

OAKWOOD-8

# OAKWOOD-8

## L-1 (THE GIFT OF THE MAGI)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

- A. 1. Della was saving the money for the present for Jim.  
2. The Dillingham Youngs weren't expecting any visitors.

However, some clues suggest:

1. The description mentions a "shabby little couch" and a "worn red carpet," suggesting a modest and simple living arrangement. This could imply they don't often host large gatherings or have many people coming and going.
2. The text mentions a broken doorbell and a mailbox "into which no letter would go." This suggests their communication with others might be limited, potentially reducing the number of visitors they receive.
3. There were two possessions of the James Dillingham Youngs in which they both took much pride. One was Jim's gold watch and the other was Della's hair.
4. Della decided to sell off her beautiful long hair for Jim's present.
5. Della was worried about Jim's reaction to the cutting of her hair because Jim liked her hair very much.
6. Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes got fixed on Della, and there was an

expression in them that she could not read, and it terrified her. It was not anger, surprise, or any of the other sentiments that she got prepared for. He stared at her with that peculiar expression on his face.

7. Jim's gift for Della was a set of combs, side and back, that Della had worshipped long in a Broadway window. They are beautiful, expensive combs made of pure tortoise shell with jewelled rims—just the shade to wear in the beautiful brown hair of Della.

8. The ironic element is the unexpected outcome of the story. Clearly, Della cannot make use of the decorative combs in her very short hair, and Jim lacks the watch he has sold. He has no need for the expensive chain his wife has purchased with the sale of her long locks.

B. 1. b    2. B    3. b    4. c

C. 1. brightly                      2. nervously, chilly                      3. curiously

4. carefully, wonderfully    5. Suddenly                      6. rapidly

### THINKING SKILLS

Do it yourself.

### GRAMMAR

A. compound, complex, compound, compound, complex, simple

B. The work is done. You may come in.

- Mrs. Wilkinson went to the market and her daughter came.
- We **must** hurry or we will miss our flight.

- They started a new business and never seen the shortage of money.
- Work hard, so you will succeed.

## WRITING SKILLS

Do it yourself.

## VOCABULARY

shoeshine ,haystack, bypass, inmate , offshoot, makeshift, downfall, outdate

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. Ron was so tired of trying to fix the machine that he decided to *give up* and call an electrician.
2. *I had a few minutes before the exam to look over the books.*
3. Neha used to *wrap up* in her coat.
4. The event has been put off for a week.
5. We worked extra hours to make up for the time we had missed.
6. She refused to rule out the possibility of joining a job.
7. He carries a diary so that he can jot down new ideas.

## L-2 (THE DIARY OF A YOUNG GIRL)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

- A.** 1. In Holland during the Second World War, the Germans invaded the country. All the Jews were frightened for their lives.
2. The Frank family decided to hide in a secret flat in Mr. Frank's office building because of the German invasion.
3. Diary is the 'nicest gift' that Anne got on her birthday. It is so special because she doesn't have any friends, so this diary became a new friend of hers.
- 4.
5. Mr. Keesing was her teacher . He was annoyed with Anne because he talked too much.
6. Mr. Frank made him stay more at home because he couldn't work at the business any more.
7. Hello Silberberg was a sixteen-year-old boy. He was kind, and he told lots of funny stories to Anne.
8. Mr. Frank felt worried because of the Germans and that they could take everything away. He was storing food, clothes, and furniture. He arranged everything in case of misfortune.

B. 1. T 2. F 3. F 4. F 5. T 6. T 7. T 8. T

C. 1.e 2.a 3.c 4.b 5.d

### THINKING SKILLS

Anne's diary reveals a strong, independent voice constantly expressing her opinions, defying the restrictions imposed by her hidden life. Despite being told to be quiet due to hiding, she never silenced her thoughts and feelings within the pages of her diary.

## GRAMMAR

- A.1. Ronnie asked if I knew the way to St. Cathedral.
2. Mrs. Ferrera shouted for help.
3. My brother asked if I was going to join them in the party.
4. Mother asked if my friend was coming for the dinner.
5. Miss Laura simply asked if Martha was a bad girl.
6. George asked if I was going to take help from such a mean man like him.

- B.1. Romie said "Are you going to the market?"
2. My sister said "Do you like your new school?"
3. My mother said "Are you going out with your friends?"
4. Mr. Bratley said "Are there many visitors at the zoo ?"
5. Mrs. Eliot said "Do you like my song?"
6. Diana said "Would you like to accompany me?"

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. guilty
2. satisfy
3. instinct
4. govern
5. dully

## **ASL**

Do it yourself.

## **LIFE SKILLS**

Do it yourself.

## **BRAIN BOOSTERS**

1. cut down
2. taken to
3. backed up
4. work out
5. gave off
6. turned out
7. called for
8. broke down

## COLONEL FAZACKERLEY

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A.1. a. Colonel Fazackerley bought **an old castle**.

b. The castle was **haunted by a ghost**, but the Colonel wasn't informed about it before buying the property.

c. In the context of the poem, "**spectre**" **refers to the ghost** that appeared in the Colonel's castle.

2. a. **The ghost** has been referred to as "My dear fellow" by Colonel Fazackerley.

b. **Colonel Fazackerley** was the one doing the action described: "Colonel Fazackerley put down his glass."

c. The statement "I imagine you're going to a Fancy Dress Ball?" is **Colonel Fazackerley's sarcastic comment** to the ghost. He is making a light of the situation by comparing the ghost's dramatic appearance to a costume party, demonstrating his **unfazed** and even **humorous** reaction to the presence of a ghost.

3. a. The poem directly mentions the ghost wearing a **phosphorous cloak**.



b. The ghost's behavior is described as **dramatic and theatrical**. They appear with a "furious flash and a flare," give a "withering cry," roar, and float around the room, even passing through walls and the chimney.

c. The poem strongly suggests that the Colonel **was not afraid**. He remains calm and even seems amused by the ghost's attempts to scare him.

4. a. The **poor spectre** in this passage is the **ghost**. The word "spectre" itself refers to a ghost or apparition, and the adjective "poor" suggests his current state of distress.

b. The ghost is out of his wits because of **Colonel Fazackerley's unexpected and unfazed reaction**. He was likely trying to scare the Colonel away, but instead, the Colonel complimented his performance and even invited him for a drink and a party. This turn of events is clearly outside the ghost's usual experience and disrupts his intended haunting.

c. The ghost's reactions demonstrate his **confusion, frustration, and helplessness** in the face of the Colonel's unexpected and nonchalant attitude towards his haunting attempts.

**B.1. People forgot to tell the colonel that the castle was haunted by a ghost.**

**2.The colonel reacted humorously and sarcastically.** He complimented the ghost's dramatics and compared them to a costume party.

**3. The colonel offered the ghost a drink and a seat.**

**4. The ghost felt frustrated and confused by the colonel's unexpected reaction.** He responded with a "withering cry" and increased his efforts to scare him .

5. Self attempt.

C. **1.** "I imagine you're going to a Fancy Dress Ball?"

"Now just how you do it I wish I could think... Do sit down and tell me, and please have a drink."

**2.** "When the ghost, with a furious flash and a flare, Shot out of the chimney and shivered. 'Beware!'"

"The ghost in his phosphorous cloak gave a roar / And floated about between ceiling and floor. / He walked through a wall and returned through a pane / And back up the chimney and came down again

**3.** "My dear fellow, that's really first class! / I just can't conceive how you do it at all."

"Said the Colonel, 'With laughter I'm feeling quite weak!'

"Colonel Fazackerley, just as before, / Was simply delighted and called out, 'Encore!'"

**4.** "At which the ghost vanished, his efforts in vain, / And never was seen at the castle again."

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. I woke up on hearing the **shrill** of the alarm.
2. There was such a **clamor** in the house that I was unable to study.
3. The rocket went **whooshing** in the sky.
4. I broke into a **fit** of laughter on hearing the joke.
5. The dry leaves made a **crackling** sound when they walked on them.

## L-3 (THREE MEN IN A BOAT)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A.1. The three men, George, Harris, and Jerome, are discussing **their health** from a medical point of view. They are feeling unwell and believe they have various ailments, although none are confirmed.

2. Jerome **read a patent medicine advertisement** for liver pills. The advertisement listed various symptoms, and Jerome **identified with all of them**, leading him to believe he had a liver problem.
3. The "extraordinary thing" is that Jerome **seems to convince himself** he has **any disease** he reads about. Reading a medical book about hay fever convinced him he had it, and even a general list of diseases made him feel he had all of them.
4. Jerome visited the British Museum to **read up on the treatment** for a **slight ailment** he had, specifically **hay fever**.
5. Jerome said this because reading the symptoms of various diseases in the medical book **convinced him** he was **seriously ill**, even though he was initially healthy. This **exaggerated perception** of his health made him feel like a "decrepit wreck" even though he had nothing major.
6. The doctor prescribed **simple lifestyle changes**:

- 1 lb. beefsteak with 1 pt. bitter beer every 6 hours (likely to improve nutrition and digestion)
- A 10-mile walk every morning (for exercise)
- Bed by 11 pm every night (for proper sleep)
- Avoiding unnecessary worry and overthinking

7. **“And they didn't give me pills; they gave me clumps on the side of the head.” Who**

- "They" refer to the **doctor**. He gave Jerome "clumps" on the head for **exaggerating his illness** and **fixating on unnecessary worry**.
- The doctor aimed to **encourage Jerome to relax** and **stop obsessing** over potential health issues, ultimately leaving the real cure to the prescribed **healthy lifestyle changes**.
- However, they likely **helped him shift his perspective** away from unhealthy fixations and potentially aided his recovery through improved mental well-being and adherence to the doctor's advice.

B. The statements that are **correct** are:

- All the three friends were hypochondriacs.
- The friends concluded that they needed rest and some change.
- Harris was in favour of a sea trip.
- Jerome felt that one week is too less a time for a sea trip.

The statements that are **incorrect** are:

- They were the victims of a hundred and seven fatal maladies.
- Jerome K. Jerome suffered from a severe liver ailment.
- The physician advised Jerome to concentrate on his maladies.

C. 1. d.      2. b.      3. c.      4. a

### THINKING SKILLS

Do it yourself.

### GRAMMAR

A.1. The song which was sweet filled the room with melody.

2. The bed which was soft offered a comfortable haven after a long day.

3. The soldier who was brave fought valiantly for his country.

4. The student who is my roommate enjoys studying late into the night.

5. The girl who was truly beautiful captivated everyone with her radiance.

6. The mattress which is very rough makes it difficult to get a good night's sleep.

B.1. Acceptable

2. Incorrect

3. Incorrect

4. Acceptable

5. Acceptable

## **WRITING SKILLS**

Do it yourself.

