



Daisy Educational  
Publisher



# Daisy

# English Reader

A COMPREHENSIVE GRADED COURSE IN ENGLISH

Teacher's Manual  
Class-5



**DAISY EDUCATIONAL PUBLISHER**

A unit of Gateway Publication

Chapter	Think Before Explaining the text Comprehension	No. of Period(s)	Grammar	No. of Period(s)	Vocabulary	No. of Period(s)	Creative Writing	No. of Period(s)	Total No. of Period(s)
The two Brothers and the Gold (prose)	Match the columns, understanding the text, reference to context, factual questions, inferential questions	5	Sentences: kind of sentences, unscrambles words to make sentences and identify the sentences, make sentences	2	Write synonyms, find homophones from the story	1	Paragraph writing using certain phrases	1	9
Little Red Riding Hood and the Wolf (poem)	Application based questions on Mowgli, understanding the text, reference to context, factual questions, inferential questions	5	Nouns: concrete and abstract, find the concrete and abstract nouns, fill in the blanks with abstract nouns	2	Find the rhyming words from the poem, expand the compound words	1	Summary writing of the poem	1	9
Thakur's Well (prose)	Application based questions on Harijan, understanding the text, reference to context, factual questions, inferential questions	5	Degrees of comparison: fill the boxes with the correct degrees, fill in the blanks with the correct degrees of adjectives or adverbs	2	Find words from the story for the given meaning, rewrite the sentences explaining the simile	1	Informal letter to a cousin about social discrimination	1	9
It's September (poem)	Questions about the favourite season, understanding the text, reference to context, factual questions, inferential questions	4	Demonstrative and possessive adjectives or pronouns: difference between demonstrative adjectives and pronouns, underline the possessive adjectives or pronouns,	2	Make sentences using noun and verb, form adjective from noun, fill in the boxes with nouns, adjectives or adverbs	1	Diary entry on the experience of seasons	1	8

Chapter	Think Before Explaining the text Comprehension	No. of Period(s)	Grammar	No. of Period(s)	Vocabulary	No. of Period(s)	Creative Writing	No. of Period(s)	Total No. of Period(s)
The Dragon Painter (prose)	Questions based on the magical power and its correct usage, understanding the text, reference to context, factual questions, inferential questions	5	Relative pronouns: join the sentences using relative pronouns, rewrite the sentences replacing the relative pronouns, rectify the use of relative pronouns	2	Choose the correct options, match the sound to its meaning	1	Postcard making: missing report for a friend's father	1	9
In spite of War (poem)	Application based questions on peace and war, understanding the text, reference to context, factual questions, inferential questions	4	Adverbs: definition of adverbs, their position, find adverbs and their modifiers, placing adverbs to its correct position	2	Find the alliterative words, find out the objects and the personifying words	1	Email writing to the Principal	1	8
Mysterious India (prose)	Application based questions on the metropolitan cities, understanding the text, reference to context, factual questions, inferential questions	5	Auxiliary verbs: forms of 'be verb', fill in the blanks with the correct form of 'be verbs', form of 'do verbs', fill in the blanks with the correct form of 'have verbs'.	2	Find antonyms from the story, make sentences	1	Picture composition on a boy who was late for school	1	9
The Mountain and the Squirrel (poem)	Questions on fables, understanding the text, reference to context, factual questions, inferential questions	4	Modal verbs: will, would, shall, should, their uses, fill in the blanks with the correct modal verbs, rectify the errors in the use of modal verbs	2	Fill in the blanks with the correct phrasal verbs, replace the underlined words with the phrasal verbs	1	Story writing on the cap seller and the monkeys	1	8

Chapter	Think Before Explaining the text Comprehension	No. of Period(s)	Grammar	No. of Period(s)	Vocabulary	No. of Period(s)	Creative Writing	No. of Period(s)	Total No. of Period(s)
Fantastic Mr. Fox (prose)	Complete the story of a fox and a crow, understanding the text, reference to context, factual questions, inferential questions	5	Modal verbs: can, could, may, might, their uses, fill in the blanks with can or could, fill in the blanks with may or might	2	Find prefixes from the story, fill in the blanks with the correct suffixes	1	Process writing on salad making	1	9
The Solitary Reaper (poem)	Questions about your village, understanding the text, reference to context, factual questions, inferential questions	4	Prepositions: on, at, in, of, to, for, with, by, between, among, their uses, fill in the blanks with the appropriate prepositions, insert prepositions wherever required	2	Match the proverbs to its meaning, fill in the blanks with the correct idioms	1	Project on William Wordsworth	1	8
Boy meets Frog (prose)	Application based questions, understanding the text, reference to context, factual questions, inferential questions	5	Coordinate conjunctions: fill in the blanks, join the sentences	2	Make sentences with different meanings, understand and find words from the word puzzle	1	Letter writing to a friend who is facing problem in understanding english	1	9
The Lake Isle of Innisfree (poem)	Application based questions on the adventures of island, understanding the text, reference to context, factual questions, inferential questions	4	Subordinate conjunctions: words of conjunctions, join the sentences using the conjunctions, fill in the blanks with the correct conjunctions	2	Form two different words from one word, changing metaphor to simile	1	Paraphrase writing on a journey by train	1	8



Chapter	Think Before Explaining the text Comprehension	No. of Period(s)	Grammar	No. of Period(s)	Vocabulary	No. of Period(s)	Creative Writing	No. of Period(s)	Total No. of Period(s)
Inspiring Story of KFC (prose)	Identify the companies by the given logos, understanding the text, factual questions, inferential questions	5	Articles: uses, fill in the blanks with the correct articles, insert articles wherever required	2	Fill in the blanks with the given phrase, make sentences with different meaning	1	Biography writing on A.P.J. Abdul Kalam	1	9
To Spring (poem)	Understanding based questions on spring season, understanding the text, reference to context, factual questions, inferential questions	4	Simple tense: rules of the tense, fill in the blanks with simple tense, rewrite the sentences as directed	2	Choose the correct one word substitution, explain the reason for the personification	1	Autobiography of a pair of shoes	1	8
Arms and the Man (prose)	Moral based questions on fighting and its impact, understanding the text, reference to context, factual questions, inferential questions	5	Continuous tense: formation of the tense, fill in the blanks with the correct tense, find out the present, past or future continuous tense	2	Unscramble the words in the sentences, compound adjectives	1	Notice writing to inform the students about the Report day	1	9
Macbeth (prose)	Application based questions on William Shakespeare, understanding the text, reference to context, factual questions, inferential questions	7	Perfect tense: fill in the blanks with present perfect, fill in the blanks with past perfect, fill in the blanks with future perfect	2	choose the synonym and antonym, Choose the correct word to fill in the blanks	1	Dialogue writing between two friends	1	11
<b>Total classes: 140</b>		<b>76</b>		<b>32</b>		<b>16</b>		<b>16</b>	<b>140</b>

**About the author:** Leo Tolstoy (1828–1910) was a Russian writer best known for his epic novels 'War and Peace' and 'Anna Karenina', which are considered two of the greatest works of world literature. Tolstoy was born into an aristocratic family but developed a deep empathy for the struggles of ordinary people, which heavily influenced his writing. His works often explore themes of morality, faith, and the search for meaning in life.

Later in life, Tolstoy experienced a profound spiritual crisis, leading him to reject wealth and social privilege in favour of a simple, ascetic lifestyle. He became a moral and religious thinker, advocating for non violent resistance, which influenced figures like Mahatma Gandhi and Martin Luther King Jr. Through his novels, philosophical writings, and pacifist beliefs, Tolstoy left a lasting impact on literature and modern social thought.

**Summary:** In ancient Jerusalem, two brothers, Athanasius and John, lived humbly, serving the poor without payment. Each week, they worked separately, helping the sick, widows, and orphans, reuniting only on Sundays to pray and converse. Every week, an angel blessed them. One day, while parting ways, Athanasius noticed John avoiding a pile of gold and running away. Curious, Athanasius gathered the gold and used it to build shelters for the needy. People praised his generosity, but he eventually returned to his brother. On his way, an angel confronted Athanasius, revealing that John's selfless avoidance of temptation was more valuable than his acts funded by gold. Realizing his prideful motives, Athanasius repented. The brothers reunited, and Athanasius understood that true service to God lies in humble acts of kindness, not wealth. They resumed their life of selfless service together.

### Comprehension

- A. 1.
  - a. The two brothers were Athanasius and John.
  - b. They worked not for themselves, but for the poor. Wherever they overworked, the sick were to be found—wherever there were widows and orphans, thither went the brothers, and there they worked and spent their time, taking no payment.
  - c. Only on Sunday did they remain at home, praying and conversing together. Saturday is called Sabbath.
2.
  - a. Athanasius thought there was no sin in gold, sin was in man. You might do ill with gold, but you might also do good. So he didn't leap and run like his brother.
  - b. Athanasius thought by the help of gold he could help more poor and sick people and pilgrims; otherwise their power was little without the wealth.
  - c. He bought land in the town, bought stones, wood, hired labourers, and set about building three houses. Athanasius abode in the town three months, and built the three houses in that town; one of the houses was an asylum for widows and orphans, the second house was a hospital for the sick and the third house was a hospice for the poor and for pilgrims.

- B. 1. John saw a heap of gold glistening in the sun. He behaved strangely by leaping aside and running up the mountain, away from the gold, as if he was afraid or being chased by a savage beast.
2. Athanasius was astonished both by the sight of the gold on the ground and by his brother John's reaction to it. He couldn't understand why John would avoid it so fearfully.
3. Athanasius bought land in the town, as well as stones, wood, and hired labourers to build.
4. He built three houses: one as a refuge for widows and orphans, another as a hospital for the sick, and the third as a hospice for the poor and pilgrims.
5. The Angel chided Athanasius by saying that the Devil had placed the gold there to corrupt him and had put "big words" into his mouth. The Angel made it clear that John's single leap aside from the gold was worth more than all of Athanasius's deeds done with the gold.
6. Athanasius realized that his actions, though seemingly good, were not done purely for God. The Angel's rebuke helped him understand that true service to God comes from personal, humble acts of kindness, not from wealth or pride in one's deeds. He repented, realizing that using the gold had compromised his intentions.
- C. 1. The Angel and John were displeased with Athanasius because his decision to use the gold wasn't aligned with their original way of serving—selfless, direct, and personal help to others. Athanasius saw the gold as a way to expand his impact, but this involved worldly means, such as buying property and organizing labour, and perhaps drew his heart toward pride, as he thought about the praise he received for his good works.
- It depends on the interpretation. One view is that the angel was right because Athanasius fell into the trap of pride and attachment to achievements, which could distract him from genuine, selfless service. However, one could argue the angel was harsh since Athanasius had good intentions and used the gold to help the poor.
2. Direct service to humanity might be more valuable in this story's context, as it emphasizes a personal connection, humility, and pure intent in serving others without becoming tied to wealth or recognition. Direct service keeps one grounded and less likely to fall into the trap of pride or ego that can accompany wealth and influence. However, in practical terms, investing money can also greatly expand the reach and sustainability of humanitarian work, enabling broader impact.

## Grammar

- A. 1. Cena stooped over the fire.
2. He put his hand in his pocket.
3. A woman was standing among the crowd selling eatables.
4. The naughty boy hid a book under his shirt.
5. The old man said a prayer.

6. Arjun's arrow blew swift and straight.
  7. The camel is the ship of the desert.
  8. Give me a pen and a paper to write something.
- B. 1. assertive                      2. interrogative                      3. imperative                      4. assertive
5. interrogative                      6. exclamatory                      7. optative
- C. 1. What a beautiful town this is!
2. Who will take care of the orphans?
3. May the angel watch over us!
4. What a surprise this is!
5. The asylum provides shelter to many people.
6. He rejoiced upon hearing the good news.
7. Let your conscience guide your actions.
8. Why are the papers strewn all over the floor?

### Vocabulary

- A. 1. Sick: ill, unwell, diseased, ailing
2. Conversing: chatting, talking, communicating, discussing
3. Parted: separated, divided, split, disconnected
4. Perceived: noticed, observed, detected, recognized
5. Leaped: jumped, sprang, vaulted, bounded
6. Astonished: amazed, surprised, stunned, shocked
7. Garments: clothes, attire, clothing, apparel
8. Fetch: retrieve, get, bring, collect
- B. 1. Greek (week), brain (remain), fountain (mountain), mould (gold), glister (minister), bones (stones), craze (Praise), gown (town), fell (dwell), erupt (corrupt)

### Create and Write

It was the darkest ever night, and I was at home alone, the silence occasionally pierced by the howling wolves in the distance. A sudden load shedding left me in pitch darkness, and as I fumbled for my flashlight, a chilly gust of wind swept through the room, rattling the windows. Just then, I noticed a strange light flickering outside, casting eerie shadows against the walls. My heart raced as I heard a hard knock on the front door, echoing through the stillness. The combination of the flickering light and the chilling sound sent a wave of fear through me, and I caught a glimpse of a running shadow darting past the window, heightening my panic. I stood frozen, uncertain of what lurked outside, desperately wishing for morning to arrive.

**About the author:** Roald Dahl (1916-1998) was a British author known for his imaginative and darkly humorous children's books, such as 'Charlie and the Chocolate Factory', 'Matilda', and 'The BFG'. Born in 1916 in Wales, Dahl served as a fighter pilot in World War II before becoming a writer. His stories often feature clever, brave children who triumph over cruel adults, along with fantastical elements and unexpected twists. Dahl also wrote short stories for adults, known for their suspense and irony. His distinctive style and memorable characters have made him one of the most beloved and influential children's authors of all time.

**Summary:** A hungry wolf visits Grandma's house, eats her, and waits for Little Red Riding Hood. Disguising himself as Grandma, he prepares to pounce. However, Little Red Riding Hood is clever and armed. When the wolf reveals his true identity and intentions, she pulls out a pistol and shoots him dead. In a surprising twist, the poem reveals Little Red Riding Hood's resourcefulness and bravery. The final scene shows her transformation, wearing a wolfskin coat, hinting at her growth and new found confidence. The poem satirically subverts traditional fairy tale expectations, showcasing a strong and empowered female protagonist.

