

**F. Speaking:** "What if Hooker and Evans had made different choices? Discuss with your partner.

**Ans. Do it yourself.**