

English Reader-7

1. Oliver Twist Asks for More

- A.** 1. (b) workhouse
2. (a) hated and cruelty
3. (b) Oliver Twist
4. (b) Gentleman
5. (d) Nobody

- B.** 1. assisted
2. needed
3. starvation
4. disappeared, whispered
5. stupefied, copper
6. predictive
7. pasted

- C.** 1. F 2. F 3. F
4. T 5. T 6. F

- D.** 1. Oliver Twist was a poor orphan boy who lived in a workhouse.
2. The master served the gruel. He was assisted by two women.
3. The workhouses in olden days were run by public assistance and the poor were made to live and work in miserable conditions.
4. The poor in workhouse were treated cruelly, given very little food, and made to suffer hunger and hardship.
5. Oliver Twist and his companions suffered from slow starvation for three months.
6. Oliver Twist went to the master to ask for more food because he was hungry.
7. The master was a fat and healthy man who wore an apron.
8. When Oliver Twist asked for more food, the master became angry, struck at Oliver, seized him, and Oliver was locked in a dark room.

- E.** 1. The poor lived in very miserable conditions in the workhouse. They were given only a small bowl of thin gruel to eat and were left starving. They were treated with cruelty and forced to work. The boys were starving so much that they licked their bowls and spoons and even sucked their fingers to get every drop of food. Oliver and the other boys had been suffering from slow starvation from months.

2. After Oliver asked for more food, everyone was shocked. The master became furious and tried to hit him. Oliver was locked in a dark room. The next morning, a notice was put outside offering a reward to anyone who would take Oliver away from the workhouse.

Word Power

- | | |
|------------------|----------------|
| 1. (c) sailors | 2. (h) books |
| 3. (g) stars | 4. (e) sheep |
| 5. (f) bees | 6. (b) garbage |
| 7. (d) blessings | 8. (a) keys |

Grammar

- | | |
|----------|------------|
| 1. can | 2. can |
| 3. will | 4. must |
| 5. must | 6. should |
| 7. would | 8. may |
| 9. May | 10. should |

Let's Write

1. I dislike cowards.
2. He is not suffering from a fatal disease.
3. You like to watch the movie.

4. Couldn't she complete her project within time?
5. What a beautiful scenery it was!

Composition

Summary of Oliver Twist Asks for More

'Oliver Asks for More Food' is an extract from Charles Dicken's novel 'Oliver Twist'. It shows the cruel conditions under which poor children live in a workhouse. Oliver Twist is an orphan who, along with other boys, is given very little food. They survive on thin gruel and suffer from hunger for months.

One day, the boys decide that Oliver should ask the master for more food. Though frightened, Oliver goes to the master and politely asks for another helping. Everyone is shocked by his request. The master becomes angry, tries to strike Oliver, and locks him in a dark room as punishment. Later, a notice is put up offering a reward to anyone who will take Oliver away.

The story highlights the harsh treatment of the poor and shows Oliver's courage in standing up against injustice despite the fear of punishment.

2. The King's Palace

- A.
 1. (b) clever girl
 2. (b) at other times the fairies turned into butterflies.
 3. (c) he didn't know the magic words.
 4. (c) Rabindranath Tagore
 5. (b) palaces
- B.
 1. silly
 2. simpleton
 3. weakness
 4. seashell
 5. old
- C.
 1. (c) weakness
 2. (d) Iru
 3. (e) palace
 4. (a) words
 5. (b) tree
- D.
 1. Aunt Iru was very clever, mysterious and charming. She liked teasing Grandpa and keeping secrets.
 2. Kusmi says these words-Grandpa's great weakness was

that he easily believed Aunt Iru and was fascinated by everything she said or did.

3. According to Aunt Iru, the king's seven-mansioned palace was right there in their own house.
4. Grandpa couldn't see the palace because Aunt Iru said he did not know the magic words, and without them, the palace could not be seen.
5. To find out the magic words from Aunt Iru, Grandpa begged her, tried to bribe her with seashells and mangoes, followed her secretly, and kept questioning her—but she never revealed them.

E. Summary of "The King's Palace"

The story is told by Grandpa, who remembers his childhood with Aunt Iru. Though only a year older, she was clever, confident, and full of charm. Grandpa admired her deeply and easily believed everything she said.

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Aunt Iru once told him about a king's seven-mansioned palace hidden in their own house. She said it could be seen only by those who knew the magic words, but she never revealed them. Grandpa became very curious and tried many ways to learn the secret he begged, he offered seashells and mangoes, and even followed her, but Aunt Iru always refused. She also spoke about fairies and magical places, filling Grandpa's mind with wonder. Later, Aunt Iru got married and left, taking the secret with her. Grandpa never found the palace. As he grew older, he realised that the palace symbolised childhood imagination and magic, which slowly fades as one becomes an adult.

Word Power

- C.**
1. peer
 2. glance
 3. stare
 4. witness
 5. observe
- D.**
1. The scientist observed the gorilla's behaviour.
 2. The teacher stared at Aman for a long time.
 3. The old woman peered at the letter through her spectacles.
 4. I glanced at my watch.

Grammar

1. Apples, though rich in vitamins and minerals, are usually expensive.
2. You want to deposit large amount of money in the bank.
3. To tell you the truth, after that incident, I keep all my savings in my pocket.
4. Two red monkeys, dressed in red

and purple pantaloons, got ready to dance.

5. The old penguin, however, did not feel afraid of Peterkin.
6. Penguins are 'of course' birds, but they cannot fly.
7. The nightingale, as my story tells, did not fill the glow-worm.

Let's Write

An Average Indian Prison (from Nehru's Account)

From Nehru's description, an average Indian prison during British rule appears dull, harsh and poorly managed. The cells were small, dark and badly ventilated, making life uncomfortable for prisoners. Cleanliness was neglected, and basic facilities were inadequate. Prisoners slept on hard floors with thin blankets, and food was simple and insufficient.

The administration was strict and mechanical. Warders closely watched the inmates and enforced rigid rules. Discipline was maintained through fear rather than understanding, and prisoners were treated more like criminals than human beings.

Daily life followed a fixed routine. Prisoners were made to do hard manual labour such as grinding grain, weaving, or cleaning. In their free moments, some read, or prayed, or talked quietly with fellow inmates. Nehru shows that prisons crushed individuality and spirit, turning human beings into numbers and leaving mentally and physically exhausted.

Composition

Rabindranath Tagore

Rabindranath Tagore was a great Indian poet, writer, philosopher and social reformer. He was born on 7 May 1861

in Kolkata. He wrote poems, stories, novels, plays and songs, showing deep love for nature and humanity. Tagore became the first Indian to win the Nobel Prize in Literature in 1913 for his book '*Gitanjali*'.

