



Daisy

English Reader

A COMPREHENSIVE GRADED COURSE IN ENGLISH

Teacher's Manual
Class-6



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)	Listening and Speaking Skill	No. of Period (s)	Creative Writing	No. of Period (s)	Total No. of Period. (s)
The Cowardly Lion and the Hungry Tiger (Prose)	Application based questions on peer pressure, understanding the text, reference to context, MCQ, factual questions inferential questions	5	Determiners: words for determiners, exercises with articles, demonstrative determiners, possessive determiners	2	Exercises on phrasal verbs, find words or phrases from the story	1	Answer the questions listening to the passage on the importance of forests, speech on heroism	1	Informal letter to the younger brother to maintain good health	1	10
The Night of the Scorpion (Poem)	Questions about scorpions, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Some specified adjectives: uses few, a few or the few with the fill in the blanks exercises, Uses of little, a little or the little with the fill in the blanks exercises, Uses of some or any with the fill in the blanks exercises	2	Fill in the blanks with parts of speech, rearrange the phrases according to the poem and make sentences with them	1	Do true or false listening to the story of Molly, answer few questions on superstition	1	Notice writing on the occasion of Independence Day	1	10
The Sniper (Prose)	Application based questions on civil war, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Compound and phrase prepositions: examples to understand the prepositions, fill in the blanks on both type of prepositions	2	Exercises with much, many, a lot of, lots of, plenty of, make sentences with different meaning	1	Match the columns listening to the story of Roald Dahl, speak about friendship and brotherhood	1	Story writing on a blind lady and a greedy doctor	1	10
The Ass and the Nightingale (Poem)	Questions on fable, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Late, later, latter, latest, farther, further, elder, older: uses of these adjectives, fill in the blanks with Late, later, latter, last, latest, choose the correct options with farther or further, fill in the blanks with older, elder, eldest, oldest	2	Exercise on splitting of sentences, find antonyms from the story, unscramble the words	1	Fill in the blanks listening to the story of Hanna and Julie, speak about the self-confidence	1	Email writing on the interschool debate competition	1	10

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Uncle Podger hangs a Picture (Prose)	Questions related to comedy, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Noun clauses: description of noun clauses, find out nouns clauses based on the explanation, join sentences using noun clause	2	Exercises on anagrams, expand the nominal compound words	1	Answer the questions listening to the passage on cough and cold, speak about the funny incident that you witnessed	1	Paragraph writing on the recent vacation to a hill station	1	10
My Country (Poem)	Application based questions on the native land, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Relative and adjective clauses: change adjective words or phrases to clauses, join the sentences to relative clauses, fill in the blanks with relative pronouns	2	Choose the correct options to complete the paragraph, fill in the gaps with do, does, did, is, am, are, was, or were	1	Rearrange the sentences listening to the daily routine of Sophie, speak about your favourite free time activity	1	Review of a book recently read	1	10
The Glass Palace (Prose)	Application based questions on freedom struggle, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Adverbs: too...to and as soon as: transformation of sentences from 'too...to' to 'so...that' and vice-versa, interchange of 'no sooner', 'as soon as', 'hardly' or 'scarcely' to each other	2	Fill in the blanks with indirect narration, find words or phrases from the story	1	Choose the correct options from the given questions listening to a passage on French frie, speak about your best friend				
The Heroes (Poem)	Questions on real heroes, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Finite and non-finite verbs: explanation of these verbs, find finite and non-finite verbs, replace the phrases to infinitives	2	Choose the correct options with 'this', 'that', 'these' or 'those', make sentences	1	Fill in the blanks listening to the passage on a zoo, speak about the freedom fighter of India	1	Invitation letter to attend a birthday party	1	10

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Don Quixote and the Windmill (Prose)	Questions on the warriors from the adventurous stories, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Subject-verb agreement: explanation of the topic, fill in the blanks with correct subjects, correct the errors	2	Fill in the gaps with correct tense, solve the riddles of family reasoning	1	Answer the questions listening to the story of Simon, the farmer, speak about an important fairy-character	1	Process writing on the preparation of tea	1	10
The Brook (Poem)	Questions bases on rivers, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Object and complement: find out the objects, complete the sentences adding objects, find out the complements, complete the sentences adding complements	2	Fill in the blanks with words from the poem adding affixes to them, fill in the with correct suffixes or prefixes, exercise on collocation	1	Fill in the blanks listening to the story of Norman and Lisa, speak about some important rivers in India	1	Dialogue writing between a father and son on the uses of mobile phone	1	10
My Childhood (Prose)	Application based questions cricket as a favourite game, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Question tag: about questions and some examples, add question tags to complete the sentences, add statements to complete the sentences, make sentences adding questions tag	2	Explain the given simile and metaphor in your own words	1	Do true or false listening to the passage on whales, speak about the school where you are currently studying	1	Biography writing of Helen Keller	1	10
Casabianca (Poem)	Application based questions on selecting a situation in life, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Degrees of comparison: explanation of the topics, fill in the blanks with correct degrees, correct the errors	2	Exercises with interchange the parts of speech, fill in the blanks with homonyms	1	Write about the characters listening to the story about quick wit, game of speaking a truth and a lie	1	Narration writing from the dialogues between a shopkeeper and a customer	1	10

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The Boy and the Balloon (Prose)	Questions about bonding, understanding the text, MCQ, factual questions, inferential questions	5	Sequence of tenses: explanation of the topic, fill in the blanks with correct tense, do as directed	2	Fill in the blanks with articles and prepositions, match the columns and fill the blanks with compound words	1	Answer the questions listening to the story of Sarah and Jake, conversation between a non-living friend and the student	1	Descriptive paragraphs on your garden	1	11
The Walrus and the Carpenter (Poem)	Questions on stories based on fable, understanding the text, reference to context, MCQ, factual questions, inferential questions	5	Must, ought to, need, used to: uses of auxiliary verb, choose the correct alternatives from the options given in the bracket, fill in the blanks with 'must', 'ought to' or 'need'	2	Find out the alliterative words from the poem, find out personification from the poem given	1	Choose the correct answer listening to the story of Oscar, an offer, speak about the preparation for the annual examination	1	Descriptive paragraphs on your garden	1	10
India and her Inventions (Prose)	Questions on knowledge of invention and discovery, understanding the text, reference to context, MCQ, factual questions, inferential questions	6	uture tense with will, shall, going to, about to: uses of these auxiliary verbs, fill in the blanks with each of them	2	Complete the letter choosing options, exercises with one word substitution	1	Fill in the blanks listening to the passage on a forest of animals, to ask questions on any one chapter from the book	1	Summary writing of a passage	1	11
The Dying Detective (Prose)	Questions on the stories based on spy, understanding the text, reference to context, MCQ, factual questions, inferential questions	7	Direct and indirect speech: formation of assertive sentences and interrogative sentences, change the direct narration to indirect and vice-versa	2	Exercises on homophones, match the columns with phrases and idiom	1	Complete the rhymes listening to the poem, speak about pollution, it causes and remedies	1	Projects on some scientists and their inventions	1	12

Total classes: 163

Chapter-1 The Cowardly Lion and the Hungry Tiger

About the author: L. Frank Baum (1856–1919) was an American author best known for writing *The Wonderful Wizard of Oz* (1900) and its sequels. He created the magical Land of Oz, bringing to life beloved characters like Dorothy, the Scarecrow, and the Tin Man. Baum wrote 14 Oz books and many other fantasy stories, plays, and poems. His imaginative storytelling and vivid world-building made him a pioneer of modern children's literature.

Summary: In the Emerald City's grand Throne Room, Princess Ozma listens to her people's concerns, surrounded by her loyal companions, including the Cowardly Lion and the Hungry Tiger, who serve as her guardians. However, as the people of Oz are kind and peaceful, the two great beasts have no real duty beyond looking fierce. One day, feeling unappreciated, they discuss proving their power by causing chaos. The Hungry Tiger fantasizes about eating a fat baby, while the Cowardly Lion considers attacking a person to make himself feared. They set off into the city but find the streets empty. Eventually, they hear a baby crying and prepare to carry out their plan. However, upon seeing the helpless child, the Tiger's heart softens, and he comforts the baby instead of eating it. When the baby's mother arrives, she falls and injures herself. The Lion, abandoning his earlier idea, gently helps her home, while the Tiger carries the baby. Ashamed of their earlier thoughts, the two return to the palace, realizing that kindness is more fulfilling than cruelty. As they rest, they reflect on their adventure, acknowledging that it is better to go hungry than to harm an innocent being.

Comprehension

- A. 1. a. The place referred to is the Throne Room in the Emerald City, which is in the fairy Land of Oz. It is ruled by Princess Ozma.
- b. The names of the personages who sit around the princess are
- The Scarecrow
 - The Tin Woodman
 - Other famous fairy people
 - Tiktok the Clockwork Man
 - The Wizard of Oz
 - Dorothy (who sits at Ozma's feet)
- c. The fierce guardians of the princess are
- The Cowardly Lion
 - The Hungry Tiger
- d. The two reasons that the guardians never have to exercise their fierce look are
1. Everyone in Oz loves Princess Ozma, so there is no threat to her.
 2. The people of Oz are very seldom naughty, so there is never a need for protection.
2. a. The Lion admitted he would attack a man but then run away before anyone could attack him. He also agreed with the Tiger that he was cowardly, and even called himself tame and peaceable.

- b. The Tiger spoke about eating fat babies as a way to create fear and gain importance. He seemed more determined than the Lion, as he wanted to act first and suggested that the Lion attacked a man while he ate a baby.
- c. The Tiger wanted to be feared and taken more seriously. The Lion wanted to prove he was fierce and not just a coward.
- d. They planned to run out of the city gates and hide in the jungle before anyone could catch them.

B. 1. ornamental 2. teasing

3. The Lion and the Tiger were very serious about hurting the people 4. shudder

C. 1. He meant that there was no danger in Oz because everyone was peaceful, making their job useless.

2. He wanted to eat fat babies to show his strength and make people fear him.

3. He claimed that his claws were sharp as needles, and his teeth were strong enough to tear a person apart. He said he could cause wild excitement if he showed his power.

4. They walked out of the palace,

- Passed through the palace grounds, • Entered the city streets,
- Went into a side street,
- Finally heard a baby crying in the middle of the street.

5. The Lion thought it would taste like nutmeg. The Tiger thought it would taste like gumdrops and later raspberry tarts.

6. The baby was lost and crying, so the Tiger felt pity and decided to help find its mother instead.

7. The woman had fallen and hurt herself while rushing to save her baby. The Lion felt sorry for her and instead helped her to stand up and carried her home.

8. This is ironic because both the Tiger and the Lion had planned to kill and eat people just a few moments earlier. However, when they were faced with real situations, they acted kindly, proving they were not as dangerous as they had claimed.

D. 1. It is better to be kind and good than to seek fear and power. Real strength lies in compassion, not cruelty. Even those who think they are fierce may have a good heart.

2.

1. The Lion and the Tiger felt useless as guardians because Oz was peaceful.

2. They planned to create fear by attacking people—the Tiger wanted to eat a baby, and the Lion wanted to tear a man into pieces.

3. They went out into the city, but found no one awake in the afternoon.

4. They found a crying baby but instead of hurting it, the Tiger comforted it and helped find its mother.
5. They realized they were not truly fierce and returned to their palace rooms, ashamed but wiser.

Grammar

- A. I went into a little shop to buy a loaf of bread. The shopkeeper was not there. I was surprised when a little girl appeared behind the counter and asked me what I wanted. She was seven or eight, the youngest member of the family. She gave me the bread, and I gave her a ten-rupee note. She gave the correct change. She was one of the most self-confident girls I have ever met.
- B. 1. Lisbon bought those glitter pens to decorate her project.
 2. Paul had hidden the broken pencil behind the cupboard.
 3. Which one should Melee choose this dress or that one?
 4. These banyan trees belong to my neighbour.
 5. To be sincere to the studies must be the motto of the students.
 6. Look at these wonderful and shining beads.
- C. 2. Our cat is sitting there.
 3. We have seen her rabbit.
 4. Those are his books which are kept on the shelf.
 5. This must be your singing cow.
 6. That is Robert's classroom.
- D. 1. any 2. a 3. few 4. a lot 5. her 6. the 7. the 8. those

Vocabulary

- A. 1. get away 2. told upon 3. came across 4. turned down 5. set up
 6. set in 7. brought up 8. looked into 9. go through 10. make out
- B. 1. Scare-crow 2. Beast 3. Guardian 4. Ornamental 5. Excitement
 6. gallop 7. Sleek 8. Shudder 9. Grasp

Listening Skill

1. Vegetation means plant life.
2. Mammals, birds, and insects are found in the forest.
3. Two types of forests are rain forests and deciduous forests.
4. A popular characteristic of all forests is having lots of trees and vegetation.

Speaking Skill

Students will answer this question according to their understanding.

Creative Writing

Dear Brother,

I hope you are doing well. Mom told me that you haven't been keeping good health lately. I am a bit worried about you, so I thought of writing this letter to give you some advice on staying healthy.

Every day, I wake up early in the morning and go for a short walk. After that, I do some light exercises like stretching and jogging. Exercising daily helps me stay active and fresh throughout the day. You should also try waking up early and doing some simple exercises. It will make you feel strong and energetic.

Eating healthy food is also very important. Avoid junk food and eat more fruits, vegetables, and home-cooked meals. Drinking plenty of water will also help you stay healthy. Don't forget to maintain good hygiene—take a bath daily, wash your hands before eating, and keep your surroundings clean.

If you follow these habits, I am sure you will feel much better soon. Take care of your health and write to me soon!

Yours lovingly,

[Your Name]

Chapter-2

Night of the Scorpion

About the author: Nissim Ezekiel (1924–2004) was an Indian poet, playwright, and art critic, often regarded as one of the pioneers of modern Indian English poetry. Born in Mumbai to a Jewish family, he studied literature and philosophy and later became an influential figure in Indian poetry. Ezekiel's poetry is known for its simplicity, wit, and deep reflections on human nature, urban life, and Indian identity. Some of his famous poems include *Night of the Scorpion*, *Enterprise*, and *The Professor*. His works often explored themes of loneliness, tradition, and the clash between modernity and heritage. Apart from poetry, he also contributed to Indian literature as an editor, critic, and teacher. His influence on Indian English poetry remains significant, as he inspired many poets to write in English while staying true to their Indian roots.

Summary: Nissim Ezekiel's poem *Night of the Scorpion* describes a childhood memory of his mother being stung by a scorpion on a rainy night. The scorpion, driven by the rain, hides under a sack of rice and stings her before disappearing. The villagers rush in, chanting prayers and believing her pain will reduce her past sins and future misfortunes. They search for the scorpion but fail to find it. Meanwhile, her agony worsens as they offer superstitious explanations. The poet's father, a rationalist, tries various remedies, even burning the wound with paraffin. A holy man performs rituals to counteract the poison. After twenty hours, the pain finally subsides. Despite her suffering, the mother remains selfless, expressing gratitude that the scorpion stung her and not her children. The poem contrasts faith and reason, depicting the community's response to suffering and highlighting a mother's unconditional love.