## **VOCABULARY**

- |                          |                              |
|--------------------------|------------------------------|
| 1. Invalid: weak         | 2. Fatal: deadly             |
| 3. Glanced: look quickly | 4. Wreck: ruin               |
| 5. Preserved: conserved  | 6. Illustrative: explanatory |
| 7. Drowsy: sleepy        |                              |

## **ASL**

Do it yourself.

## **LIFE SKILLS**

Do it yourself.

## **BRAIN BOOSTERS**

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

## L-4 (THE KITEMAKER)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1. Mehmood was famous for being a skilled **kitemaker**, renowned for creating elaborate and beautiful kites. However, the changing times led to a decline in the popularity of kite flying, causing him to live an **abandoned life** later on, with no one interested in buying his kites and his skills becoming obsolete.

2. The young boy, Ali, ran to Mehmood because his **kite got stuck** in the branches of the banyan tree and needed his grandfather's help to retrieve it.

3. The story suggests several reasons why kite flying is no longer a popular pastime:

- **Adults find it disdained:** It's considered a childish activity.
- **Children prefer other forms of entertainment:** They are more interested in spending money at the cinema or on other trendy activities.
- **Lack of open spaces:** Urbanization has limited the availability of open spaces needed for kite flying.



4.The old man reminisces about the "good old days" when:

- **Kite flying was a respected sport:** Adults, including the **Nawab**, participated and enjoyed flying kites.
- **He was well-known and respected:** People knew and praised him for his exceptional skills.
- **Life was more leisurely:** People had more time for leisure activities and community gatherings.
- **There was a closer connection with neighbours:** People cared about and looked out for each other.

5.The "**Dragon Kite**" was a unique and complex creation with:

- Multiple paper discs strung on a bamboo frame.
- Grass sprigs attached for balance.
- A painted face on the first disc with mirrored eyes.
- An undulating shape resembling a serpent.
- It required exceptional skill to fly due to its weight and complexity.

Mehmood **lost control of the kite** when the string snapped, and it soared out of sight, never to be found again.

6.The "**sweating mass of humanity**" is a metaphor\*\* for the busy and crowded people\*\* in the city. They are described as:

- **Sweating:** Exerting themselves and working hard.
- **Mass:** A large and unorganized group of people.
- **Raucous:** Loud and noisy.

7.The similarity between Mehmood and the banyan tree is their **shared experience of aging and change:**

- **Mehmood**: His hands are gnarled like the tree's roots, symbolizing his age and the passage of time.
- **Banyan tree**: An ancient tree that has grown slowly over time, similar to how Mehmood has lived a long life.
- Both are **permanent fixtures** in their environment, even though they are overlooked by the fast-paced world around them.

B.1. He loved to see his grandson flying the kites made by him.

2. Lamenting that people no more enjoyed kite flying kites.

3. They did not have time for fun activities.

4. Neither they had time nor they cared for old friends.

C. 1. mostly; He **frequently** visited the library to borrow new books.

2. freed ; The bird **liberated** itself from the cage by breaking the bars.

3. finally ; We **eventually** reached our destination after hours of driving.

4. quickly ; The fire spread **swiftly** through the dry forest.

D. **Dragon Kite ,Musical kite etc.**

## **THINKING SKILLS**

Do it yourself.

## GRAMMAR

- A.1. I **loved** to dance with my cousin.
2. I **wanted** to ask for a favor.
3. I **did not like** to roam out of my place late in the night.
4. **Did you really like** the meal cooked by Mrs. Wilkinson?
5. **Didn't you want** to have fun in the mall?

- B. 1. **Incorrect:** "I haven't seen her **since** Monday."  
2. **Correct**  
3. **Incorrect:** "She **made** the meal before they **came**."  
4. **Incorrect:** "Did I **like** him?"  
5. **Correct:** "I **would call** him if I **had had** his number."

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. I **hardly** missed the flight as I got up late in the morning.
2. A relief team was sent to **distribute** medicines and food among the flood victims.
3. I think they have given too much **liberty** to their children.
4. Find the **headline** that accompanies this news.
5. The police were instructed to **exercise** restraint and handle the situation tactfully.

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. meek
2. darken
3. praises.
4. Improving

### *Sentences:*

**Arrogant:** The big bully acted arrogantly, thinking he was better than everyone else.

**Illuminate:** The fairy used her wand to illuminate the dark cave, making everything sparkle.

**Berates:** The coach never berated his players, instead offering them encouragement and advice.

**Deteriorating:** The old building was deteriorating, with peeling paint and broken windows.

## THE MICROSCOPE

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

**A.1. a. Anton Leeuwenhoek was Dutch.**

**b. Anton sold pincushions, cloth etc. However, he worked on grinding special lenses for a microscope instead of tending his store.**

**c. The people were getting angry with him because he claimed to see tiny creatures in water using his microscope, which they found unbelievable and thought he was crazy.**

**d. Antonym:** calm, tranquil, peaceful

**Synonym :** fury, anger, outrage

2. a. The line "He worked, instead of tending store" means that **Anton spent his time working on making lenses for his microscope instead of focusing on his job as a shopkeeper.** This suggests his passion and dedication to his scientific curiosity, even at the cost of neglecting his business.

b. Anton was trying to make **powerful magnifying lenses** to study tiny things.

c. The poem lists some of the insects Anton observed:

- **mosquitoes' wings**

- **hairs of sheep**
- **legs of lice**
- **spiders' spinning gear**
- **fishes' scales**

d. **MAXINE KUMIN** is the poet of this poem.

3.a. all-small

Hop-drop

b. **'His'** refers to **Anton Leeuwenhoek**.

c. **He** used a smear of his own blood.

d. The poem describes the bugs as **swimming, bumping, and hopping**.

4. a. **Spain**.

b. **Microscope**

c. **They thought he was lying about seeing tiny creatures in the water**.

d. **Dumkopf** means **"dope"** or a **foolish person**.

B. **1. Microscope** is a scientific instrument that allows us to see very small things that are invisible to the naked eye. It is invented by **Anton Leeuwenhoek** .

**2. Anton initially worked as a tradesman, selling things like pincushions and clothes.**

3. Anton used his microscope to see various things, including:

- Mosquitoes' wings
- Sheep's hair
- Lice legs
- Human, dog, and mice skin
- Ox eyes
- Spider's spinning gear
- Fish scales
- A smear of his own blood
- **Most importantly, microscopic organisms (bugs) in water**

4. The Dutchmen **did not believe Anton's work because it seemed impossible and absurd to them.** Seeing tiny creatures in water and a housefly's brain was beyond their understanding at that time.

**5. "Dumkopf" means "dope" or "stupid."** It was not right of them to call Anton names, especially because he was making valuable scientific discoveries even though they couldn't understand them.

6. We can say Anton was **determined** because:

- He ignored his failing business and focused on making lenses despite the lack of immediate benefits.
- He continued his work even though people ridiculed him and called him names.

7. Rhyming words:

- **Dutch:** clutch, touch, much
- **Gear:** cheer, clear, near
- **Spain:** rain, gain, plain
- **Fussed:** discussed, cussed, adjusted
- **Dope:** scope, hope, cope

## **WRITING SKILLS**

### **A Journey Through Magnification: The Evolution of the Microscope**

From humble beginnings to the marvels of modern science, the microscope's journey has revolutionized our understanding of the unseen world. The earliest, credited to Hans and Zacharias Janssen in the 16th century, were crude magnifying glasses mounted in a tube. These primitive tools paved the way for Anton van Leeuwenhoek's groundbreaking work in the 17th century. Using a single, powerful lens, he observed microorganisms, forever changing the course of biology.



The 18th and 19th centuries saw the rise of compound microscopes, employing multiple lenses for higher magnifications and clearer images. Innovations like achromatic lenses corrected color aberrations, while advancements in illumination techniques further enhanced image quality.

Today, microscopes come in a diverse array, each catering to specific needs. Light microscopes are the most common, utilizing visible light to magnify up to 2,000 times. Electron microscopes, on the other hand, use electron beams to achieve magnifications millions of times greater, revealing the intricate details of atoms and molecules. Scanning electron microscopes (SEM) provide three-dimensional visualizations of surface features, while transmission electron microscopes (TEM) delve deep into the internal structures of materials.

The microscope continues to evolve with the integration of digital technology. Digital microscopes capture images and videos, allowing for easier analysis and sharing of observations. The future promises further advancements in resolution, automation, and even miniaturization, making the unseen world even more accessible to the curious minds of scientists and students alike.

## VOCABULARY

Austrians

Belgians

British

Canadians

Egyptians

Greeks

Irish

Japanese

Scottish

## L-5 (CHAMPION FOREVER)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1. Karan studied earlier in Franklin Public School. He had to change it because his father's company closed down and they couldn't afford the fees anymore.

2. Karan disliked his new school because they didn't have football, his favorite sport.

3. Karan promised his father that he would try a new sport.

4. Karan was afraid of choosing a new sport because he was afraid of failing and being embarrassed.

5. Karan chose badminton and Subhash helped him with it.

6. Karan was scared after knowing the opposite team was Franklin's. He feared his old teammates would blame him for leaving the team and that they would laugh at him if he lost.

7. Karan's father encouraged him to go ahead and face his opponents. In the end, Karan and Subhash won the game.

B. Do it yourself.

C. Here are the instances from the story to prove the given statements:

1. **Karan's father was a caring and considerate man.**

- He patiently listened to Karan's complaints about the new school. (e.g., "But surely you could take up some other sport!")
- He never lost his temper when Karan threw tantrums. (e.g., "The conversation at the dinner table had been repeated a

dozen times in the last two months... though in different forms. It was his mother who always put a stop to it; his father had never once, in all this time, lost his temper.")

- He understood Karan's pain even though he never experienced it himself. (e.g., "And yet he understood Karan's pain. What was more, he was always patient when Karan threw a tantrum.")

## **2. Karan loved his father though he was angry with him for changing his school.**

- He felt ashamed of his selfishness when he realized his father was also struggling. (e.g., "Suddenly, Karan felt ashamed of his selfishness.")
- He told his father about his selection in the badminton trials with subdued excitement, indicating he still valued his father's opinion. (e.g., "We have our trials tomorrow!" He told his family one day, with subdued excitement.")
- He confided in his father about his fear of facing his old team, showing trust and seeking his support. (e.g., "Papa, our opponent in the first round is Franklin's.")

