

ANSWER KEY-8

HONEYDEW

1. The Best Christmas Present in the World

Comprehension Check (Page 3)

1. The author found an old, 19th century roll-top desk in a junk shop. It was in a bad state with burnt marks, separated veneer and was selling quite cheap.
2. The author found a letter in a small tin box inside the secret drawer. Mrs Macpherson must have put it there for safekeeping, as it bore the address of the receiver and her name as well. The desk too belonged to her.

Comprehension Check (Page 7)

1. Captain Jim Macpherson had written the letter to his wife Connie on December 26, 1914.
2. Captain Macpherson wrote the letter to his wife to narrate the wonderful incident that happened in the battlefield on Christmas. The two enemy soldiers celebrated Christmas together amidst the war and wished one another well. This also made Jim hope the war would soon end and he would be at home in no time.
3. Hans Wolf played the cello in an orchestra in Dusseldorf, while Jim Macpherson was a school teacher before they joined the army as soldiers.
4. No, Hans Wolf had never been to Dorset. He said he knew the place because he had read about it in books. His favourite author was Thomas Hardy whose novel 'Far from the Madding Crowd' was set in Dorset and he had read it.
5. No, Jim Macpherson never returned from the war and died in the battlefield. We know this

because his wife had been living alone all these years waiting for her husband to return, even as the war had ended long ago.

Comprehension Check (Page 8)

1. The author went to Bridport to meet Mrs Connie Macpherson and give her back her letter which he had found in the old roll-top desk. The address on the envelope was marked Bridport in Dorset and that is where he went.
2. Mrs Macpherson was 101 years old and lived in a nursing home, Burlington House on Dorchester Road at the other end of Bridport.

Exercise

Working with the Text

1. Captain Jim Macpherson had written the letter on December 26, 1914. He was a young man then, and so was Connie, as she was his wife. Connie had received the letter a month later. She was now 101 years old. Assuming her age then to be in her twenties, the letter was now 70-75 years old and she had kept it safe for such a long period.
2. The desk must have been sold, when Connie's house burnt down. The desk showed damage from the fire and the water, firemen must have poured to put out the flames. Since Connie now lived in the nursing home, she must have sold out all useless and damaged articles in her house before shifting here.
3. Jim and Hans are ordinary people with human values of kindness and fellow feelings for all men. They had seen suffering and death every day on the battlefield.

Naturally, both hated war and what it did to simple men. Thus, they thought it to be much more desirable that all conflicts be settled through peaceful means, like games and sports. This would prevent wars and human suffering. I agree with them that wars never resolved conflicts—they only inflamed them and brought nothing but death and destruction.

4. The soldiers of both armies are very much alike—simple, ordinary men, who'd been thrust into war against their will in the call of national duty. Both wanted peace and an end to armed strife that killed thousands every day. The story's main theme is this itself. They hug each other, eat and drink together, play together and bear no ill-will against each other. They have no personal enmity with each other, but are fighting a war they didn't want or like. They want to return home to their families and lead a peaceful, normal life.
5. The British and German soldiers found many things in common. They had the same enthusiasm for Christmas, sang carols, shared their drinks and food and played football, a game which both loved. Both armies had young, like-minded men who hated war, wanted an ordinary life with their families and wanted to enjoy the simple pleasures of life. Their common hopes and common feelings of brotherhood and respect for human life made them friends who found a little time for peace and laughter amidst the constant horrors of war, death and loss.

6. Connie's Christmas present was the letter from Jim that the author had recovered from the old desk and brought to her. In her confused state of mind, she however thought the author to be her long-awaited husband, Jim. Since she had waited for his return for so long, his presence beside her made it the best Christmas gift ever, for she had wanted nothing more and so desperately than her husband to be by her side, safe and alive.

7. The story's title is quite appropriate, for it reflects the story's main theme — a letter written one day after Christmas in 1914, by a husband who writes about an unusual Christmas on the battlefield, to his wife back home. The author's recovery of this long-ago written letter on Christmas Eve, and his meeting with the soldier's old widow on Christmas itself. The grief and unending patience of the widow as she waits for the husband all these years, is changed to joy and relief, when she mistakes the author for her dead husband. This, for her, was the most precious Christmas present she could ever have had. Some alternative titles of the story can be; 'The lost letter', 'The soldier's Widow' and 'War and Woes'.

Working with Language

1. (i) The first sentence implies that: the author went to the station at an earlier time from present, and the train left as he reached there.
The second sentence means that: when the author went to the station at an earlier time from the present, the train had already left before he reached there.

- (ii) (a) came (b) torn (c) asked
 (d) happened (e) said (f) had quarrelled (g) had beaten (h) had tried (i) had told (j) had chased (k) had fallen (l) had torn
 (iii) (a) My friends set out to see the caves in the next town, but I stayed at home, because I had seen them already.
 (b) When they arrived at the station, their train had left. They came back home, but by that time I had gone out to see a movie !
 (c) So they sat outside and ate the lunch I had packed for them.
 (d) By the time I returned, they had fallen asleep.

| Past | Earlier Past |
|-------------------|--------------------|
| (a) set, stayed | had seen |
| (b) arrived, came | had left, had gone |
| (c) sat, ate | had packed |
| (d) returned | had fallen |

2. Burn out : Sentence :— House no. 12 turned out to be nothing but a burnt out shell, the roof gaping.
 Meaning : 'completely destroyed by fire'
 • Lit up : Sentence : That was the moment her eyes lit up with recognition and her face suffused with a sudden glow of happiness.
 Meaning : 'became bright and shiny with joy'
 • Looked on : Sentence :- Hans Wolf and I looked on and cheered.
 Meaning : 'continued to watch' or 'went on seeing' as long as the soldiers played.
 • Run out : Sentence : The schnapps and the rum and the sausage had long since run out.
 Meaning : 'Consumed' or 'completely used up and finished'.
 • Keep out : Sentence : Hans

Wolf cheered clapping our hands and stamping our feet to keep out the cold as much as anything.

Meaning : 'be away from'.

3. No written answer needed.
 4. (i) a wild, large elephant
 (ii) a cheerful, round chubby face
 (iii) an enormous, circular, multicoloured building (iv) cold, multicoloured water

Speaking

1. Wars are, in fact, the most hateful and destructive way to resolve conflicts. They result in enormous loss of lives, great suffering for soldiers who are wounded and sometimes impaired for life. Wars bring terrible sorrow to families, fathers, sons, mothers, wives who lose their kin in the battlefield. Moreover, wars fail to settle disputes and cause hatred and anger on both sides. Leaders and politicians may declare war to win votes or support from vested groups, but the losses are unacceptable. Truly, no one wins a war, both sides lose in terms of men, money, effort and property.
 2. I personally prefer presents that are of continuous use, not very expensive and durable. Books and clothes are the best things that I can think of as presents. When we buy presents for others, we consider the cost, its utility to the receiver, etc. The receiver's liking and need are also kept in mind.

Writing

1. 25 December, 1919
 10.00 pm
 Dear Diary,
 It's Christmas today, but the town looks shrouded in a pall of gloom.

The long and bitter war had taken a very heavy toll on both the soldiers who fought it on the battlefield, and the common citizens who bore the miseries of blackouts, rationing, shortage of food and facilities, bombings and the worse of all, loss of dear ones. Christmas looks much paler and joyless. The town and its people are badly scarred by the war. Many buildings and houses have been destroyed in bombings by enemy aircraft. Hundreds died and many others were wounded and impaired.

The nightmare may be over, but its horrors still live on. Christmas will never be the same again for those whose lives have been touched by the demons of war.

Jim

Or

20, Dorset

January 5, 1990

My dear Edward

I write to you about something very unusual and touching that happened to me last week. The incident brought back the horrors of a war that was waged almost seventy-five years back, and the way it affected the entire life of who is today a very old lady.

In fact, I bought an old roll-top desk the other day from a junk shop. A drawer in it contained a letter written by one Captain Jim Macpherson, who served the British army in 1914 when World War I broke out. He wrote it to his wife from the battlefield where he was fighting against the German army. It describes Christmas day and the wonderful thing that happened between enemies.

I saw the address on the envelope and went to see Mrs Jim Macpherson. She was now staying at a nursing home, as her house had burnt down in a fire. She mistook me for her husband, called me Jim and kissed me lovingly.

Finally, after having heard her speak on endlessly in excitement, I walked out quietly, shaken by the old woman's plight- a lifetime of hopeful waiting amid all the hopelessness; living alone with none to care for her. I was also happy that I had given her a moment of joy.

Alfred

2. A young doctor had a good practice going on in a small town. He was quite well known, both professionally and socially. He was married only very recently and the couple were very happy together.

Then, one day, the British police came and arrested him from his clinic. He was charged with helping the revolutionaries against the British and found guilty. As was common in those days, the doctor was sentenced to be exiled to the Andaman and Nicobar Islands for ten years. He was kept in the islands' infamous Cellular Jail with other prisoners. The British tortured the prisoners and made them work like animals. This angered the young doctor. He organised a revolt in the Jail, which was cruelly crushed by the British. The doctor was caught, tried and hanged to death in the prison. Back home, the doctor's young wife waited for his return. Twenty years have passed since,

but she is still waiting for her husband to come home. She is hopeful and has faith that someday they'll be together.

Other Exercise

Objective Type Questions

1. (b), 2 (d), 3. (a), 4. (b), 5. (c)

Short Answer Type Questions

1. The author wanted to buy a desk for his use, but new ones were quite expensive to afford. This is why he bought an old one that was selling very cheap, for he thought he could repair it himself and make it usable.
2. The desk's roll-top was in several pieces and its one leg was repaired improperly. Burn marks covered its one side and the veneer has separated from most places. The desk was in a very bad condition indeed.
3. The tin box was not the author's property, though the desk that contained it belonged to him now. He did not think it right to open the box because his conscience did not allow it.
4. The author knew that the box contained a letter, because a notepaper was stuck to it which read. "Jim's last letter, received January 25, 1915.....".
5. The writer of the letter described Christmas morning as beautiful, bracing and quiet, though it was cold and frosty, as could be expected in the winter season.

Long Answer Type Questions

1. Captain Jim Macpherson's wife Connie had kept her husband's last letter to her from the battlefield very carefully in a secret drawer of her roll-top desk. When her house caught fire accidentally, the desk was also

damaged partly. She was shifted to the nursing home, and the house, belongings that could be salvaged, must have been sold out as used articles. That is how, the desk landed up in the junk shop which sold used goods at cheap rates. The author spotted the desk there and since he needed one, he bought it at cheap rates. It was when he began to repair the desk that he found letter in a tin box kept in a secret space in one of the desk's drawers.

2. Both officers were normal men in their routine lives. One, an orchestra musician, the other, a school teacher. Both were married and young, having families back home, and both were thrust into a war they did not want to fight. Both wished the war to end soon, so that they could return home and lead and enjoy a normal life. Both grieved deaths on the battlefield and the sufferings of their men and their families who awaited their safe return home. Both thought wars to be the worst way to resolve conflicts. The two men have the same views about war and peace, about human values and suffering and about the simple joys of life.
3. The war killed Captain Jim Macpherson in the battlefield, but it turned a young woman into a living corpse who suffered all her life. In one stroke, she became a widow, not accepting her husband's death, as his dead body was never returned to her. She treasured his last letter that he wrote to her from the battlefield, and kept reading it again and again, hopeful that her husband

would return, that he was alive. She lived alone all her life—hoping and waiting. The war gave Connie Macpherson a lifetime misery and unbearable grief.

• The Ant and the Cricket

EXERCISE

Working with the Poem

- The cricket says this at winter's arrival, when he finds no food anywhere and finds he has not saved and stored anything for the winter ahead. He says this because he is now worried about his survival in the long, harsh winter months without food.
- (i) "But we ants never borrow; we ants never lend."
(ii) In my opinion, the ant's principles are very good and practical. When we borrow, we spend more than we earn. This leads to disgrace and misery. When we lend, we help the borrower lose respect and dignity. We also risk losing a friend, for money is friendship's greatest enemy.
- The word 'dance' is quite appropriate here because the cricket had earlier revealed he had sung all the time to while away the summer. 'Sing and dance' are words used to express merriment and a carefree attitude and are suitable for the cricket.
- (i) The lines are : "Folks call this a fable; I'll warrant it true. Some crickets have four legs, and some have two."
(ii) People take this to be a mere tale with a moral message. However, it is the truth about many people, who spend wastefully and they waste their

precious time in useless pursuits, not saving and preparing for future eventualities. In time of adversity, such people have to beg from others and earn disgrace.

- * A fable I know goes like this :
- Two bear cubs were quarrelling among themselves over a fish they had caught. They did not know how to divide it equally. A clever fox came along and offered to solve their problem. It cut off the fish's head and gave it to one cub. Then it cut off the fish's tail and gave it to the other cub. When the cubs asked the fox to divide the middle, meaty part, he said he would claim it as his fee to settle the dispute. Thus, the cubs were left hungry while the fox ran away with the best part of the fish.

This fable conveys the moral that we must always settle our quarrels ourselves and never allow others to interfere. Others take advantage of our disputes to serve their own purposes.

Other Exercise

Short Answer Type Questions

- The cricket sang and played merrily during the lovely seasons of spring and summer.
- The cricket is called 'silly' because it senselessly wasted his time in the plentiful months of spring and summer. Instead of gathering food for the harsh and bare winter season, he sang and enjoyed himself.
- The coming of the winter season worried the cricket, now that he had no food stored to see him through the long and harsh season when no food was available.

4. In winter the land was covered with snow and nothing grew. The trees had shed their leaves and were bare. All the bits of food had already been gathered and stored safely by other creatures. This why food couldn't be found.
5. The certain threat of starvation and lack of food on land left no choice for the cricket. He had to either beg the ant's help to survive, or die.

Long Answer Type Questions

1. The poem is a fine study of the completely opposite qualities of the ant and the cricket. While the cricket is carefree and frolicsome, the ant is sincere and laborious. The cricket enjoys the present while neglecting the needs of the future; the ant labours in the present, working ceaselessly to save for the hard times ahead. While the cricket doesn't feel it below his dignity to beg for help, the ant does not believe in lending or borrowing. Thus, the characters of the cricket and the ant are quite diverse in both thought and action.
2. In the poem, the ant refuses to help the cricket for two reasons. One, it is against their principles to either borrow or lend; and two, it was the cricket's own fault that he was in such a pitiful state. Moreover, the cricket was still not repentant over his careless conduct in the season of plenty when instead of gathering food for the coming winter, it continued to have fun and enjoy the fine weather and the ample greenery. He feasted and sang his joy but did not save for the winter, even when he knew, food would be

scarce. The ant was, thus, annoyed with the cricket's irresponsible behaviour and thought it right to refuse its request. The ant wished to teach the cricket a lesson, so that he'd be more mindful in future. ■

2. The Tsunami

Comprehension Check (Page 21)

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

Comprehension Check (Page 23)

1. To celebrate Christmas.
2. Rising and foaming sea, formation of whirlpools and the beach getting smaller.
3. No, she was not alarmed by the signs.
4. Tilly had seen the same strange behaviour of the sea in a video at school.
5. The Smith family and the others went to the third floor of the hotel to escape from the tsunami.
6. The teacher must have felt quite satisfied and pleased.

Comprehension Check (Page 26)

1. Very few animals died.
2. Sixty people and two animals died in Yala National Park.
3. Three elephants ran away from the beach an hour before the tsunami hit the coast.
4. The dogs refused to go out for their usual walk with their master.