**Key themes:**

1. Subversion of traditional fairy tale tropes
2. Female empowerment and resourcefulness
3. Cleverness and bravery over traditional vulnerability
4. Dark humor and unexpected twists

**Comprehension**

- A.
  1.
    - a. The Wolf knocked on Grandmamma's door with the intention of eating her.
    - b. Grandmamma was terrified because she saw the Wolf's sharp teeth and horrid grin, and she knew he planned to eat her.
    - c. Wolfie was not contented after eating Grandmamma because she was small and tough, and he still felt hungry.
  2.
    - a. Little Red Riding Hood came to visit Grandmamma. As she entered, she stopped, stared, and began to ask questions about 'Grandma's' appearance.
    - b. Little Red Riding Hood noticed that 'Grandmamma' had unusually large ears. The Wolf replied, "All the better to hear you with."
    - c. Riding Hood then commented on the large eyes of 'Grandmamma,' and the Wolf replied, "All the better to see you with."
- B.
  1. The wolf went to Grandma's house, knocked on her door, and when she opened it, he ate her in one big bite. However, he was not satisfied, as he felt Grandma was 'small and tough,' and he wanted a second helping.
  2. Riding Hood noticed that her 'Grandma' had unusually big ears, big eyes, and a big



furry coat.

3. No, Riding Hood was not terrified. Instead of being scared, she confidently pulled a pistol from her knickers and shot the wolf dead, showing she was in control and fearless.
  4. At the end, Riding Hood no longer wears her traditional red cloak and hood. Instead, she has a 'lovely furry wolfskin coat,' implying that she took the wolf's fur as her own coat after defeating him.
- C.
1. In the traditional 'Little Red Riding Hood' fairy tale, the story ends with a woodsman or hunter arriving to rescue Little Red Riding Hood and her grandmother by killing the wolf. This is a classic ending where an adult hero saves the day. However, in Roald Dahl's version of the poem, Little Red Riding Hood is her own hero—she takes out a pistol and shoots the wolf herself. This version is darker and gives Little Red Riding Hood a bold, independent role, removing the need for a rescuer.
  2. Roald Dahl likely made this change to add humor, surprise, and empowerment to the story. By having Little Red Riding Hood defeat the wolf herself, Dahl challenges traditional fairy tale roles, where young girls are often portrayed as helpless. This twist empowers her as a strong, fearless character, giving her agency and control over her fate. It also brings Dahl's trademark dark humor and modernises the tale for readers who enjoy a more unexpected, witty ending.

### Grammar

- A.
- | Concrete     | Abstract           |
|--------------|--------------------|
| 1. Breakfast | prayer             |
| 2. Student   | patience           |
| 3. Rainwater | thirst             |
| 4. Mother    | idea               |
| 5. Heroes    | freedom            |
| 6. Tourists  | truthfulness       |
| 7.           | politeness, honour |
| 8. Class     | luck               |
- B.
- |               |              |             |                |
|---------------|--------------|-------------|----------------|
| 1. creativity | 2. justice   | 3. bravery  | 4. growth      |
| 5. punishment | 6. knowledge | 7. laughter | 8. imagination |

### Vocabulary

- A.
- |         |              |         |         |
|---------|--------------|---------|---------|
| 1. meal | 2. terrified | 3. bite | 4. hood |
| 5. hair | 6. replied   | 7. dead | 8. coat |
- B.
1. Ceiling fan: a fan hanging from the ceiling
  2. Wooden chair: a chair made of wood
  3. Classmate: student in the same class in school

4. Guest house: a house meant for guest
5. Paper bag: a bag made of paper
6. Postman: a man who delivers posts
7. Wristwatch: a watch worn on wrist
8. Bathtub: a tub for bathing

### Create and Write

Grandmamma was alone at home, was she opened the door, the wolf rushes inside the house and attacked her. The wolf was hungry and quickly devoured her in one big bite. Disguised in Grandmamma's clothes, the wolf waited for Little Red Riding Hood. When she arrived, the wolf leaped to attack, but Riding Hood shot him dead. Later, she was seen wearing a lovely furry wolfskin coat, hunting at her growth and new found confidence.

**About the author:** Munshi Premchand (1880-1936) was a prominent Indian writer, known for his profound stories in Hindi and Urdu. Often called the 'Upanyas Samrat' (Emperor of Novels), he wrote over 300 short stories and numerous novels, exploring themes of social justice, poverty, and the struggles of the common man. His works, like 'Godaan' (The Gift of a Cow) and 'Nirmala', often depicted the harsh realities of rural India, caste discrimination, and the plight of women. Premchand's writing style was simple yet impactful, blending realism with a deep empathy for marginalized communities, making him a pioneer in modern Indian literature.

**Summary:** Gangi and her sick husband, Jhokhu, live in a village where they face severe discrimination due to their caste. One evening, Jhokhu complains about the foul smell of the water Gangi had fetched. Though she knows it could worsen his illness, she struggles with limited options—no one in the village allows her to draw water from the common wells. Determined to provide clean water, Gangi sets out late at night to the well owned by the Thakur, which is off-limits to people of her status. As Gangi sneaks to the well, she reflects on the injustice she faces and the hypocrisy of the upper caste villagers, who exclude her despite their own immoral behavior. Hidden in the shadows, she waits until the well is deserted. Finally, she gathers the courage to draw water, feeling a rare sense of victory. But just as she lifts the bucket, the Thakur's door swings open, startling her. In panic, she drops the bucket, causing a loud splash. The Thakur rushes out, and Gangi flees into the darkness. Returning home empty-handed, she finds Jhokhu drinking the contaminated water she had tried so hard to replace, resigned to their harsh reality. This highlights the deep social inequalities and the desperate struggles of the marginalized.

### Comprehension

- A. 1. a. Speaker: Jhokhu, Listener: Gangi  
b. Condition of the Water: It smelled foul, indicating it was unfit to drink.  
Probable Reasons: Gangi suspects that an animal might have fallen into the well and died, causing the water to spoil.  
c. The listener, Gangi, can get water from either the Thakur's well or the shopkeeper's well, but she is not allowed to use them due to her low social status.
2. a. Two Women were talking near the well, discussing their frustration about their work.  
It was the Thakur's well.  
b. The first person complained that men ordered them to fetch water and expected them to do all the work while they never helped, treating the women like slaves.  
c. The conversation reveals a patriarchal society, where women were expected to handle domestic chores without complaint, and their labour was undervalued. It also highlights the injustice and inequality faced by women in that time.
- B. 1. Jhokhu was Gangi's husband, who had been sick for several days.  
His complaint was that the water smelled foul and was undrinkable, causing his throat to burn.

2. Jhokhu did not go to fill the water because he was ill and physically unable to make the trip himself.
  3. According to Jhokhu, if Gangi went to fetch water from the upper-caste wells, she would be beaten, cursed, or even have her limbs broken. He was sure the Thakur, the Brahman, and the shopkeeper would not show her any mercy.
  4. Gangi wondered why she was considered so low and the upper-class people so high. She questioned the caste system, feeling that the high-class people, despite their power, were corrupt and unethical, yet they enjoyed privileges while she, though innocent, was oppressed.
  5. Gangi waited until everyone was asleep, then stealthily approached the Thakur's well. She looped a rope around a bucket and carefully tried to draw water, feeling triumphant as she almost succeeded.
  6. Her attempt failed when the Thakur's door suddenly opened, startling her. In her panic, she let go of the rope, causing the bucket to crash back into the water, which alerted the Thakur. Fearing punishment, she fled the scene.
- C.
1. Gangi is a poor and determined woman living in a society where she faces discrimination due to her lower social status. She is caring, as seen in her concern for Jhokhu, her ailing husband, refusing to let him drink the foul-smelling water despite his thirst. Her determination and courage are evident when she decides to sneak to the Thakur's well, risking punishment just to get clean water. Gangi is resilient and willing to defy societal norms for the well-being of her loved ones, but she is also aware of the harsh realities of the world. Despite knowing the potential consequences, she takes bold actions, showing her strength and sense of justice in the face of oppression.
  2. Gangi could not fetch water from the Thakur's well like other women because of her lower caste status. In the village's rigid social hierarchy, the wells owned by higher caste individuals like the Thakur were forbidden to lower caste people. This caste-based discrimination meant that if Gangi was caught, she would face severe punishment or humiliation. Her fear is rooted in past experiences of social rejection and violence; she knows that people of higher caste would not hesitate to beat, curse, or otherwise punish her for trying to access their resources. This unfair system not only prevents her from getting clean water but also makes her feel inferior and oppressed, which explains her anxiety and cautious behavior.

## Grammar

A.

Positive	Comparative	Superlative
Strong	Stronger	Strongest
Big	Bigger	Biggest

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Famous	More famous	Most famous
Far	Farther	Farthest
Happy	Happier	Happiest
Boring	More boring	Most boring
Nice	Nicer	Nicest
Dangerous	More dangerous	Most dangerous
Friendly	More friendly	Most friendly

- B. 1. easiest      2. more modern      3. more friendly      4. more interesting  
5. largest      6. more difficult      7. most intelligent      8. worst  
9. oldest      10. more careful

### Vocabulary

- A. 1. yelling      2. beast      3. curse      4. mighty  
5. slave      6. crept      7. mercy      8. courage

- B. 1 The man was as tall as a house: The man is very, very tall—much taller than most people.  
2 The dog barked as loud as thunder: The dog's barking was extremely loud, like the sound of thunder.  
3 Those girls are as active as a mouse: The girls are always moving around and are full of energy, like a mouse that is quick and lively.  
4 Tina is as busy as a bee: Tina is always working hard and never stops, just like a bee that is always busy collecting nectar.  
5 My mother is as sweet as sugar: My mother is very kind and caring, just like how sugar is sweet.  
6 His hair is as white as snow: His hair is completely white, like the colour of snow.  
7 Last night, you slept like a log: You slept very deeply and didn't move at all, like a log that just stays still.

Our teacher is innocent like a rabbit: Our teacher is very kind and gentle, like a rabbit that seems harmless and sweet.

### Create and Write

[Your Address]

[City, State, Zip Code]

[Date]

Dear [Cousin's Name],



I hope this letter finds you in good health and high spirits. I wanted to write to you about something that has been on my mind for a while. Recently, I heard that you have been making discrimination among your classmates based on their caste or religion. I feel that it's important to share with you why I believe that discrimination of any kind is not only unfair but also goes against the value of true humanity.

Every human life is precious, and we are all equal regardless of where we come from, what we believe in or what our background is. Discriminating against someone because of their caste or religion is not only unjust but also pointless. In the end, we are all humans, and our worth should be measured by our actions, kindness, and character—not by factors over which we have no control.

Many great personalities from India have shown us the way to treat everyone with respect and equality. Let me give you a few examples:

1. **Mahatma Gandhi:** He devoted his entire life to fighting against the discrimination faced by people in India. His principle of Ahimsa (non-violence) and belief in equality united the country, helping us gain independence from British rule. Gandhi always emphasized that every human being, no matter their background, deserves respect and dignity.
2. **Dr. B.R. Ambedkar:** Born into a so-called "lower caste," Dr. Ambedkar faced severe discrimination and hardships. Yet, he became one of the most respected leaders of our country and was the chief architect of the Indian Constitution. He worked tirelessly to eliminate caste-based discrimination and advocated for equal rights for everyone, regardless of their caste.
3. **Swami Vivekananda:** He believed in the idea of universal brotherhood and said, "We are all one in spirit." Swami Vivekananda's teachings were about embracing people from all walks of life and treating them with kindness and love. He spoke about equality, unity, and respecting the divine presence in every human being, irrespective of caste or religion.

Discrimination only divides us and creates unnecessary barriers. In contrast, friendship and acceptance make life richer and more meaningful. When you have friends from different backgrounds, you learn about new perspectives, traditions, and ideas, which make you a wiser and more understanding person.

I know that you have a kind heart, and I'm sure that when you think about this deeply, you'll realize how unfair and harmful discrimination can be. Let's try to follow the example of our great leaders and treat everyone equally, with kindness and respect. It will not only make us better individuals but also contribute to a better and more united society.

Looking forward to hearing your thoughts.

Take care.

Warm regards,  
[Your Name]

**About the author:** Edgar Albert Guest (1881-1959) was a British-born American poet known as the 'People's Poet.' He gained popularity for his simple, optimistic, and uplifting verses that focused on everyday life, family, and home. Guest's poetry often emphasized themes of hard work, love, faith, and perseverance, making his work widely relatable and beloved among readers. Guest wrote more than 11,000 poems throughout his career, many of which were published in newspapers, books, and magazines. He became a household name in the United States during the early 20th century and had a long-running newspaper column, 'Breakfast Table Chat,' which appeared in the Detroit Free Press. His best-known poem, 'Home,' celebrates the warmth and love of family life, encapsulating his style of comforting, inspirational poetry. Guest was also a popular radio and television personality, spreading his poetic messages of positivity to a broader audience. Despite being criticized by some literary scholars for his simple and sentimental style, he remained immensely popular with the general public for his down-to-earth, motivational poetry.

**Summary:** The poem celebrates the month of September as a time of transition and beauty. The arrival of cooler weather is marked by orchards glowing with red and gold, gardens bursting with colorful flowers, and cornstalks reaching their full height. There's a sense of completion in the air, as the apples ripen, and the days grow shorter with the darkness settling in earlier. The imagery of children slipping into bed after their prayers and the dog seeking warmth in the sunny spots suggests comfort and the simplicity of daily life. September carries a gentle calmness as nature prepares for the upcoming winter. There's a sense of quiet acceptance and readiness for the inevitable cold, with flowers appearing to make their final, most beautiful show before the frost arrives. The poet sees September as the "fullness and ripeness" of the year, signaling the completion of nature's work without sorrow. Instead, everything seems to put on its best, hinting at a graceful acceptance of life's cycle. The poem concludes with a personal wish to face life's autumn—its later years—with dignity and a smile, mirroring the natural world's acceptance of change.