## **3. Karan got the confidence to play due to the support from his friends and teachers.**

- Subhash encouraged him to try badminton and praised his athleticism. (e.g., "Oh, I know you are a great centre-forward, but unfortunately we don't have a football ground. An athletic chap like you can be an asset to any sport, you know...")
- Subhash offered to teach him the finer points of badminton and gave him valuable tips. (e.g., "Once they started playing,

Karan began to enjoy himself very much. After being away from sport, it felt good to be playing again, even if it was not football. No one laughed at his mistakes as he had feared. In fact everyone seemed to be happy to have him join them at last. Subhash taught him the finer points and also gave him valuable tips.")

- Mr. D'Souza, the coach, was impressed by Karan's improvement and considered him for the doubles team. (e.g., "At the end of the month, he had impressed their coach, Mr. D'Souza, so much that the latter promised to consider the pair for the doubles!")

## THINKING SKILLS

Do it yourself.

## GRAMMAR

- A.1. We **had reached** home by the time rain started.
2. I suddenly remembered that I **had left** my keys at home.
3. Mother was happy because I **had come** first in the class.
4. Had you **studied** for exams before you went out to play?
5. They were hungry because they **hadn't eaten** anything since morning.

- B.1. If only she **had stayed** a little longer.
2. I wish I **hadn't wasted** my time in playing.
3. She wishes she **had studied** German.
4. He wishes he **hadn't spent** so much money.
5. I would have gone on vacation if I **had planned** earlier.

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. She used to be very careless, but now she behaves very responsibly.
2. I am so enthusiastic about learning French. I have already started making notes.
3. She is very unhappy with her result. She pledges to study harder in the future.
4. Everybody was impressed to see the architecture of the Taj Mahal. It was amazing.
5. I am very grateful to my friend for helping me in studies.

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

Superficial

Persuasive

Hallucination

## L-6 (GULLIVER'S TRAVELS)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1. Gulliver was given the name Grildrig by his new master.

2. The old farmer visited his friend's place to inquire about the truth of the story regarding Gulliver. Gulliver tried to appease him by walking on the table, drawing his hanger, making a reverence, and asking him how he was.

3. The old man advised the farmer to show Gulliver as a sight on a market-day for money.

4. Glumdalclitch was a kind, compassionate, and caring girl. She was concerned about Gulliver's well-being and tried to protect him.

5. The young boy created a mess during Gulliver's performance by aiming a hazel nut at his head.

B.1. Gulliver gained immediate popularity in the land of the giants. He was initially viewed as a curiosity and later exploited for entertainment.

2. The farmer worked on the advice of the old man because he was eager to make money by exhibiting Gulliver.

3. Gulliver followed the instructions of his little angel, Glumdalclitch, because he respected her and relied on her for his well-being in the giant's world.

c.1. A splacknuck

2. He had no other option

3. He wanted money

## THINKING SKILLS

Do it yourself.

## GRAMMAR

A.1. The reports were seen thoroughly by the doctor.

2. The shirt is being stitched by Monica.

3. He was accompanied by everyone.

4. Reverence was paid to his master by Gulliver.

5. An honest man is appreciated by everyone.

6. A visit to my grandmother will be paid by me next week.

B. Passive Voice Recipe:

### Ingredients:

- One cup of sweet corn kernels (**To be taken**)
- 2 to 3 teaspoons of butter (**To be taken**)

- Chilli powder, chaat masala, and salt to taste (**To be taken as per taste**)
- 1 to 2 teaspoons of lemon juice (**To be taken**)

### **Instructions:**

1. The corn kernels are **to be steamed or pressure-cooked** until soft.
2. The corn kernels are **to be taken** in a mixing bowl.
3. Butter is **to be added** to the corn kernels.
4. All the seasonings (chilli powder, lemon juice, chaat masala, and salt) are **to be added**.
5. Everything is **to be mixed well**.
6. The masala corn is **to be removed** in a bowl and served immediately.

## **WRITING SKILLS**

Do it yourself.

## **VOCABULARY**

1. Beverage
2. Barbarian
3. Millennium
4. Pamphlet
5. Obscure

## **ASL**

Do it yourself.



## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. **To beat the air:** The little ant **beat the air** with its tiny legs, trying to push the large crumb.
2. **To act by fits and starts:** Maya started her homework, then played with her toys, then went back to write for a bit. Her teacher reminded her not to **act by fits and starts** and complete the work in one sitting.
3. **To feather one's own nest:** The squirrel diligently collected nuts throughout the summer, **feathering its own nest** for the upcoming winter.
4. **To turn the tables:** Sarah accidentally spilled juice on Rohan's book. But Rohan **turned the tables** by offering her his own tissue to clean it up.
5. **To throw cold water upon:** Rahul was excited to build a sandcastle, but his friend **threw cold water upon** his idea by saying the tide would wash it away.

## PEANUT-BUTTER SANDWICH

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

- 1.a. The king's sceptre , royal gowns, regal throne and golden crowns
  - b. "He" refers to the silly young king in the poem.
  - c. Things made out of peanut butter: the peanut-butter sandwich itself, which the king loved so much. The drippings stained the king's belongings.
  - d. gowns -crowns
2. a. The king's subjects were considered silly for two reasons:
    - Blindly following the king's rule: They all were silly fools because they obeyed the king's decree to only learn how to make peanut butter sandwiches in school, neglecting other important subjects.
    - Ineffectiveness in resolving the king's dilemma: They were also shown to be silly because despite their attempts to help the king with his peanut butter predicament, their strategies were exaggerated and impractical. Using grappling chains, fire, and even the telephone man illustrates their unconventional and somewhat foolish approach to the situation.
  - b. The king passed a rule that made learning how to make peanut butter sandwiches the only subject taught in school.
  - c. The rule was not wise.

3.a. **'Sovereign steak'** refers to a high-quality steak fit for a king, emphasizing the king's disregard for it in favor of his beloved peanut butter sandwich.

b. The word meaning the same as 'disrespect' is **'scorned'**.

c. The king used to eat **peanut butter sandwiches** all the time.

d. **Extra-sticky** and **Courtly**

4. a. The king's mouth got **stuck** from the last bite of a peanut-butter sandwich.

b. Various methods were used to open the king's mouth: pulling, pushing, pliers, wires, fire, oil, and tools; ropes, pulleys, drills, and steam; grappling chains and pulling by the entire kingdom.

c. When the king could speak again, the first thing he wanted was **"How about a peanut-butter sandwich?"**

d. Words and phrases showing the king's **discomfort**:

- Stuck mouth
- Chewed with delight
- Jaws stayed tightly locked
- Committed suicide
- Tears and toil
- Voice so faint and weak

**B. 1.** The king is called silly because:

- He only cares about peanut-butter sandwiches, neglecting his royal duties.
- He enforces a foolish rule in his kingdom, making everyone learn only how to make them.

## 2.Lines showing the king's love for peanut-butter sandwiches:

- "But he only loved one single thing— and that was just a peanut-butter sandwich."
- "His sceptre and his royal gowns... were brown and sticky from...drippings from each peanut-butter sandwich."
- "He would not eat his sovereign steak... He scorned his soup and kingly cake... And told his courtly cook to make... An extra-sticky peanut-butter sandwich."

## 3.Steps taken to solve the king's problem:

- Family members tried pulling and prying.
- The royal doctor, wizard, and plumber attempted different solutions.
- The carpenter, telephone man, and firemen tried various tools.
- Ropes, pulleys, drills, steam, and lubricating oil were used for 20 years.
- Finally, the entire kingdom pulled with grappling chains.

4.Even after all the trouble, the king still wanted a peanut-butter sandwich.He had become obsessed with them, showing poor judgment and lack of variety in his taste.

5. The entire kingdom working together pulled with grappling chains, breaking the king's jaw free from the sticky sandwich.

6. Do it yourself.

C. Yes, the poem is funny. The humor comes from:

- The king's absurdity and obsession with peanut-butter sandwiches.
- The exaggeration of the situation, with the entire kingdom struggling to open his mouth.
- The anticlimactic ending where the king still wants the very thing that caused the problem.

D. Efforts made to open the king's mouth:

- Family members tried pulling and prying.
- The royal doctor, wizard, and plumber attempted different solutions.
- The carpenter, telephone man, and firemen tried various tools.
- Ropes, pulleys, drills, steam, and lubricating oil were used for 20 years.
- The entire kingdom pulled with grappling chains.

E. Rhyming words and additional pairs:

- string - sing, cling, wing, bring, spring
- thing - king, ring, swing, cling, wing
- gowns - crowns, towns, clowns, downs, sounds
- mounds - sounds, pounds, surrounds, rebounds, resounds

- fools - rules, drools, pools, cools, tools
- steak - cake, sake, awake, make, flake
- bite - delight, fight, night, light, might
- tight - right, fight, light, might, bright
- knocked - locked, stocked, shocked, mocked, rocked
- coil – oil

### THINKING SKILLS

Do it yourself.

### WRITING SKILLS

Do it yourself.

### VOCABULARY

- to be full up - to eat to the point that you can no longer eat any more
- to bolt something down - to eat something very quickly
- to eat like a horse - to eat a lot
- to follow a recipe - to cook a meal using instructions
- to foot the bill - to pay the bill
- to have a sweet tooth - to enjoy sugary food
- to play with your food – to push food around the plate to avoid eating it
- a quick snack - a small amount of food between meals
- take-away food - a cooked meal prepared in a restaurant and eaten at home
- a slap-up meal - a large meal

## MODEL TEST PAPER-1

### SECTION-A

A. 1. Della decided to sell off her beautiful long hair for Jim's present.

2. Diary is the 'nicest gift' that Anne got on her birthday. It is so special because she doesn't have any friends, so this diary became a new friend of hers.

3. The three men, George, Harris, and Jerome, are discussing **their health** from a medical point of view. They are feeling unwell and believe they have various ailments, although none are confirmed.

4. The similarity between Mehmood and the banyan tree is their **shared experience of aging and change**:

- **Mehmood**: His hands are gnarled like the tree's roots, symbolizing his age and the passage of time.
- **Banyan tree**: An ancient tree that has grown slowly over time, similar to how Mehmood has lived a long life.

Both are **permanent fixtures** in their environment, even though they are overlooked by the fast-paced world around them.

5. Karan's father encouraged him to go ahead and face his opponents. In the end, Karan and Subhash won the game

6. The old man advised the farmer to show Gulliver as a sight on a market-day for money.

B. 1. The statement highlights the changing social landscape and diminishing connections between people, which can be interpreted in different ways. Mehmood used to be well-known and had many friends, but now no one visits him. People are described as being in a "heat of hope" and "hurried." This could be interpreted as a focus on individual pursuits and achieving personal goals, potentially leaving less time or interest in fostering deeper social bonds. The story mentions the disappearance of traditional kite flying, replaced by more modern forms of entertainment.