Comprehension

- A. 1. a. The scorpion crawled beneath a sack of rice because the heavy rain forced it to seek shelter.
- b. The scorpion stung the poet's mother, injecting its poison into her body.
- c. The line "he risked the rain again" is sarcastic because it suggests that after stinging the mother, the scorpion quickly ran away into the rain, valuing its own safety more than the suffering it caused.
2. a. The poet used the terms sceptic and rationalist for his father to highlight his disbelief in superstitions and blind faith. Unlike the villagers, he relied on science and medicine rather than prayers and rituals.
- b. Being a rationalist, the narrator's father tried different scientific and medical remedies, such as applying powders, herbs, and even burning paraffin on the wound to neutralize the poison.
- c. The father's approach seems more logical than that of the holy man. While the villagers relied on prayers and superstitions, the father attempted practical remedies. However, in the end, time itself was the real healer.
- B. 1. Crawled beneath a sack of rice 2. Simile
3. Sin of previous birth and misfortunes of next birth be removed
4. I watched the flame feeding on my mother
- C. 1. The poet's mother was stung by the scorpion. The heavy rain forced the scorpion to enter the house for shelter.
2. The term diabolic (meaning devilish) is used to describe the scorpion's tail because it injected poison into the mother, causing her great pain.
3. The villagers swarmed into the house like flies. Initially, they chanted the name of God to "paralyze the evil one" (scorpion) and performed rituals to counteract the poison.
4. The villagers believed that the mother's pain would purify her soul, cleanse her sins from her past life, and reduce the misfortunes of her next life.
5. The narrator's mother was cured after twenty hours when the poison naturally lost its effect.
6. Different people would credit different factors for the mother's recovery:
- The villagers would believe that their prayers worked.
 - The holy man would think his incantations helped.
 - The father might credit the medical treatments he tried.
 - In reality, time was the actual healer.

- D. 1. The poem highlights the superstitions of Indian society. The villagers believe that the mother's pain is a result of past sins and that prayers will cure her. They rely on blind faith rather than medicine. This contrasts with the father's scientific approach, showing the clash between tradition and modernity.
2. If my friend's sister were stung by a scorpion, I would advise him to:
- Stay calm and avoid panicking.
 - Wash the wound with soap and water.
 - Apply a cold compress to reduce pain.
 - Keep the affected limb still to slow the spread of venom.
 - Take the person to a doctor immediately instead of relying on superstitions.

Grammar

- A. 1. a few 2. few 3. the few 4. few 5. a few 6. few 7. a few 8. few
- B. 1. the little 2. a little 3. little 4. little 5. a little 6. a little 7. little 8. little
9. the little 10. the little
- C. 1. Some 2. any 3. Some 4. some 5. Any 6. Any 7. any 8. Some 9. any
10. some

Vocabulary

- A. our took by students the through us and wild was at and
- B. 1. diabolic tail 2. swarms of flies 3. buzzed the name of God
4. mud-baked walls 5. clicked their tongues 6. this unreal world
7. the sum of good 8. spirit of ambition 9. The peace of understanding
10. flame feeding

Listening Skill

1. false 2. false 3. false 4. true 5. true
6. false 7. true 8. false 9. true 10. true

Speaking Skill

1. A superstition is a belief that something good or bad will happen because of certain actions, even though there is no proof.
2. (students can choose one they know.) For example, some people believe that breaking a mirror brings seven years of bad luck.
3. Usually, family members, like parents or grandparents, or friends might tell us about superstitions.

Creative Writing

NOTICE

Blood Donation Camp on Independence Day

Residents of our locality are informed that on the occasion of Independence Day, our club is organizing a Blood Donation Camp on 15th August at Community Hall, Green Park from 9:00 AM to 2:00 PM. This noble initiative aims to help those in need and promote the spirit of unity and kindness. Doctors and medical staff will be present to ensure a safe and hygienic donation process. All healthy individuals above 18 years of age are encouraged to participate. Refreshments will be provided to donors. Let us come together to celebrate Independence Day by saving lives. For more details, contact the undersigned.

Chapter-3

The Sniper

About the author: Liam O'Flaherty (1896–1984) was an Irish writer known for his novels and short stories, often set in Ireland and focused on themes like poverty, war, and human struggle. He was born on Inis Mór, one of the Aran Islands, and grew up speaking Irish.

O'Flaherty fought in World War I, which deeply affected him and influenced his writing. After the war, he became involved in politics, briefly joining the Communist Party. His first novel, *Thy Neighbour's Wife* (1923), was controversial for its bold themes. One of his most famous books, *The Informer* (1925), is about the Irish War of Independence and was later made into an award-winning film by John Ford.

He is also well known for his short story *The Sniper*, about a soldier during the Irish Civil War. His works often explore violence, fate, and the harsh realities of life.

Summary: Liam O'Flaherty's short story *The Sniper* is set during the Irish Civil War in Dublin. It follows a young Republican sniper stationed on a rooftop at night. He is deeply focused, despite the dangers around him. As he watches, he sees an enemy sniper on the opposite rooftop. A woman on the street informs a soldier in an armored car about him. The sniper quickly kills both the soldier and the woman, but in the process, he is shot in the arm by the enemy sniper. In pain and unable to use his rifle properly, he comes up with a trick. He places his cap on the tip of his rifle and lifts it above the edge of the roof. The enemy sniper shoots at the cap, thinking he has killed his target. Using this moment, the Republican sniper takes aim with his revolver and shoots the enemy, who falls lifeless to the street below. Curious about the enemy's identity, he risks his safety to check. As he turns the body over, he is shocked to discover that the enemy sniper is his own brother. The story highlights the tragic consequences of war and civil conflict.

Comprehension

A. 1. a. The Republicans and Free Staters were two opposing sides in the Irish Civil War (1922–1923). The Republicans wanted Ireland to be a completely independent republic,

while the Free Staters supported the Anglo-Irish Treaty, which kept Ireland as a dominion under the British Crown. They were both Irish but fought against each other over their political beliefs.

- b. The sniper was described as a young, thin soldier with a face hardened by war. His eyes had the look of a fanatic, and his face was used to seeing pain and suffering.
 - c. The sniper had a rifle, a revolver, and a small flask of whiskey. He used his rifle to shoot at enemies, his revolver for a close-range attack, and the whiskey to numb the pain after being shot.
- 2.
- a. The sniper saw the movement of an enemy soldier on a rooftop and a woman (an informer) talking to a man in a military vehicle.
 - b. The woman was an informer. She pointed out the sniper's position to the enemy, which led to him being fired at.
 - c. The sniper shot and killed both the informer and the man in the military vehicle to stop them from revealing his location.
- B. 1. liffey 2. b,d,c,a 3. simile 4. curiosity
- C. 1. The story starts at night with descriptions of darkness, silence, and the distant sounds of gunfire. The author uses words like "dark," "cold," and "silent" to create a tense and eerie atmosphere.
2. The sniper knew that lighting a cigarette could reveal his position in the dark. When he lit it, the flash of the lighter was seen by the enemy, who then shot at him.
3. After shooting them, the sniper was spotted by an enemy soldier, who then shot and wounded him in the arm.
4. He used his knife to tear open his sleeve, poured iodine on the wound to disinfect it, and tied a bandage tightly around his arm to stop the bleeding.
5. Despite his injury, the sniper tricked his enemy by pretending to be dead. When the enemy thought he was safe, the sniper shot him accurately using his revolver, proving his skill as a marksman.
6. After killing his enemy, the sniper felt curious and went to see who he had shot. Shockingly, he discovered that the man he killed was his own brother. This twist highlights the tragic irony of war, where people fight without realizing they are killing their own loved ones.
- D. 1. After being shot in the arm, the sniper struggled with intense pain. He treated his wound, but his arm became numb and useless. Despite this, he cleverly tricked his enemy by making it seem like he was dead. Then, with great effort, he used his revolver to take down his opponent.
2. The story shows how war forces people to fight and kill without realizing the personal cost.

The sniper, fighting for his cause, unknowingly kills his own brother. This highlights how war deceives people into thinking they are fighting enemies when, in reality, they might be harming their own families and friends.

Grammar

- A. 1. inside 2. about 3. across 4. between
5. around 6. beside 7. outside 8. beyond
- B. 1. behalf of 2. according to 3. instead of 4. place of 5. the sake
6. in addition to 7. in order to 8. favour of 9. the occasion

Vocabulary

- A. 1. much 2. many 3. a lot of 4. lots of 5. Much
6. much 7. plenty of 8. lots of 9. plenty of 10. a lot of
- B. Students will do these questions themselves.

Listening Skill

Column A

1. Roald Dahl
2. 20 books
3. Countless
4. He gained
5. 47%

Column B

- greatest children poet
- for children
- short stories
- 51% of votes
- adult votes

Speaking Skill

Students will present the answer according to their understanding.

Creative Writing

The clever old lady

Once, an old lady became blind. She called a doctor and promised to pay him a large fee if he cured her. However, she said she would pay nothing if he failed.

The doctor started visiting her every day. He saw that the old lady had beautiful furniture in her house. He became greedy and decided to delay the cure. Every day, he took away some of her furniture while pretending to treat her.

After some time, the doctor finally cured the old lady. When he asked for his payment, the old lady refused. She said, "My sight is not fully restored. I cannot see all my furniture."

The doctor was angry and took the matter to court. The judge asked the old lady why she refused to pay. She repeated, "My sight is not fully restored. I cannot see all my furniture."

The judge understood her cleverness and gave the verdict in her favor. The greedy doctor lost the case, and the old lady did not have to pay him.

Moral: Greed leads to loss.

About the author: Ivan Andreyevich Krylov (1769–1844) was a famous Russian fabulist, playwright, and poet. He is best known for his fables, which are similar to those of Aesop and La Fontaine. His works often used animals and simple stories to teach moral lessons about human nature and society. Krylov started his career as a writer of plays and satirical works, but he became most famous for his fables. He wrote over 200 fables, which were widely loved for their humor, wisdom, and deep meaning. His stories criticized the greed, foolishness, and corruption of people in a way that was easy to understand. Some of his most famous fables include The Crow and the Fox, The Quartet, and The Swan, the Pike, and the Crab. These stories remain popular in Russia and have been translated into many languages. Krylov's fables not only entertained but also taught important life lessons. His influence on Russian literature was so great that he is still remembered today as one of the best fabulists in history.

Summary: The poem tells the story of an Ass (a donkey) who meets a Nightingale and asks to hear her famous singing. The Nightingale happily agrees and sings a beautiful song, filling the air with her melodious voice. Everyone around listens in awe, enjoying her sweet and enchanting tune. However, when she finishes, the Ass gives his opinion as a critic. Instead of appreciating her talent, he compares her to a rooster (Chanticleer) and suggests that she should learn from him. He claims that the rooster's crowing is more impressive and keeps people awake. Feeling unappreciated and insulted, the Nightingale flies away.

Moral of the Poem: Not everyone is qualified to judge talent, and true beauty is often unappreciated by the ignorant.

Comprehension

- A. 1. a. The "songstress" refers to the Nightingale.
 b. "Whither" means "to where" or "where are you going."
 c. The Ass wants the Nightingale to sing for him so he can hear her voice.
 d. The Ass has likely heard others praise the Nightingale's beautiful singing.
2. a. "Forthwith" means "immediately" or "without delay."
 b. The Nightingale sings with a mix of tenderness and strength, producing sweet and melodious music.
 c. Her song captivates the listeners, creating silence and admiration as everyone enjoys the melody.
 d. "Cadences" refer to the rhythm and flow of the Nightingale's singing.
- B. 1. The ass 2. ran, began 3. the music 4. rooster
- C. 1. The poem is called a fable because it tells a story with animals that behave like humans and conveys a moral lesson.

2. The Ass pretended to appreciate her singing but then suggested that she learn from a rooster, insulting her talent indirectly.
 3. The poet describes her song as melodious, enchanting, and deeply moving, captivating all who listen to the song.
 4. The Ass suggested that the Nightingale should learn to sing like the rooster, Chanticleer.
 5. The Ass means that the rooster's crowing is loud and noticeable, unlike the Nightingale's soft and sweet song.
 6. She felt insulted by the Ass's foolish comparison and his lack of appreciation for her true talent.
- D.
1. The poem teaches that ignorant criticism should not be taken seriously. It also shows that not everyone is capable of appreciating true talent.
 2. I would listen to their advice respectfully, consider what aligns with my interests and goals, and make my own decision based on what feels right for me.

Grammar

- A.
- | | | | | | |
|-----------|----------|----------|-----------|---------|--|
| 1. latest | 2. later | 3. later | 4. latest | | |
| 5. latter | 6. late | 7. last | 8. Latest | 9. late | |
- B.
- | | | | | | |
|------------|------------|------------|------------|------------|--|
| 1. farther | 2. farther | 3. farther | 4. farther | | |
| 5. further | 6. further | 7. further | 8. farther | 9. further | |
- C.
- | | | | | | |
|-----------|-----------|-----------|-----------|----------|--|
| 1. older | 2. elder | 3. eldest | 4. oldest | | |
| 5. oldest | 6. eldest | 7. oldest | 8. oldest | 9. older | |

Vocabulary

- A.
1. The movie is over. Turn the T.V off.
 2. The boy fell off the ladder. He had hurt his leg.
 3. Bring me the file. It is on the table.
 4. She saw a strange woman. She was in the middle of the road.
 5. The family went to the beach. They had fun.
 6. Deepa jumped. She could not catch the ball.
 7. You walk slowly. You will not get the school bus.
 8. I was told that. I must always keep a good relation with the customer
 9. The magical box was sent by Zeus. It was opened by Pandora.
- B.
- | | | | | | |
|------------|---------------|------------|-----------|-----------|--|
| 1. hurry | 2. famed | 3. gratify | 4. tender | | |
| 5. melting | 6. enraptured | 7. ceased | 8. friend | 9. clever | |
- C.
- | | | | | | |
|-----------|------------|-------------|-----------|-------------|--------------------|
| 1. Flight | 2. motel | 3. vacation | 4. relax | 5. airplane | 6. ticket |
| 7. travel | 8. airport | 9. passport | 10. hotel | 11. window | 12. holidayFinland |

Listening Skill

1. sometimes 2. always 3. never 4. rarely 5. often
6. never 7. sometimes 8. Often 9. sometimes

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

Subject: Invitation for Participation in Interschool Debate Competition

Dear sir,

I hope this email finds you well. We are pleased to inform you that our school, [Your School's Name], is organizing an Interschool Debate Competition on [Date] at [Venue]. The event aims to encourage students to develop their public speaking and critical thinking skills.

We would be honored if students from [Neighboring School's Name] could participate in this competition. The event will feature engaging topics and provide a platform for students to showcase their debating talents.

Please let us know at your earliest convenience if your school would like to participate. We would be happy to share further details regarding registration and competition guidelines.

Looking forward to your positive response.

Yours faithfully,

Pramod Sinha

Secretary, Student Council

Chapter-5

Uncle Podger hangs a Picture

About the author: Jerome Klapka Jerome (1859–1927) was an English writer and humorist best known for his comic travelogue *Three Men in a Boat* (1889). His witty and satirical style made him popular among readers who enjoyed lighthearted, yet insightful, storytelling. Born in England, Jerome faced financial struggles in his early life and worked various jobs before turning to writing. His most famous book, *Three Men in a Boat*, tells the humorous misadventures of three friends on a boating trip along the River Thames. The book remains a classic due to its entertaining narrative and timeless humor. Apart from this, he also wrote essays, plays, and novels, including *Idle Thoughts of an Idle Fellow* (1886) and *Three Men on the Bummel* (1900), a sequel to his famous book. Jerome K. Jerome's legacy lives on through his humorous and engaging writing, which continues to entertain readers worldwide.

