

Chapter-1 (Adventure Of Tom Thumb)

Warm Up

Do it yourself.

Comprehension

A.

1. Tom Thumb was a tiny child, the size of a thumb, born to a poor peasant couple.
2. Tom Thumb told his father he would bring the horse-cart to the forest after he cut wood.
3. Two men wanted to have Tom Thumb because they wanted to organise a show to become rich.
4. The two robbers cursed Tom Thumb because he tricked them into running away by pretending not to hear them and then shouting loudly, waking up the cook.
5. Tom Thumb managed to come out of the cow's stomach by shouting, which alerted the farmhand, who then told the parson. The parson, believing the cow was possessed by an evil, ordered it to be slaughtered, and Tom was released from the stomach with the discarded entrails.
6. Tom Thumb tricked the wolf by guiding it to his house and telling it to enter through the drain to get plenty of food. The wolf ate so much that it couldn't fit back out of the drain and was subsequently killed by Tom's father.
7. Tom Thumb's parents were delighted to see him again. His mother was so happy she made him promise never to leave them again.

B.

1. Tom's Mother said to Tom
Because she was worried about Tom's safety, considering he's very small and could get hurt.
2. Tom Thumb said to his Father
To assure his father that he can handle bringing the cart despite his small size. He wants to help.
3. Stranger 1 said to Stranger 2
Because The stranger said this in surprise because he saw the cart moving without anyone visible driving it.
4. Robber said to Tom Thumb
Because The robber questioned Tom's ability to help with the robbery because of his small size.
5. Tom Thumb said to the Cow

Because Tom shouted this to trick the robbers into thinking someone else was awake and scare them away.

6. Tom Thumb said to his Father

Because Tom yelled this to his father to alert him and get himself rescued from the wolf's belly.

C. Tom thumb experiences the following adventures in the story:

1. **Driving the Cart:** Tom convinces his father to let him bring the horse-drawn cart to the forest.
2. **Escape from Strangers:** Two men who saw Tom driving the cart try to buy him from his father. Tom pretends to cooperate but escapes by hiding in a mouse hole, leaving the men frustrated.
3. **Outsmarting Robbers:** Tom encounters two robbers planning to steal from a parson. He offers his help and gets them to take him to the house. Once inside, he cleverly scares them away by pretending to be a loud voice, causing them to flee.
4. **Escape from the Wolf:** A wolf swallows Tom whole. Tom outsmarts the wolf by tricking it into entering his house through a drainpipe to eat. The wolf gets too full to escape and is killed by Tom's father. Tom is finally rescued from the wolf's belly.

Thinking Skills

Tom Thumb is portrayed as a clever, resourceful, brave, and adaptable young boy with a touch of mischievousness. He uses his intelligence and quick thinking to overcome challenges and navigate through extraordinary situations. While his adventures sometimes involve questionable choices, he ultimately demonstrates a strong will to survive and a desire to return home to his family.

Grammar

2. Mom **wouldn't let** my little sister work in the kitchen.
3. Would you please **mind** shifting to one side?
4. We were **horrified** by the place.
5. She had **difficulty** going to work with her fractured leg.
6. He was **too foolish** to be a lawyer.
7. Our teacher **suggested** that we study regularly.
8. We should **avoid** touching electrical wires with wet hands.
9. I enjoy **talking** to you.
10. They **made** him wash the clothes.
11. She **spent** many days completing the project.

B.

1. It is dangerous to drive fast.
2. She was so proud that she could not admit her mistake.
3. He was allowed to play cricket by them.
4. There were many people in the room.
5. Who did this mischief?
6. It is bad for your eyes to watch too much TV.

Writing Skills

Do it yourself.

Vocabulary

1. Atheist
2. Bibliophile
3. Cosmopolitan
4. Emigrant
5. Bankrupt
6. Pessimist
7. Volunteer
8. Professional

ASL

Do it yourself.

Life Skills

This statement holds some truth, as shown by Tom Thumb's experiences in the story.

Supporting Evidence:

Escaping the Cow: When swallowed by the cow, Tom Thumb demonstrates presence of mind by using his tiny voice to alert the farmhand.

Outsmarting the Robbers: Tom Thumb uses his wit and presence of mind to trick the robbers by pretending to be a giant ghost. This not only saves himself but also alerts the maid, leading to the robbers' capture.

Brain Boosters

(5) All correct (1) cairless (2) machstick (4) ecsplain (4) innosents

L-2 (Rikki-Tikki-Tavi)

Warm Up

Do it yourself.

Comprehension

A.

1. Rikki-tikki-tavi was a mongoose, who looked like a little cat in his fur and his tail. His eyes and the end of his restless nose were pink. He could scratch himself anywhere he pleased, with any leg, front or back. He could fluff up his tail till it looked like a bottle-brush.
2. One day, a high summer flood washed him out of the burrow where he lived with his father and mother. He was carried down a roadside ditch by the flood. He found a little wisp of grass floating there, and clung to it till he lost his senses.
3. A small boy and his parents saved Rikki-tikki-tavi. They took him into the house, wrapped him in a cotton-wool, and warmed him.
4. Yes, Teddy and Rikki-tikki became friends. When Rikki-tikki came to his senses, he found himself wrapped in a cotton-wool. He ran all around the table and jumped on the small boy's shoulder. Then his father asked Teddy not to be frightened because that was his way of making friends.
5. Darzee, the tailor-bird, and his wife were sad because One of their babies had fallen out of the nest and Nag ate him.
6. Rikki-Tikki-Tavi saved Teddy's life by tricking the deadly snake, Nag. Rikki-Tikki-Tavi saw Nag sitting near the biggest water-jar. Nag coiled himself down, coil by coil, and fell asleep. Taking the opportunity, Rikki-tikki jumped on Nag and closed his jaws tighter and tighter till the snake died.
7. Nag and Nagaina had hidden themselves in the bathroom because there was a brick pulled out to make a sluice for the bathwater and this was the only way to enter the house.
8. The lesson that we get froms the story 'Rikki-Tikki-Tavi' is to show bravery and a clear head in the face of fear.

B. 1. He bit, but did not bite long enough.

Reference: This line has been taken from the lesson 'Rikki-Tikki-Tavi' written by Rudyard Kipling.

Context: When Rikki-tikki heard a hiss in the garden while talking with Darzee, he jumped back two clear feet. A big black cobra looked at Rikki-tikki with his wicked eyes.

Explanation: The cobra spread out his hood more than ever. Rikki-tikki jumped up in the air as high as he could go, and just under him whizzed by the head of Nagaina, Nag's wicked wife. She had crept up behind him. He bit her, but could not bit so much that she would have died.

2. Teddy's mother picked him up from the dust and hugged him.

Reference: This line has been taken from the lesson 'Rikki-Tikki-Tavi' written by Rudyard Kipling.

Context: Nag and Nagaina had crept into the grass when Rikki-tikki attacked them. Just then Teddy came running down the path. Rikki-tikki was ready to be petted.

Explanation: Just as Teddy was stooping to pick Rikki-tikki up, something flinched a little in the dust. It was Karait. Rikki-tikki's eyes grew red again. He jumped on the snake's back to kill him in an instant, but the snake saved itself and ran away. Then Teddy's mother came there and picked Rikki-tikki up from the dust and hugged him. Rikki was thoroughly enjoying himself.

3. Nag coiled himself down, coil by coil, and fell asleep.

Reference: This line has been taken from the lesson 'Rikki-Tikki-Tavi' written by Rudyard Kipling.

Context: When Rikki-tikki attacked Nag and Nagaina, they crept into the grass. That night, he heard them planning to kill all the members of the family so that the bungalow would be empty and Rikki-tikki would go.

Explanation: Rikki-tikki tingled all over with rage and hatred at their plan. Nag waved here and there, and then Rikki-tikki heard him drinking from the biggest water-jar. Nag coiled himself down, coil by coil, to hide himself, but fell asleep, and Rikki jumped on him and killed him.

4. Rikki-tikki had the right to be proud of himself.

Reference: This line has been taken from the lesson 'Rikki-Tikki-Tavi' written by Rudyard Kipling.

Context: When Rikki-tikki was killing the Nag, Teddy's father came running on hearing the noise. He told her wife that it was the mongoose again; the little chap had saved their lives then.

Explanation: When all the matter had closed, he was very stiff but well pleased with his actions, which he took. Rikki-tikki had the right to be proud of himself, but he did not grow overly proud.

Thinking Skills

Yes, Teddy's father was right in saying so because every animal has a different way to show affection, and that was Rikki's way.

Grammar

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

B. 1. When the teacher came, he started teaching.
2. I sleep, until the sun rises.
3. Wherever you go for vacation, you will find me.
4. How you do things to complete the task.

5. If you play in rain, you will fall ill.
6. He cheated me, since I don't like dishonest people.
7. While mother cooked food, father came to late.

Writing Skills

Do it yourself.

Vocabulary

Cube

Dollop

Piece

Grain

Bit

Bar

Strand

Slab

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. Antarctic seals have waterproof fur and a thick layer of blubber for insulation.
2. Camels' long eyelashes shield their eyes from the desert sun.
3. A giraffe's spotted coat camouflages it in savannas amongst the trees and shrubs.
4. A lion's rough tongue is designed to scrape meat off its prey, not just peel the skin.
5. Penguins have feathers and a thick layer of fat under their skin to keep warm in cold weather.

Poem: Special Olympics

Warm Up

Do it yourself.

Comprehension Skills

- A.** 1. The moral of the poem is that winning isn't everything. True victory lies in

compassion, sportsmanship, and helping others.

2. Nine runners were the competitors in the 'Special Olympics'. There was a small runner among them.
3. The line that reflects the competitors' helpfulness is:
"The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back
to help him"
4. The special competitors prepare themselves for the Olympics by practicing and training for many weeks and months.
5. Each competitor deserves a gold medal because, beyond winning the race, they all demonstrated the true spirit of the games by helping their fellow athlete and displaying empathy and teamwork.
6. When the small boy fell down, he cried out in frustration and anguish, implying he was sad, disappointed, and possibly hurt.

**B. 1. *"The blocks were all lined up for those who would use them
The hundred-yard dash was the race to be run"***

Reference: These lines have been taken from the poem 'Special Olympics' beautifully composed by David Roth.

Context: These lines describe the starting area of the race.

Explanation: "Blocks" refer to the starting blocks used by runners in sprint races to provide a stable and fair starting position. "Those who would use them" implies that not all runners in the competition necessarily utilise the blocks, and the statement clarifies that this is a hundred-yard dash, a short sprint race.

2. *"But the smallest among them, he stumbled and staggered*

And fell to the asphalt instead"

Reference: These lines have been taken from the poem 'Special Olympics' beautifully composed by David Roth.

Context: These lines describe the unfortunate incident that occurs during the race.

Explanation: The smallest runner, possibly indicating their age or physical stature, loses their balance and falls onto the ground, which is described as "asphalt" (a paving material). The use of "stumbled" and "staggered" emphasizes the suddenness and difficulty of the fall.

3. *"The eight other runners pulled up on their heels*

The ones who had trained for so long to compete”

Reference: These lines have been taken from the poem ‘Special Olympics’ beautifully composed by David Roth.

