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Preface

Patterns, a Course in Communicative English, focuses on reading, writing and communicative aspects of English language to ensure holistic training. The aim of the series is to enhance the students’ language skills and enable them to use the language with ease and confidence both inside and outside the boundaries of the classroom. The teacher plays the most significant role in this process. Therefore the books contain exhaustive Teacher’s Notes providing certain guidelines and suggestions about the way the lessons can be approached and made interesting as well as beneficial to the students.

The Teacher’s Handbooks (1-8) contain answers to the exercises which accompany the chapters. The primary purpose of these books is to diminish the workload of the teachers and facilitate the teaching and learning processes. Apart from definite answers, they also contain suggestions which the teachers may follow while teaching a chapter. Answers to some analytical questions are not given since it is in the best interest of the students to let them think and answer those questions based on their understanding of the topics. The exercises on Writing Skills and Enrichment activities can be conducted by the teacher following the guidelines given as part of the exercise. The teacher should encourage students to answer the open-ended questions depending on their reading of the chapter.

We sincerely hope that the teachers find these books useful and the Handbooks contribute substantially to the process of learning.
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1. Though hard of hearing, Ali’s ears were always open to the call of birds and their songs.

2. Ali remained totally engrossed in birds. He looked at each bird with rapt attention as if he was seeing it for the first time.

3. Ali devoted his entire life travelling far and wide, observing his feathered friends, documenting their habits and behaviour. His dedication and whole-hearted involvement won him the title ‘India’s Birdman’. People also said he looked like a bird.

4.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EVENT</th>
<th>EFFECT/REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Nov, 1896</td>
<td>Birth of Salim Ali</td>
<td>Orphaned at an early age</td>
</tr>
<tr>
<td>1906</td>
<td>Setting up of aviary</td>
<td>Gained immense joy; watched birds for long hours</td>
</tr>
<tr>
<td>1914</td>
<td>Left for Burma</td>
<td>Ample opportunities to look for birds; made private specimen collection</td>
</tr>
<tr>
<td>1914-1923</td>
<td>Visited India several times from Burma; got married</td>
<td>Burma favourable for birds; bird interest increased</td>
</tr>
<tr>
<td>1987</td>
<td>February, visited Vansda National Park, traveled 170 miles; suffered from prostrate cancer for a period;</td>
<td>Ali died on 20 June</td>
</tr>
</tbody>
</table>

Word Power

A. Students have to define the professions listed.

1. a taxidermist—a person who has the skill or occupation of preparing, stuffing, and mounting skins of animals.
2. a geologist—a person who studies the history of earth and its life.
3. an archaeologist—a person who studies past human life as revealed by relics left by ancient people.
4. a philologist—a person who studies literature and its relevant fields.
5. a balloonist—a person who fills gas in a balloon/who sells balloons.
6. a paleontologist—a person who studies science dealing with the past geologic periods as known from fossil remains.
7. an oncologist—a person who studies tumors.
8. an agronomist—a person who raises crops and takes care of soil.

B. Students have to use the given phrases in sentences of their own.
NOTE: You may initiate a class discussion to help students understand the phrases.

C. Students have to find meanings of the given words.
NOTE: You may accept all other appropriate meanings.

1. diffident—shy
2. engrossed—deeply occupied
3. enfolding—enclosing
4. inimitable—unique
5. taboo—banned, prohibited
6. mangled—twisted

Write the answers

1. Uncle Amiruddin brought up Ali with love and affection; initiated the boy to shikar; made him aware of the natural world around him; he was instrumental in introducing Ali to ornithology; presented an air gun to Ali; introduced him to Walter Samuel Millard.
2. Ali hunted sparrows for food. He was not sure if the bird with a yellow patch could be eaten. Uncle Amiruddin sent him to Millard, who identified the bird as a Yellow-throated Sparrow. This meeting with Millard was the turning point in his life. Millard showed him hundreds of different kinds of birds and explained various points of differences and identification. He also introduced Ali to classics like ‘Common Birds of Bombay’ and ‘A Naturalist on the Prowl’.
3. Ali left Burma because ornithology, and not business, was the
call and destiny of his life. He believed in systematic ornithology; connected the geographical features and vegetation, etc, with the types of birds generally found in nearby areas. Ali collected essential information about 'living birds'. He conducted regional bird survey voluntarily. He travelled widely to study birds. Ali was extremely committed to his work. He was a walking encyclopedia and the greatest authority on Indian birds.

4. Professor Stresemann taught Ali systematic ornithology, how to relate geographical features and vegetation with different types of birds. He believed that it was essential to collect information about 'living birds', as we knew enough about 'dead birds.' Hence, he encouraged Ali to travel and discover details about Indian birds.

Listening/speaking

A. This is a role play activity involving two students. One student can become Salim Ali, while the second student can interview him. NOTE: Sample questions are given, but you may encourage the students to develop similar questions.

• How did you develop interest in birds?
• Please narrate any incident that has been particularly helpful in furthering your interest in bird study.
• You lost your parents at an early age. Would you like to share any special childhood memories with us?
• Numerous awards and honours, national and international, have come your way. Does this satisfy you?
• Please share with us any experience, as a young boy, regarding your fascination with birds.

B. Students have to conduct a quiz on the life of Salim Ali. NOTE: Sample questions are given, but you may encourage the students to develop similar questions. A class discussion may be helpful.

• When was Salim Ali born?
• How many brothers and sisters did he have?
• What was the name of his father and mother?
• Name the college Ali attended?
• Why did he drop out of college?
• Why did Ali go to Burma?
• What did Ali learn from Streseman?

Writing skills

B. Students are required to write a letter on behalf of Salim Ali to his niece, describing his feelings towards his uncle and Millard. NOTE: They could incorporate the following points in their letter.

Influence of Uncle Amiruddin:
• could not have realised my dreams without his indomitable support
• showered his love and affection on me
• initiated me to shikar which made me aware of natural world around me
• instrumental in introducing me to ornithology
• sent me to meet Walter Samuel Millard
• uncle being a member of the BNHS helped me immensely

Influence of Walter Samuel Millard:
• identified the fallen sparrow
• showed me hundreds of different kinds of birds
• explained various points of identification and differences
• introduced me to classics to which I remained addicted throughout my life
• he kindled in me the desire to travel widely, discover and study Indian birds

C. Students have to design a postage stamp of their favourite bird. NOTE: It may help to have a brief class discussion before the students begin this exercise. The paragraph should include the following points, but students’ creativity may be credited and any other reasonable points may be accepted.
• the bird’s features
• its habits
• region it belongs to
• compare it with other birds to highlight your preference of it

D. Students are to collect information from the internet, from Salim Ali’s books or from Khushwant Singh’s accounts of Delhi birds and develop them into a diary entry.

NOTE: The language should be informal, expressing feelings and emotions. The students could follow the format given below but you could accept any other beginning. Students should try to be creative.
Day, date, time
Dear Diary,
Standing on the ridge and watching birds have comprised some of the most enjoyable moments of my life...
Salim Ali

The Hummingbird that Lived Through Winter

Comprehension

1. The bird was dying. It was helpless and pathetic-looking in the extremely cold winter season.
2. Dikran told the narrator to put warm honey on his palm. Due to its vapours and the warmth of the room the bird showed signs of fresh life.
3. The bird began to take dabs of the honey on his hand.
4. The bird showed signs of restlessness. It flew about, going to the window, coming back to the heat, circling around as if looking for an outlet.
5. Dikran told the narrator to look around at all the hummingbirds; he would find his bird among them. Each bird was their bird. Every bird needs to be protected and conserved.

Word power

A. Students have to explain the given expressions.
   a. the summertime bird was cold; it was not flying in the summer light
   b. the cold weather is about to end
   c. don’t die, hold on till summer comes
   d. very restless
   e. every bird needs to be conserved
   f. extreme cold
   g. in a bad condition/state
   h. frightened me immensely

B. Students have to write the noun form of the given verbs.

NOTE: They may refer to a dictionary if required.

derivation diversification authorisation description
1. It is a hummingbird. The little bird comes in summer, stands in the air and shoots away. Its wings beat so fast that one can't see their movements. Unfortunately, it was dying of cold. The narrator was very observant. He had good knowledge of birds.

2. He blew warm breath on the bird. Then he poured a tablespoon of warm honey on his hand. Its vapours would help revive the bird.

3. The house, though small and ordinary, was very neat. The garden was full of strong plants, bushes and trees. Birds loved to come to Dikran’s garden. The small kitchen was neat; it had a gas stove, a small window for natural light.

   NOTE: The students should draw a picture of Dikran’s house.

4. The students should write about Dikran based on the opinions they have formed from the text. NOTE: They could use the given hints but you may accept any other points which they can substantiate with examples.

   blind; eighty years old; has a wife; lives in a small house; very fond of his garden, which is full of strong plants, bushes and trees; birds come to his garden; he loves the birds; attentive; inquisitive; eager to know about the bird that fell in his hand; very compassionate; respects life/God’s creations; gives a new lease of life to the dying bird; confident that the bird will live; has the philosophy that all creatures should be conserved.

   NOTE: There could be a class discussion on the statement before the students start writing their answers. You may accept all suitable viewpoints, but the students should mention the following points:

   every bird is to be taken care of, protected and conserved; all forms of life should be respected

5. The relevant words and phrases are

   a. Dikran was almost blind
      • trying to distinguish what was in his hand
      • “What is this in my hand?”
• ‘I can’t see——I can feel its heart beating’
• warm breath on the little thing in his hand which he could not see
• blind but attentive
• tried to see, but of course he couldn’t
• he kept asking about the bird
b. the hummingbird was still alive
• it’s dying
• I can feel its heart beating
• the hummingbird began to show signs of fresh life
• old man could feel the change in his hand
• bird began to take little dabs of the honey on his hand
c. old Dikran was blind but attentive
• he listened carefully and tried to see
• he kept asking about the bird
d. the bird wanted to go out in the open
• it spun about
• going to the window, coming back
• stirred about here and there
• stirring this way and that

Listening/speaking
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This is a role play activity, which the students should do in pairs, where one child can enact the role of Dikran and put questions to his partner.

NOTE: There could be an open class discussion initially.

Writing skills
Page 14
B. The students have to write a report for a newspaper.

NOTE: Some pointers are given below but you may accept all suitable and appropriate viewpoints.

Dikran loves birds; his garden is an abode for them; he respects all forms of life; very compassionate; saves a dying humming bird; he is very confident the bird will live; he wants all birds to be conserved and protected; he is an amazing man; one cannot help but admire this rough old blind peasant; I have learnt to respect all creatures; I have begun to perceive all living forms from a new angle.
C. Students will write a line for Dikran’s gravestone.

**NOTE:** Before they start writing there could be a class discussion. You may read ‘remembrances’ from the newspaper so that the children get an idea about what to write on the gravestone. The word limit of ten words should be adhered to.

**Feathered Friend**

**Comprehension**

1. Yes. Sven is fond of pets. Nothing will stop him from keeping a pet in a space station even if it is forbidden. The reader expects a forbidden pet.
2. Claribel is a small yellow canary. Sven had smuggled her up as he was curious to see how a bird could survive when it had no weight but could still use wings.
3. a. she was very light in weight  
   b. she ate very little  
   c. absence of gravity did not affect her
4. He thought it was the station intercom’s whistle and expected an announcement to follow.
5. She would hang motionless in the air with her wings folded along her sides. She would do a curious backward loop and move about with leisurely flicks. She did not believe in unnecessary work.
6. It was easy to hide the canary, as a space station has more hiding places than one can count. Pets were not allowed and, as VIPs were coming, it was necessary to hide Claribel.
7. Claribel could not be found. She generally woke up Sven. He was missing from the breakfast table. He was looking for Claribel.
8. The canary was very tiny. So a man’s face mask was like a tent for her.
9. There was shortage of oxygen in the air.
10. The single alarm circuit had failed to go off. Half a million worth of chemical and electronic engineering had let them down. The tiny canary saved their life by acting like an alarm.
11. They all would have been slightly dead.
Word power

A. Students have to explain the meanings of the given expressions.
   1. the reason for the canary’s passing out suddenly dawned on him.
   2. wake up completely (here, get rid of the sluggish, sleepy feeling)

B. Students have to write synonyms of the words. NOTE: Other appropriate synonyms may be accepted.
   1. information, awareness  2. choice
   3. prudent, wise           4. tune, piece of music
   5. unmoving, static       6. apparent, evident
   7. illegal, unlawful      8. burst
   9. odd, unusual           10. protected

C. Students will combine the word ‘silence’ with the given words and then make sentences with the expressions. NOTE: A class discussion on the meanings of the expressions might help the students.

D. Students have to form adjectives from the given verbs and then make meaningful sentences. Possible verbs with which the adjectives formed are suggested below but any other combination may be accepted.
   1. fascinating performance  2. amazing book
   3. drowning experience      4. living beings

E. Students have to explain the bird proverbs before they make their own proverbs.
   NOTE: You may have a class discussion and write the suggestions on the blackboard.
   1. A smaller advantage which can be taken now is better than a greater one at some uncertain time in the future.
   2. To accomplish two things with one action.
   3. Similar people tend to associate with each other.

Write the answers

1. She was motionless. A tiny bundle of yellow feathers, with two clenched claws sticking up in the air.
2. The narrator realised that there was something wrong with the air, maybe lack of oxygen. He remembered that miners used to carry canaries down to warn them of gas.
3. By passing out, she warned them of the danger due to lack of oxygen in the air. The narrator now understood the reason for
his sluggishness, and nagging headache. Half a million worth of chemical and electronic engineering had let them down when the alarm system failed.

Listening/speaking

A. Students should do this role play activity in pairs.

NOTE: The teacher may give a few examples before students act the scene. The interview should cover the following points but all other valid points may be accepted.

• the crisis
• canary passing out
• realisation of failure of alarm system
• system repaired
• decide to keep canaries in space stations

B. Students have to write the captain’s message.

NOTE: You may have a class discussion and list out on the blackboard all the suggested dangers, and the actions taken to avert the crisis. This could be a guided exercise. The message may be first written on the blackboard with the help of the students.

Writing skills

A. Students have to write a review on whether they find the story realistic. NOTE: The suggestions in favour of it are listed below but all other appropriate answers may be accepted. Arguments against the story being realistic should also be accepted if the reasons are convincing.

• it is a fact the miners carried canaries down to warn them of gas
• hiding the bird was no problem
• the canary learnt to operate in absence of gravity

B. Students have to write an official report to the headquarters on Earth.

NOTE: The following points can be included, and students should follow the given format when writing.

• failure of the alarm system
• emergency state on the space station
• who saved everyone; how did the canary happen to be there, etc.
• recommendation to officially allow canaries in space stations
To ___________________

From ___________________

Date ___________________

Heading (report on ________)

Part 1 should contain

1. an introduction
2. the objective

Part 2 should contain

1. the body of the report
2. the crisis, solution etc

Part 3 should contain

1. the conclusion
2. the recommendations

Me, the Great Bird-Watcher

Comprehension

1. He wakes up very early. Fills water bottles.
2. They go to the movies or Sunday barbecues.
3. They woke up very early, at 6 am, while normal people were sleeping. They went to the Borivili National Park instead of going for a movie or Sunday barbecue. They carried a very light lunch comprising of only sandwiches.
4. Paul’s sandwich sums were always wrong because he believed that 8 sandwiches were enough for 6 people.
5. They are interested only in bird watching. They cannot understand why people are not interested in bird watching. They climb trees, walk ten miles in mud and can happily go without food and water for days.
6. The eight tricks to fool a bird-watcher are:

   Rule one: For bird-watchers nothing is more important than birds.
   Rule two: The look of a bird watcher is important and so always have binoculars around your neck.
   Rule three: Food should not get priority over birds.
   Rule four: Never guess the name of a bird. If it’s wrong you will be in deep trouble.
Rule five: Occasionally look through your binoculars excitedly and say that it’s a blabber or take some other common bird’s name like sparrow or bulbul or parakeet.

Rule six: Every time, go along with a different group. Your ignorance has better chances of not being discovered.

Rule seven: To hide your ignorance you need quick thinking and presence of mind. Witty replies are very helpful.

Rule eight: Be observant and keep your eyes open, constantly watching for clues and hints.

Word power

A. Students have to find words from the text.
   1. crutch  2. ordeal  3. finicky  4. squint

B. Students have to make a list of all the birds named in the story, such as babbler, sparrow, parakeet, bulbul, Niligiri and Palni thrushes.

C. Students have to explain the given expressions in their own words.
   1. you’ll be in trouble
   2. in a difficult situation
   3. practical, useful support
   4. you’ve done something foolish that has caused your own failure
   5. reducing the effect
   6. constantly watch for something, be vigilant

Write the answers


2. Preparations were made the night before because they had to leave by six in the morning or sometimes earlier. Binoculars were spat on and cleaned; bird books located; pencils sharpened; a light lunch of sandwiches prepared. The writer is not happy going on these bird-watching trips; she does not like to wake up so early; she does not enjoy the light lunch of sandwiches as she feels starved; she finds all these preparations amusing and irritating; she talks of the preparations in a sarcastic manner.

3. The two small challenges were getting up early and starving to death; but the one major challenge she faced was hiding her ignorance among clever and knowledgeable people, who were genuinely interested in birds.
4. **NOTE:** Students may be encouraged to be imaginative when answering this question. They should include the following points in their answers but all other suitable points may be accepted.

- pretended to be interested in bird watching
- wore binoculars around her neck to look like a bird-watcher
- survived on a ‘light meal’; secretly carried toffees
- kept her mouth shut most of the times
- quick witted
- observant; kept her eyes peeled

**Writing skills**

A. Students have to design two posters, which would be appropriate for a zoo or a sanctuary for animals or birds. **NOTE:** You may have a discussion involving the whole class before the exercise is done by students individually. The following hints might help them.

**Don’t**

- throw garbage
- throw stones or food at animals
- put your hand inside cage
- tease or irritate animals
- click photographs
- throw polybags

**Do’s**

- keep distance from animals
- walk on paths
- use dustbins
- love animals, save animals
- save, before they become extinct
- be careful, some animals are not friendly

B. Students have to write a letter on behalf of the writer.

**NOTE:** They could invent comments made by family members, friends and relatives. They should take care to follow the format of an informal letter
B. Students have to write a humorous essay/article.

**NOTE:** You may initiate a class discussion, to be followed by individual work. Credit may be given to student’s creativity. A suitable heading/title should be given.

**Bird in the Classroom**

**Comprehension**

1. Not interested—limp bodies, desk and flesh as one; swooning and swimming in a sea of drone; each one asleep; lidded eyes; lolling; weighted heads

2. Everyone became alert; ears cocked; they woke up from their slumber; found something more interesting and musical than the dull monotone of the teacher

3. The dull, boring tone of the teacher. The bird’s clear, sharp refreshing shrill call.

4. The teacher’s tone was dull and monotonous; the lesson was
uninteresting. There was no excitement or humour. In contrast the bird’s cool, sweet cry was refreshing. It was soothing music as compared to the dreary lecture of the teacher. It rejuvenated the students. It removed their drowsiness.

Word power

A. Students have to explain the given expressions.
   1. no variation in tone and loudness; dull and serious; no excitement or humour
   2. uses too many words which are very long, formal or literary in style
   3. extremely bored/sleepy due to boredom
   4. students not sitting smartly, their heads were hanging loosely in a disorderly manner
   5. sharp and shrill cry of the bird; it is also very brief
   6. the bird’s cry was seldom heard; it was a clear call
   7. suddenly and quickly reduced the monotony created by the teacher’s dull monotone
   8. very soft and brief /short sounds

B. Students have to match the words with their meanings.
   1. c
   2. d
   3. b
   4. a

C. Students have to make meaningful sentences with the given words.
   NOTE: There may be a class discussion followed by individual work.

Write the answers

1. There is no difference between the students and the furniture. Both are stationary, inactive and lifeless.
2. Both are swooning and swimming in a sea of drone, that is, they are feeling lethargic and sleepy due to boredom. They are caught in a heavy wave of sleep. There is no excitement.
3. It is refreshing as it removed boredom and lethargy.
4. One should be active and not lazy; appreciate nature; not waste time; see the positive side of everything even when caught in the most dull and unexciting atmosphere; music can make life thrilling.
5. NOTE: Students’ own opinion may be encouraged.
   • bird’s cry affects the children in the classroom
• it wakes them up from drowsiness due to boredom
• makes them active and alert

Writing skills

Students have to write a poem. NOTE: You may read out some poems in the class.

A Bird Came down the Walk

Comprehension

1. It bites the worm into two halves and eats it raw.
2. To let the beetle pass.
3. The bird’s eyes are sharp, alert, cautious and frightened as it senses danger. They resemble beads, according to the poet.
4. For poetic effect.
5. Yes. The bird’s movement is similar to that of a boat made to move through water by using oars.
6. Butterfly. It leaps into the air which cannot be splashed.
7. Rowing or butterfly?
   NOTE: You may accept any answer for which students can give suitable reasons for the choice.
8. ‘banks of noon’—the ocean bank at midday is visited by butterflies. They seem to flap their wings like leaps of fish/like the hand movements of someone swimming.

Word power

A. velvet head - to emphasise the softness which is almost velvety

B. bird’s eyes hurried all abroad - bird is cautious, alert to the slightest sound

C. alliteration - ‘p’ sound; - leap, plash

Write the answers

1. It hopped down the walk; bit a worm into two halves and ate it raw; drank dew from grass; hopped sideways to let the beetle pass.
2. It unrolled its feathers and went homewards.
The Owl

Comprehension

1. a. The owl glides slowly down the hill  
   b. The owl perches in an old pine tree  
   c. The owl’s cry casts no spell on the poet  
   d. The owl hoots  
2. The owl flies through the night and keeps calling from time to time like a night watchman/guard.  
3. Yes. Owls are not to be feared. They are not bad omens. Instead like guards they hoot and seem to say that all is well. They have the right to hoot as humans have the right to speak.

Word power

Students have to match the columns.

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

Write the answers

1. He is unafraid; finds the owl’s hoot softer than a peacock’s. The hoot is smooth and pleasant. He does not regard it as bad omen, but a call like a guard’s who is keeping watch. The owl’s cry can cause no harm. It seems to say that all is well.  
2. Yes. Every human being and every animal speaks or makes some sounds. The owl hoots. It is his right.

Theme: Science and Beyond

Albert Einstein

Comprehension

1. He was fascinated by the magnetic compass; independent thinking; excelled in mathematics; his genius and fascination with nature pointed him towards a life of scientific discovery.  
2. He surrendered his lifelong pacifism; wrote to Franklin D Roosevelt to begin with atomic weapon research.  
3. He encouraged the president to begin with atomic weapon research. He wrote that he felt uneasy about the rise in power of Nazi Germany, as German physicists had split the uranium atom.
4. He attempted to escape from the gloom and dreariness, and terrors of society by connecting the whole universe. He desired sense and beauty in the physical world.

5. In the heavy downpour he took off his hat to save it, but did not mind his hair getting wet; he asked for a very small salary.

6. Spoke very gently; smiled a warm welcome.

7. His concentration was absolute/fantastic; he worried a problem as an animal worries its prey; paced up and down; dreamy, far away look; calm, inner communion; his relaxed smile indicated he had found the solution.