### Comprehension

- A. 1. a. The orchards are filled with vibrant colors of red and gold, signaling the ripening of fruits, particularly apples. Gardens are lively, with bright flowers like the red salvia and asters showing off their beauty.  
b. The nights become heavy with dew, and mornings are colder. Darkness arrives earlier in the evening, with the moon appearing big and yellow soon after sunset.  
c. There is a sense of calmness and readiness as the earth completes its seasonal work. September marks a transition, hinting at the approach of winter with imagery of frost and the preparations of nature for the colder months ahead.
2. a. September is the time of harvest, a period of fulfillment and rest after the hard work of summer. There's a tranquility in knowing that the year's labour is nearly complete, creating a peaceful and sweet atmosphere.

- b. The blossoms seem to anticipate the coming frost, making an effort to show off their brightest and most beautiful colors before they are touched by the cold and wither away.
  - c. September symbolizes the fullness and maturity of life, a time of harvest and completion. Winter represents the end of the cycle, with hints of rest and dormancy after the vibrant life of spring and summer.
- B.
1. The children are back to wearing shoes and stockings, and they go to bed early, protected by patchwork covers. The dog enjoys the warmer side of the street, basking in the softer autumn sunlight.
  2. Nature is vibrant, with orchards glowing in reds and golds, apples ripening, and gardens filled with bright flowers like salvia and asters.
  3. This line means that by the time dinner is finished, the night has already fallen. The days are growing shorter, so darkness arrives soon after evening meals.
  4. September symbolizes the late stage of life or maturity. It represents the transition from the productive summer to the restful winter, similar to the "autumn" of life.
  5. The poet is speaking metaphorically about reaching the later years of life with pride and dignity. "My September" refers to a time of maturity, when life is rich with experience, and "the golden afterwhile" suggests a hopeful and graceful end.
- C.
1. The poet describes the beauty of September as a time of vivid colors, ripeness, and harvest. It's a peaceful and fulfilling time, with a sense of completion and preparation for the quieter, colder days of winter.
  2. In India, **Teacher's Day** is celebrated on September 5th, in honor of Dr. Sarvepalli Radhakrishnan's birthday. This day is celebrated by students showing appreciation to their teachers with gifts, performances, and tributes to acknowledge their hard work and dedication.

## Grammar

- A.
- | Adjectives | Pronouns |
|------------|----------|
| 1. these   |          |
| 2.         | these    |
| 3.         | this     |
| 4. that    |          |
| 5. those   |          |
| 6.         | those    |
| 7. this    |          |
| 8.         | that     |
- B.
- |         |         |         |           |
|---------|---------|---------|-----------|
| 1. his  | 2. your | 3. our  | 4. theirs |
| 5. ours | 6. my   | 7. hers | 8. his    |

## Vocabulary

A. Here are sentences using each word as both as a noun and a verb:

1. **Show**

✧ Noun: The magic **show** was the highlight of the evening.

✧ Verb: He wanted to **show** his friends the new trick he learned.

2. **Duck**

✧ Noun: The **duck** swam gracefully across the pond.

✧ Verb: You need to **duck** when the ball comes your way.

3. **Cover**

✧ Noun: She pulled the **cover** over her to keep warm.

✧ Verb: Please **cover** the cake with a lid to keep it fresh.

4. **Fall**

✧ Noun: The **fall** from the ladder left him with a broken arm.

✧ Verb: During **fall** the trees shed their leaves.

5. **Call**

✧ Noun: She received an unexpected **call** from an old friend.

✧ Verb: I'll **call** you as soon as I get home.

6. **Work**

✧ Noun: She finished her **work** ahead of the deadline.

✧ Verb: He likes to **work** late at night when it's quieter.

7. **Head**

✧ Noun: She gently patted the dog's **head**.

✧ Verb: Let's **head** to the park before it gets too dark.

B.

1. happiness → happy

2. creation → creative

3. success → successful

4. fame → famous

5. strength → strong

6. danger → dangerous

7. intelligence → intelligent

8. youth → youthful

C.

	Nouns	Adjectives	Verbs	Adverbs
1.	darkness	dark	darken	darkly
2.	argument	argumentative	argue	argumentatively
3.	action	active	act	actively
4.	decision	decisive	decide	decisively
5.	sadness	sad	sadden	sadly
6.	admission	admitted	admit	admittedly
7.	fixation	fixed	fix	fixedly
8.	protection	protective	protect	protectively

### Create and Write

March 10, 2024

Wednesday

2.30 pm

Dear Diary,

Today I want to write about my experiences with all the seasons. I've been thinking about how different each one is, and how much I enjoy them!

In **summer**, the heat can be really intense! Sometimes, it's so hot that I'm **wet with perspiration** and I feel like I can't even move. I spend most of the time in light clothes, trying to stay cool. The **scorching heat** makes everything feel like it's on fire. But it's also fun because I get to play outside with my friends and go swimming.

Then comes **monsoon**, and it's a totally different story. The weather becomes cooler, and we get to enjoy the rain! The sound of the raindrops hitting the ground is so soothing. I love jumping into puddles and getting wet, even though I might get a little muddy.

After the rains, **autumn** arrives, and I can feel the change in the air. The leaves turn orange and fall off the trees, making everything look beautiful. It's a time when the days are neither too hot nor too cold, and I love wearing my favorite jackets.

But then, there's winter! I can feel the **winter approach** when the mornings become chillier. I get to wear my warm clothes, and I'm always **decked up with fashionable attire** like my woolen sweaters and scarves. Winter is so cozy. I love drinking hot chocolate and playing in the snow if we have any.

Each season brings something special. I think I like them all because they each give me something to look forward to, whether it's playing in the heat, enjoying the rain, or snuggling in my warm clothes.

That's all for today, Diary!



**About the author:** Rosie Dickens grew up in England and Hong Kong. An avid reader, she always loved dreaming up her own stories. After studying literature at Oxford University, art in Paris and plenty of travelling, she settled in London. She has written over a hundred children's book and fictions.

**Summary:** Chang was a talented painter in China, known for his lifelike animal pictures. One day, he helped a village priest by painting a fierce eagle to scare away pigeons from a temple. His fame grew, and the Emperor of China invited him to paint dragons on the walls of a new temple. Chang painted four beautiful dragons but left out their eyes, warning that dragons would come to life if their eyes were painted. The Emperor didn't believe him and ordered Chang to complete the dragons. When Chang painted their eyes, two dragons came to life, destroyed the temple roof, and flew away. Chang quickly chained the remaining two dragons, preventing them from escaping. Impressed by Chang's skill, the Emperor made him the royal painter and asked him to decorate all the temples in the kingdom, with a warning to chain the dragons before painting their eyes.

### Comprehension

- A. 1. a. Chang is the great painter. We can prove he was a great painter because:
- ✧ His pictures were famous all over China.
  - ✧ People traveled from far away to see his art.
  - ✧ His butterflies and rabbits looked so real that they seemed alive.
  - ✧ Even the Emperor of China admired his work and made him the court painter.
- b. Chang painted:
- ✧ Misty mountains
  - ✧ Vases full of flowers
  - ✧ Animals like butterflies, birds, and rabbits
  - ✧ Four dragons on the temple walls
  - ✧ A fierce eagle on the temple roof to scare pigeons
- c. Chang's animal pictures were the best of all.
- ✧ His butterflies looked so real that they seemed like they could fly away.
  - ✧ His rabbits looked as if they could twitch their noses at any moment.
2. a. The Emperor of China wanted his new temple to be painted. He chose Chang for the job.
- b. Chang planned to paint four dragons, one on each wall of the temple.
- c. People gathered at the temple to watch Chang paint the dragons.
- B. 1. The priest complained that pigeons had built a nest on the roof of the temple and were making a mess above the statue.

2. Chang painted a fierce eagle with long claws and a sharp beak on the roof. The pigeons got scared and flew away, never coming back.
  3. Pearl-white dragon – Breathed out clouds of steam  
Jade-green dragon – Had bushy eyebrows and a spiky nose  
Gold dragon – Had a long, coiled tail  
Red dragon – Had gleaming red scales and wicked claws
  4. Chang did not draw the eyes because he believed that dragons were magical creatures and if he painted their eyes, they would come to life.
  5. As soon as Chang painted the eyes of the dragons, there was a rumble of thunder, and the sky grew dark. The temple roof cracked open. The jade and pearl dragons came to life and flew away through the hole in the roof.
  6. The jade dragon blinked, raised its head, and broke a temple column with its spiky nose. The pearl dragon yawned, showing sharp teeth, and breathed out clouds of steam.
  7. Chang quickly painted heavy chains around the necks of the red and gold dragons, which stopped them from flying away.
- C. 1. Chang didn't have time to draw chains on the green and white dragons because they flew away before he could chain them.
2. If I could choose a dragon, I would choose the gold dragon because it has a long, coiled tail and looks majestic.  
I would use it to:
    - ✧ Fly around the world and explore magical places.
    - ✧ Protect my friends and family from danger.
    - ✧ Help people in need by using its strength and power.

## Grammar

- A. 1. We met a boy who lost his way.  
2. The old man whom you saw yesterday is dead.  
3. You gave an answer which was not correct.  
4. He did the same what I did.  
5. The man who is kind is loved by all.  
6. I write with this pen which my uncle gave to me.  
7. The aunt who came to see me yesterday is the sister of my father.  
8. I wanted a book which the library didn't have.  
9. Suresh bought a phone that had four cameras.  
10. The book was written by a man whom everyone knows.
- B. 1. My father whom I loved dearly lived abroad.  
2. I do not know what he wants to do.  
3. This is the way which leads to the hospital.

4. It is milk which I want to drink.
5. Gods help those who help themselves.
- C. 1. Such boys who are idle will never succeed.
2. Time which is lost is lost forever.
3. The man whom you spoke to is deaf.
4. It is Mary who saved the boy.
5. These are the farmers whose crops have been washed away.

### Vocabulary

- |  |                  |          |
|--|------------------|----------|
| A. 1. animal picture                                     | 2. two pigeons   |          |
| 3. squawked, flapped                                     | 4. pearl-white   |          |
| 5. spiky nose  | 6. golden dragon |          |
| 7. wicked claws  | 8. wobbly hand   |          |
| B. 1. He makes a low grumbling sound.                    |                  | grumble  |
| 2. The snake produces the vibrating sound.               |                  | rattle   |
| 3. Few drops of water can make a low splashing sound.    |                  | splish   |
| 4. A bomb fell with a thud sound.                        |                  | boom     |
| 5. These bangles make light sound.                       |                  | clink    |
| 6. The king spoke to him in a sudden harsh voice.        |                  | snapped  |
| 7. The sparrow made a shrill noise.                      |                  | squawked |
| 8. The boy jumped into sea with a heavy splashing sound. |                  | splosh   |
| 9. I heard that something is being cracked.              |                  | crack    |
| 10. The hammering of the metal produces a loud sound.    |                  | clank    |

### Create and Write

#### MISSING REPORT

##### PHYSICAL DESCRIPTION:

- |                                      |                            |
|--------------------------------------|----------------------------|
| ✧ Height: 5'8" (approx.)             | ✧ Weight: 70 kg            |
| ✧ Eyes: Brown                        | ✧ Hair: Black, short       |
| ✧ Mark: Small mole on the left cheek | ✧ Behavior: Calm, friendly |

##### LAST SEEN:

Near Central Market

Date: 24/5/24

Time: Around 5:00 PM

##### PHOTOGRAPH:

[Attach a recent photograph here]

Contact:

Person: Anil Kumar

Phone No.: 9162323417

**About the author:** Angela Morgan (1875–1957) was an American poet, author, and journalist known for her optimistic and inspirational poetry. She was born in Washington, D.C., and grew up in a musical and artistic family. Morgan began her career as a journalist and eventually shifted to poetry, where she found her true voice. Her poems often focused on themes of hope, resilience, beauty, and the human spirit's ability to endure challenges. She gained recognition during World War I for her uplifting poems that offered solace and encouragement during difficult times. Some of her notable works include 'The Hour Has Struck,' 'God's Man' and 'Hail, Man'. Morgan's poetry was widely read and appreciated for its lyrical style and inspiring messages. She toured across the United States and Europe, giving public readings of her work and advocating for peace, equality, and human rights. Her writings continue to inspire readers with their timeless message of finding beauty and strength in the face of adversity.

**Summary:** The poem expresses a message of hope and resilience despite the horrors of war, death, and human suffering. It highlights the beauty of nature, like blooming flowers and joyful mornings, which continue to thrive even in times of conflict. The poet finds comfort and inspiration in these small wonders, reminding us that joy, beauty, and life persist, offering courage and a sense of peace amidst despair. Ultimately, the poem conveys that life, in all its beauty, remains a source of ecstasy, even in the darkest times.

### Comprehension

- A. 1. a. The poet shows that nature continues to thrive despite the horrors of war. Flowers like lilacs, tulips, and daisies bloom, waves flash, and clouds play with the sea. This demonstrates that nature remains untouched by human conflict.
- b. The adjectives used for war in the poem are 'wrath,' 'courage.'
- c. The pansies, by lifting their eyes to the poet, teach that life and beauty persist even in difficult times. They symbolize resilience and the simple joy of living despite the chaos of war.
2. a. The poet contrasts the destruction of war with the continuous blooming of life in nature. While guns roar and cannons boom, roses are born, and gardens continue to flourish, showing that life triumphs over destruction.
- b. This line suggests a sacred and peaceful moment at dawn, where lilies, with their white blossoms, symbolize purity and peace, lifting their "silver urns" as if offering to life despite the surrounding war.
- c. The poet compares war with shame because war brings destruction, suffering, and loss, which are seen as dishonourable compared to the innocence, beauty, and peace of nature.

- B.
1. In spite of war and death, the poet feels a sense of joy, courage, and resilience. There is something within him that "laughs and sings," highlighting the triumph of life and beauty over despair.
  2. The poet shows that life is divine through the beauty of blooming flowers, the playful clouds, and the whispering daisy that urges people to rejoice. Even amid war, nature continues to thrive, making life seem sacred and joyful.
  3. The poet shows that the sea, clouds, and flashing waves also resist war by continuing their natural, joyful activities. They remind the poet that beauty and goodness are real, even in despair.
  4. The poet means that even in the darkest times, beauty and hope exist. Nature's continuous bloom and resilience serve as a reminder of the enduring glory of life, despite human suffering.
- C.
1. The poem contrasts the destructive activities of men, such as war and violence, with the peaceful, life-affirming actions of nature. While men bring death and destruction, nature continues to bloom, thrive, and spread joy.
  2. This poem is an anti-war poem because it highlights the destructiveness and shame of war while celebrating the resilience, beauty, and purity of nature. The poet emphasizes that life, joy, and beauty continue despite human conflict, suggesting that war is futile and life is far more valuable.