Context: These lines highlight the sportsmanship and compassion displayed by the other runners.

Explanation: Runners stopped running, even though they had trained for a long time to win the race. This action demonstrates their empathy for the fallen runner.

4. “And a standing ovation and nine beaming faces

Said more than these words ever will.”

Reference: These lines have been taken from the poem ‘Special Olympics’ beautifully composed by David Roth.

Context: These lines describe the emotional conclusion of the event.

Explanation: The audience responds with a gesture of respect and appreciation for the runners' actions. The image portrays the joy and satisfaction on the faces of all runners, despite not winning in the traditional sense. The line concludes by stating that this display of unity and sportsmanship speaks volumes beyond what words can express.

C. run – gun ahead – instead compete – feet still – will

Thinking Skills

The poem beautifully illustrates the special qualities of the Special Olympics through the actions of the athletes:

1. Inclusivity and Support: Unlike traditional competitions focused on individual triumph, the Special Olympics prioritizes inclusivity and support. The eight runners, even though trained to compete, disregard personal victory to help their fallen fellow athlete.

2. Redefining Victory: The poem redefines the meaning of victory. It demonstrates that the Special Olympics celebrates the journey and the spirit of participation above individual competition.

Writing Skills

Do it yourself with the help of the given format.

Vocabulary

- A. 1. spectator 2. stagger 3. dirt 4. runner 5. effort 6. silver 7. cheer
7. Governor

B. Complete the table given below.

Word	Synonym	Antonym
Final	conclusive	initial
Smallest	tiniest	biggest
Anguish	Agony	joy
continued	sustained	stopped
reduced	decreased	increased
ended	terminated	started

L-3 (Spirit Of Adventure)

Warm Up

Do it yourself.

Comprehension Skills

A.

1. The boys landed on the island after their plane crashed and they escaped from the crashed plane through an emergency tube outlet.
2. The boys planned to stick together by electing a leader (Ralph), building shelters, hunting for food, lighting a fire for rescue signals, and taking turns speaking during meetings.
3. According to me, Ralph seems like a more deserving leader, as he prioritises rescue, shelter, and establishing rules to keep the boys united and calm.
4. According to the author, the boys faced many problems, including a lack of adult guidance, difficulty in controlling the younger children, keeping the fire under control, disagreements about hunting and priorities, and maintaining order and peace within the group.
5. According to Jack, the idea of survival on the island involved prioritising hunting and focusing on immediate needs like food over rescue efforts.
6. Ralph sensed danger from Jack after some time. Some things that made him feel angry were Jack's disagreement with Ralph's leadership and desire for power, Jack's increasingly violent behaviour, and Jack's disregard for rules.

7. A naval captain, who had seen the smoke, had come to rescue them. Thus, they were all shipped safely back home.

B. 1. *“To me rescue and shelter are more important. Jack doesn't seem to agree.”*

Reference: This line has been taken from the lesson ‘Spirit Of Adventure’ which is adapted from “The Lord of the Flies”

Context: This line is spoken by Ralph on Day 3.

Explanation: He and Jack disagree on how to prioritise their survival on the island. Ralph believes finding rescue and shelter are the most important tasks, while Jack is fixated on hunting for food.

2. *“Every time the wind blows it bellows out. The little children are scared.”*

Reference: This line has been taken from the lesson ‘Spirit Of Adventure’ which is adapted from “The Lord of the Flies”

Context: The incidents that are shown in this line happen on Day 6.

Explanation: Ralph describes a parachute they found that makes a bellowing sound in the wind. The younger boys are scared, believing it to be a beast. This incident highlights the increasing fear among the boys.

3. *“He has started tormenting and threatening the boys.”*

Reference: This line has been taken from the lesson ‘Spirit Of Adventure’ which is adapted from “The Lord of the Flies”

Context: This line, spoken on Day 8, describes Jack's growing hostility towards the other boys. He wants to take over the leadership.

Explanation: Jack is no longer just hunting but tormenting and threatening them. That day he did another stupid thing. After killing the beast he stuck his head on a pole and left it in the middle of the forest. He says this is a sacrifice for the beast.

4. *“I hold the breath. They are frantic. They don't want to give up upon their wild search.”*

Reference: This line has been taken from the lesson ‘Spirit Of Adventure’ which is adapted from “The Lord of the Flies”

Context: This line depicts Ralph's fear and desperation as he hides from Jack and his group.

Explanation: Ralph held his breath as he heard one of them come close, fearing discovery. Because of their love for Ralph, the boys' unrelenting pursuit of him shows how humanity has failed them and how they have turned into a mob.

5. *“When I get up. I find myself at the feet of a Naval Captain.”*

Reference: This line has been taken from the lesson ‘Spirit Of Adventure’ which is adapted from “The Lord of the Flies”

Context: This line is the climax of the story, occurring on Day 12. This unexpected encounter with rescue brings the story to a sudden and hopeful end.

Explanation: Ralph, having escaped from Jack, stumbled upon a naval captain. When he got up, he found himself at the feet of a naval captain. He had seen the smoke and had come to rescue them. They were all shipped safely back home.

C.

Ralph: The protagonist, elected chief, sensible and level-headed.

Piggy: Ralph's friend, intelligent and wears glasses.

Jack: Ralph's rival, power-hungry and wants to be chief.

Simon: A quiet boy who likes to wander off alone.

Roger: Joins Jack's group and becomes more savage.

Naval captain: Rescues the boys from the island.

Thinking Skills

The boys chose a leader on the island as soon as they landed for several reasons:

- 1. Establish order and control:** Without adults, the boys lacked a sense of authority and structure. Choosing a leader helped create a sense of order and control.
- 2. Make decisions and solve problems:** They needed someone to make decisions and solve problems that arose, such as building shelters, finding food, and signalling for rescue.
- 3. Inspire confidence and hope:** A leader could provide a sense of confidence and hope, crucial for maintaining morale and motivation in a stressful and uncertain environment.

Grammar

A.

1. One in every four children in our class is below average.
2. One must always respect one's parents.
3. I don't like these shoes. I liked the ones that we saw at the supermarket.
4. Would you like to have a cup of coffee?
5. Do you like this dress or that one?
6. My house is the one at the corner.
7. She is one of those girls who is an all-rounder.
8. My children are grown-up. One is seventeen years old, and the elder one is eighteen.

B.

The boy could climb almost as well as he could swim, and swam almost as well as he could run. So Baloo, the teacher of law, taught him the laws of the wood and water: how to tell a rotten branch from a sound one; how to speak politely to the wild bees when he came upon a hive; what to say to Mang the Bat when he disturbed him in the branches at midday; and how to warn the water snakes in the pools before he splashed down among them. None of the jungle people liked being disturbed, and all were ready to fly at an intruder. Then, too, Mowgli was taught the stranger's hunting call.

Writing Skills

Do it yourself.

Vocabulary

Swing	(f) to move gently from side to side
Tremble	(e) to make lots of quick small movements
Gallop	(h) ride a horse very fast
Bound	(g) jump up high
Twirl	(b) to make something move in circles
Tip-toe	(d) to walk on toes
Wriggle	(a) to make short quick movements from side to side
Swirl	(c) fast circular movement

ASL

Do it yourself.

Life Skills

The moment I realised I wasn't following the familiar trail anymore, a wave of panic washed over me. My heart hammered against my ribs, and my breath hitched in my throat. However, I knew panicking wouldn't help. Taking a deep, calming breath, I decided to take the following steps:

1. Stop walking and stay put.
2. Communicate with my friends:
3. Regroup and assess the situation:

You may elaborate on the situation by adding more points to it. You may also tell them your own reaction to the given situation.

Brain Boosters

(d) arrival (a) hinder (d) stick by (c) faithfulness (c) apathy

Poem: Adventure Of Isabel

Warm Up

Do it yourself.

Comprehension Skills

A. 1. a. Isabel met a bear.

b. The poem says "Isabel, Isabel, didn't worry" and "Isabel didn't scream or scurry". These lines indicate that Isabel was not afraid.

c. The poem uses the words "hungry" and "ravenous" to describe the bear.

d. Isabel washed her hands, straightened her hair, and then quietly ate the bear up.

2. a. The poem describes the witch as having a "cross and wrinkled" face and "gums with teeth sprinkled", implying she looked old and unpleasant.

b. The witch decided to turn Isabel into an "ugly toad".

c. The poem doesn't explicitly state what Isabel did to the witch. It only mentions that "she showed no rage and she showed no rancor, But she turned the witch into milk and drank her."

3. a. Isabel met a giant.

b. Nibbled: To eat something in small bites.

Zwieback: A dry, twice-baked biscuit.

c. Isabel cut off the giant's head after she finished her zwieback.

d. The poem doesn't mention who Isabel meets next.

4. a. (i) Satchel (ii) bulged

b. The doctor advised Isabel to swallow a pill to get well.

c. Isabel was not actually sick.

d. This question is ambiguous and open to interpretation. The question is simply humorous, not meant to be taken literally.

B.

1. Isabel met a bear, a witch, a giant, and a doctor.

2. The poem states that "Isabel, Isabel, didn't care" and "Isabel didn't scream or scurry." This indicates that Isabel remained calm and unafraid upon encountering the bear.

3. The poem describes the giant as "hideous", "hairy", and "horrid". He also had "one eye in the middle of his forehead".

4. We can infer that Isabel is brave and fearless. She doesn't show fear when facing dangerous creatures. She finds unconventional ways to overcome challenges. She maintains her composure even in threatening situations.

5. The events described are impossible in the real world, and the purpose is to entertain the reader with their silliness and unexpected situations. Therefore, it's not intended to be taken literally.

Thinking Skills

Unbelievable Instances in the Poem:

1. Isabel quietly eating the bear:
2. Isabel turning the witch into milk and drinking her:
3. Isabel cutting off the giant's head with her bare hands:
4. Isabel calmly curing the doctor:

You may add more points to make a list of the instances that are given in the poem.

Similar Stanza

I conquered Mount Everest in a day,
No sherpa, no guide, just me all the way.
The wind howled fierce, the snow reached my chin,
But I scaled the peak with a triumphant grin.
While others gave up, I pushed through the pain,
Reached the highest point, sunshine and rain.
Now the world knows, I'm the strongest and bold,
The Everest conqueror, a story untold!

You may also make a similar stanza to boast of your achievements.

Writing Skills

Do it yourself.

Vocabulary

- A.**
- | | |
|-----------|-------------|
| Ravenous: | Satiated |
| Cruel: | Kind |
| Cross: | Pleasant |
| Rage: | Calm |
| Horrid: | Pleasant |
| Calmly: | Frantically |

- B.**
- | | |
|----------|----------------|
| Glad: | Happy, pleased |
| Wicked: | Evil, mean |
| Hideous: | Ugly, dreadful |
| Nibbled: | Bit, gnawed |
| Satchel: | Bag, pack |

L-4 (The Neighbours)

Warm Up

Do it yourself.

Comprehension Skills

A. 1. Zalela and Mei Ling became friends because they were in the same class and lived next door. They spent all their free time together.