8. **NOTE:** Some points are given below but students may be allowed to add their own points.

   greatest scientist; simple man; spoke gently; wore ill-fitting clothes, hair disorderly admirable logic; extraordinary feeling for beauty; fantastic depth of concentration; whimsical; fine violinist; excelled in mathematics; accepts his fault, regrets suggesting to begin atomic weapon research; very honest; dedicated to his work.

**Word power**

A. Students have to explain the use of the word 'burden' in each of the given sentences.

1. load  
2. responsibility  
3. gist/main topic

B. Students have to find suitable words/phrases from the text.

1. independent  
2. insuperable  
3. recalcitrant  
4. vestiges  
5. akin  
6. placid  
7. revelation  
8. faraway look  
9. awry / ill-fitting  
10. endearing

C. Students have to pick out the adverb clauses in the sentences.

1. When he was four and sick in bed...
2. .. for not having thought of it
3. after the attack on Pearl Harbour
4. the needle would always point in the same direction
5. if I had to convey the essence of Albert Einstein
6. because we all felt there was a high probability
Write the answers

1. In his first letter he had urged Roosevelt to begin atomic weapon research as he had heard that German physicists had split the uranium atom. Atomic bombs caused havoc in Hiroshima and Nagasaki. He regretted advocating that the atomic bomb should be built. He justifies saying that Germans were working on this problem and would use it to become the master race.

2. God does not play games with the universe; wanted sense and beauty in the physical world; hoped to find hidden design assuring of the beauty and artistry of the world.

Writing Skills

A. Students have to write a newspaper article.

NOTE: You may invite students to present their views in an open discussion. List the responses on the blackboard. Follow it up with individual work. The newspaper article should have a suitable heading. The name of the reporter should be written below the heading.

B. Students have to write a letter in the voice of Albert Einstein.

NOTE: This exercise may require a class discussion. You may let the students collect material from the school library and guide them to sift the material. A few students may read out their letter in the class.

Intelligent Car

Comprehension

1. Where the car becomes the master and the owner its slave.
2. The car; it controls his life; its an important part of his everyday life; his morning/day begins with meeting with his car.
3. ‘I’ve given other responses but it matters not what I try.’
4. He hit his head in frustration against the car wheel and blood trickled down.
5. It would ruin the temperature in the car. The car has to remain sealed.
6. He is furious. He kicks, punches, strikes, pounds, curses and hits his head against the car wheel in extreme frustration.

Word power

A. Students have to list words and expressions from the poem which suggest the extraordinary nature of the car, such as:
an intelligent car; car punctures my pride; seatbelt; off like a rocket; tyres’ squealing chord; halfway down the road before I can stop it; door’s been locked; climate control baulks if the car isn’t sealed.

B. Students have to find the meanings of the given words and then make meaningful sentences with them.

- ballet - dance in which fixed poses are often combined with light flowing movements
- punctures - perforates, deflates
- infirmary - hospital
- conveyance - mode of transport
- dash - hurry, dart
- slamming - banging

C. Students have to explain what the poet means by the given expressions.

NOTE: The answers given here are samples, you may accept anything which is reasonable.

1. without racing/rocketing down/squealing of tyres
2. listen to the sounds of nature/rustling of leaves
3. what compelled him/led him to buy the car
4. another clever try
5. hitting the head against the wheel like a goat

Write the answers

1. He can keep calling it ugly names it will not make any difference to the car; it does not listen to him/understand him; it is very mechanical.
2. Car is cool, calm, composed; refuses to go against the mechanism; very firm, politely declines to open the door; moves like a rocket. Poet is nervous; calls the car ugly names; slams the door; gets angry quickly, kicks and strikes and bangs his head against the wheel in frustration.
3. The car had predicted that the poet will not go to the office. Instead he will have to go to the hospital. The car has link with the poet’s personal diary.
4. Yes. They enslave man; destroy emotions; materialism takes precedence over spiritualism; man craves for more and better machines; destroys love for adventure and sport; wars become more ferocious; more death and destruction.

NOTE: Accept all relevant answers.
**Listening/speaking**

In pairs, students have to carry out a conversation between the car and its owner.

**NOTE:** You may give them time to prepare. The best pairs can perform first as it gives others an opportunity to improve. This interesting activity will enable students to express themselves freely.

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**My Computer**

**Comprehension**

**NOTE:** Students should add more words to the list given here.

<table>
<thead>
<tr>
<th>Word</th>
<th>Normal language</th>
<th>Computer language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>an opening in the wall</td>
<td>a personal computer operating system</td>
</tr>
<tr>
<td></td>
<td>to let in light and air</td>
<td></td>
</tr>
<tr>
<td>virus</td>
<td>flu</td>
<td>program/piece of code loaded onto computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>without your knowledge and runs against your</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wishes</td>
</tr>
<tr>
<td>mouse</td>
<td>rodent</td>
<td>device to move cursor on screen</td>
</tr>
<tr>
<td>RAM</td>
<td>a male sheep</td>
<td>Random Access Memory</td>
</tr>
<tr>
<td>keyboard</td>
<td>piano</td>
<td>an assemblage of keys for operating a computer</td>
</tr>
<tr>
<td>application</td>
<td>letter applying for a job</td>
<td>the user task</td>
</tr>
<tr>
<td>Programme/</td>
<td>TV show etc</td>
<td>sequence of detailed instructions stored in</td>
</tr>
<tr>
<td>program</td>
<td></td>
<td>computer, work automatically</td>
</tr>
<tr>
<td>meg</td>
<td>name of a girl</td>
<td>informal abbreviation for the SI unit megabyte</td>
</tr>
<tr>
<td>Log on</td>
<td>add wood to fire</td>
<td>the process of gaining access, or signing in,</td>
</tr>
<tr>
<td>backup</td>
<td>help, support</td>
<td>to a computer system</td>
</tr>
<tr>
<td>unzipped</td>
<td>open the zip (clothing)</td>
<td>opening a zipped file</td>
</tr>
<tr>
<td>Hard drive</td>
<td>long trip on the road</td>
<td>hard drive is what stores all your data</td>
</tr>
</tbody>
</table>
Write the answer

Some of the terms in computer language are similar to those in normal language. Older generation finds it difficult to relate to this new usage of old terms. They are more used to writing on paper. They find it difficult to change and adjust to a new system.

Listening/speaking

Students have to carry out a conversation in pairs.

NOTE: You may have a class discussion before dividing students into pairs. With this input they will be able to put up an interesting presentation.

Winding the Clock

Comprehension

1. It is a huge wall clock that chimes. It has a pendulum; it is known as the Grandfather’s Clock.

2. A small child

3. The mechanical operation/technique of winding the clock so that it continues to show time without stopping. Here, the method of operating this old clock was different from that of the more modern ones; it was fascinating.

4. pendulum that swings; clicking of the ticking of the tock; mechanism mesmerizes eyes; tightening the springs;

Write the answer

• Tighten the springs; give a slight push to the pendulum to make it swing

• Child is fascinated, mesmerised by the mechanism, enjoys this weekly chore; grandfather feels close to the child/remembers his own childhood days; doing this weekly job uplifts his spirits.
Writing Skills

Students’ have to imagine a hypothetical situation and write a paragraph.

NOTE: Their response may vary. You may discuss the topic in class and then ask the students to write at home. Students may be given freedom in express their views.

Buoyancy

Answer the following questions

1. Scientist; he was a bit crazy. So he behaved in this strange manner.

2. It should not weigh down the singer, it should not sound like stones clattering inside a tin.
3. It should soar, fly up into the brilliance of the sky.
4. Glide into the music which will lift you up and not weigh you down.
5. To beat mix the cake till it is light and fluffy.
6. He wanted a bright, colourful picture, with every shade distinct. But it looked like the inside of a brooding cave where nothing was distinct.
7. Shades of white.

8. very selfish and self-centered. She did not like to see others happy. She wanted the roads to be muddy and wet in rain, people to have angry faces with scowls. They should envy her sitting cosily at home.
9. When she heard the girl Anupama singing her spirit felt uplifted; she inhaled the aroma of the most delicious cake being baked; she heard Ahmed humming loudly. Everyone seemed to be happy. All this changed her mood by the time she reached the scientist’s flat.
10. Buoyancy. Be happy/optimistic. There is joy all around us. We have to discover it.
11. Everyone in the building considered the scientist a bit crazy; they did not think his shouting out the word ‘buoyancy’ as strange.

NOTE: You may accept students’ personal response also.
A. Students have to pick out words and expressions from the text to explain what 'buoyancy' means to the various characters.

Scientist: springiness; resilience/plain simple joy
Anupams: glide into the music
Pavan: beat the cake till light and fluffy
Ahmed: shades of white
Old lady: finds joy in other’s happiness

B. Students have to explain the given expressions from the text.

1. not spontaneous singing
2. music should flow out naturally and fill the air
3. dark, dull and gloomy painting
4. old woman suddenly and strangely felt no anger, only joy and lightness in spirit

C. Students have to complete the given table on the emotions of the characters.

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anupama</td>
<td>negative attitude,</td>
<td>motivated to sing again</td>
</tr>
<tr>
<td></td>
<td>hated the harmonium,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>music and herself</td>
<td></td>
</tr>
<tr>
<td>2. Pavan</td>
<td>dispirited</td>
<td>overjoyed, elated</td>
</tr>
<tr>
<td>3. Ahmed</td>
<td>disappointed</td>
<td>inspired</td>
</tr>
<tr>
<td>4. The landlady</td>
<td>angry, pessimistic</td>
<td>light and happy</td>
</tr>
</tbody>
</table>

D. Students’ have to add more adjectives to each colour.

NOTE: Suggestions are given below but answers will vary.

1. happy, blissful, cheerful
2. fresh, young,
3. pure, clear, modest
4. bright, smiling, dazzling

E. Students have to convert the given sentences as directed.

1. She should not practise singing anymore.
2. Suddenly she heard the word Buoyancy.
3. Chocolate coal is more appropriate.
4. Did I forget the baking powder?
5. What a shout!
6. Was it very queer?
7. She was really doing this.
8. Buoyancy- Did it not sound like those things at sea that showed a ship where to go?/Didn’t the word buoyancy sound like those things at sea that showed a ship where to go?

Write the answers

1. They became happier; found answers to their problems/depression; word ‘buoyancy’ shouted repeatedly by the crazy scientist gave them a new lease of life—Aupama was motivated to start her singing practice again; Pavan put the baking powder and beat the cake till light and fluffy; Ahmed added shades of white to make his painting beautiful; old lady forgot her anger and smiled, she was cordial and polite.

**NOTE:** You may accept students’ personal response also.

2. **NOTE:** You may encourage students to be creative when writing this answer. A few students could read out their paragraphs in class.

3. We should remain happy; find joy in sorrow which is most of the time our own creation; be optimistic; every problem has a solution; worrying will not lead us anywhere; every cloud has a silver lining. **NOTE:** Students’ personal response can also be accepted.

Listening/speaking

Students’ have to write out a brief passage for assembly.

**NOTE:** The best passages can be read out.

Writing Skills

A. Students have to construct an imaginary dialogue with one of the characters of the story.

**NOTE:** You may have a class discussion on each character so that students find it easy to select one character and develop an imaginary dialogue.
The Track of the Bat

Comprehension

1. Bat did not see him; it only sensed his approach.
2. He had come to pluck flowers; did not suspect a bat would be hidden in the weeds; the wound barely bled.
3. c. he just wanted to tell someone
4. a. common brown bat can have rabies
   b. person bitten by a bat or other animals with rabies, can catch the disease himself
   c. rabies is one hundred percent fatal unless preventive measures are taken quickly
5. to test it in the laboratory for rabies
6. the bat had rabies; the man had to be given an anti-rabies vaccine immediately and for the next fourteen days to save his life.
7. a. turned off the television and missed the announcement regarding him;
   b. spotted the patrol cars but turned around and walked away rapidly thinking there was trouble ahead
   c. took the side path and avoided the man who carried his description.
   d. left his apartment just when an agent from the Department of Health came looking for him
   e. did not switch on the radio to listen to the weather forecast
   f. bought a newspaper as he had twenty minutes to wait for the bus; read the news about himself.
8. He had found the man bitten by a rabid bat; the long, intensive search was over.

Word power

A. Students have to find the meanings of the given words.
   a. a formal account or record of a series of events in the order in which they appeared
   b. instrument for accurate measurement of time
   c. actual age in years; opposite to mental age
   d. science of computing time
A. Students have to make sentences. You may discuss the expressions with the students and explain their usage. Let them do the task as class work.

B. Students have to write two synonyms for each of the given words.

**NOTE:** Before the students do this task, they should be clear that synonyms have *nearly* the same meaning and *not exactly* the same meaning.

1. deadly, lethal
2. delicate, breakable
3. scold, reprimand
4. kindly, charitable
5. understand, grasp

D. Students have to underline the modal verbs in the given sentences and then state what mood they express.

1. can (possibility)  
2. would (ability)
3. must (duty)  
4. couldn’t (despair); could (possibility)
5. should (duty)

**Write the answers**

1. It was not humane; we have no right to take a life; but it was necessary to test the bat in the laboratory for rabies.

2. He called a meeting of his staff; elaborate search plan was initiated; three people sent to canvass the housing development armed with Soloman’s description; called the police; two petrol cars sent in the neighbourhood; called radio and TV stations to announce for the man every half-hour; requested newspapers to print the story on the front page of every edition; stayed next to the telephone expecting a call any moment.

3. **NOTE:** Some suggestions are given here. Students should give examples from the text to substantiate their answers. Any other answers may be accepted as long as they can be justified.

   Solomon Cook: careless, hasty, sloppy; he ignored the wound; etc.
   Dr. Daniels: conscientious, painstaking, thorough, meticulous, particular, guilty he had to kill the bat, knowledgeable; carried out the search in a very methodical manner; concerned about Solomon; etc

**Listening/speaking**

A. Students have to enact an interview, working in pairs.

**NOTE:** Probable questions may be elicited from the students through class discussion.
B. Students have to organise a talk show.

NOTE: Smart and intelligent students may be selected to conduct the talk show. Time should be given for preparation. You may allow students to freely put questions to the speakers. You may play the role of a passive listener, unless things get out of control.

Writing Skills Page 61

A. Students have to continue the chronicle.

NOTE: There may be a class discussion followed by individual work. Students’ personal responses may be accepted.

B. Students have to write a chronology of events.

NOTE: You may divide the students into groups of four or five, taking care not to have all the bright students in one group. Each group should choose one speaker who will read out the chronology of events. The task should be preceded by a class discussion. Some students may not be very creative; they may need guidance.

Comprehension Page 66

1. Sliced her identification card through the slot; pressed her hand against the palm analyser.

2. The physical variations it showed, when a certain stimuli were applied to it, were exactly similar to that of a real living cell.

3. She developed the chemical Lesatovin that initiated certain processes in the human body which would stop ageing.

4. She had to prove that the drug had no toxic side-effects. Dragens Med, the research firm she worked for, refused to grant her the funds to continue her project; forbade her to use human beings as test subjects.

5. She entered the composition of her drug and programmed the system to send the stimuli to the cell. The computer displayed the biological changes recorded; the results were exactly what she wanted. The drug had no toxic effects.

6. A key, which when pressed initiated the process which stopped ageing.
7. The artificial, computer-generated cells gave a positive report to her test. The results displayed by the computer were exactly what she wanted. The drug was safe.

8. All the animal tests reacted favourably to the drug Lesatovin. Symptoms attributed to ageing—like hair fall, weakening of muscles, disintegration of bones—were controlled.

9. Roomer, in advanced stage of diabetes volunteered for the project. He died when the wonder drug Lesatovin entered his body.

**Word power**

A. It is an appropriate verb as it indicates that the slot was thin and broad and so was the card. The movement is explained aptly through the use of the verb ‘sliced’ single quotation marks.

B. Students will make appropriate sentences from the given ‘leaf’ phrases.

1. to start again with the intention of doing better, ignoring past errors.
2. tremble with fear
3. follow another person’s good example/to use someone as an example

C. Students have to explain the meanings of the given phrases, working in pairs.

1. closed according to principles of electronics/computerised locking of the door
2. relating to the body, whether it shrinks, enlarges or changes colour, etc
3. incapable of being reversed, like the process of ageing
4. pretentious language of the government officials
5. nervously waiting for the results
6. all preparations were made/everything was in order
7. in accordance with principles of right or wrong
8. generous, kind people
9. subject to media criticism
10. moment of deeply moving painful realisation/understanding

**Write the answers**

1. She said she did not know Roomer was a heart patient; her research suggested Lesatovin safe for diabetes patient; blood tests
revealed the drug was safe for him; only when subject demands complete check up, they test all his organs.

2. Was it right for her to go against the law of nature? Ageing is a natural process, ordained by God. Was her project morally justified?

3. She saw an elderly couple enjoying and playing with their grandchildren; grandmother knitting; grandfather holding his granddaughters who were giggling, they gave flowers to the old lady; the couple went about their work leisurely; were away from hectic life. Old age has its own privileges; a divine peace along with a philosophical outlook on life.

4. She apologised to Roomer’s family; decided to discontinue her research; it was wrong to interfere with nature; destroyed all her files concerning Lesatovin.

Listening/speaking

A. Working in pairs, students have to enact a court scene.
NOTE: You may give the students preparation time.

B. NOTE: You may give this task to the students to prepare at home. They may be given a day or two to do the research and prepare the questionnaire. The good students could do the presentation first. There is no need to let all the pairs perform on the same day. Spread it over a couple of days, taking up two/three pairs daily, in the beginning of the period only.

Writing Skills

A. Students have to write a newspaper report.
NOTE: You may have a class discussion first and then follow it up by individual work. Students should give a suitable heading/title to the report. The name of the reporter should come below the heading. Paragraphs should be made.

B. Students’ have to write a few paragraphs using matter from the text. It should be written in the first person.

C. Students’ have to write an essay.
NOTE: You may let them write the points at home and follow it up with a class review, before the essay is written. Some of the good essays can be read out in the class.
Theme: Relationships

'Dear Mr. Franks'

Comprehension

1. Students have to complete the sentences.
   a. ...he had a beautifully kept garden and certificates to prove it.
   b. ...she was down with high viral fever.
   c. ... he felt something must be wrong as Aditi had not visited him for two weeks.
   d. ... he celebrated all major festivals of different religions. He celebrated Diwali and Dussehra with as much gusto as he did Christmas.
   e. ... he wanted Aditi to see them when she returned from her winter holidays in December.
   f. ... if she wrote letters regularly to him.
   g. ... he had passed away due to some illness.
   h. ... old Mr Franks had remembered her and sent her his love

2. His botanical life/love for plants, and his military life.

3. His colonel asked him to get new bulbs for the mess. Mr Franks thought he was talking about the bulbs of lilies. He told him he had already put them and refused to put in any new ones. He did not know that the mess now had the electricity connection. He had been away for some time.

4. Aditi always took something for his garden as he was very fond of gardening. She took a packet of seeds or a couple of terracotta pots or a bougainvillea cutting of a colour which he did not have.

5. Her father had been transferred to Delhi and she was to complete the last two years of her school there. That meant she had to leave her friends and most of all Mr Franks, whom she would miss a lot.

6. She would meet new people and make new friends. They would continue their friendship by writing letters regularly.

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7. Agatha, Mr Franks’ wife believed that if a butterfly sat on you it meant that a friend far away remembered you and sent his love. He related the story because a butterfly had come and sat on his knee.

8. He left her two of his favourite ferns.

Word power

A. The expression means that he was basking in the warm winter sun/enjoying the warm sun in winter

B. Students have to write the meaning of rage in every sentence.
   1. craze/fashion
   2. stormed/caused havoc in the villages
   3. continued violently/furiously
   4. very severe

C. Students have to make sentences to express the alternative meanings of the words highlighted.

NOTE: They could have more than one alternative meaning. As long as the usage is appropriate all alternative meanings should be accepted.
   1. an article of furniture to sleep on
   2. confused or dirty state
   3. a plant growing from bulb
   4. to spend recklessly
   5. anchor person (like for TV shows)
   6. band worn on a finger

D. Mr Franks meant that she looked depressed/upset/worried or as if something was bothering her.

Write the answers

1. NOTE: Students can write the answer themselves. It has already been discussed under Comprehension, no. 3.

2. Plants too have feelings. They grow better if treated like friends.

3. He came to meet Aditi as she had not visited him for two weeks. He was concerned about her welfare. He is a true and genuine friend.

Listening/speaking

A. In groups of three students have to enact a conversation.

NOTE: You may help students to get into groups of three. It is not
necessary that friends should make one group. They could write out a few sentences, show them to you for approval. The students may be given some preparation time.

B. Students have to carry out a telephonic conversation.

NOTE: You may guide the students about how to start the telephonic conversation. Once they begin they will be able to carry on. Let them come up and perform in front of the class. There is enough input in the text. They could invent some of it.

Writing Skills

A. Students have to write an article. You may ask them to collect articles written about old people and read them.

B. Students have to write a story. NOTE: Due credit should be given to the students’ creativity and imagination.

The Tunnel

Comprehension

1. Ankush was being sent to Kolkata with the servant as his mother was to be operated upon. He was not happy going without his parents.

2. Father wanted to buy him a bat and then a water pistol. He bought him a huge cricket set which had a picture of Sachin on it.

3. On his birthday his parents would buy him expensive gifts. He does not get them on ordinary days. But this ‘ordinary’ day when he was on his way to Kolkata and angry with his parents, they bought him a huge cricket set, turning an ‘ordinary’ day into an ‘extraordinary’ day.

4. a. he gets water or anything he wants
   b. frightened of tunnels

5. He is a trusted servant of the family. Though he says he will treat Ankush like his own child he leaves him alone and forgets he is scared of tunnels.

6. Papa would swing him up on to the upper berth. Mummy would stretch herself on the lower berth and read the magazine. On Papa’s signal he would suddenly lean over and punch it. She would shriek in fright. When a tunnel came he would be in his mother’s lap.
7. The woman in the burqua removed her face cover. Ankush thought she was his mother giving him a surprise. The woman looked like Mummy and spoke like Mummy.

8. a. she surprised him and his mother too loved giving surprises
   b. she spoke like Mummy
   c. she looked like Mummy

9. a. ...a huge cricket set
   b. ...pampered him and took care of him NOTE: Accept other appropriate answers.
   c. ...delicious-looking round things like gulab jamuns.

Word power

Students have to write other words that could describe a station. NOTE: Some adjectives are given here but the list is not exhaustive. Students should add more words.

- noisy; crowded; busy; lively

B. Students have to look in the text for the synonyms of the words given.

- unsteady—wobbly
- rigid—stiffened
- energetically—vigorously

embrace—hug
pull—rugged
column—pillar

Write the answer

Students have to write the emotions Ankush experiences before he meets Saeeda aunty. NOTE: You may encourage the students to write the ‘emotions’ on their own. The reason for choosing that ‘emotion’ should be asked. Possible adjectives that would describe his emotional state are:

- angry, annoyed, irritated, upset, offended, sad, lonely, lost, abandoned, scared, petrified, nervous, anxious

Listening/speaking

A. Students have to work in pairs, assuming the roles of Ankush’s mother and father and enact a scene. NOTE: Possible points of discussion are listed below and you may have a class discussion and encourage students to add to the list.