2. Mrs. Kapoor said this to Karan to stop him from throwing a tantrum and complaining about not being able to play football at his new school. Karan is upset about not being able to play football at his new school. He's been sulking and complaining about it at the dinner table. Mrs. Kapoor is trying to discipline him and change his attitude. Her statement implies that:

- Tantrums are not a productive way to deal with problems.
- Focusing on the negative aspects of a situation won't make it better.
- It's important to find the positive aspects of a situation and make the most of them.

C. 1. a. **The ghost** has been referred to as "My dear fellow" by Colonel Fazackerley.

b. **Colonel Fazackerley** was the one doing the action described: "Colonel Fazackerley put down his glass."



c. The statement "I imagine you're going to a Fancy Dress Ball?" is **Colonel Fazackerley's sarcastic comment** to the ghost. He is making a light of the situation by comparing the ghost's dramatic appearance to a costume party, demonstrating his **unfazed** and even **humorous** reaction to the presence of a ghost.

**2. a. Anton Leeuwenhoek was Dutch.**

**b. Anton sold pincushions, cloth etc.** However, he **worked on grinding special lenses for a microscope** instead of tending his store.

**c. The people were getting angry with him because he claimed to see tiny creatures in water using his microscope,** which they found unbelievable and thought he was crazy.

**d. Antonym:** calm, tranquil, peaceful

**Synonym :** fury, anger, outrage

**3. a. 'Sovereign steak'** refers to a high-quality steak fit for a king, emphasizing the king's disregard for it in favor of his beloved peanut butter sandwich.

**b. The word meaning the same as 'disrespect' is 'scorned'.**

**c. The king used to eat peanut butter sandwiches** all the time.

**d. Extra-sticky and Courtly**

## **SECTION-B**

Do it yourself.

## SECTION-C

A.1. The work is done. You may come in.

2. Mrs. Wilkinson went to the market and her daughter came.

3. We **must** hurry or we will miss our flight.

4. They started a new business and never seen the shortage of money.

5. Work hard, so you will succeed.

B. 1. The girl who was truly beautiful captivated everyone with her radiance.

2. The bed which was soft offered a comfortable haven after a long day.

3. The student who is my roommate enjoys studying late into the night.

C.1. We **had reached** home by the time rain started.

2. I suddenly remembered that I **had left** my keys at home.

3. Mother was happy because I **had come** first in the class.

4. Had you **studied** for exams before you went out to play?

5. They were hungry because they **hadn't eaten** anything since morning

## L-7 (THE MEDICINE MAN COMES)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

1. The medicine man was a sharp-looking man who combined selling and administering medicines with a showmanship element. He was dressed distinctively, carrying powders and pills in packets tied to his dhoti and turban. He possessed a bone trumpet and had an aura of mysticism due to his varied practices.
2. Lila told the medicine man that her mother was sick with fever and requested medicine to make her strong. He responded calmly, prioritizing tending to his cow first by demanding fresh water and grass before attending to Lila's mother.
3. No, the medicine man did not see Lila's mother immediately. He first prioritized taking care of his cow and then demanded tea and attention before finally going to see Lila's mother.
4. The medicine man did not administer traditional medicine. He made a symbolic "medicine" by burning a mixture of flowers (jasmine, marigold, hibiscus, and frangipani) while reciting a Sanskrit prayer. He then mixed the ash with water and used it in two ways:

- He asked Lila's mother to swallow some of the ash, claiming it would purify her and drive away the fever demon.
- He made packets of ash wrapped in leaves and instructed the girls to put one under their pillows and the rest under their mother's pillow, claiming it would ward off the fever demon.

5. The medicine man said these words. He felt the girls were only staring at him without offering any compensation for his services. He implied that while he was performing a service, he needed to be paid for his time and effort to live.

6. The medicine man took Lila's mother's silver ring as his fee. Whether it was fair is debatable. On one hand, there were no alternatives in the village, and desperation might justify the family's sacrifice. On the other hand, his methods lacked any scientific basis, and his initial actions prioritized his own well-being over the urgency of their situation. The story leaves the judgment of the fairness of the fee open to interpretation.

**B.** Do it yourself.

**C.**

1. The medicine man carried himself in a unique way:

- He had a peculiar appearance with a sharp look, powders and pills in his clothes, and a sacred cow adorned with tassels and necklaces.

- He performed actions seemingly unrelated to healing, like feeding the cow and reciting chants.
- He used unusual tools like a bone trumpet and fire rituals.

These elements, combined with the villagers' belief in his supernatural abilities, created an unsettling atmosphere for the girls. They associated him with magic, which both intrigued and scared them, hence the shivers.

2. While Lila explains their mother's illness to the medicine man, she also tries to control their dog, Pinto. This detail suggests:

- Lila might not fully trust the medicine man, fearing his interaction with the dog.
- Pinto's behavior could be aggressive, and Lila wants to prevent any trouble during their conversation.

3. This line describes a sudden shift in Lila's composure:

- She starts with a calm explanation of her mother's condition.
- Seeing her mother's worsening state, possibly a high fever, overpowers her calmness.
- Unable to control her emotions, she expresses her worry through wailing.

4. The medicine man's physical appearance and actions convey a sense of fierceness:

- He lowers the trumpet, potentially a powerful symbol in his performance.

atmosphere.

- His facial expression is described as "very fierce," indicating anger or aggression.

5. Lila's statement highlights a complex situation:

- They lack alternative options, with no access to a hospital or other doctors.
- Despite their reservations, they are forced to rely on the medicine man.
- The word "magic" is used with a hint of desperation and perhaps a touch of doubt in its effectiveness, acknowledging the unconventional nature of the help they are forced to accept.

**D.**

**1. The people of the village were simple and god-fearing.**

- They readily accepted the medicine man's practice of feeding the cow as a pious act.
- They allowed him to perform a puja (prayer ritual) for their mother.
- They believed in his chants and ash remedies, even though they seemed unusual.

**2. The girls didn't have full faith in the medicine man.**

- They tried to keep their dog Pinto away from him, possibly out of apprehension.
- Lila's initial focus on Pinto could indicate a slight hesitation towards the medicine man.

- The girls looked dazed after his treatment, suggesting uncertainty and confusion regarding its effectiveness.

### **3. Lila was too disturbed at the condition of her mother.**

- She started explaining calmly but "wailed suddenly," losing her composure.
- The use of the word "wailed" suggests overwhelming worry and emotional distress.
- She became desperate, accepting even unconventional help due to her concern for her mother.

### **4. The medicine man was greedy.**

- He demanded attention and refreshments before tending to Lila's mother.
- He didn't show gratitude for the silver ring, simply taking it without thanks.
- He bellowed about not being able to fill his stomach with their stares, highlighting his focus on payment.

### **5. The girls were helpless and unwillingly obeyed the medicine man.**

- They lacked alternative options and had to rely on him due to their mother's illness.
- They looked at Lila in agony when she offered the ring, knowing their lack of money.
- They followed his instructions, like placing the ash packets under the pillows, despite their doubts.

## THINKING SKILLS

Do it yourself.

## GRAMMAR

A.1. Kate is warm and friendly.

2. She can go by train or by plane.

3. Though I was not well, I went to school as I had an exam.

4. His sister is a trained classical dancer, and he is good at singing.

5. They are neither punctual nor disciplined.

6. Put the ash under your mother's pillow and put one packet under your own pillow.

7. Leela, who didn't believe in superstitions, had to believe the medicine man.

8. I am preparing for medical entrance, and my cousin is preparing for medical entrance as well.

B.

1. Either

2. Both

3. or

4. either



5. when
6. than
7. not only...but also
8. and

## **WRITING SKILLS**

Do it yourself.

## **VOCABULARY**

1. Gullible
2. Hospitable
3. Illiterate
4. immigrant
5. Traveller

## **ASL**

Do it yourself.

## **LIFE SKILLS**

Do it yourself.

## **BRAIN BOOSTERS**

1. I have been thinking of buying a new car.
2. Why are you not listening to your teacher?
3. He is a man of virtue.
4. Our greatest strength is our character.

## L-8 (A WINTER'S NIGHT)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1.Halku and his wife argued because Halku wanted to give the landlord the money they had saved for a blanket, while Munni wanted to keep the money to buy the blanket as they needed it for the harsh January nights.

2.Halku took his old shawl and set up a shelter of cane leaves in the field. He had his dog, Jabra, as his companion.

3.Jabra smelled the presence of animals, possibly nilgais, entering the field. He started barking and running around.

4.When he couldn't bear the cold anymore, Halku gathered leaves from the orchard and made a fire. The fire initially provided warmth, but it eventually burned out.

5.While resting by the ashes, Halku heard the sound of animals munching and crunching in the field. He realized it was the nilgais destroying his crop. He was unable to go back to his farm.

6.Halku was **overcome by drowsiness** caused by the warmth of the ashes and couldn't muster the effort to get up and chase the animals away.

7.Munni was **grief-stricken** to see the destroyed field. She was worried about paying the rent and taxes.

8.Halku felt **content** because he wouldn't have to sleep outside in the cold anymore, even though the field was destroyed.

9.Munni woke Halku up in the morning. The field was **completely destroyed**.

**10.Halku** said these words. He felt a sense of **relief** and **acceptance** despite the loss, as he wouldn't have to endure the harsh cold nights.

**B. 1.**Munni said this in **anger and defiance** towards the landlord. She implies that the landlord has no right to mistreat Halku as he doesn't own the land (kingdom).

2.Halku said this to Jabra in a **playful and teasing tone**. He is implying that Jabra came running out excitedly, expecting a good time in the field, unaware of the harsh realities they would face.

3.Halku is expressing his **fear of being mistaken for a ghost** if someone sees him gathering leaves at night.

4.Halku is **overconfident** in Jabra's ability to protect the field, **underestimating the threat** posed by the nilgais.

5.Munni is stating the **reality of their situation** and the need for Halku to find work to pay their debts.

C.1.She wanted to save the money for the future use.

2.She didn't want Halku to work so hard.

3.He had apprehended that some animals have broken into the fields.

4.He felt too cold to get up.

D.The farmer struggled to pay his **arrears** due to the ongoing drought.

- Despite the challenges, she remained **contented** with her simple life.
- The child was **reluctant** to share his toys with his friends.
- We took a stroll through the beautiful **orchard** filled with apple trees.
- I could **distinctly** hear the sound of music coming from the next house.
- The cat **disdained** the cheap food offered to it.
- The little dog **trotted** happily beside its owner.
- The area was constantly hit by **drought**.