EXERCISE

Working with the Poem

1. Ignacious was not immediately worried about the tsunami as he felt that it was just an earthquake. Moreover, ordinary earthquakes were common occurrences in the Andaman and Nicobar Islands

and did not alarm the residents much. The fact that he put the television down on the ground to save it from falling and breaking shows this.

The following sentence tells us that the Ignesium family had no time to discuss and plan their course of action when the tsunami struck :

'In the chaos and confusion, two of his children caught hold of the hands of their mother's father and mother's brother, and rushed in the opposite direction.'

2. The words 'brave', 'heroic', and 'selfless' describe Sanjeev is the best.

(i) I don't know if Sanjeev was cheerful, ambitious or brash.

(ii) I think that he was very brave, heroic and selfless.

(iii) Sanjeev was not heartless, careless or humorous.

3. Meghna's and Almas's stories are quite similar since both were fortunate survivors in a terrible disaster. Meghna was swept away with her parents and other people. She was washed ashore by a wave. Almas climbed on to a log of wood. When she woke up, she found herself in a hospital in Kamorta.

4. Tilly's parents could have ignored her altogether, and told her not to act in such away to scare the other people unnecessarily. They could also have thought that Tilly was frightened much and taken her a little away from the shore. Anyway, they took the right decision in heeding her warning and going to a safer place. I would have probably done the same because children mostly have more heightened senses than adults.

5. It is very clear that Tilly's award should be shared with her geography teacher because it was due to his/her efforts that she could know about the early signs of a coming tsunami.

6. One line of thought says that animals have a sixth sense which enables them to sense an impending natural disaster like an earthquake or a tsunami. The other thought says animals have an acute sense of hearing that allows them to hear the vibrations that precede an earthquake or tsunami, and thus they run away to a safer place. In my opinion, the idea that animals have a more acute sense of hearing is more believable and this had been proved scientifically.

Working with Language

| 1. Column 1 | Column 2 | Column 3 |
|--|-------------------------------------|---|
| (fast movement) washed away (once) swept away (3 times) jumped into rush (4 times) rush them fall (once) fall (once) | (slow movement) rising recede | (neither slow nor fast) floating climbing |

The word 'rush' comes in the text (I part) the most number of times, i.e. four. There are many words in the column of 'fast movement' because the movements of water in a tsunami are very fast. So are people's movements to escape the fury of the tsunami.

2. (i) tremors (ii) confusion (iii) relief (iv) rescue

(v) excitement

3. (i) A (Active Voice) (ii) P (Passive Voice) (iii) A (Active Voice) (iv) P (Passive Voice) (v) A (Active Voice) (vi) A (Active Voice)

Speaking and Writing

- The killer tsunami struck these islands five days ago. But the victims are being brought in even now. Everyone has a story to tell. As I move from camp to camp, I hear tales of courage and unbearable grief. Those who were swept away by the killer waves were unfortunate enough. A lady in her early thirties cannot stop tears, as she recollects how her husband and two children were taken away by the waves. Another old gentleman survived with his only grandson while the rest of the family perished. There were numerous such people who had lost almost everything but were determined to start a new life. I was touched by the courage and determination of these people, who still fought on with their grief and loss to dream of a sunny tomorrow.
Shubhra
- Once, our biology teacher explained the features of a mad dog infected with rabies virus. He told us that such dog's tongue

remains rather outward and tail remains downward. It continuously secretes poisonous saliva that falls on ground. One day I saw a dog in my locality which was exhibiting the same features. I saved myself from its attack and warned the residents of my locality against it. It was caught with precautions and handed over to the team of veterinary doctors who thanked me for making them aware of such a dog. In this way my biology lesson helped us very much.

Other Exercise

Objective Type Questions

1. (c) 2. (c) 3. (c) 4. (c) 5. (a)

Short Answer Type Questions

- A tsunami is a huge and powerful sea wave caused by earthquake under the sea.
- Only Ignacious and three of his five children could survive the tsunami.
- Sanjeev had saved his wife and baby daughter from the waves, but the wife of his cook, John was trapped in the waves. Sanjeev jumped into the water to save her but unfortunately, both were swept away.
- Meghna clung to a wooden door and saved herself from drowning. She kept floating till a wave pushed her to the shore and she survived.
- Almas Javed was a ten-year-old school girl of Carmel Convent School. She lived in Port Blair.

Long Answer Type Questions

- Ignacious was the manager of a cooperative society in Katchall. When the tremors came, he took his five children, wife, father-in-law and brother-in-law out of the

house. But when the waves arrived, Ignacious rushed with three of his children in one direction, while the others ran in another. All except Ignacious and the three children that were with him, were swept away with the waves.

2. Sanjeev was a policeman serving at Katchall in the Nicobar group of islands. When the tsunami struck, he was able to save himself, his wife and his baby daughter from the waves. However, his cook's wife was trapped in the swirling waters. When Sanjeev jumped into the waters to save her, both of them were swept away. Thus, Sanjeev showed exemplary courage and selflessness. He died to save someone who was not a part of his family, when he could have remained safe, if he'd wanted to.
3. Meghna was swept away with her parents and many other people when the tsunami struck. She kept floating in the sea, holding on to a wooden door. Eleven times she saw rescue helicopters above, but they couldn't spot her. Luckily a wave brought her ashore and she was saved. Spending two days in sea itself was a great ordeal and though she wasn't rescued by helicopters, the very natural thing—a wave—that caused her such suffering, pushed her back for ashore safely. Meghna's survival was not less than a miracle !

• Geography Lesson

Working with the Text

1. Scaled six inches to the mile; rivers ran; land and water attracted man; valleys were populated.

2. (iii) as developed as necessary
3. (i), (iii) and (v) are statements which are examples of "the logic of geography".
4. (i) the earth is round in shape; there is more water than land on the earth.
(ii) reason why men hated one another; reason why men built walls across the cities.

Other Exercise

Short Answer Type Questions

1. The aircraft's taking off and ascending to its cruising altitude is described in the poem.
2. While ascending, the poet could see the pattern and layout of the city below very clearly.
3. While drawing maps in geography, distances are shown in a certain proportion to the real ones. Here, the poet saw one mile distance on ground as six inches from that height.
4. The poet realises that cities developed as were seen necessary by its resident. The haphazard development was not intentional.
5. From this altitude, the poet could see the country clearly. Its cities near rivers and its populated valleys became distinctly visible.

Long Answer Type Questions

1. When living in the city, the poet felt the place to be randomly built, without proper planning or pattern to it. It seemed to have developed like a wild shrub—in every which direction and in every which manner. But when he saw it from a certain height in the sky, this very haphazard growth seemed to take on a visible pattern that was dictated by necessity and convenience.

2. From an altitude of ten thousand feet, the poet saw the various cities and their locations in the country. He could see cities mostly built along with rivers and in fertile valleys. This clearly indicated that human kind needed water and fertile land to flourish and develop as a civilised race and was necessary to live on, grow crops, rear livestock and carry on trade. Water was essential to irrigate fields, drink, cook, bathe, wash, etc. Thus, man's dependence on nature became evident to the poet.
 3. The poet sees some geographical facts from six miles up. He can see the earth's round shape and the larger extent of water than land covering the earth's surface pretty clearly. However, from this distance, he sees the earth as a single, undivided entity which is home to all human kind as also all other living things including plants and animals. He now is at a loss to understand how men could hate and kill one another, how they separated themselves into different countries and waged war. Things that were important like communities, races, countries, nationalism — did not have any meaning at this height, from where the entire world was a single home in which a single family lived.
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3. Glimpses of the Past

Comprehension Check (Page 41)

1. The opening lines of the original song are :
Aye Mere Waten Ke Logon,
The singer is Lata Mangeshkar.
We can see in this picture the

then Prime Minister Pandit Jawaharlal Nehru, the Deputy Prime Minister Lal Bahadur Shastri and Smt. Indira Gandhi (who later became Prime Minister).

2. The Company's 'superior weapons' means more advanced guns and artillery of the East India Company.
3. An artisan is one who is skilled in making useful products without use of machines; by his own hands. Artisans suffered greatly under British rule since the British did not want their products, and ultimately their products lost demand in the market.
4. The first part of picture 7 shows the first spark of revolt. The picture shows the Santhals rebelling against the British and the massacre of Europeans and their supporters at their hands.

Exercise

Working with the Text

1. Yes, the Indian princes were short-sighted as they saw only their momentary benefits but failed to see the greater designs of the British. They also fought each other with the help of the British.
2. The Indian princes continuously fought among themselves. This gave the East India Company the opportunity to spread their wings in India to promote their trade by interfering and helping one prince against another. Moreover, the Company had better weapons and a much better-trained army to conquer territories.
3. "Cows are of different colours, but the colour of their milk is the

same. Different teachers have different opinions but the essence of every religion is the same".

4. The British made laws under which Indians could be jailed without trial. Goods imported from Britain were not taxed whereas. Indian farmers were heavily taxed. Indian artisans were denied raw materials and kept out of business. The Indian Sepoys in the Company were lowly paid and not given promotions. Thus, the British exploited Indians in every way they could.
5. (i) Tipu Sultan (ruler of Mysore)
(ii) Ram Mohan Roy (Bengal)
(iii) Lord Macaulay
(iv) Peshwa Nana Saheb and Kunwar Singh
6. (i) Child-marriage and untouchability.
(ii) Imprisoning Indians without trial; making British imports tax-free
(iii) Farmers heavily taxed; artisans were forced out of business
(iv) • Oppression of common people, farmers and artisans
 - Low salaries and slow promotions to Indian soldiers in the army
 - Scorning of Indian customs and traditions
 - Annexation of Indian Princely states by any means

Working with Language

1. (i) The first man said that *they must educate their brothers*.
The second man added that *they should try to improve their material conditions also*.
The third man suggested that *they must convey their grievances to the British Parliament for (doing) that*.
(ii) The first soldier said that *the white soldier got huge pay, mansions and servants*.
The second soldier remarked that *they got a pittance and slow promotions*.
The third soldier asked *who the British were to abolish their customs*.

Speaking and Writing

1. **First farmer** : "The British are taking away all my crops."
Second farmer : "They have done the same to me. Now they threatening me with imprisonment as they say I still have arrears to pay."
First farmer : "The British buy cotton from us at very cheap rates and sell it at high prices to the weavers. This way, they are ruining both the farmers and the artisans."
Second Farmer : "The rains have failed too. Now we will have to face with famines on one hand and tax debts on the other."
First farmer : "How do we survive ? We grow food and toil hard but our children remain hungry."

| | |
|--|--|
| <p>2. (i) The fox is in the well. The fox is thinking of a way to get out of the well. She wants to know if the water in the well is sweet. The goat jumps into the well to drink water. The fox is out of the well now.</p> | <p>The fox fell into the well accidentally. The visitor is a goat.</p> <p>The fox replies that the water is indeed very sweet. The goat is in the well now.</p> <p>The goat is thinking about her mother's advice.</p> |
|--|--|

(ii) **The Wily Fox**

One day a fox was wandering in a forest. By accident, the fox fell into a well. It tried to think of a way to get out of the well but failed. Then a goat came to the well. She was thirsty and wanted to drink water. She asked the fox if the water of the well was sweet. The cunning fox immediately thought of an idea that would help it in coming out of the well. It told the goat that the water of the well was very sweet. The goat being unaware of the fox's intentions, jumped into the well. As soon as she was in the well, the fox climbed upon her back and jumped out of the well in a flash.

Now the goat was in the well and the fox happily walked away. The goat regretted her haste in believing the fox and recalled her mother's words, "Be careful how you take the advice of people you don't know"

3. History is about past events, personalities and situations. Visuals and comics, when used in imparting history lessons in class, allows students to experience the past. History becomes alive and interesting with the aid of comics and visuals. A picture is worth a thousand words, and this is

nowhere more truly than in presenting an historical period before students, in the form of comics and visuals either taken from the Internet or other sources.

4. Refer to your history book and compare the comics in this chapter with the lessons given in the history book. Name the history textbook chapters and note how information has been selectively taken from them for this comics lesson.
5. Attempt yourself, taking help of your Art teacher.

Other Exercise

Objective Type Questions

1. (d) 2. (b), 3. (d), 4. (c), 5. (a)

Short Answer Type Questions

1. The period between 1757 and 1857 is depicted in this lesson.
2. The British began extending their power in India in the mid-eighteenth century.
3. The British were able to subdue the Indian princes on account of their superior weapons and the princes' own short-sightedness in taking help of the British to resolve their quarrels.
4. The British territory in India in 1765 extended across the state of Bengal, which included modern Bihar, West Bengal, Bangladesh, entire North-east and Odisha.

5. Tipu Sultan never accepted British presence in India. He was far-sighted and saw through the British design to gain political power in India. He neither sought help from the British nor backed away from fighting them in the battlefield.

Long Answer Type Questions

1. There were two different reactions among the Indian people. One section was happy with the rise of British power and saw them as saviours who would put an end to the constant fighting between native princes. They were fed up of the rulers who were engrossed with their own pleasures, neglected administration and were unable to rule ably. The coming of the Britishers brought some order and peace which this section welcomed. The other section, however was of the view that the British were after their lands and enslaved the native people. They accepted their rulers' flaws, but thought of them as one of their own.
2. Ram Mohan Roy was an educated and enlightened man who fought against the evil practices that were ill and odd in the Indian society in those times. He deplored such ills as child marriage, untouchability, oppression of women, Sati custom, and the belief that crossing seas made one lose one's religion. He exhorted people to shun these practices and develop self-respect. He asked people to remember the country's great culture and legacy from ancient times and be proud of it. He

wanted people to think and learn scientifically, logically and practically. He himself crossed the sea to visit England and studied the factors that made the British so powerful.

3. The British initially came to India as traders, but gradually after the decline of the Mughal Empire, they began to gain political and territorial prominence. The constantly quarrelling Indian rulers helped them annex territories easily, employing the policy of divide and rule. Their superior weapons and better planning put them much ahead of native rulers who had no vision and policy beyond their own narrow interests.

Economically, they drained India of its wealth and resources, sending raw materials to England, making these into factory manufactured products, and importing these back to flood the markets in India. Native industries collapsed as a result. Thus, while the British became wealthy, the native population died of starvation and famines, since Indian farmers were so heavily taxed that they abandoned their fields. Thus, the British systematically exploited India and its resources, earned huge profits, used the funds to further strengthen their army and gain control over the entire country.

4. Bepin Choudhury's Lapse of Memory

Comprehension Check (Page 48)

1. The man named Parimal Ghosh was playing a part (trick) in a

planned deception. His purpose was to make Bepin Babu believe that he'd lost his memory. For this, he mentioned the Ranchi trip, which Bepin had never made. When Bepin denied that he had never visited Ranchi the man acted as if he were very surprised and stared at Bepin in disbelief.

2. Bepin Babu clearly recalled that he was in Kanpur in October '58.
3. The man knew Bepin's name. He also knew Bepin had a mark of a cut on his knee. He also knew some personal facts about Bepin, like his wife's death ten years ago, his only brother's insanity and death.

Comprehension Check (Page 52)

1. Bepin Babu, despite being quite certain of having never visited Ranchi, was still troubled by Parimal Ghose's words because the man knew so many things about him. Also there seemed no reason why he should tell a lie about his Ranchi visit.
2. To check whether his memory served him right or Parimal's assertion was correct, Bepin thought of writing to his friend in Kanpur. He then realised, the friend was in Japan at present. Then he thought of confirming it from Dinesh Mukerji, who according to Parimal, was in Ranchi with him on that trip.
3. Bepin Babu was hesitant to visit Mr Mukerji because he knew that Mukerji was a sarcastic man who would think him to be insane and ridicule him. Finally, he decided to phone him.
4. Mr Mukerji confirmed that their trip to Ranchi took place in the said year. This added to Bepin's worries as he was more doubtful

that his Ranchi trip has truly happened and his memory was indeed failing him.