- Will Ankush feel lonely/miss us/cry for us?
- Hope Hari gives him water/takes care of him
- Hope he’s not scared when in the tunnel
B. Students have to write a debate. NOTE: You may have a class discussion first which will give the students an opportunity to express their opinions freely. You may ask them to share with the class a personal experience with a stranger while travelling or anywhere else.

Writing Skills Page 83

A. Mummy and auntie were similar, yet different. NOTE: Possible points are mentioned.
   • The face looked like Mummy because it talked like Mummy
   • but still the face seemed different; it had paan-stained lips and big gold earrings.
   • Auntie is plump, wears a salwar-kameez, has a long dupatta around her neck.
   • She looked like Mummy when she put her sari over her head in the sun.
   • He felt as comfortable with auntie as he felt in his mother’s lap.

B. Students will write an informal letter.
NOTE: You may discuss the letter in class before the students begin to write the letter individually and also list the points on the blackboard.

C. Students have to write a telegram on behalf of Hari Singh. NOTE: The format is given in the book. You may discuss the possible content in class before asking the students to complete the task. Later the model answer could be written on the blackboard for students to detect/correct their errors.

Charles

Comprehension Page 89

1. Day 2: again spanked by teacher
   Day 3: stayed inside during recess
   Day 4: made to stand in a corner during story time
   Day 5: deprived of blackboard privileges
   Day 6: made to stay after school

2. She is worried about the toughness, bad grammar, and the bad influence of the troublesome child, Charles. Father feels that there are bound to be people like the boy Charles. It is better for Laurie to meet them early in life than later.
3. He had to stay back because all the children stayed behind to watch Charles whose punishment was to stay back after school. He had yelled a lot in the school.

4. No, the baby had a bad cold.

5. They were very conscientious about attending Parent-Teacher’s meetings. A mother who has a troublesome boy like Charles would surely be required to attend the meeting to find out if her son has adjusted in the school or not.

6. A man (teacher’s friend) had come. He made the children do some exercises like touching their toes.

7. Charles had begun to do all good things. He became the teacher’s helper. Father thought it was all pretence; soon Charles would get back to his normal naughty self. Charlie continued to be the teacher’s helper for over a week.

8. She had said a very bad word twice. Charles made her say it.

   **NOTE:** The comment on ‘punishment’ should be students’ personal response.

9. To stand up during the meeting and apologise for her boy’s behaviour/the way he had been acting in the class.

10. a. too lenient - they did not admonish Laurie for his mischief, that is why he was so naughty and behaved in the most shocking manner in the class.

   **NOTE:** Students should give one or two examples.

   b. too trusting: they did not suspect that it could be Laurie who was doing all the things that he said Charles did. They should have checked at school when Laurie came home late.

11. Laurie. ‘We’re all so interested in Laurie’; ‘We had a little trouble adjusting. The first week or so.’; ‘but now he is a fine helper’; ‘We don’t have any Charles in the kindergarten.’

**Word power**

**A.** Students have to explain the meaning of the expression before using the phrase in their own sentences.

   hands full - a charge that taxes one’s powers. It was very difficult to handle Charles.

**B.** Students have to make a web chart on Charles.

**NOTE:** Probable points which may be used to make the web chart are listed below.
• hit a teacher  
• bounced a seesaw on the head of a little girl  
• kept pounding his feet on the floor  
• yelled so in school  
• was bad again  
• bigger than me  
• doesn’t wear a jacket  
• didn’t even do exercises  
• yelled during story hour  
• hit a boy in the stomach, made him cry  
• reformation in Charles  
• was so good  
• gave crayons  
• picked up books  
• teacher’s helper for over a week  
• told a girl to repeat a bad word twice  
• said the evil word himself  

C. Students have to derive the adverb form from the given adjectives and use both adverbs and adjectives to make sentences.  
• coldly  
• cautiously  
• reassuringly  
• anxiously  
• joyfully  
• incredulously  
• primly  
• scornfully  
• respectfully  
• restlessly  
• unwisely  
• prayerfully  

coldly  
cautiously  
reassuringly  
anxiously  
joyfully  
incredulously  
primly  
scornfully  
respectfully  
restlessly  
unwisely  
prayerfully

D. Students have to replace the highlighted words with a synonym or synonymous phrase.  
1. desperately
2. at the same time/together
3. quietly/seriously
4. all at once.abruptly
5. harshly/gloomily
6. with contempt/sarcastically

E. Students have to explain the given phrases.
1. in a very casual/cool/relaxed manner
2. gave a big secretive grin/smile
3. an exaggerated/put on shrug
4. a bit alarmed/frightened

Write the answers

1. NOTE: Students will use the words in the web chart and the information in the text to write an essay on Charles.
2. NOTE: You may let the students discuss with their partners and write sentences in their notebooks. Each pair may read out their answers/reasons for Laurie creating the character Charles.

3. The baby filled his wagon full of mud and pulled it through the kitchen; father caught his elbow in the telephone wire and pulled the telephone, ashtray, a bowl of flowers off the table. Charles gave crayons around; picked up the books. The teacher gave him an apple.

NOTE: The reasons for the sudden change in his behaviour should be explained by students on the basis of their personal response.

Listening/speaking

A. Students have to carry on the conversation in the story.

NOTE: You may give the students time to prepare. A few hints can also be given to guide the students. It is a very interesting activity which the students will enjoy. It aims to expose the creative capability of a student.

B. This is a group activity to be followed by class discussion. You may take a round of the class while the students are writing, and guide them.

Writing Skills

A. Students have to write a note addressed to Laurie’s mother, from his teacher.
NOTE: You may teach students to write a note by taking up simpler topics, such as, inviting someone for a get together/wanting to borrow a book, etc. These are informal notes. The note that has to be written here is a formal note. The tone/language of the note written by the teacher has to be formal. It should be very brief, not more than 50 words.

B. Students have to write a letter from Laurie’s mother to his teacher.  
NOTE: You may let the students think of the points and note them down. This could be followed up with a class discussion before the letter is written in the notebooks.

C. Students have to continue the story. NOTE: After they have written the story, you may get a few students to read it out in the class. They should be complimented for their creativity and imagination. The students may be instruct to write the story in correct English. They could use simple, small sentences to write it.

My Date with Graybeard

Comprehension

1. He wanted a weapon worthy of the majestic Graybeard. The heavy 12-gauge was more appropriate than the light 20-gauge shotgun.

2. It was an outcrop of broken boulders on a steep slope, well screened by a bush. It gave a clear line of fire across a small clearing.

3. b. The first to come were a doe and a young buck.
   d. Graybeard stepped to the edge of the trees.
      a. Turning his head, he tried to catch the baying of the dogs.
      c. When he smelt the human smell, he jumped through the clearing to the woods beyond.

4. There was pride and dignity in every line of the body of the graybeard. Seeing this majestic and magnificent creature, the narrator did not have the heart to kill it.

5. The boys had seen the deer come the narrator’s way. Father noticed the deep imprints the buck had made in the moist earth/soil as he jumped.
6. The writer felt he had let his father down, betrayed his trust and faith in him by not killing the buck.

**NOTE:** Students should respond, according to their understanding of the text, whether he was right in feeling that his father would condemn him for his failure.

7. Pride and dignity was visible in every curve and line of his body; his fearless alertness earned the buck a new respect from the narrator who had a change of heart. He decided not to kill such a royal species.

8. His son had learned 'compassion', something which many men have not known.

9. He learned to be compassionate towards all creations of God, and respect all living forms.

10.

<table>
<thead>
<tr>
<th>Events</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. first glimpse of Graybeard</td>
<td>felt like an adult, desire to kill it</td>
</tr>
<tr>
<td>2. other hunters trying to</td>
<td>anxiety, fear that some other</td>
</tr>
<tr>
<td>kill the buck</td>
<td>hunter might kill it</td>
</tr>
<tr>
<td>3. third year</td>
<td>clenched fists, afraid hunters will not miss; followed by relief, buck safe</td>
</tr>
<tr>
<td>4. day of hunt</td>
<td>excited, nervous, anxious, determined to kill and not to betray his 'position'</td>
</tr>
<tr>
<td>5. Graybeard stood motionless</td>
<td>silent, enraptured; decides not to kill</td>
</tr>
<tr>
<td>6. faces father; buck safe</td>
<td>embarrassed, reticent; followed by thrill of pleasure</td>
</tr>
</tbody>
</table>

**Word power**

A. Students have to explain the expression 'buy the hunter’s badge'. It might refer to the test which any hunter has to pass to be accepted by other hunters. The test in question is the first kill.

B. Students have to find words formed by adding a prefix.

**NOTE:** Some words are listed below but students should be able to add to the list.

- reload, outdistance, unloaded, imprints, unable

C. Students have to find words from the text whose meanings are given.

1. game  2. congregated  3. frail
4. enraptured  5. reticent  6. condemnation
D. Students have to find words and phrases related to hunting from the given word grid.

Across
- shotgun
- reload
- game
- blast of shot
- beaters
- trigger
- shells
- game
- cartridges

Down
- line of fire
- spears
- kill
- hunters
- throwing sticks
- quarry
- hunters badge
- shoot

Write the answers

1. He saw him stepping proudly across a small clearing. His horns were sharp and long, fur a deep grey spotted with white.

2. Once he followed silently behind a younger buck and as the firing began he jumped the clearing before the hunter could reload his gun. Once he was shielded past the line of fire by a pair of does. Another time he made straight for the beaters and dodging the spears hurled at him, he ran into the bushes pursued by dogs.

3. Father exchanged his good position with his son. He patted his son on the shoulder and encouraged him to shoot the buck.

4. There is a drastic and evident change. In the beginning he is very keen to shoot the buck. He waits for three years for an opportunity to hunt the deer. He is always afraid that some other hunter might kill the graybeard. He chooses the 12 gauge shot gun as he feels the majestic buck deserves a strong and heavy weapon. When the buck stands in front of him, pride and dignity evident in every contour of his body the narrator cannot bring himself to destroy such majestic beauty. The startling revelation that all life forms are to be respected, conserved and not killed fills him with compassion. He does not kill the buck. He learned something most men have never known – kindness. He emerges as a dignified and a good human being.

Listening/speaking

A. Students have to carry on the conversation between father and son.

NOTE: Some suggestions are given below but you may accept any other valid points the students might make.
• Father—comforts son not to be upset; appreciates his decision not to kill the buck; praises him and encourages him
• Son—regrets not getting the hunter’s badge; talks about childhood vision; respect for all living forms; satisfied and happy with his decision

D. Students have to give a speech in front of the class.

NOTE: Some suggestions are given below but it should be their own effort.
• narrate personal experience regarding graybeard
• desire to hunt in the beginning; fear, anxiety that you might miss the opportunity to kill the buck if someone else kills it before you.
• change in outlook
• conservation of animals
• all creatures have right to live
• cannot take a life
• list animals that have become extinct
• ban on hunting
• severe punishment for defaulters

Writing skills

A. Students have to write an article. NOTE: Some suggestions are given below but any other valid points the students might make may be accepted.

Why hunting should be banned:
• wild life is an important part of nature
• creates ecological balance
• it’s a crime to take a life
• species endangered; may become extinct

Preventive measures:
• strict checking before entering parks etc.
• discourage use of animal made products
• create awareness through media, posters, banners etc.

Punishment:
• fine
• imprisonment
NOTE: When writing the article students should remember the following:

• Give a title that catches the attention of the reader.
• Begin with a striking opening sentence.
• Make paragraphs for each point.
• Close the paragraph with a link to the next paragraph.
• Conclude with your strongest point.
• Remember to mention the name of the writer with the designation, if applicable.

B. Students have to write a newspaper report.

NOTE: When writing the newspaper report students should keep the following points in mind and adhere to the given format.

• Give a suitable title/heading to the report.
• Write the name of the reporter.

HEADING (write in capitals)
   By xyz

Body
   (make paragraphs)

The Cloud Brothers

Comprehension

1. One sky and one spirit

2. They are different in shape, colours and are placed in different directions. They are same as they are one family, and mingle and spread across one sky.

3. Yes. They are primary colours. They fill the sky at different times—red at sunrise, yellow at sunset, white in the afternoon, and black when thunder clouds fill the sky. The four colours depict different moods of nature especially the sky. They also represent the different complexions of people from different regions.
4. Each human being possesses a unique nature; each one has his own individuality; physical features/appearances are different; habits are diverse. But still they are ‘same’ because all are human beings; each one has a soul, a spirit; together they make one family.

5. **NOTE:** Students should explain in their own words.

**Write the answers Page 100**

1. Clouds are of different shapes and colours. **NOTE:** This has already been explained in answer 3 of comprehension. But they spread across one sky and share one spirit. Similarly each human being is different from the other in language, nature, habits, physical features, appearance etc. But together people make one family and then the world.

2. Poets use the poetic device of repetition to emphasise a certain point. Here the poet repeats the line to stress that no two individuals are same. He has used it each time in a different sense—the difference in nature; the difference in perspective or thinking; the difference in physical features or appearance.

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**Brother – Sister**

**Comprehension Page 101**

1. They disagree, they argue; always ready to contradict each other; ready to fight.

2. Both siblings and referees perform the role of someone who controls. Like a referee the siblings are protective, possessive and defend each other when in trouble.

3. Though they fight, they love and care for each other. They share a bonding, a relationship where they are ready to share each others sorrows, upheavals/failures in life.

4. **NOTE:** Students should answer as they believe.

5. Because though they argue, disagree with each other, express displeasure, but deep inside they love, care and feel for each other. All the fights and arguments are superficial, just an act put on.
**Writing skills**

Students have to write a story. **NOTE:** There may be a class discussion followed by individual work.

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**The Thing**

**Comprehension**

1. cat, dog, mouse
2. It flew silently at midnight through the dark in a silver ship.
3. He describes the 'thing's' attempts as gurgles and shouts that make no sense at all.
4. The poet's reaction will be one of surprise, shock mixed with amazement and slight amusement.
5. The guesses made by the poet regarding the identity of the 'thing' are all living forms—cat, dog, mouse. They too make sound/noise and move their limbs.
6. **NOTE:** This answer requires student's own views and feelings. If he does not have a sibling he could imagine having one.

**Word power**

A. – it wasn’t a cat
   – it wasn’t a dog
B. – crept in with the moon last night
   – flew through the dark in a silver ship
   – by starlight secretly

**Write the answers**

1. He thought it must be an alien that came in secretly at midnight in a star ship. He feels so because he not seen the ‘thing’ enter the house.
2. It was trying to speak to him. It made sounds which he could not understand at all.
3. He finds a baby with a red wrinkled face lying by the side of his mother. Mother tells him that she is his sister.

**Writing skills**

A. Students have to write an informal letter. **NOTE:** You may have a class discussion before individual work is done.
Some suggestions are given:

• Baby's activities—gurgles and makes strange sounds; moves her hands and legs; smiles in her sleep
• Interaction with the baby—holds her little finger; talks to her; plays with her

B. Students have to write a diary. NOTE: This exercise should express student's feelings at being rejected by the baby.

Some suggestions—you want to lift the baby and play; she starts crying; express your disappointment; determination to turn the hostile baby into your friend

**Careful with That, You Might Break It**

**Comprehension**

Page 105

1. Because of the atmosphere/the protective layers around the earth.
2. It is fragile/delicate.
3. ‘Big blue bits’ are the water bodies or the clouds. ‘Green bits’ are the lands and forests. ‘Brown areas’ are the plateaus and barren/uninhabited land areas.

**Word power**

Page 106

A. Students have to write what the given expression symbolise.

1. to go there; explore those areas
2. lead to pollution
3. biosphere layer, without which living organisms cannot survive; like a blanket it saves the earth
4. harmful for life on earth; destroy life on earth
5. Almighty/God/the Creator

B. Five qualities of the thing—delicate, hazy, flimsy, amazing, white

**Write the answers**

Page 106

1. It is delicate, very fragile and can easily break; a bit hazy on the outside; looks solid from out side but it is very flimsy; it has ‘blue bits’, green bits' and brown areas. It rotates on its axis.
2. Don’t damage its protective coating; environment should not be polluted; natural resources like water, forests etc. should be conserved.
3. The thing is the Earth. The clues are—protective coating or gas around it which makes it look hazy; the oceans, forests and barren land areas on it; it rotates on its axis. The sun or the moon (the little white thing) which goes round it is important too and needs to be protected. Earth is the abode of human life. If it is not protected it could be serious.

**Writing skills**

A. Students have to write a paragraph on ‘Our Earth and its resources’. 

**NOTE:** You may elicit the points from the students and write them on the blackboard.

Some suggestions—

- earth is a storehouse of natural resources like water, soil, forests etc.
- what will happen if these are destroyed/misused
- natural calamities will become more frequent
- water is a renewable resource, it has not been replenished
- conserve them
- no deforestation

B. Students have to make posters on ‘Saving our planet’. **NOTE:** The poster can have slogans; the writing should vary i.e different fonts could be used; the poster should be attractive; avoid sentences; use phrases; it should be in a box. The writing task can be preceded by class discussion.

**Theme: Travel**

**Travelling Differently**

**Comprehension**

1. They require time and objectivity; need to know what you want to see; you will leave feeling you have seen only the basic things which you can’t remember; more important to know the present than the past.


3. A person who belongs to the place is the best tour guide, he will
not guide for money, but self-satisfaction because he is proud of his city.

4. We tend to compare to prove we have a better life; buy too many things; visit only famous places and miss out on the real beauty of the place; try to see too much in too little time; travel in a group taking more interest in group gossip than in the place.

**Word power**

A. He likes to journey to foreign lands. Yes, visiting places is like a holy tour for him.

B. The expression means to move back or forward along with the crowd: to mingle with the crowd, be one of them.

**NOTE:** Students should use the expression to make a sentence.

C. The author warns the traveller repeatedly not to compare anything like prices, standards of hygiene, quality of life or means of transport. He adds that one does not travel in order to prove that he has a better life than other people as his aim is to find out how other people live, what they can teach him, how they deal with reality and with the extraordinary.

**Write the answers**

1. One should travel alone, or if married, with the spouse, never in a group; instead of museums visit bars and coffee houses; take guidance from local people, do not engage a guide from a travel agency; do not compare anything; don’t be afraid to travel alone; understand that everyone understands you; don’t buy too many things; see good plays, visit restaurants, go on local trips; stay in a city for a few days.

2. It is far more important to discover places no one has seen; wander the streets, explore alleyways, roam about freely; do not restrict yourself to seeing only what is in the travel brochure.

3. You have to go beyond the gate to experience real beauty, walk on the path rather than stand far away and admire it. To know and appreciate a place you have to explore it, talk to the local people, become one of them, leave your own country behind, spend time at the place and not to rush etc.

**Listening/speaking**

Students should choose a place they are familiar with and follow the instructions given.
Writing Skills Page 112

A. Students will write an informal letter.

B. Students will design a travel brochure. **NOTE:** You may ask the students to get a travel brochure from a travel agency. This will make the task interesting.

Turkish Smells

Comprehension Page 115

1. Say more than required; exaggerate; made progress; advanced

2. Turkish food cooked in olive oil; Mediterranean cuisine promised in guidebooks

3. Yes. She says ‘armed with my sometimes alarmingly overactive sense of smell and my willingness to eat almost anything once’.

4. Taking a ride in any sort of public transportation vehicle. Because of a Turkish person’s peculiar body odour due to sultry Mediterranean sun; they did not believe in using antiperspirants.

5. The olive oil strong body odour of the Turks.

Word power Page 115

A. Bloodline means a sequence of direct ancestors; (here) basic ingredient of Turkish food, and life; Turks love olive oil. But life line means a vital line of communication.

B. Sync is the short form for synchronization, which means to agree/in agreement, (here) the writer felt she was a part of Turkish culture, language, food; the natives mistook her to be one of them due to her dark, curly hair.

C. The wrestlers wriggled and writhed their bodies, these are movements in wrestling.

D. A substance helping to stop perspiration. Perfume/deodorant. Opposite. antidote; anticlockwise; antibiotic; anticlimax; antivirus

E. A liquor once supposed to have the power of indefinitely prolonging life. Olive oil. Used to cook delicious cuisine/makes Turkish food more delicious.

F. To bracket, is on both sides.
Write the answers

A. NOTE: Students’ personal response. Suitable as homework, followed by class discussion. A few students can read out their paragraph in the class.

B. NOTE: Students’ personal response. Individual work followed by class review.

C. NOTE: Students’ personal response. Have a class discussion on the different kinds of spices, and the smells associated with them. List them out on the blackboard. You could ask the students to bring some spices in small packets to class. Write on the blackboard words describing smell, like strong, pungent, spicy, subtle, overpowering, bitter, hot, etc.

The Little Road

Comprehension

1. Old, worn out road travelled upon for years by people; bumpy, dusty road, not repaired.

2. Yes. It is free to wander to any place; it is never tired.

Word power

A. Students have to explain the expressions.

1. a small road meandering in across the hills
2. walked casually on the sunbathed road/loafed about on the road during the day
3. the road goes to every part of the world
4. a dusty road

B. Students have to make sentences. NOTE: You may discuss the phrases in the class before the task is completed.

C. Students have to explain the expressions.

1. sky was blue like the wings of the bluebird
2. a gentle, soft breeze blew
3. wild flowers swayed in the gentle breeze
4. a squirrel moved along the road with the poet for a short distance
5. The poet was tired and so was walking slowly.
6. The poet has reached home, he is tired. He wants to rest and stop wandering about.
D. Students have to underline prepositions.
   1. across   2. on   3. to   4. in   5. down

Write the answers  Page 119

1. Mountains, seas, people/travellers, wild flowers, squirrels, green meadows, busy town, wind, brook, dusky twilight.
2. Walked on sunlit dusty road; fine, clear sky; wild flowers swaying in gentle breeze; passed a brook, green meadow, a ruddy robin, squirrel accompanied him for a short distance; reached home at dusk, tired and exhausted. He enjoyed loitering on the road, which he regarded as his companion.

Writing Skills  Page 119

A. Students have to compose a poem. NOTE: You may discuss things like rhyme scheme etc. with the students. A few students can read out their poem in the class.

Maps

Comprehension  Page 121

1. a. Someone who is homeless, keeps wandering.
   b. Doesn’t roam about but stays at home and studies/locates places on maps; gets information from different maps sitting at home.
2. Train maps: tell about train routes and schedule, destinations etc.
   Maps of wind and weather: tell about wind direction; weather conditions of a place/region
   Road maps: tell about road routes, distances, destinations etc.

Word power  Page 121

A. Students have to make sentences. NOTE: You may discuss the phrases in the class before the task is completed.
B. Students have to explain the expressions and use them in sentences.
   1. colourful, attractive articles sold in special/unique markets
   2. no one knew that there were ice floes there
   3. windy areas/regions
Write the answers  

1. Maps are very small but they contain colossal, vital information about everything (bazaars, hidden ice floes, planes, winds etc.); sitting at home one can come to know of areas/regions far away. Sailors/travellers depend on them entirely.

2. 'Home-staying' vagabonds get all information from different maps.

Writing Skills  

Students have to write an essay. NOTE: You may encourage students to collect information from the internet. Follow it up with a class review. Students can write the essay from the information collected. Paragraphs should be made. A suitable title should be given to the essay.