## THINKING SKILLS

Do it yourself.

## GRAMMAR

A. 1.If it **rains**, we **won't go** outside the home.

2.If you **don't know** the answer, I **will help** you.

3.We **will go** to watch a movie **if you come** to my house.

4.If she **studied** harder, she **would get** first position in the class.

5.If I **got** lots of money, I **would help** poor children with their studies.

6.If you **helped**, I **would finish** the work soon.

B. 1.b. would buy

2.a. will get

3.c. wanted

4.c. would have bitten

5.a. would be

6.c. will meet

7.b. leave

8.b. had been

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. Innocent - Guilty
2. Poverty - Wealth
3. Intimacy - Enmity
4. Extinguished - Ignited
5. Smile - Frown
6. Sleep - Wake
7. Threaten - Help
8. Abuse - Flatter
9. Victorious - Defeated

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. The recommendation was **discarded**.

- **Accepted**

2. Mother Teresa is known all over the world for her **benevolence**.

### Malice

3. My teacher always gives a **comprehensive** reply.

### Inadequate

4. Early humans were **savaged**.

- **Civilized**

## THE BROOK

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

**A.1.** a. The speaker of the poem identifies as a **brook** or a stream.

b. The line "For men may come and men may go" signifies that **human life is temporary and fleeting**. Men, representing humanity, come and go throughout the course of time, but the brook, a natural element, remains **eternal and enduring**.

c. The poem emphasizes that the **brook** goes on forever. The line "But I go on forever" is repeated throughout the poem, highlighting the brook's constant flow and the contrast between its permanence and the transient nature of human existence.

d. **"I clatter clatter, as I flow"**

2. a. The movement of the brook changes from **fast-paced** to **slow and meandering**.

We know this because:

- In the first stanza, the brook describes itself as hurrying down by thirty hills, slipping between ridges, and passing by a town and bridges, suggesting **swift movement**.



- In the later stanzas, the brook describes itself as **winding, stealing, sliding, slipping, lingering,** and **loitering,** indicating a **slower and less defined flow.**

b. The things found along the course of the river include: Philip's farm, brimming river, bays, eddies, pebbles, banks, fields, fallows, fairy forelands, lawns, grassy plots, hazel covers, shingly bars, cresses, Willow-weed, mallow, forget-me-nots, Trout, grayling, swallows, Blossoms, netted sunbeams etc.

c. **Metaphor:** The forget-me-nots are metaphorically said to grow "for happy lovers."

3. The brook shows a variety of movements throughout the poem. Here are a few examples:

- **Swift:** It "hurries down," "slips," "steals," "slides," and "winds about."
- **Playful:** It "chatters," "babbles," "bubbles," and "murmurs."
- **Meandering:** It "curves and flows," "winds about," and "loiters."

b. The "shingly bars" are most likely **shallow areas in the brook where pebbles and gravel have accumulated.**

c. **Nighttime** is mentioned in the poem.

d. **Stars-Bars and wildernesses- cresses**

**B. 1.** "I steal by lawns and grassy plots, I slide by hazel covers;"

2. "I murmur under moon and stars In brambly wildernesses;"

**3.**"By thirty hills I hurry down, Or slip between the ridges, By twenty thorpes, a little town, And half a hundred bridges. Till last by Philip's farm I flow To join the brimming river,"

**4.**"For men may come and men may go, But I go on for ever."

**B. 1.Alliteration:** "Sparkle sput among the fern," "Clatter over stony ways," "Friendly foreland set"

**2.Repetition:** "Chatter, chatter, as I flow", "For men may come and men may go, But I go on for ever."

**3.Personification:** The entire poem describes the brook using human actions and experiences like "I come," "I make," "I flow," "I chatter," etc.

**C. 1.Sparkle:** The morning dew sparkled like tiny diamonds on the grass.

**2.Murmur:** The old man sat by the murmuring stream, lost in thought.

**3.Babble:** The excited children babbled excitedly about their upcoming trip.

**4.Brimming:** The farmer's heart brimmed with pride as he looked at his bountiful harvest.

**5.Shingly:** The path along the beach was covered in smooth, shingly pebbles.

## THINKING SKILLS

Do it yourself.

## WRITING SKILLS

Do it yourself.

## VOCABULARY

- **Yell** ;The other words - murmur, whisper, mumble - all describe ways of speaking softly or quietly. Yell, on the other hand, refers to speaking loudly and forcefully.
- **Rush** implies moving quickly and with urgency. **Loiter, linger, and lurk** all imply staying in one place for a period of time, often for a specific purpose .

## L-9 (THE LAST LESSON )

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A.1.Franz was not willing to go to school. He didn't know the first word about participles and was supposed to be prepared for a quiz on them.

2.The warm, bright weather, chirping birds, and Prussian soldiers drilling in the field were more tempting than the rule of participles.

3.Franz noticed an unusual stillness in the school instead of the usual bustle of students and the teacher's ruler rapping.

4.The notice put up on the bulletin board announced that only German would be taught in schools from then on.

5.The order from Berlin mandated teaching only German in schools of Alsace and Lorraine. This affected the school by making French lessons cease and German lessons begin the next day.

6.M. Hamel didn't scold Franz because he understood Franz's feelings and knew he was already upset about the situation.

7.Franz's feelings for school and M. Hamel changed drastically. He realized the value of the French language and education, and he regretted not paying more attention in the past. He also felt appreciation and sadness for M. Hamel, who had dedicated himself to teaching them.

8.M. Hamel blamed Franz's parents and himself for not focusing on his studies. He pointed out how his parents prioritized work over education and how he himself sometimes sent Franz for errands instead of studying.

9.The villagers came to school to show their respect for French language and culture and to express gratitude to M. Hamel for his years of service.

10.Franz realized very late the importance of language and education, and how much he took them for granted. He felt regret for not appreciating them earlier.

B. 1. "Don't go so fast, bub; you'll get to your school in plenty of time!" - This statement by Wachter is sarcastic. He knows Franz is late and trying to avoid school, hence the comment about having plenty of time.

2. "Go to your place quickly, little Franz. We were beginning without you." - M. Hamel says this in a gentle and understanding tone, despite Franz being late.

3. "What a thunderclap these words were to me!" - This is a metaphor. The news of the last French lesson is compared to a sudden and shocking event, like a thunderclap, highlighting the impact it had on Franz.

4. "My children, this is the last lesson I shall give you." - This statement by M. Hamel is somber and significant, marking the end of an era and the importance he gives to this final lesson.

5. "I won't scold you, little Franz; you must feel bad enough." - M. Hamel shows empathy and understanding towards Franz's situation, knowing he is already experiencing emotional turmoil.

6. "Will they make them sing in German, even the pigeons?" - This rhetorical question by Franz expresses his deep sadness and frustration about losing his language and the potential loss of cultural identity, extending it even to the birds.

### **C. Significance and safeguarding of French language:**

M. Hamel emphasizes the beauty, clarity, and logic of the French language. He calls it the key to their prison during their time of political oppression, signifying the importance of language in preserving cultural identity and fostering a sense of freedom. He urges them to guard and never forget their language, highlighting its significance as a symbol of their heritage and resistance.

### **Concluding his last lesson:**

M. Hamel's final act is writing "Vive La France!" (Long Live France!) on the board. This powerful and emotional gesture serves as a final act of defiance and an expression of his love for his country and language. He then dismisses the class without a word, leaving a lasting impression on the students.

### **D. Character sketches:**

#### **M. Hamel:**

- **Dedicated and passionate teacher:** He has devoted 40 years to teaching and is deeply passionate about the French language and his students' education.

- **Compassionate and understanding:** He shows empathy towards Franz despite his shortcomings and understands the larger context that affects their lives.
- **Patriotic and proud:** He takes pride in his language and culture and expresses his love for France through his actions.

**Franz:**

- **Initially uninterested and regretful:** He doesn't value his education initially and takes French lessons for granted. Later, he regrets not paying attention and feels remorse for his wasted time.
- **Observant and thoughtful:** He notices the unusual details and the emotions of those around him, reflecting on their significance.

**THINKING SKILLS**

Do it yourself.

**GRAMMAR**

- |           |         |        |        |
|-----------|---------|--------|--------|
| A. 1.many | 2.any   | 3.any  | 4.many |
| 5.much    | 6.some  | 7.any  | 8.Many |
| B. 1.any  | 2.much  | 3.much | 4.many |
| 5.many    | 6.much  | 7.some | 8.much |
| 9.many    | 10.some |        |        |

**WRITING SKILLS**

Do it yourself.



## VOCABULARY

Word	Meaning	Origin
Ab initio	from the beginning	Latin
Al dente	Food cooked so as to be still firm when bitten	Italian
Bona fide	genuine; real	Latin
De facto	in fact, whether by right or not	Latin
Faux pas	an embarrassing blunder	French
Haute couture	the designing of clothes by leading fashion houses	French
Haute cuisine	high-quality cooking	French
In toto	as a whole	Latin
Modus operandi	way of doing something	Latin
Tête-à-tête	a private conversation	French
Vis-à-vis	in relation to; as compared with	French

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. Swipe - Wipes
2. Tacit - Attic
3. Cosmic - Comics
4. Dealer - Leader
5. Vowels - Wolves
6. Relayed - Layered

## L-10 (AUNT CYRILLA'S CHRISTMAS BASKET )

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A.1. a. This sentence talks about Lucy Rose's feelings about Aunt Cyrilla's basket.

b. Lucy Rose was chagrined because she considered the basket to be "countrified" and embarrassing to carry in public.

c. Lucy Rose had to learn that being "countrified" is not something to be ashamed of and that there's a lot more to the world than just appearances.

2. a. "He" in these lines refers to Uncle Leopold, Aunt Cyrilla's husband.

b. He spoke in a sagely manner because he wanted to appear wise and knowledgeable, predicting the future based on his observation of the weather.

c. He didn't explicitly say what he wanted, but his prediction of the storm suggests he might have secretly wished they wouldn't go, perhaps because he wouldn't have to eat Christmas dinner alone.

3. a. The incident took place on the train, where they were stranded due to the snowstorm.

b. The beds were made for the children who were traveling with the little mother.

c. This incident reflects the compassion and helpfulness of Aunt Cyrilla, the pale girl, and the minister, who went out of their way to assist the mother and children during a difficult time.