Comprehension Check (Page 56)

1. Chunilal was a childhood friend of Bepin Babu who'd attended school with him. Chunilal was going through an unfortunate period in his life and wanted Bepin to help him find a suitable job.
2. Dr Chanda was puzzled by Bepin Babu's illness since he had never encountered a similar case before in his medical career. The unique thing about Bepin's loss of memory was that he remembered everything clearly except only one episode—that of his trip to Ranchi. This selective loss of memory was unprecedented.

Comprehension Check (Page 58)

1. No, Bepin Babu had not lost his memory. He had, in fact, never made a trip to Ranchi. So there was no question of forgetting the episode which never happened.
2. Chunilal was quite hurt by the way Bepin Babu had ignored his requests for help. Chunilal expected an old friend to show more sympathy and concern in his time of need. In order to teach Bepin a lesson, Chunilal decided to put him through some anxiety and discomfort—by convincing him he'd lost his memory. That is why he did what he did. Chunilal doesn't have any money, but he does have a fertile imagination which he put to good use in playing the prank on Bepin Babu.

Exercise

Working with the Text

1. Bepin Babu did not like spending time in idle chat. He preferred

reading books. He worked in a responsible position in a big firm and never missed a day in office. He worked sincerely and had the reputation of being a tireless, conscientious worker and never used any intoxicants.

2. At first, Bepin Babu did not want to meet Chunilal. As he was fed up of Chunilal's repeated requests for his help in getting him a job. Nevertheless, he met him to confirm whether he'd really gone on that Ranchi trip or not.

The meeting resulted with Chunilal not only confirming his Ranchi trip but also giving its details with absolute certainty. This worsened Bepin Babu's anxiety.

3. Bepin Babu was very disturbed because he couldn't remember a single thing about the Ranchi visit which would signal a return of his memory. He visited Hudroo Falls to see if he would remember something about his accident. But having no recollection of the place, he must have become hopeless and in his agitated state, must have slipped and fallen on a boulder and become unconscious by the impact.

4. Bepin Babu, first of all, must have felt very relieved to learn that his memory and mental health was indeed fine and he had no cause for worry. Finally, Bepin Babu must surely have regretted his insensitive and unsympathetic behaviour towards an old friend who was in need and had asked for his help.

Working with Language

1. (i) I *have to* cut my hair every month.

(ii) We *had to* go for swimming lessons last year.

(iii) She *has to* tell the principal the truth.

(iv) They *had to* take the baby to the doctor.

(v) We *have to* complain to the police about the noise.

(vi) Romit *had to* finish his homework before he could come out to play.

(vii) I *had to* repair my cycle yesterday.

2. The order in which found in the dictionary :

(i) beat about the bush

(ii) break into a smile

(iii) carry on

(iv) have a clean record

(v) At/From close quarters

Meanings

(i) beat about the bush : not to speak in a straight forward manner (to make a vague statement)

(ii) break into a smile : smile suddenly

(iii) carry on : continue to do something

(iv) have a clean record : have a past history without any blot of undesirable conduct

(v) from close quarters : from very near

3. (i) B (ii) B (iii) (B) (iv) B

4. (i) Ans. : Stop *beating about the bush* and tell me what you want.

Idiom : *beating about the bush* : avoiding speaking about something directly/frankly or talk vaguely.

(ii) Ans. : If you don't *pay attention to* the announcement you might board the wrong train.

Idiom : *pay attention to* : pay heed/listen or look carefully

(iii) Ans. : The villagers tried to *pin the crime on* the young woman.

Idiom : *pin the crime on someone* : put the guilt or blame for something on someone falsely.

(iv) Ans. : Bepin Babu loved telling people that he was under doctor's *orders to* eat early.

Idiom : *under orders* : under specific instructions/direction

(v) Ans. : The teacher *raised his eyebrow* when the students said that they had revised all their lessons.

Idiom : *raised his eyebrows* : expressed his disbelief.

Speaking and Writing

1. Bepin Babu would have been very relieved to learn that he was in good mental health and his memory was indeed intact. However, the revelation must have angered him and made him rebuke Chunilal for his cruel joke that had put him through so much agony and distress. Nevertheless, being a man of understanding and reason, Bepin Babu must have also realised his mistake in being so insensitive and neglectful about an old friend's genuine need. In all probability, Bepin Babu must surely have decided to help Chunilal in getting a suitable job.

2. 15, Chowrunghree Lane

Calcutta

September 21, 2016

Dear Chunilal

I received your letter yesterday and I am very thankful to you for setting my fears at rest. In fact, I have been in great distress for the last few days worrying about losing my mental abilities. Though

I feel your practical joke was a bit cruel, I can forgive you because I can understand your resentment at my uncaring behaviour.

You sought my help and I did not pay heed, engrossed comfortably in my own secure existence. I deeply regret my thoughtlessness and seek your forgiveness. Can you come over this Saturday evening for dinner ? We'll sort out the matter in getting you a suitable job and see how you could be employed gainfully at the earliest.

My sincere apologies once again
Yours affectionately

Bepin Choudhury

Or

Once, I was unable to attend school for a day due to illness, my best friend and classmate called me up in the evening to inform me of the science test that was to be held the next day. I prepared for it. But the next morning I was informed by my friend that the test was for maths and not science. It was a mistake. I was horrified. It was five in the morning. How could I prepare for the maths test in one and a half hour ! Nevertheless, I did what I could. The test went well and I scored good marks. When I talked to my friend about the mix up, he smiled at me and said, "I did it knowingly, Amol. In fact you are very intelligent."

OTHER EXERCISE

Objective Type Questions

1. (c) 2. (a) 3. (c) 4. (d) 5. (c)

Short Answer Type Questions

1. Bepin Babu was an avid reader. He visited Kalicharan's book shop

every Monday to buy as many books as he would read over the week.

2. Bepin Babu loved to read crime stories, ghost stories and thrillers. He read at least five books every week.
3. The fact that Bepin Babu lived alone, did not mix with people much, didn't have many friends and avoided idle chat conveys that he was not socially very active.
4. Bepin Babu had hurt his knee when he fell down at Hudroo Falls in Ranchi, according to Parimal Ghose.
5. According to Parimal Ghose, Bepin Babu had an argument with Dinesh Mukerji about the moon landing.

Long Answer Type Questions

1. Parimal Ghose played his part to perfection in beginning the planned deception of Bepin Babu, as conceived and executed so flawlessly by Chunilal that even an educated and rational-minded man like Bepin Babu began to doubt his mental condition. He feigned familiarity with Bepin. He narrated completely false events that happened in Ranchi eight years ago very confidently, pretended to be surprised when Bepin failed to recognise him, revealed highly personal facts about Bepin to convince him they were acquaintances and even referred to someone Bepin knew well as one who was present in Ranchi with him. His assertions were so authentic that Bepin began to have doubts about his memory and sanity.
2. Bepin Babu was a little disturbed by Parimal Ghose's assertion that he had visited Ranchi in 1958

when he himself could remember nothing about the trip. The details of his trip and Parimal's knowledge about his personal life made Bepin doubt his memory a bit, but he convinced himself.

Parimal was either mistaken or was deliberately making up the Ranchi trip to trouble him. However, his subsequent telephonic conversation with Dinesh Mukerji worsened his fears, as Dinesh, who he knew well, also repeated the assertion that he indeed had visited Ranchi then and that Dinesh was with him there. The meeting with Chunilal was the final straw for Bepin Babu, as he too reiterated the fact that the trip to Ranchi was a reality and he had played a part in it. Now, Bepin Babu was convinced, there was something really wrong with his mental condition.

3. Three people, two of them he knew personally, had confidently asserted that Bepin Babu had indeed visited Ranchi in 1958. Bepin could not remember a single thing about the trip which was said to have been fairly recent. This produced great turmoil and distress in Bepin's mind. He began to doubt his mental abilities, his will to work, his balance of mind—in fact his entire reputation and career was at stake if he really was losing his mind. These thoughts frightened him and lowered his self-esteem for the first time in his life. The thought of ending up in a mental asylum like his only brother who'd died insane, further agonised him. He was completely shattered and uncertain of himself

by the time he returned from his Ranchi visit.

• The Last Bargain

Exercise

Working with the Poem

1. The poet himself is the speaker in the poem.
2. (iii) more power than wealth
3. The speaker turned down the offer of money because money was not important to him. In fact, he felt it insulting to be hired for money.
4. (i) "I hire you with nothing." (stanza 4)
(ii) Her smile paled and melted into tears. (stanza 3)
(iii) But his power counted for naught..... (stanza 1)
5. The speaker felt that the child was the only one who offered him an appropriate compensation for his labour — goodwill and good cheer in the true spirit of companionship.

Other Exercise

Short Answer Type Questions

1. The man was calling out aloud as he was in dire need of work and wanted someone to hire his services.
2. A king passing by in his chariot offered him job first.
3. The king offered to give the man his power in return for his services.
4. The king's offer did not appeal to the man because he knew power and authority was temporary and corrupting.
5. The lane was deserted and the doors of houses were shut.

Long Answer Type Questions

1. The man refused both the offers, though these were quite alluring.

He understood the fact that wealth and power were not forever. Moreover, they had a corrupting effect which remained even after wealth and power left a man. He wanted something more substantial and abiding that would last a lifetime.

2. The maid's offer did not appeal to the man since it wasn't genuine. She feigned happiness with a smile, when in fact she was sorrowful. Her smile was false while her sorrow was what the man would truly get in return for his labour. And since no one wants sorrow in return for his labour, the man refused her offer. On the other hand, the child's offer was made sincerely and with genuine faith. It gave him goodwill and good cheer—something he could use lifelong. Thus, he accepted the child's offer readily.

5. The Summit Within

Comprehension Check (Page 72)

1. (iii) jubilant and sad
2. (ii) humility and a sense of smallness
3. (vi) a fuller knowledge of oneself

Exercise

Working with the Text

1. (i) The three qualities that played a major role in the author's climb are : endurance, persistence and will power.
(ii) Any adventure involves a certain amount of difficulties and risks. Human nature feels joy and a sense of accomplishment in overcoming difficulties. This is the reason why adventure, which is risky, is also pleasurable.

(iii) Mount Everest presents daunting challenges to any climber because of its aloofness, might, ruggedness and the difficulties encountered by him on the way. That is why the author finds climbing irresistible.

(iv) One truly doesn't climb a high mountain for fame alone. It is a way of proving that one has the qualities to overcome obstacles in life. It satisfies man's eternal love for adventure.

(v) The emotion is that of humility.

(vi) Major Ahluwalia left a picture of Guru Nanak whereas, Rawat left a picture of goddess Durga, while Phu Dorji kept a relic of the Buddha on the Everest.

(vii) The writer's experience as an Everest climber taught him to be humble. It made him realise his own smallness. It also taught him to be tolerant and courageous in facing life's ordeals.

2. (ii) It gives man a great pleasure in overcoming challenges and achieving his goals as a result.

(iii) Nature's most beautiful sights can only be seen in the mountains.

(iv) Climbing a mountain is a very difficult and arduous task, but when you reach the summit and look round, the effort seems worthwhile.

(v) Mountains are a means of communion with God.

Working with Language

1. Phrases are to be filled in according to the sentence numbers given below :

(i) at once (ii) at all (iii) at first sight (iv) at such a low ebb (v) at hand

2. (i) *endurance* (ii) *persistence*

(iii) *significance* (iv) *confidence*

(v) *maintenance* (vi) *abhorrence*

3. (i) remote — far away from
means — method(s)
dominant — most prominent
formidable — difficult to overcome
overwhelmed — be overcome/
overpowered
(ii) (a) formidable (b) means
(c) remote (d) overwhelmed (e)
dominant

Speaking and Writing

A Visit to Kumaun Hills

Last year my friends and I made a trip to the Kumaun Hills. It was my first experience in mountains. The very first distant view looked unreal—a blue horizon in the sky—that slowly turned into lush green mountains jutting straight up from the earth. As our bus went up the winding mountain roads, the sights were breathtaking. There were spiralling waterfalls and stepped fields where peasants were working. The greenery was amazing, when we stopped for a cup of tea at a roadside stall. There we saw very tall pines and deodars, flowering rhododendrons, countless ferns and velvety grass. The mountain lake at the resort, we stayed at, was almost a mile across, very clean.

The scenery was a fairy-tale one, as if nature had decided to shed its shyness and come out all adorned. The sight of majestic mountains towering above us, made us feel very small. Nature manifests itself in its divine form through mountains—and makes us feel the presence of God.

Other Exercise**Objective Type Questions**

1. (c) 2. (d) 3. (a) 4. (c) 5. (d)

Short Answer Type Questions

- The author had climbed the highest mountain peak in the world. There was nothing higher to climb for him. This was the ultimate he had achieved.
- The fact that having climbed to the highest point in the world, all roads now would lead downwards. This thought made him sad.
- The experience of climbing a mountain changes a person completely. He is never the same again.
- The author defines the other summit as the 'summit of the mind' which is as difficult and daunting to climb; as Everest.
- The author's physical self is thankful to God that the climb is finally over and no more pain and suffering is to be undergone.

Long Answer Type Questions

- A person experiences many feelings when he reaches the summit of a mountain. He feels relief, boundless joy, infinite peace and above all an overwhelming sense of humility. The sense of accomplishment is complemented by a touch of sadness at having completed an arduous but fulfilling journey. Thankfulness to God and a feeling of communion with Him encompasses the climber. He feels completely changed, ennobled and enriched from the experience.
- The author's reasons for climbing mountains are many. First, the very challenge of climbing a mountain, the obstacles it

presents and overcoming these obstacles with the qualities of endurance, persistence and will power is reason enough to attempt the task. Second, his love and awe for mountains since his childhood draws him to them. He finds climbing mountains a means to communicate with God.

Climbing Everest is particularly fascinating to him since it is the highest, the mightiest and the most difficult and arduous to climb. It gives him an incomparable sense of accomplishment, victory over all odds and infinite happiness.

- No climber can ascend a high mountain peak by himself. Climbing involves teamwork and perfect understanding between climbing companions, where each person depends on others for safety, encouragement and emotional and physical support. Climbing comrades draw inspiration from one another when they are too exhausted to continue. They put their lives in one another's hands countless number of times. They take one another's help in holding the rope, fixing it, cutting steps in hard ice and negotiating tricky slopes. All this makes companionship strong and meaningful.

• The School Boy

Exercise

- I love to rise in a summer morn
 - And the skylark sings with me
 - O ! what sweet company
 - the birds sing
- drives all joy away

- under a cruel eye outworn
 - in sighing and dismay
3. (iii) the dull/uninspiring life at school with lots of work and no play.
 4. (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.

Comparison : The two poems convey the same message, though in different ways. In the poem 'The School Boy', the poet presents the unhappiness of a child who is deprived of his natural communion with nature's beauty. He is denied gaiety and is burdened with books and school work. The rote of learning is dull and depressing to the child. The poem 'The One Furrow' describes how the poet studied at school in his childhood and then went into the world as a young man. Both at school and afterwards in the world, where he found no peace or joy or rest.

Other Exercise

Short Answer Type Questions

1. The child loves to rise in the summer morning when birds sing on trees. He loves to sing with the skylark and enjoy the joys of being one with nature.
2. The hunter is far away in the woods. He blows his horn, the sound of which pleases the child.
3. Going to school in the lovely and lively morning depresses the child.
4. The teacher is described as being unfeeling and unsympathetic with the child's need for freedom and happiness.
5. The child spends the day in school disappointed and sad.