2. Mei Ling's parents gave her a puppy as a birthday present.

3. Zalela's mother forbade her to play with Mei Ling because their religion forbids them from touching dogs.

4. Zalela's knee got licked by Johan, Mei Ling's dog, and she was secretly washing it because her mother would be angry if she knew.

5. Johan, Mei Ling's dog, and Koreng, Zalela's cat, bumped into each other when Johan chased Koreng into Zalela's house. The outcome was tragic. Johan, startled by Zalela's mother, knocked over a vase and ran out of the house in fear. He then got hit by a car and died. This event caused immense grief for both Mei Ling and Zalela, straining their friendship.

6. When Mei Ling tied Johan up in the yard, he barked endlessly, disturbing everyone. She eventually let him free due to the constant barking.

7. No, the girls were not able to find Johan. They searched the neighbourhood but found nothing. Later, they found his body floating in the stream near the road. He had been hit by a car. They buried him together and planted a bush near his grave.

8. Zalela's mother gave Mei Ling a small white kitten as a replacement pet. Mei Ling accepted the kitten and promised to love it as much as she loved Johan.

B. 1. Zalela said this to her mother.

2. Zalela's mother said this to Zalela and Mei Ling.

3. Mei Ling's father said this to his wife.

4. Mei Ling's mother said this to her husband.

5. Mei Ling said this to Zalela.

6. Zalela said this to Mei Ling.

Thinking Skills

The story of Zalela and Mei Ling highlights some interesting differences between the thinking of children and adults. The story suggests that children tend to prioritize their immediate emotions and desires, while adults are more influenced by external factors

like cultural norms, practicality, and long-term consequences. However, it's important to remember that these are broad generalisations, and individual experiences and personalities can play a significant role in shaping both children's and adults' thinking.

Grammar

1. Her homework was being done by my sister.
2. The letter was being typed by the clerk.
3. The movie was being watched by the boy.
4. The car was being repaired by the mechanic.
5. The answer sheets were being checked by the teacher.
6. Some trees were being planted in the park by them.
7. The roof was being painted with different colours by them.
8. The old man was being helped cross the road by me.
9. The guitar was being played by the girl.
10. The thief was being barked at by the dog.

Writing Skills

- A. Do it yourself.
- B. Do it yourself.

Vocabulary

A.

1. **Explore:** To travel around an area in order to learn about it.
2. **Orbit:** The path that an object follows around another object in space, due to the force of gravity.
3. **Launch:** To propel a vehicle or object into space.
4. **Beam:** A narrow stream of light, particles, or radiation.
5. **Galaxy:** A large system of stars, dust, and gas held together by gravity.

B.

Root	Verb	Noun	Adjective
celebrate	celebrates	celebration	celebratory
diagnose	diagnoses	diagnosis	diagnostic
animation	X	animation	animated
invent	invents	invention	inventive
exist	exists	existence	existent

bend	bends	bend	bendy
import	imports	import	imported
smell	smells	smell	smelly

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. (iii)2-3 2. (iii)3-4 3. (i)1-4 4. (iii)2-1 5. (iv)1-4

L-5 (Mowgli Learns The Jungle Law)

Warm Up

Do it yourself.

Comprehension Skills

A.

1. Mowgli was the favourite student of Baloo because Mowgli was quick to learn, unlike the young wolves, who only memorised specific laws relevant to their pack. It was easier and more enjoyable for Baloo to teach Mowgli due to his quick grasp.
2. Mowgli had learned jungle survival skills, hunting etiquette, and master words that were used to claim protection.
3. Baloo wanted to teach Mowgli all the laws of the jungle to protect him. He believed knowing these laws, even if they seemed tedious to learn, would keep Mowgli safe from various dangers in the jungle.
4. The passage mentions three "master words": "We be of one blood, you and I"—used for the hunting people. The kite's whistle is used by the birds. undescribed hiss—used for the Snake People.
5. This statement is said by Baloo to Mowgli, asking him to demonstrate his knowledge by saying the "master word" used for the hunting people. He refers to Mowgli as a "great scholar" sarcastically, perhaps because Mowgli was showing off earlier about knowing all the jungle tongues.
6. Baloo teaches Mowgli the Master Words, emphasising their purpose in keeping him safe. He explains to Bagheera that even though he might hit Mowgli, it's

done "very softly" and out of love to teach him and protect him from future harm. He argues that learning the laws is worth "a little beating" compared to the dangers Mowgli could face without this knowledge. These points indicate that he was very protective of Mowgli.

7. Mowgli had not learned all the laws properly. He shows frustration and calls Baloo "fat old Baloo" when he is asked to demonstrate the master words, indicating he might not appreciate the lessons.
8. Mowgli makes faces at Baloo because Baloo constantly teaches him and makes him repeat things. He feels triumphant about being able to recite the master words correctly and wants to show off.

B.

1. *"But Mowgli, as a mancub, had to learn a great deal."*

Reference: This line has been taken from the lesson "Mowgli Learns The Jungle Law" an extract from 'The Jungle Book' by Rudyard Kipling.

Context: Baloo is teaching Mowgli the Law of the Jungle, while young wolves only learn the parts relevant to their pack.

Explanation: Mowgli, as a human, needs to learn the entirety of the Jungle Law because he doesn't have an inherent understanding of how the jungle functions and how to survive within it.

2. *"None of the jungle people like being disturbed, and every one is ready to fly at an intruder."*

Reference: This line has been taken from the lesson "Mowgli Learns The Jungle Law" an extract from 'The Jungle Book' by Rudyard Kipling.

Context: Baloo is teaching Mowgli the Law of the Jungle.

Explanation: The jungle animals are territorial and dislike being bothered. By knowing how to interact with them properly through greetings and warnings, Mowgli avoids provoking them and ensures his own safety.

3. *"A man's cub is a man's cub and he must learn all the Law of The Jungle."*

Reference: This line has been taken from the lesson "Mowgli Learns The Jungle Law" an extract from 'The Jungle Book' by Rudyard Kipling.

Context: Baloo is teaching Mowgli the Law of the Jungle.

Explanation: Baloo believes that despite Mowgli being young and human, he needs to be thoroughly prepared for the dangers of the jungle, regardless of the difficulty. By learning the complete Law of the Jungle, Mowgli equips himself with the knowledge and skills necessary to survive.

4. "It's better that he is bruised from head to toe by me who loves him than be harmed by."

Reference: This line has been taken from the lesson "Mowgli Learns The Jungle Law" an extract from 'The Jungle Book' by Rudyard Kipling.

Context: Baloo is teaching Mowgli the Law of the Jungle.

Explanation: Baloo believes that his seemingly harsh training methods, though causing temporary discomfort to Mowgli, are ultimately beneficial because they prevent Mowgli from facing potentially fatal consequences if he encounters danger unprepared.

C.

Here are the different laws mentioned in the story, along with their purposes:

1. Wood and Water Laws:

Purpose: Teach Mowgli how to safely interact with the environment, including recognising dangers like rotten branches and avoiding disturbing creatures like bees, bats, and water snakes.

2. Strangers' Hunting Call:

Purpose: Establish communication and avoid conflict with jungle inhabitants when hunting outside one's own territory.

3. Master Words of the Jungle:

Purpose: Protect Mowgli from harm by allowing him to claim protection from various jungle inhabitants.

These laws highlight the importance of respecting the environment and peaceful coexistence.

Thinking Skills

1. Communication and social skills-

- Respectful communication
- Empathy and compassion
- Cooperation and teamwork
- Conflict resolution

2. Critical thinking and problem-solving skills-

- Independent thinking
- Problem-solving
- Adaptability
- Decision-making

3. Self-care and personal development skills-

- Emotional regulation

- Time management
 - Independent learning
 - Self-awareness
- 4. Safety and responsibility-**
- Following rules and laws
 - Cybersecurity
 - Personal safety
 - Responsibility for actions

It is important to remember that every child develops at their own pace, and these skills can be learned and nurtured over time with guidance and support from elders, family members, and educators.

Grammar

A.

1. She is going to be 15 next week.
2. They are going to get a new computer.
3. I think my father will like this shirt.
4. My sister is going to buy a new house.
5. The guests will arrive at about 6 o'clock in the evening.
6. Will you help me with the bags?
7. By 2020, more people will be living in green organic homes.
8. We are going to arrange a get-together this Monday.
9. We will fly to Europe in June.
10. Look at the sky! It is going to rain soon.

B.

1. Father got up early so that he could reach office on time.
2. Mohit spoke very slowly so that he would not disturb others.
3. Tanya wears a helmet while cycling so that she won't get hurt.
4. She locked the door so that she could go to market.
5. He brushes twice a day so that he can keep his teeth healthy.
6. Mother decorated the hall so that she could throw a nice party.
7. Mayank set the alarm so that he can get up on time in the morning.
8. They got the roof repaired so that it could not leak during rain.

Writing Skills

Do it yourself.

Vocabulary

1. ambush
2. float
3. nest
4. litter
5. paddling
6. parade
7. parliament
8. prattle
9. pride
10. pack
11. sleuth
12. parliament

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. (a) than
2. (c) rich
3. (a) clear
4. (c) breeds

Poem: The Rainy Day

Warm Up

Do it yourself.

Comprehension Skills

A.

1. The rain is referred to as a symbol of the speaker's sadness and hopelessness.
2. The poem gives a message that difficulties and sadness are inevitable parts of life, but hope and resilience can help us overcome them.
3. The words that mean the same as 'boring' and 'sleepy' in the poem are 'dreary' and 'weary', respectively.

B.

1. ***"The vine still clings to the mouldering wall, But at every gust the dead leaves fall, And the day is dark and dreary."***

Explanation: These lines represent the speaker's melancholic state of mind. The vine symbolises clinging to the past, even though it's mouldering, suggesting decay or loss. With every gust, the dead leaves symbolise the loss that the speaker feels. This imagery creates a gloomy atmosphere that reflects the speaker's emotional state.

2. The poem doesn't explicitly mention the specific "thoughts" clinging to the wall. However, the imagery of the "mouldering wall" and "dead leaves" suggests they might be memories of a happier past, possibly filled with unfulfilled dreams or lost relationships.
3. The meaning of "dark and dreary life" is to compare the speaker's feelings of sadness, loneliness, and a lack of hope. He feels like his life lacks purpose or fulfilment.

4. The third stanza shows a shift in the speaker's state of mind. This suggests a moment of self-awareness and a potential attempt to break free from negativity.
5. Yes. The sun represents hope and better times, while the clouds represent challenges and difficulties. The speaker acknowledges that even though life may seem bleak right now, there is still the possibility of things getting better.
6. There are many ways to overcome sad and gloomy days, and the best approach might vary depending on individual circumstances.

Here are some possible strategies to overcome the sad and gloomy days:

- a. Connecting with others
- b. Engaging in activities you enjoy
- c. Practicing mindfulness
- d. Seeking professional help

C. (a) dreary (b) Cease

- D. dreary - weary
 wall - fall
 past - blast
 repining - shining
 all - fall

Examples of Imagery-

Visual Imagery: The sun dipped below the horizon, painting the sky in fiery hues of orange and red.

Auditory Imagery: The rhythmic tapping of raindrops against the windowpane lulled me to sleep.