## Grammar

- A.
- |     | <b>Adverbs</b> | <b>Modifiers</b> |
|-----|----------------|------------------|
| 1.  | fortunately    | saw              |
| 2.  | always         | quiet            |
| 3.  | shamefully     | treated          |
| 4.  | westward       | moving           |
| 5.  | quite          | shy              |
| 6.  | never          | give up          |
| 7.  | here           | stand            |
| 8.  | extremely      | clever           |
| 9.  | loudly         | cries            |
| 10. | quite          | well             |
- B.
1. He wrote the answer correctly.
  2. Tom always behaves in good manner.
  3. Christine never smokes.
  4. Madonna is waiting for you in the hall.
  5. My dad rarely visits my grandparents.
  6. My whole family has already gone to bed.
  7. I can hardly believe what you said.

8. There is a concert in my school tomorrow.
9. The eagle suddenly opened it wings.
10. We occasionally dine at this restaurant.

### Vocabulary

- A.
1. large lovely
  2. grazing green grass
  3. rattles road roof
  4. slippery snail slid
  5. girl gave glass grandfather
  6. She see-saw sea
  7. happy helped horse
  8. white witch wobbly walks

- |    |                |                           |
|----|----------------|---------------------------|
| B. | <b>Object</b>  | <b>Personifying words</b> |
| 1. | tulips         | tripping down             |
| 2. | morning-glory  | saith                     |
| 3. | daisy          | murmureth                 |
| 4. | pansies        | eyes                      |
| 5. | flashing waves | call                      |

### Create and Write

From: yogesh@gmail.com

To: indianboysinstitute@yahoo.com

Subject: Request for leave of absence from 19th August to 25th August

Dear Principal,

I hope this email finds you well. I am Yogesh, a student of [Your Class and Section] at Indian Boys Institute. I am writing to inform you that I will not be able to attend school from 19th August to 25th August due to personal reasons.

My family will be moving temporarily to our village as my grandmother is unwell and needs care. Additionally, I will be attending my cousin's marriage during this period.

I assure you that I will complete any missed assignments and classwork and will rejoin the school on 26th August.

Thank you for your understanding.

Sincerely,

Yogesh



**Summary:**

1. Kodinhi (Kerala): A small village with an unusually high rate of twin births—45 per 1000 compared to the Indian average of 4 per 1000—leaving scientists puzzled about the cause.
2. Aleya Ghost Lights (West Bengal): Mysterious glowing orbs seen in Sundarban swamps, thought by locals to be spirits of dead fishermen, but scientists attribute them to gases from decaying organic matter.
3. UFO Base at Kongka La Pass (Ladakh): A remote area on the India-China border, believed by locals to host UFO activity, with frequent sightings of flying saucers reported.
4. Jatinga (Assam): A village known for its mysterious bird suicides during the monsoon season, with birds crashing into bamboo poles. Despite theories like fog-related disorientation, the cause remains unclear.

**Comprehension**

- A.
1. a. Village famous for twins is Kodinhi  
State where the village is located is Kerala
  - b. Number of families in Kodinhi are 2,000  
Number of officially registered twins are 250
  - c. Average twin birth rate in India is 4 per 1,000 births  
Twin birth rate in Kodinhi is 45 per 1,000 births
- 2.
- a. UFO means Unidentified Flying Object, typically used to describe flying objects or phenomena that cannot be identified by the observer.
  - b. Place noted for UFOs is Kongka La Pass  
It lies on the contested border between India and China, and neither side patrols it.
  - c. They claim that UFOs commonly rise from underground lairs in the Kongka La Pass and descend back after completing their tasks.
- B.
1. The secret of Kodinhi is the unusually high number of twin births, much higher than the national average, and the cause of this phenomenon remains unknown.
  2. The swamps of Sundarban are dangerous due to treacherous marshlands, the presence of dangerous wildlife, and the mysterious glowing Aleya Ghost Lights that can disorient travelers.
  3. It is known as Will-o'-the-wisps worldwide.
  4. Fishermen's belief that the lights are the souls of fishermen who died accidentally in the area.  
Scientists' explanation that the lights are caused by the oxidation and ionization of gases released from decaying organic matter in the swamps.
  5. Jatinga is in Assam.  
Birds of various species appear to commit suicide by flying into bamboo poles during the end of monsoon months.
  6. Tiger bittern, little egret, and pond heron, among others.

7. Disorientation due to fog, light confusion during monsoon nights, and possible exhaustion or environmental stress.
- C. 1. I like the Jatinga case study because it's fascinating how nature holds unsolved mysteries, and it raises curiosity about the interaction between animals and environmental changes.
2. In my area, people talk about a lake that mysteriously changes color during certain seasons, and no one is quite sure why this happens. Some say it's due to minerals in the water, while others think it's magical.

### Grammar

- |    |         |        |         |         |             |
|----|---------|--------|---------|---------|-------------|
| A. | 1. am   | 2. are | 3. is   | 4. were | 5. was      |
|    | 6. are  | 7. was | 8. was  |         |             |
| B. | 1. do   | 2. did | 3. did  | 4. do   | 5. does not |
|    | 6. do   | 7. do  | 8. does |         |             |
| C. | 1. has  | 2. had | 3. have | 4. has  | 5. had      |
|    | 6. have | 7. has | 8. have |         |             |

### Vocabulary

- |    |            |            |              |          |
|----|------------|------------|--------------|----------|
| A. | 1. distant | 2. birth   | 3. dangerous | 4. float |
|    | 5. present | 6. descend | 7. concrete  |          |
- B. 1. The supernatural stories about the Aleya Ghost Lights in Sundarban are fascinating yet mysterious.
  2. The UFOs sighted at Kongka La Pass are often described as spherical objects glowing brightly in the night sky.
  3. The unpleasant odour in the Sundarban swamps might be caused by decaying organic matter.
  4. The phenomenon of bird suicides in Jatinga is extremely confusing for scientists and locals alike.
  5. The concept of ghost lights being souls of fishermen is rooted in local folklore.
  6. Despite being unbelievable to some, the high twin birth rate in Kodhini is a real and documented phenomenon.
  7. The strange glowing lights over the marshlands have intrigued people for decades.
  8. The scene of birds mysteriously flying into poles in Jatinga is both eerie and saddening.
  9. The gases in the swamps of Sundarban shine when they interact with oxygen, creating a glowing effect.
  10. The story of UFOs at Kongka La Pass has become a legend among the locals.

### Create and Write

One morning, a boy woke up late and hurried to school but missed the bus. He was worried that he might miss his classes. When he reached the school gate, he found it locked. Determined not to be late, he decided to climb over the gate. Unfortunately, he got stuck at the top and lost his balance, falling to the ground and hurting himself. He was quickly hospitalized, where he was treated for his injuries.

**About the author:** Ralph Waldo Emerson (1803–1882) was an American writer, philosopher, and poet. He led the Transcendentalist movement, which emphasized individualism, nature, and self-reliance. His famous works include essays like 'Self-Reliance' and 'Nature.' Emerson believed in following your intuition and finding truth within yourself. He inspired many with his ideas about personal freedom and the connection between humans and the natural world.

**Summary:** This poem, "The Mountain and the Squirrel" by Ralph Waldo Emerson, teaches a beautiful lesson about self-worth and the importance of every role in the world. Here's a simple explanation:

The mountain and the squirrel have an argument. The big mountain calls the little squirrel a "prig" (meaning proud or self-important). The squirrel, named Bun, responds wisely. Bun says that while the mountain is big and impressive, being small is not bad. Both the mountain and the squirrel have their unique roles and abilities.

### The Lesson

1. Everyone has a purpose: The squirrel cannot carry forests like the mountain does, but the mountain cannot crack nuts like the squirrel. This shows that everyone has talents and roles that are important.
2. Size doesn't define value: Just because the mountain is big doesn't mean it's better. Small things, like the squirrel, are just as important.
3. Diversity matters: The world is made up of all sorts of things—big and small, fast and slow, strong and delicate—and everything contributes to the balance of life.

In short, the poem reminds us to appreciate our unique qualities and respect others, everyone plays a vital part in the grand design of life!

### Comprehension

1.
  - a. The two characters are the Mountain and the Squirrel (Bun).
  - b. The two other sobriquets are "Little prig" (used by the Mountain) and Bun (its name).
  - c. The quarrel arises because the Mountain mocks the Squirrel for being small, while the Squirrel defends its value and role in the world.
2.
  - a. The Squirrel accepts that the Mountain is big and can create pretty tracks.
  - b. The Squirrel explains that while it cannot carry forests on its back like the Mountain, the Mountain cannot crack nuts like the Squirrel. Each has its unique talents and role.
  - c. The line means that everyone has unique abilities and strengths. No one is better or worse; instead, everyone contributes in their own way.
- B.
  1. The Mountain and the Squirrel are quarreling. The Mountain calls the Squirrel "Little prig", and the Squirrel replies as Bun.
  2. According to the poet, a year is made up of all sorts of things and weather.

3. The Mountain is large and immovable, while the Squirrel is small, agile, and can crack nuts. Both have different talents and roles.
4. This line suggests that everything in the world is created with a purpose and placed wisely. Each being has its role and importance.
- C. 1. The poem teaches us to appreciate differences and understand that everyone has unique qualities. Big or small, each contributes to the world in their own way.
2. In a classroom, differences among students are evident.
  - ✧ Some are good at math, while others excel in art.
  - ✧ A few might be great speakers, while others shine in sports.

These differences help everyone learn from each other and make the group stronger as a whole.

### Grammar

- |            |          |          |           |
|------------|----------|----------|-----------|
| A. 1. will | 2. shall | 3. would | 4. should |
| 5. will    | 6. shall | 7. would | 8. should |
| B. 1. will | 2. would | 3. will  | 4. will   |
| 5. will    | 6. will  | 7. will  | 8. shall  |

### Vocabulary

- |                 |                |               |                 |
|-----------------|----------------|---------------|-----------------|
| A. 1. carry on  | 2. go through  | 3. gets up    | 4. looked after |
| 5. called off   | 6. pick up     | 7. ran up     | 8. take off     |
| B. 1. turned up | 2. turned down | 3. put on     | 4. takes after  |
| 5. kept on      | 6. ran after   | 7. broke down | 8. got down     |

### Create and Write

Title: The Clever Cap-Seller and the Mischievous Monkeys

Once, a cap-seller was on his way to a fair, carrying a big bundle of colorful caps to sell. After walking under the hot sun for hours, he felt tired and decided to rest under a large shady tree. Placing his bundle of caps beside him, he sat down and soon fell into a deep sleep.

When the cap-seller woke up, he was shocked to find that his caps were gone! He looked around but couldn't see them anywhere. Suddenly, he heard chattering noises above him. Looking up, he saw a group of mischievous monkeys sitting on the tree branches. Each monkey was wearing a cap and playfully imitating the cap-seller.

The cap-seller pleaded with the monkeys, "Please give me back my caps!" But the monkeys only chattered louder and mimicked his gestures. He tried clapping his hands and shouting, but the monkeys copied him and refused to return the caps.

At a loss, the cap-seller sat down, thinking hard. Then, in despair, he took off his own cap and threw it to the ground. To his surprise, the monkeys imitated him once again—they all took off their caps and threw them down too!

The cap-seller quickly gathered the caps, tied them back into his bundle, and smiled. "Thank you, my little friends!" he said and went on his way to the fair.

**Moral:** Every problem has a solution if you use your intelligence and stay calm.

**About the author:** Roald Dahl (1916–1990) was a British author famous for writing children's books filled with imagination, humor, and a touch of the unusual. Some of his best-known works include 'Charlie and the Chocolate Factory,' 'Matilda,' 'James and the Giant Peach,' and 'The BFG.' His stories often feature quirky characters and magical adventures, with themes of kindness, bravery, and standing up to bullies. Dahl's books are loved by readers of all ages for their creativity and fun.

**Summary:** In the valley, three nasty and greedy farmers—Boggis, Bunce, and Bean—are described. Boggis is a chicken farmer, Bunce raises ducks and geese, and Bean grows turkeys and apples. They are all mean and cruel, and they despise Mr. Fox, who steals food from their farms to feed his family. Mr. Fox lives in a hole with his wife, Mrs. Fox, and their four children. Every night, Mr. Fox sneaks out to steal chickens, ducks, or turkeys, which infuriates the farmers. They decide to catch him by hiding near his hole, and Bean creates a plan to kill Mr. Fox. One night, as Mr. Fox goes out to steal ducks, the farmers are waiting for him. They carefully hide and set up their ambush, but Mr. Fox nearly escapes by smelling them out. However, when he finally emerges from his hole, the farmers shoot at him, hitting his tail. Although they miss the fox, they are determined to dig him out of his hole to catch him, planning to dig him and his family out in a few hours.

### Comprehension

- A. 1. a. The children around the valley sing this song. It is sung for the three farmers (Boggis, Bunce, and Bean), describing them and their nasty nature.
- b. The author describes the three farmers as mean, nasty, and unpleasant. Each of them has a unique and unkind personality, and they are known for being greedy and difficult people.

c.