Long Answer Type Questions

1. The poem dwells upon the dilemma of a school boy, a child, who is so burdened with books and the worries of dull, relentless learning, that he forgets his childhood and the joys associated with the most beautiful phase of one's life. He spends the day, weighed down by the teacher's disciplining and demands of studies. He is depressed and sorrowful in school and yearns for the lovely companionship of nature's beauty which sets him free of all worries.
2. The poet first compares the child with a caged bird which is sad and distressed because its freedom and right to joyous singing has been taken away, just as the child is deprived of the gay abandon of childhood and fettered with chains of discipline and burden of dull learning. Then the child is compared to a delicate plant. Just as a plant, when stripped of its buds and flowers, cannot bear fruit in summer time, so is a child deprived of the joys of childhood unable to grow into a complete, caring individual who enjoys the good things of life and is at peace with himself and the world. ■

6. This is Jody's Fawn

Comprehension Check (Page 82)

1. Jody's father had been bitten by a rattlesnake.
2. The doe's heart and liver helped in drawing out the poison of the snake-bite from Penny's body. Thus, the doe died to save Penny's life.

3. Jody wants to bring the fawn home because it was left alone and helpless in the woods without the doe. The doe was killed to save Penny's life. So, he felt it his duty to care for the fawn and rear it up. It would certainly die if left alone in the woods.
4. Jody knows the fawn is a male because it has spots all in a line and not in every direction as in doe-fawns.

Comprehension Check (Page 85)

1. Jody didn't want Mill-wheel with him for two reasons. First, he did not want to see the disappointment on his face if the fawn couldn't be found or had died. Secondly, he wanted to meet the fawn alone and spend some time in privacy with it.
2. Mill-wheel was afraid to leave Jody alone as he thought Jody could get lost in the woods or he could be bitten by a snake.

Comprehension Check (Page 89)

1. Jody carried the fawn in his arms up to the road that led to his house. Then, being too tired, he let it walk behind him for some distance and then lifted it again in his arms and took it home.
2. The phrases which show Jody's strong emotions after finding the fawn, are :
 - (a) The touch made him delirious.
 - (b) His heart thumped with the marvel of its acceptance of him.
 - (c) He was light-headed with his joy.
3. The deer couldn't drink milk from the gourd at first. It sucked milk from Jody's fingers which he'd dipped in milk, and then the fawn sucked milk from his fingers again. Jody lowered all the fingers

to the gourd. Then the fawn began to suck milk from the gourd by itself.

4. The fawn didn't follow Jody up the steps because it didn't know how to lift up its feet to climb the steps.

Exercise

Working with the Text

1. Penny Baxter was aware that he himself was responsible for the fawn's helpless state. Because he had killed its mother to save himself from the effects of snake-bite. He also knew the fawn would certainly die if left alone on its own. The feelings of guilt and gratitude made Penny allow Jody to go find the fawn and raise it.
2. The idea of Doc Wilson by this observation was that one had to pay for one's deeds. Penny had killed the doe to draw out the rattlesnake's poison and saved himself from death. However, he must pay the price for killing the doe by rearing its fawn in his house in return.
3. Jody was the one who took the initiative in bringing the fawn home. He carefully carried it all the way from the woods in his arms, to home by avoiding the sight of its mother's carcass. He then fed to the fawn even his own share of milk and taught it to drink milk from the gourd.
4. Jody's mother is aghast at the idea of bringing the fawn home and rearing it there. She is not happy with the proposal for she thinks they can't afford its upkeep, particularly milk, except which it won't be able to eat anything in its infant state.

Working with Language

1. (i) Penny asked his son if he really wanted it.
(ii) Mill-wheel asked if he would ride back with him.
(iii) He asked Mill-wheel if he thought the fawn was still there.
(iv) He asked Mill-wheel if he would help him find him (the fawn).
(v) He asked if it had been up there that Pa had got bitten by the snake.
2. (i) intransitive (ii) transitive
(iii) transitive (iv) transitive
(v) transitive (vi) intransitive, transitive (vii) transitive
(viii) transitive (ix) transitive
(x) transitive (xi) transitive
(xii) intransitive (xiii) transitive
(xiv) transitive (xv) intransitive
3. The words would appear in the dictionary in the following order: clearing, close, draw, light, make, parted, pick, scrawny, sweet, wonder
Some idioms and phrasal verbs associated with these words are as follows :
 1. **Clearing : Phrasal Verbs** – clearing off, clearing away.
 2. **Close : Idioms** – close ranks, at close quarters, a close call, a close shave, a close thing, close to someone's heart, close to home, keep a close eye, keep close.
Phrasal Verbs : close around, close down, close in, close up, close with.
 3. **Draw : Idioms** – beat to the draw, draw oneself up, draw the curtain on/over, luck of the draw, draw blood, draw in one's horn, draw the line, draw trumps, draw up, draw a blank.

Phrasal Verb : draw back, draw in, draw on, draw somebody on, draw up.

4. **Light : Idioms** – according to one's own lights, at first light, bring to light, come to light, in a good/bad light, in the light of, shed light on, make light of. ('Light' is not a verb, hence phrasal verbs cannot be made with it.)

5. **Make : Idioms** : Make/do with something, make good, make it, make the most of, make much of, making nothing of, make or break, make love, make merry.

Phrasal Verbs : Make after, make away with, make for, make out of, make up (for something).

6. **Parted : Idioms** : A fool and his money are soon parted

Phrasal Verb : parted with

7. **Pick : Idioms** : a bone to pick, pick and choose, pick a fight, pick holes, pick someone's pocket, pick to pieces, pick up the gauntlet, pick up speed, pick a winner.

Phrasal verbs : pick somebody off, pick on somebody, pick out, pick up, pick something over.

8. **Scrawny** : scrawny down to the bone.

9. **Sweet : Idioms** : at one's own sweet will, have a sweet tooth, keep somebody sweet, revenge is sweet, short and sweet, sweet nothings.

Phrasal Verb : 'Sweet' is not a verb, hence phrasal verbs can't be derived from it.

10. **Wonder : Idioms** : a chinless wonder, work wonders, a nine-day wonder, do wonders.

Phrasal Verbs : Wonder about, wonder at.

Speaking

1. Many life-saving medicines, antidotes, etc., are made by killing animals and testing the medicines on them before clearing them for human use. Many household cures and unconventional treatments for ailments involve killing of animals. However, it is my personal opinion that all living creatures whether human or animal—must be respected. Alternative methods must be devised to develop and test medicines without animals because killing of animals disrupts the ecological balance.
2. I am very fond of animals and feed stray dogs, cows and birds whenever I can. If I find a tiny one such animal, on my doorstep, either hurt, weak or too young to fend for itself, I will certainly keep it as a pet. I will care for it with whatever resources I have. I will rear it up as part of my family. Persuading my parents won't be very difficult since both of them are animal lovers, though mother is very particular about hygiene and cleanliness. But I will convince her by saying that I myself will look after its needs and keep its place clean.

Writing

1. I have a new pet, a little two-months old Pomeranian. It is fluffy, slightly off-white in colour with shiny black eyes and little frisky ears. I have chosen a dog as pet because it is loyal, lively, playful and man's best friend. I've named my pet 'Prince'. It runs around the lawn excitedly when he is in a playful mood and hides bones in unimaginable places.

But when guests come over, he gets very excited and becomes disobedient to an extent. Prince, though makes it up afterwards, obeying every command precisely. With all his mischief and misbehaviour, Prince, nevertheless, is the apple of our eyes.

2. (i) Some natural resources that we use are : fossil fuels, minerals, precious metals, water, air, soil (to grow crops), forests, etc.

(ii) Our Relationship with Nature

All living beings on earth depend on nature for their survival. Our planet is the only one in our solar system that has all the necessary resources to support life in various forms. Nature provides us food to eat, air to breathe, water to drink. The minerals we get from inside the earth enable us to build the houses industries, transport, appliances and all luxurious items that we enjoy. All that we see in our home and outside, are gifts of nature—directly or indirectly.

Animals have lived with nature as a part of it in perfect balance. We need to respect our support system that nature provides us—with care, economy and awareness— if we want to flourish as a species. At last, we must protect our environment for our own safety.

3. In fact all snakes are not poisonous, there are very few which are.

A snake-bite should be treated immediately. One must tie the place tightly just above the mark where the snake has bitten. It is

to stop the poison from spreading to all parts of the body. The site of the bite must be washed with an anti-septic. A small cut can also be made at the biting place to let out the poisoned blood. However, immediate medical care must be sought out after administering this first-aid. Nowadays, effective anti-venom drugs are available in all hospitals to treat snake-bite successfully.

Other Exercise

Objective Type Questions

1. (d), 2. (d), 3. (d), 4. (b), 5.(c)

Short Answer Type Questions

- Jody had seen its mother being killed to save his father from the snake's poison. He had seen the fawn left all alone, a helpless prey to starvation and natural enemies. He kept thinking of it since that moment, worrying about its safety and well-being.
- Yes, Penny was safe, though weakened by the poison.
- Penny's eyes were still affected by the poison; its pupils were dark and dilated.
- He meant that death had left him, probably because it had gone to steal someone else' life, instead of his.
- Penny was proud of Jody because he had remained calm and alert to help Penny when he was bitten by a rattlesnake.

Long Answer Type Questions

- Jody, though quite young, displays maturity and wisdom beyond his years. First of all, he shows concern for the fawn which has been left alone and helpless in the woods. He takes the initiative to bring the fawn home as he realises it would not survive without its mother's milk and

would be an easy prey for wild animals in the woods. Earlier, he remained calm and alert when his father was bitten by the rattlesnake and did what was needed to save his life. He decides to give his own share of milk for the fawn and rear it himself. When finding the fawn, he handles it very carefully and gently. He negotiates his way in dense woods skillfully and reaches the road to his home safely. Finally, the way he teaches the fawn to drink milk from the gourd by himself, shows his knowledge about animals, his presence of mind and his patience, which is rarely found in a boy so young.

- All except Jody's mother agreed readily with his idea of bringing the fawn home and rearing it. Jody's father Penny was worried about the helpless fawn and didn't want it to starve in the woods. He felt grateful to the doe for saving his life and thought it right to repay the obligation by rearing its fawn. Mill-wheel gave his silent assent to Jody's proposal by offering to ride him to the woods and help him find it. Doc Wilson was philosophical in his view when he asserted that nothing is free in life and Jody's family has to pay the price of killing the doe to save Penny's life, by rearing its fawn and caring for it. Jody's mother too, felt indebted to the doe but was uncertain about rearing the fawn for she knew it had to be fed on milk alone for some time. They had milk only for Jody to drink and for their own use. She might have been apprehensive about the mayhem

it would cause in her house to have a fawn jumping about, but she didn't mention it and gave her assent to Jody's proposal.

3. Right from the moment the doe was killed and Jody saw the fawn close by, he could not stop thinking about it. He dreamt about it, holding it in his arms. He persuaded his parents to let him bring it back home and care for it. He even proposed to forgo his own share of milk to feed it and undertook to rear it himself. When he touched the fawn in the woods for the first time, he's elated, feeling a strange, unbreakable bond with it. He had wanted to keep the meeting with the fawn a secret, private one for he didn't want to share the fawn's attention with Mill-wheel, whom he sends back. He ventures to find the fawn alone, not caring for the danger presented by the big cats and snakes. He handles the fawn with great care, so as not to alarm it. He carries it all the way back from the woods, not caring for his exhaustion. Jody felt he owned the fawn when it followed him willingly and got dizzy with joy. Once home, he lovingly feeds it and is ecstatic when it sucks his fingers.



7. A Visit to Cambridge

Comprehension Check

(Pages 98-99)

1. (iii) 2. (ii) 3. (ii) 4. (i)

Exercise

Working with the Poem

1. (i) Yes, the writer was certainly nervous at the prospect of meeting Stephen Hawking,

because he could be meeting the greatest living scientist.

- (ii) Yes, he was excited at getting this opportunity, because he had been wanting to meet Hawking for a long time.
2. The writer's first question put to the scientist might be about his disability and his courage to face it.
3. The writer thinks Hawking had a choice, which was to live creatively with the reality of his weakening body. He rejected the idea of living an eventless and unproductive life.
4. The scientist's anguish was that he could not express himself freely and fluently, although so many brilliant ideas crowded in his extraordinary mind.
5. The scientist's sincere and open smile conveyed his inner beauty—the beauty of his acceptance of his disability with pride and dignity, which is rarely found in such a person.
6. The most beautiful sentence in the description is : "Before you, like a lantern whose walls are worn so thin you glimpse only the light inside is the incandescence of a man."
7. (i) Its 'walls' would be the physical frame of a person.
(ii) The beautiful glow of the everlasting soul is housed within the thin walls.
(iii) The writer concludes that the important thing is not the physical body but the eternal soul (which is the real substance).
8. The scientist advises the disabled persons to focus on their natural talents and utilise them to the

fullest. They shouldn't waste their energy in pursuing unrealistic goals and imitating normal people to prove their worth.

9. The writer wasted many years trying to learn playing a Spanish guitar that was quite larger than himself. He joyfully unstrung the guitar one night. This incident supports the idea that events like the Olympics for the disabled people are nothing but a waste of time. He was also of the view that one should focus only on what one is good at.
10. The writer was grateful to the scientist for sparing his valuable time and attention for him in granting him one complete hour instead of the scheduled half an hour. The writer was inspired and honoured by the experience of meeting one of the greatest scientists of all time.
11. (i) There was his assistant on the line and I told him I had come in a wheelchair from India.
 (ii) You get fed up with people asking you to be brave, as if you have a courage account on which you are too lazy to draw a cheque.
 (iii) There he was, tapping at a little switch in his hand trying to find the words in his computer.
 (iv) You look at his eyes which can speak, and they are saying something huge and urgent- it is hard to tell what.
 (v) It doesn't do much good to know that there are people smiling with admiration to see you breathing still.

Working with Language

1. (i) traveller (ii) guidance
 (iii) successor (iv) paled
 (v) chaired (vi) truly
 (vii) drawn
2. The phrases are :
- a reading session
 - a smiling face
 - a revolving chair
 - a walking tour
 - a dancing doll
 - a winning chance
3. (i) Both (ii) All (iii) all (iv) Both
 (v) all
 Explanation : • 'Both' is used to indicate two things/persons.
 • 'All' is used to indicate more than two things/persons.
4. (i) My friend has one of the fastest cars on the road.
 (ii) This is the most interesting story I have ever read.
 (iii) What you are doing now is easier than what you did yesterday.
 (iv) Ramesh and his wife are both short.
 (v) He arrived late as usual. Even the chief guest came earlier than he did.

Speaking and Writing

1. Pronounce the given words laying stress on the coloured letters while saying the other letters normally.
- 2.
- | | |
|----------|----------|
| artist | mistake |
| accident | moment |
| compare | satisfy |
| relation | table |
| illegal | agree |
| backward | mountain |

3. **DON VOSCO School, Ajmer**
NOTICE
FOUND-FOUND-FOUND
 September 14, 20__
 A wrist watch has been found in the playground during the school recess by the undersigned. The 'Titan' watch has a golden dial with a brown leather strap. The rightful owner of the watch can contact the undersigned during school hours.
 The student laying claim to the said object should bring its sale receipt, and/or mention its brand name for verification.
 Amit Sharma
 VIII B

Or

An interview with the Panchayat President of ABC Village

Journalist: What is the population of your village and how many brick-built houses does it have ?