Soft Landing  

Comprehension  

1. a. Ace-man, place-man, race-man.
   b. He has made a distinguished achievement; has planted his flag on the moon and hence made a name/position for his country in the space; moves with speed on a fixed course/track/path.

2. He is full of appreciation and admiration; space travel is a wondrous achievement of man; 'swifter than passing sound'; 'twice around the moon and back'; 'plant your flag on landscapes'; 'back to home and friends'; 'gives your mission worth'.

3. Spaceman returns home after planting his flag; his safe return proves the success/value/worth of the mission.

Word power  

A. Students have to explain the words.
   • blasting—when the spacecraft takes off it is like a loud explosion
   • swifter—moves faster than sound
   • shooting—move forward with accelerating/electric speed
   • cruising—moving at the most efficient operating speed as if for enjoyment.
   • scorching—racing with enormous/stinging speed, almost heating up
B. Students have to explain the expressions.
1. when a spacecraft/rocket takes off it gives out flames
2. spacecraft takes a few rounds around the moon and returns to earth
3. to plant your country’s flag as proof of your visit
4. faster than the speed at which sound travels
5. areas/space unexplored by man

Write the answer
The spaceman’s mission was successful, he returned home safely after completing his mission which was to move around the moon and plant his flag on its surface.

Writing Skills
NOTE: Students’ personal response. There may be a class discussion followed by individual work. A suitable heading should be given. Paragraphs should be made.

The Travel Bureau

Comprehension
1. Plans to journey/travel to far off places
2. ‘Grey’ is a dull colour, associated with, boredom, monotony; life is cheerless for the lady; to travel to foreign lands is only a dream for her; she’ll continue to stay in the dreary street and live an unexciting life; her clothes (grey, meek hat) also represent a picture of dismal.
3. Her imaginary ‘journeyings’ are exciting, she soars to distant lands, she feels like a minstrel; in contrast she returns wearing a dull grey hat, walks through frozen rain keeping a meek eye on the traffic. She enters her house in a dreary street. Her return is uninteresting.

Word power
A. Students have to list the adjectives in the two stanzas.

<table>
<thead>
<tr>
<th>Stanza 1</th>
<th>Stanza 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright brass rail</td>
<td>grey street</td>
</tr>
<tr>
<td>high-coloured words</td>
<td>colourless retreat</td>
</tr>
<tr>
<td>clear detail</td>
<td>timid eye</td>
</tr>
<tr>
<td>wide spaces</td>
<td>close, sequestered</td>
</tr>
<tr>
<td>Great out trail</td>
<td>will always stay</td>
</tr>
</tbody>
</table>
B. Students have to match the words and their meanings.

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

Write the answers

1. Yes. First stanza: full of hope, excitement; elated feeling, proud to journey around,
   Second stanza: despair; cold, unfeeling weather; loneliness; cheerless, dismal atmosphere; feeling of being caged; no hope.
2. NOTE: Students’ personal response. They have to justify their choice by giving suitable/convincing reasons.
3. Dull; cheerless; unexciting; lives in a dreary, drab, street devoid of colour or song. Feels suffocated and caged as she has to stay here forever.

Listening/speaking

Students have to conduct a dialogue in pairs. NOTE: Select the pairs. Give them preparation time. Let them perform in front of the class.

Writing skills

Students have to write an informal letter. Suitable as home assignment.

Sayonara

Comprehension

1. Every movement/activity at the railway station appears to be saying ‘sayonara’; clatter of wooden clogs; flutter of kimonos; etc.
3. People bidding each other farewell, leaning out of the window to say a few last words; made themselves comfortable on the seats; the train gradually picked up speed.
4. Similarity: time of departure/separation; hurry to board the train/boat
   Difference: third paragraph shows activity at railway station; people moving hurriedly with their baggage; vendors selling their wares; fifth paragraph is about activity at the seaport; people boarding the boat to America; stress is more on nature-fields; houses, hills, towns; blue paper umbrellas, boys chasing dragon flies.
5. The writer realised the truth that they were actually leaving. The crowd leaned over the rails, shot twirling strands of serpentine; one end in the hands of those on deck and the other in the hands of those on shore.

6. As the boat moved away the gap between dock and ship widened; voices of people faded; sentences were left unfinished; only 'sayonara' was audible, it was the link between those on deck and those on shore.

**Word power**

A. 3. German; until we see each other again
   4. French; till then + seeing again

B. Elicit as many different farewell expressions from the students as you can. Ask them to get more from the internet.

C. • Stateroom; deck, boat, dock, gangplank, rails, boatload, chains clanked.

D. a. *like a flock of frightened birds*: in the commotion, the hustle and bustle, the people appeared like a flock of birds who were frightened; there was anxiety and nervousness in the air.
   b. *like that one face in the front line*: the word 'sayonara' was audible in spite of the commotion, it stood out like a leader standing in the front line with the crowd behind him.

E. a combination of different sounds, like-chains clanking, warning whistle, voices of people.

F. 1. **but**
   a. I was in my stateroom
   b. I could hear them outside on the deck of the Japanese boat.

2. **and**
   a. The chains clanked.
   b. The warning whistle shook the boat.

3. **and**
   a. The vendor ran after us.
   b. He pushed it in our window.

4. **and**
   a. They had already kicked off their shoes.
   b. They were squatting on their feet on the plush blue seats.
Write the answer

Students have to describe the farewell ritual in their own words.

Listening/speaking

Let the students use their imagination and perform the goodbyes.

Writing Skills

B. NOTE: Students' personal response. Some of the good pieces can be read out in the class.

C. NOTE: Students' personal response. You may ask the students to read out their poems in the class.

Theme: Sports

Owens Pierced A Myth

Comprehension

1. a. ‘Tweak’ means to pinch/pull; (here) he defeated Hitler, proved that African-Americans were not ‘non-humans’, they were better than them; he shamed Hitler.

   b. Nazis considered themselves as the master race. Jesse Owens proved himself to be the master athlete. He defeated them.

   c. Owens gave four perfect performances; won gold medals in the 100 and 200 meter dashes, the long jump, and America’s 4x100 relay race. The scoreboard showed Owens with ‘4’ points and Hitler with ‘0’. Hitler was confident of his victory. Owens destroyed that myth/ falsehood that they were supreme, the master race.

2. Germany.

3. Hitler felt he was supreme, the master race; the soil of his country, Germany was holy/it preceded from God;

4. fascism/dictatorship ; African-Americans were regarded as ‘non-humans’/ black auxiliaries’.

5. Long was Owens’ stiffest competitor; Owens had fouled on his first two jumps, he was almost out of the long jump; Long advised him to make a mark several inches before take-off board and jump from there to play it safe. Owens took the advice and qualified.
6. • Owens was an authentic hero  
• the master athletic humiliated the master race.  
• single-handedly crushed Hitler’s myth of Aryan supremacy.  
• He gave four virtuoso performances  
• he was easily the swiftest on the track  
• crowds of 110,000 cheered him in Berlin’s glittering Olympic Stadium  
• his autograph or picture was sought as he walked the streets.  
• President Ford presented Owens with the Medal of Freedom, the highest honour the US can bestow upon a civilian.

Word power Page 138

A. Establishing three records in 45 minutes and to tie another was only a stimulant for establishing more world records. He realised his potential and aimed for more victories.

B. ‘Bristle’ means (here) to be full; Berlin was flooded / swarming with Nazis as it was on the verge of World War II.

C. A method of marching (resembling a goose’s walk) with knees stiff and soles brought flat on the ground; this was the way the Germans marched.

D. • Hitler coming in with his entourage  
  • storm troopers standing shoulder to shoulder like an iron fence  
  • roar of ‘Heil, Hitler!’ from 100,000 throats  
  • 100,000 arms outstretched

E. Owens’ performances were technically as perfect as those of a master artist/a musician.

F. Students have to find meanings of rub expressions. Students should make the sentences themselves.

1. to remind one of something wrong one has done/something bad or unfortunate that has happened.
2. deliberately to make someone’s unhappiness, shame or misfortune worse
3. to associate with someone; to work closely with someone
4. to irritate someone
5. (for characteristic of one person) to seem to transfer to someone else.
E. Students have to fill in the blanks with the correct forms of verbs.

1. having established 2. running 3. to embrace
4. to run 5. achieving 6. calling

Write the answers

1. No; couldn’t ride in the front of the bus, had to go to the back door; couldn’t live where he wanted to; wasn’t invited to the White House to shake hands with the President.

2. No. As a child he was often ill, suffered from chronic bronchial congestion, several bouts of pneumonia. Inadequate housing, food, clothing did not help his health.

3. No. Crowds of 110,000 cheered him in Berlin’s glittering Olympic Stadium; people wanted his autograph or picture when he walked the streets.

4. Berlin was bustling with Nazism; soldiers in red and black swastikas were seen everywhere; soldiers marched in the streets; Hitler came to the stadium with his group of followers; shouts of ‘Heil, Hitler’.

Listening/speaking

A. NOTE: Students’ personal response. Since it is a speech, sentences can be short. Have a class discussion before the task is completed.

B. NOTE: Pair work: students’ personal response.

C. NOTE: Students’ personal response. Instruct them to get information from the internet. Follow it with a class review.

Writing Skills

A. Students could use the following points in their answers:

- showed the master race they were the minor race
- defeated Hitler’s/German athletes on their home ground
- single-handedly crushed Hitler’s myth of Aryan supremacy
- Owens gave virtuoso performances
- Showed that ‘black auxiliaries’/ ‘non-humans’ could create world records, achieve athletic supremacy
- Nazis did not like him but the common German people treated him like a hero

NOTE: You may accept students’ responses as well. Have a class discussion followed by individual work.
B. Students have to write a character sketch. **NOTE:** You may have a class discussion followed by individual work.

**To James**

**Medals, Numbers and Jerseys**

**The Swimmer**

**Comprehension**

1. Instructor/coach and player/athlete
2. Flinging body at the starting point; lurching forward with full power; looking straight ahead at the goal; running hard, straight; catapulting through the rope
3. Sitting in the stand he lurches with the runner; his muscles too tighten, wants to muster up physical strength to run; through his shout reveals his extreme joy of victory;
4. One gives details of the race along with the speaker sharing the runner's experiences; the second deals with the speaker reminding the victorious runner of the role he(he speaker) played in training him.
5. A sportsman devotes all his time and energy towards the sport; he sets one goal for himself; medal is a symbol of his achievement. (general comments. Accept all appropriate answers) (here) medals are of no value to the speaker.
6. Internal wars.
7. Give identity; a feeling of oneness; increases spirit of competition; goad towards the goal i.e. victory; (here) find names of teams just a whim, a fancy, they serve no purpose other than create internal rivalry.
8. Some suggestions are:
yearning for medals can at time lead to unhealthy competition,
create internal rivalries (rivalries between teams); people forget
the real aim/purpose of sports; sportsman spirit takes an ugly
shape; jealousy and one-upmanship ruin dreams.

9.
James
• flung your body at the start diving so smoothly
• spikes ripped the cinders Carves her strokes
• catapulted through the tape through the water she rips
  and tears

Word power
Students’ personal response. NOTE: You may discuss the expressions
thoroughly in the class before the students complete the task.

Write the answers
Some suggestions are:
• determination, strength of mind
• fortitude, grit
• focus on the goal
• healthy sportsman spirit
• hard practice
  NOTE: Students’ personal response also to be accepted as long
  as it is relevant.

Writing Skills
NOTE: There may be a class discussion, followed by individual work.
Enough input is provided in the text.

Launching a Dream

Comprehension
1. It was an obsession for children; joined school only to play
  basketball; as a maths teacher, he needed to go past sports and
  reach the minds of his students.
2. He wanted students to be sharp, to develop critical thinking skills and to make good decisions; chess was suitable for all these, as basketball was taking up all their energy.

3. It was the alternative learning programme for underachievers who misbehaved in class and needed extra attention.

4. In public and advertising relations, people talked about creating needs; they had to pull the kids away from basketball and get them interested in chess.

5. They had fanned the students desire/interest by first ignoring them; they did not impose their views on students; by not acknowledging their presence, they aroused their curiosity and attracted their attention.

6. The sequence of sentences is: c., d., b., a., g., h., i., e., f., k., j.

7. Ishmael Al-Islam, one of the parents, who was an excellent chess player.

8. ‘Resurrection’ means to rise from the dead; (here) the chess programme, which earlier seemed difficult to realise, had actually begun to take shape. It had been revived.

9. Possible points are:
   - set up chess board every lunch period
   - started practices after school
   - chess classes on week days during vacation
   - first season had in-school tournaments
   - trained them to compete for city championship
   - sometimes kids came to the writer’s house to practise
   - made mistakes but encouragement and motivation instilled new confidence
   - won the national level championship

10. Developed their analytical skills; chess was a way of stretching their minds and of helping them overcome obstacles in life; urged them to keep their grades up and go in for higher studies;

**Word power**

A. Students have to make sentences. **NOTE:** It is necessary to have a class discussion followed by individual work.
B. NOTE: You may have a class discussion, followed by individual work. You could write a few more examples on the blackboard for the exercise to be clearer to the students.

C. NOTE: This is a group activity. Students’ personal response. Follow it up with a class review.

D. Noun forms of the verbs are given below. Let the students construct sentences of their own.

1. fantasy 2. development 3. misbehaviour
4. acknowledgement 5. competition 6. knowledge

Write the answers

Page 153

1. Academics was not a later reflection/an idea occurring later; it was needed to come out of the slums and lead a better life; it would help kids make correct decisions and good choices later in life.

2. Probable points for the answer are:
   • they took five chess boards into the lunchroom and began playing
   • ignored the kids
   • children circled around them
   • fanned their interest
   • remained silent
   • did not acknowledge their presence
   • allowed a few to play when they asked
   • let them beat their teachers in the game
   • they were eager to learn

3. He instructed them to go back and think about the mistakes they have made; figure out how they could have done better. He kept reinforcing the basics: protect king, dominate squares in centre; defend and protect every piece. They taught defensive tactics and openings. Children memorized everything; talked chess strategy everywhere; confidence increased.

4. Hints for answer: practiced hard after school, during vacation; totally focused; tutors built confidence in them; memorized principles/strategy of chess; analysed their errors and how they could have been better; talked chess everywhere; plunged into the game with renewed vigour after a failure; sometimes practiced in the writer’s home;
Listening/speaking

NOTE: Students’ personal response. You may guide the students through a class discussion on how to organise the programme and make invitation cards.

Writing Skills

A. NOTE: Suitable for home assignment. Follow it up with a class discussion. Complete input is provided in the answers to the questions already done.

B. NOTE: Pair work. Students’ personal response. Guide the students to frame relevant questions.

Contact

Answer the following questions

1. To warn him that her twin brother, Graeme had got to know of their plan to play a football match the next day. He could not be trusted.

2. He was not on the team; probably they were up to something against the rules. Graeme would expose them; he could not be trusted. He was selfish.

3. Future time; computer is a very advanced model; connects and displays Gina’s face on the screen; people wear non-contact suits.

4. When Carl expresses his desire to remove the non-contact suit; his mother tells him that 200 years ago human beings had nearly been wiped off due to contact with other people.

5. They protect from pollution, fallout, diseases; without them these people would die.

6. Both want to touch, feel, give a proper hug; mother would like to hold her son.

7. Get a natural taste, is more juicy; exercises your teeth.

NOTE: You may accept all other relevant answers.

8. Virtual football; connect virtual helmet to NC suit, plug it into computer; each player specifies his place, team; computers are linked up; the rest is done by computers.
9. Without NC suits.

10. He was selfish, could not be trusted; would disclose they played without NC suits.

11. Felt like real human beings; enjoyed the freshness of the gentle breeze, touch of real live fingers.

12. Intercept a player in an effort to get the ball away from him; make the player fall; (here) without NC suits it was ‘real tackling’ as feet touched the ball and another player.

13. Graeme will reach and discover their secret.

14. Graeme had discovered their secret. They would now be exposed, would never be able to play without their NC suits and feel like real human beings.

15. They did not plead with Graeme not to tell on them; very diplomatically they told him to experience the joy of playing without NC suits before complaining about them.; Graeme enjoyed himself and changed his mind; decided not to complain.

16. Graeme was scared/nervous, he held on to Carl’s hand very tightly.

17. To take an oath to keep this secret of playing football without the NC suits; to feel connected.

18. Graeme might tell on them and bring a sad end to their monthly football game, which made them feel like real human beings.

**Comprehension**

A. Suggested answers are:

- swivel—spin, rotate, revolve, pivot, twist, twirl, wheel.
- reluctantly—halfheartedly, grudgingly, unwillingly, unenthusiastically
- lethal—deadly, fatal, mortal, poisonous, toxic, dangerous
- grimly—gloomily, coldly, severely, bleakly, harshly, dismally, forbiddingly
- derelict—dilapidated, neglected, ruined, deserted, abandoned
- virtual—near, practical, effective, essential, fundamental, implicit
- renowned—legendary, distinguished, famous, celebrated, prominent, popular
• pulverise—annihilate, crush, demolish, destroy, smash, vanquish, wreck

B. grimly; heart sank; bitter frown; despised; indignantly; fumed; snapped back;

C. Carl ordered his computer; instantly the geological map of Neptune that he had been studying disappeared, to be replaced by Gina’s face; ‘disconnect call’ Carl ordered his computer; ‘what would happen if I took off my NC suit?’, ‘We humans got wiped off the planet two hundred years ago.’; Carl walked over to the nutrition unit...; virtual play helmet; virtual football; they weren’t robots or bits or bytes in a computer anymore

D. 1. Carl knew she despised her twin brother more than he, or any of her other friends, did.
2. He set a new standard for being totally unruly and utterly selfish.
3. Then you specified where you were going to play, who was in your team, and who was on the opposite side.
4. He preferred the way he and his friends played.
5. Cautiously, Graeme unfastened his gloves and took them off.

Write the answers

1. The authorities did not allow anyone to play without NC suits. It was dangerous for them, might contract a disease; may die.
2. Breathed fresh, pure air; felt the gentle breeze against their faces; felt the touch of real, live fingers—clammy, moist, warm, soft; ran up and down; felt truly alive; flying, soaring, swooping etc.
3. Hints: Carl: gentle breeze touched his face; like the touch of real flesh; hands moist, warm; flying, soaring; never enjoyed the game so much before
   Graeme: loved being bumped tackled, head-butted
   Gina: head-butted her brother
   Andrews: wanted to play more
   Tariq: threw out the ball to begin the game
   All the players enjoyed the game the most that day as Graeme too joined them.
4. Got Graeme on their side, he was no longer to be feared; a strong bonding with him

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**Listening/speaking**  
NOTE: This is a group activity. Students’ personal response.

**Writing Skills**  
A. **NOTE:** You may let the students write the answer on their own. Enough input is provided in the exercises already completed.
B. **NOTE:** Students’ personal response. Suitable for homework. Some good answers can be read out in the class.
C. Students have to write an article. **NOTE:** It is their personal response. You may have a class discussion followed by individual work. Instruct the students to give a suitable title to the article. Paragraphs should be made.
A. Students have to underline the nouns from the sentences.
   1. progress, field, sports, years
   2. tax, profits
   3. object, corner
   4. increase, number, accidents, year
   5. permit, the US
   6. building, work
   7. result, year
   8. delay, concert, reason
   9. stay, house
   10. eye, movie

   NOTE: Students can use the following words as verbs to make sentences.
progress, field, tax, profits, object, corner, increase, number, permit,
building, work, result, delay, reason, stay, house, eye

B. Students have to use the given nouns as adjectives. The answers
   given here are a sample of the various possibilities.
   2. glass case 3. silk scarf 4. leather wallet
   5. gold chain 6. star gazer 7. feather weight
   8. stone cliffs 9. north star 10. mountain goat

C. Students have to state whether the highlighted words are prepositions
   or adverbs.
   1. preposition 2. adverb 3. adverb
   4. preposition 5. adverb 6. preposition
   7. adverb 8. preposition 9. preposition

D. Students have to state what part of speech each highlighted word
   has been used as, before using the words as directed in their own
   sentences.

   NOTE: They may be required to change the form of the word in a few
   cases to suit their sentences.
Sentences

Page 3

Students have to categorise the given lines into the three categories of Phrase, Clause and Sentence as shown below.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Clause</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. splash of morning</td>
<td>3. when the sun rose</td>
<td>2. Kino was young and strong.</td>
</tr>
<tr>
<td>waves</td>
<td>in the east</td>
<td>4. He has lots of money.</td>
</tr>
<tr>
<td>5. the rising tide</td>
<td>8. because he found the pearl</td>
<td></td>
</tr>
<tr>
<td>6. little breaking</td>
<td>10. which was the ancestral</td>
<td>7. She looked away.</td>
</tr>
<tr>
<td>waves</td>
<td>house</td>
<td></td>
</tr>
<tr>
<td>11. singing of the</td>
<td>14. when he moved cautiously</td>
<td>9. The doctor has gone out.</td>
</tr>
<tr>
<td>caged birds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. the tinkle of the</td>
<td>13. They walked along the</td>
<td>15. He liked stories.</td>
</tr>
<tr>
<td>coins</td>
<td>beach.</td>
<td></td>
</tr>
</tbody>
</table>

Forms of Verbs

Page 5

A. Students have to tick the correct sentences and cross the incorrect ones.

NOTE: You may ask them to explain why they think the crossed sentences are incorrect and then encourage them to rephrase them.

**Giving Advice**

Page 6

Students have to write possible solutions to the given problems, using modals.

**NOTE:** They could bring clippings from magazines of such columns which offer advice. Before they start writing, you may let them read out some clippings and then discuss what could be the possible solutions. You may draw their attention to the use of modals in this exercise.

**Collocation—1**

Page 8

Students have to tick the options they think are correct.

**NOTE:** After they have done so, there could be a class discussion on which nouns are frequently used with which verbs.

A. reach a compromise, an agreement
   attain a dream, a compromise
   secure an agreement
   realise an obligation, a dream
   fulfil an agreement, an obligation, a dream
   achieve a compromise

B. do homework
   make a guess, a cake, a speech
   have medicine, fun, a bath, a cake, an exam
   take a guess, medicine, a photo, a bath, the bus, a cake, an exam
   give homework, a bath, a cake, a speech

**Binomials**

Page 9

Students have to form binomials by taking one word from each of the clouds, and then use the binomials to make sentences.

**NOTE:** Students should make the meanings of the binomials explicit in their sentences.
prim and proper  someone who behaves in a very formal and correct way and is easily shocked by anything rude
slow but steady  gradual or plodding but certain to finish
safe and sound  out of danger and unharmed
now and then  occasionally
all or nothing  involving either complete success or failure
odds and ends  miscellaneous items, remnants, or pieces
sick and tired  thoroughly weary or bored
back and forth  backward and forward; to and fro
rough and ready  rough or crude but effective for a purpose or use
part and parcel  an essential or basic element
hit or miss  marked by a lack of care or organisation; random
sooner or later  eventually, at some unspecified future time
law and order  advocating and following the established social order and the statutes written to enforce such order
black or white  partially black and partially white

Jeremy’s First Hunt

NOTE: You may read the given passage in class and ask short questions before the students attempt to answer the questions given.