Summary: "Uncle Podger Hangs a Picture" is a humorous extract from *Three Men in a Boat* by Jerome K. Jerome. The story revolves around Uncle Podger, a clumsy and overconfident man, who takes on the simple task of hanging a picture but turns it into a chaotic event. Instead of allowing a

professional to do the job, Uncle Podger insists on handling it himself. However, his efforts lead to a series of disasters. He misplaces tools, drops the picture frame, injures himself, and constantly orders family members around, making the situation worse. The entire household, including children and servants, gets involved, running back and forth to fetch items. Each time he makes a mistake, he blames others instead of accepting responsibility. After much struggle, sweat, and confusion, the picture is finally hung—though the process leaves everyone exhausted. In the end, Uncle Podger proudly claims that it was a simple task, ignoring the mess he created. The story humorously portrays human nature, exaggerating Uncle Podger's overconfidence and clumsiness. It highlights how some people make small tasks unnecessarily complicated, turning them into grand affairs. Jerome's witty writing and comical situations make this a delightful and entertaining read.

Comprehension

- A. 1. a. Uncle Podger decided to hang the picture. He did so because he wanted to handle the task himself instead of hiring someone, believing it was a simple job.
b. Will was sent to get the hammer, and Tom was asked to bring the measuring rule and later help lift the picture.
c. Maria was asked to hold the light while Uncle Podger worked.
2. a. Uncle Podger cut his finger while trying to save the glass when the picture fell.
b. The rule and string had to be arranged twice because the mark for the nail was lost, and measurements had to be taken again.
c. Other family members helped by fetching tools, holding the chair, handing over items, searching for lost objects, and following Uncle Podger's constant instructions.
- B. 1. Uncle Podger 2. handkerchief 3. the thump and drop the hammer 4. midnight
- C. 1. Uncle Podger took up the job of hanging a picture on the wall.
2. The children's names mentioned are Will, Tom, and Jim.
3. Uncle Podger sent the girl out to buy sixpenny worth of nails.
4. He couldn't find his handkerchief because it was in the pocket of the coat he had taken off, and he had forgotten where he put the coat.
5. Uncle Podger injured himself multiple times—he cut his finger, smashed his thumb with a hammer, and fell off the chair onto the piano.
6. When he lost sight of the mark, every family member got on the chair to find it, but each pointed to a different place, leading to another argument.
7. Aunt Maria was annoyed by the chaos and sarcastically said she would visit her mother the next time he tried a similar task.
- D. 1. Uncle Podger took the simple task of hanging a picture and turned it into complete chaos. He

called everyone for help, misplaced tools, and kept sending people for things. He dropped the picture, broke the glass, injured himself, lost his coat, hammer, and nails, and confused the measurements. The entire family got involved in the mess. After much struggle, the picture was finally hung, but it was crooked, the wall was damaged, and everyone was exhausted—except Uncle Podger, who proudly claimed it was a small task. The story humorously shows how some people make simple things overly complicated.

2.

Letter to Father:

[Your Address]

[Date]

Dear Dad,

I hope you are doing well. I have a hilarious story to share! Yesterday, Uncle Podger decided to hang a picture himself, and it turned into a complete disaster. He kept losing his tools, gave orders to everyone, and hurt himself multiple times. The house was in chaos—nails were lost, the hammer disappeared, and even the measurements got messed up! After hours of confusion, the picture was finally up—but crooked. Uncle Podger, however, was very proud of himself! It was the funniest thing ever! I wish you were here to see it.

Take care and see you soon!

Love,

[Your Name]

Grammar

- A.
1. I did not know that he had come.
Object of a transitive verb
 2. The law will punish whosoever is guilty.
Object of a transitive verb
 3. My verdict is that the prisoners shall die.
Complement of an auxiliary/linking verb
 4. Pay careful attention to what I am going to say.
Object of a preposition
 5. It was unfortunate that you were absent.
Complement of an auxiliary/linking verb
 6. My grief is that he may fail.
Complement of an auxiliary/linking verb
 7. How he could assist his friend was his chief concern.
Subject of a verb

8. He is hopeful that he will succeed.
Object of a preposition
 9. It is well known that the storm will come.
Subject of a verb
 10. The greatest fault lies in what he spoke.
Object of a preposition
- B.
1. It is strange that he doesn't like the job.
 2. Nobody knows why he left the room.
 3. He always asks me how old I am.
 4. Everybody thinks that Shela is a good woman.
 5. She replied that she couldn't do it.
 6. I know that he lives in Assam.
 7. It is my fear that something bad had happened to him.
 8. Please tell me where your mother is.
 9. I heard that the Indian army crossed the border.
 10. I know that he was angry.

Vocabulary

- A.
1. Disease → Seaside (a popular place to go on holiday)
 2. Beard → Bread (something to eat)
 3. Earth → Heart (an organ that beats)
 4. Plate → Pilaf (a name of a rice-based dish)
 5. Panel → Plane (an object of journey)
 6. Boredom → Bedroom (a place of sleep)
 7. Deserts → Desserts (something you eat after the main course)
 8. Bleat → Table (an item of furniture)
- B.
1. Battlefield: A field used for battle
 2. Bedtime: The time to go to bed
 3. Footpath: A path meant for walking on foot
 4. Guest house: A house used for staying by guests
 5. Eyesight: The ability to see with the eyes
 6. Daytime: The time during the day
 7. Postman: A man who delivers post (letters and parcels)
 8. Paper bag: A bag made of paper
 9. Storehouse: A house or building used for storing things

Listening Skill

1. Mr. Smith has a very bad cold.
2. His nose is blocked, he coughs a lot, sneezes, and has a sore throat.
3. No, he cannot go home because he needs to print and sign salary checks so the employees get paid on time.
4. His boss is on a business trip to Birmingham and will be back at the end of next week.
5. Yes, he likely paid all the employees because it was his responsibility while the boss was away, and he stayed at work despite being sick to complete the task.

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

During my recent vacation, I visited Manali, a beautiful hill station in Himachal Pradesh. We went there during the winter break and stayed for five days. The weather was cold and refreshing, and the snow-covered mountains looked magical. I enjoyed playing in the snow, riding a yak, and trying out skiing for the first time. We visited places like Solang Valley, Hidimba Temple, and Mall Road. The local food was delicious, especially the steaming hot momos and thukpa. I also bought some woollen clothes and souvenirs from the market. What I found most interesting was the snowfall—it was the first time I saw it in real life! The whole trip was exciting, relaxing, and full of fun. I'll never forget the beauty of the mountains and the memories I made with my family.

Chapter-6

My Country

About the author: Dorothea Mackellar was a famous Australian poet and writer, best known for her patriotic poem “My Country.” She was born on 1 July 1885 in Sydney, Australia, into a wealthy and educated family. Dorothea loved to travel and write, but her heart always remained with Australia. Her most famous poem, "My Country," was written when she was a teenager. It describes the beauty and uniqueness of the Australian landscape. The line "I love a sunburnt country" from the poem is especially popular and often quoted in Australia. Dorothea Mackellar wrote many poems and stories during her lifetime, and her writing showed her deep love for the Australian land, people, and culture. She received many honours for her contribution to Australian literature. She passed away on 14 January 1968, but her work continues to inspire Australians and readers around the world.

Summary: This poem expresses the poet's deep and passionate love for Australia, her homeland. While acknowledging the beauty of gentle landscapes like green fields and gardens, the poet declares her heart belongs to a "sunburnt country" with sweeping plains, rugged mountains, and wild weather like droughts and floods. She admires both the beauty and the harshness of the Australian land—the jewel-like sea, the golden noon, the white forests, and lush green brushes.

The poet's love is strong even in difficult times, like when cattle die in the dry heat, because she finds hope and joy when rain finally comes. Australia's raw power, natural extremes, and unique charm make it unforgettable. She says that those who haven't experienced this land may not understand her feelings, but no matter where she is in the world, her heart will always return to Australia—her "opal-hearted country."

Comprehension

- A. 1. a. The love of field and coppice, green and shaded lanes, ordered woods and gardens is running in the veins of the person addressed in the poem.
- b. It refers to the manicured, well-planned, and controlled nature typically found in English landscapes, symbolizing peace and structure.
- c. The poet cannot share the love for tamed and gentle nature, as she loves the wild and unpredictable beauty of Australia.
- d. In the first stanza, she speaks about someone else's love for green, ordered landscapes and then says, "My love is otherwise," suggesting she is in another country and not her native Australia.
2. a. 'Rainbow Gold' symbolizes the beauty and richness of Australia, which comes after hardships like drought, flood, or famine—just like a rainbow appears after a storm.
- b. The poet describes droughts, floods, and fires, but also shows how nature restores balance through rain and the return of greenery, proving that prosperity follows struggle.
- c. She describes it through the image: "Watch, after many days, / The filmy veil of greenness / That thickens as we gaze." This shows the gentle return of life and colour to the land.
- B. 1. blue sky 2. hot gold day 3. Opel 4. Alliteration
- C. 1. She loves the sunburnt country, sweeping plains, ragged mountain ranges, droughts and flooding rains, jewel-sea, and the wide brown land. Her love is for a land that is both beautiful and harsh.
2. The present place has green lanes, shaded paths, and ordered gardens, whereas her homeland has vast open plains, dramatic weather, and untamed landscapes.
3. She shows this by contrasting the dying cattle during drought with the blessing of soaking rain and the return of green fields after suffering.
4. She calls her country "Core of my heart" and speaks with deep emotional attachment, similar to how one feels for a mother—accepting both her hardships and her beauty.
5. Her deepest wish is to be connected to her land forever. In the end, she says: "Wherever I may die, / I know to what brown country / My homing thoughts will fly."
6. • "I know but cannot share it, / My love is otherwise."
• "All you who have not loved her, / You will not understand."

- “Wherever I may die, / I know to what brown country / My homing thoughts will fly.”
 - Alliteration examples:
 - "drumming of an army"
 - "filmy veil of greenness"
 - "flood and fire and famine"
 - "sunburnt country"
 - Metaphor examples:
 - “A sunburnt country” – comparing the land to someone sunburnt, showing its dry, harsh beauty.
 - “Jewel-sea” – comparing the ocean to a precious gem.
 - “Opal-hearted country” – comparing the land's core to a valuable and colourful gem.
2. Although the poet Dorothea Mackellar spent much of her life in England, her heart remained with Australia. Her deep emotional bond with her homeland is beautifully expressed in her poem “My Country.” She writes, “I love a sunburnt country, a land of sweeping plains,” showing her affection for its raw and rugged beauty. Even though she experienced the calmness of foreign lands, she says, “My love is otherwise,” proving her love was for a land that was wild and free. No matter where she lived, her soul always returned to Australia. She ends the poem with powerful words, “Wherever I may die, I know to what brown country my homing thoughts will fly,” capturing the eternal pull of one's motherland. Like her, I too feel that no matter where I go, my heart will always belong to my country.

Grammar

- A. Rewrite the sentences changing the adjective words or phrases to adjective clauses:
1. She dwelt in a hut which was made of wood.
 2. Her Highness wore a necklace that was made of diamond.
 3. The meadow which was covered with grass stretched before us.
 4. The flag which was of France flew at the top of the mast.
 5. He is a cricketer who plays professionally.
 6. The book contains many quotations which are from the Bible.
 7. A ring that was very valuable was found yesterday.
 8. It was a night which was horrible.
- B. Join the sentences using relative pronouns to form relative clauses:
1. I know the woman who has been to Ireland.
 2. The thief who stole the jewellery was punished.
 3. Show the way that leads to Kolkata.

4. Here is the physician who cured me of dengue.
5. The man who is honest is trusted.
6. The girl whom the teacher sent for did not come.
7. We met an old man who had lost his way.
8. Shakespeare, who wrote some fine dramas, is a famous writer.

C. Fill in the blanks with the correct relative pronouns:

1. A man whom I know can cure your illness.
2. The peasant who is reaping the crop has ripened.
3. It is an ill wind that blows nobody good.
4. I consider that person as lost who has lost his sense of humour.
5. Who does not like the student who always speaks truth?
6. I have noticed the cat which you described to me yesterday.
7. Is this the lane that goes to the palace?
8. God helps those who help themselves.

Vocabulary

A. Human development is linked to the proper growth of technology and development advancement in many ways.

Technological development happens when there occurs new inventions in science by highly skilled and professional scientists. We can say that technology, science, and development are equally proportional.

Development in science and technology is necessary for the people of any nation to go hand in hand with the people of other countries.

The development of science and technology depends on the analysis and proper understanding of facts. The development of technology depends on the application of various scientific knowledge in the right direction.

To enhance the economy and the betterment of the people of any nation, up-to-date knowledge, technology, science, and engineering are the fundamental requisites. A nation can be backward, and the chances of being a developed country become minimal in the lack of science and technology.

B. 1. do not 2. did not 3. does 4. does not 5. did 6. does
7. does not 8. does

C. 1. are, is 2. is, is 3. are, do, is 4. are, is 5. are, are, do 6. is, is

Listening Skill

She gets up at quarter to eight.

She gets dressed.

She catches the bus to school.

She has lunch at the school canteen.

She does her homework.

She listens to music.

She has dinner at half past seven.

She goes to bed at about ten o'clock.

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

Book Review

Name of the Book: Charlotte's Web

Author: E. B. White

Number of Pages: 192 pages

Summary:

Charlotte's Web is a heartwarming story about friendship and kindness. It tells the tale of a little pig named Wilbur who is in danger of being killed. His friend, a clever and kind spider named Charlotte, comes up with a plan to save him. She spins words in her web to show the farmers how special Wilbur is.

Important Characters:

- Wilbur – a sweet and lovable pig
- Charlotte – a wise spider who becomes Wilbur's best friend
- Fern – a young girl who first saves Wilbur as a piglet
- Templeton – a sneaky rat who helps Charlotte when needed

Interesting Scenes:

One of the most interesting scenes is when Charlotte writes words like “Some Pig” and “Terrific” in her web. Everyone is amazed, and it makes Wilbur famous. Another touching scene is when Charlotte lays her eggs and tells Wilbur goodbye.

My Personal View:

I really loved this book. It shows how strong true friendship can be and teaches kindness and bravery. It also made me a little emotional at the end. I would definitely recommend it to everyone, especially children.

About the author: Amitav Ghosh is a famous Indian author known for his rich storytelling and historical themes. He was born in Kolkata (formerly Calcutta) in 1956 and studied in India, the UK, and the USA. Ghosh writes mainly in English, and his novels often explore the connections between people, cultures, and global history. One of his most popular books is *The Glass Palace*, which is set in Burma, India, and Malaya during the British Empire. Another famous work is *The Ibis Trilogy*, a series of historical novels about the opium trade between India and China. Ghosh has won many awards for his writing, including the Jnanpith Award in 2018. His books are loved for their detailed research, emotional depth, and strong characters.