4. a. "She" is the sealskin lady.

b. It was the most pleasant Christmas for her because of the unexpected sense of community and shared experience on the train, fueled by Aunt Cyrilla's kindness and the generosity of the other passengers. This heartwarming experience contrasted with her usual life, which might have been lonely or isolating.

c. The basket was referred to as "wonderful" because it became a symbol of generosity, bringing people together and fostering a spirit of sharing and care during an unexpected situation.

B. 1. Lucy Rose asked her aunt not to take the basket because she thought it was "countrified" and embarrassing to carry in public.

2. The basket contained various food items like fruit cake, mince pies, cream, jelly cookies, doughnuts, apples, preserves, sandwiches, pound cake, and a roast chicken.

3. Lucy Rose couldn't sleep the whole night due to anxiety about the storm and having nightmares about struggling through it while carrying the basket.

4. The weather was bad when they reached the station, with heavy snowfall and thick flying flakes.

5. Their fellow passengers included a delicate woman with children, a young girl, a khaki boy, a sealskin lady, and a minister.

6. The conductor brought the news that the train wouldn't be able to move further due to the blocked tracks and they would have to spend the night on the train.

7. Aunt Cyrilla helped everyone feel at home by sharing food from her basket, offering comfort to the children, and fostering a sense of camaraderie and shared experience.

8.The passengers gave the children various presents like apples, candy sticks, a doll, a boat, lace handkerchiefs, a hood, and even money.

9.The little mother was helped by Aunt Cyrilla giving her food, the other passengers contributing money, and the sealskin lady offering her a job at her husband's store.

10.They celebrated Christmas in an unusual way by sharing food, singing, telling stories, and offering mutual support and kindness while stranded on the train.

C. 1.False

2.False

3.True

4.False

5.True

6.True

D.Character sketches:

**1. Lucy Rose:**

- Young and Impatient: Lucy initially finds her aunt's basket "provincial" and is embarrassed by it. She wants to appear

more sophisticated and doesn't understand the sentimental value it holds.

- **Learns and Grows:** Through the experience of being stranded on the train, Lucy witnesses the positive impact of Aunt Cyrilla's kindness and generosity. This helps her overcome her shallow judgment and appreciate her aunt's values.
- **Transforms:** At the end of the story, Lucy offers to carry the basket herself and admits her love for it. This signifies her transformation from being ashamed to being proud of her heritage and family traditions.

## **2. Aunt Cyrilla:**

- **Kind and Generous:** Aunt Cyrilla is characterized by her big heart and willingness to help others. She uses her "funny old basket" to share homemade goodies and spread Christmas cheer wherever she goes.
- **Resourceful and Practical:** Facing the unexpected situation on the train, Aunt Cyrilla's basket becomes a source of sustenance and comfort for everyone. She uses her packing skills and resourcefulness to ensure everyone has something to eat.
- **Compassionate and Understanding:** Aunt Cyrilla displays empathy towards the other passengers, especially the struggling mother and children. She uses her resources to bring them comfort and joy on Christmas Day.

## **3. The Khaki Boy:**

- **Resilient and Positive:** The khaki boy, recently discharged from the military hospital, maintains a positive attitude despite the

unexpected circumstance. He shares stories and contributes to the impromptu entertainment on the train.

- Appreciative and Grateful: The boy expresses gratitude for the Christmas meal and remembers Aunt Cyrilla's kindness, even comparing their shared experience to military campaigns.

#### 4. The Sealskin Lady:

- Initially Grumpy and Distant: The lady initially appears cold and unfriendly, but her demeanor softens throughout the story. She eventually opens up and reveals her personal loss.
- Generous and Compassionate: The lady's initial harshness melts away as she experiences the Christmas spirit on the train. She eventually offers a job to the struggling shop girl, demonstrating hidden kindness.

#### Who do I like the most?

While each character has admirable qualities, Aunt Cyrilla stands out for her unwavering kindness, resourcefulness, and compassion. Her genuine spirit and the positive impact she has on others make her a truly endearing character.

### THINKING SKILLS

Lucy Rose's statement signifies a **significant change in her perspective**. Initially, she saw the basket as outdated and embarrassing. However, witnessing its positive impact on the stranded passengers during Christmas completely changed her perception.

Here's what "blessed" implies in this context:

- **Positive Transformation:** Lucy acknowledges the positive influence the basket had on their Christmas experience. It brought comfort, joy, and connection to a group of strangers, becoming a symbol of unexpected blessings.
- **Newfound Appreciation:** Lucy now sees the basket as a symbol of her aunt's love, generosity, and resourcefulness. It represents the positive family traditions and values that she initially disregarded.
- **Enduring Significance:** Lucy calls the basket "blessed" because it facilitated unexpected connections, kindness, and joy during their Christmas journey.

Therefore, Lucy's statement reflects her **personal growth**, recognizing the true value of the basket beyond its outward appearance. It signifies her newfound appreciation for her family traditions and the importance of compassion.

## GRAMMAR

2.I will not reach there before 10 p.m.

3.Everybody knows her.

4.These fruits are very sweet.

5.He behaved rudely.

6.I informed my mother that I was going to my friend's house.

7.The Taj Mahal was built by Shahjahan.

8.Missing her flight, she went back home.

9.There are many varieties of these cookies.

10.I was ill, so I couldn't go to school.

11.This is the best movie I have ever seen.



12. It is bad for health to drink.
13. What a picturesque place this is!
14. The mango is a sweet fruit.

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. **Burn the midnight oil:** Study late into the night.
2. **Can't judge a book by its cover:** Don't judge someone based on their appearance.
3. **Feel a bit under the weather:** Not feeling well, slightly sick.
4. **Give the benefit of the doubt:** Assume someone is innocent or well-meaning until proven otherwise.
5. **Take with a grain of salt:** Be skeptical, don't believe everything you hear.
6. **Hold your horses:** Be patient, wait a bit.
7. **On pins and needles:** Feeling anxious or nervous.
8. **Run out of steam:** Lose energy, become exhausted.

**Complete the sentences with the appropriate idioms.**

1. For the last few days he has been feeling a bit under the weather. He must see a doctor.
2. My brother is on pins and needles. He is waiting for his PMT result.
3. Reshma is a very sincere and talented student. Don't go by her simple clothes. You can't judge a book by its cover.

4. The dish will take some time to cook perfectly. Please **hold your horses.**
5. Father was really upset at your result. Take his advice **with a grain of salt.**
6. All this spring cleaning of the house has left me completely **run out of steam.**
7. She may be speaking the truth as she was not there when all that happened. We can certainly **give her the benefit of the doubt.**
8. My exams are round the corner. I have to **burn the midnight oil** to be able to perform really well.

### **ASL**

Do it yourself.

### **LIFE SKILLS**

Do it yourself.

### **BRAIN BOOSTERS**

1. The tree **stood** much inside the higher fence.
2. The **worn out** bungalow looked mysterious on a new moon night.
3. The forest at night looks very **gloomy.**
4. Billions of people **dwell** on the planet Earth.

## MY WISE OLD GRANDPAPA

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1.i. The grandpa advises the poet to:

- **Remove the shells from hard-boiled eggs** before eating them.
- **Make sure his hat is on straight** to appear tidy and well-mannered.
- **Pour lots of honey on his peas (humorously)** to encourage him to eat them, regardless of his preference.

ii. The hat must be kept **straight** for a neat and well-groomed appearance at a tea party.

iii. The grandpa jokingly suggests pouring **lots of honey on the peas** to ensure the peas **stay on the plate** and the poet doesn't eat them.

2.i. Our duty towards our partner is to be **attentive and responsive** to their needs.

ii. While passing jelly, cream, or jam, make sure they are **within reach** for your partner to take.

iii. **wish** and **dish**

3.i. To be considered **refined**, the child is instructed to **gently gnaw the centers** of figs or coconuts and **throw away the rind**.

ii. **Gnaw:** To chew on something persistently, often with difficulty.

**Sentence:** The dog **gnawed** on the bone all afternoon.

**Rind:** The tough outer skin of a fruit or vegetable.

**Sentence:** She peeled the **rind** off the orange before eating it.

iii. Figs are native to the Mediterranean region and parts of North America, while coconuts are found in tropical regions worldwide.

4.i. When we **accidentally gulp hot coffee**, we might **burn our mouths** and feel discomfort.

ii. If you accidentally gulp hot coffee, **raise the lid politely** and **replace it in the pot**.

iii. Making coffee :

1. Grind coffee beans.
2. Add hot water to a coffee maker .
3. Let the coffee brew for a couple of minutes.
4. Pour the coffee into a cup and add any desired milk, sugar, or cream.

## **B. Relationship between the Child and his Grandfather:**

The poem portrays a **caring and nurturing** relationship between the child and his grandfather. The grandfather patiently teaches the child table manners and etiquette, wanting to ensure he behaves appropriately in social situations

like tea parties. The playful and humorous tone of the advice suggests the grandfather enjoys spending time with the child and uses an engaging approach to teach him valuable social skills.

### **C. Specific Lines Highlighting Etiquette:**

1. "To keep them on the plate."
2. "Leave no food on the plate."
3. "When passing jelly, cream or jam, Make sure they're in the dish."

### **D. List of Teachings for Being a Gentleman:**

1. Removing shells from hard-boiled eggs.
2. Wearing a hat straight.
3. Maintaining table manners while eating peas.
4. Being attentive to a partner's needs at the table.
5. Passing condiments politely and considerately.
6. Displaying refined manners while eating figs or coconuts.
7. Handling hot coffee accidents gracefully.

## **THINKING SKILLS**

The poem "My wise old grandpapa" reflects the idea of "Education starts at home" in several ways:

1. **Focus on Table Manners:** The grandfather takes the initiative to educate the child about proper table manners.

**Example:**"You'll need to know your manners, son, / When you go out to tea."

**2. Emphasis on Refinement and Etiquette:** The grandfather imparts specific instructions on how to handle food in a refined and polite manner, suggesting the value placed on social etiquette and proper conduct within the family.

**Example:**"Blow daintily upon your tea ,To cool it to your taste,  
And always pick bones thoroughly, With due regard for waste."

**3. Indirect Life Lessons:** While specifically teaching table manners, the poem subtly conveys broader life lessons. Avoiding gulping hot coffee and replacing the lid demonstrates respect for others and being mindful of consequences.

**Example:**"If you should accidentally gulp ,Some coffee while it's hot,  
Just raise the lid politely and Replace it in the pot."

Overall, the poem showcases the **grandfather taking an active role in shaping the child's behaviour and social skills**, emphasizing the importance of family in a child's early education, aligning with the saying "Education starts at home."

## **WRITING SKILLS**

Do it yourself.