Olfactory Imagery: The aroma of freshly baked bread wafted from the kitchen, filling the room with warmth and comfort.

Gustatory Imagery: The rich, creamy chocolate melted on my tongue, leaving a decadent taste behind.

Tactile Imagery: The soft fur of the cat purred against my leg, providing a sense of comfort.

Thinking Skills

Do it yourself.

Writing Skills

Do it yourself. You may take reference to answer no. 5.

Vocabulary

1. (b) bibliophile 2. (a) artiste 3. (c) fallacy 4. (a) immortal 5. (b) theist

L-6 (The Story Of Louis Pasteur)

Warm Up

Do it yourself.

Comprehension Skills

A.

1. One day, when Louis was playing with his friends, he heard people shouting that a man had been bitten by a mad wolf.
2. After completing his schooling, Louis studied to become a scientist.
3. Pasteurization involves heating milk, wine, or beer to a certain temperature for a specific amount of time to kill bacteria that cause souring and disease.
4. Pasteur studied anthrax, a disease that affects sheep, cattle, and humans.
5. Louis discovered a way to weaken anthrax bacteria and showed that animals inoculated with the weakened bacteria could survive infection with stronger bacteria. He believed this approach could be applied to other diseases, including rabies.
6. On July 6th, 1885, a woman came to Pasteur pleading to save her son, who had been bitten by a mad dog. He decided to give the boy the vaccine, which until now had been given to animals. Thus, he saved the boy from rabies.
7. Yes, Louis successfully treated the boy using the weakened rabies virus he had developed.
8. The French government founded the Pasteur Institute in Paris to honour Pasteur and allow further research and treatment.

B.

1. Pasteurization
2. Viruses
3. Anthrax
4. Microscope

C.

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

D.

1. That heat treatment can kill bacteria that cause souring in milk or wine.
2. How to grow weakened anthrax bacteria.
3. A way to prevent rabies.

Thinking Skills

Inquisitive: The passage mentions that Pasteur was "interested in such questions as: what makes wine and beer ferment?" This inquisitiveness drove him to explore the causes of various phenomena.

Determined: When faced with the ethical dilemma of trying the rabies treatment on a human for the first time, Pasteur's determination to save the boy's life led him to proceed.

Hardworking: The passage mentions that Pasteur "trained himself as a scientist" and "made discoveries for which he became famous." This dedication and hard work were crucial for his success.

While the passage mentions other qualities like "curious" and "playful" in the initial description, they are not directly related to his discovery of the rabies cure. "Ignorant" has a negative connotation and is not an appropriate description for someone who made significant scientific contributions.

Grammar

A.

1. When we **had finished** eating dinner, we went out for a movie.
2. The teacher told us that she **had prepared** the test sheets two days ago.
3. Chris **had owned** this house for three years before he **sold** it.
4. I **had been** to this amusement park some days ago.
5. John **had saved** a lot of money before he **bought** the gift for his parents.
6. The boss **had told** us that he **had hired** some new staff for the sales department.
7. Renee **had not used** email before, so I taught her how to use it.
8. The weather was so humid because it **had not rained** all summer.

B.

1. Jane **was rehearsing** for her school play.
2. I **was watching** TV while my brother **was studying** in his room.
3. The kids **were playing** football when suddenly it started to rain.
4. We **were watching** a horror movie when we heard a voice.
5. When Shane and her friend **were going** out, they forgot to switch off the lights.
6. We **were not wasting** time. We **were preparing** for the exam.
7. He **was working** on a report at four.

8. I called my parents, but they were attending to some guests.

Writing Skills

Do it yourself.

Vocabulary

1. (b) significant 2. (c) gloomy 3. (b) facilitate 4. (a) parched 5. (d) lively

ASL

Do it yourself.

Life Skills

Do it yourself.

Here's what you can do for your friend as immediate first aid for his bleeding knee:

1. Stop the activity
2. Clean the wound
3. Apply pressure by using a clean cloth or bandage to stop the bleeding.
4. Elevate the leg above the level of his heart.

Covering and protecting the wound is crucial for several reasons:

1. Covering the wound helps prevent dirt.
2. Reduce pain
3. Promote healing

Brain Boosters

1. (a) bought 2. (c) rose 3. (a) will be cancelled 4. (a) will take rest

MODEL TEST PAPER-1

Section-A

A.

1. Tom Thumb managed to come out of the cow's stomach by shouting, which alerted the farmhand, who then told the parson. The parson, believing the cow was possessed by an evil, ordered it to be slaughtered, and Tom was released from the stomach with the discarded entrails.
2. One day, a high summer flood washed him out of the burrow where he lived with his father and mother. He was carried down a roadside ditch by the flood. He found a little wisp of grass floating there, and clung to it till he lost his senses.

3. Darzee, the tailor-bird, and his wife were sad because One of their babies had fallen out of the nest and Nag ate him.

4. The line that reflects the competitors' helpfulness is:

“The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back
to help him”

5. The boys planned to stick together by electing a leader (Ralph), building shelters, hunting for food, lighting a fire for rescue signals, and taking turns speaking during meetings.

6. The poem describes the giant as "hideous", "hairy", and "horrid". He also had "one eye in the middle of his forehead".

7. Zalela's knee got licked by Johan, Mei Ling's dog, and she was secretly washing it because her mother would be angry if she knew.

8. Mowgli was the favourite student of Baloo because Mowgli was quick to learn, unlike the young wolves, who only memorised specific laws relevant to their pack. It was easier and more enjoyable for Baloo to teach Mowgli due to his quick grasp.

9. Here are the different laws mentioned in the story, along with their purposes:

1. Wood and Water Laws:

Purpose: Teach Mowgli how to safely interact with the environment, including recognising dangers like rotten branches and avoiding disturbing creatures like bees, bats, and water snakes.

2. Strangers' Hunting Call:

Purpose: Establish communication and avoid conflict with jungle inhabitants when hunting outside one's own territory.

3. Master Words of the Jungle:

Purpose: Protect Mowgli from harm by allowing him to claim protection from various jungle inhabitants.

These laws highlight the importance of respecting the environment and peaceful coexistence.

10. Zalela and Mei Ling became friends because they were in the same class and lived next door. They spent all their free time together.

B. 1. Reference: These lines have been taken from the poem ‘Special Olympics’ beautifully composed by David Roth.

Context: These lines describe the starting area of the race.

Explanation: "Blocks" refer to the starting blocks used by runners in sprint races to provide a stable and fair starting position. "Those who would use them" implies that

not all runners in the competition necessarily utilise the blocks, and the statement clarifies that this is a hundred-yard dash, a short sprint race.

- a. 'Special Olympics'
- b. The given lines describe the starting area of the race.

**2. "The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary."**

Explanation: These lines represent the speaker's melancholic state of mind. The vine symbolises clinging to the past, even though it's mouldering, suggesting decay or loss. With every gust, the dead leaves symbolise the loss that the speaker feels. This imagery creates a gloomy atmosphere that reflects the speaker's emotional state.

a. Poem 'The Rainy Day' composed by Henry Wadsworth Longfellow

b. The day is referred to as "dark and dreary" to create a specific mood and convey a sense of gloom, sadness, and hopelessness.

3. a. The poem describes the witch as having a "cross and wrinkled" face and "gums with teeth sprinkled", implying she looked old and unpleasant.

b. The witch decided to turn Isabel into an "ugly toad".

c. The poem doesn't explicitly state what Isabel did to the witch. It only mentions that "she showed no rage and she showed no rancor, But she turned the witch into milk and drank her."

C. 1.True 2.True 3.False 4.False 5.False 6.x 7.False 8. False
9.True 10.False

D. Do it yourself.

Section-B

- A. Do it yourself.
- B. Do it yourself.
- C. Do it yourself.
- D. Do it yourself.

Section-C

- A.
 1. Her homework was being done by my sister.
 2. The letter was being typed by the clerk.
 3. The movie was being watched by the boy.

4. The car was being repaired by the mechanic.
5. The answer sheets were being checked by the teacher.

B.

1. She locked the door so that she could go to market.
2. He brushes twice a day so that he can keep his teeth healthy.
3. Mother decorated the hall so that she could throw a nice party.
4. Mayank set the alarm so that he can get up on time in the morning.
5. They got the roof repaired so that it could not leak during rain.

C.

Subject: I	Object complement: team leader
Subject: My sister	Object complement: happy
Subject: We	Object complement: blue
Subject: We	Object complement: No object complement
Subject: We	Object complement: No object complement

D.

1. When we **had finished** eating dinner, we went out for a movie.
2. The teacher told us that she **had prepared** the test sheets two days ago.
3. Chris **had owned** this house for three years before he sold it.
4. I **had been** to this amusement park some days ago.
5. John **had saved** a lot of money before he bought the gift for his parents.

L-7 (The Unlucky Weaver)

Warm Up

Do it yourself.

Comprehension Skills

A.

1. The weaver weaved exquisite clothes, which were of much higher quality compared to the inferior clothes woven by other weavers in the locality.
2. Yes, the weaver was successful in the other city for his weaving. His clothes became popular due to their high quality, and he earned three hundred gold coins within three years.
3. The weaver heard the voices of Destiny and Action while returning home. Destiny represented fate, and Action represented the consequences of the weaver's actions.

4. The weaver earned five hundred gold coins the second time. However, the coins disappeared both times before he could reach home.
5. The weaver initially wished for his gold coins back, even though Destiny explained he didn't need that much money. After witnessing the contrasting behaviours of the two merchants, the weaver finally understood that true happiness came from living a good life, not just having wealth. He then wished for just enough money to live comfortably like the second merchant.
6. The first merchant, despite being wealthy, treated the weaver poorly. He offered him food and a bed in an insulting manner. In contrast, the second merchant, who wasn't wealthy, warmly welcomed the weaver, provided him with good food, a comfortable bed, and even new clothes. Destiny rewarded the second merchant for his good deeds by bringing him more money.

B.

1. ***"His wife, however, did not want to leave, for there was no assurance of a better life somewhere else."***

Reference: This line has been taken from the lesson 'The Unlucky Weaver'.

Context: This line tells why the weaver's wife disagreed with his decision to leave their town.

Explanation: This line explains why the weaver's wife did not agree with his decision to leave their town. She was cautious and realistic, understanding that seeking success in a new place was not guaranteed to improve their lives.

2. ***"Now that he was rich again, he decided to return home to his wife."***

Reference: This line has been taken from the lesson 'The Unlucky Weaver'.

Context: This sentence shows a shift in the weaver's priorities.

Explanation: This line explains that the weaver was driven by the desire for wealth. However, after accumulating money, his focus returned to his wife and the desire to reunite with her.

3. ***"I am Destiny! I have taken the gold coins from you as you did not need the money for your living."***

Reference: This line has been taken from the lesson 'The Unlucky Weaver'.

Context: This line reveals the presence of a supernatural force called Destiny who controls the weaver's fate.

Explanation: Destiny believes that the weaver doesn't need the excessive wealth and takes it away, highlighting the idea that material possessions beyond basic needs aren't crucial for happiness.