Summary: In *The Glass Palace* by Amitav Ghosh, an 11-year-old Indian orphan named Rajkumar lives in Mandalay, Burma. As the British approach the city with war, Rajkumar begins working for Ma Cho, a food stall owner, and becomes fascinated by the nearby royal Glass Palace. He befriends Saya John, a trader who becomes a mentor figure, and is later introduced to John's son, Mathew. Inside the palace, Queen Supayalat prepares for the worst, despite being heavily pregnant. Her loyal servant, Dolly, a young girl with no memory of her family, cares for the royal children. As British forces invade and defeat the Burmese army, panic spreads in Mandalay. Rajkumar witnesses the invasion and, being Indian, faces hostility from locals who see Indian soldiers in the British army.

Later, the palace is looted by commoners. Rajkumar enters the palace with Ma Cho and, amidst the chaos, sees Dolly for the first time and is captivated by her. Though separated by fate and status, he promises to meet her again, setting the stage for the story's deeper journey of love and identity.

Comprehension

- A.
 - a. Rajkumar is an 11-year-old Indian orphan in Burma. He had the sharp awareness to recognize the sound of cannon fire before anyone else in Mandalay.
 - b. He was fascinated by the Glass Palace and the royal family. He couldn't enter because of his Indian heritage.
 - c. Saya John is a supply trader for teak camps, speaks Hindustani, and was raised by Catholic priests in Malacca. He befriends Rajkumar and later helps him during a crisis.
2.
 - a. Dolly is a 10-year-old girl who serves the royal family. She is the only one who can calm the second princess and has no memory of her parents.
 - b. Despite being heavily pregnant, she climbed a guard post to listen and asked questions fearlessly, later hiding in a damp room when the attack became real.
 - c. Because of a timber trade dispute. The queen believed the British were wrong but arrogant, and she pressured the king not to back down.
- B.
 1. Rajkumar
 2. Saya John
 3. Malaya
 4. smitten

- C. 1. He came by boat, sailing to Mandalay on a sampan.
2. Ma Cho helped him by giving him a job when she learned he was an orphan.
3. That the British were coming and war was likely to begin soon.
4. They asked her to run downstairs to safety. She was afraid she would drop the princess.
5. Because of the British invasion, the approaching cannons, and fear of war.
6. They asked him to explain why Indian soldiers (like him) were part of the British army.
7. Because commoners had entered the palace, which was once forbidden. She felt humiliated and powerless.
- D. 1. Although Rajkumar was never allowed to enter the palace due to his Indian background, after the fall of the city, the palace was left unguarded and open to the public. He entered it with Ma Cho as curious and desperate people looted it. Inside, amidst the crowd and chaos, he spotted Dolly—the girl he had been dreaming about—and that moment changed his life forever.
2. The story shows how the once-powerful royal family, who lived in splendor and ruled over others, were reduced to helplessness when the British invaded. Queen Supayalat's arrogance and the unjust decisions of the monarchy couldn't protect them. Similarly, the British who used Indian soldiers for their gain sowed seeds of division and unrest. The fall of the palace is a powerful reminder that no cruelty lasts forever—justice and truth eventually catch up.

Grammar

- A. 1. She is so proud that she cannot beg.
2. The was so late that she could not hear the first speech.
3. Mohit speaks so that fast that he cannot be understood.
4. Your son is so ignorant that he cannot get the post.
5. It is too late to be mended.
6. The boy was too old to be whipped.
7. The girl is too tiny to climb up to the branch of the tree.
8. The man is too stupid to understand the problem.
- B. 1. No sooner had they gone out for a walk than the storm broke out.
2. Hardly had she come in when her husband left the home.
3. As soon as she finished her one job, she was offered another.
4. Scarcely had the thief escaped when the family informed the police.
5. As soon as you finish, you can submit your answer-sheets.
6. Scarcely had the girl noticed the prince when she stood up.
7. Hardly does the dog bark when it is attacked by the tiger.

8. No sooner had the bell rung than the school assembly started.

Vocabulary

- A. 1. told, wanted 2. expressed, could speak 3. requested, help her 4. said, had spent
5. informed, had been 6. advised, to walk 7. disgust, was 8. told, revolves
- B. 1. cannon 2. discover 3. battle 4. attendants 5. dispute
6. timber 7. retreat 8. intervene 9. citadel 10. smitten

Listening skill

1. a person who cooks 2. to cook in hot fat 3. two times 4. to fry
5. in a restaurant 6. own recipe 7. crunchy 8. to be annoying

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

A Special Birthday Surprise

It was a bright and sunny afternoon. The backyard was decorated with balloons, streamers, and fairy lights. A big banner said, "Have a great birthday!" A little girl named Sara was waiting for her friends to arrive. She wore a beautiful gown with glitter and lace, and a shiny crown on her head.

As the guests started to come in, everyone shouted, "Hurrah! We love birthday parties!" They brought gifts and cards, and Sara smiled happily, saying, "Thanks for coming!"

The children played games, danced, and sang songs. It was truly a great day. Then, it was time for cake. Everyone gathered around as Sara made a wish and blew out the candles. Her parents said, "All blessings for you, dear!"

Out of all the fun moments, Sara said she would enjoy the most when they sang together and played musical chairs. She felt very special and loved.

That birthday would always stay in her heart as the happiest day ever.

Chapter-9

The Heroes

About the author: Katharine Tynan was a famous Irish writer and poet. She was born in 1859 in Ireland and wrote many poems, stories, and novels during her life. Her writing was full of emotion, beauty, and Irish culture. She loved writing about nature, family, and faith. Tynan was also a friend of the famous poet W. B. Yeats, and they wrote letters to each other. Some of her best-known books include *The Wind in the Trees* and *Twenty Years A-Growing*. She wrote over 100 books, which is a lot! Katharine Tynan helped make Irish literature more popular, especially during a time when Ireland was changing. She died in 1931, but her poems are still read and loved today.

Summary: The poem talks about how God works in mysterious and wonderful ways to save the

world. It says that now, everyday life has become holy, and all people are like heroes. The world is seen as new and pure, and even grief feels strong and beautiful.

The poet honors those who have died bravely, especially sons who are like bright stars in the sky. Their quiet, noble sacrifice is not mourned loudly but is remembered with deep, sacred tears.

The poem gives hope that from the many graves, a brave and better world will be born—one that looks to the future with courage. In the end, it says that just like God gave His own Son for the world, He now gives these brave sons so the world can become a place worth saving.

Comprehension

- A. 1. a. The poet has strong faith that God has a plan to save the world through sacrifice and love. She believes God is working in strange and wonderful ways to bring goodness again, even through sorrow.
- b. According to the poet, every day becomes holy when people live with courage, faith, and sacrifice. She believes that the bravery and selflessness of people (especially soldiers) makes all days sacred.
- c. By “splendid new-made earth,” the poet means a better, purified world that is being created through sacrifice, love, and faith in God—a world full of hope, courage, and holiness.
2. a. Graves (symbolizing death and sacrifice) give birth to a new world because the people who died (like soldiers) gave their lives to protect and change the world for the better. Their death brings renewal and rebirth.
- b. The new world will have austerest eyes and brave, meaning it will be strong, wise, and brave, and it will look clearly toward the future (“with its clear gaze towards the morn”).
- B. 1. God 2. grief 3. The son would die for their country 4. Apostrophe
- C. 1. The poet believes that in this new earth, everything is special and sacred because it has been made through great sacrifice. Even grief is now noble, and everyday things feel holy.
2. This earth is new because it is built on sacrifice, purity, and faith. It's filled with people who are brave, strong, and full of hope, and it has a closer connection to God.
3. These are silent, holy tears, shed in deep prayer and faith, not for show. Only God sees and understands them, because they are full of true pain and love.
4. The poet asks this to show that the sons (soldiers) who died are like stars in the sky—glorious and heroic. So instead of mourning loudly, people should honor and remember them with pride.
5. The poet says that just like God gave His Son (Jesus) to die for mankind, He now gives His beloved sons (the soldiers) to bring a better world. Both sacrifices are seen as holy and meaningful.
- D. 1. Like in the poem, many soldiers of our country sacrifice their lives bravely to protect

others. We remember Captain Vikram Batra, who fought fearlessly in the Kargil War and gave his life for the country. Major Sandeep Unnikrishnan, who saved lives during the 26/11 Mumbai attacks, is another hero. Their courage and sacrifice give us freedom and safety, just like the poet describes.

2. The poet believes that God is working to save the world through people's sacrifice ("By such strange and wonderful ways God would save His world again"). She also says that even tears are seen by the Lord, and that graves bring a world new-born, showing that she trusts God's plan and believes in His purpose for pain and loss.

Grammar

- A. 1. attending, to cure 2. encouraged, to study 3. gives, to work 4. fought, to free
5. prefer, to drink 6. has, to work 7. tried, to imitate 8. took, to stick
- B. 1. to become 2. to meet 3. to have 4. to do
5. to know 6. to recover 7. to resign 8. to help

Vocabulary

- A. 1. this 2. that 3. these 4. that
5. this 6. those 7. those 8. That
- B. 1. The brave firefighter saved the child from the burning house.
2. It takes courage to stand up for what is right, even when you're scared.
3. The soldier made a great sacrifice to protect his country.
4. The lifeguard jumped into the water to rescue the drowning boy.
5. She stayed strong even when things were difficult.
6. The fearless girl climbed the mountain without giving up.
7. Her actions inspire others to be kind and helpful.
8. A true leader helps others and stands up in tough times.
9. Police officers protect the people in their community every day.
10. We must always honor the heroes who fight for our safety.

Listening Skill

Walks, sees, swings, roars, eat, slides, sings, listens, tells

Speaking Skill

Pair 1: Bhagat Singh

1. Name: Bhagat Singh
2. Reason: He saw British cruelty and wanted to free India from British rule.
3. Fight: He joined revolutionary groups, protested, and gave up his life for the country at a young age.

Pair 2: Rani Lakshmi Bai

1. Name: Rani Lakshmi Bai (Queen of Jhansi)
2. Reason: The British tried to take away her kingdom after her husband died.
3. Fight: She led her army with courage, fought bravely on the battlefield, and became a symbol of resistance.

These are examples how students would speak about the question.

Creative Writing

Mr. & Mrs. Raj Karan

28, Kamal Kunj,

Varanasi

Date: [Insert date of writing the invitation]

Dear Friends and Family,

We are delighted to share a joyful moment with you!

Our beloved son Nikhil is turning 15 years old, and we would be honored to have your presence as we celebrate his 15th birth anniversary.

Please join us for an evening filled with love, laughter, and happy memories.

Date: 28th December 2021

Time: 6:00 PM onwards

Venue: Our residence — 28, Kamal Kunj, Varanasi

We look forward to celebrating this special occasion with you and making it a memorable day for Nikhil.

With warm regards,

Mr. & Mrs. Raj Karan

Chapter-9

Don Quixote and the windmills

About the author: Miguel de Cervantes was a famous Spanish writer, best known for writing the novel "Don Quixote". He was born in 1547 in Spain and is often called the greatest writer in the Spanish language. His book Don Quixote tells the story of a man who wants to become a knight and go on adventures, even though knights no longer exist. The story is funny, wise, and very popular, and it changed how novels were written. Cervantes had a hard life—he was a soldier, was once captured by pirates, and spent time in prison—but he never gave up on writing. He died in 1616, but his work is still read and loved all over the world.

Summary: Once there lived a 50-year-old man named Quixada in La Mancha, Spain. He loved reading books about knights and their adventures so much that he stopped hunting and sold his land to buy more books. Inspired by tales of bravery and chivalry, he decided to become a knight

himself. He polished his old armour, chose a name for his horse — Rozinante, and renamed himself Don Quixote de la Mancha. To complete his role as a true knight, he chose a lady to fight for — a village woman named Aldonca Lorensa, whom he called Dulcinea. Then he found a squire, a poor farmer named Sancho Panza, whom he promised to make governor of an island. Together they set off in search of adventure. Don Quixote mistook windmills for giants and charged at them, only to be knocked down. Though Sancho tried to explain, Don Quixote believed a sorcerer had turned the giants into windmills to trick him. Still confident in his mission, he got back on his horse and continued his journey, ready to fight more “monsters” and defend the weak.

Comprehension

- A. 1. a. Quixada was a 50-year-old gentleman from La Mancha, Spain, who loved reading stories about knights and adventures.
b. He had collected many treasures like lances, battle axes, and armour from his hunting days.
c. He loved reading old books about knights and their heroic deeds. It affected his mind so much that he started imagining himself as a knight and lost touch with reality.
2. a. named himself Don Quixote de la Mancha. He chose this name because knights usually added their land's name to their own, and he wanted to sound like a true knight.
b. Every knight needs a strong steed, so he chose his old, bony carriage horse and named it Rozinante, which sounded noble to him.
c. Her name was Aldonca Lorensa, but he called her Dulcinea. He needed a lady love to dedicate his victories to, as knights always did.
- B. 1. Knights of Yore 2. horse 3. Aldonca 4. forty
- C. 1. He planned to dress in armour, ride through the world on his horse, and act like a knight by fighting evil, helping the weak, and rescuing damsels in distress.
2. He wanted to bring justice to the world, gain fame, and become a knight of the empire, just like the heroes in his books.
3. Armour – He polished his old armour to look like a real knight.
Horse – He chose Rozinante, believing it was the noblest steed.
Name – He gave himself the grand name Don Quixote de la Mancha.
Lady love – He chose Dulcinea to dedicate his victories.
Squire – He needed a helper and found Sancho Panza.
4. He promised Sancho that he would make him a governor of an island. Sancho, who had many children to feed, accepted the offer in hopes of becoming rich.
5. Don Quixote mistook windmills for giants and charged at one. His lance broke, and he was thrown through the air. Sancho tried to explain, but Don Quixote believed a sorcerer had changed the giants into windmills to ruin his victory.

- D. 1. Sancho didn't fully believe it, but he followed Don Quixote because he hoped to get something in return, like land or wealth.
2. After the windmill adventure, Don Quixote and Sancho Panza met a group of actors dressed as demons and angels. Don Quixote thought it was a battle between heaven and hell and ran to help the angels. He got caught in their stage props and tangled in ribbons. Another time, he attacked a flock of sheep, thinking they were an enemy army. The shepherds chased him away with sticks.

Finally, after many silly and dangerous adventures, Don Quixote grew tired. He returned home, rested, and slowly realized his imagination had taken him too far. He became wiser and peaceful, remembered as the kind-hearted dreamer who just wanted to make the world a better place.

Grammar

- A. 1. was 2. has 3. have 4. is 5. have 6. were 7. is 8. is
- B. 1. are 2. are 3. has 4. was 5. are 6. is 7. is 8. is

Vocabulary

- A. 1. had bought 2. bought 3. remember 4. surprising 5. played
6. think 7. recognized 8. heard 9. sent 10. pleased
- B. 1. Sister 2. Uncle 3. Son 4. Sister
5. Cousin 6. Daughter-in-law 7. Sister-in-law 8. Cousin

Listening Skill

1. Simon 2. 19 years old 3. He helps his father on the farm.
4. He is from the U.S.A. 5. She is from France (French).
6. Cows, chickens, pigs, sheep, dogs, cats, and horses.
7. Cheese and yoghurt (and mum makes butter).
8. Eggs, bacon, tomatoes, and beans. 9. Two sisters (Nancy and Emily).
10. Four horses

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

First, gather all the ingredients needed to make tea – tea leaves, milk, water, and sugar. Second, boil the milk in one pot while boiling tea leaves with water in another pot. Next, once both the tea and milk are ready, pour the tea into a cup. Then, pour the boiled milk into the same cup. After that, add sugar according to your taste. Finally, stir well and the tea is ready to serve.