## **VOCABULARY**

1. Pour 2.Spill 3.Burp 4.Host 5.Guest 6.Chew 7.Swallow

## L-11 (MRS. PACKETIDE'S TIGER)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A. 1. Mrs. Packletide was a woman who was driven by her desire to outdo her rival, Loona Bimberton, rather than any genuine interest in hunting or achieving fame. The story suggests she wasn't interested in the actual act of killing or the impact it might have, but rather the social currency it would bring.

2. Loona Bimberton was a socialite who had recently flown eleven miles in an aeroplane with an Algerian aviator, an achievement she frequently bragged about.

3. The villagers chose an old tiger that was no longer a threat to game and primarily preyed on smaller animals. This was because it minimized the risk to Mrs. Packletide and ensured a successful hunt.

4. Mrs. Packletide paid a thousand rupees to the villagers to arrange the hunt. They prepared a platform in a tree for her and her companion, Miss Mebbin, to sit on. Additionally, they tethered a goat as bait to lure the tiger.

5. Mrs. Packletide's plan wasn't entirely successful. She mistakenly shot the goat, and the tiger died of fright from the loud noise of the gunshot, not from being hit by the bullet.

6. The villagers agreed to keep the secret because they still wanted to collect the thousand rupees Mrs. Packletide had offered for shooting the tiger.

7. Miss Mebbin used the knowledge of Mrs. Packletide's fabricated story as leverage to blackmail her into buying her a weekend cottage.

B. 1. This sentence reveals Mrs. Packletide's pettiness and her focus on using the tiger hunt and its spoils to one-up Loona Bimberton, even planning her birthday gift around the event.

2. This line, spoken by Miss Mebbin, highlights her concern for her own safety and suggests she is not comfortable with the inherent danger of the situation, despite not being fearful of the tiger itself.

3. This statement by Miss Mebbin showcases her opportunistic nature and her willingness to use the information she possesses to her advantage, even if it means blackmailing Mrs. Packletide.

4. This quote shows how Miss Mebbin cleverly manipulated the situation to her benefit, presenting the opportunity to buy the cottage as a seemingly unrelated desire while subtly reminding Mrs. Packletide of her secret.

C. Mrs. Packletide is portrayed as a vain, envious, and socially ambitious woman who is obsessed with outdoing her rival, Loona Bimberton. She is willing to go to great lengths, even resorting to deception and manipulation, to achieve her goals



and social standing. In contrast, Loona Bimberton, while also shown to be concerned with social status and appearances, is not explicitly depicted as being as actively malicious or manipulative as Mrs. Packletide.

D. 1. "I've seen a weekend cottage near Darking that I should rather like to buy. Six hundred and eighty, freehold. Quite a bargain, only I don't happen to have the money." (This is Miss Mebbin's veiled threat, implying she will reveal the truth unless Mrs. Packletide buys her the cottage).

2. "Mrs. Packletide had already arranged in her mind the lunch she would give...ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation." (This sentence highlights Mrs. Packletide's primary motivation for the hunt).

3. "Louisa Mebbin adopted a protective elder-sister attitude towards money in general..." (This detail showcases Miss Mebbin's shrewdness and her attentiveness to financial matters).

4. "As for Loona Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions." (This quote demonstrates Loona Bimberton's resentment towards Mrs. Packletide's fabricated achievement).

### **THINKING SKILLS**

It is true that the story demonstrates how jealousy can lead to poor decision-making and negative consequences, but it is

important to note that the story doesn't claim jealousy makes a person **unable** to think reasonably. Here's how the story supports the idea that jealousy can be costly:

- Mrs. Packletide's motivation for hunting a tiger stems entirely from jealousy of Loona Bimberton's accomplishment. She isn't driven by a desire for the hunt itself, the challenge, or any personal satisfaction beyond outdoing Loona. This underlying motive clouds her judgment and makes her susceptible to manipulation.
- She readily agrees to pay an inflated price for the opportunity to shoot a tiger, despite the questionable circumstances. Her desire to one-up Loona overshadows her usual financial prudence, making her vulnerable to being taken advantage of by the villagers.
- She ultimately is forced to accept a fabricated story about her accomplishment and live with the guilt of knowing the truth. This outcome tarnishes her victory and brings no real satisfaction.

Therefore, while the story doesn't claim jealousy renders someone incapable of rational thought, it clearly shows how it can cloud judgment, lead to poor choices, and result in negative consequences.

## GRAMMAR

Subject	Verb	Object	Complement
Children	were posted	night and day	on the outskirts of the local jungle
The great night	Arrived	duly	
She	was not nervous	actually	about the wild beast
It	Is	a very old tiger	
A thousand rupees	Is	a lot of money	

### B.

Incorrect	Correct
1. A fir-tree <b>was boasted</b> to a Bramble,	A fir-tree <b>boasted</b> to a Bramble,
2. and said, <b>somewhat contemptuous</b> , "You poor creature, you are of no use whatever.	and said, <b>with some contempt</b> , "You poor creature, you are of <b>no</b> use whatever.
3. Now, look at me: I am useful for <b>all sort</b> of things,	Now, look at me: I am useful for <b>all sorts</b> of things,
5. But the Bramble <b>replies</b> ,	But the Bramble <b>replied</b> ,

## WRITING SKILLS

Do it yourself.

## VOCABULARY

1. **In the pink of health:** To be in excellent physical condition.
2. **Born with a silver spoon in mouth:** To be born into wealth and privilege.
3. **Once in a blue moon:** Very rarely or infrequently.
4. **Roll out the red carpet:** To give someone a special and warm welcome.
5. **A white elephant:** A useless or burdensome possession.
6. **In black and white:** Clear, simple, and unambiguous.
7. **To paint the town red:** To celebrate wildly or have a lot of fun.
8. **Golden days:** A happy and prosperous time in someone's life.

### Complete the sentences using the phrases/idioms:

1. He is a famous Hollywood star. The organizers are **rolling out the red carpet** to welcome him.
2. Some people don't have to do much effort to be successful. They are **born with a silver spoon in their mouth**.
3. You are looking **in the pink of health**. It seems the weather of the hills suits you.
4. This arrangement of stars can be seen **once in a blue moon**.
5. It's a very expensive car. Maintaining it would be like keeping a **white elephant**.
6. If you can't trust my words, I can give it to you **in black and white**.
7. I still remember my happy childhood. Those were the **golden days!**

8. It's her 18th birthday. She is going to **paint the town red** with friends and family!

### **ASL**

Do it yourself.

### **LIFE SKILLS**

Do it yourself.

### **BRAIN BOOSTERS**

1. Sickness is to illness as **mind is to brain**.
2. A baker is to cookies as carpenter is to **furniture**.
3. Glue is to paste as a knife is to **cut**.
4. Cards are to deck as flowers are to **bouquet**.

## L-12 (THE MAGIC BON-BONS)

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

A.1. The irony in Claribel Sudds' wishes is that she wanted to be successful on stage despite lacking the natural talents and skills required.

2. There were five magic bon-bons, each with a unique effect:

**Lavender:** Bestowed excellent dancing skills.

**Pink:** Granted the ability to sing beautifully.

**White:** Made one a talented elocutionist.

**Chocolate:** Enabled exceptional piano playing skills.

**Lemon yellow:** Granted the ability to kick very high.

3. The box of bon-bons was left behind at a dry goods store by Claribel Sudds and then mistakenly taken home by Bessie Bostwick.

4. The chocolate bon-bon caused Bessie to play the piano with incredible skill and musicality, even though she previously had limited abilities.

5. The magic bon-bons had the following effects on the people who ate them:

- Mr. Bostwick: Began singing in a high-pitched soprano voice after eating the pink bon-bon.

- Mrs. Bostwick: Recited poetry dramatically after eating the white bon-bon.
- The professor: Kicked a dish of soup after eating the lemon yellow bon-bon.

6. The senator was unable to deliver an effective speech because he ate the lavender bon-bon, which made him start dancing uncontrollably on stage. This led to chaos and his removal from the event.

**B. 1.** This line comes after Claribel asks Dr. Daws for help in achieving her dream of being on stage, despite lacking any talent. Dr. Daws, the "wise chemist," creates magic bon-bons to grant her temporary abilities in various performing arts. After presenting the box, he reminds her to pay with a polite cough ("Ahem!") and requests a check, highlighting his professional service and Claribel's assumption that magic comes without cost.

**2.** This line is spoken by Mr. Bostwick after his daughter, Bessie, unknowingly consumes a magic bon-bon and starts playing the piano remarkably well. He expresses his astonishment, comparing her newfound talent to that of a "prodigy," a child with exceptional abilities. This unexpected display reinforces the magical power of the bon-bons.

**3.** This line serves as a transitional sentence, describing Mrs. Bostwick's attempt to restore normalcy after the chaos caused by Mr. Bostwick's singing and the professor's erratic behaviour

under the influence of the bon-bons. It sets the stage for the next incident involving the soup.

4. This line reveals the senator's reaction to the commotion at the Bostwick's dinner party. He is appalled by the behavior of Mr. Bostwick singing in a soprano voice and the professor kicking the soup dish. This highlights the senator's character as someone who values decorum and is uncomfortable with such an outburst in a respectable setting.

5. This line describes the audience's reaction to the senator's unexpected dance performance during his political speech. They are a mixture of astonished and horrified, but the senator, under the influence of the magic bon-bon, seems oblivious to their reactions. This emphasizes the disorienting effect of the bon-bon and the senator's lack of control over his actions.

6. This line explains the response to Claribel's outburst at the event. When she accuses the senator of stealing her bon-bons and incites the crowd to arrest him, the ushers, the event staff responsible for maintaining order, assume she is mentally unstable and remove her from the venue. This emphasizes the absurdity of the situation and Claribel's inability to reveal the true cause of the senator's behavior.

C.1. Sorcerer: **Dr. Daws** (practices **chemical sorcery**)

2. Professor: **Yale professor** (mentioned to be a man of **deep learning and scholarly attainments**)



- 3.Senator: **Senator** (known for his **eloquence** and delivers **political speeches**)
- 4.Mayor: **Mayor** (introduces the **senator** at the hall)
- 5.Usher: **Ushers** (work at the **hall** and maintain order)
- 6.Chemist: **Dr. Daws** (works with **chemicals** and creates the **magic bon-bons**)
- 7.Acrobat: **Claribel Sudds** (wishes to be one, but has no prior experience)
- 8.Elocutionist: **Claribel Sudds** (wishes to be the finest, but has no prior experience)

**D.** The most interesting incident in the story is when the Bostwicks have dinner with the senator and the professor. I find this scene interesting because it is full of unexpected and humorous events. The guests begin acting strangely after eating the magic bonbons, and the senator's behavior is particularly outrageous. He kicks a bowl of soup, recites poetry, and starts dancing. The scene is funny because it is so absurd, and it is also interesting because it shows how the magic bonbons can have different effects on different people. **(This answer can be different according to the choice of the students.)**

### **THINKING SKILLS**

Do it yourself.