Sarpanch : About three thousand people live in the village and there are about three hundred and fifty brick-built houses in it.

Journalist : What are the main occupations of the villagers ?

Sarpanch : Most of the villagers are farmers while some are traders and artisans.

Journalist : What are the water sources available to the villagers- especially for potable water ?

Sarpanch : We have many hand pumps and very few wells for potable water and domestic needs. For irrigating our fields, two government tube-wells are available.

Journalist : What about electricity in the village ?

Sarpanch : Near about all the houses in village are electrified.

But power cuts are very frequent.

Journalist : How many homes in your village have proper toilets?

Sarpanch : About half of the homes have proper toilets with septic tanks. The rest of the homes are being given loans to build toilets by the government.

Journalist : How many schools are there in the village ?

Sarpanch : We have a primary school and one secondary school in the village. Both are under government and about 80 per cent of the children in the village attend school regularly.

Journalist : Do you have any medical care facility here ?

Sarpanch : Yes, we have a Primary Health Centre in which there are one doctor, two nurses and a compounder along with the cleaning staff. Ambulance service is also available for emergency.

Journalist : What, in your view, is the most urgent need for the village at present ?

Sarpanch : We urgently need a senior secondary school, a few more tube-wells and enhanced medical facilities in the village.

Other Exercise

Objective Type Questions

1. (c), 2. (c), 3. (b), 4. (c), 5.(c)

Short Answer Type Questions

1. The author's meeting with Stephen Hawking changed his perception of Cambridge from being a representation of England to the place where this great scientist lived and worked.
2. The guide described Stephen Hawking as a completely disabled

man who was a physical ruin, but who had a brilliant mind and held the Isaac Newton Chair at the university and who was a deserving successor to Isaac Newton.

3. Stephen Hawking is the greatest living astrophysicist in the world and the author of the best-selling book, 'A Brief History of Time'.
4. The author told Hawking's assistant that he had come in a wheelchair from India to write about his travels in England, and that a ten-minute meeting with the great scientist would be sufficient.
5. The author thinks so because it makes one realise one's own potential and inspires one to make more efforts than previously thought possible.

Long Answer Type Questions

1. The author did not plan the meeting with Stephen Hawking. He had gone on a tour to Britain and aimed to write about his travels there. His Cambridge walking tour was part of his schedule. It was when his guide told him about Stephen Hawking's presence in Cambridge that the author realised he had to meet him, if only for a few minutes. He then phoned up Hawking's house and sought an appointment with the scientist. Hawking's assistant considered his request and scheduled half an hour for the interview—from three-thirty to four. Thus, the author was able to meet Hawking personally.
2. Stephen Hawking, the greatest living astrophysicist, is also a

physically disabled man, suffering from an incurable and irreversible form of paralysis that does not allow anybody movement, except a little movement in his fingers. He cannot speak either and uses a voice synthesiser and a computer to communicate.

Though physically wasted, he possesses one of the most brilliant minds of his generation, doing path-breaking research in the still largely unknown field of cosmology and astrophysics and writing some best-selling books on the subject in the layman's language. Hawking is incisive in thought, very perceptive and has well defined opinions about his disability and people's reaction to it. He detests people patronising him, and asking him to be brave. He dislikes being seen as an inspiration for others because this, he feels, objectifies him. He doesn't find anything ennobling or good about being disabled, but does agree that people have an unexpected degree of kindness in them. He does not believe in the concept that the disabled can do what normal people could, and thus advises the disabled to focus on what they are good at. Hawking is a very intelligent, dignified, self-respecting and practical-minded person who with his rare qualities is able to defy his body's failings to open up new frontiers in human knowledge. ■

8. A Short Monsoon Diary

Comprehension Check

(Page 106)

1. The author is unable to see Bijju because a heavy mist has shrouded the mountains. So he can hear Bijju's voice cannot see him.
2. The visibility drops to almost zero and everything falls silent when the mist comes up in the hills.

Comprehension Check

(Page 110)

1. The monsoon season in Mussoorie begins in the last week of June and ends in August. Then begins winter rains which end by late March. We prepare for it by buying umbrellas and raincoats, checking our roofs and drainpipes for leakages and packing such things as clothes, spices, matches, etc.,
2. The author describes Mussoorie, a pretty hill-station near Dehradun in the state of Uttarakhand in north India.
3. It rains for eight or nine days continuously. The author stays indoors during this period. He walks in the room and looks out through the window. He spends all his time in reading and watching the hills outside through the windows.
4. The snakes and rodents take shelter in roofs, attics and go downs, because their holes and burrows have been flooded with water from the incessant rains.
5. The author received a cheque in the mail.

Exercise

Working with the Text

1. In the last week of June, the monsoon mist comes up and

everything becomes invisible. It covers hills and spreads silence. The rain intensifies by August beginning and comes down in a steady downpour. By March end, the winter rain too is over and a hailstorm clears the sky.

2. Grandmother believed that *Chuchundar* brought good fortune and money. Thus, they should not be killed.
3. The cobra lily seeds turning red, the ferns turning yellow and a hailstorm are signs of the end of monsoons. A rainbow is formed in the sky.
4. (i) the dense mist makes everything invisible.
(ii) 'a paradise that might have been.'
(iii) lifting a dog, but had to flee when it attempted to kill one of Bijju's cows and his mother came out screaming
curses at it.
(iv) their bright colours make them look like brilliant jewels in even the leafiest trees.
(v) they are covered by a variety of flowers.
(vi) their holes and burrows are filled with rainwater.
5. (i) The leaks happen suddenly. Since the word 'springing' conveys the same meaning, the writer has used it here.
(ii) Because the writer is inside the room and the room protects him from the rain.
(iii) The writer is in touch with the rain since he can hear its sound pattering on the tin roof.
6. Continuous and steady rain makes life miserable. It can cause mold and fungus in food and stored grains or leather. It can spoil cotton and other natural

fibres and make them soggy. Roofs can spring leaks and water logging can happen in low-lying areas in the absence of proper drainage. Many such things can happen due to continuous rain.

7. When a cobra lily first blooms, it signifies the beginning of the monsoon season and when its seeds turn red, it indicates the end of monsoon.

Working with Language

1. Some other words also can be added to the above list. These are given below :

puddles, gumboots, paper boats, dampness, soggy, drenched, thunder, lightning, hot tea, crunchy cutlets, muddy roads, high winds, drizzle.

Hindi words for the words given in box are :

भारी वर्षा, बाढ़, धुंध, बादलों से आच्छादित, बिजली कटौती, ठंड, छाता।

2. (i) The traffic **stopped**. Some people **were sitting** on the road and they **were shouting** slogans.
 (ii) I **wore** my raincoat. It **was raining** and people **were getting** wet.
 (iii) She **saw** a film. She **was narrating** it to her friends who **were listening** carefully.
 (v) We went to the exhibition. Some people **were buying** clothes while others **were playing** games.
 (vi) The class **was** quiet. Some children **were reading** books and the rest **were drawing**.
3. (i) (a) drip (b) drum (c) swish (d) caw (e) tinkle
 (ii) (a) Ramesh was **drumming** on his desk in impatience.
 (b) Rain water was **dripping** from the umbrella all over the carpet.
 (c) The pony was **swishing** its tail.

(d) The **tinkling** of breaking glass woke me up.

(e) The **cawing** of the raven disturbed the child's sleep.

4. (i) sure enough (ii) big enough (iii) colourful enough (iv) brave enough (v) anxious enough (vi) kind enough (vii) serious enough (viii) foolish enough (ix) fair enough

Speaking

1. No, I do not believe in superstitions because they are not based on logical/rational thoughts. Superstitious beliefs often cloud our judgment, obstruct necessary activities and sometimes lead to crime.

The three common superstitious beliefs in our society are :

- Do not go out immediately if someone sneezes.
 - Put your right foot first outside the house while leaving it.
 - Stop if a black cat crosses your path.
2. • In the lesson, birds such as scarlet minivets, drongos, tree creeper, whistling thrush and crow are mentioned.
 • In my neighbourhood, I can see the mynah, pigeon, the cuckoo, parrots and brown field partridges.
 • Once could we spot a number of sparrows, owls, vultures and crows in our neighbourhood, but rarely we can see them in our surroundings these days.
 • The reason that many species of birds are no longer seen in our courtyards, gardens and parks, etc. is the excessive use of chemicals that contaminate water and soil. They are at the verge of extinction. This has led.

to a rapid decline in bird population in recent years.

Writing

1. One morning during the last monsoon months, it rained very heavily for hours together and our school declared it a rainy day. A few friends and I sat down for playing carom in my house. We were waiting for the rain to stop, it was nearly noon when the rain finally stopped. As we were walking towards the park, with football in hand, we saw a puppy helplessly struggling to pull itself out of a wide and deep drain by the roadside. We watched intently, expecting it to succeed, but it was not to be. Then I finally lay on the embankment on my stomach. My friend held my feet, while I dipped into the drain, my hands reaching for the wailing puppy, I was halfway in, my torso hanging over the rushing water, my head upside down. I grabbed the puppy's neck and slowly my friend dragged me back. Thus, we could save the puppy and that particular rainy day is unforgettable to me.

Or

The snow's melting on the mountain,
 the streams gush down the vale;
 Blossoms bloom joyously on the green,
 Softly caressed by sunshine pale.
 The mirth's thick on bough and leaf,
 Snow and shiver ne'er to bear;
 Rejoice all men, angels alike
 Gentle spring's caring feet are here.

Other Exercise

Objective Type Questions

1. (b), 2. (d), 3. (d), 4. (a), 5. (c)

Short Answer Type Questions

1. The mist brings a shroud of invisibility, a strange silence and sadness to the hills.
2. The plants can sense the warmth and humidity of the early monsoon rain, and thank its benevolence by blooming their buds to sprout flowers.
3. The leopard was attacking the cow when a woman rushed at it shouting curses. This scared the animal and it fled, aborting its attempt.
4. Scarlet minivets, though brightly coloured, manage to evade attention by remaining very silent.
5. Monsoon months bring rains and rains bring insects in plenty. Thus, the insectivorous birds have plenty to eat and feast upon.

Long Answer Type Questions

1. The monsoon makes the people mostly stay indoors and move about with umbrellas when they do have to go out. It also attracts some unwelcome visitors, like the leopard and leeches which threaten domestic animals and people alike. The landscape turns lush and vibrant, flowers carpet the green slopes, delighting the residents, and various birds sing melodies to liven up the proceedings. There is plenty to eat for the animals and birds during monsoon.
2. The monsoon is ending towards the last week of August. The cobra lily seeds turn red and now, firm

and green will soon turn into yellow and shrivel up. Flowers bloom on hillsides and the foliage is at its peak. Holes and burrows are flooded with water, and snakes and rodents find shelter elsewhere. The monsoon growth is vibrant and thick. The landscape is colourful and clean, washed by the rains.

3. Winter takes away the lush greenery, the flowers and the warmth of monsoon. Animals and birds can hardly be seen, as the intense cold envelopes everything in its freezing embrace. The tender greens wilt and die, the trees lose their colour and turn grey. Birdsong is heard no more and the forest turns colourless. The author feels a strange sadness and loneliness within him. Nature has shed its joy and awaited spring to herald a rebirth.

• On the Grasshopper and Cricket

Exercise

Working with the Poem

1. The definition truly captures the soul and essence of a poem. Poetry represents a field of literary composition where rhyme, rhythm and figures of speech are arranged in a soul-lifting way that makes a thought or scene come alive in the reader's imagination.
2. 'The poetry of earth' is composed of sounds found in nature. The sound of rustling leaves, pattering rain, whistling boughs, birdsong, gurgling streams, etc. comprise the poetry of the earth.
3. (i) he has never done with his delights.
 - (ii) The cricket's song in warmth increasing ever.
4. The word 'warmth' is opposite in meaning to 'the frost'.
5. There are two main seasons : Summer and Winter. The representative sound of summer is that of the grasshopper and that of winter is the cricket's.

Other Exercise

Short Answer Type Questions

1. The poet describes the unending poetry of the earth, which manifests itself in the various bounties of nature, through different seasons of the year.
2. Summer and its blazing sunshine silences the birds as they grow weak and exhausted with the intense heat. Only the grasshopper chirps joyously in the meadows.
3. The grasshopper is found in the hedges in the meadow where it enjoys summer's pleasures.
4. The poem highlights the optimism and pleasure-loving nature of the grasshopper. He not only makes summer enjoyable for himself but also encourages others to be joyous and happy.
5. The grasshopper rests in comfort beneath a weed after frolicking to his heart's content.

Long Answer Type Questions

1. The intense summer heat compels the birds to find relief in the cool shade of the dense foliage of trees. They are silent with weakness and exhaustion. However, this doesn't dull the music of nature, as the grasshopper takes up the song in the meadows, chirping gaily and tirelessly to keep the earth's poetry alive. When tired, it rests a while under the comforting

shade of a weed. Rejuvenated, it resumes its encouraging song again.

2. Winter covers the grass on the ground and leaves on plants and trees with frost. It causes a deafening silence among all creatures. But then the song of the hardy cricket issues forth from among the stones, under which it sits, its vibrant voice bringing warmth to the freezing surroundings. The sound stirs a sleepy person's imagination to presume it to be the grasshopper's song in the grassy slopes of summer time. And, thus, the earth's poetry continues in winter.
3. The poem speaks of the eternal beauty of a nature, where even

the harshest conditions do not discourage the creation from experiencing the pleasures of life. While people may find beauty and poetry only in the moderate seasons of spring or autumn. They may envision the romance of the rains with its attendant poetry; but Keats finds the joy and simple pleasures that keep us inspired in harsh summer and winter. The poem evokes the essential qualities of fortitude, patience, optimism and vibrancy that life includes as a pre-requisite in all its manifestations. The poem thus inspires us to celebrate life and enjoy whatever nature provides us with gratitude and respect. ■

GRAMMAR

1. Determiners

Exercise-1

1. an 2. the 3. the 4. the, x 5. the
6. The, the, the 7. the 8. the, an, x
9. an 10. The 11. the 12. a, an, a 13.
a 14. a 15. A, an.

Exercise-2

1. (a), 2. (b), 3. (c), 4. (c), 5. (a),
6. (c), 7. (c), 8. (c)

Exercise-3

1. x, x 2. a 3. The, a, the 4. a 5. the
6. A, a 7. the, the 8. an 9. x 10. x,
x 11. x, x 12. x, x 13. a, an, the
14. x, a 15. x, x.

Exercise-4

1. many 2. many 3. much
4. much 5. many 6. many
7. many 8. much 9. many
10. much.

Exercise-5

1. a few 2. The few
3. little 4. a little
5. The little 6. a few
7. a few 8. little
9. a few 10. little.

2. Relative Pronoun

Exercise-1

1. that 2. who 3. whose
4. what 5. where 6. that
7. who 8. that 9. whose
10. who

Exercise-2

1. where 2. when 3. where
4. where 5. when 6. why
7. where 8. when 9. where
10. why

Exercise-3

1. (d) 2. (b) 3. (a) 4. (b) 5. (b)
6. (c) 7. (a) 8. (c) 9. (a) 10. (a)

Exercise-4

1. which 2. who 3. where
4. which 5. whose 6. who
7. that 8. where 9. who
10. that.

3. The Prepositions

Exercise-1

1. at, 2. for, 3. since,
4. with, 5. in, 6. among,
7. for, 8. along.

Exercise-2

1. (d), 2. (c), 3. (c), 4. (b), 5. (d),
6. (c), 7. (b), 8. (c).