He also composed India's national

anthem 'Jana Gana Mana'. He believed in freedom of thought and education and founded Visva-Bharati University at Santiniketan. Rabindranath Tagore's works inspire people even today, and he is remembered as one of India's greatest cultural icons.

3. The Judgement Seat of Vikramaditya

- A.** 1. (b) perfect justice
2. (c) he knew that the king's eyes would look straight into his guilt.
3. (b) grave and serious
4. (c) the spirits of Vikramaditya will descend upon him.
5. (d) all of the above
- B.** 1. trembled
2. famous
3. disputes
4. occupy
5. judgement
- C.** 1. F 4. T
2. T 5. T
3. T
- D.** 1. (c) Vikramaditya
2. (d) pastures
3. (e) serious
4. (a) stop
5. (b) flew away
- E.** 1. The guilty trembled before the king because Vikramaditya could see straight into the guilty's guilt.
2. After Vikramaditya's death, his palace and fortress were ruined and became pasture land covered with grass, dust, and trees.
3. After sitting on the green mound, the cowherd boy told his friends that he would be the judge and they could bring their cases before him.
4. The king of Ujjain guessed that the cowherd boy had sat on Vikramaditya's judgement seat.
5. The king wanted to find the judgement seat and become a just ruler like Vikramaditya.
6. When the king was going to sit on the throne, the first angel asked him if he thought that he was worthy to sit on Vikramaditya's judgement seat and if he had never desired to rule over other kingdoms.
7. The throne of king Vikramaditya disappeared from the Earth forever when the last angel flew away with it.
- F.** 1. Vikramaditya was a great and just king of India. He was famous for his perfect justice and wisdom. He never punished an innocent person and always recognized the guilty. People trusted him deeply because he ruled honestly and fairly. His reign became a landmark because justice and truth prevailed during his rule, making it a golden period in history.
2. The cowherd boys played on the pastures while grazing cattle.

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One day, they found a green mound and used it as a judge's seat. One boy acted as a judge while others brought quarrels before him. Surprisingly, he began giving serious and fair judgements, and this continued for many years.

Word Power

- A. 1. (c) Poor 4. (f) Ruined
2. (d) Notorious 5. (a) Similar
3. (e) Unjust 6. (b) Disappear
- B. 1. (b) carrying 2. (a) grassland
3. (e) soul 4. (c) looked out
5. (d) important event

Grammar

1. This boy would tease the animals.
2. My dog would come to me wagging its tail when I came from outside.
3. My father would teach me.
4. This boy would come to me every day.
5. The boys would go to market in a group.

Let's Listen

- | | |
|------------|-----------|
| 1. Dirty | 5. Rainy |
| 2. Healthy | 6. Tasty |
| 3. Easy | 7. Dusty |
| 4. Oily | 8. Cloudy |

Let's Write

- | | |
|-----------------------|----------------------|
| 1. <u>Famili</u> ar | 4. Scissors |
| 2. Volun <u>tee</u> r | 5. Tom <u>or</u> row |
| 3. Care <u>er</u> | 6. Nin <u>e</u> ty |

Composition

Vikramaditya

Vikramaditya was a great and wise king of ancient India. He was famous for his honesty and sense of justice. He always stood for truth and never punished an innocent person. People trusted him because he listened carefully to every case and gave fair judgements. Even the guilty feared him, as he could see through the lies. His rule is remembered as a golden period because peace and justice prevailed in his kingdom. Vikramaditya believed that a ruler must be pure in heart and be humble. His life teaches us that true greatness lies in fairness, kindness and self-control.

4. Yuuki, the Hero (a Japanese folk tale)

- A. 1. (a) Japan
2. (a) the danger of natural disasters
3. (b) alert and thoughtful
4. (a) He wanted the people to come up the mountain so they could be safe from the tsunami.
5. (b) He was remembered nationally with honour and respect.
- B. 1. strange 2. wrong
3. horribly 4. gigantic
5. commemorated
- C. 1. T 2. T
3. T 4. F
5. F
- D. 1. No, I do not agree that Haru should have been commemorated instead of Yuuki. I think so because Haru only noticed that the sea looked strange, but Yuuki understood the danger and acted bravely. He warned the people and even burnt the fields to force everyone to move to safety. Yuuki's quick thinking

- and courage saved many lives, so he deserved to be commemorated.
2. The people were busy preparing for Koshogatsu, the harvest festival. They were getting ready to celebrate the rice harvest, which was the best night of the year.
 3. Yuuki was a brave, responsible and intelligent boy. He understood the signs of a coming tsunami and tried to warn everyone. When people mocked him, he set fire to the fields so that they would rush to the mountain. His presence of mind saved hundreds of lives, and he was honoured for his courage.
 4. These lines foreshadow danger. They suggest that a natural disaster is about to happen, which later turns out to be a tsunami.
 5. The two things that I have learnt about Japan from the story are—
 1. Japan is prone to earthquakes and tsunamis.
 2. Harvest festivals are important in Japan, and brave acts are honoured nationally.

Word Power

- A.** 1. scolded 2. gravity
 3. skill 4. predatory
 5. flabbergasted 6. annoyed
 7. showered
- B.** 1. Dr. Mukesh Dhillon
 2. Prof. Arun Negi
 3. Mrs. Kimberly Dozier
 4. Fri, June 19, 2012

5. Sat, April 14, 2009
6. Mr. Rahul Kumar
7. Rev. Jeremy Wheat
8. Indian Oil Corporation Limited
9. Retd. Prof. Amrit Rao
10. Fri. Sept. 21, 2008

- C.** 1. aquarium 6. siren
 2. ride 7. cockpit
 3. pen 8. brush
 4. herbivore 9. yarn
 5. manuscript 10. walk

Grammar

- B.** 1. humour – Abstract noun
 2. club – Collective noun
 3. kindness – Abstract noun
 4. photograph – Concrete noun
 5. army – Collective noun
 6. poverty – Abstract noun
 7. danger – Abstract noun
 8. class – Collective noun
 9. committee – Collective noun
 10. swarm – Collective noun
 11. towel – Concrete noun
 12. table – Concrete noun
 13. jury – Collective noun
 14. goodness – Abstract noun
 15. audience – Collective noun
 16. flock – Collective noun
 17. bird – Concrete noun
 18. radio – Concrete noun
 19. orchestra – Collective noun
 20. mob – Collective noun
 21. fear – Abstract noun
 22. patience – Abstract noun
 23. family – Collective noun

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24. herd – Collective noun
25. happiness – Abstract noun
26. banana – Concrete noun
27. truck – Concrete noun
28. staff – Collective noun
29. pack – Collective noun
30. mercy – Abstract noun
31. honesty – Abstract noun
32. calculator – Concrete noun
33. bracelet – Concrete noun
34. coyote – Concrete noun
35. society – Collective noun
36. generosity – Abstract noun
37. album – Collective noun
38. scissors – Concrete noun
39. courage – Abstract noun
40. sorrow – Abstract noun

Let's Write

Cyclones

I am Akshat, and I want to share what I know about cyclones. A cyclone is a powerful storm that forms over warm oceans and brings very strong winds, heavy rain, and high waves. It can damage houses, uproot trees, and flood roads, causing great loss to people and animals. Cyclones usually move

towards land and become weaker after reaching it, but by then they may have already caused destruction. That is why weather warnings are very important, as they help people stay safe by moving to shelters and preparing in advance. Planting trees, building strong houses, and following safety rules can reduce the harm caused by cyclones. We should always respect nature and stay alert during such natural disasters.