### **GRAMMAR**

1. **Leaving school early to attend a function**, she missed the afternoon lectures.

2. **Impressed by the result of her class**, the teacher took them for an outing as a reward.
3. **Being down with fever**, he couldn't appear for exams.
4. **Not having received any information**, I am not able to tell you anything.
5. **Released last week**, the movie did good business.
6. **Having some important work**, I cannot go shopping with you.
7. **Hearing the good news**, we started to shout joyously.
8. **Not wanting to get lost in the fair**, the child held the hand of his father tightly.
9. **Having been ordered to pay the fine**, Mani returned home sadly.
10. **Having been to Shimla before**, we knew where to find a good restaurant.

**Fill in the blanks with correct participle forms:**

1. She was sitting in the lawn **listening** to songs.
2. **Having lived** in the society for many years, he is familiar with each and every family in the neighbourhood.
3. The glass **filled** with juice is kept in the fridge.
4. **Having met** each other for years, they had a lot to talk about.
5. **Born** into a rich family, Mayank has all the comforts of life.
6. **Being** the only child of his parents, he is very pampered.
7. **Realizing** his mistake, he apologized to the teacher.
8. Well **done**! You have done a great job.
9. **Having parked** the car, he went inside the house.
10. **Having watched** the film twice, I knew the dialogues by heart.

## WRITING SKILLS

Do it yourself.

## VOCABULARY

- |                |                                    |
|----------------|------------------------------------|
| 1. dabbled     | (c) experimented in different ways |
| 2. resemble    | (d) to have a great similarity     |
| 3. enraptured  | (f) fascinate and amazed           |
| 4. trotted     | (g) walked fast or run             |
| 5. jerky       | (a) unsteady and jumpy             |
| 6. palpitation | (h) heart beat                     |
| 7. trance      | (b) in a dreamlike condition       |
| 8. soprano     | (e) a high-pitched voice           |

## ASL

Do it yourself.

## LIFE SKILLS

Do it yourself.

## BRAIN BOOSTERS

1. clear and obvious
2. Millions
3. Quiet and disturbed ;Gloomy and jolly ;Genuine and real

## A HERITAGE OF TREES

### WARM UP

Do it yourself.

### COMPREHENSION SKILLS

1. The poet saw a line of noble trees that had been mutilated.
2. Words describing the condition of the trees:  
Mutilated      Ripped      Untimely      Wounded  
Lacerated      Attenuated      Crippled      Died  
Browned      Scabs      Scars
3. The poet feels a sense of sadness and anger upon seeing the trees in such a state. This is evident from the use of words like "tragic sight," "noble trees," "wounded," and "defy repair."
4. Lines suggesting the poet's high opinion of the planters:
  - "Planted long since ,By some sweet hand, some Ismail ,Visveswaraya or unknown Or royal patronage"
  - These lines mention historical figures known for their contribution to society, implying the planters were also worthy individuals.
5. **Fire as a preserver:**
  - "Trees are our heritage And ash so holy"
  - This suggests that burning wood for cooking is part of the cultural heritage and considered sacred.

**Fire as a destroyer:** "The road from Mysore To Ooty About twenty miles along it , There you'll see a tragic sight" , The

poem describes trees being cut down for firewood, highlighting their destruction.

6. The poem criticizes the act of cutting down trees for firewood, emphasizing the importance of preserving trees for their aesthetic beauty, environmental benefits, and cultural significance. It appeals for a more sustainable approach and urges people to enjoy the shade of trees instead of destroying them.

**B. 1.** This line describes the trees not only as a whole ("line") but also emphasizes their individual dignity ("noble") and the severity of the damage ("mutilated," "ripped").

2. This line suggests the passage of time, highlighting the slow healing process and the lasting impact of the damage.

3. This line emphasizes the extent of the damage and the permanent marks it has left on the trees, suggesting the impossibility of restoring them to their original state.

4. This line is an indirect plea to those who benefit from trees (e.g., those who use firewood) to consider the trees' contribution and the impact their actions have. "Peaceful shade" suggests a contrast to the destructive act of cutting them down.

5. This line acknowledges the cultural significance of trees ("heritage") and the sacredness associated with using wood for

religious purposes ("ash so holy"). However, these ideas with the earlier description of deforestation, the poem subtly questions the sustainability of such practices.

C. The poem does not have a consistent rhyming scheme. This is likely a deliberate choice by the poet to emphasize the raw emotions and urgency of the message rather than focusing on aesthetics.

### **THINKING SKILLS**

Do it yourself.

### **WRITING SKILLS**

#### **Trees for People: Silent Guardians of Our Wellbeing**

Trees hold a place of profound importance in our lives. They are the lungs of our planet, breathing life into our atmosphere by filtering harmful pollutants and releasing life-giving oxygen. They stand as guardians against soil erosion, preventing precious land from washing away. Their shade offers respite from the scorching sun, and their branches provide a haven for countless species.

Beyond their environmental benefits, trees enrich our lives in countless ways. They offer a source of peace and tranquility, their presence promoting mental and emotional well-being. From the vibrant colours of autumn leaves to the refreshing scent of pine needles, they awaken our senses and connect us to nature. Trees are a source of inspiration, sparking creativity and fostering a sense of wonder.

Let us honor these silent guardians by protecting them, planting new ones, and appreciating the vital role they play in sustaining not only our planet, but also our well-being.

## VOCABULARY

A.

WORD	SYNONYM	ANTONYM
Tragic	Disastrous	Triumphant
Noble	Dignified	Mean
Unknown	Anonymous	Famous
Defy	Oppose	Comply
Peaceful	Calm	Violent
Holy	Sacred	Unholy
Hack	Chop	Carve

B. **Lacerated:** relate, later, trace, acre etc.

**Attenuated:** tenant, net, tan, tune etc.

**Patronage:** gone, rate, gate, part etc.

**Heritage:** rage, there, age, heir etc.

## MODEL TEST PAPER-2

### SECTION-A

A. 1.M. Hamel blamed Franz's parents and himself for not focusing on his studies. He pointed out how his parents prioritized work over education and how he himself sometimes sent Franz for errands instead of studying.

2. Aunt Cyrilla helped everyone feel at home by sharing food from her basket, offering comfort to the children, and fostering a sense of camaraderie and shared experience.

3.Mrs. Packletide was a woman who was driven by her desire to outdo her rival, Loona Bimberton, rather than any genuine interest in hunting or achieving fame. The story suggests she wasn't interested in the actual act of killing or the impact it might have, but rather the social currency it would bring.

4. There were five magic bon-bons, each with a unique effect:

**Lavender:** Bestowed excellent dancing skills.

**Pink:** Granted the ability to sing beautifully.

**White:** Made one a talented elocutionist.

**Chocolate:** Enabled exceptional piano playing skills.

**Lemon yellow:** Granted the ability to kick very high.

5. The poet feels a sense of sadness and anger upon seeing the trees in such a state. This is evident from the use of words like "tragic sight," "noble trees," "wounded," and "defy repair."



6. While resting by the ashes, Halku heard the sound of animals munching and crunching in the field. He realized it was the nilgais destroying his crop. He was unable to go back to his farm.

B. 1. This statement tells us that he might have secretly wished they wouldn't go, perhaps because he wouldn't have to eat Christmas dinner alone.

2. This statement says that the medicine man felt the girls were only staring at him without offering any compensation for his services. He implied that while he was performing a service, he needed to be paid for his time and effort to live.

3. This sentence reveals Mrs. Packletide's pettiness and her focus on using the tiger hunt and its spoils to one-up Loona Bimberton, even planning her birthday gift around the event.

4. This line describes the audience's reaction to the senator's unexpected dance performance during his political speech. They are a mixture of astonished and horrified, but the senator, under the influence of the magic bon-bon, seems oblivious to their reactions. This emphasizes the disorienting effect of the bon-bon and the senator's lack of control over his actions.

5. This statement by M. Hamel is somber and significant, marking the end of an era and the importance he gives to this final lesson.

C. 1. a. The lines are referring to the **trees** that have been attacked and wounded.

b. The scars and scabs on the trees are described as **defying repair**. This suggests that the damage inflicted is **permanent** and cannot be healed or restored to its original state.

c. The poem doesn't explicitly state a positive or negative effect of the sun on the trees in these lines. However, it describes the **sides** of the trees as **browned by the sun**. This could be interpreted in two ways:

- **Sun exposure:** The sun's constant exposure might have **dried out** the wounded areas, giving them a brown appearance.
- **Time lapse:** The browning could also be a result of **time passing**, implying that the wounds have been exposed to the sun for a while, further emphasizing the **permanence of the damage**.

2.a. Our duty towards our partner is to be **attentive and responsive** to their needs.

b. While passing jelly, cream, or jam, make sure they are **within reach** for your partner to take.

c. **wish** and **dish**

3. a. The incident took place on the train, where they were stranded due to the snowstorm.

b. The beds were made for the children who were traveling with the little mother.

c. This incident reflects the compassion and helpfulness of Aunt Cyrilla, the pale girl, and the minister, who went out of their way to assist the mother and children during a difficult time.

4.a. The speaker of the poem identifies as **a brook** or a stream.

b. The line "For men may come and men may go" signifies that **human life is temporary and fleeting**. Men, representing humanity, come and go throughout the course of time, but the brook, a natural element, remains **eternal and enduring**.

c. The poem emphasizes that the **brook** goes on forever. The line "But I go on forever" is repeated throughout the poem, highlighting the brook's constant flow and the contrast between its permanence and the transient nature of human existence.

d. **"I clatter clatter, as I flow"**

e. **Alliteration**

## **SECTION-B**

Do it yourself.

## SECTION-C

A.1. The glass **filled** with juice is kept in the fridge.

**2.Having met** each other for years, they had a lot to talk about.

**3.Born** into a rich family, Mayank has all the comforts of life.

**4.Being** the only child of his parents, he is very pampered.

**5.Realizing** his mistake, he apologized to the teacher.

B.1.many

2.any

3.any

4.many

5.much

C. 1.I found the book not only boring, but also too long.

2. Neither Shreya nor Anna came to the party.

3.Father not only arranged a get-together on my birthday, but he also planned an outing.

4.To be successful, you must be both determined and hardworking.

5.Before the exam, I was not only excited, but also nervous.