Exercise-3

1. for 2. with 3. on
4. at 5. in 6. with
7. under 8. over.

4. Tenses

Exercise-1

1. opens, are opening
2. wears, is wearing
3. is reading, reads
4. sits, is sitting
5. wearing, wear
6. cooks, is cooking
7. doing, doing
8. drink, is drinking
9. am playing
10. goes.

Exercise-2

1. have been grazing
2. has been working
3. has been taking
4. have been feeding
5. have read
6. gone
7. have been listening
8. built
9. has turned
10. knocked

Exercise-3

1. are doing 2. freezes
3. is telling 4. is raining
5. have lost, have, seen
6. have bought 7. has not read
8. has gone 9. sees, speaks
10. rises.

Exercise-4

1. saw 2. had 3. drove
4. have already arrived
5. has stolen
6. Has, not finished
7. lived 8. have not arrived
9. has acted 10. spent.

Exercise-5

1. was watching, arrived
2. broke, heard
3. was cooking
4. driving
5. got
6. was repairing, got
7. was working
8. go, was
9. forgot
10. was reading, went

Exercise-6

1. had seen, went
2. asked, had seen
3. moved, had sold
4. had worked, fell
5. came, had finished
6. had reached, rang
7. arrived, had left
8. went, had completed
9. had cooked, came
10. went, had stop.

Exercise-7

1. was playing 2. was watering
3. had completed 4. ran
5. was writing 6. had, died
7. had asked 8. had left
9. had completed
10. had been living.

Exercise-8

1. shall go 2. will call
3. will pass 4. will love
5. will remain 6. will be cooking
7. shall be sitting
8. will have prepared
9. will have been doing
10. will have cleaned

Exercise-9

1. (a), 2. (b), 3. (c), 4. (a), 5. (a),
6. (a), 7. (a), 8. (c), 9. (a), 10. (b).

5. Punctuation and Use of Capital Letters

Exercise-1

1. Happy Christmas, Tommy !
2. What are we waiting for ?
3. Sad to say, Connie, Fritz won, two goals to one.
4. "Have we met before ?" asked Bepin Babu.
5. What are you saying, Mr Choudhury ?
6. "No, sir", said Bepin Babu.
7. "I've been working too hard", he said at last.
8. However, instead of being jubilant, there was a tinge of sadness.
9. Jody said, "How are you feeling, Pa ?"
10. He whispered, "It's me."

Exercise-2

1. Jody called, "Pa ! Look !"
2. A carriage, drawn by four horses, dashed round the turn of the road.
3. Soldiers stood on guard, flags waved and the crowd roared.
4. "Wonderfully like it, that's a fact !" replied another.
5. "Fear not, Ernest," said his heart.
6. He, too was a native of the valley.
7. "Who are you, my gifted guest ?" he asked.
8. "Ah, Dorset," he smiled.
9. "I'd prefer cricket," I told him.
10. Come closer, Jim dear, sit down.

6. Conjunctions

Exercise-1

1. Either your cries or your tears can stop him.
2. I either drank orange juice there or had a cup of tea.
3. Either Jack or my brother can win.
4. He will come either today or to-morrow.

5. She will either read a book or go to the cinema.

Exercise-2

1. I am working hard at the moment so that/in order that I may pass my exam.
2. Rani bought a dictionary so that/in order that she might know the meanings of difficult words.
3. I waited for an hour so that/in order that I might meet her.
4. I do exercise regularly so that/in order that I may have excellent health.
5. My sister gives English lessons so that/in order that she may earn some money.

Exercise-3

1. He will pay you as long as you work.
2. Hari will do his lessons as long as you watch him.
3. The students are quiet as long as the teacher is in the class.
4. You can continue to play as long as there is light.
5. You can study in the school so long as/as long as you pay your fees.

Exercise-4

1. No sooner did they see the bear than they ran away.
2. No sooner did the Brahmin repeat the charm than the treasure poured down.
3. No sooner did he enter the house than he took off his coat.
4. No sooner did the band begin to play than we started to sing.
5. No sooner did the hunter see the tiger than he fired a shot at it.

Exercise-5

1. Ram got up early so as to go for a morning walk.
2. I bought a bike so as to reach school in time.
3. They play well so as to win the match.

4. I am practising football so as to play it well.

5. Rajendra has bought a computer so as to learn to operate it.

Exercise-6

1. The book was so difficult that she couldn't read it.
2. He covered his face so that he could not be caught.
3. Either he or she stole my purse.
4. Your brother is either late or doesn't want to come.
5. No sooner did I open the cage than the parrot flew away.
6. Walk fast so that we can reach on time.
7. No sooner did it get dark than I switched on the light.
8. The teacher takes attendance so as to know about the presence of the students.
9. As long as we help others, others also help us.
10. Either Reeta or Geeta has taken my pen.

Exercise-7

1. So long as you are honest, nobody harms you.
2. You can go either by bus or by train.
3. You should come in uniform so that you may join the parade.
4. Pramod takes exercise daily so that he may keep himself physically fit.
5. Children progress very well in their life as long as they obey their parents.
6. Either Saroj or Indira is the Principal.
7. So long as we obey the rules of the road, we are safe.
8. As soon as the panchayat results were declared, people garlanded the elected candidates.
9. As soon as Ram asked Hanuman to seek Sita, he set out immediately.

10. No sooner did Krishna see Sudama than he hugged him.

7. Adjectives : Degrees

Exercise-1

1. An unusual gold ring
2. A little white metallic box
3. An old beautiful house
4. The calm western wind
5. Black leather gloves
6. The new political party
7. A lovely sunny day
8. An ugly yellow dress
9. Beautiful long black hair
10. An ugly green shirt

Exercise-2

1. No other boy of our class is so disciplined as Rajesh.
2. No other month in India is so cold as January.
3. No other boy in this school is so intelligent as Sushil.
4. Abhishek is not so old as Anurag.
5. My bag is not so heavy as yours.
6. No other person in our town is so rich as Seth Dhani Ram.
7. No other city in India is so big as Mumbai.
8. No other city in Rajasthan is so expensive as Jaipur.

Exercise-3

1. Shanti is more beautiful than most other girls.
2. The crow is more cunning than any other bird.
3. The dog is more faithful than any other animal.
4. Pratima is more talkative than any other girl.
5. Everest is higher than any other peak in the world.
6. June is hotter than any other month in India.
7. Hema Malini is more popular than most other film actresses.

Exercise-4

1. The lion is the bravest animal.
2. Tulsidas is the greatest Hindi poet.
3. Nehru was the greatest leader of India.
4. The rose is the most beautiful flower.
5. Akbar was the wisest Mughal Emperor.
6. He is the most intelligent boy in our class.
7. Iron is the most useful metal.
8. India is the hottest country.

Exercise-5

1. more difficult,
2. more important,
3. eldest,
4. quicker,
5. more useful,
6. less,
7. cheaper,
8. good,
9. lazier,
10. faster.

Exercise-6

1. (c), 2. (a), 3. (a), 4. (b), 5. (b), 6. (a), 7. (b), 8. (b).

Exercise-7

1. a small black
2. A lovely old
3. silver white
4. a ten-year-old
5. blue China
6. soft wet
7. the pale blue
8. a beautiful golden
9. a very large and powerful
10. Thirteen-year-old.

8. Passive Construction

Exercise-1

1. You are told everything by him.
2. Rana Pratap will always be remembered for his patriotism.
3. This bridge was inaugurated by the Chief Minister.
4. The lion will be killed by him.
5. My questions were not answered by you.
6. My father will be helped in his business by my brother.

7. Computers will be exported by India. 8. The garden is looked after. 9. A game will be played by you. 10. A mango was eaten by Hari.

Exercise-2

1. (a), 2. (b), 3. (c), 4. (d), 5. (a), 6. (a), 7. (a), 8. (d).

Exercise-3

- Why was your work not finished by you?
- Why is the servant being called by you?
- Why had a letter been written by him?
- Why is he abused by you?
- Where can work be found by me?
- Why were they allowed to go by you?
- When will the book be returned by you?
- How is the puzzle being solved by Girdhar?
- Why was a letter written by you?
- By whom was this done ?

Exercise-4

- A bottle was being waved above his head by one of the Germans.
- They should have been stopped by me.
- This place is known to me.
- Relief helicopter was seen overhead by her.
- Our kings have been killed or dethroned by the white man.
- All my crop is being taken by your men.
- You will be sent to jail by me.
- Our brothers must be educated by us.
- He was being observed from close quarters.
- Are you known to me ?
- A car had been fixed for you by me/You had been fixed a car by me.
- Can't anything be recalled by you?

- You will be told more by me.
- Was his mind being lost by him ?
- No harm can be done by it.
- Why is your neighbour helped by you ?
- A rope is being shared with another climber by you.
- It could not be kept out of his mind by him.
- He should be loved very much by me.
- You are taught much about the world by it.

9. Indirect Speech

Exercise-1

- Ram says that Mohan is a naughty boy.
- Gopal will say that Hari is a good player.
- He said that the horse had died in the night.
- His sister said that Mohan liked to swim in the river.
- Mahesh said that Meera was reading a book.
- She said that Raju could read Sanskrit.
- The clerk told the Principal that Mr Gupta had been ill for the last two days.
- Pratibha will say that Ram writes a letter.
- Mr Sinha said that water boils at 100°C.
- My father said that honesty is the best policy.

Exercise-2

- The doctor told me that the condition of my father was serious.
- The shopkeeper said that the shop closed at 7 p.m.
- The students said that their examinations would begin on March 18.
- Anil told his teacher that Satish had topped the class that year.

5. The fruit-seller said that he was selling mangoes ` 40 a kilo.
 6. The clerk told the headmaster that he was going home.
 7. Meera told her mother that she had visited her uncle the previous day.
 8. You told me that you would give me a book.
 9. Neerja said that her younger sisters did not know how to cook food.
 10. The officer told the clerk that the files should be ready within an hour.
4. Bepin Babu said that it all had come back as soon as he had got off the train at Ranchi.
 5. Jody asked his father how he was feeling.
 6. Penny told the boy that he (Penny) was proud of him (boy).
 7. He asked Mill-wheel if he thought the fawn was still there.
 8. I had asked him earlier what he thought was the best thing about being disabled.
 9. Ernest inquired his mother eagerly what prophecy she meant.
 10. The poet asked Ernest if he could give a traveler a night's shelter.

Exercise-3

1. (a) 2. (b) 3. (d) 4. (b) 5. (c)
6. (c) 7. (d) 8. (a) 9. (c) 10. (d)

Exercise-4

1. I told him that I would prefer cricket.
2. Hans Wolf said that he would never forget that moment.
3. She told me that Mrs Macpherson was not in with the others.
4. Penny Smith remembered that the water had been swelling and had kept coming in.
5. Her mother said that she had got more and more hysterical.
6. He said that they were usually excited to go on that outing.
7. Bepin Babu asked if they had met before.
8. The man asked who didn't know Bepin Choudhury.
9. The man asked Mr Choudhury what he was saying.
10. The man asked Bepin Babu whether he was right or not.

Exercise-5

1. Chunilal asked Bepin Babu if he remembered what his previous job had been.
2. He said that he had been working hard.
3. Bepin Babu said that he was finished.

10. Modals**Exercise-1**

1. must, 2. should, 3. can,
4. should, 5. may, 6. could,
7. should, 8. could, 9. must,
10. should

Exercise-2

1. (a), 2. (a), 3. (b), 4. (a), 5. (b),
6. (b), 7. (b), 8. (a).

Exercise-3

1. Would, 2. must,
3. should, 4. would,
5. would, 6. could,
7. ought to, 8. might,
9. can, 10. can,
11. could, 12. should,
13. Can, 14. might,
15. cannot.

11. Non-finite Verbs**Exercise-1**

1. to set 2. weep
3. play 4. crossing
5. to stay 6. pay
7. to prepare 8. to have
9. sing 10. to drink

Exercise-2

1. speaking – present participle
2. sleeping – present participle
3. sown – past participle

4. approaching – present participle
5. elated – past participle
6. interesting – present participle
7. carrying – present participle
8. punished – past participle
9. having finished – perfect participle
10. standing – present participle

Exercise-3

- | | |
|-------------|-------------|
| 1. playing | 2. telling |
| 3. smoking | 4. playing |
| 5. swimming | 6. telling |
| 7. going | 8. smoking |
| 9. giving | 10. walking |

Exercise-4

1. to open – infinitive
2. mingling - participle
3. winning – gerund
4. fighting – gerund
5. singing – participle
6. pinned – past participle
7. rising – participle
8. walking – participle
9. terrifying – gerund
10. hearing – gerund
11. defeat – infinitive
12. spending – gerund
13. talking – gerund
14. meeting – gerund
15. writing – gerund

Exercise-5

1. climbing – gerund
2. asking – gerund
3. passing – participle
4. climbing – gerund
5. having granted – perfect participle
6. going – gerund
7. surrounding – participle
8. riding – gerund, to get – infinitive
9. find - infinitive
10. crackling – gerund

11. dangling – gerund
12. spilling – gerund
13. climbing – participle
14. turning – gerund
15. fighting – gerund

12. Conditional Sentences Or Adverbial Clause of Condition

Exercise-1

- | | |
|-------------------|-----------|
| 1. work, | 2. have, |
| 3. will punish, | 4. is, |
| 5. does not work, | 6. rains, |
| 7. shall play. | |

Exercise-2

- | | |
|----------------|----------------|
| 1. had, | 2. would make, |
| 3. would read, | 4. would help, |
| 5. worked, | 6. would tell, |
| 7. were. | |

Exercise-3

1. would have reached,
2. had taken,
3. would have visited,
4. had bought,
5. would have won,
6. had been,
7. had spoken.

Exercise-4

- | | |
|---------------|---------------|
| 1. had stayed | 2. saw, |
| 3. been, | 4. knew, |
| 5. will work, | 6. likes, |
| 7. are, | 8. go, |
| 9. ride, | 10. is |
| 11. seen, | 12. would be, |
| 13. take, | 14. follow, |
| 15. see. | |

VOCABULARY

1. Antonyms and Synonyms

(Opposites and Similar Words)

A. Antonyms

Exercise-1

1. unfolded, 2. wrong, 3. war,
4. natives, 5. servant, 6. old, 7. slowly,
8. lucky, 9. vast, 10. unscalable.

Exercise-2

1. poison, 2. before, 3. fresh, 4. soft,
5. vanished, 6. nasty, 7. brave,
8. shrunk, 9. dearm, 10. old.

Exercise-3

1. nasty, 2. ugly, 3. biter, 4. short,
5. big, 6. black, 7. night, 8. far,
9. sad, 10. stupid.

B. Synonyms

Exercise-1

1. (a), 2. (c) 3. (a) 4. (b) 5. (d)
6. (a) 7. (c) 8. (d)

Exercise-2

- | | |
|--------------|------------|
| 1. drift | 2. scared |
| 3. sure | 4. fondle |
| 5. vanished | 6. nasty |
| 7. successor | 8. glimpse |
| 9. dearth | 10. folly |

2. Irrelevant (Odd) Words

Exercise-1

- | | |
|-------------------|--------------------|
| 1. (c) clerk | 2. (b) petrol pump |
| 3. (d) Aeroplane | 4. (c) student |
| 5. (c) feet | 6. (b) villagers |
| 7. (d) pure water | 8. (b) televisions |
| 9. (a) computers | 10. (a) library |

Exercise-2

- | | |
|-----------------|-----------------|
| 1. (d) bed, | 2. (d) library, |
| 3. (c) airport, | 4. (c) teacher, |
| 5. (d) sea, | 6. (c) station, |
| 7. (b) bag, | 8. (d) pen, |
| 9. (a) books, | 10. (d) cow. |

3. Sound

Exercise-1

1. (b), 2. (a) 3. (b) 4. (d) 5. (d)
6. (b) 7. (a) 8. (d) 9. (a) 10. (d)
11. (c) 12. (d) 13. (c) 14. (c) 15.(d).