Composition

Summary (Yuuki, the hero)

"Yuuki, the hero" is a story about a brave Japanese boy named Yuuki who saves his village from a terrible tsunami. One evening, while people were busy preparing for the harvest festival, Yuuki noticed unusual changes in the sea and realised that a tsunami was coming. He warned the villagers, but they did not believe him and laughed at him. To force everyone to move to higher ground, Yuuki set fire to the rice fields. Seeing the fire, the villagers rushed up hill to put it out. Soon after, a huge tsunami struck and destroyed the village, but the people were safe on the mountain. Yuuki's quick thinking and courage saved many lives, and he was honoured as a hero.

5. Little Act of Kindness

- A. 2. ✓ 7. ✓
3. ✓ 8. ✓
6. ✓
- B. 1. (c) cruelty 2. (e) everything
3. (d) gain 4. (a) sadness
5. (b) poorest
- C. kindness – gladness
heart – impart
cost – lost
earth – worth

- D. 1. Little words of kindness cheer the heart.
2. Acts of kindness cost nothing.
3. Life's charm is lost when kindness is missing from a person's life.
4. Little acts of kindness are the richest gems on Earth.

Composition

The poem "Little Acts of Kindness" highlights the great importance of

small acts and words of kindness. Even though such gestures cost nothing and may seem insignificant, they have the power to bring joy, comfort, and warmth to people's hearts. The poet explains that kindness makes life beautiful and meaningful, and without kindness, life

loses its charm. These simple acts are compared to precious gems because their true value is priceless. Overall, the poem teaches us that little acts of kindness can create great joy and make the world a better place.

6. Rana Pratap

- A.** 1. (a) Tejsi
2. (b) Aravalli
3. (c) Rama
4. (a) Amar
5. (b) Bhama Sah
- B.** 1. afraid
2. Amar
3. teach
4. Akbar
5. farewell
- C.** 1. T
2. F
3. T
4. F
5. T
- D.** 1. (c) Rana's son
2. (d) Mira
3. (a) Bhama Sah
4. (e) Tara
5. (b) Akbar
- E.** 1. Rana Pratap and his family were hiding in the forests/hills of Aravalli
2. The kingdom of Rana Pratap was Mewar.
3. Rana Pratap was fighting with Akbar.
4. The children of Rana Pratap were Tara and Tejsi.
5. Mira was the wife of Prince Amar.
6. Rao Sakta was the chief of Saktawats.

- F.** 1. Rana Pratap was hiding in the forest because he was fighting against Emperor Akbar. After losing his kingdom, he took shelter in the Aravalli hills to protect his family and continue his struggle for Mewar.
2. Tejsi talked of living in Delhi in comfort and luxury. He said they would have fine clothes, tasty food, and a happy life if they went to Delhi under Akbar's rule, instead of suffering hardships in the forests.
3. After leaving Mewar, Rana Pratap and his family led a life of great hardship in the Aravalli hills and forests. They had no proper home and lived in huts or caves.
Food was scarce, and many times they survived on wild fruits, roots, and coarse bread made of grass. The children had to bear hunger and discomfort. In spite of these difficulties, Rana Pratap did not give up his self-respect or accept Akbar's rule, and the family bravely shared his struggles.
4. The Mughal soldiers were making merry in their encampment because they believed Rana Pratap had been defeated

and would soon be captured, so they were celebrating in advance, feeling confident of their victory.

5. Bhama Sah managed to reach Rana Pratap and his family by travelling secretly through the forests and hills of the Aravalli range. He risked his life, avoided Mughal soldiers on the way, and finally found Rana Pratap's hiding place so that he could offer his help and support.

Word Power

- A.** honoured – dishonoured
 aware – unaware
 comfort – discomfort
 armed – unarmed
 mount – dismount
 forgotten – unforgotten
 honest – dishonest
 afraid – unafraid
 respect – disrespect
- B. (a)** 1. **tidings** – news or information
 2. **tide** – the regular change in the level of the sea caused by the moon and the sun.
 3. **swim with the tide** – act in accordance with the prevailing opinion or tendency.
 4. **swims against the tide** – act against the prevailing opinion or tendency.
 5. **tideover** – help someone through a difficult period, especially financial crisis.
- (b)** 1. **mail** – armor made of small metal links or sometimes plates.
 2. **mail** – letters or parcels sent from one person to another especially through the post office.
 3. **mailing list** – a collection of email addresses grouped under

one address, allowing senders to broadcast messages to many people at once.

4. **mail order catalogue** – a printed booklet from a company showing products for sale, allowing customers to browse and order items.

Grammar

- A.** Most of the trees grow tall. They overtake us after a few years and we find ourselves looking up to them with a certain amount of awe and deference. A bush may have been in ground a long time while continuing to remain a bush, man-size and approachable. This means that I can be on intimate terms with it, know its qualities of leaf, bud, flower and fruit, and also its inhabitants, be they insects, birds, small mammals or reptiles. Of course we know that bushes are ideal for binding the Earth together and prevention soil erosion. In this respect, they are just as important as trees.
- B.** 1. Rana Pratap is depicted by history as a great warrior king.
 2. How were you recognised as a princess?
 3. Bhama Sah has been brought here by some great benevolent purpose.
 4. The Mughal army will soon be overtaken by us.
 5. The ideals of Maharana Pratap ought to be emulated by us.
 6. Let the noblest man who ever lived in Mewar be saluted.
- D.** 1. If they had stayed very long at a place, Akbar's army would have attacked them.
 (c) Akbar's army/attack/them

2. If other Rajput kings had supported Rana Pratap, Akbar could not have defeated him.
(a) Other Rajput kings/support/Rana Pratap.
3. If Gerald Durrell had not been alert, he could not have come out alive from the snakepit.
(e) Gerald Durrell/not be/alert
4. If Bob had not been greedy, he would not have committed crimes.
(b) He/not commit/crimes.
5. If a benevolent businessman had not helped me with money, I would not have realised my dream.
(d) I/not realise/my dream
6. If Henry had not discovered the reality of the handpost, he would not have overcome the fear of ghosts.
(f) Henry/not discover/the reality of handpost.