4. ***"The weaver thought, "The second merchant is not rich, but he leads a life which is better than the first merchant, who is very rich."***

Reference: This line has been taken from the lesson 'The Unlucky Weaver'.

Context: This sentence reflects the weaver's changing perspective.

Explanation: He realizes that true wealth lies not just in material possessions, but also in kindness, hospitality, and a good life as exemplified by the second merchant.

5. ***"His wish was granted, and Somilaka returned home with some money that made his wife happy."***

Reference: This line has been taken from the lesson 'The Unlucky Weaver'.

Context: This sentence concludes the story by showing that the weaver prioritises his wife's happiness over excessive wealth.

Explanation: This line concludes the story by telling us that the weaver prioritises his wife's happiness over excessive wealth. He receives enough money to live comfortably but not excessively, and they live a contented life together.

C.

1. The weaver was unlucky.

The weaver wove very exquisite clothes that served only kings and princes. However, he earned very less and could hardly afford to live. Other weavers in the locality were rich, despite the fact that they wove much inferior clothes.

2. The weaver was hard - working.

He worked very hard, and within a year, earned five hundred gold coins. He wove a rope from the nearby grass.

3. The weaver was not destined to earn more than he needed.

Destiny: "Action, you should not have let the weaver earn three hundred coins of gold. He does not require that much for his living!"

Destiny asked, "You are not destined to earn more than you need for a living. Why do you ask for the money that you cannot enjoy?"

4. Somilaka accepted his fate.

They lived happily, and were content with whatever they earned. Please give me only the money so that I may be able to enjoy to the fullest like the second merchant.

Thinking Skills

This answer can also be different according to the students. You may use the following points to give an answer:

1. Understanding and Acceptance
2. Skill and Opportunity
3. Contentment and Gratitude
4. Wisdom and Discernment

Grammar

A.

1. and
2. or
3. nor
4. but
5. and

B.

1. As
2. if
3. but
4. while

Writing Skills

Do it yourself.

Vocabulary

1. impartial
2. smartly
3. Open
4. open
5. late
6. properly
7. Courage
8. walk

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. exquisite
2. assurance
3. discontinued
4. industrious

Poem: Solitude

Warm Up

Do it yourself.

Comprehension skills

A. 1. (a) The poet suggests that joy and happiness are fleeting for the world, and it readily shares and amplifies them, but struggles with its own burdens.

(b) "Sad old earth" is a metaphor that personifies the world. It portrays the world as carrying its own burdens and challenges. Existing for a long time, potentially weary and tired.

(c) The world might partially share in our laughter but not fully understand or experience it due to its own concerns. The laughter might be superficial and not a deep connection.

2. (a) Ella Wheeler Wilcox

(b) The line "It is lost in the air" refers to a sigh.

(c) The lines describe how the echo reacts differently to different sounds. It bounds to a joyful sound, meaning it amplifies and repeats it. However, it shirks from voicing care, which implies that it avoids or dampens the echoes of sad sounds like sighs.

3. (a) The poem suggests that your mood can significantly affect the number of friends you have around you. When you are glad and radiate joy, it can make you seem more approachable and inviting, attracting others to your company. Conversely, sadness can often create a withdrawn and negative aura, pushing people away and leaving you feeling isolated.

(b) "Nectar'd wine" is a metaphor for positive experiences, happiness, and good times. Here, it signifies something highly desirable and pleasurable.

(c) The poem states that a person drinks "life's gall" alone. "Gall" is a bitter liquid produced by the liver, often used metaphorically to represent bitterness, sorrow, and hardship.

4. (a) The lines define the truth of life that giving and achieving success can contribute to a fulfilling life, but ultimately no one can avoid death.

(b) "Succeed and give" is important, but it is subjective and depends on individual values and goals. Some might prioritise personal achievements and success, while others might prioritise helping others and contributing to society.

(c) The opposite of 'succeed' is 'fail'

5. (a) The lines don't directly define "life" in this stanza. However, they imply that life involves both pleasure and pain.

(b) The word from the passage that means the same as "walkway" is aisle.

(c) "The narrow aisle of pain" is a metaphor. It represents the inevitable and solitary experience of suffering that everyone faces at some point in life.

B.

1. The title "Solitude" refers to the experience of being alone, both in terms of physical presence and emotional connection. The poem explores the theme of how, despite being surrounded by others, we ultimately face joy, sorrow, and death alone.
2. The poem suggests that the world readily shares our joy and celebrates with us. However, when we experience sorrow, it becomes a burden we must bear alone. This highlights the human tendency to gravitate towards enjoyable experiences and avoid engaging with others' pain.
3. The poem doesn't explicitly state that nature is reflecting our actions; the "hills will answer" our joyful songs but "shirk from voicing care" when we sigh. This could be interpreted as suggesting that nature, in a metaphorical sense, may respond positively to our positive emotions but doesn't actively engage with our negative ones.
4. The poem suggests that people play two distinct roles in our lives. They readily share in our happiness but tend to withdraw when we experience grief. This highlights the potential unreliability of some social connections during difficult times.
5. Some people who claim to be friends may not be genuine in their support. They may be more interested in sharing in our success and happiness, but they may not be present during challenging times.
6. The lines "But one by one we must all file on, Through the narrow aisle of pain" emphasize the universality of suffering. It suggests that regardless of our individual circumstances, everyone will inevitably face pain and hardship in life, and we must ultimately navigate these experiences alone.
7. The poem doesn't necessarily emphasise the importance of the earth's laughter. The focus is more on the contrast between our shared joy and solitary sorrow. However, one might argue that by sharing our laughter with the world, even if it doesn't reciprocate, we contribute to a collective sense of joy and uplift the overall atmosphere.

C.

1. False
2. False
3. False

4. False

5. True

D. alone – own
train – pain

air – care

go – woe

all – gall

by – die

E.

Laugh and weep

Sing and sigh

Rejoice and grieve

Glad and sad

Pleasure and woe

Feast and fast

Succeed and die

Large and one

Pleasure and pain

Thinking Skills

Do it yourself.

Writing Skills

Do it yourself.

Vocabulary

A. 1. (b) Raise

2. (a) Drenched

3. (a) Wheel

4. (a) Least

5. (b) Orchestra

B.

Word

Sad

Answer

Seek

Woe

Decline

Narrow

Synonym

sorrowful

response

look for

grief

refuse

limited

Antonym

joyful

question

avoid

pleasure

accept

wide

L-8 (An Ill- Mannered Crow)

Warm Up

Do it yourself.

Comprehension Skills

A.

1. When the author and his grandfather first found Caesar, he was in a sorry condition. His beak was gaping, his head was drooping, and they didn't expect him to live. They helped him recover by feeding him with a pencil and giving him small doses of plum wine.
2. No, Caesar did not return to his original home after recovering. He stayed with the author and his family because he preferred their company and felt comfortable there.
3. Caesar's presence caused chaos around the house due to his mischievous behavior. He would empty matchboxes, rip newspapers, overturn vases, and tug at the dog's tails.
4. Caesar troubled other pets by perching on Harold's cage and pecking at his feet, causing the hornbill to swear and try to catch him.
5. During Aunt Mabel's visit, Caesar mimicked her by saying "Kiss, kiss" and then knocked her spectacles off with his beak while she leaned in for a kiss.
6. Caesar started stealing various items from neighbours' houses, including pens, pencils, hair ribbons, combs, toys, shuttlecocks, toothbrushes, and even false teeth. He was especially fond of toothbrushes and collected them in the author's room.
7. Caesar's final accident happened because he was stealing beans from a neighbour's garden and got hit with a stick, breaking his leg. Despite the author and his grandfather's efforts to help him heal, Caesar refused to eat and eventually died from his injuries.

B.

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

5. True
6. False
7. False
8. True

C. 1. *"We varied this diet with occasional doses of my Grandfather's plum wine."*

Reference: This line has been taken from the lesson 'An Ill-Mannered Crow', extracted from Ruskin Bond's 'Children's Omnibus'.

Context: In this line we see how the narrator and their grandfather supplemented the crow's regular food.

Explanation: The narrator supplemented the crow's regular food. He mixed things up by occasionally giving the crow small amounts of their grandfather's plum wine alongside its usual diet.

2. *"That crow will ruin us," grumbled my Grandmother, picking marigolds off the carpet."*

Reference: This line has been taken from the lesson 'An Ill-Mannered Crow', extracted from Ruskin Bond's 'Children's Omnibus'.

Context: In the given line the narrator's grandmother's disapproval of the crow.

Explanation: Narrator's grandmother believes the crow will cause trouble and financial strain for the family, as she's seen picking up marigolds that the crow scattered.

3. *"Caesar, having grown used to living with humans on equal terms, had become snobbish and did not wish to mix with his own kind."*

Reference: This line has been taken from the lesson 'An Ill-Mannered Crow', extracted from Ruskin Bond's 'Children's Omnibus'.

Context: This statement describes the narrator's interpretation of the crow's behaviour.

Explanation: The narrator believes that because the crow is accustomed to living comfortably with humans, it has developed a sense of superiority and no longer wants to associate with other crows, whom they consider inferior.

4. *"Toothbrushes sales went up and so did grandfather's blood pressure."*

Reference: This line has been taken from the lesson 'An Ill-Mannered Crow', extracted from Ruskin Bond's 'Children's Omnibus'.

Context: This line uses humour and a touch of exaggeration to describe the situation.

Explanation: The increased sales of toothbrushes imply that Caesar's habit of stealing them was a frequent occurrence, causing trouble for the neighbours and likely

frustration for the narrator's family. The rise in the grandfather's blood pressure is likely due to the stress and annoyance caused by Caesar's behaviour.

5. *"He grew weaker day by day, refusing to eat."*

Reference: This line has been taken from the lesson 'An Ill-Mannered Crow', extracted from Ruskin Bond's 'Children's Omnibus'.

Context: This line describes the crow's deteriorating health after its injury.

Explanation: The crow's deteriorating health after its injury highlights that the crow's appetite has disappeared, and it is no longer interested in eating, even the plum wine it previously enjoyed. This indicates a decline in its health and foreshadows its death.

D.

Messing up the house: He ripped newspapers, overturned vases, scattered matches, and generally caused chaos.

Pestering pets: He squabbled with Harold the hornbill and likely bothered other pets in the house.

Stealing from neighbours: He stole pens, pencils, hair ribbons, combs, toys, shuttlecocks, toothbrushes, and even false teeth.

Snatching sweets from children: He took advantage of unsuspecting children.

Stealing clothes pegs: He caused inconvenience by taking clothes pegs from neighbours' laundry lines.

Damaging a neighbour's garden: He helped himself to beans, leading to him getting hurt and ultimately dying.

Thinking Skills

No, I think keeping birds in cages is not considered right. Birds are meant to fly in the open sky. Cages restrict this natural behaviour and can lead to physical and mental health problems. Many bird species are social and live in flocks. Caging isolates them from their natural social interactions, leading to loneliness and frustration. Studies suggest that caged birds often have shorter lifespans compared to their wild counterparts.

(Your thinking may be different from mine. You may express your thoughts.)