Exercise-2

1. (d), 2. (d) 3. (a) 4. (b) 5. (d)
6. (b) 7. (a) 8. (b) 9. (a) 10. (d)
11. (d) 12. (d).

Exercise-3

1. (d) 2. (c) 3. (b) 4. (a) 5. (b)
6. (b) 7. (d) 8. (c) 9. (c) 10. (d)
11. (d) 12. (a). 13. (a) 14. (c) 15.(d).

4. Correct Form of the Word

Exercise-1

- | | |
|----------------|---------------|
| 1. surprised, | 2. preparing, |
| 3. livelihood, | 4. freedom, |
| 5. clearly, | 6. quietly, |
| 7. stolen, | 8. slowly, |
| 9. miserable, | 10. boldly. |

Exercise-2

- | | |
|----------------|------------------|
| 1. sadly | 2. affectionate, |
| 3. limply, | 4. impatiently, |
| 5. happiness, | 6. carefully, |
| 7. surely, | 8. amazement, |
| 9. completely, | 10. achievement. |

Exercise-3

- | | |
|--------------------|---------------|
| 1. joyful | 2. hopeful |
| 3. kindly/kindness | 4. lovely |
| 5. useless | 6. weakness |
| 7. yearly | 8. dutiful |
| 9. careless | 10. freshness |

Exercise-4

- | | |
|---------------|-----------------|
| 1. seller | 2. attraction |
| 3. profitable | 4. foolish |
| 5. player | 6. valuable |
| 7. connection | 8. selfish |
| 9. collection | 10. comfortable |

5. Number

Exercise-1

- | | |
|-------------|-------------|
| 1. drawers | 2. trenches |
| 3. dozens | 4. eyes |
| 5. children | 6. armies |

- | | |
|----------------------------|---------------|
| 7. miles | 8. stories |
| 9. cries | |
| 10. earthquakes, volcanoes | |
| 11. families | 12. countries |
| 13. buffaloes | 14. carcasses |
| 15. countrymen. | |

Exercise-2

- | | |
|-----------------|---------------|
| 1. rivalries | 2. industries |
| 3. policies | 4. salaries |
| 5. sepoy | 6. masses |
| 7. bookselves | 8. memories |
| 9. difficulties | 10. hooves |
| 11. leeches | 12. deeds |
| 13. cows | 14. drongos |
| 15. ferns. | |

6. Missing Letters

Exercise-1

- | | |
|-----------------|------------------|
| 1. grandmother | 2. dream |
| 3. important | 4. disappointing |
| 5. behaviour | 6. several |
| 7. really | 8. lawyer |
| 9. beautiful | 10. childhood |
| 11. memories | 12. experience |
| 13. possible | 14. properly |
| 15. dinner | 16. weather |
| 17. arrangement | 18. luggage |
| 19. journey | 20. baggage |

Exercise-2

- | | |
|---------------|---------------|
| 1. ambition | 2. enough |
| 3. poverty | 4. moment |
| 5. wooden | 6. wealth |
| 7. attraction | 8. comfort |
| 9. marvellous | 10. poison |
| 11. serpent | 12. request |
| 13. tomorrow | 14. carefully |
| 15. quickly | 16. worship |

Exercise-3

- | | |
|-----------------|--------------|
| 1. surroundings | 2. mythology |
| 3. crime | 4. banyan |
| 5. ensure | 6. improve |
| 7. human | 8. betray |
| 9. godly | 10. heart |
| 11. divine | 12. public |
| 13. empire | 14. children |
| 15. treasure | 16. handful |
| 17. sports | 18. culture |

- | | |
|---------------|---------------|
| 19. affection | 20. Rajasthan |
| 21. jewels | 22. language |
| 23. niece | 24. reign |
| 25. weigh | |

7. Misspelt Words

Exercise-1

- clap, chat, care
- also, village, school
- time, enemy, desert
- child, large, mother
- divine, know, aim
- chapatis, after, robber
- listen, worship, worry
- blanket, boldly, digital
- profession, support, repeated, abused
- bravery, silent, accident, student

Exercise-2

- | | |
|------------------|------------------|
| 1. (a) uprot, | 2. (c) coconet, |
| 3. (b) feul, | 4. (c) braek, |
| 5. (a) quastion, | 6. (b) witech, |
| 7. (d) hearded, | 8. (a) compoter, |
| 9. (c) streight, | 10. (a) freind. |

Exercise-3

- | | |
|-----------|---------------|
| 1. began | 2. difficulty |
| 3. what | 4. water |
| 5. refuge | 6. suppose |
| 7. where | 8. answer |
| 9. eyes | 10. weak. |

8. Sentence Reordering

Exercise-1

- I have been studying all day in this class.
- She was born in Kota on 21 July in 2010.
- Come immediately in the class.
- You must read your lesson quietly in the class.
- I have been living happily in Jaipur since 2022.

Exercise-2

- I removed the roll-top completely.
- Inside the box there was an envelope.

3. It was written in pencil.
4. One of the Germans was waving a bottle above his head.
5. He thought the marzipan was the best.
6. We shall be together again soon.
7. The old lady was sitting in a wheelchair.
8. His wife was also swept away.
9. The family had gone there to celebrate Christmas.
10. The beach was getting smaller and smaller.

Exercise-3

1. The family took refuge in the third floor of the hotel.
2. They will help me to defeat him.
3. The East India Company's law began to cripple Indian industries.
4. Someone was observing him from close quarters.
5. Who doesn't know Bepin Choudhury?
6. One evening I had tea with you in a veranda of your bungalow.
7. There was the mark of an old inch-long cut.
8. Bepin Babu suddenly thought of Dinesh Mukerji.
9. Bepin Babu hurried down the stairs.
10. You must cure me of this horrible illness.

Exercise-4

1. Bepin Babu felt somewhat better the next morning.
2. I look back at life after climbing Everest.
3. It was already a thing of the past.
4. There is a feeling of victory and of happiness.
5. You draw inspiration from each other.
6. Climbing the mountain was a worthwhile experience.
7. Old Death has gone thieving elsewhere.

8. Do you think the fawn's still there?
9. They passed the abandoned clearing.
10. It made no effort to rise or run.

Exercise-5

1. He rose slowly and lifted the fawn from the ground.
2. The sky was as clear as spring water in a blue China cup.
3. It closed its eyes dreamily.
4. I was looking at one of the most beautiful men in the world.
5. Through the mist Bijju is calling to his sister.
6. I shall soon get used to a little bloodletting every day.
7. I hear the tinkle of cowbells.
8. We have gone straight from monsoon into winter rain.
9. Many still had faith in this old prophecy.
10. Suddenly the author felt weak all over.

9. Words in Situation**Exercise-1**

- | | |
|-------------|------------|
| 1. very | 2. stopped |
| 3. football | 4. wife |
| 5. morning | 6. caught |
| 7. old | 8. beside |

Exercise-2

- | | |
|------------------|-------------|
| 1. mobile phones | 2. driving |
| 3. zebra | 4. left |
| 5. helmet | 6. red |
| 7. rules | 8. drinking |

Exercise-3

- | | |
|--------------|--------------|
| 1. suppose | 2. you |
| 3. attention | 4. seriously |
| 5. old | 6. heartbeat |
| 7. what | 8. envelope |

Exercise-4

- | | |
|------------|---------------|
| 1. joy | 2. personal |
| 3. victory | 4. conquest |
| 5. rope | 6. wonder |
| 7. Everest | 8. worthwhile |

10. One Words Substitution

Exercise-1

- | | |
|--------------|--------------|
| 1. bun | 2. football |
| 3. tremor | 4. merchants |
| 5. wedding | |
| 6. physician | 7. breakfast |
| 8. fawn | 9. doe |
| 10. monsoon. | |

Exercise-2

1. (c), 2. (a), 3. (c), 4. (a), 5. (a),
6. (d), 7. (d), 8. (c).

Exercise-3

- | | |
|--------------|--------------|
| 1. school | 2. fireman |
| 3. parents | 4. week |
| 5. thug | 6. peasant |
| 7. intruder | 8. stranger |
| 9. neighbour | 10. kitchen. |

11. Gender

Exercise-1

- | | |
|------------|-------------------|
| 1. woman, | 2. daughter, |
| 3. bee, | 4. policewoman, |
| 5. girl, | 6. mother, |
| 7. sister, | 8. wife, |
| 9. aunt, | 10. headmistress, |
| 11. witch | 12. lioness. |

Exercise-2

- | | |
|-----------------|--------------|
| 1. husband, | 2. women, |
| 3. grandfather, | 4. tigress, |
| 5. goddess | |
| 6. queen, | 7. heroine, |
| 8. father, | 9. daughter, |
| 10. princess. | |

12. Homophones

Exercise-1

- | | |
|-----------|------------|
| 1. sale | 2. storey |
| 3. course | 4. tail |
| 5. rays | 6. fare |
| 7. dyed | 8. altar |
| 9. lesson | 10. bales. |

Exercise-2

- | | |
|-----------|-----------|
| 1. week | 2. story |
| 3. deer | 4. berth |
| 5. fair | 6. lose |
| 7. hair | 8. hear |
| 9. course | 10. Feet. |

Exercise-3

- | | |
|-----------|------------|
| 1. too | 2. peace |
| 3. letter | 4. hear |
| 5. dear | 6. stories |
| 7. floor | 8. hair |
| 9. off | 10. there |

COMPOSITION

1. Passages for Comprehension

Passage-1

1. (a) Socrates encouraged people to develop friendship and love amongst themselves.
(b) He told his judges that no day should pass without talking to people about truth and goodness.
2. (a) Judge
(b) love

Passage-2

1. (a) The pillars tell us about Ashoka that he was a great king.
(b) He instructed his officials to behave properly with the public.
2. (a) Emperor
(b) gave

Passage-3

1. (a) One day George Washington was riding along a road.
(b) He saw that some soldiers were trying to lift a heavy beam and the Corporal was ordering them instead of helping.
2. (a) Corporal
(b) heavy

Passage-4

1. (a) Florence Nightingale was born on 14th May, 1820 at Florence in Italy.
(b) Florence gave up all thoughts of marriage because her ambition was to become a nurse.
2. (a) Nurse
(b) possible

Passage-5

1. (a) A gentleman was walking along a busy road.
(b) The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.

2. (a) Gentleman
(b) liked

Passage-6

1. (a) Karorimal spent less and saved more than Lakhimal every day.
(b) On wet grounds, he took his shoes off and put them into his pockets.
2. (a) Rich
(b) never

Passage-7

1. (a) The Taj is one of the most beautiful and famous buildings of the world.
(b) Shahjahan built the Taj in the memory of his beloved queen Mumtaz Mahal.
2. (a) Famous
(b) beautiful

Passage-8

1. (a) A mouse ran over the lion, so he woke up.
(b) The lion roared loudly because he could not get out of the hunter's net.
2. (a) Forest
(b) laughed

Passage-9

1. (a) Pandit Nehru was the first Prime Minister of India.
(b) According to Pandit Nehru, the fields, the rivers, the mountains and all the land of India are Bharatmata.
2. (a) Peasant
(b) right

Passage-10

1. (a) The parents play an important role in bringing up their children.
(b) They sacrifice their pleasures for the sake of their children.
2. (a) Parents
(b) hard

2. Time of Events

1. (iii) Once a capseller was going with a bundle of caps and as he was very tired, he lay down.
(ii) He fell asleep and when he woke up, he found his bundle empty.
(v) He saw some monkeys wearing the caps on their heads.
(i) He took off his cap and threw it away on the ground.
(iv) The monkeys also threw their caps on the ground. The capseller collected his caps and went away.
2. (iv) An old farmer had four sons who always quarrelled each other.
(v) The farmer was very sad, so he made a bundle of sticks and asked his sons to break it one by one.
(ii) None could succeed, so the farmer untied the bundle and asked his sons to break the sticks one by one.
(i) Each broke the sticks easily.
(iii) In this way the farmer taught them a lesson, 'Unity is strength'.
3. (ii) Handi Rani was married to Chundawat chieftain of Salumber.
(v) The chieftain loved her so much that he felt reluctant to go to the battle-field.
(iii) On the persuasion of Rani Handi, he agreed to go to the battle-field on the condition to give him a memento.
(i) Out of sheer disgust, the Rani Handi cut her head off the neck and sent it to him.
(iii) Such great was her love for her motherland.
4. (iii) A lion was sleeping under a tree.
(ii) A mouse came there, jumped upon the lion so the lion woke up.
(v) He caught the mouse to kill it but the mouse requested to leave it.
(i) He freed it but after some days he was caught in a net and then he roared loudly.
(iv) The mouse came there, cut the net and made him free.
5. (iii) Once there was a greedy dog who found a piece of bone one day.
(ii) He was crossing the bridge over a river where he saw his reflection in the water.
(i) He took him another dog and wanted to get that bone also.
(v) He barked at him and the bone fell into the river.
(iv) He was very sad.
6. (iv) A wolf planned to kill a lamb that was drinking water.
(v) The wolf went to the lamb.
(i) The wolf invented false excuses.
(ii) The lamb rejected all the excuses politely.
(iii) The wolf still killed the lamb without any valid reason.
7. (iv) Two friends travelled together.
(v) They promised to help each other.
(i) One friend deceived the other in difficulty.
(iii) The other friend played a trick.
(ii) He saved his life by the trick.
8. (v) Babies of a duck used to swim in a pond.
(iv) The babies of rat also wanted to swim in the pond.
(ii) The babies of the rat did not listen to the advice of their mother.
(i) One day they got an opportunity.
(iii) They jumped into the pond to swim but were drowned.

3. Letter Writing

(A) Informal Letters

1. 15 New Colony
Udaipur
May 2, 20.....
My dear Sunil
I have received your letter just now. I am glad to know that your examination is over and now you will have summer vacation. I request you to come and spend your vacations with us. Udaipur is famous for its natural beauty. It is called the city of lakes. There are many important places to visit. We shall visit them together.
With best regards to your parents.
Yours sincerely
Suresh
2. 203 Bhupalpura
Udaipur
20 June 20.....
My dear Father
I have just received your kind letter. I am sorry to inform you that dear mother has been suffering from malaria for three days. Our family doctor is attending on her. He hopes that she will be quite well very soon. She often remembers you and asks you to come soon.
With regards.
Your loving son
Adesh
3. 25 Vikas Path
Alwar
December 20, 20.....
My dear Hari
I have just received your mark-sheet. I am very sorry to learn that your marks in every subject are very poor. I, therefore, advise you to be very sincere in your studies. You should work hard so that you may get good marks in all the subjects.
I wish you the best of luck.
Your loving brother
Atul
4. 2 Ranjit Nagar
Bharatpur
October 20, 20.....
My dear Father
I am quite well here and hope the same for you. You will be glad to know that I am very regular in my studies. I am working hard. I go to school regularly. I study for six hours daily. I also play games in the evening daily. I will try my best to get good marks in the examination.
With best regards to mother and love to Raju.
Your loving son
Dinesh
5. Pratap Hostel
Rajkiya Vidyalaya, Talwara
12th March 20.....
My dear Father
An educational tour of 30 students and three teachers is going to start on the 1st of April for a week. Participants have been asked to seek their parents' permission for the same. I, therefore, request you to allow me to go on this tour which is highly useful to me. Please send rupees two thousand also for the same. Please convey my regards to Mummy and love to Vinod.
Yours affectionately
Mahendra
6. 70 Adarsh Nagar
Hanumangarh
December 25, 20.....
My dear Sister
Thank you very much for your letter. I went to Delhi last week

with my friends. We visited the Qutab Minar, the Red Fort, the Birla Mandir and Rajghat. These places impressed me very much. Say my sincere regards to mother and love to Shanu.