E. Reported Speech

Tara asked them whether they were going to tell her a story and reminded them that they could not read yet. Mira replied that it was because they were lazy little things. Tara said that it was not true and explained that nobody had time to teach them. She added that they did not stay very long anywhere so that Akbar's army might not catch them. Tejsi said that it looked like honey cake. Tara replied that it was , and added that there was no nasty dal with it either. She invited them to come, eat it up, and then said that they would play a game. Tejsi asked what they would play.

Tara said that she would be Sita and Tejsi could be Rama, provided she

spoke no more of Delhi, Otherwise, she added, she would have to be Ravana. Tejsi said that she would not be Ravana and asked why Ravana was wicked. Tara replied that she had only said it once to tease her and then asked whether the cake was good.

Tejsi replied that it was so good that she was eating it crumb by crumb to make it last longer. Tara said that she had heard her mother saying that day that she had no more flour and nothing at all from which to make their dinner. Tejsi asked what would they do.

Tara then asked her to listen and said that when her mother had said that the Rana had been lying stretched out on the grass, quite tired out. She added that they had thought he was asleep, but he had sprung up and that his face had been terrible. She said that she had wanted to run away but had been afraid to move.

Let's Write

If I were Prince Amar, I would feel proud and grateful to have a brave father like Rana Pratap. He never gives up, even in the hardest times, and he teaches us to live with honour and courage. His strength gives me hope and confidence.

I would feel thankful to Mira for her care and love. She looks after us like a mother and always tries to keep us happy, even when life is difficult. Her kindness makes our suffering easier to bear.

I would respect Bhama Sah deeply because his generosity saved us from great hardship. He came like a blessing in our darkest hour and showed that true wealth lies in

helping others. I would always remember his noble support.

Composition

Maharana Pratap

Maharana Pratap was one of the bravest kings in Indian history. He was the ruler of Mewar, and is remembered for his courage, self-respect, and love for his motherland. He refused to bow before the Mughal emperor Akbar and

chose a life of hardship instead of surrender. Maharana Pratap fought many battles, especially the famous Battle of Haldighati, to protect his kingdom. Even during difficult times, he lived in forests with his family, but never gave up his principles. His loyal horse chetak and his trusted supporters stood by him in every struggle. Maharana Pratap remains a symbol of bravery, sacrifice and patriotism.

7. The Lost Child

- A.** 1. (c) spring 2. (a) field
3. (b) snake 4. (c) child
5. (a) Mulk Raj Anand
- B.** 1. life and laughter.
2. filled
3. abreast
4. balloons
5. to and fro
- C.** 1. F 2. F
3. T 4. T
5. T
- D.** 1. (b) houses
2. (c) close group
3. (d) warning
4. (a) dictatorship
- E.** 1. The child's parents and other people were going to the spring fair (festival of spring) held outside the city.
2. The toys in the shops and the colourful sights on the way first attracted the child.
3. The juggler was playing a flute to a snake that coiled itself in a basket.
4. The child was attracted by the roundabout due to its fast movement, music, laughter, and the joy of people riding on it.
5. From being trampled underfoot, the child was saved by a kind man who heard his cry and lifted him up in his arms.
6. The man offered him sweets, balloons, flowers and took him near the juggler and roundabout to make him happy.
7. The child did not take interest in the things he wanted to have earlier because now he was frightened and only wanted his mother and father nothing else.
8. Before the child was separated from his parents, he was interested in toys, sweets (burji), flowers, balloons, the juggler and the roundabout.
- F.** 1. In the fair, the child was attracted by many things such as colorful toys, sweet shops, flower sellers, balloons, the juggler playing flute to the snake, and the roundabout. He also enjoyed watching birds, butterflies, and the natural beauty around him. Each new sight drew his attention and filled him with excitement.

2. The child stopped at different stalls and attractions like the juggler and the roundabout. When he finally asked his parents to take him on the roundabout, he turned around and found that they were not there. In the crowded fair, he became separated from them and could not find them again.

Word Power

1. (b) crushed 2. (c) to crush
3. (a) crowd 4. (e) warning
5. (d) admiration 6. (h) strong
7. (f) sharp 8. (g) avoided

Grammar

- B. Corruption means dishonesty and immorality in any form. Generally, it meant the accepting of undue money or bribe. In the present day materialistic world, money has become everything for us.

Let's Listen

1. **Pleasure** – Happiness, I felt great pleasure when I won the prize.
2. **Familiar** – Known, This place looks familiar to me.

3. **Cluster** – Group, A cluster of stars shines in the sky.
4. **Heed** – Obey, We should heed our teacher's advice.
5. **Spring** – Season, flowers bloom in spring.

Composition

Summary of "The Lost Child"

The story "The Lost Child" describes a small boy who goes to a spring fair with his parents. On the way, he is attracted by toys, flowers, butterflies, sweets, balloons, a snake charmer, and a roundabout. Though he wishes for many things, he follows his parents quietly. At the fair, he becomes fascinated by the roundabout and turns to ask his parents for a ride, but suddenly finds that they are missing. Frightened, he runs through the crowd crying for his mother and father. A kind man lifts him up and tries to comfort him by offering sweets, balloons, flowers and entertainment, but the child refuses everything. He only cries for his parents. This story shows that when a child is separated from loved ones, all worldly attractions lose their charm, and the greatest need becomes the love and security of family.

8. The King's Dream

- A. 1. (c) deodar 7. stone, column
2. (b) temples
3. (a) deodar tree
4. (b) roots
5. (c) stone
- B. 1. kingdom
2. Spruce, pine and oak
3. deodar
4. 'Tree of God.'
5. king's men, goddess
6. Tree-goddess
- C. 1. T 2. F
3. T 4. F
5. T
- D. 1. (c) palace 2. (d) deodar
3. (e) Goddess 4. (a) king
5. (b) Spirit
- E. 1. The king wanted to build a unique and magnificent palace.
2. The Goddess tried to convince the king not to cut the tree

by telling him that the tree protected people, animals, and plants, and begged him to spare it.

3. The king's men couldn't bring a deodar tree from the forests because the trees were too large and heavy to carry over long distances.
 4. The king's men selected the deodar tree where the goddess lived because it was near the city and was tall, strong and beautiful.
 5. The Prime Minister and his men paid their respects to the Tree-Goddess by lighting lamps, hanging garlands, singing and dancing around the tree.
 6. The Goddess indicated that she had understood what was about to happen by rustling her leaves softly, due to which the branches bowed.
 7. The king changed his mind about having a wooden column for his palace because the Tree-Goddess appeared in his dream and made him realise that a spirit lived in the deodar tree, so he decided to use stone instead.
- F.** 1. The Tree-Goddess told the king that she had lived in the deodar tree for hundreds of years and protected birds, animals, plants and people. She explained that many young trees had grown around her, and if she were cut down in one stroke, all the smaller trees would be crushed. So, she requested the king to let her be cut in three parts so that the young trees might escape.