1. From the first two paragraphs, we learn that Jeremy loved his father greatly and was an obedient son. He was fond of photography and loved to capture the beauty of Nature on camera. He hated the idea of shooting ducks but to make his father happy he would do anything in the world.

2. From the very onset of the story, it is clear that father and son shared a bond of love. Moreover, Jeremy wanted to make his father proud of him and would do anything to achieve that end. His father, on the other hand, while he obviously loved his son; did not understand his son’s character perfectly.

3. Jeremy burst into tears because he thought he had lost his only chance to please his father.
4. Initially the father did not understand his son’s feelings, otherwise he would never have taken him on a hunt. Later, however the father understands what was going on in Jeremy’s mind because he asks his son to shoot with a camera, instead of a gun.

5. Jeremy’s father was a good man at heart, even if he did enjoy violent pursuits like shooting. He was a little slow at understanding his son’s feelings but clearly he was a kind man, because when he understood why his son could not enjoy hunting, he decided to change himself and learn to shoot with a camera.

NOTE: Students should form their own assessment of his character from the story. The answer given here merely contains suggestions.

6. In this context, ‘got him’ means that Jeremy had succeeded in capturing the duck on film.

7. ‘He tried to forget his fear by taking a picture of his father’; ‘Jeremy’s heart was beating fast’; ‘His lips were shaking’; ‘burst into tears’

8. ‘His face was glowing.’

Matching Headlines and News

A. Students have to match the headlines with the reports as shown below.
   • It’s not just skating, it’s holding hands  Dhriti Tandon hates to wake up...
   • Get ready to feel the heat again  Long outages are sure to haunt...
   • Indian captain tames high seas  Heroes are just ordinary people...
   • Girl-boy sex ratio still a concern  The new data released by the Census...

B. Students have to elaborate the given headlines into reports.
NOTE: They should exercise their imagination while making sure that the reports they write are compatible with the given headlines. You may ask them to think of exciting stories which could be ascribed to the given headlines.

C. Students have to think of appropriate headlines for the given reports.
NOTE: Students should understand that headlines should be catching and somewhat cryptic. While there must be a correlation between the
headline and the report, the header should not give away all the surprises of the story.

Determiners

A. Students should underline the determiners in the given sentences and state their type.
   1. those (demonstrative adjective); mine (possessive adjective)
   2. the (article); that (demonstrative adjective)
   3. a (article); little (adjective of quantity)
   4. so many (adjective of quantity)
   5. whose (interrogatives); that (demonstrative adjective); those (demonstrative adjective)
   6. many (adjective of quantity)
   7. my (possessive adjective)
   8. little (adjective of quantity)

B. Students should tick the correct determiner in the given sentences.
   NOTE: You may ask them to explain their choice of answers.
   1. your  2. which  3. this  4. any  5. much

Pronoun Referents

Students have to state what each highlighted pronoun refers to in the story.

‘It started with a hic! Between two beetles and some grain,’ wailed the baby rhino. ‘I (the baby rhino) had swallowed two beetles together and was about to pop in the grain when I (the baby rhino) felt and heard myself (the baby rhino) go hic, hic, hic!’

‘Well, it (the hic) sounds like a hiccup to me (Kalu, the crow),’ said Kalu, the crow.

‘But HIC! It is not a hiccup,’ the baby rhino cried. ‘A hiccup has to come up or go down but this hic is stuck...HIC! Right in the middle of my (the baby rhino) throat!’
‘I (Kalu, the crow) could slap the hic out of you (the baby rhino)’ suggested Kalu happily.

Kalu slapped the rhino repeatedly. The hic moved up a couple of inches and then it (the hic) moved down.

The hics were getting hiccer every minute.

‘You (the baby rhino) roll on the ground. I (Kalu, the crow) think that should stop them (the hics).’

The hiccups persisted. The little rhino was in tears.

‘Now try jumping’. He (the baby rhino) jumped but it (the hic) did not move.

‘Well there is only one way out. I (Kalu, the crow) am going to bite that hic right out of your (the baby rhino) throat,’ said Kalu.

‘No, no,’ the rhino started running away. ‘Hic, hic, hiccup!’ He (the baby rhino) hiccuped.

And the hic, hiccuped out of his (the baby rhino) throat! It (the hic) was one black beetle. It started walking away.

‘I (Kalu, the crow) wasn’t really going to bite you (the baby rhino); I (Kalu, the crow) just said it (the suggestion of biting the hic out) to scare the hic out of you. And it worked.’

---

**Simple Sentences**

Page 18

Students should underline the finite verbs and circle the non-finite verbs in the given sentences.

1. running (non-finite verb); is (finite verb)
2. writes (finite verb)
3. saw (finite verb); entering (non-finite verb)
4. likes (finite verb); to swim (non-finite verb)
5. prefers (finite verb); singing (non-finite verb)
6. fell (finite verb); reading (non-finite verb)
7. have (finite verb); choosing (non-finite verb); to suit (non-finite verb)
8. sat (finite verb); preparing (non-finite verb)
9. is (finite verb)
10. was (finite verb)
11. is (finite verb); to treat (non-finite verb)
12. was (finite verb); talking (non-finite verb)

Compounds and Complex Sentences

NOTE: Answering the questions after each set of sentences will help the students grasp the construction of compound and complex sentences.

A. 1. There are two finite verbs in each sentence.
2. They are not simple sentences because a simple sentence can only have one finite verb, whereas these have two finite verbs.
3. There are three clauses in each sentence.
4. Yes, each clause has a complete meaning.

B. 1. In the first sentence, the finite verbs are ‘bought’ and ‘wanted’. In the second sentence, the finite verbs are ‘like’ and ‘is’. In the third sentence, the finite verbs are ‘are’ and ‘work’.
2. No, only one of the clauses in each of the sentences is independent and complete in meaning.

In sentence 2, ‘I like to drink coffee’ is the principal clause, while the subordinate clause is ‘when it is cold’.
In sentence 3, ‘Exams are not a problem’ is the principal clause, while the subordinate clause is ‘for students who work hard’.

Simple, Compound or Complex

A. Students have to mark the given sentences as simple (S), compound (Cm) or complex (Cx).
8. Simple  
9. Simple  
10. Complex  

B. Students should list the principal and subordinate clauses in all the sentences.

**Principal clause**  
1. I waited patiently at the doctor’s  
2. The doctor examined me thoroughly  
3. My problem persisted  
4. • I went to another doctor  
   • I wanted a second opinion  
5. • The second doctor saw all my reports  
   • [The second doctor] asked me to come again  
6. The second doctor told me to get some tests done  
7. • I got the tests done  
   • [I] couldn’t get the reports the same day  
8. On getting the reports, I went to him again to show him the reports.  
9. There was some lurking infection in my throat.  
10. The doctor gave me medicines  

**Subordinate clause**  
1. before prescribing the medicine  
2. When I went again  
3. which cured me completely  

**Punctuation**  

**NOTE:** Before the students start rewriting the given passages, you may ask them to read them out. This will aid them in punctuating, as it will give them a sense of the meaning of the passage.  

A. Mrs Mathur’s daughter Anupama was dusting the harmonium. She hadn’t used it for two weeks. She hated it, hated music, hated herself. Why should she practice singing any more? Whatever she sang, was weighted down, her voice sounded like stones clattering inside a tin. Music shouldn’t be like that. Music should soar, fly up into the blue brilliance of the sky.
B. ‘So the bug got you too! How do you feel now, lady?’ he said, handing me a bunch of dahlias. I said I was feeling much better now. ‘Thought something must have gone wrong, so I asked Susie and came along to see you. These flowers are from my garden.’ I thanked him for the flowers and for coming to see me. ‘Oh, not at all! Now get well soon, and then we can prune the roses together.’

Fat Chance!

Using the correct forms of verbs from the box, the blanks in the passage should be filled. Some words may be used more than once.

Mall shelves are brimming with fat-free, low-calorie foods, but do these really help in keeping the weight off? Walk down any supermarket aisle and you will come across weight watchers who survey ‘normal’ foods with disdain. Lured by the promise of squeezing into a pair of skinny jeans, most shoppers are in quest of perfect foods that will help them drop inches in the shortest possible time. They love the labels ‘sunkissed, low-cal’ oats; ‘zero-cholesterol’ golden crisps. Foods with the loftiest claims are the ones that go flying off the shelves doubly quick.

The irony, however, is that while diet-food sales are growing so are our waistlines, according to nutritionists. And surveys suggest that despite trying to eat ‘low everything’, obesity levels are at a never before high. The seemingly waist-friendly foods may be fashionable but they may not always be a guarantee for weight loss. It is important to check out the science behind these foods and to know that any food, low-cal or otherwise, can cause weight gain, if eaten in large quantities. While opting for products like fat-free ice-creams, it is important to know that it could be made out of skimmed milk, but the sugar may not be controlled, and calories would come from carbohydrate source (sugar), which is later converted to fat and stored in the body. After all, a fat-free diet need not be a fat loss diet!
Collocation—2

Page 23

Students have to tick the options they think are correct.

NOTE: After they have done so, there could be a class discussion on which adjectives are frequently used with which nouns.

lovely  woman, man, child, friend, voice, house, view, idea
pretty  woman, child, house
smart  woman, man, child, friend, idea
handsome  man
charming  woman, man, child, friend, voice, view, idea
attractive  woman, man, child, voice, idea
glorious  voice, house, view, idea
warm  house
wonderful  woman, man, child, friend, voice, house, view, idea
fine  woman, man, child, voice, house, view, idea
brilliant  woman, man, child, voice, view, idea

Idioms

Page 24

A. Students have to collect idioms related to various body parts.

NOTE: Some of the possible idiomatic expressions are given below.

hit the nail on the head; face the music; see eye to eye; stick your neck out; get the cold shoulder; learn it by heart; back-to-back; an old hand; under your thumb; difficult to stomach

B. The idioms in the given sentences have to be underlined.

NOTE: You may ask students to find out the meanings of these idioms and use them to make interesting sentences of their own.

1. covered his tracks well
2. to explain himself
3. never got a fair hearing
4. laughed all the way to the bank
5. hold your peace
6. sick with worry

C. Students have to find out the meanings of the given idioms before using at least six of them to make sentences.

NOTE: The meanings which are given below should be made explicit in their sentences.

1. tied to apron strings—unable to think or act independently
2. eat my hat—be very surprised if something does or does not happen
3. hand in glove—working together, often to do something dishonest
4. keep one’s shirt—stay calm
5. pull up your socks—make an effort to improve your work or behaviour because it is not good enough
6. deep pockets—to have extensive wealth or resources
7. to lose one’s shirt—to lose all the money put into something
8. jump on the bandwagon—become involved in an activity which is successful in order to get the advantages
9. up your street—just the type of thing you know about or like to do
10. smooth sailing—an operation that has no problems
11. lose the train of thought—lose track of a series of connected thoughts
12. re-invent the wheel—waste time developing products or systems that you think are original when in fact they have already been done before

Eye Halve a Spelling Chequer

A. NOTE: You may ask the students to try and read the poem aloud before they try answering the questions.

1. This poem is unusual because it is entirely composed of the homonyms of the words that the poet actually means.
2. This poem makes sense if one is listening to it, as the discrepancies of spelling cannot be seen, otherwise it is a difficult poem to decipher.
3. **NOTE:** You may let students respond to this on the basis of their understanding.

B. Students have to rewrite the poem using the correct homophones.

I have a spelling checker/It came with my PC/It plainly marks for my review/Mistakes I cannot see.

I strike a key and type a word/And wait for it to say/Whether I am wrong or right/It shows me straight away.

As soon as a mistake is made/It knows before too long/And I can put the error right/It’s rarely ever wrong.

I have run this poem through it/I am sure you’re pleased to know/It’s letter perfect in its way/My checker told me so.

**Writing Advertisements**

Students have to write advertisements for two different organisations using the given picture and the words.

**NOTE:** A class discussion might help them understand how a picture can convey a thousand ideas. You may bring similar advertisements, perhaps of CRY or PETA, which attempt to evoke a variety of emotions through simple visuals accompanied by few words.

**Aboard the Magic Carpet**

Students have to write a travelogue about a real or imaginary place. The points given should help them.

**NOTE:** Before starting this exercise, you may read out extracts from travelogues or ask the students to bring pictures of their most memorable travelling experience.
The Tree of Life

Students have to answer the question based on their understanding of the poem.

NOTE: You may read out other examples of Native American poetry to help them understand how the Ojibwa or Hopi poets draw their themes and ideas from man’s relationship with nature.

1. The poet uses each of the given words to suggest the following:
   a. A tree is constantly growing, putting out new branches and leaves and growing taller.
   b. A tree changes through the seasons of each year. It sheds its leaves by winter and produces new ones in the spring and changes its hues from green to golden-red through summer and autumn.
   c. A tree lives far longer than humans do in the natural course.
   d. A tree carries on, through changes all around.

2. Like trees, human beings endure the cycle of life and death. They are born, they grow, they heal themselves sometimes but eventually they die. Like trees, too, humans are constantly changing and adapting to their surroundings.

3. The crucial difference is that trees give much to humans and animals, whereas humans can only give praise to trees. In other words, trees are givers, while humans are takers.

4. NOTE: You may let students answer this on the basis of their understanding of the text. These lines seem to suggest that although a tree aids the existence of others by giving endlessly, the tree itself endures undiminished and unchanged, it sustains itself.

Subject or Object

A. Students should underline the nouns and pronouns in the given sentences and state whether they are the doers or receivers of the action.

1. politician (doer)
2. Vimal (doer)
3. She (doer); arm (receiver); accident (receiver)
4. They (doer); party (receiver); brother-in-law (receiver)
5. It (receiver); she (doer); truth (receiver)
6. tailor (doer); dresses (receiver); shape (receiver); size (receiver)
7. guard (doer); thief (receiver); house (receiver)
8. journey (receiver); she (doer); Harry Potter (receiver)
9. I (doer); umbrella (receiver); it (doer)
10. Kiran (doer); tea (receiver); she (doer); story (receiver)

B. Students should fill in the blanks with suitable nouns.

NOTE: Some of the answers may vary.

1. the mountain 2. the athlete
3. a panda 4. the car
5. novels 6. the class
7. my father 8. the plane

We Agree With Each Other

Students have to select their answers from the choices given.

NOTE: They should not look at the explanations given at the bottom of the page before they answer. This exercise may be carried out as a quiz in class.

Reporting Verbs

Students have to suggest a suitable reporting verb for each of the sentences following the first example. NOTE: Some answers may vary.

2. ordered 3. exclaimed 4. boasted
5. queried 6. shouted 7. announced
8. complained 9. pleaded 10. enquired
11. exclaimed 12. asked 13. declared
14. cried 15. asked 16. explained
17. requested 18. warned
Students have to rewrite the jokes using indirect speech. **NOTE:** They should ensure that the humour is not lost. Some of the answers may vary.

1. One bird told another to relax at the sight of a scarecrow since it was only suppose to scare crows.

2. A farmer boasted that his scarecrow was so life-like, it frightened every crow off the farm. Another farmer replied that his scarecrow had scared the crows so much that they had brought back all the corn they had stolen the previous year.

3. While signing the register in a hotel lobby, a tourist noticed a mosquito crawling across the page. He exclaimed that he had stayed in a lot of hotels and had seen a lot of mosquitoes, but that was the first time they had come down to see which room he was getting.

4. Sunil asked his father whether Grandpa had spanked him when he was a little boy. His father replied that he had been spanked. Sunil again asked whether Great-grandpa had spanked Grandpa when he was small and his father replied that he had indeed. Sunil asked if there wasn’t any way in which they could overcome such inherited hooliganism.

5. One day Mulla Nasrudin lent his cooking pots to a neighbour, who was giving a feast. The neighbour returned them, together with one extra one—a very tiny pot. Nasrudin asked him what that was and the joker replied that according to law, he had given him the offspring of his property which had been born when the pots were in the neighbour’s care. Shortly afterwards, Nasrudin borrowed his neighbour’s pots, but did not return them. The man asked for them. Nasrudin exclaimed in sorrow that they were unfortunately dead, adding that they had established previously that pots were mortal.
**Simple Future**

Page 36

Students should first read the given passage carefully, to understand the use of the simple future tense. Thereafter they should start a paragraph on communications in future following the outline given. **NOTE:** You may let them indulge their imaginations but the aim of this exercise is to hone students’ use of the simple future tense.

**Future Continuous**

Page 37

Students have to write sentences in the future continuous using the given clues. **NOTE:** The answers here are given merely as samples.

1. I will be watching TV when mother arrives from office this evening.
2. This time next week I will be flying to China.
3. It will probably be raining when we reach home this evening.
4. Tomorrow at nine in the morning, class 8B will be writing a test.
5. Grandmother will be sleeping until the film is over.
6. Gauri will be inviting us for her birthday party next Saturday.
7. The teacher will be making a speech at assembly tomorrow.
8. It will probably be snowing in Shimla before the next month.

**Future Perfect**

Page 38

Students have to write an informal letter using the future perfect tense. **NOTE:** While the aim of this exercise is to improve students’ grasp of the use of the future perfect tense, they should endeavour to write in an interesting manner and they should strictly follow the format of informal letters that they have been taught previously.
Advertisements

A. Students have to collect advertisements which contain a number of future time references. They should paste the clippings, from newspapers or magazines, in the space provided.

NOTE: You may initiate a class discussion on why and how advertisements utilise future time references.

B. The advertisements collected by the students and the samples provided should enable them to write advertisements for the given topics.

NOTE: You may encourage students to come up with novel features that their advertisements will boast of. For example, the advertisement for the personal robot could say, this robot will make life so simple that you won’t even need to pick up the TV remote!

If Walls Could Talk

Page 41

Students have to write two paragraphs in the voice of an inanimate object. Before doing so, they should read the poem carefully and appreciate what the poet is trying to say. NOTE: You may explain that when adopting an autobiographical tone for an inert object like a wall, they should be careful to enumerate details of where the wall stands, when it was built and what is the history, if any, of its construction.

Serves Him Right

Page 42

The students have to rewrite the given dialogue in the form of a narrative in reported speech. NOTE: They should be careful to convey all the details, and especially the humour. The answer given here is a sample.

Once upon a time, a rich but miserly man asked a porter to carry a box for him up to the market. The porter told him that it would cost him three dinars. The miser replied that he had no money, but he could give the porter three pieces of good advice which would be worth much
more than three dinars. The porter considered the idea and agreed. As he picked up the box, the rich man told him to be careful as the box was full of glass bottles. Thinking the porter to be an absolute fool, the miser laughed to himself and then gave the porter his first piece of advice. He told him that if someone were to say that hunger was better than a full stomach, such a person should not be believed. The porter thought to himself that he already knew that. The rich man then gave his second piece of advice. He said that if someone were to declare that walking was better than riding, such a person should not be believed either. Somewhat annoyed, the porter said to himself that he knew that too! The rich man then told the porter to bear up, as they were almost there and the porter thought that he too could see that! When they reached the rich man cried out that his third piece of advice was that if someone were to tell the porter that there lived a porter stupider than himself, he should not believe him! As the rich man laughed merrily, the porter exclaimed in disbelief and calling the miser a rogue, threw the box to the ground, where it broke with a loud crash. The porter smugly informed the miser that if someone were to tell him that even a single bottle in the box was not broken, he certainly shouldn’t believe him!

Reported Speech—2

The students have to rewrite each of the given pieces using indirect speech. **NOTE:** The answers given here are samples.

A. One day in summer I asked the old man whether it had lived. Dikran asked if I was talking about the little bird. I asked him if he remembered the little bird that was dying in the winter, and that we had given honey to. And then I asked him again if it had lived. The old man told me to look around, and asked if I could see the bird. I replied that I could see humming birds. And he said that each of those was our bird, repeating his final words swiftly and gently.

B. One day Parrot said to Tortoise that they should make the world. Tortoise agreed and added that they could have continents like the patterns on his back. Parrot chipped in with the suggestion that they should also have lots and lots of parrots. After a second’s hesitation, Tortoise agreed saying that there should be an equal number of tortoises.
As Parrot promptly agreed, for a moment or two they contemplated the world they had agreed upon. Breaking the silence, Tortoise suddenly asked whether they need to have people. With great conviction Parrot said no! And Tortoise let out a little sound of surprise. And they lived happily ever after.

**Words Often Confused**

Students have to find the meanings of the pairs of words before making sentences with them. **NOTE:** You may allow them to consult a dictionary.

1. a. abuse: to treat in a harmful, injurious, or offensive way  
   b. misuse: to use wrongly or improperly
2. a. chronic: constant; habitual; inveterate  
   b. acute: sharp or severe in effect; intense
3. a. precise: definitely or strictly stated  
   b. accurate: free from error or defect
4. a. check: to stop or arrest the motion of suddenly or forcibly  
   b. cheque: a written order directing a bank to pay money
5. a. dual: composed or consisting of two people, items, parts, etc  
   b. duel: any contest between two persons or parties
6. a. fictitious: created, taken, or assumed for the sake of concealment  
   b. fictional: something feigned, invented, or imagined
7. a. elder: a person who is older or higher in rank than oneself  
   b. older: advanced in years
8. a. healthy: possessing good health or a vigorous mentality  
   b. wholesome: conducive to moral or general well-being
9. a. pore: to read or study with steady attention or application  
   b. pour: to send flowing into, over, or on something
10. a. oral: done, taken, or administered through the mouth  
    b. verbal: consisting of or in the form of words
11. a. lose: to suffer the deprivation of  
    b. loose: free or released from fastening or attachment
12. a. proceed: to move or go forward or onward
Students have to rewrite the given passage using reported speech.

NOTE: The answer given here is merely a sample.

As soon as I heard Hamid’s voice, I ran out of the house, picked him up and kissed him. Suddenly, I noticed the iron tongs in his hand. So I asked him where he had found the tongs. He replied that he had bought them. I asked how much he had paid for them and he said three paise. I started beating my breast and calling him a stupid child; because it was almost noon and he hadn’t had anything to eat or drink. I shouted at him, asking whether he hadn’t found anything better at the fair than iron tongs. And Hamid replied, in injured tones, that he had bought them because I brush my fingers on the iron plate. Immediately my anger vanished and my heart filled with love and pride as I realised how selfless the child was and what a big heart he had.

Granny and Hamid
Colours

Page 51

A. Students have to underline these descriptive expressions in the poem: dark and ripply; dark and quiet; brown and cool; blue and grey; silver-grey; crystal bright; pink and gold; just as green as green can be; every colour in the world;

B. Using evocative expressions related to colours, students should write a poem on one of the given topics or any topic of their choice.

To Tame the Wild

Page 52

Students should answer the questions after reading the text at least twice.

1. Khandeparker and guides like him were troublemakers who did not care about the wildlife they were surrounded by. Their only interest was in monopolising the business and extorting as much money as they could out of tourists.

2. Heblekar changed their lives by arranging a nature interpretation workshop and turning the group of high-school dropout tour operators into wildlife experts.

3. At the nature interpretation workshop, the guides were educated about the rich flora and fauna of Mollem; discovering a wonderful new world that surrounded them.

4. Heblekar converted a liability into an asset by turning the money-minded, corrupt tour guides into enthusiasts on wildlife conservation and eco-tourism.

5. **NOTE:** Students should try to construct imaginative sentences.