About the author: Alfred Lord Tennyson was a famous English poet born in 1809. He was one of the best-known poets of the Victorian era. Tennyson wrote many poems that are still loved today, such as *The Brook*, *The Charge of the Light Brigade*, and *Crossing the Bar*. He became the Poet Laureate of England in 1850, which means he was the official poet for the country. His poems often talked about nature, bravery, love, and sadness. Tennyson had a deep love for beauty and language. He died in 1892, but his poetry continues to inspire people all over the world.

Summary: The poem *The Brook* is about a small stream (brook) that flows through hills and valleys, joining a big river in the end. The brook describes its journey from the mountains, through fields, villages, and forests. As it flows, it makes a pleasant, lively sound and carries pebbles, flowers, and fish with it. The brook compares itself to human life. While people may live and die, the brook "goes on forever." This shows that nature is eternal and continues even when human life ends. The poet uses the brook to remind us that life moves forward, just like the flowing stream.

Comprehension

- A. 1. a. The brook starts its journey from the places where the coot and hern (types of birds) live — wild and lonely places like hills and forests.
- b. The brook "bickers" (moves noisily) down the valley because of its swift and lively flow over stones, making a bubbling and chattering sound.
- c. The brook says it passes thirty hills, twenty thorpes (small villages), a little town, and half a hundred (50) bridges.
- d. After Philip's farm, the brook joins the brimming river.
2. a. As the brook winds and curves, blossoms and fish like trout and grayling float along with it.
- b. Foamy flakes and silvery water-breaks form over the brook as it travels.
- c. "Silvery water-break" means the white, sparkling ripples on the brook's surface. "Golden gravel" refers to the shiny, yellowish stones at the bottom of the brook.
- C. 1. The brook begins from wild places where birds like coot and hern live. It hurries down thirty hills, slips through ridges, and flows past twenty villages, a little town, and fifty bridges. Along the way, it sparkles, chatters over stones, and flows through fields and meadows until it finally reaches Philip's farm.
2. The sunlight reflecting on its clear, flowing water and its movement over pebbles and stones make the brook sparkle.
3. The brook bubbles into eddy bays — small, swirling water areas — due to its playful movement over uneven surfaces.
4. It babbles on the pebbles because of the sound it makes while flowing rapidly over them.

5. The brook frets (wears away or cuts into) its banks because of the continuous force of its flowing water.
 6. The poet uses these images to show the beauty of the brook — the water looks silver due to sunlight, and the gravel appears golden under the clear water.
 7. Swallows are skimming the water to catch insects and playfully fly close to the surface.
 8. The brook murmurs softly in quiet, wild places at night, showing its peaceful and gentle flow.
 9. The brook lingers near shingly bars (pebble-covered edges) and loiters around the cresses (plants growing near water).
 10. The brook flows from the mountains and forests and passes through many villages and farmlands before joining the brimming river.
- D. The poem is a personification. Find out the personifying words or phrases from the poem.
- “I come from haunts...”
 - “I chatter, chatter, as I flow...”
 - “I steal by lawns...”
 - “I murmur under moon and stars...”
 - “I loiter round my cresses...”

These give the brook human-like qualities like talking, stealing, murmuring, and loitering.

2. I am a cheerful little brook. I begin my journey high in the hills, where birds fly freely and the air is pure. I rush down through valleys, past villages, and under many bridges. I dance over stones, sparkle in the sun, and sing a song as I go. I carry flowers, fish, and foam with me. Sometimes I slow down to rest under the stars or play with the sunbeams. I pass farms and forests, fields and flowers. People may come and go, but I keep flowing forever. I am the brook, and I love my endless journey.

Grammar

- A. 1. He gave his friend a present.
- Objects: his friend (indirect), a present (direct)
 - Verb type: Transitive
2. They presented the headmaster a bouquet.
- Objects: the headmaster (indirect), a bouquet (direct)
 - Verb type: Transitive
3. His father praised him in front of his friends.
- Object: him
 - Verb type: Transitive
4. I saw a skylark flying in the sky.
- Object: a skylark flying in the sky
 - Verb type: Transitive

5. He made his wife to do work.
 - Object: his wife
 - Verb type: Transitive
6. Do not insult the weak.
 - Object: the weak
 - Verb type: Transitive
7. She danced very well on the stage.
 - Object: None
 - Verb type: Intransitive
8. The baby sleeps by the day.
 - Object: None
 - Verb type: Intransitive

B. Complete the sentences by adding objects

1. The cat killed a mouse.
2. The dog was teased by the boys.
3. The policeman caught the thief.
4. The enemy will defeat our army.
5. Hari has opened the box.
6. Columbus discovered America.
7. The hunter shot a deer.
8. The teacher punished the naughty student.

C. Find the complements and tell whether they are for the subject or object

1. We were sad at the end of our vacation.
 - Complement: sad
 - For: Subject
2. Julie was good at the game.
 - Complement: good at the game
 - For: Subject
3. Kelvin called his mother outside the home.
 - Complement: outside the home (adverbial, not a complement)
 - No complement (just an object and an adverbial phrase)
4. The class elected her president for a year.
 - Complement: president
 - For: Object (her)
5. He has a good memory.
 - Complement: a good memory (this is actually the object, not a complement)
 - No complement
6. He was only a yard off me.
 - Complement: only a yard off me
 - For: Subject
7. Rauf is the leader of their group.
 - Complement: the leader of their group
 - For: Subject
8. Tokyo is a large, densely populated city.
 - Complement: a large, densely populated city
 - For: Subject

D. Complete the sentences adding complements

1. Luke and Lorelai named their baby Rory.
2. What I said was true.
3. The chief guest was Mr. Sharma.
4. I am very tired today.
5. All the members of the team were excited and happy.
6. We elected Gokul captain of our school team.
7. The cupboard was full of old books.
8. My neighbour is a kind and helpful man.
9. Yesterday, the whole city was silent and peaceful.
10. Dennis is my best friend.

Vocabulary

- A. 1. sparkling 2. overflow 3. embankment 4. sharpen
5. stealthily 6. growth 7. underneath 8. around
- B. 1. championship 2. falsifying 3. childish 4. anti-social
5. unsuccessful 6. mathematician 7. movement 8. mispronounced
- C. 1. take rest 2. breakup 3. make mistakes 4. a good job
5. come into view 6. break the spell 7. do my best 8. keep in mind

Listening Skill

1. winter
2. cold
3. snowing
4. monster
5. scared
6. cub
7. walk
8. vet
9. mother
10. happy

Speaking Skill

Ganga River

Hello everyone,

I'm going to talk about the Ganga, the most important and sacred river of India.

The Ganga originates from the Gangotri Glacier in Uttarakhand and flows through Uttar Pradesh, Bihar, Jharkhand, and West Bengal, finally reaching the Bay of Bengal.

It provides water for drinking, farming, and daily use to millions of people. The Ganga is also very important for religious ceremonies and festivals.

Yamuna River

Hi friends,

I will speak about the Yamuna River.

It starts from the Yamunotri Glacier in Uttarakhand and flows through Haryana, Delhi, and Uttar Pradesh, joining the Ganga at Prayagraj.

The Yamuna is important for irrigation, drinking water, and many cities like Delhi and Agra

depend on it. It also has historical value because the Taj Mahal is on its bank.

Brahmaputra River

Good morning everyone,

I'll tell you about the Brahmaputra River.

It begins in Tibet, where it is called Tsangpo, then enters Arunachal Pradesh, flows through Assam, and finally goes to Bangladesh.

This river is very helpful for agriculture and fishing, and it is also used for transport and trade in the northeast region.

Creative Writing

Father: Rahul, can we talk for a minute?

Son: Sure, Dad. What's it about?

Father: I've noticed you're spending a lot of time on your mobile phone lately. Is everything okay?

Son: Yes, Dad. I just play games and chat with my friends sometimes.

Father: I understand, but using the phone too much can affect your eyes and studies. Don't you think so?

Son: I know, Dad. Sometimes I lose track of time. I'm sorry.

Father: It's alright. I'm not saying don't use it at all. But you need to use it wisely—maybe just an hour a day?

Son: That sounds fair. I'll set a timer so I don't overuse it.

Father: Good idea! You can also use the phone for learning new things—like reading, educational videos, or creative apps.

Son: That's true! I can download a math quiz app I saw the other day.

Father: Perfect. I'm glad we had this talk.

Son: Me too, Dad. Thanks for understanding

Chapter-11

My Childhood

About the author: Sachin Tendulkar is a former Indian cricketer, widely regarded as one of the greatest batsmen in the history of cricket. Born on April 24, 1973, in Mumbai, he began playing for India at the young age of 16. Over his career, he set many records, including being the first player to score 100 international centuries. He was known as the "Master Blaster" and the "Little Master." He received the Bharat Ratna, India's highest civilian award, in 2014.

Boria Majumdar is an Indian sports journalist, academic, and author. He is known for his deep knowledge of cricket and has written many books on the subject. He has interviewed many famous sports personalities, including Sachin Tendulkar. Boria has also contributed to TV shows,

newspapers, and magazines, promoting Indian sports and sports history around the world.

Summary: The passage captures Sachin Tendulkar's reflections on life and his journey. His father taught him that life is like a book with many chapters, where success and failure are both important teachers. Sachin was born into a close-knit Maharashtrian family in Mumbai. His father, Ramesh Tendulkar, was a respected poet and teacher, and his mother worked for LIC. Sachin had two elder brothers, Nitin and Ajit, and a sister, Savita. His family played a big role in shaping his values. Ajit, especially, guided Sachin's cricket career and supported him constantly. Nitin was creative and disciplined, while Savita was calm and gifted Sachin his first bat. Sachin's childhood was full of mischief and fun, from playing pranks to stealing mangoes. His school days were happy, but he loved his summer breaks the most. Ajit noticed Sachin's natural batting talent and introduced him to cricket. Together, they trained with dedication. Ajit took him to coach Ramakant Achrekar's cricket camp in 1984, which began Sachin's journey in professional cricket. Sachin credits his strength and stamina to his early life, and his humility and character to his parents' values. He always valued being a good person more than just being a great cricketer.

Comprehension

- A. 1. a. 'You' is addressed to Tendulkar's son by Tendulkar. It is addressed to guide and advise him about life, especially how to remain humble even with success.
- b. Tendulkar means different phases or experiences in life. One may divide life into chapters like childhood, school life, career, family life, and old age.
- c. Failure and sorrow are bigger teachers than success and happiness because they teach us resilience and humility.
- d. One should always be humble because humility earns love and respect from people even after success fades.
2. a. His father's name was Ramesh Tendulkar. He was a Marathi poet, critic, and professor.
- b. Tendulkar respected his father for being patient, calm, and understanding, even during his mischievous childhood.
- c. Losing his father during the 1999 World Cup was the most traumatic moment of Tendulkar's life.
3. a. His fun-filled childhood gave him stamina and inner strength, which helped him in his cricket career.
- b. Digging holes in the sand and covering them with newspapers. Pouring water on people from their apartment.
- c. Locking people inside their flats, causing delays, which seemed funny then but is now embarrassing.

- B. 1. Failure and sorrow 2. Father-professor, mother-insurance agent
 3. Lentils and rice 4. Digging hole, pouring water, locking people
- C. 1. They lived in Sahitya Sahawas colony in Bandra East, Mumbai. His family had six members: parents, two brothers, one sister, and himself.
 2. Fish and prawn curry, baiganbharta, and varanbhaat.
 3. By listening to his mother sing lullabies while lying in her lap.
 4. Ajit gave up his own cricket career to support and guide Sachin's.
 5. By observing his natural bat swing while playing with colony friends.
 6. Nitin is Tendulkar's eldest brother. He was strict and helped discipline Sachin. He was also creative and a good writer.
 7. She gifted him his first cricket bat and provided calmness and guidance in tough situations.
 8. He was a reasonable student — not a topper but not weak either.
 9. He loved playing all day in the sun and refused to go home, even having meals outside to continue playing.
- D. 1. Based on the story, the character that Tendulkar admired the most as a source of his career is his brother Ajit Tendulkar. Ajit recognized Sachin's natural talent for cricket and took him to coach Ramakant Achrekar's camp. He sacrificed his own cricket career to guide and support Sachin. Ajit was always there to correct and motivate him, even after Sachin's last Test match. Sachin considered Ajit not just his brother, but also his closest friend and the biggest reason behind his success.
 2. I live in a small but very loving family. We are four members — my father, mother, younger sister, and me. My father is a teacher. He loves reading books and often shares interesting stories with us at dinner. He always tells me to work hard and stay honest in life. My mother is a homemaker, and she is the heart of our family. She makes the most delicious food, especially her biryani and sweets during festivals. She also helps me with my homework and listens to my problems.
 My younger sister is six years old. She is very talkative and loves drawing. Sometimes she annoys me, but I also enjoy playing with her. We fight a little, but we always end up laughing together. One of my favorite memories is when we all went to the hills for a vacation and spent the whole day playing games and eating yummy food.
 My family is my biggest strength, and I love them a lot. They always support me and teach me to be a better person every day.

Grammar

- A. 1. Don't you? 2. Did she? 3. Has Ramesh? 4. Haven't they?
 5. Will not Chris? 6. Did she? 7. Must not you? 8. Need I?

- B. 1. You are coming to the party, aren't you? 2. She finished her homework, didn't she?
 3. They were at the park, weren't they? 4. He has done his work, hasn't he?
 5. They shouldn't waste food, should they? 6. He is not going to the market, is he?
 7. You didn't see the movie, did you? 8. They aren't playing seriously, are they?
- C. 1. Successful – He is very successful, isn't he?
 2. Instruments – These are musical instruments, aren't they?
 3. Supper – They had their supper, didn't they?
 4. Truth – She told the truth, didn't she?
 5. Quarrel – They never quarrel, do they?
 6. English – You can speak English, can't you?
 7. President – He is the president of the club, isn't he?
 8. Scientist – Your uncle is a scientist, isn't he?

Vocabulary

- A. Similes (Comparisons using "like" or "as")
1. She swims very well and fast, just like a fish in water.
 2. He is extremely skinny, just like a thin metal rail.
 3. I am very, very hungry, just like a wolf that hasn't eaten.
 4. The river flows in curves and twists, like a snake slithering.
 5. She played the music beautifully and gracefully, like the mythical character Endymion who is known for beauty and peace.
 6. The bride looks very pure, peaceful, and lovely, just like a dove.
 7. She is very light in weight, just like a feather.
 8. The room is extremely hot, just like the burning heat of the sun.
- B. Metaphors (Direct comparisons without using "like" or "as")
1. I am full of anger or emotion and about to lose control.
 2. You are very kind and helpful, like an angel bringing happiness.
 3. She is funny and keeps people laughing all day, like a jester.
 4. Mahto works very slowly, like a turtle moves.
 5. Anita loves reading books all the time.
 6. The science teacher is scary or strict, like a giant that frightens people.
 7. You make me happy and bright, just like sunshine lights up the day.
 8. He is like Tabaqui (a sly jackal from The Jungle Book), which means he might be sneaky or untrustworthy.

Listening Skill

1. true 2. false 3. true 4. false 5. False

Speaking Skill

I prefer to study in my present school because it is one of the best schools in my area. The teachers are kind, helpful, and explain everything clearly. I enjoy the way they teach, and they always support us when we need help.