Your loving brother
Rajesh

7. Vikas Villa

Prabha Nagar

2 August 20 _ _

My dear Father

Our school has been shifted to a new building in Pratap Nagar. It is five kilometres away from the city. No bus is available on this route. I want to buy a bicycle to reach there in time. Kindly send ₹ 4300/- to buy it.

Convey my best regards to dear Mummy and love to Raju.

Yours affectionately
Arun

(B) Formal Letters

1. Ram Nagar Colony

Churu

20 January 20 _ _

The Postmaster

Head Post Office

Churu

Subject : A complaint about the irregular delivery of the letters.

Sir

I want to bring to your kind notice that the postman of Ram Nagar Colony is very careless in delivering the letters.

Instead of feeling apologetic for the negligence of his duty, he starts arguing with the people.

Everyone is dissatisfied with his behaviour.

I, therefore, request you to instruct him to do his duty sincerely.

Thanking you

Yours faithfully

Satish Gupta

2. 18 Katra Mahesh Das

Deeg

September 10, 20 _ _

The Niren Watch Company

149, Banerjee Road, Kolkata

Dear Sirs

I am sorry to state that the watch sent by you by V.P.P. and Bill no. 294 dated on 8 August 20 _ _ is not working properly. The parcel was received intact. Hence I think there is some mechanical defect in the watch. I am sending the watch back to you and request you to replace it by another thoroughly checked watch.

Yours faithfully

Prakash Gupta

3. Govt. Secondary School

Bandikui

20 February

Mr L.N. Sharma

Scientist, Bandikui

Subject : Invitation to inaugurate the function.

Dear Sir

You will be pleased to know that our Science Club wants to increase the knowledge of students. We are celebrating the annual function of our Science Club. You are requested to inaugurate the function and speak on the value of computers in our daily life. Hope you will kindly accept our invitation.

Thanking you

Yours faithfully

Man Mohan

Secretary

4. Application Writing

1. Gandhi Chowk

Nadbai

July 10, 20 _ _

The Headmaster
Govt Secondary School
Nadbai

Sir

Respectfully I beg to say that I have passed class VII in the first division. My father has been transferred here. I want to seek admission to your school.

Kindly admit me to class VIII. I shall be highly obliged.

Thanking you

Yours obediently

Mukul

2. Vikash Villa

Sajjangarh

October 9, 20 _ _

The Headmistress

Govt Girls' Upper Primary School

Sajjangarh

Madam

I am a student of class VIII of your school. I am very much interested in sports and games. According to your notice, I was to attend the evening games regularly without fail. But I am sorry to tell you that yesterday I met with an accident. My right leg is fractured. The doctor has advised me to have complete rest for a week.

I, therefore, request you to exempt me from attending the evening games for a week from 10th October 20..... to 16th October 20..... .

Thanking you

Yours obediently

Lalita Kumari

Class VIII B, Roll No. 5

3. Room No. 107

Pratap Hostel

Bayana

April 20, 20 _ _

The Headmaster

Govt Secondary School

Bayana

Sir

Most respectfully I beg to say that my parents live in Udaipur. I wish to go home during the coming summer vacation. I want to get a railway concession certificate for my journey to Udaipur and back. I, therefore, request you to issue me a railway concession certificate.

Yours obediently

Sandeep Kataria

Class VIII B

4. 25 Subhash Marg

Chaumahla

20 April 20 _ _

The Headmaster

Adarsh Vidya Mandir

Chaumahla

Sir

With due respect I beg to say that I have passed class VIII from your school. I want to continue my further study. Kindly issue me my transfer certificate as early as possible.

I shall be highly obliged to you for the act of kindness.

Thanking you

Yours obediently

Rashi Chiroliya

Class VIII, SR. No. 248/2000

5. Krishna Nagar

Deeg

9 August 20 _ _

The Headmaster

Pratap Secondary School

Deeg

Sir

Respectfully I beg to say that I have some urgent piece of work at my home. Kindly grant me leave for two days from 10 August to 11 August.

Thanking you

Yours obediently

Mohan

Class VIII A

6. Civil Line
Ajmer
3 July 20__
The Headmaster
Shivaji Vidya Mandir
Ajmer
Sir
I was a student of class VIII in your school during 20__ - 20___. I passed class VIII in the first division. I had got my transfer certificate from the school. But it has been lost.
Now please issue me a duplicate copy of that transfer certificate. It is needed to take admission to class IX. I shall be highly obliged to you.
Regards
Yours obediently
Mohan

5. Paragraph Writing

1. A Rainy Day

It was day of August 10. It had been raining since morning. It rained so heavily that it was not possible to go out even with an umbrella. Father did not go to office. At about ten, the rain stopped for a while. I started for school. But soon, it began to rain again. Anyhow I reached school. Only a few students turned up there. They met the headmaster and requested him to declare the day as a rainy day. School was closed. I returned home happily. There was water everywhere. I was glad to have a holiday.

2. A Road Accident

The rain had stopped. The road was wet and slippery. I was walking carefully to my uncle's house. The traffic light was red. I saw a car coming fast. It hit a girl crossing the road. The girl

fell down. She was shrieking. Some people took that girl to the hospital. The girl's hand was injured. The doctor cured the girl. Her parents were informed on phone. They came to the hospital.

The police came and arrested the driver. The drivers must care for the red traffic light. They should stop their vehicles when the traffic signal is red.

3. An Annual Prize Distribution Function

Every year the Annual Prize Distribution Function is held in our school. Last year it was held on the 10th of February. The school building was whitewashed and decorated. A large number of guardians and dignitaries were invited to the function. The collector of Dungarpur was the Chief Guest. At 6 p.m. the function started. The chief guest was garlanded. He was requested to take the seat. Our headmaster read out the annual report of the school. The chief guest gave away the prizes. Various entertainment programmes were presented by the student-artists. In the end, our headmaster thanked the chief guest as well as others.

4. A House on Fire

One summer night, I was fast asleep. I heard cries in my neighbourhood. I got alarmed. I noticed that a house was on fire. Big flames were coming out of the house. The people were throwing water and sand on the rising flames. The flames were rising higher and higher. I rang up the fire-brigade. The lady of the house was crying bitterly. After some time, the fire-brigade arrived there. The firemen controlled the

fire in two hours. There was a heavy loss of the property. Thank God, there was no loss of life.

5. How I Spent My Summer Vacation

My annual examination was over. I with the help of my some friends decided to do some social services in the village. First of all, we cleaned the village streets. We repaired the drains. We repaired the village well. We threw away the rubbish out of the village. We planted trees along the road. We decided to teach children. We requested their parents to send their children to us to student. We started to teach the children in a temple. The children showed interest in reading. We asked them to join school after the summer vacation. In this way, I spent my summer vacation.

6. A Hockey Match

Last Tuesday our school team played a hockey match with the players of Jain School. The players were in proper dress. Both the teams were very strong. I also played in the match. At 4 p.m. both teams entered the field. At 4:30 the referee blew his whistle. Now the match began. Both of the teams were playing well. For some time none of them could score a goal. Our captain was a good player. He hit the ball and it went into the goal post. Rival team could not score goal till the end. The game was over. Our team won the match.

7. Child labour

Child labour in India is a human right issue for the whole world. According to the statistics given by Indian government, there are 20 million child labourers in the country.

The government of India has tried to take some steps to lessen the problem of child labour in recent years by invoking a law that makes the employment of children below 14 illegal, except in family owned enterprises. However this law is rarely followed due to practical difficulties. In villages there is no law implementing mechanism and any corrective action for commercial enterprises violating these laws is almost absent.

8. Right to Education

As we know that Rajasthan Govt has implemented the Right to Education Act since March 29, 2011. It is followed by the Act implemented by the Central Govt in 2009. Under this Act, every child of age between 6 to 14 years has got a right to get free and compulsory education. The school has to focus attention to provide education to children of the weak and deprived section of the society. Every private school has to give free admission to 25% students from the weak and deprived group of the society. No student will be declared fail. After passing the eighth class, the student will be provided a certificate stating that the child has completed his elementary education.

9. Pollution

The picture given here describes how man is polluting the environment. The air is being polluted by the harmful emission of smoke from vehicles and chimneys of factories, mill or workshops etc. It causes many diseases like asthma, eye-flu, headache etc. Noise pollution is caused by unwanted sounds

coming out of machines of factories, musical instruments, loudspeakers etc. Water is polluted by the waste of industries and human being. There are three things that can help to tackle the problem—education, law and economy.

10. **Beti Bachao Beti Padhao**

'Beti Bachao Beti Padhao' is a government social scheme. It is launched by our Prime Minister Narendra Modi. The scheme is to aware people about the importance of girls in the society. It is also to increase awareness among common people to save the lives of girl child. People should celebrate the birth of their girl child. They should educate girls with full responsibility as they do for their sons.

11. **Cleanliness is Next to Godliness**

If we want to make our country clean, we should not throw any wrapper, waste paper or any dry waste on the road. We should keep paper bags with us to store wet or dry waste and throw them into dustbin. We should avoid spitting on roads, use of plastic bags, chewing gutkha and tobacco. We generally appreciate foreign countries for their cleanliness. If we follow these simple steps, we can also make our country clean. Then every foreigner will like and love our country and on that day we will feel very proud to be the citizen of this great Indian Nation.

12. **How Suji Laddos is Prepared**

We put ghee and suji in a pan and roast it on medium low heat. We roast it until it becomes brown. Then we put the pan away from the heat. When the roasted

material becomes cool, we mix sugar, cardamom powder and crushed almonds in it. We then make round balls of the material. Now the suji ladoos are ready. We put these ladoos in a cool or open place for some time and then keep them in a container. We can serve whenever we like.

13. **How Kheer is Prepared**

We put the rice and milk in a pan. We, then, bring to boil and simmer gently until the rice is soft, and the grains are starting to break up. After it we add crushed almonds, saffron, raisin, crushed seeds of cardamom and simmer for 3–4 minutes. Then we add sugar and stir until it is completely dissolved and after it we remove the rice Kheer from heat. It is now ready to serve.

6. Story Writing

1. **River-God and the Woodcutter**

Once there was a very honest woodcutter. One day he was cutting a tree on the bank of a river. By chance, his axe fell into the water. He began to cry and pray to the river-God. The river God appeared there and asked him the reason. The poor woodcutter told him the whole story.

God dived into the river and brought an axe of gold. The woodcutter refused to take it. Then God brought a silver axe. The woodcutter refused to take it either.

Then God brought an iron axe. He accepted it happily. God was pleased with his honesty and gave him all the three axes as a reward.

Moral : Honesty is the best policy.

2. **The Old Farmer and His Sons**

Once an old farmer had four quarrelling sons. The father often advised them not to quarrel but all in vain. The farmer was very sad.

One day he thought of a plan to teach them a lesson. He gave each of them a bundle of sticks and asked them to break it. Each of them tried his best but no one could break it.

Then the farmer untied the bundle. He gave each a stick to break. Now each of them broke the sticks easily. The farmer taught them to live united like the bundle of sticks. They realized their mistake. Now they gave up quarrelling.

Moral : Union is strength.

3. **The Tailor and the Elephant**

There was an elephant in a town. He used to go to the river to drink water daily. On the way he used to pass by a tailor's shop. The tailor used to give him a loaf daily. One day the tailor was not at the shop. His son was sitting at the shop. He did not give anything to the elephant but pricked a needle in his trunk. The elephant got angry. He went to the river bank. He filled dirty water in his trunk. He came to the tailor's shop. He sprayed dirty water in the tailor's shop. He spoiled all the clothes.

Moral : Tit for tat.

4. **Belling the Cat**

Once there lived a large number of mice in a house. A cat also lived in that house. It killed and ate some mice daily.

One day all the mice held a meeting to get rid of the cat.

Different suggestions were given. At last a young mouse proposed to tie a bell round the cat's neck. All the mice were very happy. They liked this idea. An old mouse stood up and said, "But who will bell the cat?" All were silent. In the meantime, the cat came there. All the mice ran to their holes.

Moral : Saying is easier than doing.

5. **The Hare and the Lion**

A lion used to kill many animals daily. Then an agreement was made among him and other animals. One animal would go to him daily for his food. One day it was a hare's turn. The hare went to the lion very late. The lion was very angry. He asked the hare why it was so late. The hare said that it was detained by another lion. The lion asked the hare to show him that lion. The hare took him to a well. The lion saw his own reflection in the well. He jumped into it and was drowned to death.

Moral : Wit is more powerful than might.

6. **The Hen that Laid Golden Eggs**

Once there was a farmer. He had a wonderful hen because it laid a golden egg daily. The farmer was very greedy. One day the farmer thought of a plan to get all the eggs. He wanted to be rich very soon. He thought that there must be a lot of eggs in the hen's body. He took a knife and killed the hen. He cut the stomach of the hen. He opened it. He looked for the eggs in its body, but there were no eggs. The foolish farmer was very sad now. He repented for his folly very much.

Moral : Greed is a curse.

7. Two Cats and a Monkey

One day two cats found a piece of bread. They divided it into two unequal parts. They started quarrelling. Seeing all this the monkey offered to act as a judge. The cats became ready. He cut the bigger piece more than necessary and ate it. Now the other piece became bigger. He cut a piece from the bigger piece as before. Now it became smaller than other. Thus, the piece became smaller and smaller. The cats understood monkey's trick. They demanded their piece back. The clever monkey ate the left piece saying that it was a reward of his labour.

Moral : Beware of a robber in the garb of a saint.

8. The Vain Stag

One fine morning a stag was drinking water in a pool. By chance he saw his reflection in the water. He felt proud of his beautiful horns. But he was ashamed of his ugly legs.

Suddenly a hunter set his hounds after the stag. The stag ran fast to save his life. But his horns got stuck in the bush. He tried hard to free himself but in vain.

Now the stag realised that his ugly legs could have saved him but his beautiful horns caused his death. In the meantime, the hounds came there and killed him.

Moral : All that glitters is not gold.

9. Robert Bruce and the Spider

Robert Bruce was the king of Scotland. He fought very hard to free his country from the English. But he failed many times. He was

badly defeated. He ran away into the forest and hid in a cave.

One day he noticed a spider. It was trying to reach the ceiling. It climbed and fell. But the spider did not lose heart. The spider began to climb up again. It went up steadily inch by inch. At last it reached the roof in the seventh attempt.

The king learnt a lesson. He once again raised a strong army. He fought against the English. He won back the liberty of his country.

Moral : Try and try again till you succeed.

7. Notice**1. BHARAT BHARATI SCHOOL,
BARMER
NOTICE**

3 September 20_ _

Found

Found a blue plastic geometry box in the school playground. The genuine owner may take it by giving necessary details from the undersigned.

Gopal Mitra
VIII B

**2. NOBEL PUBLIC SCHOOL,
KAMAN
NOTICE**

December 5, 20_ _

Lost

I have lost my English book somewhere in the school. Tea and friendship are promised to the student who has found it and may return it to the undersigned.

Sunil
Class VIII-A