6. Fledgling has two meanings. It means anything which is young and inexperienced, but it also refers to a bird which has just developed its flight feathers. Thus the author could be punning on the fact that the library is for books on wildlife.

   **NOTE:** Any explanation that is logical may be allowed.

7. Khandeparker’s new-found expertise pertained to knowledge of flora and fauna and eco-tourism and included wildlife trivia like
the difference between a Giant Wood Spider and a Funnel Spider or the importance of termites.

8. The expression suggests a hasty and voluble recitation of facts.

**Film Review**

*Page 55*

Students can write a review of any film that they have recently watched whose details are fresh in their memory.

**NOTE:** You may ask students to bring clippings of film reviews from newspapers so that they get a better idea of the different ways in which critics approach the analysis of a film.

**Dilemmas**

*Page 57*

Students have to write hypothetical solutions to the problems stated, using future time reference.

**NOTE:** The aim of the exercise is to hone students’ use of future tenses. Any logical solution may be accepted here.

**Passive Voice**

*Page 58*

A. The speech describing the changes, depicted through the two maps, has to be written using passive voice. The description given is a sample.

Ten years ago, the island was covered by forest area, which has now been enclosed by a wildlife sanctuary. The hutments of old have been replaced by new houses. There was an old temple which has been renovated. In place of the lake, there is a water treatment plant. A fishing village has developed. A school has been opened. Ferry rides and water sports have been introduced for tourists. Only the tribal village has been left untouched and unscathed by the passage of time.

B. When writing the instructions for the given situations, students should take care to use only passive voice in the sentences. Their instructions should be logical and pertain to the given scenario.
C. In the given report, students have to underline the following sentences which are in passive voice.
Oriya poet Jagannath Prasad Das has been selected for the prestigious Saraswati Samman...
Saraswati Samman, which was instituted in 1991 by the K K Birla Foundation...
D. Students have to collect at least five more reports to stick in the workbook.
**NOTE:** After they have underlined all the sentences which are in passive voice, you may ask them to convert some into active voice.

**Universal Declaration of Human Rights**

Page 61

A. Students should read the extract of the UN Charter and note the formal language used.
**NOTE:** You may discuss the significance of the repeated use of expressions like 'everyone has' and 'no one shall'.
B. Each group of students should follow the language and style of the given example when writing a charter of rights for the class. **NOTE:** Any answer that is logical and reasonable may be accepted.

**Adjective Clauses—1**

Page 62

A. Students have to box the adjective clauses in the given sentences and indicate, with an arrow, which noun each clause describes.
1. which was alive with activity (describes the noun field)
2. who tended to flare up suddenly (describing Madhavi)
3. who was extremely agile in spite of her weight (describing Nita)
4. who was standing close by (describing the captain)
5. who prided herself on her athletic ability (describing Anu)
6. which she had hurt (describing the noun foot)
B. Each of the given pairs of sentences have to be combined into one sentence, using an adjective clause.
1. I don't remember the name of that man, who is a famous playwright.
2. She showed me the scrapbook, which she had made in summer.
3. This book, which I bought in Shimla, has taught me a lot about science.
4. My friend, who lives in New York, is coming to Delhi next week.
5. Those people, who were our hosts, looked after us very well.
6. He has written a book, which is quite boring.

C. Students have to rewrite the given sentences as complex sentences with an adjective clause.

1. She was wearing an outfit, which was well-designed.
2. I was given a message by the boy, who is wearing the yellow T-shirt.
3. It is difficult to write on this paper, which is rough and handmade.
4. I would like to visit a place, which is calm, serene and out of bounds for most people.
5. My mother gave me a sari, which was my grandmother's wedding sari.
6. The child, who was sick, was sent home from school.

Adjective Clauses—2

Page 64

Students have to underline all the adjective clauses in the given passages and circle the nouns that the clauses qualify.

1. which in the wintertime did not leave our neighbourhood (describes hummingbird)
   who was almost blind (describes Dikran)
   that was as neat inside as it was ordinary outside (describes house)
   which was the best thing of its kind in the world (describes garden)
   whose guardian was old Dikran (describes earth)
2. who came through my classroom (describes kids)
   which could give them a shot at college and in turn, a whole new chance at life (describes success in school)
3. where I spent my childhood (describes city)  
where Indira Gandhi had studied (describes school)  
who were my neighbours (describes Nandini and Ritika)  
who was extremely naughty (describes Ritika)  
that were popular in those days (describes games)  
that was close to Nandini’s house (describes park)  
that were played especially during the rainy season (describes games)  
that were written by Enid Blyton (describes books)  
who solved all the mysteries (describes The Five Find-Outers and the Secret Seven)

Some More Confusing Words

Page 65

Students have to find the meaning of each word in the given sets before making sentences. NOTE: They may look up the dictionary for the meanings. Sample answers are given here.

proof—They say the proof of the pudding lies in the eating.
evidence—Since there was no evidence, the accused was declared innocent.
regard—The students hold the old man in great regard.
regards—Give my regards to your parents.
regretful—Rita was regretful about forgetting her friend’s birthday.
regrettable—The outcome of the election was regrettable.
silken—The singer’s silken voice charmed the audience.
silky—The advertisement for this cream promises silky skin in minutes.
troop—A whole troop of children marched into the games field.
troupe—The troupe of actors has been touring the countryside all summer.
effect—The effect of the medicine was instantaneous.
affect—Rheumatic fever can affect the heart.
adopt—The childless couple decided to adopt the little girl.
adapt—It is important to adapt to one’s surroundings, especially in a new city.
censor—Often the censor board bans works of art without considering their true merit.
censure—The naughty student was censured by her teachers and peers.
collaboration—This dictionary is a collaboration of many minds.
cooperation—This work cannot be done without her cooperation.
assume—I assume he was late for office because his train was late.
presume—One should never presume on people’s hospitality.
apparently—The child is apparently healthy, but doctors are worried.
evidently—The boy is evidently too proud to care for the friends who stuck by him during his days of poverty.
alternative—There seemed to be no alternative to surgery for the unfortunate victim of the accident.
alternate—The two sisters decided to do the chores on alternate days.
historic—The creation of the United Nations Charter of Human Rights was a truly historic moment.
historical—The author of this book sifted through many historical records to get his facts right.
legend—Amitabh Bachchan has become a legend in his own lifetime.
legendary—Beowulf is a legendary hero of the Anglo-Saxons.
hire—The family hired a car to travel around the city.
rent—The students could only rent a flat in an unpleasant neighbourhood on their shoe-string budget.
forbid—The lawyer requested the court to forbid the suspect to leave the city.
prohibit—Many activist groups are up in arms demanding that the government should prohibit the sale of tobacco to minors.
appraise—We had an expert appraise the house before we bought it.
apprise—The policeman had to apprise the criminal of his rights before arresting him.
amiable—Her amiable disposition helps her to make friends wherever she goes.
amicable—Despite their earlier animosity, the businessmen reached an amicable settlement.
adjacent—We found a motel adjacent to the highway to put up for the night.
adjoining—The little girl was quietly seated in the adjoining room as her parents spoke to the principal of the school.

**Black**

From the pictures, students have to figure out six idioms associated with the colour black and make suitable sentences with each idiomatic expression or word.

- **pot calling the kettle black**—to say something about someone else which is actually true of you yourself
- **blackmail**—extortion of money or something else of value from a person by the threat of exposing a criminal act or discreditable information
- **black sheep**—misfit; someone regarded by other members of the family as not being up to their standards
- **black market**—the illegal business of buying or selling goods or currency in violation of restrictions such as price controls or rationing
- **black spot/mark**—indicative of condemnation or discredit
- **black list**—a list of people who are out of favour

**Time**

Students have to make sentences with at least ten of the given expressions, which refer to time. Then they should try and write a humorous piece using as many of the expressions as possible.

**Words, Words, Words!**

A. Students have to find out the occupations of each of the professionals mentioned in the list. They may need to consult the dictionary.

1. **disc jockey**—a person who selects, plays, and announces records at a discotheque
2. professor—a teacher of the highest academic rank in a college or university
3. interpreter—a person who provides an oral translation between speakers who speak different languages
4. caterer—one whose business is to provide food, supplies, and sometimes service at social gatherings
5. solicitor—a member of that branch of the legal profession whose services consist of advising clients, representing them before the lower courts, and preparing cases for barristers to try in the higher courts
6. freelancer—a person who sells services to employers without a long-term commitment to any of them
7. receptionist—a person employed to receive and assist callers, clients, etc, as in an office
8. janitor—a person employed in an apartment house, office building, school, etc, to clean the public areas, remove garbage, and do minor repairs
9. surveyor—a person who inspects something officially for the purpose of ascertaining condition, value, etc
10. steward—a person who has charge of the household of another, buying or obtaining food, directing the servants, etc

B. Students have to find the meanings of the given words and state which category they all belong to.

NOTE: All the words are common nouns which name or represent a place.

warehouse—a building for the storage of goods, merchandise, etc
barn—a building for storing hay, grain, etc, and often for housing livestock
pagoda—a temple or sacred building, usually a pyramid-like tower and typically having upward-curving roofs over the individual storeys
skyscraper—a relatively tall building of many stories
synagogue—a Jewish house of worship
fortress—any place of exceptional security; stronghold
pub—a bar or tavern
conservatory—a greenhouse, usually attached to a dwelling, for growing and displaying plants
flat—an apartment or suite of rooms on one floor forming a residence

cloister—a place of religious seclusion, as a monastery or convent

C. Students have to explain the given terms which are a part of computer jargon.

NOTE: You may ask them to discuss the alternative meanings of some of these words in non-technical language.

1. input—data to be entered into a computer for processing
2. data—numerical or other information represented in a form suitable for processing by computer
3. characters—a set of symbols, such as letters or numbers, that are arranged to express information
4. software—the programmes used to direct the operation of a computer, as well as documentation giving instructions on how to use them
5. keyboard—a set of keys, as on a computer terminal
6. memory—the capacity of a computer to store information subject to recall and the components of the computer in which such information is stored
7. data disc—used to install software on the computer
8. chip—electronic equipment consisting of a small crystal of a silicon semiconductor fabricated to carry out a number of electronic functions in an integrated circuit

Adverb Clause of Time

A. Students have to circle the finite verbs in the given sentences and then mark out the subordinate clauses.

NOTE: Each of the subordinate clauses functions as an adverb clause of time; it indicates when the action took place.

1. finite verbs—was, renounced; subordinate clause—when he was sixteen
2. finite verbs—surrendered, wrote; subordinate clause—when he wrote a letter to Franklin D Roosevelt encouraging the President to begin atomic weapon research
3. finite verbs—heard, put; subordinate clause—when Einstein heard of the massive death and destruction
B. Students have to circle the finite verbs in the given sentences and then mark out the subordinate clauses.

**NOTE:** Each of the subordinate clauses functions as an adverb clause of time; it indicates when the action took place.

1. finite verbs—got, put; subordinate clause—when Dr Daniels got home
2. finite verbs—turned, saw; subordinate clause—when he turned the corner
3. finite verbs—walked, was; subordinate clause—when Solomon walked into the courtyard of his huge housing project
4. finite verbs—was, felt; subordinate clause—when he was safely back in his apartment
5. finite verbs—finished, thought; subordinate clause—when Solomon finished eating
6. finite verbs—realised, hurried; subordinate clause—as soon as he realised this

C. Students have to complete the given sentences using adverb clauses of time. **NOTE:** The answers given here are samples.

1. I like to do the cooking *when I get home from work in the evening.*
2. My mother listens to music *when she is alone at home.*
3. When examinations approach and papers have to be set the professor is very absent-minded.
4. ‘How can I work *when you are making such a racket,*’ complained my sister.
5. I generally avoid travelling *when there is a possibility of thunderstorms.*
6. Her aunt came to their house *as soon as she heard of the unfortunate accident.*
7. When martial law was imposed in the country the people were terrified.
8. When the police arrived on the scene of the robbery, the thieves had escaped.
9. ‘Nobody leaves this room *until I give you permission,*’ the teacher ordered.
10. The girls planned to go out *as soon as it stopped raining.*
A. Students have to read the given sentences and comment on the highlighted portions. They should notice that the first group of highlighted words does not contain a finite verb, while the next two do. Thus in the first sentence, the highlighted group of words is an adverb phrase and in the second and third sentences, the highlighted groups of words are subordinate clauses. Since the subordinate clause, in each sentence, qualifies the verb and justifies the independent clause, it is an adverb clause of reason.

B. Students have to create an imaginary character and write a humorous paragraph about his/her punishments in school and at home, explaining as well the reasons for the punishments.

NOTE: You may encourage them to use adverb clauses of reason extensively.

C. Students have to write a paragraph on the topic, The Day Everything Went Wrong, using some sentences with adverb clause of reason. They could adopt a tragic tone, or a mock-tragic tone.

D. Students have to write a letter to their role model, explaining why they admire the person. They should use sentences with adverb clause of reason.

NOTE: You may have a class discussion before they start writing, to help students get a better idea of what should or should not be admired in a person, especially in a celebrity. Students must take care to follow the prescribed form of the letter.

Those Were the Days

Students should read the poem a few times before they attempt to answer the questions.

1. The poem is about the simple pleasures of life as well as changing times.

NOTE: Students might differ on this answer. Any answer which can be explained logically and backed by lines from the text may be accepted.
2. a. haggle—to bargain extensively  
   b. dime a dozen—idiomatic expression meaning very cheap  
   c. mottled pile—colourful heap  
   d. eyes creased with pleasure—referring to the wrinkles formed  
      around the eyes when one laughs widely  
3. When the tomato man arrived, the mother would settle down to  
   bargain over the price of tomatoes, while the children picked  
   them the fruits off the pile and filled their mouths with them.  
4. a. The words literally would refer to the pleasure the children  
   found in eating the raw tomatoes.  
   b. The idiomatic expression suggests immense pleasure at  
      something.  
5. Hasteless haunches suggests that the tomato man was sitting in  
   a crouching position, with his weight on his haunches and not  
   in any hurry to move. The words evoke the image of general  
   immobility and inertia, while the czar of giving is suggestive of  
   the tomato man’s bountiful providing of tomatoes for the children.  
6. ‘how kindly the tomato man smiled’, ‘his good eyes creased with  
   pleasure’ and ‘the tomato man on his hasteless haunches was the  
   czar of giving’ are expressions in the poem which describe the  
   man.  
   NOTE: Answers may vary for the second part of this question.  
7. The poet seems to be suggesting a difference in the approach of  
   these two sellers of produce. He refers to the man who sold them  
   tomatoes in his childhood, as the tomato man, suggesting that he  
   was a more human figure. The tomato vendors of the present  
   seem to him almost like vending machines, mechanical  
   and businesslike, taking no human pleasure in their goods.  
   NOTE: Answers may vary for this question. You may accept  
   anything which is logically presented.  

**Persuasive Writing**

A. Students should read the letter a few times and try to understand the  
   different methods of persuasion the author uses. NOTE: These methods  
   could be listed on the blackboard. A few points are given here. The list  
   is not exhaustive, so the students should look for more points.
• The author stresses on the direness of the situation.
• She emphasises the fact that every individual has a choice, thereby invoking a sense of moral responsibility in the reader.

B. The list of techniques that the students have noted in the previous question should help them write a persuasive letter on any of the given topics.

NOTE: You may ask them to think of a fictional NGO, on behalf of whom they might write.

Classification: Related Words

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Students should categorise the words by placing each word in a column with other words which are similar in meaning or have some relation. The groups of related words are listed below.

I tough; complicated; easier said than done; fraught with problems; complex; daunting; demanding; challenge; difficult; adverse; hard
II special; elite; exclusive; distinctive; unique; unusual
III famous; well known; extraordinary; star; legendary; VIP; superstar; celebrity; to make a name; household name
IV judge; decide; decisive; differ; various; come to a conclusion; choose; make up your mind

A Poem Without Verbs

Page 78

Students should read the poem and appreciate how it is possible to write a poem without using any verbs. Then they can try writing two such poems themselves, without emulating the given example too far.

How to Successfully Persuade Your Parents

Page 79

Students should note that this poem is almost exclusively made up of verbs. They can then attempt to write a poem themselves, using only verbs of movement, or only adjectives.
Intensify or Tone Down

Students have to write a speech on the given topic, using as many of the given expressions as possible. They should understand however that these words must be judiciously used to achieve an effect on the audience.

Moonlight Serenade

Page 81

A. Students may need to consult a dictionary before they write all possible meanings of the word through.
   1. in at one end, side, or surface and out at the other
   2. past; beyond
   3. from one to the other of; between or among the individual members or parts of
   4. over the surface of, by way of, or within the limits or medium of
   5. during the whole period of; throughout
   6. having reached the end of; done with
   7. to and including
   8. by the means or instrumentality of; by the way or agency of
   9. by reason of or in consequence of
   10. in at the first step of a process, treatment, or method of handling, passing through subsequent steps or stages in order, and finished, accepted, or out of the last step or stage

B. Students should underline all instances of the word through in the given poem.

NOTE: You may have a class discussion on which meaning of the word is appropriate in which case, for example, in 'crept through the fence'—the first meaning is applicable.

Global Language

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A. The words given in the box originated in foreign countries and have been introduced into English over the centuries. Students should discuss
the meanings of familiar words and consult a dictionary to find the meanings of words they do not know.

**B. Students should find out which country each of the given words originates from and list the words in the appropriate box. They could consult a dictionary, an encyclopedia or the internet.**

- Spain—embargo; lasso; macho; bonanza
- Germany—kindergarten; blitz; dachshund
- Turkey—yoghurt
- Norway—fiord; yacht
- France—avant-garde; crèche; bistro; boutique; caravan; absurd
- rabia—fatwa; algebra
- The Netherlands—easel; absurd
- India—cipher
- Portugal—dodo
- Denmark—kayak
- Persia—shawl; bazaar
- Greece—hippopotamus; synonym; cosmonaut
- Sweden—tungsten
- Italy—bandit; casino; ballerina
- Japan—bonsai; origami; tycoon; karate

**The Shahtoosh Saga**

Students should read the text a few times before they attempt to answer the questions.

**NOTE:** You may ask them to find out more about the making of a shahtoosh shawl and initiate a class discussion on cruelty towards animals.

1. The phrase ‘blood on his hands’ implies that one is guilty for another’s affliction or suffering. Clearly the author uses this phrase because she thinks her father was responsible, albeit unknowingly, for the painful death of the two-hundred-odd chirus, who were skinned to make the shawl he had gifted his wife.

2. The shawl propelled the author’s mother into the ranks of the affluent snobs of Calcutta. It gave her the aura of a celebrity among her friends, but especially in the eyes of the family.
3. Two expressions used to describe the shawl are—‘gossamer-soft mantle’ and ‘mousy-looking piece of cloth’.

4. The writer’s sister and sister-in-law did not take the shawl because they said it was impractical and of no use in the windy winters of America. This pragmatic reason for their refusal was very different from the moral and ethical grounds which prompted the horrified refusal of the writer’s daughter and daughter-in-law.

5. The shawl is inanimate and cannot speak, but its very existence is a reminder of the cruelty that man is capable of. The more vulnerable biological brothers here are the chirus, who were inhumanly killed in large numbers to make a mere shawl.

6. Students have to find the meanings of the given words and use them to make meaningful sentences.
   a. echelons—a formation of groups, units, or individuals
   b. glitterati—wealthy or famous people who conspicuously or ostentatiously attend fashionable events
   c. legitimate—according to law
   d. cynosure—something that strongly attracts attention by its brilliance
   e. veritable—being truly or very much so
   f. bliss of the ignorant—free of the guilt and responsibility attached to knowledge
   g. storehouse of memories—repository of memories

Using Words Correctly

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Words that can be used as different parts of speech are extensively discussed here. Students should read each example carefully and note the use of each word in the sentences given.

NOTE: You may ask the students to make more sentences with the words given, to help the students comprehend their usage better.
NOTE: This project includes exercises of various kinds designed to provide students with sufficient writing practice.

A. Students have to write a speech, which would be delivered by the aliens to the whole school.

NOTE: They should take special care to elucidate the purpose of the aliens' visit and they may include interesting mannerisms in the aliens' style of speaking.

B. Students have to write two interviews, which the aliens conduct; one with a teacher and one with a student.

NOTE: They should take care to build the characters of the student and the teacher being interviewed through the questions and answers.

C. Students have to design an information leaflet elucidating the purpose of the aliens' visit.

D. Students have to write either a message or the transcript of a brief telephone conversation.

NOTE: Since this is an informal piece of writing, you may tell them to keep the tone natural.

E. Students have to write an essay presenting the alien way of life.

NOTE: You may allow them to be imaginative, but they should try to contrast, or compare, the alien way of life with life on earth.

F. Students have to write a formal letter of invitation on behalf of the aliens, inviting everyone to visit the Satolian planet.

G. Students have to write thank you letters on behalf of the aliens.

NOTE: They should first make a list of all the people the aliens might want to thank, such as the principal and perhaps certain teachers or students.

H. Students have to write a newspaper report on the incident of the aliens holding school children hostage.

NOTE: The report should have a catchy headline, and include all the details of the events of the last few days.

I. Students have to write a diary entry on the events of the previous days.

NOTE: Since this is a personal entry, not for the eyes of the public, they should feel free to write what they thought of the entire event. They should also dwell on the emotional impact such a momentous event would have.
**The Storyteller**

**My Father and the Hippopotamus**

*About the story*

NOTE: You may ask short questions based on the chapter to help the students understand it.

1. a. John, the author’s father. The chance being referred to is the opportunity that John got to catch a hippopotamus.
   b. A group of hippos created a racket throughout the night but disappeared each time John went for a round. In the early hours of the morning, Matiba, the servant, reported a hippo sitting in the fishpond. This was a chance for John to catch a hippo.

2. Matiba, the kitchen boy, was responsible for the insane giggling. Matiba discovered a baby hippo in the author’s fishpond. He ran to wake up John, giggling in excitement.

3. He could just rave and rant against them.

4. Father was a failure against the hippos because they disappeared as soon as he went to catch them.

5. a. ‘We’ are John and Laurie, and ‘him’ is Matiba, the kitchen boy.
   b. Matiba was told to put the rope around the hippo’s neck.
   c. When Matiba was told to put the rope around the hippo’s neck, he was terrified and ran away to avoid doing so.

6. When he was around eight years old, he felt that his father’s anger would terrify the hippos. However, as he grew older, he realised that his anger was just his frustration for not being able to do anything against the hippos.

7. Father tried to tie one end of the rope to the axle of the truck. The other end was around the hippo’s neck. It was an effort to pull the hippo out alive from the pool.

8. Laurie’s father ran towards the tree, as quick as the wind, and climbed the tree on which Laurie was perched, to be out of reach of the female hippo.
9. The story is funny. Episodes like when they discover the hippo in the fishpond, the exchange between the parents is full of humour. Also, hippo's reaction to their banging of pots and making noise, and their counter reaction to his stare are quite funny.