Grammar

1. **Subject:** I **Object Complement:** team leader
2. **Subject:** My sister **Object Complement:** happy
3. **Subject:** We **Object Complement:** blue
4. **Subject:** We **No Object Complement** (sentence expresses an opinion)

5. **Subject:** We **No Object Complement** (sentence expresses an opinion)
6. **Subject:** The class **Object Complement:** their monitor
7. **Subject:** Our visit **Object Complement:** happy
8. **Subject:** This storybook **Object Complement:** interesting
9. **Subject:** My father's favourite pastime **Object Complement:** reading books
10. **Subject:** My brother **Object Complement:** doctor
11. **Subject:** The movie **Object Complement:** interesting
12. **Subject:** The most interesting place in the city
 Object Complement: the museum

Writing Skills

Do it yourself.

Vocabulary

1. **Goosebumps:** tingling feeling on skin when one gets extremely happy or excited.
 2. **Under the wing of (someone):** when someone looks after you.
 3. **Lame duck:** an unsuccessful person or thing
 4. **Kill two birds with one stone:** to achieve two things with one action.
 5. **Eagle's eye:** ability to observe everything sharply and closely.
 6. **The early bird catches the worm:** a person who acts fast can achieve success
-
1. Rhea's mother **killed two birds with one stone**. While helping Rhea with her number problems, she also taught her counting.
 2. The best way to avoid being a **lame duck** is by not speaking when you don't know the facts.
 3. A true leader has an **eagle's eye** to work for the welfare of his country.
 4. The Prime Minister's speech on Independence Day was so energetic that it gave us **goosebumps**.
 5. If you don't study for the exams beforehand, then you can't excel. That's why it is said that **the early bird catches the worm**.
 6. It was so kind of the zoo authorities to keep the homeless pups **under their wings**.

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. Hannah was quite **surprised** when she heard about her promotion.
2. Always look to your left and then right **before crossing** the road.
3. Yesterday I saw a blind man **who was trying** to cross the road himself.
4. Sue had been working in this factory **for** one year.

L-9 (Tansen- The Great Musician)

Warm Up

Do it yourself.

Comprehension Skills

- A.**
1. Tansen was the only son of singer Mukandan Misra.
 2. When Swami Haridas was travelling through the forest along with his disciples, he encountered a young, naughty boy named Tansen who imitated animal sounds.
 3. Tansen's father's dying wish was for him to visit the holy man Mohammad Ghaus in Gwalior.
 4. In Gwalior, Tansen lived with Mohammad Ghaus, continued learning music, and met his future wife Hussaini, who also became Swami Haridas's disciple.
 5. The jealous courtiers devised a plan to trick Tansen into singing Raga Deepak, believing it would cause him to burn to ashes due to the immense heat it generates if not sung properly.
 6. Tansen feared singing Raga Deepak because of the intense heat it produces that could harm him. To save himself, he devised a plan for his daughter Saraswati and her friend Rupvati to sing Raga Megh simultaneously, counteracting the heat with rain.
 7. Singing Raga Deepak resulted in scorching heat, causing discomfort, wilting plants, and even killing birds. The lamps lit up spontaneously, and people panicked. However, Saraswati and Rupvati's singing of Raga Megh brought rain, dousing the heat and saving Tansen.
 8. Tansen served in Akbar's court from 1556 until his death in 1585. He was highly regarded by the emperor and even composed new ragas during his time there.

B.

1. Swami Haridas said to his disciples.
2. Swami Haridas said to Tansen's father.

3. Tansen said to King Akbar
4. Tansen said to his wife, Hussaini.

C.

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. False

Thinking Skills

Tansen agreed to sing Raga Deepak even though he knew the risks for several reasons:

- **Fear of disobeying the emperor**
- **His reputation and pride**
- **Hope for a solution**

Therefore, Tansen's decision to sing Raga Deepak likely stemmed from a combination of factors, including fear of the emperor, the desire to uphold his reputation, and cautious optimism for a solution.

Grammar

A.

1. F
2. F
3. S
4. F
5. S
6. S
7. F
8. F
9. S
10. F

B.

1. She travelled all around the country.
2. The red car is driven by me.
3. The famous dancer from South India captivated the audience.
4. The rain poured down heavily.
5. The old man walked with difficulty.
6. You can go as you want.
7. We played many games throughout the day.
8. Since it was very hot, we decided to stay indoors.
9. May I please have some water?
10. I dream of going to the moon one day

Writing Skills

Do it yourself.

Vocabulary

Here are the proverbs with the correct missing words and example sentences:

1. Like mother, like daughter.
2. Let bygones be bygones.

3. Jack of all trades, master of none.
4. Make hay, while the sun shines.
5. Two wrongs don't make a right.
6. When in Rome, do as the Romans do.
7. No man is an island.
8. Birds of a feather flock together.

Sentence:

1. Sarah is a talented musician, just like her mother.
2. After their fight, they decided to let bygones be bygones and focus on their friendship.
3. He was interested in many hobbies, but he was a jack of all trades, master of none.
4. We should make hay while the sun shines and invest in our future now.
5. Getting angry won't solve the problem; two wrongs don't make a right.
6. When traveling to a new country, it's important to be respectful and do as the Romans do.
7. Even the most independent person needs help sometimes; no man is an island.
8. It's no surprise they became friends; birds of a feather flock together.

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. **Witty:** Refers to the ability to use words in a clever and often humorous way.

Humorous: Refers to something that is funny or amusing.

2. **Warranty:** A written guarantee provided by a manufacturer or seller that promises to repair or replace a product if it becomes defective within a certain period of time.

Guarantee: A broader term that simply means a promise or assurance that something will be done or will happen. It doesn't necessarily involve a written document or specific conditions like a warranty.

4. **Mission:** Missions are typically carried out by organizations or individuals with a specific aim.

Venture: Refers to an undertaking that involves some risk or uncertainty. It can be a business venture, a personal venture, or any endeavour that requires taking a chance.

5. **Hike:** A relatively short walk or journey, often for pleasure or exercise, typically in the countryside or mountains.

Trek: A long and challenging journey on foot, often in a remote or difficult terrain.

6. **Aware:** Having knowledge or information about something.

Conscious: Paying attention to your surroundings and your own thoughts and feelings.

7. **Mindful:** Paying close attention to the present moment and your thoughts and feelings without judgment. It involves being intentional and present in the now.

Cognizant: Aware of or having knowledge of something. Similar to "aware" but can also imply understanding or comprehension.

8. **Logical:** Following the rules of logic, based on clear reasoning and evidence. It implies consistency and following a clear path of thought.

Reasonable: Based on good judgment and common sense. It considers practicalities and what makes sense in a given situation.

Poem: The Acorn And The Pumpkin

Warm Up

Do it yourself.

Comprehension

A.

1. i. He refers to God in the first line.

ii. The pumpkin is said to be out of place because the speaker believes it should be hanging on the tall oak tree, considering its size and grandeur, instead of growing on a small vine.

iii. The mood of the speaker in these lines is critical and arrogant. He questions God's decisions and believes he could have arranged things better.

2. i. The bumpkin is wondering. He is filled with curiosity and confusion after seeing the small acorn hanging on the large oak tree. He believes the placement is illogical and wonders why God wouldn't have placed the larger pumpkin on the stronger tree.

ii. The phrase "outraged proportion's laws" is a metaphor used by the bumpkin. He perceives the small acorn on the large oak as an "outrage" against his understanding of proper proportion.

iii. No, I think God did not really make a blunder. It uses the bumpkin's initial misunderstanding to highlight the limitations of human perspective and the potential for misjudgment when trying to comprehend the vastness and complexity of creation.

iv. **happy:** wonder

largest: smallest

3. i. The speaker cried "I bleed! I bleed!" because an acorn fell and struck him on the nose, causing him pain and possibly drawing blood.

ii. The incident referred to in these lines is the acorn falling on the speaker's nose.

iii. Yes, the speaker is likely realising his mistake. He initially criticizes God's creation for the placement of the pumpkin and the small size of the acorn. However, getting hit by the acorn makes him realise the potential danger of a larger object falling on him, highlighting the wisdom behind their actual placement.

iv. **fate:** the predetermined course of events in a person's life

deed: an action or act performed by someone

B.

1. The speaker of the poem thought himself to be superior to God.

"He's left this pumpkin out of place.

If I had order'd in the case,

Upon that oak it should have hung—

A noble fruit as ever swung"

2. The person got tired of too much thinking.

"With such reflections proudly fraught,

Our sage grew tired of mighty thought,"

3. The speaker realized his mistake.

"He found the cause of such a bruise

As made him different language use.

'O! O!' he cried; 'I bleed! I bleed!

And this is what has done the deed!'"

4. There is a reason behind everything in this world.

"I see that God had reasons good,

And all His works were understood."

C.

prove – move

small – all

pumpkin – bumpkin

place - case

hung – swung

strong – belong

mistake – partake

teaches - preaches

come – thumb

example – ample

wonder – blunder

fraught - thought

lap – nap

in – chin

bruise – use

bleed - deed

fate – weight

good – understood

Thinking Skills

The poem aims to convey the message that humans should not judge the wisdom or order in the universe based on their limited understanding. The speaker initially criticizes God's creation, believing he could have arranged things better, only to be humbled by a personal experience that highlights the potential dangers of his own proposed changes.

Here are some examples from our surroundings that illustrate this message:

Natural ecosystems: Each species in an ecosystem plays a vital role, even those that may seem insignificant at first glance. Removing or altering one element can have unintended consequences for the entire system.

Human anatomy: Our bodies are incredibly complex and intricate, with each organ and system serving a specific purpose. While we may not understand the full functionality of every part, each element contributes to our overall health and well-being.

Large-scale phenomena: Weather patterns, geological processes, and astronomical events all operate according to complex rules and principles.

In these examples, we see how seemingly small or insignificant elements contribute to a larger and more complex system. We may not see the bigger picture, and our limited perspective might lead us to misjudge the wisdom behind the systems and structures that surround us.

Writing Skills

Do it yourself.

Vocabulary

Prefix – Root word	New word	suffix – Root word	New word
logic	illogical	usual	usually
equal	unequal	luck	lucky
connect	disconnect	agree	agreeable
proper	improper	practice	practiced
new	renew	sale	saleable

L-10 (The Fun They Had)

Warm Up

Do it yourself.

Comprehension

1. Tommy found a real book. Tommy's grandfather told them that in his grandfather's time, all stories were printed on paper.
2. The County Inspector was a repairman for the mechanical teachers. Margie's mother called him because Margie's grades were getting worse and worse in geography.
3. The inspector told Margie's mother that the geography sector of the mechanical teacher was geared a little too quickly and that Margie's overall progress was satisfactory.
4. Tommy told Margie that schools in the past had a single male teacher for all the children of similar ages, and they all learned the same things.
5. The old schools seemed funny to the children because they were different from their experience with the mechanical teacher. They had a human teacher, all the children learned together, and they went to a special building for school.
6. No, Margie does not like school. She is described as hating school and disliking the mechanical teacher. She dislikes the tests, punch code homework, and the impersonal nature of the lessons.
7. Margie seemed interested in reading the book because she read it over Tommy's shoulder for a while. She asked questions about the book and wanted to know more. She argued that she should continue reading the book after school.
8. **Character sketch of Margie:** Curious, imaginative, yearning for connection and a more personal learning experience. She dislikes the mechanical teacher and finds traditional schools interesting.