Characters	Business	Storage of	Food
Boggis	Chicken Farmer	Chicken Houses	Boiled chickens with dumplings (three every day)
Bunce	Duck-and-Goose Farmer	Storage for Ducks/Geese	Doughnuts stuffed with mashed goose livers
Bean	Turkey-and-Apple Farmer	Orchard with apple trees	Strong cider made from apples, no regular food



2.
  - a. Mr. Fox lives with his family in a hole under a huge tree in a wood on a hill above the valley.
  - b. The family of Mr. Fox consists of:
    - ✧ Mr. Fox
    - ✧ Mrs. Fox
    - ✧ Their four small foxes (children)
  - c. Mr. Fox asked his wife, "Well, my darling, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?"
- B.
  1. The three rich farmers are:
    - ✧ Boggis (chicken farmer)
    - ✧ Bunce (duck-and-geese farmer)
    - ✧ Bean (turkey-and-apple farmer)

The common trait in all of them is that they are all mean and nasty men who are unwilling to share or give anything away.
  2. The farmers tried to save their farms by planning to kill Mr. Fox. They set traps and tried to wait for him outside his hole, hoping to catch him.
  3. Mr. Fox used his keen sense of smell to detect the farmers' presence. He could smell Boggis' rotten chicken-skin odour, Bunce's goose-liver scent, and Bean's apple-cider fumes. This helped him avoid being caught.
  4. Mr. Fox outsmarted Boggis by using the wind direction to his advantage. He approached Boggis' farm with the wind blowing in his face, so Boggis' scent did not reach him. This allowed Mr. Fox to sneak around without being detected.
  5. Mr. Fox recognized the three farmers by the smells they gave off:
    - ✧ Boggis smelled of rotten chicken-skins.
    - ✧ Bunce smelled of goose-livers.
    - ✧ Bean smelled of apple cider.
  6. Mr. Fox heard a soft rustling sound, which he thought might be a field mouse or some other small animal. It made him pause and listen carefully.
  7. Mr. Fox's night-eyes noticed a glint of something bright behind a tree. It was the barrel of a gun, which alerted him to the danger of the farmers waiting to shoot him.
  8. When the three farmers opened fire, the entire wood seemed to explode around Mr. Fox. There were several gunshots, and Mr. Fox narrowly escaped into his hole, avoiding being shot.
- C.
  1. It is likely that the farmers will continue trying to dig out Mr. Fox and his family from their hole, but Mr. Fox is very clever. The fox family may escape again, using their wits to outsmart the farmers. Eventually, the farmers may give up or be defeated, as the fox family is resourceful and cunning.



2. I like Mr. Fox because he is clever, brave, and resourceful. Even though the three farmers are trying to harm him and his family, Mr. Fox outsmarts them at every turn. He takes care of his family, and he doesn't give up, no matter how difficult the situation is. His quick thinking and cleverness make him a likeable character.

### Grammar

- |    |        |          |          |          |
|----|--------|----------|----------|----------|
| A. | 1. can | 2. could | 3. can   | 4. can   |
|    | 5. can | 6. could | 7. can   | 8. could |
| B. | 1. may | 2. may   | 3. might | 4. might |
|    | 5. may | 6. might | 7. may   | 8. might |

### Vocabulary

- |    |              |               |               |                 |
|----|--------------|---------------|---------------|-----------------|
| A. | 1. breakfast | 2. potbellied | 3. doughnuts  | 4. shotgun      |
|    | 5. careless  | 6. handsome   | 7. flashlight | 8. bloodstained |
| B. | 1. mark      | 2. light      | 3. mat        | 4. structure    |
|    | 5. grade     | 6. pack       | 7. board      | 8. monger       |

### Create and Write

First, buy all the ingredients from the market, such as fresh vegetables, fruits, and spices. Second, clean and wash the ingredients thoroughly to remove any dirt. Next, peel off the skin from the vegetables and fruits, and cut them into small pieces. Then, add salt, lemon, and a bit of chili to enhance the flavour. Finally, toss and mix everything together well. Your delicious salad is now ready to serve!

**About the author:** William Wordsworth (1770–1850) was a famous English poet and a key figure in the Romantic Movement. Born in Cockermouth, England, he was inspired by nature and often wrote about its beauty. His most famous works include 'I Wandered Lonely as a Cloud' (Daffodils), 'The Prelude', and 'The Solitary Reaper'. Wordsworth's poetry emphasized emotions, imagination, and the connection between humans and nature. In 1843, he became Poet Laureate of the United Kingdom. He passed away on April 23, 1850, and was buried at St. Oswald's Church in Grasmere.

**Summary:** The poem describes the poet's encounter with a solitary Highland girl working in a field, reaping grain and singing a hauntingly beautiful song. Captivated, he asks travelers to pause or pass quietly to avoid disturbing her. Her melody fills the valley and surpasses the sweetness of a nightingale's song or the thrill of a cuckoo's call. The poet is curious about the theme of her song. He wonders if it mourns ancient battles or expresses everyday sorrows and losses. Although he cannot understand the words, the emotional depth of her voice leaves a lasting impression. As he climbs a hill and moves away, the melody lingers in his heart, resonating long after the song fades. The poem celebrates the profound beauty of simplicity, nature, and human expression.

### Comprehension

- A.
  1.
    - a. The poet instructs his sister Dorothy to stop or pass gently. He asks her to do so to avoid disturbing the girl who is singing while working, as her song fills the valley with a beautiful, serene melody.
    - b. The 'solitary Highland Lass' is alone in the field. She is reaping (harvesting) and binding the grain by herself.
    - c. The poet describes the girl's song as melancholy and deeply moving. He compares it to the sweet and welcome notes of a nightingale and the thrilling call of a cuckoo, suggesting it is more enchanting and powerful than either.
  2.
    - a. The poet addresses this question to no one in particular; it reflects his curiosity and longing to understand the meaning of the girl's song.
    - b. 'Plaintive numbers flow' means sorrowful or melancholic tunes. The poet thinks so because the girl's song seems to express sadness, evoking thoughts of old tragedies, distant battles, or universal human sorrow.
    - c. The poet speculates about the theme of the song, suggesting it might be about:
      1. Historical events ("battles long ago").
      2. Everyday emotions ("natural sorrow, loss, or pain").However, he leaves the meaning open to interpretation.
- B.
  1. The poet addresses the girl as 'solitary Highland Lass' and 'Maiden.'
  2. The poet is alone; there is no mention of anyone accompanying him. He observes the girl while passing through a valley in the Scottish Highlands.

3. The poet praises the nightingale for its ability to bring comfort to tired travelers in the deserts of Arabia, but he claims the girl's song is even more enchanting.
  4. The poet compares the girl's song to the cuckoo's call, which breaks the silence of remote seas and the faraway Hebrides. He suggests the girl's song is more thrilling than even the cuckoo's.
  5. ✧ Nightingale: Known for its melodious, soothing song that comforts travellers in the desert.  
✧ Cuckoo: Its call is sharp and thrilling, breaking the silence in far-off regions. The girl's song surpasses both in beauty and emotional impact.
  6. The poet could not understand the language of the song or its exact theme. However, the emotion conveyed by the melody deeply moved him.
- C. 1. The poet highlights the serene valley, the solitary girl, and the harmonious blending of her song with the natural surroundings, creating a picture of idyllic beauty.
2. The poet stopped because he was captivated by the girl's song, which filled the valley with its profound beauty. While the girl's presence adds to the scene, it is the emotional depth and uniqueness of her melody that truly enchants him.

### Grammar

- A. 1. to, on      2. to, on      3. to, between      4. with, towards  
5. in, on      6. by, with      7. in, at      8. for, by
- B. Julie was born **on** 27 August, 2015, **in** Kerala. She is the only child **of** her parents, and they have no other children. She goes **to** Adarsh Kendra Vidyalaya **for** her education **with** her friends who live near her house. She reaches her school **by** bus and sometimes **on** the cycle **with** her brother Mahato. **Among** her friends, she is the smartest girl who is not only good **at** studies but also has good manners. She, like other children of her age, loves **to bunk** the classes and play with her friends.

### Vocabulary

Proverbs	Meaning
1. A bad workman always blames his tools	People can't change their innate characteristics (7)
2. A bird in hand is worth two in the bush	Taking any opportunity to overcome the difficulties (4)
3. Action speaks louder than work	Blaming the quality of equipments for the poor performance (1)
4. A drowning man will clutch a straw	Howsoever big a task is, it starts with a small step (6)

5. A Jack of all trade is master of none	Having something is better than desire more (2)
6. A journey of thousand miles begins with a single step	Among the more incapable people, less incapable one rules (8)
7. A leopard does not change its spot	Action reflects one's character than words (3)
8. Among the blind, one-eyed man is king	A person of some knowledge of several fields knows nothing (5)

- B. 1. early bird                      2. daredevil                      3. fair weather friend  
4. night owl                      5. heart of gold                      6. real pain in the neck  
7. barrel of laugh                      8. black sheep

## Create and Write

### Front of the Paper

- ✧ Title: William Wordsworth – A Romantic Poet
- ✧ Personal Details:
  - i. Name: [Your Name]
  - ii. Class: [Your Class]
  - iii. Roll Number: [Your Roll Number]
  - iv. Subject: English
- ✧ Decorate the front with floral designs or images of books and a quill pen. Include Wordsworth's portrait at the center.

### First Fold (Left-Hand Side): About William Wordsworth

- ✧ Name: William Wordsworth
- ✧ Date of Birth: April 7, 1770
- ✧ Place of Birth: Cockermouth, Cumberland, England
- ✧ Parents: John Wordsworth (father), Ann Cookson Wordsworth (mother)
- ✧ Education:
  - i. Attended Hawkshead Grammar School
  - ii. Studied at St John's College, Cambridge
- ✧ Decorations: Add pictures of Dove Cottage (his home) and the Lake District, a region that inspired his poetry.

### Second Fold (Middle): Achievements

- ✧ Famous Works:
  - i. The Prelude
  - ii. Lines Composed a Few Miles Above Tintern Abbey
  - iii. I Wandered Lonely as a Cloud (also known as Daffodils)
  - iv. Ode: Intimations of Immortality
  - v. The Solitary Reaper
- ✧ Legacy: A founder of the Romantic Movement in English poetry. Became Poet Laureate of the United Kingdom in 1843.
- ✧ Decorations: Add pictures of daffodils, nature scenes, and a small book of poetry.

Third Fold (Right-Hand Side): Last Phase of Life

- ✧ Date of Death: April 23, 1850
- ✧ Place of Death: Rydal Mount, Westmorland, England
- ✧ Burial: St. Oswald's Churchyard, Grasmere
- ✧ Decorations: Include pictures of his gravestone, Rydal Mount (his last home), and a serene countryside scene to symbolize peace and nature.

Back of the Paper

- ✧ Decorations: Use borders with floral designs or patterns inspired by nature. Add quotes from Wordsworth's poems, like:
  - i. "The child is father of the man."
  - ii. "Nature never did betray the heart that loved her."

**About the author:** Daniel J Errico is an American children's book author and children's media content creator. He published several children's books, including *The Bravest Knight who ever lived*, *The Journey of the Noble Gnarble*, *The Journey of the Marmabill*, and *Don't hug the Quokka*. He received 2023 CBC Children's Favorites Award and Teacher Favorites Award. *The Guardian of Lore* was written in collaboration with Navdeep Singh and Vanessa Balleza.

**Summary:** The narrator's first encounter with the mysterious frog occurs during a dull math class with the eccentric Miss Weaver, known for her towering hair and repetitive tales of famous ex-students. The narrator notices a frog staring through the window, its glasses making it stand out as extraordinary. Amid Miss Weaver's mundane recounting of Martin Shandals' story, the frog's bizarre antics escalate—it opens the window and sneaks into the classroom, ultimately perching on Miss Weaver's shoulder unnoticed. The narrator, torn between solving a math problem and deciphering the frog's intentions, struggles with disbelief, wondering if the spectacled amphibian is a product of imagination. The frog's cryptic nod before vanishing into Miss Weaver's hair leaves the narrator in awe, questioning reality and the peculiar connection shared with the frog.

### Comprehension

- A.
  1. a. Miss Weaver was the narrator's teacher, known for her towering stack of black hair and wearing striped pants and jackets.
  - b. She always wore the same kind of outfit, repeated her stories often, and was extremely boring.
  - c. The narrator found her stories repetitive and uninteresting, especially since she kept sharing tales of former students who became famous, even when the stories were loosely connected to the lessons.
2.
  - a. The narrator noticed that the frog had tiny glasses on and seemed to be staring at him intently.
  - b. The frog distracted the narrator with its unblinking gaze, its mysterious presence, and its odd behavior, making it hard to focus on the lesson.
  - c. She asked him to solve a problem on the board.
- B.
  1. The sight of a frog pressing its face against the classroom window caught his attention and broke the monotony of the class.
  2. The frog wore a pair of glasses. The frog managed to open the classroom window and later climbed onto Miss Weaver's shoulder.
  3. Martin Shandals was a former student who became a famous comedian. Miss Weaver often bragged about how she used to call him “a real comedian,” which she thought was prophetic.
  4. He became nervous, struggled to focus, and made a mistake while solving the problem because he was distracted by the frog's actions.
  5. The frog showed bravery by entering the classroom, opening the window, and eventually sitting on Miss Weaver's shoulder without fear of being noticed.



- C. 1. ✧ The narrator might have a vivid imagination, creating the frog as a way to escape boredom.  
✧ The frog could be a magical or supernatural being visible only to the narrator.
2. The narrator stared at Miss Weaver, expecting her to notice the frog. Suddenly, the frog peeked out of her hair and adjusted its glasses as if preparing for something important. To the narrator's shock, it pulled out a tiny scroll and began to scribble notes.

As Miss Weaver turned to the board to write, the frog jumped onto the chalk tray and mimicked her movements, as though it was conducting its own lesson. The class remained oblivious, but the narrator stifled laughter.

The frog hopped back into Miss Weaver's hair just as she turned around, and this time, a tiny book fell from the hair onto the desk. "What's this?" Miss Weaver muttered, perplexed, holding up the book. The narrator's heart raced.

To his surprise, the frog gestured at him from behind Miss Weaver's shoulder as if signaling him to stay quiet. The next moment, Miss Weaver put the book aside, shrugged, and continued her lesson, unaware of the magical creature causing chaos on her head.

The narrator couldn't focus on anything else, wondering what other surprises the frog had in store.

### Grammar

- A. 1. but      2. or      3. still      4. for      5. but  
6. nor      7. but      8. or

B.

1. The team worked hard, and won the game.
2. Tina has a car, and her brother a bike.
3. He can buy the book, or can borrow it from the library.
4. We went shopping, for we had no food in the house.
5. I went to the bakery, and bought chocolate pastries.
6. Preeti brushed her teeth, and combed her hair.
7. We could attend the mass, or we could go to the park.
8. Suman is very polite still some of her friends do not like her.