She also said that she bound the earth with her strong roots and gave shelter and peace to everyone.

Later, the Tree-Goddess appeared in the king's dream and told him that a living spirit stayed inside the deodar tree. This made the king realise his mistake. He understood that cutting the tree would destroy life and nature. Therefore, he changed his mind and decided not to cut the tree, and instead, built his palace on a stone column.

2. **Summary of the chapter "The King's Dream."**

The chapter tells the story of a king who wished to build a magnificent and unique palace. He decided to build it on a single great column made from the tallest and strongest deodar tree. Although deodar was sacred and used only for temples, the king insisted on cutting one. His men tried to bring trees from far forests but failed, so they chose a nearby deodar where the Tree-Goddess lived.

The Tree-Goddess pleaded with the king to spare the tree, explaining how it protected life and nature. When her request was refused, she asked to be cut in three parts to save the younger trees. The king's men paid respect to her and prepared to cut the tree. That night, the Tree-Goddess appeared in the king's dream and revealed that a living spirit lived in the deodar.

The king was deeply moved and changed his decision. He built his palace on a stone column instead. From then on, people stopped building houses of wood, and the forests flourished. The story teaches us to respect nature and protect trees.

Word Power

- A.** 1. FOOTHILLS
 2. COLUMN
 3. FOLIAGE
 4. REFUGE
 5. FALL
 6. VISION
- B.** 1. (b) mountain
 2. (d) holiday
 3. (a) army
 4. (e) room
 5. (c) arms
 1. protective arms
 2. topmost room
 3. lofty mountain
 4. lovely holiday
 5. mighty army

Grammar

- A.** 1. best
 2. This
 3. lovely
 4. strong
 5. strange
 6. seven

Comparison

- B.** 1. tall, strong
 2. tallest, stronger
 3. tallest, strongest
 4. largest
 5. sweet
 6. nobler

The most, A most

- C.** 1. a most
 2. the most
 3. A most

4. a most
 5. the most

Too

- D.** 1. so heavy that
 2. so difficult that
 3. so strange that
 4. so spicy that
 5. so late that
 6. so many people here that

Let's Write

Trees : Our Lifeline

Trees are one of nature's greatest gifts to humanity. They provide oxygen, food, shelters, and help maintain ecological balance. Among the many kinds of trees, neem, mango, and deodar are especially important.

Neem trees grow widely in India's plains and dry regions. They are valued for their medicinal properties and are used in medicines, soaps and pesticides. Mango trees grow in warm tropical areas and give us delicious fruits rich in vitamins. Their wood is also used for making furniture. Deodar trees are found in the Himalayan regions, and they provide strong timber used in building houses and furniture.

To protect trees, we must stop unnecessary cutting, plant more saplings, save paper, and spread awareness about their importance. Forest conservation and community participation are also essential. Trees are our silent friends. By caring for them today, we ensure a healthier and greener tomorrow.

Composition

'Van Mahotsav'

Van Mahotsav is a tree-planting festival celebrated in India every year in the first week of July. It aims to spread awareness about the importance of trees and forests. During this week, people plant

saplings in schools, parks, roadsides, and open spaces. Students, teachers, and volunteers take part enthusiastically in this green drive. Trees give us oxygen, provide shelter to animals, prevent soil erosion and help reduce pollution. Van Mahotsav reminds us of our duty to protect nature and conserve the

environment. By planting and caring for trees, we help fight climate change and create a healthier future. This festival teaches us that even a small effort, like planting one sapling, can make a big difference. Van Mahotsav encourages everyone to work together for a greener and cleaner Earth.

9. Crispy Accident

- A.** 1. (b) Potato
2. (d) George Crum
3. (b) Crisps
4. (a) Saratoga Chips
5. (c) Laura Scudder
- B.** 1. Potato chips
2. soggy
3. America
4. he
5. chips
- C.** 1. T 2. F 3. T
4. F 5. F
- D.** 1. Potato chips were created by George Crum when he sliced potatoes very thin, soaked them, fried them in hot grease, and sprinkled salt on them.
2. A picky customer kept complaining that the fries were not thin or crunchy enough. This annoyed Crum and led him to make the chips.
3. In America, they are called potato chips in England and Ireland, they are called crisps.
4. Laura Scudder created air-tight bags to keep the chips fresh for a long time and prevent them from going stale.
5. No, I don't think that potato chips should be part of a healthy diet because they are fried and

salty. They should be eaten only occasionally, not as a regular part of a healthy diet.

Word Power

A. Education — Caution, not, cat, dune, action

Teacher — reach, tea, ache, eat, her

Summer — user, sum, sure, mum, serum

Friend — den, end, rid, fried, fine

- B.** 1. antonyms 2. antonyms
3. synonyms 4. synonyms
5. antonyms 6. antonyms
7. synonyms 8. synonyms
9. synonyms 10. synonyms
11. antonyms 12. synonyms
13. antonyms 14. synonyms
15. synonyms 16. antonyms
- C.** 1. rainbow 2. ladybug
3. check 4. ribbon
5. clock 6. rabbit
7. tin 8. steal
9. track 10. gate
11. happy 12. complete
13. witness 14. dinner
15. trashcan 16. yard
17. computer 18. sunset
19. dollar 20. music
- D.** 1. theory 2. winter
3. scratching 4. bake

- | | |
|----------|--------------|
| 5. rode | 6. flying |
| 7. fire | 8. top |
| 9. watch | 10. hospital |

Grammar**Gerund**

- | | |
|-------------|--------------|
| 1. Doing | 2. Speaking |
| 3. Stamping | 4. calling |
| 5. Being | 6. writing |
| 7. skating | 8. making |
| 9. swimming | 10. arriving |

Let's Listen

1. Moon 2. Thin 3. Pleasant

Let's Write**Gerund**

- | | |
|-----------|----------|
| 1. comes | 2. best |
| 3. sad | 4. stale |
| 5. bitter | |

Composition**Summary of "Crispy Accident"**

The lesson 'Crispy Accident' tells the interesting story of how potato chips were invented by accident. In the 1790s, George Crum was a chef at a restaurant in Saratoga Springs, New York. A picky customer kept complaining that his French fries were too thick, not crunchy enough, and soggy. Annoyed, Crum sliced the potatoes very thin, soaked them in ice water, fried them in hot grease, and sprinkled salt on them. To his surprise, the customer loved them. These became famous as 'Saratoga chips'. Later, chips were produced in large numbers for home use. However, they went stale quickly until Laura Scudder invented air-tight bags, which kept them fresh. Today, potato chips are enjoyed worldwide in many flavours.