The classrooms are clean and comfortable, and there are many fun activities like sports, art, and music. I also love the library where I can read many interesting books. I have made good friends here, and we help each other in studies and games.

Most importantly, I feel safe and happy in my school. It helps me learn not just from books, but also how to be a good person. That's why I love studying in my school.

Creative Writing

Short Biography of Helen Keller

Helen Keller was born on June 27, 1880, in Alabama, USA. Her father was Arthur Henry Keller, and her mother was Catherine Everett Keller. When she was just nineteen months old, she was affected by scarlet fever, which left her deaf and blind.

Her life changed when her teacher Anne Sullivan came into her life. Anne taught Helen how to communicate by spelling words through her fingers, opening up a new world for her.

Helen Keller became the first deaf-blind person to earn a Bachelor degree. She worked as an author, political activist, and lecturer. She was a strong advocate for people with disabilities and founded the Helen Keller International Organization to help prevent blindness and malnutrition.

She wrote 12 books and many articles. Her famous works include *The Frost King* (1891), *The Story of My Life* (1903), and *My Key of Life* (1908). Her autobiography *The Story of My Life* became an inspiration to millions.

Helen Keller died on June 1, 1968, in Connecticut, USA, at the age of 87. Her life remains a symbol of courage, determination, and hope.

Chapter-12

Casabianca

About the author: Felicia Dorothea Hemans was a famous English poet, born on September 25, 1793, in Liverpool, England. She began writing poetry at a very young age and published her first book when she was only 14 years old.

Hemans became well-known for her beautiful, emotional, and patriotic poems. One of her most famous poems is "Casabianca", which begins with the line "The boy stood on the burning deck." This poem shows her love for heroism, bravery, and sacrifice.

She wrote many poems about family, history, and nature. Her work was especially popular in the 19th century and was often read in schools. Felicia Hemans was admired for her graceful style and deep feelings expressed in her writing. She passed away on May 16, 1835, at the age of 41, but her poems are still remembered and read today.

Summary: The poem "Casabianca" tells the tragic and heroic story of a young boy who stands alone on a burning ship during a fierce naval battle. As the fire spreads and the other crew members have fled or died, the brave boy refuses to leave his post without permission from his father, the ship's commander. Unaware that his father lies unconscious and near death below deck, the boy calls out several times, asking if he may leave. His voice is met only by the sounds of battle and the roaring flames.

Despite the danger, he remains at his post, showing great courage, loyalty, and discipline. The fire continues to grow, eventually engulfing the entire ship. Still, the boy stays, calling out once more for his father. A final explosion destroys the ship, scattering its remains across the sea. The boy dies in the blast, but his bravery and faithfulness leave a lasting impression.

The poem honors the boy's noble spirit and portrays him as the greatest loss of the battle. His unwavering sense of duty and love for his father make him a symbol of youthful heroism and sacrifice.

Comprehension

- A. 1. a. The boy was Casabianca, the son of a French naval officer.
b. He was standing on the burning deck of a ship during a battle. The ship was on fire, surrounded by flames, and most of the people had fled or died.
c. The poet described the boy as beautiful, bright, and brave. He looked like someone born to rule the storm and had a heroic and proud, though childlike form.
2. a. He asked permission from his father to leave the burning ship. He wanted to know if his task was done so that he could safely escape.
b. The boy's father could not give permission because he was faint in death and unconscious, unable to hear his son's voice.
c. As he asked for permission, the flames rolled on, and he faced heat, fire, and danger. Yet he stood bravely, waiting for his father's word.
- B. 1. rule the storm 2. the chieftain 3. simile 4. faithfulness
- C. 1. The people on the ship fled when it caught fire. But Casabianca stayed, bravely waiting for his father's permission to leave.
2. His father could not hear him because he was already dying or unconscious, likely mortally wounded in the battle.

3. Because the boy showed extreme loyalty, bravery, and obedience. Even in the face of death, he remained faithful and courageous.
4. The poet describes him standing in brave despair, with flames around him, his hair waving, and his voice calling for his father, even as the fire grew stronger.
5. Describe the scene of the burning ship.

The ship was engulfed in flames, with sails and flags catching fire, and the thunder of explosions all around. The fire lit up the night like banners in the sky, and eventually, the ship blew up in a terrible blast, scattering parts in the sea.

- D. 1. The main theme is bravery, duty, obedience, and sacrifice, especially shown by a young boy who remains loyal even in the face of death.
2. Casabianca represents the true spirit of a soldier because he shows courage, loyalty, discipline, and sacrifice. Even when the ship was burning and danger surrounded him, he did not leave his post without his father's command, showing a deep sense of duty and honor.

Grammar

- A. 1. pretty 2. taller 3. biggest 4. better
 5. pure 6. most hectic 7. more afraid 8. cleverest
- B. 1. Rauf is weaker than his brother.
 2. One of the two brothers, Mrinal is elder.
 3. Mr. Mehta is the oldest man in the society.
 4. He is more intelligent than any other boy in our colony.
 5. She is the noblest and wisest woman in the town.
 6. He is the best student of the class.
 7. Rajasthan is bigger than Madhya Pradesh.
 8. Who do you think is the best of the three?
 9. He is the cleverest boy I have ever seen.
 10. The patient is comparatively better today.

Vocabulary

- A. 1. injures 2. discovery 3. polite 4. sweetly
 5. healthy 6. safety 7. decided 8. fortunate
- B. 1. date 2. pant 3. fan 4. match
 5. train 6. draw 7. capital 8. pen

Listening Skill

1. **Monkey:** The monkey was kind, generous, and smart. He lived on an apple tree and happily shared the juicy apples with the crocodile. But when he found out about the crocodile's plan to harm him, he used his cleverness to escape. He told the crocodile that he had left his heart on the tree, and when they went back to the shore, he quickly jumped to safety. The monkey showed great presence of mind and taught the crocodile a lesson for betraying his trust.
2. **Crocodile:** The crocodile was friendly at first and accepted the monkey's kindness. But later, he was caught in a difficult situation when his wife demanded the monkey's heart. Even though he didn't want to hurt the monkey, he gave in to his wife's wishes. He tried to trick the monkey but was outsmarted. The crocodile was foolish and learned the hard way that betraying a friend is wrong.

Speaking Skill

Students will answer this question according to their understanding and experience.

Creative Writing

A customer told the shopkeeper that he had a variety of frozen stuff. The shopkeeper replied that the customer could buy as much as he liked. The customer then asked why he didn't keep fresh vegetables. The shopkeeper explained that things had become very expensive those days. The customer suggested that the shopkeeper should start keeping good stuff as it would increase his business. The shopkeeper appreciated the suggestion and added that he had already made a stand for vegetables. The customer mentioned that it was easier for him to buy all his stuff from one corner. The shopkeeper agreed and said that it also satisfied him.

Chapter-13

The boy and the Ballon

About the author: Albert Lamorisse was a famous French filmmaker, writer, and producer, best known for his beautiful short film "The Red Balloon" (Le Ballon Rouge), made in 1956. He was born on January 13, 1922, in Paris, France. Lamorisse was very creative and had a great love for storytelling, especially stories for children. His film The Red Balloon is about a little boy in Paris who finds a magical red balloon that follows him everywhere. The film has very little dialogue but tells a powerful story through pictures and music. It won many awards, including an Oscar and the Palme d'Or for short films at the Cannes Film Festival. Lamorisse also invented a popular board game called Risk. He died in 1970 while filming a documentary in Iran. His work is still loved by many people around the world.

Summary: The story begins with a young boy who finds a large red balloon tied to a lamp post. He rescues it and carries it lovingly through the streets of Paris. While people react in different ways—some amused, others unkind—the boy forms a special bond with the balloon, treating it like a friend. He even protects it from the rain by walking under strangers' umbrellas, getting wet

himself just to keep it dry. At school, a kind sweeper helps him by holding the balloon while he attends class. But when the boy brings the balloon home, his mother throws it out. The balloon, however, remains loyal and floats outside until the boy pulls it back in. The next morning, he lets it fly freely and learns to train it to follow him. The story ends with the balloon escaping a barking dog. This gentle tale shows the beauty of friendship, freedom, and imagination.

Comprehension

- A. 1. a. He stops, looks around to see if anyone is watching, then puts down his bag and quickly climbs the lamp post.
b. A big red balloon caught in the lamp post. He climbs the post and frees it.
c. He holds the balloon's string in his mouth and carries the bag in his right hand as he walks down the steps.
2. a. The boy tries to get in, but the conductor stops him from boarding the bus.
b. Because he is holding a balloon, which the conductor seems to think is not allowed.
c. The conductor is strict and unkind. He doesn't show any sympathy for the boy and his balloon.
- B. 1. between his teeth, right hand 2. He carries a balloon 3. old man 4. French
- C. 1. Yes, he is kind and agrees to hold the balloon while the boy goes to class.
2. The teacher might have noted down the boy being late or distracted, or that he was handing the balloon to the sweeper.
3. They let the boy hold the balloon under their umbrellas, while the boy himself gets wet to keep the balloon safe.
4. Because she doesn't like him bringing the balloon home and thinks it's not appropriate or useful.
5. Because it is loyal to the boy and doesn't want to leave him.
6. No, the dog seems to be interested in the balloon, not the boy. It barks and tries to catch the balloon.
- D. 1. The boy might be punished if the teacher thinks he was late or being careless. But he may also understand the boy's attachment to the balloon and not punish him. It depends on the teacher's nature.
2. Once, I trained my puppy to sit and shake hands. At first, he didn't understand, but I gave him treats each time he listened. Slowly, he started following my instructions. Now, he obeys me happily. Just like the balloon followed the boy, my puppy follows me wherever I go!

Grammar

- A. 1. came 2. continued 3. spoke 4. knows 5. could

6. will 7. may 8. was 9. was 10. began

- B.
1. I played basketball in the evening.
 2. The gardener will be working in the garden.
 3. They have worked together for years.
 4. He will draw a beautiful picture of an angel.
 5. The woman cried till the morning.
 6. Susan will have been calling him soon.
 7. They are reaching the railway station.
 8. I had washed the dishes.

Vocabulary

- A.
1. a, of, a, off, on, into, the
 2. in, of, of, at, on
 3. a, on, with, by, to, a, of
 4. on, a, for, for, to, by, in, on
 5. a, a, in, a, in, by, to
- B.
- pancake, fireplace, long-term, popcorn, down stair, sidewalk, bookstore, snowman
1. Manoj was too full to eat his last yummy pancake.
 2. Jeremy walks on the sidewalk to make sure he is safe.
 3. We are looking for a long-term solution to the problem.
 4. He left his camera at the bookstore.
 5. If it snows in winter, I can build my snowman.
 6. We ate popcorn at the movie theatre.
 7. She kept the cube of butter near the fireplace to melt it.
 8. Jimmy ran downstairs hearing the footfall of his master.

Listening Skill

1. A cat is lost, and Sarah and Jake find it at the end of their block.
2. The characters are Sarah, Jake, Mom, and the lost cat.
3. They feel worried and concerned for the lost cat.
4. They feel happy and relieved that the cat was returned to its owner.

Speaking Skill

One example of the question is provided here.

Student 1 (You): Hello, Diary! You are my best friend. You always listen to me.

Student 2 (Diary): Hi! I'm so happy to be your friend. You trust me with all your secrets and stories.

Student 1: Yes! I write everything in you — when I'm sad, happy, or excited. You never judge me.

Student 2: That's true! I'm always here for you. I love when you share your thoughts with me.

Student 1: You keep my memories safe. I even decorated your pages with stickers!

Student 2: And I love that! You make me feel special. You are never alone when I'm with you.

Student 1: You're right! Even when no one is around, I talk to you. You're my silent but kind friend.

Student 2: Thank you! I'll always be by your side. Keep writing your beautiful thoughts in me!

Creative Writing

My garden is a peaceful and colorful place that fills me with joy. Bright marigolds bloom like tiny suns along the path, while soft roses in red, pink, and white spread their sweet fragrance through the air. Tulips stand tall and proud, swaying gently with the breeze. A row of green spinach and fresh coriander grows in the vegetable patch, their leaves shining with morning dew. Butterflies flutter from flower to flower, and bees hum happily as they collect nectar. In one corner, a small mango tree stretches its branches toward the sky. Birds chirp from the fence, and the sound of rustling leaves makes the garden feel alive. As I walk through the soft grass, I feel calm and close to nature.

Chapter-14

The Walrus and the Carpenter

About the author: Lewis Carroll was an English writer, mathematician, and photographer, best known for his famous books *Alice's Adventures in Wonderland* and *Through the Looking-Glass*. His real name was Charles Lutwidge Dodgson, but he used the name Lewis Carroll when he wrote stories. He loved playing with words, puzzles, and logic. His stories are full of imagination, strange characters like the Mad Hatter and the Cheshire Cat, and fun poems like “Jabberwocky.” Children and adults around the world still enjoy his books today.

Summary: The poem begins with an unusual scene: the sun is shining brightly at night, upsetting the moon. The Walrus and the Carpenter are walking along the beach and sadly notice how much sand there is. They wish it could be swept away, even though it seems impossible. As they stroll, the Walrus invites young oysters to join them on a walk. Although the oldest oyster refuses, several younger oysters eagerly come along, not knowing what awaits them.

The Walrus and the Carpenter lead the oysters down the beach and then sit down to rest. The oysters line up, expecting friendly conversation, but instead, the Walrus starts talking nonsense about random things like shoes, ships, and kings. Then, to the oysters' shock, the Walrus and the Carpenter prepare to eat them. The oysters protest, feeling betrayed, but it is too late. The Walrus pretends to feel sorry and even cries while choosing the biggest ones to eat. The Carpenter, less emotional, just asks for more bread and butter.

In the end, all the oysters are eaten, and no one replies to the Carpenter's final words. The poem is both playful and dark, showing how appearances and sweet words can hide trickery.

Comprehension

- A. 1. a. "Us" refers to the Walrus and the Carpenter. They wanted the Oysters to walk with them along the beach.

- b. "Out of breath" means gasping for air.
 - c. The Carpenter meant that the Oysters could take their time to rest before continuing — he was pretending to be polite.
- 2.
- a. The Walrus tricked the Oysters by inviting them for a walk and a talk, but then planned to eat them.
 - b. They brought the Oysters to a rock on the shore where they could sit and eat.
 - c. No, the Walrus did not truly regret it. Even though he pretended to cry and say kind words, he still ate the Oysters, showing he didn't mean it.
- B.
- 1. It makes the cloud disappear 2. They would clear the sand
 - 3. It is because they had no feet 4. pepper
- C.
- 1. They are walking along the beach beside the sea.
 - 2. The Walrus talks about many silly things like shoes, ships, sealing-wax, cabbages, kings, and even if pigs have wings — all to distract the Oysters.
 - 3. He suspects something is wrong, so he winks and shakes his head, showing he doesn't want to go.
 - 4. The Oysters want to rest because they're tired and out of breath. They turn blue when they realize they are about to be eaten.
 - 5. He pretends to be kind, invites the Oysters for a walk, talks nicely, and even cries fake tears. But in the end, he helps eat them, showing he is tricking them all along.
- D.
- 1. In stanzas 6 to 10, the Walrus is talkative and friendly, inviting the Oysters for a walk and pretending to care. The Carpenter is quieter, but agrees with the Walrus. The Oysters seem innocent and excited, getting ready for the walk. While the Walrus uses sweet words, the Carpenter shows a little sadness but still goes along with the plan.
 - 2. The Walrus and the Carpenter go for a walk on the beach and see lots of sand. They invite some young Oysters to join them. The Oysters come happily, not knowing the danger. After walking for a while, the Walrus and the Carpenter trick them by pretending to chat, then eat them all. The Walrus acts sad, but he still takes part in the trick, and the poem ends with all the Oysters gone.