### Vocabulary

- A. 2. Rivers wear away the land to make their channels.  
3. The engine of the train pants like human.  
4. She is a kind person who always helps others.  
5. At one time, I always keep only one window open on my computer system.  
6. Several stakes of wood were cut into small pieces to make a big block.  
7. Be careful with that glass; it's fragile.  
8. Make a right turn at the next intersection.

9. He placed the book on top of the shelf.  
 10. It is usual that she breaks whatever she holds with care.
- B. 1. KENTUCKY      2. GALLERY      3. PALACE      4. BLANKET  
 5. GRANDMOTHER    6. HOLIDAY      7. SHEEP      8. TOWEL  
 9. PERFUME          10. RAZOR

P	A	S	B	W	E	R	T	Y	U	I	O	P	A	R	S
A	D	H	F	B	L	A	N	K	E	T	G	H	J	A	K
L	Z	E	X	C	V	B	N	M	Q	W	T	E	T	Z	Y
A	A	E	S	D	F	G	H	J	K	L	O	Z	X	O	C
C	M	P	N	B	V	C	X	Z	L	K	W	J	H	R	G
E	F	D	S	A	A	G	H	J	K	L	E	Q	W	E	R
T	G	B	E	D	C	W	S	X	U	J	L	I	K	M	O
Z	D	S	R	P	E	R	F	U	M	E	W	D	C	V	H
Y	G	F	D	S	V	S	H	A	O	G	H	N	S	S	O
B	E	K	E	N	T	U	C	K	Y	A	Y	S	J	C	L
P	L	K	J	H	Y	G	T	R	D	S	E	X	A	Z	I
G	R	A	N	D	M	O	T	H	E	R	D	E	R	F	D
Q	S	X	C	F	T	H	N	M	K	O	P	S	D	F	A
T	D	F	S	G	D	H	O	P	G	A	L	L	E	R	Y

### Create and Write

[Your Address]

[Date]

Dear [Friend's Name],

I hope this letter finds you in great spirits. I recently heard that you're having some difficulty understanding English in school, and I thought I should share something that has helped me immensely with this language. As you know, I have a habit of reading an English newspaper every morning, and I can confidently say that this simple routine has greatly improved my English skills.

Initially, it was a bit challenging for me, too. I started by reading just the headlines, as they are short and easy to understand. Gradually, I moved on to reading short articles, especially ones

on topics I found interesting, like sports or entertainment. Over time, this practice expanded my vocabulary and taught me how sentences are structured in English. I also paid close attention to the editorial section, as it uses more complex language and offers insights into how arguments and ideas are presented logically.

Another thing that helped was keeping a dictionary nearby. Whenever I came across a word I didn't understand, I would look it up. This not only helped me learn new words but also how to use them in context. To make it fun, I'd sometimes jot down new words and challenge myself to use them in conversations or while writing.

What's more, reading regularly improved my comprehension skills. I started understanding my school lessons better, as I became familiar with different writing styles and ways of expressing ideas. It also boosted my confidence in speaking and writing English.

I strongly recommend that you try reading an English newspaper as well. Start small, perhaps with just one article a day. Focus on sections that interest you the most. Trust me, with consistent effort, you'll notice a big difference in no time.

If you need any tips or suggestions on how to begin, feel free to ask. I'm here to help! I'm confident that with a little practice, you'll overcome the challenges you're facing in no time.

Take care, and let me know how it goes.

Your friend,  
Rohan/Rohini

**About the author:** William Butler Yeats was an Irish poet, playwright, and one of the most influential writers of the 20th century. He was born on June 13, 1865, in Dublin, Ireland, and became a key figure in the Irish literary revival. Yeats is known for his poems about Irish history, folklore, and mythology, blending them with his personal beliefs and experiences. Some of his famous works include *The Second Coming*, *The Lake Isle of Innisfree*, and *Sailing to Byzantium*. Yeats won the Nobel Prize in Literature in 1923 and continued writing until his death in 1939.

**Summary:** This poem, *The Lake Isle of Innisfree* by W.B. Yeats, expresses the speaker's desire to escape the hustle and bustle of city life and find peace in nature. The speaker imagines going to Innisfree, a quiet island in Ireland, where he can build a small cabin and live in solitude, surrounded by nature.

In the first stanza, he describes the simple life he would lead there, with a cabin made of clay and wattles (a type of woven material), bean plants, and a beehive. The "bee-loud glade" suggests a peaceful, natural environment full of life.

In the second stanza, the speaker talks about the peace he would find, describing how it slowly settles in, starting in the morning with the sounds of nature—crickets, birds, and the beauty of the landscape. "Midnight's all a glimmer" suggests the quiet beauty of the night, and "noon a purple glow" evokes the calm atmosphere of midday.

In the final stanza, the speaker contrasts his ideal peaceful life with his current reality, where he is surrounded by the noise and chaos of the city. Despite being away from Innisfree, the sound of lake water "lapping" stays in his heart, showing how much he yearns for that peaceful, natural world.

The poem reflects Yeats' longing for solitude and a deeper connection with nature, where he can find inner peace away from the distractions of everyday life.

### Comprehension

- A.
  1.
    - a. The speaker is the poet, W.B. Yeats. He desires to go to the Lake Isle of Innisfree.
    - b. The speaker dreams of building a small cabin made of clay and wattles.
    - c. The speaker wishes to live alone, with nature and bees as his companion.
  2.
    - a. The speaker's repeated line, "I will arise and go now," and the vivid imagery of peace show his deep longing and urgency.
    - b. The speaker hears the music of waves in his imagination, even while standing on the roadway or pavement.
    - c. The poet hears the sound of lake water lapping in his deep heart's core.
- B.
  1. The poet wants to live a simple, peaceful, and self-sufficient life in harmony with nature.
  2. The poet will enjoy the music of bees buzzing, crickets singing, and lake water lapping.
  3. The poet describes midnight as being 'all a glimmer' and noon as having a 'purple glow.'
  4. The poet dreams of enjoying the sight and sound of linnets (small birds) in the evening.

5. The repetition emphasizes the poet's intense longing and determination to escape to Innisfree.
- C. 1. The poem's theme is the longing for peace, solitude, and a deep connection with nature. It contrasts the noisy, artificial city life with the tranquil beauty of the natural world.
2. I wish to visit the mountains, where the air is fresh, and the landscape is serene. The quietness, lush greenery, and the sound of rivers flowing attract me. It's a place where I feel calm and connected to nature, much like the poet's feelings for Innisfree.

### Grammar

- A. 1. The boys told each other funny jokes when they waited for the bus.
2. Jane saved her money so that she could buy a new game.
3. I have a big car, but your car is bigger than mine.
4. Arthur packed a swimming suit because there was a swimming pool in the hotel.
5. You must pay the bill now if you want to escape imprisonment.
6. The game will begin after both teams are on the field.
7. The team chose to bat since they won the toss.
8. Whenever there is someone at the door, our dog barks at them.
- B. 1. Maria entered in the classroom after the teacher already arrived.
2. I am not going to listen to you unless you accept your fault.
3. I feel cold outside although it is summer season.
4. If you finish all your meal, you will get a scoop of ice cream.
5. The roof of the hut was burned down because the thunder fell on it.
6. We all know Mr. Sylvan who is the school teacher in Kalka.
7. India is a country which is democratically stronger than her neighbouring countries.
8. You cannot do littering in the park even if you wish to.

### Vocabulary

- A. 1. race, acre                      2. made, mead                      3. trap, rapt                      4. are, era
5. now, won                      6. team, mate                      7. mane, mean
- B. 1. He is like a shining star.
2. She is like an angry bird.
3. My house is like a zoo.
4. The snow is as white as a blanket.
5. Life is like a dream.
6. Time is like money.
7. My dad is like my angel.

### Create and Write

Last summer, I went on an exciting train journey from Delhi to Shimla with my family. The journey began early in the morning as we boarded the train from New Delhi station. As the train chugged along, the scenery transformed from bustling city streets to lush green fields, rolling hills, and picturesque villages. The cool breeze and the rhythmic sound of the train added to the charm. Inside the train, we enjoyed delicious snacks, played games, and shared stories with other passengers, making the ride lively and memorable. The sight of the sun setting over the mountains was breathtaking. When the journey ended at Shimla station, I felt a mix of joy and wonder at the beauty I had witnessed. It was an experience I will cherish forever.

**Summary:** Colonel Harland Sanders, the founder of Kentucky Fried Chicken (KFC), faced numerous setbacks before achieving success. Born in 1890 in Indiana, Sanders lost his father at six and began cooking for his siblings. He dropped out of school in seventh grade and worked various jobs, often losing them due to fights or insubordination. Despite these challenges, he persisted, starting a ferry boat business and later attempting to manufacture lamps, both ventures ending unsuccessfully.

At the age of 40, Sanders began selling chicken dishes at a service station. Overcoming a series of disasters, including a deadly argument, a fire, and the impact of World War II, he eventually perfected his "secret recipe." Though rejected 1,009 times, Sanders succeeded in franchising Kentucky Fried Chicken. The brand rapidly grew, and he sold the company for \$2 million, focusing on expanding KFC franchises worldwide.

By the time of his death at 90, KFC had become a global phenomenon, with thousands of outlets across dozens of countries. Today, his legacy endures through KFC's branding and the inspiration his story provides. Sanders exemplifies resilience and determination, proving that setbacks can lead to remarkable success.

### Comprehension

- A.
  1.
    - a. 'He' in this extract is Colonel Harland Sanders. At the age of 16, he faked his age to enlist in the United States Army.
    - b. He served in the U.S. Army for one year before being honorably discharged. He worked unsuccessfully as a railway laborer, lawyer, life insurance salesman, and lamp manufacturer.
    - c. Sanders displayed resilience, determination, and perseverance. Despite repeated failures and setbacks, he never gave up on his dreams.
  2.
    - a. The full form of KFC is Kentucky Fried Chicken. The cost to take the franchise at that time was two million dollars.
    - b. The KFC logo features the face of Colonel Harland Sanders with his iconic goatee, white suit, and western string tie.
    - c. There are now 24,000 outlets of KFC in more than 145 countries worldwide.
- B.
  1. Sanders was born in 1890 in Henryville, Indiana. After his father's death, Sanders had to take on responsibilities like cooking and caring for his siblings at the age of six.
  2. He cashed in his ferry boat business to create a lamp manufacturing company but failed when he discovered a better version of his lamp was already being sold.
  3. He began selling chicken dishes at the age of 40. His motel was unsuccessful as it burned down, and later, World War II forced him to close it down.
  4. Sanders died at the age of 90 from pneumonia. By then, there were around 6,000 KFC outlets in 48 countries.



5. Sanders' story teaches that persistence and determination can overcome failures. Despite facing numerous rejections and setbacks, he ultimately created one of the world's largest fast-food chains, inspiring others to never give up on their dreams.
- C. 1. Colonel Harland Sanders was a determined and resilient individual who overcame numerous failures to achieve success. His hard-working nature, persistence, and entrepreneurial spirit helped him turn a small chicken recipe into an international brand. His ability to rebuild after setbacks and stay focused on his goals serves as a testament to his strength of character.
2. Make a list of all the failures Sanders met in his life.
- ✧ Dropped out of school in seventh grade.
  - ✧ Fired from a railway job for fighting with a co-worker.
  - ✧ Ruined his legal career by fighting again.
  - ✧ Fired from a life insurance job for insubordination.
  - ✧ Failed in the lamp manufacturing business.
  - ✧ His motel and restaurant burned down.
  - ✧ World War II forced him to close his rebuilt motel.
  - ✧ His chicken recipe was rejected 1,009 times.
  - ✧ His booming restaurant business was impacted by a new interstate.

## Grammar

- A.
1. We saw a mongoose in the meadow.
  2. The stars are shining in the night sky.
  3. She read the novel that Sam gave her a day ago.
  4. An old beggar was running in the street.
  5. The less you desire, the less you feel pain.
  6. An owl had made a nest behind our house.
  7. He is an M.P. elected by the people of southern zone.
  8. There is a blue pencil in the box.
  9. Where are the sandals which I bought from the peddler?
  10. Susan has a tiny marmoset that is in the pocket.
- B. Grandma is an old lady. She has got a house near the sea. The house has got a beautiful garden. There are flowers and a tree in the garden. The tree is tall. It is an apple tree. Grandma has got a cat too. The cat is white but it has got a black and beautiful tail. It is the old cat but Grandma loves it very much. Whenever I go to meet Grandma, she would offer me a full-roasted goose and a cup of green tea. I sincerely like the taste of goose but avoid drinking tea. I love my Grandma and her goose too.

## Vocabulary

- A.
- |                   |                     |                           |
|-------------------|---------------------|---------------------------|
| 1. got fired      | 2. deadly shoot out | 3. caught a break         |
| 4. hit it big     | 5. tough cookie     | 6. set back               |
| 7. better version | 8. dropped out      | 9. all across the country |
| 10. cashing in    |                     |                           |

B.

1. I love to cook dinner for my family every Sunday.
2. She accidentally dropped her keys on the floor.
3. The company fired an employee for poor performance.
4. I need to wash the dishes after lunch.
5. She has a dream of traveling the world one day.
6. He wore a formal suit on the business meeting.
7. I bought a new tie to wear on my friend's wedding.
8. The students passed the final exam with flying colors.
9. He can run really fast, faster than anyone in the class.
10. The restaurant is part of a large chain that has locations everywhere.

## Create and Write

Dr. A.P.J. Abdul Kalam was born in 1931 in Rameswaram, Tamil Nadu. He pursued his studies in physics and aerospace engineering, which laid the foundation for his remarkable career. Kalam worked at the Defence Research and Development Organization (DRDO) and the Indian Space Research Organization (ISRO), contributing significantly to India's missile and space programs. His key contributions include the development of the ballistic missile and the Polar Satellite Launch Vehicle (PSLV).

Dr. Kalam's outstanding service to the country was recognized when he was elected as the 11th President of India, a position he held from 2002 to 2007. He was honored with several prestigious awards, including the Padma Bhushan, Padma Vibhushan, and the Bharat Ratna, for his contributions to science, technology, and the nation. Dr. Kalam remains a beloved figure in India, known for his vision, leadership, and commitment to youth development.