10. Rain in Summer

- A.** 1. How beautiful is the rain!
 2. Like a river down the gutter
roars, The rain,
 3. with more than their wonted
noise and commotion;
 4. Sail their mimic fleets,
 5. Engulfs them in its whirling
And turbulent ocean.

- B.** 1. street 2. rain
 3. hoofs 4. spout
 5. rain 6. wide
 7. roars 8. noise
 8. noise 9. fleets
 10. pool

- C.** (i) Winter [✓]

- (ii) Few lines about my preferred season – Winter is my favourite season because the weather becomes cool and pleasant. I

enjoy wearing warm clothes and drinking hot tea or soup during this time. The mornings are fresh and calm, and the days are comfortable for studying and outdoor walks. Winter also brings many festivals, which make the season joyful. I love winter because it gives peace, comfort and happiness.

- D.** 1. I think the poet is watching the rain from his house.
 2. Rain is welcomed because it comes after dust and heat and brings coolness and freshness. It gives relief from the hot of summer.
 3. The poet compares the sound of pouring rain to the tramp of hoofs.
 4. The rain sounds like the tramp

of hoofs when it clatters along the roofs.

5. When it rains, the school boys come out making more noise than usual and sail their mimic fleets (paper boats) down the wet streets.

Let's Write

Simile

1. Like a river down the gutter roars
2. And turbulent ocean

Composition

Rain

Rain is one of nature's greatest gifts. It brings relief after the hot summer and fills the air with freshness. The sound of raindrops is soothing and makes everything look clean and green. Rain helps farmers grow crops and provides water for rivers and ponds. Children enjoy playing in the rain, while others like to sit by the window and watch it fall. Sometimes rain can cause inconvenience, but without it, life would not be possible. I love rain because it brings peace, joy, and new life to the earth.

11. A Narrow Escape

- A. 1. (c) Girish did not listen to the last remarks of Dhruv because his ears was attracted by a sound coming from behind him.
2. (b) dead tree
3. (c) anger
4. (a) the bear was slipping fast down the tree to attack Girish.
- B. 1. worry 2. companion
3. axe 4. animals
5. idiot
- C. 1. F 2. T
3. F 4. T
5. T
- D. 1. (b) bear
2. (c) robbers
3. (d) tree
4. (a) escape
- E. 1. Dhruv to Girish
2. Girish to Dhruv
3. Girish to Dhruv
4. Dhruv to Girish
5. Girish to Dhruv
- F. 1. When Girish ran forward, a young bear suddenly rushed out of the wood and blocked his path.
2. When the bear found its path barred, it immediatly went back on its hind legs, Snarled, opened its jaws, and was prepared to attack.
3. Girish mistook the bear - cub for a robber because he was thinking about robbers and Dhruv had shot an arrow suddenly, making Girish believe that it was a robber.
4. Girish killed the bear-cub thinking that it was a dangerous robber attacking them.
5. Girish felt pity and sadness when he saw the dead bear-cug and thought that its mother would miss it dearly.
6. The dead cub stopped the mother bear for a few moments, giving Dhruv and Girish time to climb trees.
7. The mother bear climbed Girish's tree because she was trying to reach Girish, whom she thought was responsible for killing her cub.
8. In this story, Dhruv saved

Girish's life by shooting arrows at the bear and finally killing it.

9. Girish's fear turned into anger when he saw that his friend Dhruv was in great danger.

Word Power

- A. 1. They had been warned about murderous robbers.
2. Travellers were attacked by the robbers.
3. It will be badly missed by her.
4. The climbing beast was being watched by him.
5. The danger was seen by Girish.
- B. 1. immediately
2. curiosity
3. motionless
4. approaching
5. Unluckily

Grammar

Phrasal Verbs

- A. 1. pulled down
2. pulled in
3. pull through
4. pulled out
5. pulled up
- B. 1. No sooner had he reached the water than they became perfectly normal.
2. No sooner had they come out of the sea than they dived into it again.
3. No sooner had he deposited the money than he wanted to withdraw it.
4. No sooner had he left the bank than he heared a sigh of relief.

Let's Write

The Environment

Paragraph 1

The environment means everything that

surrounds us, such as air, water, land, plants, animals, and human beings, It also includes natural and man-made things, The environment affects our life and health in many ways. Some factors that affect the environment are pollution, cutting of trees, population growth, industrial waste, and use of plastic. Smoke from vehicles and factories pollutes the air, while waste dumped in rivers pollutes water. All these activities disturb the balance of nature.

Paragraph 2

To protect our environments, we should adopt good habits in our daily life. We should plant more trees and stop cutting them. We must reduce the use of plastic and reuse and recycle waste. Saving water and electricity is also very important. We should keep our surroundings clean and avoid throwing garbage in open places. By using public transport and spreading awareness, we can help protect our environment and make the Earth a healthier place to live.

Composition

Facing a tiger in the forest

If I had to face a tiger in the forest, I would feel terrified at first, as its powerful body and sharp eyes would freeze me with fear. I would try not to panic and stand still, remembering that sudden movements can provoke it. The silence of the forest and the sound of my own heart be at would make the moment even more frightening. I would slowly move away without turning my back, hoping the tiger would lose interest. Facing such a dangerous animal would teach me the importance of courage, presence of mind, and respect for wildlife.

12. On a Winter's Night

- A.** 1. (c) he wanted to pay his debts. (iii) He lit a fire by collecting dry leaves.
 2. (b) give up farming
 3. (c) there was extremely cold
 4. (a) field
 5. (b) Munshi Premchand
- B.** 1. Halku
 2. Halku's wife
 3. Halku
 4. Halku
- C.** 1. Halku wanted to give the money to Sohna because the moneylender had already come twice and abused him. Halku wanted to get rid of this constant harassment and insult.
 2. Halku's wife became angry because Halku wanted to give the moneylender instead of buying a blanket, even though they were suffering badly from the cold.
 3. Halku's wife wanted him to give up farming and work as a labourer so that they could earn regularly and live with some comfort.
 4. Halku often smoked his clay pipe in the night to keep himself warm and to protect himself from the bitter cold.
 5. Jhabra was barking because cattle had entered Halku's field and were eating his crop.
 6. Three things that Halku did to keep himself warm that night were –
 (i) He lay close to his dog Jhabra.
 (ii) He smoked his clay pipe.
7. Halku was extremely cold, tired and lazy. He stopped worrying about his field and did not have the strength to go and chase away the cattle.
 8. Halku didn't look unhappy when he saw that the cattle had eaten up his crop because now he would not have to guard the fields at night and could work as a labourer instead.