Grammar

- A.
- | | | | |
|-----------|-------------|---------|------------|
| 1. need | 2. ought to | 3. must | 4. must |
| 5. should | 6. must | 7. need | 8. used to |
- B.
- | | | | |
|-------------|----------|-----------------|-------------|
| 1. must not | 2. must | 3. ought not to | 4. must |
| 5. must | 6. ought | 7. need | 8. must not |

Vocabulary

- A.
- | | | | |
|------------|----------|---------------|---------|
| 1. shining | 2. Cloud | 3. quantities | 4. maid |
|------------|----------|---------------|---------|

5. pleasant 6. scrambling 7. cabbages 8. dismal

- B. 1. Teapot: "The teapot sang as the water boiled"
The teapot is personified as singing, which is a human action. In reality, it whistles when water boils.
2. Ice cubes:
"The ice cubes cackled in their glass"
The ice cubes are personified as cackling, or laughing loudly like people. In reality, they make cracking sounds when dropped in liquid.
3. Teacups:
"The teacups chattered to one another"
The teacups are personified as chattering, which means talking like humans. This suggests they are making clinking sounds.
4. Chairs:
"The chairs were passing gas"
The chairs are personified as passing gas, which is something humans do. It means the chairs made creaking or squeaking sounds.
5. Gravy:
"The gravy gurgled merrily"
The gravy is personified as gurgling merrily, like a person making happy bubbling sounds.
6. Oil:
"The oil danced in a pan"
The oil is personified as dancing, suggesting it moves around quickly and lightly like a person dancing.
7. Table:
"The table called my name"
The table is personified as calling someone, which is a human action. It suggests the speaker was being drawn to the table for dinner.

Listening Skill

- | | | |
|-------------|-------------------------------|----------------------|
| 1. An otter | 2. He sunbathes on the rocks. | 3. long tail |
| 4. fish | 5. In a burrow | 6. He has thick fur. |

Speaking Skill

Here's a sample group discussion.

Routine you follow:

"Hello everyone! I make a proper timetable and follow it every day. I wake up early and revise

what I studied the day before. I study each subject for at least one hour. I also take short breaks to rest my mind. I try to sleep on time so I feel fresh in the morning.”

Things you avoid during examination time:

“During exam time, I avoid watching too much TV or using the mobile phone. I also try not to waste time on video games or chatting. I don't eat junk food because it can make me sick.

Staying healthy is very important.”

Your target:

“My target is to do my best in every subject. I want to improve my marks in Maths and Science this time. I also want to finish my syllabus on time so I have enough time for revision. I aim to make my parents and teachers proud.”

Creative Writing

My name is Sukanya. I was born in Kolkata, on 15th April 2013. I have lived in different places like Siliguri, Asansol, and now I live in Kolkata again with my family.

As a child, I lived in a small house with a garden in Siliguri. There were many flowers and a mango tree in the backyard. Now, I live in a big apartment in Kolkata. It has many rooms and a beautiful view from the balcony.

When I was a young child, I enjoyed playing with my dolls, building blocks, and drawing pictures. I also loved listening to bedtime stories from my grandmother. Now, I enjoy reading storybooks, playing badminton, and painting in my free time.

As a child, I once painted on the walls with crayons, and my parents were very upset. That's how I got into trouble!

I go to Sunshine Public School in Kolkata and study in Class 6. Yes, I like my school very much because the teachers are kind, and I have many friends there. My favourite subject is English.

Once, I won the first prize in a drawing competition. I was so proud because I had worked very hard on my drawing of a rainbow garden.

I have one younger brother named Arjun, and two cousins who visit us often during holidays. We play board games and watch cartoons together.

My best friends are Riya and Tanu. We sit together in class, share our lunch, and study together. They are funny and kind.

My hobbies are painting, dancing, and reading fairy tales. I also love watering the plants on our balcony garden.

My dream is to become a doctor so I can help sick people and make them feel better. My greatest fear is losing someone I love, like my family or close friends.

Right now, I am working hard in school and preparing for my annual exams. I also take part in dance classes during weekends.

About the author: Anonymous

Summary: India is a beautiful and peaceful country with a rich cultural and spiritual heritage. It is one of the world's oldest civilizations and has contributed significantly to science, technology, health, and warfare.

Some of India's important inventions include:

- **Zero:** Invented and developed by Indian mathematicians like Brahmagupta and Aryabhata, zero is one of the most significant contributions to mathematics and the binary system.
- **Ayurveda:** An ancient Indian system of medicine using natural treatments like herbs, yoga, and meditation, which is still practiced worldwide today.
- **Yoga:** Originating from India, yoga is a set of physical, mental, and spiritual exercises. It is now celebrated globally on International Yoga Day.
- **Cataract Surgery:** Sushruta, an Indian physician, developed this surgery in the 3rd century CE, making a major impact in the medical field.
- **Shampoo:** The concept of shampooing originated in India from the Hindi word “champo,” using natural herbs and oils for hair massage.
- **Mysorean Rockets:** Created by Hyder Ali and Tipu Sultan, these rockets were used successfully against the British in warfare.
- **Wireless Communication:** Sir Jagadish Chandra Bose demonstrated wireless communication in 1895, ahead of Marconi, and made major contributions in radio science and plant biology.
- **USB (Universal Serial Bus):** Invented by Indian-American Ajay V. Bhatt to simplify computer-peripheral connections, USB has become essential in modern computing.

Comprehension

- A. 1. a. The most important contribution of zero is its role in mathematics, especially as a symbol and value that laid the foundation for the binary system used in computers.
- b. Brahmagupta was the first person to show the use of zero. He used small dots to represent zero and demonstrated how it works in addition, subtraction, and other operations.
- c. Aryabhata used zero as a placeholder in calculations and developed algorithms involving square roots and cube roots using it.
- d. Mohammed ibn-Musa al-Khowarizmi was a Persian mathematician who received the concept of zero from India and used it in equations. He also invented algebra.
2. a. The word yoga means "to unite" or "yoke." It connotes the connection between the self and the world.

- b. Yoga contributes to healthy living by combining physical, mental, and spiritual exercises to still and control the mind.
 - c. World Yoga Day is celebrated on June 21st. Indian Prime Minister Narendra Modi is credited for proposing and promoting it globally.
3. a. The Mysorean rocket was an iron-cased weapon developed by Hyder Ali and Tipu Sultan.
- b. It was built for warfare against the British, using gunpowder-filled iron tubes attached to bamboo poles.
- c. These rockets helped Tipu Sultan defeat the British, making him a hero for his military innovation and success.
- B. 1. workout 2. Jabamukhi Salaka 3. Sake Dean
4. Universal Serial Bus 5. 21st June
- C. 1. India was the first country to introduce Ayurveda. Ayurvedic therapies include herbal medicines, diets, yoga, massages, enemas, oils, and meditation.
2. Ancient sages like Charaka, Sushruta, and Bhela are associated with Ayurveda. It promotes health naturally without chemical drugs and is still practiced today.
3. Sushruta was an Indian physician who developed cataract surgery and authored the Sushruta Samhita.
4. The modern first cataract surgery was performed by Jacques Daviel, a French surgeon, in 1747.
5. The word "shampoo" comes from the Hindi word champo, which itself comes from the Sanskrit word chapayati, meaning massage.
6. Sake Dean Mahomed introduced shampoo to Britain and opened a shampooing parlour offering massage treatments to royalty.
7. Ajay V. Bhatt, an Indian-born American computer architect, invented the USB. It helps connect devices like printers, keyboards, and storage devices easily to computers.
- D. 1. India is truly a land of inventions. From mathematics (zero), medicine (Ayurveda, cataract surgery), wellness (yoga), military (rockets), personal care (shampoo), communication (wireless technology), to modern computing (USB), India has greatly contributed to global progress.
2. (Example answer) I find the invention of zero the most interesting because it is so simple yet powerful. Without zero, computers and modern math would not exist!

Grammar

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

- B. 1. are about to 2. are going to 3. was about to 4. is about to
5. is going to 6. is going to 7. are going to 8. is about to

Vocabulary

- A. 1. The Editor 2. Problem of traffic 3. like to draw your kind attention
4. petitions but no heed 5. we always get late for our work
6. Pedestrians cannot find way 7. run down 8. the attention of the government
- B. 1. audible 2. parasite 3. geology 4. amphibian
5. a school 6. palmist 7. philatelist 8. Cannibal

Listening Skill

1. pride 2. murder 3. pack 4. hyenas 5. Flowers

Speaking Skill

Students will practise this question according to their understanding and experience the chapters in the book.

Creative Writing

The Fascinating World of Pelicans

Summary:

Pelicans are ancient birds surrounded by myth, especially the belief that the mother feeds her chicks with her own blood, which adds to their reputation as affectionate and caring. In truth, chicks sometimes peck at the mother's chest while feeding on fish stored in her large beak, causing it to bleed. Easily identified by their large bill, short tail and legs, long wings, and webbed toes, pelicans struggle to walk on land but are graceful in flight. They are large birds, with a wingspan of about 2.75 metres, and migrate to warmer regions like India, Africa, and Iran during winter. The brown pelican, the smallest species, catches prey by diving into water, while the other six species are white. Pelicans are social creatures, living and hunting in groups. Their nests are far from food sources, so the adults must travel long distances to feed their young, who begin flying at around two months old.

Chapter-16

The Dying Detective

Author: Arthur Conan Doyle was a famous British writer and doctor, best known for creating the world-famous detective Sherlock Holmes. He was born on May 22, 1859, in Scotland, and studied medicine at the University of Edinburgh. While working as a doctor, he began writing stories to earn extra money.

Doyle's most famous creation, Sherlock Holmes, first appeared in 1887 in the novel *A Study in Scarlet*. Holmes, with his sharp mind and keen observation skills, became one of the most popular fictional detectives in the world. He was often joined by his loyal friend and assistant, Dr. Watson.

Apart from detective stories, Conan Doyle also wrote science fiction, historical novels, and books about spiritualism. He was knighted in 1902 for his work during the Boer War and for writing about it.

Arthur Conan Doyle died on July 7, 1930, but his stories, especially those featuring Sherlock Holmes, are still read and loved by people all over the world today.

Summary: In *The Dying Detective*, Sherlock Holmes pretends to be seriously ill with a rare tropical disease to trick a criminal into confessing. Dr. Watson is called to Holmes's apartment and is shocked to see him weak and dying. Holmes refuses medical help and insists Watson bring a man named Culverton Smith. When Smith arrives, Holmes, still pretending to be sick, tricks Smith into talking about how he gave a poisoned box to a man named Victor Savage, causing his death. Smith unknowingly confesses to Holmes's attempted murder too. As Smith confesses, police officers hidden in the room arrest him. Holmes then reveals to Watson that he was never truly ill—it was all part of his plan to catch the criminal.

Comprehension

- A. 1. a. Sherlock said the line when Watson offered to examine and treat him.
b. Sherlock claimed that Watson was not a specialist in Eastern diseases and therefore could not help.
c. Watson did not show that he was hurt. Instead, he continued to stay and help Holmes, showing loyalty and concern as a true friend.
d. Holmes called Watson ignorant because Watson had never heard of the rare diseases Holmes mentioned—like Tarpaunli fever or the black Formosa plague.
2. a. Watson went to meet Culverton Smith because Holmes said that Smith was the only one who could cure him.
b. At the gate, Watson overheard Smith telling his butler to say he was not at home.
c. Culverton Smith agreed to meet Holmes after hearing he was very ill and believed Holmes was about to die.
d. Watson did not return with Smith because Holmes told him to come back alone and let Smith come later—this was part of the plan to trap Smith.
- B. 1. Three 2. Sir Jasper Meek or Penrose Fisher 3. 13 Lower Burke Street
4. Vector Savage
- C. 1. Mrs. Hudson, the landlady, told Watson that Holmes was very sick and had refused to see a doctor. She was worried and could not bear to watch him suffer any longer, so she went to get Watson.
2. Mr. Culverton Smith was a planter and not a medical man. He usually lived in Sumatra, but was visiting London at the time of the story.

3. Smith wanted to kill Holmes because Holmes knew too much about the murder of his nephew, Victor Savage. Holmes was close to exposing him, so Smith tried to silence him in the same way—by sending a poisoned box.
4. Inspector Morton from Scotland Yard was waiting outside Holmes's house. He was waiting for the signal to arrest Culverton Smith once Holmes had tricked him into confessing.
5. Watson was hiding in the next room. The purpose was to be a witness to Smith's confession without being seen, and also to help the police catch him at the right time.
6. Holmes fasted for three days, took no food or water, and used makeup to look weak, feverish, and dying. He even acted as if he were delirious to convince Watson and Smith.

D. 1. The clues are:

- Holmes refused to let Watson examine him or call any doctor.
 - He locked the door to stop Watson from leaving.
 - He showed sudden energy and strength when he got angry or when Smith entered.
 - He gave strange instructions about coins and gaslight, which were meant to confuse and seem like madness.
 - At the end, he spoke in a normal, strong voice and stood up quickly, showing he was not sick.
2. Smith had previously killed his nephew Victor using a poisoned spring-loaded box. He tried to kill Holmes the same way by sending him a similar box. Holmes had touched it, but only pretended to be poisoned so he could trick Smith into a confession. Smith's plan was to let Holmes die without leaving any proof of murder, but it failed.

Grammar

A. Change from direct to indirect speech. (Interrogative Sentences)

1. The old woman said that they had had some visitors.
2. The girl told her mother that she was going away the next day.
3. My mother said that we all eat to live.
4. He said that he would write to tell me what had happened.
5. The king said that the enemy had declared war against them.

B. Change from indirect to direct speech. (Interrogative Sentences)

1. Jadu said, "I am not going to the theater."
2. She told me, "You cannot pass the exams."
3. They said, "We will help you."
4. The teacher told the student, "Cows give us milk."

5. Sheetal said, "My father has been driving the car."

C. Change from direct to indirect speech. (Interrogative Sentences)

1. She asked what he wanted.
2. Miss Rao asked Smith if he would come to tea on Monday.
3. He asked me what my name was.
4. The boy wondered where he would be that time the next year.
5. The patient asked if they could not bring their own food.

D. Change from indirect to direct speech. (Interrogative Sentences)

1. She said, "What did he see there?"
2. He said to her, "What do you want?"
3. Radha said to me, "Will you drink a cup of tea?"
4. Mother asked me, "Have you finished the work?"
5. The boys asked him, "Where can we go on Saturday?"

Vocabulary

- A. reign 2. loose 3. lesson 4. plains
5. practice 6. stationery 7. course 8. Dying

- B. idioms meanings idioms meanings
1. d 2. h
 3. a 4. f
 5. c 6. g
 7. b 8. e

- C. 1. When he saw the surprise gift, he began to smile with joy.
2. It was heartwarming to hear this pretty childish voice singing a lullaby.
3. He glanced towards her to see if she was paying attention.
4. As soon as the teacher entered the schoolroom, the students stood up.
5. She looked back quietly to check if anyone was following her.
6. The old man described the meteor as if it had fallen from the sky.
7. The child gave an innocent reply that made everyone laugh.
8. Once upon a time, there lived a kind and brave prince in a distant land.