**Word power**

A. Meanings are given. Students can form sentences of their choice.

- **amiable:** good-natured
- **ineffectual:** inadequate
- **stridently:** shrilly
- **sunk:** sneaked
- **concerted:** determined
- **squirmed:** felt shame
- **wallow:** stagger
- **discordant:** harsh
- **conscientiously:** carefully
- **riveted:** fascinated
- **tautened:** tightened

B. You may ask the students to read the relevant lines and discuss the meaning in class.

1. The games the hippos played in the dark.
2. The hippos had not made so much noise and played games as on that day.
3. The noise made by the bare feet of the natives.
4. The huge jaws when opened looked like the opening of a deep cave.
5. The noise made by the author and the natives was harsh but it gave them strength and they felt that it would drive the hippo away.
6. The bumper had come off the truck when they tried to move the hippo and it lay unclaimed in the flower bed.

C. You may discuss the phrases with reference to the text.

1. b 2. c 3. c 4. b

**Creative work**

A. The students may write the letter keeping in mind the following points.

- John's long-drawn war with the hippos
- his long sufferance
- his efforts to force the hippo out of the fishpond, alive
• the loss caused by the hippo
• his search for a solution to the yearly hippo menace

B. While writing the diary entry, the students may note that:
• The mother does not share father’s anger against the hippos.
• She can easily see through father’s false bravado.
• She is totally against killing the hippo.
• She enjoys the tussle between father and the hippos.

**Writer’s craft**

A. You may discuss the various descriptions in class and ask the students to add to the list.
• He would walk up and down the bank cursing and daring any hippo to show its face, until my mother sent a message to say breakfast was ready.

B. You may ask the students to come up with such lines. There may be a class discussion on them. The students may add to the list.
• Drops shook from it in a silver shower…….

C. You may discuss what the lines say, for example, ‘my sister was too young to notice’ tells us that the author’s sister was just a baby at that time and was not aware of what was going on around her.
When she says that hippo is not a jumbo, we understand that she has grown and can now differentiate between the animals. Also, she is not terrified of her father and speaks her mind.

**The Secret Heart**

*About the poem*

**NOTE:** You may ask short answers based on the poem to help the children understand it.

1. ‘Across the years he could recall’, tells us that it is a flashback.
2. When the boy woke up, he saw his father with a light. It seemed to him as if his father’s hands were full of fire.
3. His father was checking to see that his son was sleeping peacefully in light of a matchstick.
4. The poet is talking about his father’s biological heart and the heart he makes with his hands while holding the matchsticks.
5. The look on his father's face was of love and tenderness.
6. a. It symbolises the father's love for his son.
   b. In the light of the day, the look of tenderness will be lost.
      The son will not be able to see the love in it.
7. The light of the matchstick has been compared to the sun. As
   the sun gives warmth to the earth, the son feels the warmth and
   protection in his father's hands.
9. The sun symbolises the warmth, the light, the protection and
   the nurturing that the son gets in his father's hands.

Word power

A. The students may consult a dictionary if required. You may additionally
   ask them to make sentences to bring out the two meanings.
   1. match: competition; go with
   2. light: radiance; not heavy
   3. trace: draw outline; hint
   4. palm: a tree; inner part of hand

B. You may discuss homophones, using suitable examples. The students
   may add to the given list of words from the poem. You may ask them
   to find the meanings of the pairs of words.
   • years; ears
   • bare; bear
   • know; no
   • sun; son

C. You may discuss the lines in class.
   1. The time of the night when there is no movement. It seems as
      if the whole world is asleep.
   2. He holds the lighted match stick between his hands but it seems
      to the son that his father is holding the fire, that is, the warmth
      and love in his hands.
   3. There was so much warmth and love in the heart that the son,
      if awake, would have been overwhelmed.
   4. The light from the match stick went out and the hands which
      were outlined in its light, in the shape of a heart, could no
      longer be seen.
**Creative work**

**A.** The students may write the letter, thanking their father for being there for them, for the love and warmth he showers on them, for his kindness and understanding, for his friendship and faith and for all the little thoughtful things he does for them.

**B.** You may narrate your experience, when half awake, at some time. You may then encourage the students to talk about their experiences. The best writings may be read in class.

**Writer's craft**

**A.** You may ask the students to highlight the parts where darkness and light come together. The poet is describing the night when the father comes in with the light. The surrounding darkness highlights the effect of the light. Wherever the poet has used light, he has also described the darkness, like, ...hour of night, ...awakened to light. Also, ...each side the spark, ...kindled in the dark.

**B.** The poem starts with the line, 'Across the years he could recall'. It is the poet's recollection of his father's love for him. It tells us that when the boy grew up and was on his own, he remembered the days when his father was with him, throwing a blanket of love around him, protecting him and warming his heart with tenderness. Though the father was no more, but the realisation of his love still warmed his heart.

**Fritz**

**About the story**

**NOTE:** You may ask short questions based on the story to help the students understand it.

1. Jayant had visited Bundi as a child. He wanted to see if his memories as a child matched with Bundi of today.

2. Jayant found it strange that in his childhood, things like the chairs and the drawing room had seemed huge, but they were actually of normal size. This is not strange because when we are very young; all such things appear to be very big. However, as we grow older, things come into perspective.

3. Unlike other dolls, Fritz was life-like figure of an old man with a smile on his face. It was twelve inch long, wearing a Swiss cap.
with a yellow feather in it. Its clothes, like any human’s, were
closest in all details, with small buttons, belt, pockets, collars,
socks, etc.

4. Jayant was attached to Fritz because though he had a lot of toys,
he played only with the doll, talking to him for hours. It seemed
to him as if the doll could understand him.

5. Jayant forgot Fritz on the grass in the lawn when he went inside
to change. Two stray dogs started playing with it and mutilated
it.

6. a. Jayant had been drawn by the deodar tree in the lawn, earlier
in the day, but he could not remember its significance.
b. Jayant recalled that he had buried Fritz under the deodar tree.

7. Jayant could not sleep at night because first he heard a noise
near the window and then felt something walking on his chest.
He even saw small brown marks on the blanket.

8. a. Something walked over my chest.
b. Slightly preoccupied air
c. Voice exclaiming jubilantly
d. He asked in a voice turned hoarse with fear, ‘What…what is
that?’

**Word power**

A. You may discuss the words in class and ask the students to find the
meanings of new words, if any.

**NOTE:** Some words have been made. However, the list is not exhaustive.

1. contrary: ray; tray; cot; not
2. dispirited: spirit; died; pier; rip
3. insistence: insist; sit; ten; since
4. pleasurable: sure; able; pea; peer
5. traditional: din; train; rid; land
6. historical: stir; star; hilt; cart

B. The students may use a dictionary if required.

1. This magnificent palace was built by an Indian king.
2. The patient’s nervousness decreased after the doctor gave her an
injection.
3. ‘I hope my parents won’t have any opposition to my staying out
late tonight,’ said Shikha.
4. The labourers started work on the dam with great excitement.
5. The police could restore peace in the riot-torn town only after firing a few rounds of tear-gas shells.
6. Rita’s family was worried to see her agitation before her board examinations.
7. The restaurant had a huge chandelier.
8. You should reply to all the oral questions in order to pass the test,’ said our history teacher.
9. Priya persisted on having another piece of cake though she had already had two before.

C. You may discuss the expressions in class. Sample sentences are given.
1. Mother moved about the house with a slightly preoccupied air.
2. Rita thought we were late. On the contrary, he had arrived before time.
3. The children felt a pleasurable excitement at the prospect of going for a picnic.
4. The principal decided to take a closer look at the drawings on the wall.
5. After forgetting the same number for the third time, he has come to the conclusion that memory is a strange business.
6. Rita’s childish fantasy was to marry a prince.
7. The car was battered beyond recognition in the accident.
8. After a long tiring day, the students were keen on hitting the pillow.

Creative work

A. The students may keep in mind the given points while writing the letter.

• background of the trip
• Jayant’s preoccupation
• his desire to not let the problem become too big for Jayant
• events leading to the digging
• the horror of the skeleton
• inability to understand this

B. Diary entry may include the given points.

• understanding of desire to visit Bundi
• Shankar’s inability to understand my preoccupation
• certainty and fear that Fritz walked on the chest
• a strange excitement at the prospect of digging around the tree
• the horror on discovering the skeleton

C. You may encourage the students write the story or the poem. The best creations may be read in class.

**Writer’s craft**

A. You may ask the students to read the story again and list the sentences.

• Fritz came into our room last night. Those little marks on my quilt were his footprints.
• But I could feel distinctly that whatever was walking on my chest had two feet, not four.

B. There may be a class discussion about how the end had given the story a dramatic twist. It has piqued the curiosity of the readers and they have a desire to know what happened next. You may ask the students the end they were expecting and the difference it would have made to the story.

**The Luncheon**

**About the story**

NOTE: You may discuss the story in class before the students attempt the answers.

1. The words that come to mind are self-centered, full of herself, selfish and a person who enjoys taking advantage of a situation. It seems she too could not afford the fine dining but wanted to enjoy them at the author’s expense.
2. The writer was surprised to see the lady because he had expected to meet an attractive, younger woman.
3. She continued to repeat the remark throughout the luncheon meeting. It was contrary to her actions. She ate quite a substantial amount of food. After some time, the writer started fearing the remark because it was an indication that she was planning to order more.
4. The waiter repeatedly offered the lady exotic dishes which were
also very expensive. As the writer could not afford them, this increased his misery.

5. The lady says that it would be difficult for him to work after eating such heavy things as chops. She added that she did not believe in overloading her stomach.

6. As the bill for the food increased, the writer felt he would be unable to pay the bill with the money he had. He panicked at the prospect of having to borrow from his guest, to pay the bill. His solution was that he would dramatically declare that his pocket had been picked. If the lady, too, had no money, he would leave his watch till the time he could pay.

Word power

A. You may discuss the various phases of the narrator’s state of mind, his feeling of gratification at meeting a person who has read his story, to the worry at being unable to afford the expensive dishes, to the panic at the knowledge that he does not have enough money to pay the bill, to the past caring stage when he feels that the worst has already happened. You may ask the students to point out the words.

At the end of the meal, the narrator had stopped panicking and was past caring. He was irritated and longed for revenge. He sarcastically told her that he would forego dinner as he had had a heavy lunch. He knew he had been imposed upon but was helpless to do anything about it.

B. NOTE: The students may use a dictionary if required. You may additionally ask them to make sentences with the words.

1. bill of fare
2. amicable
3. trifle
4. vindictive
5. stone

C. You may ask the students to read the relevant passages before answering the question.

1. The lady says the word on her second meeting with the narrator. They are meeting after a long time.

2. The narrator could only afford the basic necessities of life with the money he was earning. He could not afford extravagances.
3. The narrator says that the lady scolded him for eating a heavy meal like the mutton chop.

4. Since the consequences were outside the narrator’s control, he felt he could not do anything to salvage the situation, and therefore he stopped worrying about it. The bill had already amounted to much more than he could afford.

5. The narrator felt helpless to take revenge for the situation in which the lady had forced him to be. However, he felt that the Gods had intervened on his behalf and had punished the lady by making her grossly overweight.

Creative work

A. You may discuss the statement in class emphasizing on the tension and inconveniences the narrator had to face. You may ask the students to list his various phases of worry in the restaurant and the consequences of the lady’s thoughtlessness. He had to face all this for the gratification at meeting a person who had actually read his first story.

B. The students may write the note while keeping in mind the following points.

- It should be a formal thank-you note.
- She had enjoyed the luncheon.
- She had convinced herself that she had eaten only a light luncheon.
- There was no feeling of guilt at her thoughtlessness.

C. You may discuss the conversation in class emphasising the following points.

- The narrator could not afford to pay the bill in the near future.
- He was prepared to leave his watch behind as security.
- His embarrassment at being in such a situation.
- His irritation at the course of events which had landed him in this situation.
- The manager’s insistence on the payment to be made.

Writer’s craft

You may have a class discussion, encouraging the students to state the examples. NOTE: Some are given. They may add to the list.

- I never eat anything for luncheon.
- But I had my revenge at last...Today, she weighs twenty-one stone.
Acceptance

About the poem

NOTE: Short questions may be asked to help the students understand the poem.

1. The guest’s conditions for accepting vegetarian food are that he may only be served vegetarian food which does not include vegetables like pepper, tomato, sprout, turnips, swedes and onions. The food should not be cooked in garlic and should not have rich sauces, pasta or rice in it. He was also unable to eat fruits, sweets and fried or roasted potatoes. Therefore, they should also not be served.

2. The guest does not eat tomatoes, pepper, sprout, onions, garlic, turnip and swedes.

3. The guest does not have a sweet tooth because he says that he has not liked any sweet that he has tried.

4. ‘Foods don’t like me’ means that they do not agree with my constitution. ‘Foods I can’t stand’ means that I do not like the taste of the particular food.

Word power

A. The students may use a dictionary if required. NOTE: Sample sentences are given.

1. paltry: The man paid a paltry sum for the machine.
   poultry: The farmer reared poultry on his farm to supplement his income.

2. sensitive: His nose is sensitive to the smell of burnt sugar.
   sensible: He is a sensible man who does not waste money on frivolous things.

3. accept: I accepted his offer of help.
   except: All except Rina, have arrived for the party.

4. disrupt: He barged into the hall and disrupted the meeting being held there.
   disturb: Please do not disturb the patients by talking loudly.

5. split: The thieves split the booty amongst themselves.
   spilt: Arjun spilt milk on the carpet.
B. The students may use a dictionary if required. You may additionally ask them to make sentences with the words.

1. dull
2. unhappily
3. foreign
4. caution
5. tolerate
6. eager

C. You may discuss the idioms, giving suitable examples to demonstrate their use. The meanings of the idioms may be discussed in class. You may ask the students list more idioms with meanings.

1. To attain two objectives by a single action.
2. To count all the advantages of something before time, that is, before it has materialised.
3. To do something in a wrong way so that the efforts are wasted.
4. If too many people are involved in doing some work which is meant for a few people, the work will never be done satisfactorily.

*Creative work*

You may discuss the exercise in class. The note of acceptance should be formal. The best writings may be read in class.

*Writer's craft*

A. You may discuss the poem in class and encourage the students to list the lines and the reasons why they find poem funny. Answers will vary. All answers with relevant reasons may be marked correct.

B. You may revise the rhyme scheme before the students attempt the question. The rhyme scheme of the first stanza is given.

a b c a b

*The Woman of the Sea*

*About the story*

You may ask short questions based on the story to help students understand it.

1. The purpose of the expedition was to collect and study specimens of marine life from a selected tropical area of the Pacific Ocean.
2. Dr Martin was shocked to see the mermaid and staggered backwards in reaction. However, Dr Wilcoxson just stared at her in shock.
3. Dr Martin was determined to protect the mermaid because he
felt she was too pretty and rare to be exhibited as a specimen. He was attracted to her and felt pity for her.

4. Dr Martin wanted to release the mermaid into her natural environment, the ocean, to protect her. However, he was trained scientist on the mission to find new specimens of marine life in the ocean. His action defied logic and scientific training.

5. a. ‘If there’s any way I can get her, it’s back to the circus for me. Why, she’s worth a million bucks to any side show!’
   b. Blarney was fearful; his superstitious nature told him that no good would come of having captured a creature that was best never seen. ‘I want no part of it, for sure,’ he said shakily.
   c. Dr Wilcoxson bent over the still form and looked carefully at the sides of her throat.
   d. Suddenly, determination seized him, and before his scientific training could prohibit his illogical action, he pulled her up and out and in one smooth movement put her through the open porthole.

6. As he partially cleared it, a shocked look passed over his face, and it appeared to other men that he was having a fit of some sort as he staggered backwards and collided heavily with Marco: stunned disbelief.
   Dr Martin put out a tentative hand to touch the creature, but pulled back: hesitation.
   I am ready, sir. What information do we need? How do we start?: professionalism; scientist in him taking over.
   He pulled her up and in one smooth movement put her through the open porthole: humane.

**Word power**

A. The students may use a dictionary if required. **NOTE:** Answers will vary. Sample answers are given.

1. scorching heat: The vegetation was burnt by the **scorching heat** of the sun.
2. hot afternoon: Not a soul could be seen on the road in the **hot afternoon**.
3. enchanting patterns: The rays of the sun formed **enchanting patterns** on the opposite wall.
4. melodious voice: The **melodious voice** of the singer enchanted the audience.

5. harsh tone: The boy was punished for speaking to his mother in a **harsh tone**.

6. harrowing experience: He refuses to go out of the house after the **harrowing experience** on the road.

7. sudden fear: After stealing the bread, he looked about in **sudden fear**.

8. distant horizon: Deep in thought, he gazed at the **distant horizon**.

B. You may discuss the colours associated with the sea and ask the students to describe the different moods of the sea using colours. The students may amend and add to the list.

- glittering blue
- calm green
- angry black

C. Students have to discuss how the highlighted words, in the given phrases and expressions, enhance the effect of the descriptions. **NOTE:** The answers of students might vary, any answer which is reasonable may be accepted.

1. The word ‘absorbed’ indicates the intensity of concentration of the examiners.

2. The word ‘fled’ suggests the quick coming up darkness, as opposed to the usual fading away of the sun’s light.

3. The word ‘surge’ hints that the movement of the members of the crew was rather sudden and in a large group.

4. Since dollar notes are green in colour, the ‘long green’ here refers to money.

5. The use of the words ‘a night’, suggests a desire to see the end of the night, and consider it over.

6. The phrase ‘fortune in his head’ suggests that the man was busy imagining wealth and how he would enjoy it, even before his dreams had materialised.

**Creative work**

A. You may divide the class into groups with one side speaking for science and the other for humanity. The students may add to the given points.
• Science had a valuable chance to study more about evolution of life on earth.
• It would have proved without doubt that such creatures are not part of fairy tales only, but existed on earth.
• We are already the cause of a number of creatures becoming extinct. The mermaid too would have been destroyed.
• It would have been a virtual stampede to catch as many mermaids as possible. This would have destroyed the delicate marine life of the area, doing more harm than good for science.

B. Answers will vary. All logical answers may be read in class. Some of the conclusions are given.

• The mermaid was kept in an observatory. Thousands turned up everyday to see it. It was found dead one day.
• It came into the hands of unscrupulous people who minted money at its expense.
• Science was benefited. Scientists could solve some of the puzzles regarding evolution.

**Writer’s craft**

A. You may discuss the relevant passage in class. You may emphasise that he does not reveal the identity or description of the catch. Instead, he describes the reactions of the scientists and the crew, thus building on the suspense. The strong reactions of the people indicate that the catch is not an ordinary find.

B. The humane side of Dr Martin ultimately triumphs when he releases the mermaid into the ocean. The teacher can initiate a class discussion and encourage students to come up with their understanding of the story.

C. You may ask the students to read the story and write the different ways. You may discuss the manner in which these descriptions are interesting.

• Twilight came briefly and fled and then the stars came out in their ageless patterns.
• His eyes focusing on the brightening horizon.
The Guardian of the Sea

About the poem

NOTE: The students should be encouraged to write the answers on their understanding of the poem.

1. The poet is drowsily sitting on the warm sand, just about to fall asleep.
2. The poet's first response is fear because he is unsure of the identity of the creature.
3. When the poet describes the 'white creature', we know that it is a unicorn.
4. When the poet recognises the creature and sees the innocence and love in its eyes, his first response undergoes a change.
5. The white unicorn comes out of the sea and walks slowly onto the beach. Its skin glows in the light of the setting sun and the drops of water on mane and tail glitter like diamonds. The unicorn’s eyes are blue and the horn on its head points towards the sky.

Word power

A. You may discuss the expressions in class and ask the students to make sentences with them.
   1. doze off, feel drowsy
   2. gaze steadily, appears as if it can see my innermost secrets
   3. when the sun no longer gives warmth to the earth, its heat is finished forever
   4. till the time the world comes to an end

B. You may discuss phrasal verbs and their use, with suitable examples. Meanings are given. Students will make sentences of their own choice. Answers will vary.
   • send off: dispatch
   • come off: go according to plan
   • get off: disembark
   • put off: repel
   • ward off: deflect
   • write off: reject

Creative work

You may encourage the students to express their views, supporting their answers with reasons and examples. While discussing, the students may take into consideration the following points:
• Scientific research is being done throughout the world to explain the happenings, without much success.
• Some will believe that such happenings do take place while, for others, they are a figment of overactive imagination.
• As for scientific reasoning, though our science and thinking process is quite advanced, we cannot claim to know everything. The reasons for these happenings could be beyond the realm of our understanding.
• If we are unable to explain something, we feel insecure in believing that it could have taken place.

Writer's craft

You may ask the students to gather information about the unicorn from books and internet. The information may be read in class and discussed. The unicorn is a symbol of innocence, goodness and peace. In the poem, the poet has used the unicorn to symbolize these lost values in the world full of greed, hatred and selfishness. He feels that they are deeply hidden inside the man and can only be seen rarely. He feels that though the good values have been overshadowed by the bad, they will always remain within us, a reminder of what the world could become.

Reflowering

About the story

NOTE: You may discuss the questions before students write the answers.

1. Ambi is intelligent and practical, loves his father and feels protective towards him. His father is impulsive, loses his temper very fast and repents later. His mother is a practical person who speaks up to his father.

2. a. Ambi sees through his father’s anger and sees the gentleness and love below it. He, therefore, does not mind his father losing his temper with him. He feels protective towards his father.

b. These thoughts tell us that Ambi is perceptive and intelligent. His understanding of human behaviour is much ahead of his age.

3. In his father’s presence, she speaks up to him and contradicts
him. But after he leaves for the shop, she is supportive and asks Ambi to calm Rowther to make him come back to the shop.

4. Ambi is in awe of his ability to do calculations accurately and with speed. He likes him and is friendly with him.

5. Rowther loves Ambi like a son and Ambi is also close to him.

6. Ambi was amazed at its ability. He was excited that it could do even the most difficult calculations. He kept it at his bedside while sleeping. Gomathi, too, found it amazing and rechecked Rowther's calculations on the calculator to reassure herself that it gave correct answers. Rowther felt threatened by the calculator.

7. Rowther stopped interacting with the people on the shop. He concentrated on remembering the details of the prices and the stock so that he would be indispensable.

8. When Ambi's father does not give him credit in the shop, his pride, his anger and knowledge of his indispensability makes him sit at home. When Ambi visits his house, his love for him and respect for mother is apparent. When his house comes up for auction, he feels sorrow and helplessness. He goes to work on another shop due to his insecurity. When Ambi's father brings the calculator, Rowther feels threatened and is determined to make himself indispensable in some other way. He feels elevated in the end.

Word power

A. You may discuss paradoxes using suitable examples.

Ambi is referring to the paradox that they expected Appa to be calm and not act on impulse, so that he did not have to repent later. He feels that Appa and anger are synonymous and hence calmness of temper should not be expected of him. He says that Appa is anger personified so the question of calmness does not arise.

B. You may discuss similes in class and encourage the students to give examples of similes. Answers will vary. Sample answers are given.

- As unmoving as a mountain.
- As taut as violin strings.
- As swift as lightening.

C. You may discuss the phrases in class and ask the students to make sentences with them.

1. Very fast
2. Created a problem for himself
3. Very fast
4. Taken permission to go
5. Doing something he does best and showing off
6. Was not able to sleep because occupied with something
7. Was very angry
8. To show him his actual worth, bring him down a peg or two

Creative work

A. You may discuss the story and its title in class. Answers will vary. They should be supported by reasons for selecting the particular title. ‘Reflowering’ refers to Rowther being replaced by the calculator, his determination to make himself indispensable again and his success in doing so. The students may choose a title based on this, or Ambi’s father’s realisation of Rowther’s full potential, or some related aspect of the story.