Word Power

1. (i) Although Pongo was sure of the boy's guilt, he could not bring any charge against him.
 (ii) In spite of being sure of the boy's guilt, Pongo could not bring any charge against him.
2. (i) He was feeling sick at heart, but he had to eat all the oranges.
 (ii) In spite of feeling sick at heart, he ate all the oranges.
3. (i) The nightingale spared the glow-worm's life but she was hungry.
 (ii) Although the nightingale was hungry, she spared the glow-worm's life.
4. (i) Although the boys were afraid at heart, they decided to stay on.
 (ii) In spite of being afraid at heart, the boys decided to stay on.
5. (i) The spectators enjoyed the monkey-show but they hardly gave away any money.
 (ii) In spite of enjoying the monkey - show, they gave very little money.

6. (i) I do not enjoy watching movies, but I had to watch with him.
(ii) In spite of not enjoying movies, I had to watch one with him.
7. (i) Although Rani knew the secret well, she did not share it with anybody.
(ii) In spite of knowing the secret well, Rani did not share it with anyone.

Grammar

A. Articles

A young boy in the story of seventeen oranges. He was not a professional thief. But one day, he stole seventeen oranges at the docks and was caught by a policeman whose name was Pongo. Pongo wanted to punish him in order to make an example of him. He locked him in a room and went out to look for the witness. In his absence, the boy swallowed all the seventeen oranges, the peels, the pips and all. When Pongo returned, there was no trace of the oranges. The boy escaped without being punished.

B. Conjunctions

Pongo wanted to give a severe punishment to the boy because he was keen to set an example for others. He had a problem. Although he

had caught the boy red-handed, he needed a witness to strengthen the case. So, he went out to look for another police man. When he returned, the oranges had simply disappeared. Pongo felt quite embarrassed. If he would have to take the boy to the police station without any evidence, others would laugh at him. So, he had no choice but to let the boy go.

Let's Write

The event-what it was where it was held

I once felt every nervous before a debate competition held in my school auditorium. It was an inter-house event, and many teachers and students were present. It was my first time speaking on stage in front of such a large audience.

How I felt

Before my turn, my heart was beating fast and my hands were cold. I felt scared that I might forget my lines or make a mistake. At the same time, I was excited and wanted to do my best.

What I had to do and my experience

I had to speak on the given topic clearly and confidently within the time limit. Once I started speaking, I slowly gained confidence and felt relaxed. In the end, I felt proud of myself for facing my fear and completing the task successfully.

13. The Eyes Have It

- A. 1. (b) Ruskin Bond
2. (b) Mussoorie
3. (d) blind
4. (c) guard
- B. 1. Saharanpur
2. pretence
3. ringing

4. gallant
5. shrieked, sound, rhythm
- C. 1. "out of the window?"
2. "interesting face."
3. "that one has a pretty face."
4. "girl."
5. "I noticed, not her hair."

- D.**
1. The woman gave instructions to the girl who got into the train because she was concerned about the girl as she was her mother. The instructions given by her were not to lean out the window, to avoid speaking to strangers where to keep her things and to take care of herself.
 2. The writer knew that the girl was wearing slippers from the way they slapped against her heels.
 3. The girl said, "I didn't know that anyone was here", when she got into the train. The girl was not aware that the writer was already in the compartment because she was blind.
 4. The mistake made by writer was that he assumed that the girl could see and did not realise that she was blind.
 5. The writer doubted whether the girl knew he was blind. Her question, "Why don't you look out of the window?" removed his doubts.
 6. The confusion in the doorway at Saharanpur when the girl was getting down the train was a man getting into the compartment and stammering an apology.
- E.**
1. The narrator told the girl that she had a very interesting face. He thought it was a safe remark because he was blind and could not actually see her face. Blind people often judge others by their voice and manner of speaking rather than appearance. He also felt that most girls like to hear compliments and would not object to

such a remark. Therefore, he believed it was a harmless and safe thing to say.

2. In this story, the girl, like the narrator, hides the fact that she is blind. Throughout their conversation, she behaves confidently and never mentions her blindness. She talks naturally and asks the narrator questions that make him believe she can see. For example, she asks him why he does not look out of the window, which creates the impression that she herself can see the outside view. She also speaks about the scenery and her surroundings in a casual manner. Just like the narrator, she wants to be treated as a normal person and does not want sympathy. It is only at the end of the story, when another passenger mentions that the girl is blind, that the truth is revealed. These instances show that the girl deliberately hides her blindness, just as the narrator does.
3. I think that blind people are not disabled in every sense. Though they cannot see, they can think, feel, learn, and work just like others. Many blind people lead independent and meaningful lives by using their other senses such as hearing and touch. They should be treated with respect and not with pity. Proper facilities should be provided to help them live comfortably and confidently. These include education through Braille books, audio learning materials, trained teachers,

and access to modern technology. Public places should have ramps, tactile paths, and audible signals. Blind people should also be given equal opportunities in education and employment so that they can live with dignity and confidence.

Word Power

- | | |
|---------------|--------------|
| 1. Astronaut | 2. Catalogue |
| 3. Coward | 4. Fatalist |
| 5. Pedestrian | 6. Backbite |
| 7. Democracy | 8. Foreigner |
| 9. Illiterate | 10. Patriot |

Grammar

A. Auxiliary Verbs

- | | |
|--------------|---------|
| 1. is | 4. was |
| 2. does | 5. have |
| 3. have been | |

B. Spelling

English is an international language. It is the language of trade all over the world. It has a rich literature and a vast store of knowledge.

Let's Talk

Do yourself.

Let's Write

I had a pleasant experience while travelling by train last summer. The journey was comfortable and enjoyable as I watched the green fields, rivers, and small villages pass by through the window. Vendors moved through the compartments selling tea and snacks,

adding to the lively atmosphere. I talked with fellow passengers and listened to their interesting stories, which made the journey feel shorter. By the time the train reached my destination, I felt refreshed and happy with the experience.

Composition

"Journey by Train"

A journey by train is always an enjoyable and memorable experience. Last winter, I travelled by train from my hometown to Delhi to visit my relatives. I reached the railway station early and watched passengers hurrying to catch their trains. When the train arrived, there was a great excitement and noise on the platform.

After boarding the train, I found my seat near the window. As the train started moving, I saw beautiful scenes outside. Green fields, rivers, bridges and small villages passed by quickly. Vendors came into the compartment selling tea, snacks and fruits. I enjoyed a hot cup of tea while chatting with my fellow passengers.