Listening Skill

1. rhyme 2. icicle 3. whale 4. skyscraper 5. sight

Reading Skill

Air Pollution

Name: Air Pollution

Causes: Air pollution is mainly caused by smoke from vehicles, factories, and burning of fossil fuels like coal and petrol. It is also caused by forest fires and dust storms.

Remedies: We should use public transport, plant more trees, reduce the use of plastic and promote clean energy like solar and wind power.

Water Pollution

Name: Water Pollution

Causes: Water gets polluted when factories dump waste into rivers, when people throw garbage into water bodies, and when sewage mixes with drinking water.

Remedies: Factories must treat waste before releasing it into rivers. People should not throw garbage in water. Government must build proper sewage treatment plants.

Land Pollution

Name: Land Pollution

Causes: It is caused by dumping garbage, plastic waste, and chemicals on land. Overuse of pesticides and deforestation also pollute land.

Remedies: We should recycle and reuse waste. Avoid using plastic bags. Grow more trees and reduce the use of harmful chemicals in farming.

Noise Pollution

Name: Noise Pollution

Causes: Loud sounds from horns, loudspeakers, construction sites, and traffic cause noise pollution.

Remedies: Use of loudspeakers should be limited. Vehicles should have silencers. People should avoid honking unnecessarily.

Light Pollution

Name: Light Pollution

Causes: Too much artificial lighting in cities, such as street lights, hoardings, and buildings, leads to light pollution, which affects sleep and wildlife.

Remedies: Use lights only when needed. Install proper shades on street lights to direct light downward. Turn off lights when not in use.

Creative Writing

NAME OF THE SCIENTIST: Thomas Edison

Picture of the scientist	Famous invention of the scientist	About the invention
(Paste/draw picture)	Electric Bulb	Thomas Edison invented the practical electric bulb in 1879. It changed the way people lived by lighting up homes, streets, and workplaces.

NAME OF THE SCIENTIST: Alexander Graham Bell

Picture of the scientist	Famous invention of the scientist	About the invention
(Paste/draw picture)	Telephone	Bell invented the first working telephone in 1876. It allowed people to talk to each other from long distances using wires.

NAME OF THE SCIENTIST: Isaac Newton

Picture of the scientist	Famous invention of the scientist	About the invention
(Paste/draw picture)	Laws of Motion	Newton formulated the three laws of motion, which explain how objects move. These laws are used in science and engineering even today.

F.M: 40

Time: 1 hour

1. Choose the correct options.

[1x10]

- a. What is the name of the city where the palace of Princess Ozma stands in the story The Cowardly Lion and the Hungry Tiger?
- Golden City
 - Emerald City
 - Silver City
 - Platinum City
- b. 'Of diabolic tail in the dark room'. Which figure of speech is used in the words 'diabolic' and 'dark' taken from the poem 'Night of the Scorpion'?
- Antithesis
 - Simile
 - Metaphor
 - Alliteration
- c. 'Thank God the scorpion picked on me/And spared my children'. Which emotion is highlighted in the line taken from 'Night of the Scorpion'?
- love
 - compassion
 - sacrifice
 - sympathy
- d. There was a civil war in Dublin between Republicans and
- Marxist
 - Old Staters
 - Rebellions
 - Free Staters
- e. What does the word "cadences" in the poem mean?
- Colors
 - Rhythms or flow of sound
 - Movements
 - Wings
- f. Why is Jim asked to go to Mr. Goggles?
- To borrow a ladder
 - To give a letter
 - To deliver greetings and borrow a spirit-level
 - To call him for dinner
- g. Which of the following natural features is not mentioned in the poem?
- Jewel-sea
 - Sapphire-misted mountains
 - Orchids
 - Snow-capped peaks
- h. Why was Dolly considered special among the queen's attendants?
- She was the queen's favorite niece
 - She was the only one who could control the second princess's anger
 - She was the eldest and most experienced
 - She had once saved the queen's life
- i. What message does the line "All our days are holy days" convey?
- Every day has a sacred or divine purpose
 - Only Sundays are special

- iii. People should rest more often
- iv. Holidays are more important than workdays
- j. What did Uncle Podger do with the first blow of the hammer?
 - i. Nailed the picture perfectly
 - ii. Hit the nail straight into the wall
 - iii. Smashed his thumb and dropped the hammer on someone's toes
 - iv. Dropped the hammer on the floor

2. Read the extract given below and answer the questions that follow. (4x4)

- a. "I wonder how many pieces I ought to tear a person into," said the Lion, in a thoughtful voice.
 - i. What does this line reveal about the Lion's thoughts?.
 - ii. How does the Tiger respond to the Lion's question?
- b. "Then he lay still against the parapet, and, closing his eyes, he made an effort of will to overcome the pain."
 - i. Why did the sniper lie still against the parapet?
 - ii. What does this line tell us about the sniper's mental strength?
- c. "Yet you should hear Friend Chanticleer. / From him some lessons you'd do well to take."
 - i. Who is Chanticleer and what is the Ass suggesting?
 - ii. Why did the songbird fly away?
- d. "From the innumerable grave
There will spring a world new-born,
With the austerest eyes and brave
And its clear gaze towards the morn."
 - i. What does the phrase 'innumerable grave' refer to?
 - ii. What is meant by 'a world new-born'?

3. Answer any three of the following questions in 40-50 words each. (3X3)

- a. Who swarmed like the flies in the house of the narrator? What did they do in the first instance to fight against the scorpion poison?
- b. Describe how the entire family participated in helping Uncle Podger hang the picture.
- c. How did Rajkumar meet Dolly, and what was his reaction?

4. Answer one out of two of the following questions in about 80 words. (5x1)

- a. How does the poet Dorothea Mackellar show both the beauty and the harshness of Australia in the poem "My Country"?
- b. The Glass Palace and The Sniper both deal with the theme of war. Which story appealed to you more and why?

Test Paper 1 Answer

1.
 - a. Emerald City
 - b. Alliteration
 - c. sacrifice
 - d. Free Staters
 - e. Rhythms or flow of sound
 - f. To deliver greetings and borrow a spirit-level
 - g. Snow-capped peaks
 - h. She was the only one who could control the second princess's anger
 - i. Every day has a sacred or divine purpose
 - j. Smashed his thumb and dropped the hammer on someone's toes
2.
 - a.
 - i. The Lion is thinking deeply about attacking someone, which shows a violent or frightening side to his thoughts.
 - ii. The Tiger replies that sixty pieces would be about right, showing he is equally fierce and playful in a dark way.
 - b.
 - i. He lay still to rest and recover from the intense pain and shock of his wound.
 - ii. It shows that the sniper has strong willpower and self-control even in a painful and dangerous situation.
 - c.
 - i. Chanticleer is a rooster known for his loud crowing. The Ass is foolishly suggesting that the songbird should learn to sing like the rooster, which shows his lack of musical taste.
 - ii. The songbird flew away because she felt unappreciated and insulted by the Ass's criticism. Instead of being praised for her sweet singing, she was told to sing like a rooster.
 - d.
 - i. It refers to the countless soldiers who have died and been buried as a result of war.
 - ii. It means a hopeful and better future that will emerge from the sacrifices of the dead—a world that is wiser, braver, and looks forward to peace and renewal.
3.
 - a. The villagers swarmed into the house like flies. Initially, they chanted the name of God to "paralyze the evil one" (scorpion) and performed rituals to counteract the poison.
 - b. The entire family, including even the girl and the charwoman, formed a semi-circle around Uncle Podger to help him. Two people were needed to hold the chair, a third person helped him climb onto it and held him steady, a fourth handed him the nail, and a fifth passed up the hammer. This shows how a simple task became a chaotic group effort, yet Uncle Podger still managed to complicate it further by dropping the nail and misplacing the hammer.
 - c. Rajkumar met Dolly inside the palace during the chaos, when many people had entered to loot it. Amidst the crowd, he noticed her face and was immediately smitten by her. Dolly introduced herself, and just as soldiers returned to drive the looters out, Rajkumar made a promise to her that he would see her again. This brief but powerful encounter marked the

beginning of his deep interest in her.

4. a. In the poem "My Country," the poet shows that Australia is both beautiful and wild. She talks about "droughts and flooding rains" to show the harsh weather. But she also says she loves the "far horizons" and "jewel-sea," showing its beauty. She uses pictures like "sapphire-misted mountains" and "green tangle of the brushes" to describe the land. Even when cattle die and there is famine or fire, she still loves Australia deeply. The poet shows that her country is strong, and she loves it with all her heart, no matter what.
- b. The Sniper appealed to me more because it showed the personal pain and tragedy caused by war. In just a short story, it made me feel how war can turn people against their own families. The twist at the end—when the sniper finds out he has killed his own brother—was shocking and very sad. It made me think deeply about how war destroys not only cities but also relationships and emotions.

While The Glass Palace also showed the effects of war, especially the British invasion of Burma, I felt more connected to The Sniper because it focused on one person's feelings and actions during a battle. It helped me understand the inner struggle of a soldier in a war.

Test Paper-2

F.M: 40

Time: 1 hour

1. Choose the correct options.

[1x10]

- a. Why did Sancho Panza agree to be Don Quixote's squire in the story Don Quixote and the Windmill?
- i. He admired Don Quixote
 - ii. He wanted to travel
 - iii. He hoped to become a governor and earn money
 - iv. He had no work to do
- b. What does the poet mean by "For men may come and men may go,/But I go on forever" in the poem The Brook?
- i. People travel a lot
 - ii. The brook is only for men
 - iii. Men can control nature
 - iv. The brook's journey never ends, even though human life is short
- c. What does the boy do when he sees an old man with an umbrella in the story The Boy and the Balloon?
- i. Asks for a lift
 - ii. Runs away
 - iii. Joins him to share the umbrella
 - iv. Gives him the balloon
- d. Why did the Walrus and the Carpenter cry?
- i. They were feeling cold
 - ii. They were sad to see so much sand

- iii. They were afraid of the Oysters iv. They missed their home
- e. What lesson did Sachin's father emphasize the most in the story My Childhood?
 - i. Success in cricket ii. Importance of fame
 - iii. Humility and good behavior iv. Financial wealth
- f. What does the poem say was the noblest thing that perished in the poem Casabianca?
 - i. The flag ii. The ship
 - iii. The captain iv. The faithful heart of the boy
- g. Which ancient Indian text is not related to Ayurveda in the story India and her inventions?
 - i. Charaka Samhita ii. Rig-Veda
 - iii. Sushruta Samhita iv. Bhela Samhita
- h. What made Holmes shout at Watson angrily in the story The Dying Detective?
 - i. Watson tried to call Mrs. Hudson ii. Watson opened the ivory box
 - iii. Watson tried to open the door iv. Watson lit the lamp fully
- i. Why did Holmes insist that Watson must not leave before 6 o'clock in the story The Dying Detective?
 - i. He needed Watson to watch him
 - ii. Culverton Smith would not be in his study before that time
 - iii. He was afraid of being alone
 - iv. He wanted to delay meeting the inspector
- j. Who is credited with performing the first cataract surgery in the story India and her inventions?
 - a) Charaka b) Sake Dean Mahomed
 - c) Narendra Modi d) Sushruta

2. Read the extract given below and answer the questions that follow. (4x4)

- a. "My name will be Don Quixote," he said, sitting straight up in bed.
 - i. How did Quixada come up with the name Don Quixote?
 - ii. What does Don Quixote's choice of the name Dulcinea reveal about his character?
- b. "I murmur under moon and stars / In brambly wildernesses;"
 - i. What does "murmur" mean here?
 - ii. Where is the brook flowing in these lines?
- c. "The boy is disappointed. He stares at the bus moving away."
 - i. Why is the boy disappointed?
 - ii. What is swinging like a pendulum in his hand?
- d. "Their coats were brushed, their faces washed,
Their shoes were clean and neat—

And this was odd, because, you know,
They hadn't any feet."

- i. What is funny or odd about these lines?
- ii. What does this show about the poem's tone?

3. Answer any three of the following questions in 40-50 words each. (3X3)

- a. How did Sachin's mother care for him in childhood in the story My Childhood?
- b. What is the main message of the poem "Casabianca"?
- c. How was shampoo introduced to Britain in the story India and her Inventions?

4. Answer one out of two of the following questions in about 80 words. (5x1)

- a. What made Watson feel shocked and confused during this situation in the story The Dying Detective?
- b. Which character Quixada or casabianca perform the act of bravery?

Test Paper 2 Answer

1.
 - a. He hoped to become a governor and earn money
 - b. The brook's journey never ends, even though human life is short
 - c. Joins him to share the umbrella
 - d. They were sad to see so much sand
 - e. Humility and good behavior
 - f. The faithful heart of the boy
 - g. Rig-Veda
 - h. Watson opened the ivory box
 - i. Culverton Smith would not be in his study before that time
 - j. Sushruta
2.
 - a.
 - i. Quixada thought for eight days before deciding on the name Don Quixote, and then added "de la Mancha" to follow the custom of knights attaching their kingdom's name to their own.
 - ii. Don Quixote's choice shows that he is imaginative and romantic, giving a grand, poetic name to a woman who had never noticed him, simply to fulfill the ideal of a knight having a lady to serve.
 - b.
 - i. "Murmur" means the soft, gentle sound made by the brook as it flows quietly at night.
 - ii. The brook is flowing through wild, bushy areas under the moonlight and stars.
 - c.
 - i. He is disappointed because the conductor did not allow him to board the bus.
 - ii. The balloon on the string is swinging like a pendulum.

- d. i. It is funny because Oysters don't have feet, yet their shoes are clean.
 - ii. The poem uses nonsense and humor, showing it is whimsical and playful.
3. a. Sachin's mother, Rajani, showed her love through cooking and care. She made delicious meals like fish curry and sang songs to help him sleep. Her loving nature and food developed Sachin's deep love for home and music.
- b. The poem highlights courage, obedience, and loyalty. It shows how a young boy, even in the face of certain death, remained true to his duty. His brave heart is remembered as the most noble thing lost in the tragedy.
- c. Sake Dean Mahomed, a Bengali entrepreneur, introduced shampoo to Britain. He opened a shampooing parlour in Brighton with his wife. He gave head massages using Indian herbs and treated royal clients like King George IV and William IV.
4. a. Watson felt shocked and confused when Holmes suddenly locked the door and behaved strangely. Holmes shouted at him and insisted that no doctor should be called until six o'clock. Watson didn't understand why Holmes acted so angrily when he touched the ivory box. He became more worried as Holmes gave him strange instructions like putting coins in separate pockets and setting the lamp a certain way. All this made Watson believe Holmes was very ill or delirious.
- b. Casabianca performs the true act of bravery. He stands alone on a burning ship, waiting for his father's command, even as the flames grow around him. His loyalty, courage, and obedience show his heroic spirit, as he chooses duty over fear. On the other hand, Quixada (Don Quixote) shows imagined bravery, fighting windmills and thinking they are giants. While Quixada is brave in his mind, Casabianca's bravery is real, noble, and selfless, making him the true hero.