Character sketch of Tommy: Boastful, knows-it-all attitude, seems to enjoy the book but not for the same reasons as Margie. He finds the concept of traditional schools strange and somewhat inferior.

- B.** 1.False 2.False 3.True 4.True 5.False 6.True 7.True 8.False
9.True 10.False

C.

1. Margie wrote a diary entry about a real book Tommy found.
2. Tommy found the book in his house.
3. They turned the pages, which were yellow and wrinkled and found them funny to read.
4. The mother sent for the County Inspector.
5. Margie asked Tommy how a man could be a teacher?

6. She hoped that they would take the teacher away.
7. Tommy told that his father knew as much as his teacher.
8. Margie went to the school room which was right next to her bedroom.
9. Margie asked Tommy if she could read his book after school.
10. She kept on thinking about how the kids must have loved the school in old days.

Thinking Skills

Do it yourself.

Writing Skills

Do it yourself.

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

1. **Bit:** The smallest unit of information in a computer system.
2. **Buffer:** A temporary storage area within a computer system used to hold data during transfer from one location to another.
3. **Cache:** A temporary storage area that holds frequently accessed data or instructions to improve the speed of access.
4. **Cookie:** A small piece of data stored on a user's device (computer, phone, tablet) by a website.
5. **Broadband:** A high-speed internet connection that allows for faster data transfer compared to traditional dial-up connections.
6. **Domain:** In the context of the internet, a domain refers to the unique name that identifies a website.

L-11 (A Different Kind Of School)

Warm Up

Do it yourself.

Comprehension Skills

A. 1. The author described Miss Beam as a middle-aged lady. She was authoritative but kind. He mentioned her plump figure, which was likely to be comforting to a homesick child.

2. The aim of Miss Beam's school was to teach practical skills like spelling, adding, subtracting, multiplying, and writing. Cultivate thoughtful and responsible citizens through methods like reading and discussions.

3. The author saw a large garden, a playground, and many children playing outside the window. He felt a pang of sadness upon noticing a girl with a bandage, two other children with similar bandages, and a girl using crutches.

4. An important part of Miss Beam's school was experiencing simulated misfortune. Children would take turns being "blindfolded, deafened, crippled, or silenced" for a day to understand and empathise with those facing such challenges.

5. The conversation between the author and the girl with a bandage went as follows: The author asked if she ever peeks. The girl said no, that it would be cheating, and expressed the difficulty of being blind. The author inquired about the kindness of her helpers. The girl replied they are okay, but not as careful as she would be when it's her turn to help. She mentioned those who were previously blindfolded make the best helpers.

The girl expressed her dislike for being blindfolded and wished the author could try it. The author offered to guide her, and they talked about various things they encountered during the walk, including Millie, the Head Girl; Peter, the 100-year-old gardener; and Anita, the girl on crutches.

6. The girl with the bandage described the gardener, Peter, as:

Tying up roses: This detail is mentioned in the passage.

100 years old: The girl specifically says his age.

Seemingly very old to the speaker: This can be inferred from the girl's statement of his age, implying she perceives 100 to be exceptionally old.

B.

1. True.

2. False.

3. True.

4. False.

5. False.

6. True.

C.

1. Miss Beam said to the narrator

Because: To explain that the girl with the crutch isn't actually lame, but rather experiencing a "lame day" as part of the school's program to help children understand misfortune.

2. The narrator said to the girl with the bandaged eyes

Because: The narrator is curious if the girl ever cheats by peeking.

3. The girl with the bandaged eyes said To The narrator

Because: The girl wants the narrator to take her for a walk and describe things to her since she can't see.

4. The girl with the bandaged eyes said To The narrator

Because: The girl is curious about the world around her and wants the narrator to describe the person they are walking by.

D.

1. The focus on practical skills and basic literacy:

The school prioritizes learning essential skills like spelling, reading, and basic arithmetic. This ensures students have a solid foundation for further learning.

2. Emphasis on active listening and quiet time:

Requiring students to "sit still and keep their hands quiet" during lessons creates an environment conducive to focused learning and active listening, which are crucial for academic success.

3. The attempt to cultivate empathy through shared experience:

The core intention behind the "blind day," "lame day," etc., is to encourage students to develop compassion and understanding for those facing disabilities. However, the execution raises ethical concerns as it doesn't involve authentic experiences or address the power dynamics and complexities of real-life situations.

Thinking Skills

The line "I was ten times more thoughtful than I ever thought I could be" suggests a significant shift in the writer's perspective as a result of visiting Miss Beam's school and experiencing the "blind day" simulations.

The specific thoughts and realizations the writer experienced are left open to the reader's imagination. However, the line clearly indicates a positive transformation in the writer's thought process and their understanding of the world.

Similar experiences can happen to anyone:

Similar experiences that can trigger increased empathy and understanding include:

- Volunteering for a cause that helps people with disabilities.
- Spending time with someone who has a different life experience than you.
- Stepping outside your comfort zone and trying new things.
- Reading stories or watching documentaries about people facing challenges.

Grammar

A. 1.much 2.a lot of 3.a little 4.very little 5.few 6.How many
7.some 8.any 9.some 10.any

B. Do it yourself.

Writing Skills

Do it yourself.

Vocabulary

Homophones and Meanings:

- **dual:** double, existing in twos
duel: a formal combat between two people
- **cymbal:** a percussion instrument
symbol: a sign or representation

- **daze:** to stun or confuse
days: plural of day
- **rap:** to hit or criticize sharply
wrap: to cover or enclose something
- **medal:** an award
meddle: to interfere
- **sore:** Causing pain or discomfort
soar: To fly at a high altitude, often effortlessly
- **maize:** Another name for corn
maze: A complex network of paths or passages that is difficult to navigate
- **side:** The edge or lateral part of something
sighed: To breathe deeply and audibly, often expressing sadness or relief
- **flea:** A small, wingless, blood-sucking insect
flee: To run away from danger or something unpleasant
- **pail:** A bucket, typically made of metal
pale: Light in colour, lacking brightness or intensity

Sentences:

1. Everyone **sighed** as it rained heavily after so much heat.
2. Alka won the 1st prize for playing the **cymbal** very beautifully and passionately.
3. You're a child. So you shouldn't **meddle** in elders' matters.
4. The accused **fled** from the country after he was sentenced to severe punishment.
5. After applying the ointment, **wrap** a clean bandage over the wound.
6. Can you help me solve this **maze**?
7. The audience was **dazed** after witnessing such a wonderful performance.
8. The villagers kept sharpening their **spears** to fight against wild animals.
9. I woke up in the morning feeling **sore** and tired.
10. The village women carry their **pails** at a long distance to fetch water.

ASL

Do it yourself.

Life Skills

Do it yourself.

Brain Boosters

Charlie Chaplin was born in London. Both of his parents were talented artists. Due to the early death of his father and the subsequent illness of his mother, Charlie and his brother had to fend for themselves. The young boys saw the stage as the best opportunity for a career. Charlie made his professional debut as a member of a juvenile group and quickly won popular favour as an outstanding tap dancer.

Poem: Don't Give Up

Warm Up

Do it yourself.

Comprehension Skills

A. 1.

- i. All that's great and good is done, just by patiently trying. Being patient allows you to learn from mistakes and refine your approach.
- ii. The poem doesn't say to be happy about failure but rather to avoid getting discouraged by it. It's okay to feel disappointed, but don't let it stop you from trying again.
- iii. The poem implies you should keep trying. Analyse what went wrong, learn from it, and adjust your approach. Persistence is key to achieving great things.

2.

- i. This line refers to the strong winds or storms that the oak tree has endured throughout its life. The word "blast" signifies a powerful gust of wind, and "bowed her" implies that the wind was strong enough to bend the tree over.
- ii. The poem highlights two main characteristics of the oak tree: (i) resilience and (ii) strength and growth.
- iii. The oak tree serves as a metaphor for human perseverance. The oak's resilience and growth inspire people to be strong, face challenges head-on, and strive for continuous improvement.

3.

i. Defeat is not the only test that defines our performance, but the lines suggest overcoming defeat is a significant test.

The poem argues that simply winning an easy challenge isn't a true measure of your ability. It's when you face defeat and then come back to achieve victory that your character and potential are truly revealed.

ii. The poem uses the words "beat" to represent "conquest" and "easy work" to represent "simple."

iii. The poem suggests that gaining victory after defeat is more important. The lines emphasise that overcoming challenges and achieving success after facing setbacks is a more valuable measure of worth than simply completing an easy task.

B.

1. The title, "Never Stop for Crying," emphasises the poem's core message, which is perseverance in the face of failure. It encourages the reader to keep trying despite setbacks and not let tears discourage them.

2. The poem emphasises patient trying. The lines "All that's great and good is done, just by patiently trying" highlight the importance of persistence and continuous effort in achieving success. Great things are rarely accomplished quickly and often require focused and ongoing work.

3. The young birds falling while learning to fly represent facing challenges and failures. However, they keep trying, and with each attempt, they gain strength and can stay airborne for longer. This signifies the importance of learning from mistakes and using them as stepping stones for improvement.

4. The poem describes the oak withstanding strong winds that bend it but never break it. The oak rises again, growing taller and stronger. This image conveys the message of remaining strong and determined during difficult times, knowing that challenges can ultimately contribute to personal growth.

5. The line "Gaining victory from defeat—that's the test that tries you!" suggests that overcoming challenges and learning from failures is a true test of character and ultimately more valuable than easy victories. The process of overcoming difficulties builds resilience and strength and ultimately leads to a more satisfying sense of accomplishment.

6. While the poem doesn't explicitly tell you what to do, the overall message encourages perseverance and resilience. It suggests that focusing on your own goals

and continuing to strive forward, despite negativity from others, is the key to overcoming challenges and achieving success.

7. The line "Never stop for crying" does not necessarily mean that crying is bad or unhelpful. It emphasizes that while crying might be a natural reaction to setbacks, dwelling on it or letting it stop you from moving forward hinders progress. The poem encourages using tears as a temporary release and then focusing on taking action and trying again.

C.

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

D.

won – done crying – trying stronger - longer known – grown
her – producer beat - defeat prize you - tries you

Thinking Skills

Do it yourself.

Writing Skills

Do it yourself.

Vocabulary

A.

1. Virtue
2. Activity
3. Choice
4. Envy
5. Life
6. Pleasure
7. Loss
8. Inventiveness

B.

1. Easy
2. Strong
3. Believing
4. Careful
5. Broad
6. Creative
7. Devoted
8. Confident

L-12 (The Devoted Friends)**Warm Up**

Do it yourself.

Comprehension Skills**A.**

1. The Water-rat believed friendship was higher than love and that a devoted friend should be devoted to him.
2. The Green Linnet started narrating the story to The Water-rat to explain his idea of a devoted friend.
3. Little Hans was an honest fellow who lived alone and worked in his garden. His close friend was the Miller.
4. Little Hans suffered from cold, hunger, and loneliness during the winters because he had no fruit or flowers to sell.
5. The Miller excused himself from helping Little Hans during winters by saying people in trouble should be left alone.
6. The Miller never intended to give his wheelbarrow to Little Hans. He used the promise of the wheelbarrow to manipulate Hans into doing chores for him.
7. While going to call the doctor, little Hans lost his way in the storm and drowned.
8. No, the Miller was not repentant. He only cared about himself and the inconvenience caused by Hans' death. He even cried about the wheelbarrow being in his way now.