**About the author:** Eliza Lee Follen (1787–1860) was an American writer, poet, and social reformer. She is best known for her children's poems and her advocacy for social causes such as women's rights and abolitionism. Born in Massachusetts, she was married to the Unitarian minister, James Follen. Eliza's work was deeply influenced by her commitment to social justice, and she wrote several works aimed at educating children on moral values, including *Poems for children*. She was also an active member of the American Anti-Slavery Society and worked to promote the abolition of slavery. Her contributions to literature and reform made her an important figure in early American history.

**Summary:** This poem celebrates the arrival of spring, capturing its rejuvenating energy and the joyful response of nature to the season. The speaker calls for spring to come quickly, as it brings new life through birds, flowers, and the awakening of the earth. The poem highlights the sounds of life—birds singing, brooks flowing, and trees blooming—which symbolize the universal renewal that occurs in nature.

As the speaker observes the vibrant changes, they are inspired to join in the joy of the season. The oak tree, which once withstood storms, is now full of blossoms and melodies, reflecting the theme of transformation and resilience. The poet feels compelled to wake up their own spirit, noting that even inanimate objects seem to rejoice, and the heart must not remain still when nature is celebrating.

The speaker urges their soul to join this celebration, to yield to nature's rhythm, and to forget selfish concerns. The final lines emphasize the idea that spring is a time of collective happiness, a "holiday" that invites all to partake in the joy and harmony of the world around them.

In essence, the poem conveys the uplifting and unifying power of spring, encouraging both the natural world and human beings to embrace the joy, renewal, and harmony it brings.

### Comprehension

- A. 1. a. The poet addresses spring as a "reviving, joyous" season. Spring is called "reviving" because it brings new life and energy to the earth, as plants and flowers bloom, and nature comes alive after the cold winter.
- b. 'Veil of showers' refers to the light rain or spring showers that gently fall, symbolizing the refreshing and rejuvenating nature of the season.
- c. The birds and brooks welcome spring through their songs. The earth itself is described as welcoming the season by sending joy and fragrance forth.
2. a. The poet tells her spirit to awake because everything in nature is waking up and coming to life with the arrival of spring. She doesn't want to remain indifferent to the joy and renewal happening around her.
- b. The poet is filled with joy and excitement at the arrival of spring. She feels the urge to join the celebration of nature and partake in the universal happiness.

- B. 1. During spring, the earth, hills, woods, and valleys come alive with sounds and movements. They sing, ring, and celebrate the arrival of spring, with birds singing, brooks flowing, and the earth bringing forth new life.
2. The only thing that remains silent is the poet's spirit, which she urges to wake up and join in the celebration of spring.
3. The poet asks her spirit, heart, and soul to wake up, rejoice, join the universal celebration, and embrace the harmony and joy of nature during spring.
4. The happy throng refers to all of nature and the people who celebrate spring together. When the poet says "cast each selfish care away," she means to let go of worries or selfish thoughts and fully embrace the joy and unity of the season.
- C. 1. According to the poem, spring is a time of renewal, joy, and celebration. It revives life, brings harmony, and fills the world with beauty and song. The season symbolizes new beginnings and the rebirth of nature.
2. In India, the festival of Holi is celebrated during the spring season. It is a festival of colors, joy, and the victory of good over evil. People celebrate by throwing colored powders at each other, singing, dancing, and sharing sweets with friends and family. It is a time of unity, fun, and joy.

### Grammar

- A. 1. visited      2. does not know      3. will announce      4. will arrive  
5. helps      6. accepted      7. did not post      8. waits
- B.
1. She **will complete** her work with full attention.
  2. The cat **catches** the mouse.
  3. We **wanted** to meet the Principal.
  4. Rohan **watches** the game on Monday.
  5. What **does** the class teacher tell about Priyanka?
  6. I **observed** the experiment of water purification.
  7. We **will have** a German Shepherd dog for our safety.
  8. Ronny **makes** the evening of my birthday really special.

### Vocabulary

- A. 1. fable      2. mint      3. lithology      4. emigrant  
5. omnipresent      6. biography      7. sheath      8. antidote
- B.
1. The hands of the clock run fast.

This is a personification because clocks don't "run" like living beings. The phrase suggests that time seems to pass quickly, implying that the clock hands are moving quickly.

2. The pen runs smoothly.  
A pen doesn't "run" like a person or animal. This personification implies that the pen moves effortlessly and smoothly when writing.
3. Clouds are the veils of the sun.  
This personification compares clouds to veils, suggesting that they cover or shield the sun, like how a veil hides a person's face.
4. Trees sing melodious songs.  
Trees don't literally sing, but this personification suggests that the rustling of tree leaves in the wind sounds like a melody, creating an image of nature making beautiful music.
5. My pressure cooker dances on the stove.  
This is personification because a pressure cooker doesn't dance. It suggests that the cooker is moving or shaking on the stove, possibly due to the pressure build-up and steam release.
6. The river glides beautifully.  
Rivers don't "glide" like people or animals. This personification conveys the smooth and graceful flow of the river, making it seem like it is gliding elegantly.
7. The thunder cries loudly.  
Thunder doesn't cry. This personification connects the loud sound of thunder to the idea of crying, emphasizing its powerful and intense noise.  
My shirt jumped down the cupboard.  
Shirts cannot jump. This personification humorously suggests that the shirt fell or slipped out of the cupboard on its own, as though it had a mind of its own.

## Create and Write

### Autobiography of a pair of shoes

I am a pair of black Oxford shoes, crafted from the finest Italian leather. I was made in a bustling factory, where my several siblings, in various colors and shapes, were also created. Once we were ready, we were dispatched to stores throughout the country. I was proudly put on display, waiting for the right person to choose me.

One day, a handsome man walked in and bought me. I felt proud and majestic as I was worn on his feet, accompanying him to many important events. For two wonderful years, I served him well, but as time passed, I started to show signs of wear and tear. My soles were torn, and my once-sleek surface began to fade.

Eventually, I was discarded, thrown into the garbage. But my story didn't end there. Now, I am worn by a vagabond who walks the streets, giving me a new purpose in life.



**About the author:** George Bernard Shaw (1856–1950) was an Irish playwright, critic, and polemicist, widely regarded as one of the most influential writers in the English language. He was known for his sharp wit, satirical writing, and critique of societal norms. Shaw wrote over 60 plays, including notable works such as *Pygmalion*, *Man and Superman*, *Major Barbara*, and *Arms and the Man*. His works often dealt with social issues, including class, marriage, and morality. Shaw was a committed socialist, and his plays often reflect his views on social reform and the importance of challenging established systems. He won the Nobel Prize in Literature in 1925 and is remembered for his contribution to modern drama, particularly in his ability to combine humor and social commentary.

**Summary:** In the fall of 1885, during the Serbo-Bulgarian War, Raina, a Bulgarian woman, learns that her fiancé, Sergius, has led a victorious charge against the Serbs. Raina helps an escaped Swiss soldier, Bluntschli, who had fought for the Serbs, after he sneaks into her room at night. She hides him and offers him chocolates, and he criticizes Sergius's military tactics. Despite their different backgrounds, Raina begins to develop feelings for Bluntschli.

Meanwhile, Louka, a servant in the household, reveals her ambitions to marry someone of higher status and shares secrets about the Petkoff family. Sergius returns from the war, disillusioned after being denied a promotion. He flirts with Louka, while Raina keeps her growing affection for Bluntschli a secret.

The plot thickens as Bluntschli, disguised as a returned guest, is revealed to be the man Raina helped. Tensions rise when Sergius challenges Bluntschli to a duel, and Raina admits her feelings for him. Sergius and Louka are revealed to have a secret affair, and Bluntschli, now wealthy, proposes to Raina. The play ends with a shift in social dynamics, with Louka ascending socially and Raina set to marry Bluntschli, fulfilling her desires and securing a prosperous future.

### Comprehension

- A. 1. a. Raina is a Bulgarian woman from a wealthy family, and Catherine is her mother. Catherine informs Raina that the Bulgarian cavalry has won a battle against the Serbs, and that Sergius, Raina's fiancé, led the charge and is a hero.
- b. Louka warns Catherine and Raina that escaped Serbs might be hiding in the area and seeking refuge in Bulgarian homes. She also warns them about the danger of hiding these soldiers.
- c. A Swiss soldier, who is an escaped mercenary, secretly enters Raina's room through the unlocked window. He frightens her by threatening to kill her if she makes a noise.
2. a. Major Petkoff is Raina's father. He recently fought in the Serbo-Bulgarian War.
- b. Petkoff informs Catherine that Sergius will not receive the military promotion he desires because Sergius lacks command over military strategy.



- c. Petkoff and Sergius hear a story about a Swiss soldier being hidden by two Bulgarian women during his retreat. Catherine and Raina realize that the story is about them but do not reveal it.
- B.
1. The story begins with the Serbo-Bulgarian War.
  2. The man's name is Bluntschli. He is peculiar as a soldier because he is not glorifying battle, does not carry ammunition, and is more interested in survival than heroism.
  3. Raina notices that the fugitive is tired, hungry, and does not glorify the battle. He is focused on escaping the carnage and is happy to be alive.
  4. The fugitive, Bluntschli, informs Raina that Sergius's cavalry charge against the Serbs was foolish and succeeded only by sheer luck. He also mentions that Sergius's success was due to the Serbs being given the wrong ammunition.
  5. Louka and Nicola are engaged to each other, but they are different in terms of social aspirations. Louka wants to rise in social rank, while Nicola is content with being a servant.
  6. Bluntschli has come to return Major Petkoff's coat, which Raina and Catherine lent him during his escape.
  7. Louka tells Sergius that Raina might not remain faithful to him. This is proven when Raina admits that she has had feelings for Bluntschli since they first met.
  8. Petkoff agrees to marry Raina off to Bluntschli because he has inherited a great fortune, and Raina is revealed to be 23 years old, not 17, making the marriage acceptable.
- C.
1. Bluntschli is pragmatic, intelligent, and down-to-earth. He does not glorify war or seek heroism. Instead, he values survival and realism. He is calm, humble, and eventually reveals a strong sense of responsibility and commitment, especially towards Raina.
  2. The theme of war in the story reveals its brutal, senseless nature. Bluntschli contrasts the glorified view of war with its harsh reality. War is depicted as a series of mistakes, misunderstandings, and luck rather than valor and honor. This is shown through the characters' disillusionment with the heroic ideals of war and their focus on survival and practical concerns.

## Grammar

- A.
- |                         |                         |
|-------------------------|-------------------------|
| 1. is playing           | 2. shall be challenging |
| 3. is confusing         | 4. were fishing         |
| 5. will be representing | 6. was waiting          |
| 7. will be walking      | 8. shall be meeting     |
| 9. is chasing           | 10. was having          |

Present Continuous	Past Continuous	Future Continuous
The whole day it is raining. They are not going to school as it is too much cold today. Jack is now living in Lisbon.	Peter was baking a cake for his father. They were arguing to sit in front. Mark was playing guitar when I saw him. Daniel and Jones were talking in the class when the teacher entered the room.	Roy will be admitting his fault. Where will he be having dinner tonight? We shall be studying together at Mohit's home tomorrow.

## Vocabulary

- A. 1. Bulgarian      2. heroic      3. hungry      4. cavalry  
5. secret      6. strategy      7. library      8. tension
- B. 2. an old fashioned dress      3. a kind hearted girl  
4. a three hour exam      5. a thick-fur cat  
6. a five year old baby      7. a brightly lit room  
8. a short haired man

## Create and Write

### NOTICE

#### Report Day

This is to inform all the students that the Report Day will be held on December 24, 2024.

Details of the event:

- ✧ Date: December 24, 2024
- ✧ Time: 10:00 AM to 1:00 PM
- ✧ Venue: School Auditorium

Parents are requested to accompany their children and meet the respective subject teachers to discuss the progress of their child throughout the academic year. Students are advised to bring their report cards for review.

For any queries, kindly contact the school office.

Principal

[School Name]

Date: December 21, 2024

**About the author:** William Shakespeare (1564–1616) was an English playwright, poet, and actor, widely regarded as one of the greatest writers in the English language. Born in Stratford-upon-Avon, he wrote 39 plays, 154 sonnets, and two narrative poems. His works include comedies (*A Midsummer Night's Dream*), tragedies (*Macbeth*, *Hamlet*, *Romeo and Juliet*), and histories (*Henry V*). Known as the "Bard of Avon," his plays explore themes of love, power, ambition, and human nature, and they are still performed and studied worldwide. Shakespeare's influence on literature, language, and drama remains unparalleled.

**Summary:** *Macbeth* is a tragedy by William Shakespeare that explores the corrupting power of ambition and the consequences of unchecked desire for power. The play begins with Macbeth, a brave Scottish general, receiving a prophecy from three witches that he will become the King of Scotland. Encouraged by his ambitious wife, Lady Macbeth, and driven by his own desire for power, Macbeth murders King Duncan and takes the throne.

However, Macbeth is plagued by guilt and paranoia, fearing the prophecy that Banquo's descendants will inherit the throne. To secure his power, he has Banquo killed, but Banquo's son, Fleance, escapes. Macbeth descends further into tyranny, ordering more murders and alienating his allies. Lady Macbeth, consumed by guilt over her role in the crimes, becomes mentally unstable and eventually takes her own life.

Macbeth seeks assurance from the witches, who provide cryptic prophecies that make him believe he is invincible. However, his enemies, led by Macduff and Duncan's son Malcolm, rose against him. In the final battle, Macbeth learns that Macduff was “not born of a woman” in the usual way and is killed by him. Malcolm is crowned king, restoring order to Scotland. The play highlights the devastating effects of ambition and moral corruption.

### Comprehension

- A.
  1.
    - a. Macbeth is one of King Duncan's generals, a brave warrior, and later becomes the King of Scotland.
    - b. The third witch tells Macbeth that he will become the King of Scotland.
    - c. King Duncan was the King of Scotland.
  2.
    - a. Banquo is a general in King Duncan's army and Macbeth's companion.
    - b. Banquo is murdered by Macbeth's hired killers, but his son Fleance escapes.
    - c. Macbeth is afraid because the prophecy foretells that Banquo's descendants will inherit the throne, and Fleance has escaped.
- B.
  1. They are witches who predict Macbeth's rise to power and Banquo's future lineage of kings.
  2. She is ambitious and wants power for both herself and her husband. She believes that being king will fulfill their destiny as foretold by the witches.