B. There may be a class discussion on the manner in which people behave when they are angry. The students may take into account the following points.

- People lose control of themselves when angry.
- They say things they normally would not.
- Create problems for themselves.

C. You may discuss the three statements in context of the story. Answers will vary but should be supported by valid reasons. Sample answer is given.

The statement, ‘Given the right circumstances, from no more than dreams, determination and the liberty to try, quite ordinary people consistently do extraordinary things,’ applies to Rowther. The calculator took his place and reduced the importance of his special ability. Rowther prided himself on his ability which made him better than most. He redirected his ability to make himself indispensable again.

Writer’s craft

A. The writer has used images of light and sound to show the progress of the day and has pinpointed the time. The sounds of the daily routine in the household have been used to create the picture of a busy household going about its daily chorus of activities. The images of light have been used to show the time of the day and present a picture of Appa’s appearance.
B. The students may come up with the various instances from the story. There may be a class discussion on the change in relationship. Students may add to the given list. They should keep in mind that through all the ups and downs, they have a basic bonding which is unaffected by the incidents.

- Appa refuses to give credit - Rift between Appa and Rowther. Rowther knows Appa cannot manage without him. Appa wants to bring him down a peg or two.
- Appa paid Rowther’s loan - Appa’s kindness and his sense of responsibility towards Rowther. Appa has the upper hand.
- Use of calculator in the shop - Appa feels Rowther has been shown his place, Rowther feels redundant.

**The Wild Duck’s Nest**

**About the story**

NOTE: The reading of the story may be interspersed with brief questions to help students understand the text better.

1. Colm suddenly stopped because he had remembered something. He left the path and began running up one of the hills.
2. The duck probably flew at a lower height than usual because it was approaching its nest.
3. Colm was trying to reach the islet by wading across a narrow, but muddy, channel of water. He had his trousers rolled up, but one fell and dipped into the water. As Colm dropped one hand to roll it up again, he lost his balance and made a splashing sound. This was the accident which alerted the bird and caused it to fly away.
4. Colm found the nest on the little islet by pulling back the long grass of each hummock.
5. Colm felt vaguely sad, despite his great discovery, because he was afraid that the bird might abandon its egg now that he had touched it.
6. **NOTE:** Students should answer this question based on their impression of Paddy’s nature. He seems to be jealous of his friend and aggressive and does not love nature as much as Colm does.
In fact, he seems to be quite a mean-spirited boy because he deliberately teases Colm about the possibility of the bird abandoning its nest.

7. The school day dragged on 'interminably' because Colm was frantic with worry and desperately wanted to go and see if the bird had abandoned its nest.

8. Colm was specially cautious because he did not want to disturb the mother bird, if it was there.

9. The delightful discovery that Colm made was that there was a second egg in the nest. In reaction, he drew in his breath delightedly and ran off whistling with joy despite the pouring rain.

Word power

A. Students have to select the correct meaning of the words from the given options.

1. dribbled—to fall in small drops or in a thin stream
2. clambered—to climb quickly but awkwardly
3. forsake—to abandon
4. vexation—the state of being irritated
5. interminably—lasting for a very long time
6. tautened—to become tightly stretched

B. Students have to explain the given phrases in their own words.

NOTE: Students should try and understand how the author evokes intense images through simple words. You may ask them to use these phrases in sentences of their own.

Creative work

A. Students have to write a diary entry, imagining themselves in Colm's place. NOTE: You may ask the students to note down a few points about the character of Colm and how he would be likely to speak and emote before they start writing the entry

B. Students have to write the dialogue between Colm and Paddy in reported speech. NOTE: Before they start writing, you may discuss the differences between reported and direct speech. They could be allowed to add imaginative details, so long as they do not detract from the narration.
A. Students have to analyse the way in which the writer creates an appropriate backdrop to the story. **NOTE:** They should pick out images and expressions from the text to substantiate their answer. The second part of the question should be answered according to their understanding of the text.

B. This sentence suggests that Colm was a deeply spiritual person, with strong religious mornings and a tremendous love for nature. **NOTE:** Students may wish to add other points, which can be accepted provided they are reasonable.

C. The theme of the story appears to be the nature of expectations and disappointments, as well as the tenuous relationship between man and nature. **NOTE:** Students should substantiate their answer with examples, to show how the bleak backdrop, the incidents and the characters and their relationships all enhance the author’s presentation of his theme.

D. Students have to note the sentences which aptly describe the given points. **NOTE:** Students might come up with sentences other than the ones given here. Any viable answer may be accepted.

1. ...a hoof-printed path that wriggled between the folds of these hills and opened out into a crater-like valley on the cliff top.
2. A flock of gulls lying on the short grass near the lake rose up languidly, drifting like blown snowflakes over the rim of the cliff.
3. ...a soddy islet guarded by the spears of sedge and separated from the bank by a narrow channel of water.
4. ...its neck strained and its orange-coloured legs clear in the soft light.
5. ...rain that dribbled down the panes filling his mind with thoughts of the lake creased and chilled by wind...

**Something Told the Wild Geese**

About the poem

**NOTE:** The reading of the poem may be interspersed with brief questions to help students understand the text better.
1. In the first line of the poem ‘something’ refers to nature or the migratory instinct of birds. ‘It’ told the wild geese that the time had come for them to fly leave.

2. The orchards were ‘sagging’ with the weight of all the fruits that grow in autumn.

3. The ‘wild breast’ stiffened at the thought of the coming winter chill.

4. The secret that the bird can feel but not see is the coming of the winter frost.

5. NOTE: Students should answer this based on their understanding of the poem. A class discussion might help them bring their ideas in shape.

6. The last two lines of the poem are an evocative description of the transitory season of autumn. In the fall, the last traces of the heat of summer linger and make it seem as if winter is nowhere near, when actually winter is just a brief while away. NOTE: Students should answer the second part of the question based on their personal opinion. They might differ in their answers and you may accept any answer which is substantiated with reason.

**Word power**

A. Students have to pick out the words and images that the poet uses to describe the three seasons. **NOTE:** You may ask them to call out their choices and discuss each before writing the list on the blackboard.

   - **Summer**—‘fields lay golden’; ‘leaves were green and stirring’; ‘warm feathers’; ‘summer sun was on their wings’
   - **Autumn**—‘berries, luster-glossed’; ‘sagging orchards steamed with amber spice’
   - **Winter**—‘snow’; ‘frost’; ‘stiffened at remembered ice’; ‘winter in their cry’

B. Students have to replace the highlighted words in the passage with their synonyms. **NOTE:** Alternative synonyms may be accepted.

   ‘Hey Huck! Are you coming?’ **murmured** Tom through the half-closed window. The **rustling** that was heard among the bushes was sign enough that Huck had jumped out. Everyone else in the house was asleep and Tom **warned** Huck against making any noise. It was a full-moon night and the **glazed** mulberry bushes looked breathtaking. Huck tripped on a bucket and fell with a loud thud. Both the boys **tensed** in anticipation.
Once they were at the forest, they lit an orange fire with dry twigs and Tom took out the exotic seasonings from his pocket.

C. Students have to explain the given expressions in their own words.
   NOTE: Students’ answers should reflect their personal opinions. You may encourage them to be creative and accept anything that is reasonable.

Creative work

A. Students have to write a note on the use of senses in the poem.
   NOTE: You may explain to the students what the sixth sense is and engage them in a discussion on the words and expressions that evoke the senses in this poem.

B. Students have to write a diary entry on how a premonition saved them. NOTE: The incident could be imaginary or real. Students should take care to write in the first person and express their emotions and innermost thoughts.

Writer’s craft

Students have to list the images in the poem which help them infer information which is not directly stated. NOTE: The list of expressions in Word Power A might help them answer this question.

The Bedquilt

About the Story

NOTE: The reading of the story may be interspersed with brief questions to help students understand the text better.

1. Aunt Mehetabel was treated callously but not unkindly by the Elwell family. It was not as if they were deliberately unkind, but she was too insignificant and too self-effacing for any of them to notice her much. NOTE: Students should give examples from the text to substantiate this answer. They could mention, for example, how they were ‘vaguely fond’ of her yet how her brother unconsciously hurt her by his rough jokes.

2. Since she was entirely dependent on her brother, Aunt Mehetable was expected to take on the most tedious and uninteresting part of the household labours. She would wash the greater share of the sweaty and dirty men’s shirts. She would iron the uninteresting dishcloths, towels and sheets without any hope of being allowed to iron anything pretty or interesting. She had to do sundry other tiresome household chores like peeling the potatoes.
3. It was not as if the family did not care for her, but she was after all an old maid and not of much interest to anyone in the household. With her restricted upbringing and constricted life, she had become self-effacing to the extent that the family rarely noticed her presence.

4. Aunt Mehetabel’s single pleasure in life was patching bedquilts. 
   **NOTE:** Students should use the information in the text to write a note on this. They could mention points like her cleverness with the needle since childhood; her considerable store of quilting patterns collected through years of devotion; how the neighbours sometimes asked her for designs.

5. The patchwork design that she had conceived of is being referred to here. Aunt Mehetabel’s reaction to the design was amazement and incredulity. She could not believe she herself had conceived of it and thought it must have come to her in a dream, or even a vision sent by Heaven.

6. The primary reason for Aunt Mehetabel’s lowly status was the lack of interest she invoked in the family. With the realization that the design of the quilt was truly incredible, gradually the family members started taking an interest in her and her work. As their admiration increased so did her status. **NOTE:** Students should substantiate their answers with examples, such as, the reduction of boring household chores and the fact that the children were told to mind what she said to them.

7. Aunt Mehetabel felt proud that her quilt was being taken to the county fair but once it was actually taken away she was overcome by a feeling of desolation. She felt quite depressed; unable even to look at the stand where her scraps of cloth used to be kept.

8. Aunt Mehetabel’s visit to the fair was quite different from what her family had anticipated. Rather than enjoying the varied pleasures of the fair, she went directly to the room where her quilt was kept and gazed at it all day. She heard many interesting comments and a great deal of praise. She didn’t even budge for lunch, which was fortunate, since the head of the concern came to pin the ribbon for ‘First Prize’ even as she was eating her sandwich right there.
Word power

A. Students have to choose the correct antonyms.
   1. varied    2. frequent    3. interesting
   4. unimpressive    5. insulting

B. Students have to explain the given expressions in their own words.
   NOTE: The points given here are suggestions; you may accept any explanation that is logically presented.
   1. selfless love for the design she had conceived and idealised
   2. good enough to be presented in public
   3. very impatient, unable to wait
   4. serious demeanour, almost as grave as someone worshipping a deity
   5. nothing that compares in any degree
   6. excitement and congratulatory remarks

C. Students have to replace the highlighted words in each phrase to make a new phrase. NOTE: The replacements here are merely suggestions; any logical answer may be accepted.
   1. agreeable suspense    2. autocratic reign
   3. unhealthy impatience    4. hesitate suggestion
   5. merry agitation    6. inconceivable agility
   7. fierce passion    8. swelling tide
   9. supreme satisfaction    10. glorious vision

Creative work

Students have to write the speech that Aunt Mehetabel would have to deliver at the awards function. NOTE: You may ask the students to write down a few points about the character of Aunt Mehetabel before they start writing the speech. They should try and imagine how such a person, who has led a restricted life with little education outside religious scriptures, might feel about speaking at a large public gathering where her work would be the cynosure of all eyes.

Writer’s craft

Students have to find sentences which portray the given facets of Aunt Mehetabel’s character as traced by the author. NOTE: The list given here is not exhaustive, students should try and find more expressions.

• Aunt Mehetabel’s mousy nature—‘gathered what crumbs of comfort she could’; shrank into a dusty corner’
• her complete devotion to the quilt—‘the one pleasure of her life’; ‘in a fever of impatience’; ‘disinterested devotion to an ideal’
• her reaction on travelling to the county fair—‘someone had offered her a ride in a golden chariot up to the gates of heaven’; ‘paling with the intensity of her emotion’; ‘all that night, a trembling, excited old woman lay and stared’
• a sudden change to a more confident woman—‘finer even than I thought’; not one that can hold a candle to it

The Courage that My Mother Had

About the poem

NOTE: Before reading this touching poem, students might enjoy a discussion on the qualities of their own parents that they find admirable

1. The poet’s mother had courage, in life and in death.
2. The poet compares her mother’s character to granite, suggesting the image of rock-solid strength.
3. The comparison is certainly apt. A comparison with water or air would not have been effective because such elements are inconstant, whereas courage suggests a constancy of character which is best epitomised by rock.
4. The poet would have preferred to inherit her mother’s indomitable courage.
5. NOTE: Students should answer this question based on their own opinion. Some may think that such a gift cannot be presented because courage after all is an abstract concept which cannot be gifted as easily as a brooch. Some might also think that courage could be instilled in a child by a parent. Any answer that is reasonably presented may be accepted.

Word power

A. Students have to identify the metaphor used in the poem, which is expressed in the line ‘Rock from New England quarried’. The poet compares her mother to a rock, and uses the phrase ‘from New England’ to evoke her mother’s birthplace. NOTE: Students should explain this in their own words. You may draw their attention to the use of the word ‘quarry’.
B. Students have to pick out words and phrases which reveal the poet’s dominant emotion, such as ‘granite in a granite hill’ or ‘courage like a rock’. **NOTE:** A class discussion might help students understand the poet’s emotions. You may list the words and phrases on the blackboard.

**Creative work**

A. Students have to analyse the nature of things we treasure and consider priceless, though they may, literally, be ‘price less’. **NOTE:** Students should express their own views and any answer that is logical may be accepted.

B. Students have to explain whether they agree with the poet’s preference for an abstract quality, courage, rather than a precious object, the golden brooch. **NOTE:** Students may differ on this, as some might value gold over courage. You may allow them to express their individual opinions, rather than letting them be swept away on the tide of public consensus. An interesting debate might arise out of this.

**Writer’s craft**

The market value of granite is considerably less than that of gold, yet the poet compares the two and seems to imply that she prefers the less commercially valuable commodity. The poet seems to be suggesting that we should look beyond the limitations of practical, money-minded perspectives and learn to treasure the abstract. **NOTE:** Students answers may vary. Anything that is coherently presented may be accepted.

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**Pond Politics**

**About the Story**

**NOTE:** The reading of the story may be interspersed with brief questions to help students understand the text better. You may discuss other fables and what the inherent moral of this story might be.

1. The frogs were impressed with King Log because he had been sent by Jupiter and because he had made a mighty splash when he fell into the pool.

2. The expressions which describe King Log are:
   - ‘was a ruler of few words’;
   - ‘did not speak at all’;
   - ‘floated to one side of the pool and sometimes to the other’;
   - ‘this was the only way they could move him’;
   - ‘the king didn’t seem to mind if they
got close enough and gave him an occasional push'; ‘weighed down by all his subjects...slowly sank out of sight’

**NOTE:** Students should draw their own conclusions about the nature of King Log. You may draw their attention to his rather inert way of ruling, without speaking to his subjects, the fact that he floated with the tide of public opinion and eventually sank under the burden of his subjects’ expectations.

3. The phrase 'bloudless coup' implies a sudden change in the system of governance brought out by non-violent means. King Log’s drowning was a ‘bloodless coup’ because it resulted in the removal of the king without any bloodshed, since a log cannot bleed.

4. King Log never spoke to his subjects, so he seemed aloof. King Eel on the other hand conversed frequently with all his subjects and tried to make them happy by agreeing with everything they said. Again, while King Log only moved under the influence of the currents of the pool, King Eel swam everywhere, trying to keep all factions happy. Finally, the fate of King Eel was very different from that of King Log. While the latter was removed without any violence or bloodshed, King Eel was suffered the ignominy of being gobbled up.

5. These words were spoken by two frogs, who were the only ones to escape the pond, when the third and final king set about on his tyrannical rule. They chose to record the sad history of their pond rather than die, thus they are the supposed writers of this account.

**Word power**

A. The word ‘cesspool’ in the context of the story has been used to mean a morally corrupt place.

B. Students have to list the qualities they associate with a leader. **NOTE:** Before they discuss in small groups and make their lists, there could be a class discussion on the various qualities of the three unsuccessful rulers of the pond.

C. Students have to use words and phrases from the story, as well as their own expressions, to describe the three different rules. **NOTE:** A class discussion might aid the students in understanding the characters of the three better.
**Creative work**

A. Students have to find out about the ideology of the Right party, the Left party and the Moderates. **NOTE**: You may give them some time to find out the definition of these three political standpoints. A class discussion might help the students to grasp these political notions better.

B. Students have to find the names of other satirical works and discuss them. **NOTE**: Students should try to find short stories and poems since these will be easier for them to understand.

**Writer's craft**

Students have to define the political implications of the given satirical statements. **NOTE**: Some suggestions have been made here, however you may accept different answers from the students provided they are logically presented.

2. ruler of few words—the irony lies in the fact that being an inanimate object King Log could not speak; the political implication is that he was a ruler who was too far removed from his subjects.

3. gave him an occasional push—suggests that they took political advantage of his immobility

4. scrambled on to the king's shoulders—suggests that they tried to better their own social or political standing by standing on the shoulders of one who was far superior to them in the hierarchy of society

5. jostling for a foothold on the king's person—implies that they were trying to get a hold of the royal personage to derive further advantages from his proximity

6. bloodless coup—non-violent removal of the ruler; the irony of course is that King Log could not possibly have bled anyway.

7. King Eel is too slippery for our open political system—there is a pun on the idiomatic expression 'slippery as an eel'; that apart, the political implication is that due to his constant siding with all parties, King Eel lost the support of all the factions, each of whom felt they could not trust him

8. liquidated—done away with, in political terms, removed from the throne violently
Nothing to Eat

About the Poem

NOTE: The reading of the poem may be interspersed with brief questions to help students understand the text better.

1. They made a film about her because she had nothing to eat and poverty sells on celluloid.
2. The sarcastic expressions are:
   'they made a film about her because she had nothing to eat';
   'they wrote a book about how he was killed in the war';
   'there was an opera about it';
   'you can see photographs at an exhibition in London';
   'then someone wrote a poem'

Word power

Students have to pick out lines/words which indicate sharp contrast in the poem. NOTE: You may list the expressions on the blackboard while the students call them out and then engage them in a discussion to explore all the possible ways in which contrast is expressed. For example, in the lines —‘Were executed by the revolutionary guards/There was an opera about it’—you may draw their attention to the severe contrast between the implication that the guards were revolutionaries or rebels against the standing social order, while opera is a classically elitist form of art.

Creative work

A. Students have to list the statements that the poet makes about society and then discuss what is being satirized in the poem. NOTE: The statements are listed in the second comprehension question. You may accept any viable explanation that the students offer. You may draw their attention to how the poet is possibly satirising the human tendency to draw a great deal of attention to a problem but actually do nothing about it. Further, through the medium of films, books, opera and photography, artists claim to draw the attention of society to issues that need to be resolved but most often these intellectual forms provoke a great deal of conversation but no action.

B. Students have to think of similar examples from real life and write a poem or a report on them. NOTE: You may ask the students to look up newspapers, magazines or the internet to find such stories. The best reports or poems could be read out in class.
The poet is not overtly concerned about rhyme or metrical devices. This poem is simply, straightforward and brutally sarcastic. Much of the impact of the poem comes from the repetition of the words ‘she had nothing to eat’. In a sense, the word ‘still’ evokes a sense of continuity; as if, having brought the tension to a climax, the poet uses this word to break all illusion and destroy hope before reiterating the unfortunate plight of the woman. **NOTE:** Students should answer this question based on their understanding of the poem. Any reasonable answer may be accepted.

**The Chocolate Cream Soldier**

1. Catherine says these words because she is shocked that a man who was fighting against her husband in the war, a short while back, would dare to enter her house. Then she remembers that the war is over and thus the erstwhile enemy is also welcome. Her tone is indignant and furious in the first case and bitter in the second.

2. Catherine is hassled by the Swiss soldier’s arrival because her husband had come to hear of the story of a Swiss soldier escaping the Bulgarian soldiers by crawling into a young lady’s bedroom, but he did not know that the young lady in question was his own daughter. With her worries for her daughter’s reputation and her fears that her husband would react badly if he found out, Catherine reacted badly to the arrival of the Swiss soldier.

3. Catherine’s instructions to Louka suggest that she was desperate to keep the matter from coming to the notice of her husband.

4. Catherine pleads with Bluntschli to leave the house immediately so that the matter of her daughter’s supposed indiscretion does not come to the notice of her husband and her future son-in-law.
5. Catherine changes her tone in the presence of Petkoff because she cannot afford to let him suspect her of trying to hide something from him.

6. **NOTE:** Students may be allowed to offer different opinions provided they can logically substantiate their answers. It would seem that Raina made the remark to allay any suspicions her father might have had as a result of her indiscreet reaction to Bluntschli.

7. **NOTE:** You may accept any opinion offered by the students, provided they can logically substantiate their answers. Captain Petkoff was ignorant of the real circumstances surrounding the actions of Nicola, which seemed so bizarre to him. Thus he considered himself perfectly justified in his anger. Nicola however was only the unfortunate scapegoat of circumstances, thus Petkoff’s outburst of anger was somewhat unfair to him.

8. Raina insisted on helping her father with his coat because she realised that this was her best opportunity to retrieve the incriminating photograph. Petkoff’s reaction to this suggests that he was a loving and affectionate father, and that he was fond of teasing his daughter.

9. Petkoff assumed that an affectionate moniker like the ‘chocolate crème soldier’ could only be applicable to Raina’s fiancé, Sergius. When Bluntschli, whom he considered an absolute stranger to Raina, admitted to being the chocolate crème soldier, Petkoff was naturally astounded.

**Word power**

Students have to find the meanings of the given words, and then use them in sentences of their own.

1. animosity—a feeling of strong dislike
2. salver—a tray
3. chivalrous—considerate and courteous to women; gallant
4. impetuous—characterised by sudden or rash action, emotion
5. coax—to attempt to influence by gentle persuasion, flattery
6. bewilderment—bewildered state
7. discretion—the quality of being discreet
8. dextrously—skilfully
9. mutinous—rebellious
10. testily—irritably

**Creative work**

A. Students have to analyse the character of Bluntschli and describe him in their own words. **NOTE:** Students may be allowed to proffer their own opinions depending on whether they liked or disliked him after reading the play.

B. Students have to write a letter from Raina to a friend describing her changing impressions of Bluntschli since their first meeting. **NOTE:** The letter should include a passing description of their first meeting and perhaps a more detailed one of their later meetings. You may encourage students to adopt the tone of voice that they think would suit Raina’s character when writing this informal letter.

**Writer’s craft**

A. Students have to write a note commenting on the humour of the play. **NOTE:** You may initiate a class discussion which will help the weaker students to understand where the humour lies in the characterisation as well as the language of the play.

B. Students have to write an essay discussing whether literature can change attitudes. **NOTE:** A class discussion may help students to put their ideas in order. You may read out essays by Shaw or Russell on the influence of literature on human society. You may ask students whether they are familiar with the literature pertaining to our freedom struggle, and encourage them to find and read out influential pieces by writers like Rabindranath Tagore, Premchand or Mahatma Gandhi.