9. The Miller said the line "One always suffers for being generous." He did not mean it because he never intended to be generous with the wheelbarrow in the first place.
10. The moral of the story was that true friendship is selfless, but the Water-rat got annoyed because he couldn't understand this concept.

B.

1. **"I know nothing about the feelings of parents," said the Water-rat, "I am not a family man".**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: This line is in the context of the water rat's perspective on friendship.

Explanation: This quote explains the water rat's perspective on friendship. He doesn't understand the sacrifices or unconditional love that come with having a family. He prioritises his own needs and doesn't seem to grasp the concept of putting someone else's well-being before your own.

2. **Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to the Miller's empty words about unselfishness.**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: In the given line, we see Hans's naivete in trusting Miller's flattery about true friendship.

Explanation: This line implies that Hans blindly trusts the Miller's flattery about true friendship being unselfish, even though the Miller's actions contradict his words. Hans is more focused on the idea of having a friend than recognising the one-sided nature of their relationship.

3. **"If poor Hans is in trouble, I will give him half my porridge, and show him my white rabbits."**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: In this line, we see the genuine kindness of the Miller's son.

Explanation: This line explains the genuine kindness of Miller's son. Unlike his father, the son seems empathetic and willing to share what little he has to help Hans.

4. **"I do not think it is much to ask of you, considering that I am going to give you my wheelbarrow; but of course if you refuse I will go and do it myself."**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: This quote exemplifies Miller's manipulative behaviour.

Explanation: Miller constantly reminds Hans about the broken wheelbarrow he pretends to offer while guilting Hans into doing chores for him.

5. **He consoled himself by the reflection that the Miller was his best friend.**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: This quote emphasizes Hans's delusion.

Explanation: This line explains Hans's delusion about Miller's clear exploitation. Hans convinces himself that their dynamic is a true friendship because Miller calls him a "best friend."

6. **His body was found the next day by some goatherds, floating in a great pool of water, and was brought back by them to the cottage.**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: This quote describes the tragic outcome of Hans's blind trust in the Miller.

Explanation: Hans trusts on Miller blindly. He died trying to help the Miller's son in a terrible storm, highlighting the consequences of the Miller's manipulation.

7. **"The fact is that I told him a story with a moral."**

Reference: This line has been taken from the lesson 'The Devoted Friends', written by Oscar Wilde.

Context: This quote refers to the Linnet's intention.

Explanation: The Linnet shared the story of Hans and the Miller to teach the Water-rat a lesson about true friendship and the dangers of self-serving manipulation disguised as kindness.

C.

1. True
2. True
3. True
4. False
5. True
6. False
7. False
8. False
9. True

Thinking Skills

The story depicts the Miller as someone who portrays himself as a devoted friend but acts entirely in his own self-interest. Little Hans, on the other hand, is the truly devoted friend. The story is a satire on people who claim to be good friends but only act for

their own benefit. The Linnet, the narrator of the story, reinforces this point by implying the Miller is not a good person.

Grammar

A.

1. That hike was incredible! The view from the peak was breathtaking! We were wondering!
2. The baker's fresh bread is the best. Children's parents buy it. They pay attention to the baker's voice.
3. The movie had a great plot, well-developed characters, and stunning visuals; however, the ending felt a bit rushed. (,)
4. The teacher provided clear instructions, step-by-step. They talked to him in a clear-cut way. Ranvir is the editor-in-chief of a publishing house.
5. Running is a great form of exercise; it improves cardiovascular health, builds endurance, and can be quite meditative. I do not like to eat chocolate; ice cream is my food of choice. The day was hot and humid; it was the perfect weather for a swim.

B.

Kalpana Chawla was born in the small town of Karnal, in the state of Haryana. In 1997, Kalpana Chawla made India proud by becoming the first Indian-born woman to go into space. Selected by NASA from thousands of candidates, she served as a mission specialist on the Space Shuttle Columbia. Very soon, she received another opportunity to journey into space. This time too, she was selected as a mission specialist, joining a seven-member crew. Tragically, the Columbia broke up during re-entry into Earth's atmosphere, and all seven crew members perished. While paying homage to Kalpana Chawla, our President, A.P.J. Abdul Kalam, said: "The remarkable journey of courage and determination that made this Indian woman, hailing from a small town in Haryana, a citizen of the Milky Way, will remain a source of pride for all Indians. It will also inspire young Indians, especially women, to dream big and to work hard to realize their dreams." To honor her legacy, India's weather satellite, METSAT, was renamed Kalpana-1 in 2003.

Writing Skills

Do it yourself.

Vocabulary

1. **Besides** studying tomorrow, I'm going to sleep till late in the morning.
2. My great grandfather **emigrated** from Punjab.

3. The teacher will be late. We should **proceed** with the morning prayer ourselves.
4. Since you didn't answer my call, I **inferred** that you didn't want to come to play.
5. You should learn to **dissent** sometimes. You cannot please everyone all the time.
6. Roy went to the art and craft expo to buy some **stationery**.
7. Every child should **counsel** with his parent whenever in problem.
8. She forgot her wallet into her house. Now she feels **embarrassed** in front of her friend.

ASL

Do it yourself.

Life Skills

Every relationship thrives on a healthy balance of give and take. This means that both parties involved contribute to the well-being and happiness of the relationship. It is not a one-sided affair where one person constantly gives and the other receives.

By fostering a healthy balance of give and take, you can create strong and lasting relationships that are mutually beneficial and fulfilling.

Brain Boosters

Do it yourself.

MODEL TEST PAPER-2

Section-A

A.

1. The weaver earned five hundred gold coins the second time. However, the coins disappeared both times before he could reach home.
2. The poem doesn't explicitly state that nature is reflecting our actions; the "hills will answer" our joyful songs but "shirk from voicing care" when we sigh. This could be interpreted as suggesting that nature, in a metaphorical sense, may respond positively to our positive emotions but doesn't actively engage with our negative ones.
3. During Aunt Mabel's visit, Caesar mimicked her by saying "Kiss, kiss" and then knocked her spectacles off with his beak while she leaned in for a kiss.

4. In Gwalior, Tansen lived with Mohammad Ghaus, continued learning music, and met his future wife Hussaini, who also became Swami Haridas's disciple.
5. The author described Miss Beam as a middle-aged lady. She was authoritative but kind. He mentioned her plump figure, which was likely to be comforting to a homesick child.
6. Margie seemed interested in reading the book because she read it over Tommy's shoulder for a while. She asked questions about the book and wanted to know more. She argued that she should continue reading the book after school.
7. The line "Never stop for crying" does not necessarily mean that crying is bad or unhelpful. It emphasizes that while crying might be a natural reaction to setbacks, dwelling on it or letting it stop you from moving forward hinders progress. The poem encourages using tears as a temporary release and then focusing on taking action and trying again.
8. The Miller never intended to give his wheelbarrow to Little Hans. He used the promise of the wheelbarrow to manipulate Hans into doing chores for him.
9. Tansen's father's dying wish was for him to visit the holy man Mohammad Ghaus in Gwalior.
10. The conversation between the author and the girl with a bandage went as follows: The author asked if she ever peeks. The girl said no, that it would be cheating, and expressed the difficulty of being blind. The author inquired about the kindness of her helpers. The girl replied they are okay, but not as careful as she would be when it's her turn to help. She mentioned those who were previously blindfolded make the best helpers.

B.

1. a. The poet suggests that joy and happiness are fleeting for the world, and it readily shares and amplifies them, but struggles with its own burdens.
b. "Sad old earth" is a metaphor that personifies the world. It portrays the world as carrying its own burdens and challenges. Existing for a long time, potentially weary and tired.
c. The world might partially share in our laughter but not fully understand or experience it due to its own concerns. The laughter might be superficial and not a deep connection.
2. a. The bumpkin is wondering. He is filled with curiosity and confusion after seeing the small acorn hanging on the large oak tree. He believes the placement is illogical and wonders why God wouldn't have placed the larger pumpkin on the stronger tree.

b. The phrase "outraged proportion's laws" is a metaphor used by the bumpkin. He perceives the small acorn on the large oak as an "outrage" against his understanding of proper proportion.

c. No, I think God did not really make a blunder. It uses the bumpkin's initial misunderstanding to highlight the limitations of human perspective and the potential for misjudgment when trying to comprehend the vastness and complexity of creation.

d. **happy:** wonder

largest: smallest

3. a. Defeat is not the only test that defines our performance, but the lines suggest overcoming defeat is a significant test.

The poem argues that simply winning an easy challenge isn't a true measure of your ability. It's when you face defeat and then come back to achieve victory that your character and potential are truly revealed.

b. The poem uses the words "beat" to represent "conquest" and "easy work" to represent "simple."

c. The poem suggests that gaining victory after defeat is more important. The lines emphasise that overcoming challenges and achieving success after facing setbacks is a more valuable measure of worth than simply completing an easy task.

C. 1. False 2.False 3.True 4.False 5.True 6.False 7.False
8.False 9.False 10.False

D. Tansen agreed to sing Raga Deepak even though he knew the risks for several reasons:

- **Fear of disobeying the emperor**
- **His reputation and pride**
- **Hope for a solution**

Therefore, Tansen's decision to sing Raga Deepak likely stemmed from a combination of factors, including fear of the emperor, the desire to uphold his reputation, and cautious optimism for a solution.

Section-B

A. Do it yourself.

B. Do it yourself.

C. Do it yourself.

D. Do it yourself.

Section-C

A. 1. much 2. a lot of 3. a little 4. very little 5. few 6. How many
7. some 8. any 9. some 10. any

B.

1. Martha **Noun** is **Verb** extremely **Adverb** talented **Adjective**
2. His **Pronoun** wife **Noun** spoke **Verb** very **Adverb** softly **Adverb**
3. The **Article** police **Noun** arrested **Verb** the **Article** two **Adjective** thieves **Noun**
4. Sam **Noun** put **Verb** the **Article** keys **Noun** in **Preposition** the **Article** drawer **Noun**
5. He **Noun** ran **Verb** away **Adverb** from **Preposition** the **Article** burning **Adjective** vehicle **Noun**

C. 1. and 2. or 3. nor 4. but 5. and

D.

1. **Subject:** I **Object Complement:** team leader
2. **Subject:** My sister **Object Complement:** happy
3. **Subject:** We **Object Complement:** blue
4. **Subject:** We **No Object Complement** (sentence expresses an opinion)
5. **Subject:** We **No Object Complement** (sentence expresses an opinion)
6. **Subject:** The class **Object Complement:** their monitor
7. **Subject:** Our visit **Object Complement:** happy
8. **Subject:** This storybook **Object Complement:** interesting
9. **Subject:** My father's favourite pastime **Object Complement:** reading books
10. **Subject:** My brother **Object Complement:** doctor