3. Macduff is a nobleman who opposes Macbeth. He eventually kills Macbeth in the final battle, fulfilling the prophecy that Macbeth will be killed by someone not "born of a woman."
4. Macbeth is killed by Macduff, and Malcolm, King Duncan's son, is crowned as the rightful King of Scotland.
5. This phrase means that appearances can be deceiving, and things that seem good can actually be bad, and vice versa.

C.

First Witch	Second Witch	Third Witch
1. Cheer to the governor of Cawdor, Macbeth.	1. Cheer to the governor of Glamis, Macbeth.	1. Macbeth, you will be the new King of Scotland!
2. Beware of Macduff, Thane of Fife.	2. Anyone who is born normal of woman will not be able to harm Macbeth	2. You will not be killed until the forest of Birnam Wood comes to Dunsinane Hills.

- D.
1. Shakespeare teaches that unchecked ambition and the pursuit of power can lead to one's downfall. It also emphasizes the importance of moral integrity and the consequences of betrayal and guilt.
  2. If Macbeth had stayed in his castle, he might have delayed his death temporarily. However, the prophecy would still likely come true, as Macduff was determined to fulfill his vengeance and would have found a way to confront and kill Macbeth eventually.

## Grammar

- A.
- |                   |                 |                 |
|-------------------|-----------------|-----------------|
| 1. have learned   | 2. has promised | 3. has played   |
| 4. has taken      | 5. have won     | 6. have cleaned |
| 7. has apologized |                 |                 |
- B.
- |               |                   |                |
|---------------|-------------------|----------------|
| 1. had come   | 2. had not played | 3. had studies |
| 4. had broke  | 5. had rained     | 6. had drunk   |
| 7. had hidden |                   |                |
- C.
- |                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| 1. will have received | 2. shall have waited | 3. will have finished |
| 4. will have cleaned  | 5. will have learned | 6. will have designed |
| 7. will have done     |                      |                       |

## Vocabulary

- A.
- |               |            |
|---------------|------------|
| Synonymy      | Antonym    |
| 1. blissful   | grievous   |
| 2. tough      | effortless |
| 3. courageous | terrified  |
| 4. rapid      | lethargic  |
| 5. changeable | unstable   |

- B. 1. exhausting      2. encourage      3. celebrate  
4. benefit      5. frightened

### Create and Write

Mohan: Hey Kalam! Is that you? It's been ages! How are you?

Kalam: Mohan! Wow, it's so good to see you after such a long time! I'm doing great. How about you?

Mohan: I'm doing well too, thanks! So, which school are you going to now? And which grade are you in?

Kalam: I'm still at the same school, St. Xavier's High School. I'm in the 9th grade now. What about you?

Mohan: Oh, that's nice! I switched schools a couple of years ago. I'm studying at Greenfield Academy, and I'm in the 10th grade now.

Kalam: That sounds interesting! I've heard about Greenfield Academy. How are you finding it?

Mohan: It's been good. The teachers are great, and the campus is huge! But enough about school, when can I come over to your place? We should hang out like old times!

Kalam: That would be awesome! How about next weekend? My parents are throwing a small party for my birthday, and you're definitely invited!

Mohan: I'd love to! I'll be there for sure. It'll be great to catch up.

Kalam: Awesome! I'm looking forward to it. Let's stay in touch until then.

Mohan: Absolutely! See you soon, Kalam! Take care!

Kalam: You too, Mohan! See you at the party!

## TEST PAPER 1

**Full Marks: 40**

**Time: 1 hour**

**1. Choose the correct options to complete the sentences.**

**[1x5]**

- a. Sabbath is the day of prayer in Jewish. Which day is Sabbath?
 

i. Friday <input type="radio"/>	ii. Saturday <input type="radio"/>
iii. Sunday <input type="radio"/>	iv. Monday <input type="radio"/>
- b. After eating Grandmamma, what did Wolfie dress to befool Red Riding Hood in the poem Little Red Riding Hood and the Wolf?
 

i. No dress <input type="radio"/>	ii. Blanket of Grandmamma <input type="radio"/>
iii. A girl's dress <input type="radio"/>	iv. Grandmamma's dress <input type="radio"/>
- c. Jhoku could not bear his thirst because he was
 

i. tired <input type="radio"/>	ii. angry <input type="radio"/>
iii. sick <input type="radio"/>	iv. restless <input type="radio"/>
- d. Which pictures of Chang seemed to be alive?
 

i. Butterflies and birds <input type="radio"/>	ii. Mountains <input type="radio"/>
iii. Rabbits <input type="radio"/>	iv. Eagles <input type="radio"/>
- e. Which village of Kerala has the largest number of twins?
 

i. Palakkad <input type="radio"/>	ii. Kozhikode <input type="radio"/>
iii. Kodhini <input type="radio"/>	iv. Kollam <input type="radio"/>

**2. Fill in the blanks.**

**[1x5]**

- a. Athanasius made an asylum, a hospital and a \_\_\_\_\_ for the needy and poor.
- b. The wolf knocked on Grandma's door to have a \_\_\_\_\_ meal.
- c. No one would allow Gangi to draw water from the \_\_\_\_\_.
- d. In the calm month of September the dog does his \_\_\_\_\_ on the bright side of the street.
- e. \_\_\_\_\_ is known for the swamps which are the spot of paranormal peril.

**3. Say whether the following statements are true or false.**

**[1x5]**

- a. John was happy with the deed of charity of Athanasius.
- b. After having the meal of Grandma, Wolfie was satisfied and relaxed.
- c. Gangi did not know that the stinking water could be made drinkable by boiling it.
- d. Chang painted a fierce eagle that had frightened the pigeons.
- e. Kong La Pass of Ladakh is a disputed border of India and Pakistan.

**4. Match the column A with the column B.**

**[1x5]**

**Column A**

**Column B**

- |                        |  |
|------------------------|--|
| a. The angel despired  | is a remote village in Assam                         |
| b. For Wolfie          | four dragons for the emperor                         |
| c. Jhoku said to Gangi | Athanasius for his thought of using gold for charity |
| d. Chang had drawn     | Red Riding Hood would taste like caviar              |
| e. Jatinga             | you would come back with your arms and legs broken   |



**5. Answer the following questions briefly.**

**[2x5]**

- a. What did Athanasius buy with the gold?
- b. What astonishing changes came in Riding Hood when the poem ends?
- c. What comparison did Gangi make between herself and the high class people of her village?
- d. What happened instantly when Chang drew the eyes of the dragon?
- e. Write the difference of opinions about the colourful bubbles in the swamps of Sundarban.

**6. Write a letter to your friend explaining him/her the poem 'The Mountain and the Squirrel' and its importance.**

**[10]**

**TEST PAPER-1 ANSWER**

1. a. Saturday                      b. Grandmamma's dress                      c. sick  
    d. Butterflies and birds                      e. Kodhini
2. a. hospice                      b. decent                      c. Thakur's well  
    d. snoozing                      e. Sundarban
3. a. false                      b. false                      c. true                      d. true                      e. false
4. a. The angel despised                      Athanasius for his thought of using gold for charity  
    b. For Wolfie                      Red Riding Hood would taste like caviar  
    c. Jhoku said to Gangi                      you would come back with your arms and legs broken  
    d. Chang had drawn                      four dragons for the emperor  
    e. Jatinga                      is a remote village in Assam
5. a. Athanasius bought land in the town, as well as stones, wood, and hired laborers to build.  
    b. At the end, Riding Hood no longer wears her traditional red cloak and hood. Instead, she has a 'lovely furry wolfskin coat,' implying that she took the wolf's fur as her own coat after defeating him.  
    c. Gangi wondered why she was considered so low and the upper-class people so high. She questioned the caste system, feeling that the high-class people, despite their power, were corrupt and unethical, yet they enjoyed privileges while she, though innocent, was oppressed.

- d. As soon as Chang painted the eyes of the dragons, there was a rumble of thunder, and the sky grew dark. The temple roof cracked open. The jade and pearl dragons came to life and flew away through the hole in the roof.
- e. Fishermen's belief that the lights are the souls of fishermen who died accidentally in the area.

Scientists' explanation that the lights are caused by the oxidation and ionization of gases released from decaying organic matter in the swamps.

6. [Your Address]

[Date]

Dear [Friend's Name],

I hope this letter finds you in good health and high spirits. Today, I would like to explain to you regarding the poem 'The Mountain and the Squirrel' which is in our English textbook. Here is the summary and importance of the said poem.

### Summary

The poem "The Mountain and the Squirrel" by Ralph Waldo Emerson tells the story of a playful argument between a mountain and a squirrel. The mountain belittles the squirrel, calling it insignificant, but the squirrel cleverly responds. It points out that everything in the world has its own role and value. While the mountain is large and majestic, the squirrel is small, agile, and capable of things the mountain cannot do, like cracking nuts. The squirrel emphasizes that differences in abilities make the world complete.

### Importance

This poem highlights the theme of mutual respect and individuality. It teaches us that everyone has unique talents and a purpose, no matter their size or status. The mountain symbolizes greatness and strength, while the squirrel represents quickness and skill. Together, they show that both big and small contributions are important for balance and harmony in the world. It encourages us to appreciate diversity and value our own abilities without comparing ourselves unfairly to others.

If you need any further details or explanation on the same, feel free to ask me. I'm here to help!

Take care,

Your friend,

[Your Name]

## TEST PAPER 2

Full Marks: 40

Time: 1 hour

### 1. Choose the correct options to complete the sentences.

[1x5]

- a. Farmer Boggis, Farmer Bunce and \_\_\_\_\_ were nasty and mean.
- i. Farmer Betty ☐ ii. Farmer Bean ☐  
iii. Farmer Beans ☐ iv. Farmer Bunty ☐
- b. How does William Wordsworth address the solitary reaper?
- i. Highland lass ☐ ii. Highland girl ☐  
iii. Highland lady ☐ iv. Highland reaper ☐
- c. Who was known for her black hair in Stagwood?
- i. Miss. Bunny ☐ ii. Miss. Meadow ☐  
iii. Miss. Weaver ☐ iv. Miss. Errico ☐
- d. Where was Colonel Sanders born?
- i. Henryville, Indiana ☐ ii. Adamville, Indiana ☐  
iii. Isaacville, Indiana ☐ iv. Yuhana Valley, Indiana ☐
- e. Who was the Bulgarian man who trespassed into the house of Raina?
- i. Sergius ☐ ii. Bluntschli ☐  
iii. Petkoff ☐ iv. Nicola ☐

### 2. Fill in the blanks.

[1x5]

- a. Bunce was a duck and \_\_\_\_\_ farmer.
- b. The solitary reaper sings a \_\_\_\_\_ song while working in the field.
- c. A famous comedian \_\_\_\_\_ was one of Miss Weaver's students..
- d. Sanders was fired from the job for selling insurance for \_\_\_\_\_.
- e. Bluntschli normally keeps candies in place of \_\_\_\_\_ in his pocket.

### 3. Say whether the following statements are true or false.

[1x5]

- a. Bean drank gallon of strong wine made of apple. ☐
- b. Nightingale would sing better than the solitary reaper. ☐
- c. The frog had put on a tiny pair of glasses in the story Boy meets Frog. ☐
- d. Sanders' recipe was rejected for 1009 times before becoming world famous. ☐
- e. Bulgarians were fighting against Serbians who had machine guns. ☐

### 4. Give one word or line answer.

[1x5]

- a. From how far did Mr. Fox smell Mr. Boggis hiding behind the Chicken house Number one?
- b. Which bird sings in spring time among the Hebrides?
- c. Where did the boy find the frog after the frog entered the classroom opening the window?
- d. At what cost did Sanders sell the franchise of KFC?
- e. To whom was Lauka engaged?

**5. Answer the following questions briefly.**

**[2x5]**

- a. What trick did Mr. Fox use to understand about the presence of the three farmers?
- b. What comparison does the poet make between the cuckoo bird and the song of the girl?
- c. How did the narrator react when he was asked to do the board work?
- d. When did Sanders begin the business of selling chicken dishes? How was he unsuccessful in running his motel?
- e. Who is Macduff, and why is he important to the story?

**6. a. Write the character sketch of Macbeth.**

**[5]**

- b. What is the theme of the poem 'The Lake Isle of Innisfree'?

**[5]**

**TEST PAPER-1 ANSWER**

1. a. Farmer Bean                      b. Highland lass                      c. Miss. Weaver  
    d. Henryville, Indiana              e. Bluntschli
2. a. goose      b. melancholy      c. Martin Shandals      d. insubordination  
    e. ammunition
3. a. false              b. false              c. true              d. true              e. true
4. a. fifty yards              b. shoulder of Miss              c. two million dollars  
    d. Midnight Express      e. Nicola
5. a. Mr. Fox used his keen sense of smell to detect the farmers' presence. He could smell Boggis' rotten chicken-skin odor, Bunce's goose-liver scent, and Bean's apple-cider fumes. This helped him avoid being caught.  
    b. While in the forest, he saw a boy play-acting with his friends. The boy pretended to be king, presiding over a trial of some robbers, where he orders their limbs to be cut off, only to magically heal them later. The boy was Chandragupta.  
    c. He became nervous, struggled to focus, and made a mistake while solving the problem because he was distracted by the frog's actions.  
    d. He began selling chicken dishes at the age of 40. His motel was unsuccessful as it burned down, and later, World War II forced him to close it down.  
    e. Macduff is a nobleman who opposes Macbeth. He eventually kills Macbeth in the final battle, fulfilling the prophecy that Macbeth will be killed by someone not "born of a woman."
6. a. Macbeth is a brave but ambitious Scottish general whose thirst for power leads to his tragic downfall. Initially loyal, he is swayed by prophecy and his wife's manipulation. Consumed by guilt and paranoia after committing regicide, he transforms into a ruthless tyrant, ultimately destroyed by his own unchecked ambition.  
    b. The theme of The Lake Isle of Innisfree by W.B. Yeats is the longing for peace, simplicity, and a deep connection with nature. The poem reflects the speaker's desire to escape modern life's chaos and find solace in a tranquil, self-sufficient existence on the idyllic, serene island of Innisfree.