The rhythmic sound of the train and the cool breeze made the journey pleasant. Children were playing, and some passengers were reading newspapers or resting. Time passed quickly, and soon the train reached my destination. The journey was comfortable and left me with sweet memories that I will always cherish.

14. Father's Help

- | | |
|---|--|
| A. 1. (b) room
2. (a) class
3. (b) headmaster
4. (c) heart
5. (c) assistant headmaster | B. 1. it was Monday.
2. letter, deliver
3. perjury, about to be delivered.
4. the door |
|---|--|

- C.** 1. F 2. T
3. T 4. T
5. T
- D.** 1. (d) account 2. (c) Samuel
3. (e) marking 4. (a) heart
5. (b) Swami
- E.** 1. In the letter to the Headmaster, Swami's father wrote plenty of things about the arithmetic teacher Samuel. He wrote an account of everything done by Samuel. Whatever he wrote was enough to get him dismissed by the headmaster and to be sent to the jail.
2. As Swami entered the classroom Samuel asked him if he was just coming to the class.
3. "Swami had painted a horrible picture of his arithmetic teacher Samuel in front of his father as an excuse for not going to the school that day. In response, his father wrote a letter to his headmaster giving an account of Samuel's violence with children. When Swami reached his school that day with the letter after being persuaded by his father, he met Samuel in his class. Samuel's behaviour towards Swami was quite polite and understanding, which was contrary to what he had narrated his father. Now he was feeling very sorry for what offence he had committed. Due to his lies, Samuel was about to lose his job and be put behind the bars although he was innocent. Swami felt very guilty for what he had done and wished he could undo it.

4. First Swami stood at the entrance of the class hoping Samuel would tear his skin off. Then, when Samuel said to him that he was half an hour late, Swami replied that he knew it, hoping to be attacked by Samuel for this rude answer. Lastly, when Samuel came to his seat asking for his homework, he replied that he had not done any homework in a disinterested manner.
5. Swami's conscience bothered him when he was going to school because he wasn't sure at all if he had been accurate in his description of Samuel. He was unable to decide the percentage of his imagination, and the reality. He was totally confused about Samuel's character, whether he deserved the allegations mentioned in the letter or he was an innocent man whose life was about to be ruined because of Swami.
6. As a solution to the confusion his mind was going through, Swami decided to deliver the letter to the headmaster at the end of the day as there was a chance that Samuel might do something to justify the letter. He wanted Samuel to cane him and scold him so that he could get rid of the guilt which was pricking his conscience.

Word Power

- A.** 1. A L L E G A T I O N S
2. O B S T I N A T E
3. O B T R U S I V E
4. E R R A T I C
5. S M A R T I N G

B. Antonyms

1. unbelievable
2. inaccurate
3. disobey
4. unexpected
5. inaction
6. insensible

Grammar

Adverb

- A.**
- | | |
|-----------|-----------|
| 1. manner | 2. manner |
| 3. place | 4. manner |
| 5. manner | 6. time |
| 7. place | 8. time |
| 9. time | 10. place |
- B.**
2. A weekly magazine.
 3. A song you listen daily.
 4. A T.V. serial often watched by you.
 5. A speech listened by everyone attentively.
 6. Work will be finished in time undoubtedly.

Let's Write

I once suffered violent behaviour from a teacher during my school life, which left a deep impression on me. The teacher scolded me harshly and punished me physically for a small mistake in front of the class. I felt scared, embarrassed and helpless at that moment. Instead of

correcting my mistake, the punishment affected my confidence and made me afraid of asking questions in the class. This experience taught me that discipline should be based on understanding and guidance, not fear or violence.

Composition

"An Ideal Teacher"

An ideal teacher plays a very important role in shaping the life of students. A teacher is not only a source of knowledge but also a guide and a role model. An ideal teacher teaches with patience and understands the needs of every student.

An ideal teacher explains lessons clearly and encourage students to ask questions. He or she treats all students equally and never uses harsh words or punishment. Such a teacher motivates students to do their best and helps them overcome their weaknesses. Discipline in the classroom is maintained through love and understanding rather than fear.

An ideal teacher also teaches good values such as honesty, kindness and respect. He inspires students by his own behaviour and dedication. Students feel safe, confident, and eager to learn in the presence of an ideal teacher. Truly, an ideal teacher helps build the future of the nation.

15. Imagination

Comprehension

- A.**
1. The poet of the poem that we have read in George Bernard Shaw.
 2. The poet got pleasure from simple childhood activities and imagination. He enjoyed playing at pirates, sailing the seven seas, pretending to be a cowboy, reading adventure books, and imagining himself hunting, fishing and travelling to different lands.
 3. The poet discovered the joys of reading and imagination to escape the boredom and difficulties of daily life. Through books and fantasy, he could forget the daily grind and enter

- exciting imaginary worlds.
4. After growing up, the poet became more serious and left his childish world of fantasy. He started living a responsible life, but he still retained his love for mystery and imagination.
 5. The poet wants to convey the message that imagination plays an important role in life. Even though people grow up and become serious, they should never lose their sense of imagination and curiosity, as it adds joy and meaning to life.
 6. The poet still likes the mysterious even after growing up.
- B.**
1. These lines show the poet's childhood imagination. He imagines himself going on exciting adventures like hunting and fishing. His mind was full of joy and excitement, and his imagination made his fantasy world bright and lively.
 2. In these lines, the poet imagines himself as a great hero admired by everyone. It reflects a child's dream of bravery, success, and achievement through imagination.
 3. These lines show that although the poet has grown up and become serious, he still loves

mystery and imagination. The poet wants to tell readers that imagination should remain a part of life even in adulthood.

Word Power

- A.**
- | | |
|-----------|-----------|
| 1. please | 2. nation |
| 3. hide | 4. glow |
| 5. mind | 6. send |

- B. Verbs :** 1. play, 2. sailed, 3. discovered, 4. escaped

Nouns : 1. pirates, cowboy, 3. Africa, 4. America

Composition

I have also experienced an imaginative journey like the poet. In my imagination, I travelled to faraway places such as mountains, forests, and oceans. I imagine myself as an explorer going on exciting adventures.

Sometimes, I pictured myself helping people or discovering new lands. These imaginary journeys made me feel brave and confident. They allowed me to experience things that were not possible in real life.

Like the poet, my imagination helped me escape boredom and routine. Whenever I felt tired or stressed, my imaginary world gave me peace and joy. It made my free time meaningful and enjoyable. Imagination also helped me think creatively and see life with curiosity and hope, just as the poet did in his childhood.

16. Srinivasa Ramanujan

Comprehension

- A.**
1. (a) mathematician
 2. (b) none of these
 3. (c) three times
 4. (c) 26th April, 1920
 5. (c) Hardy
- B.**
1. clerk in Madras.
 2. 'Orders of Infinity.'
 3. 1917, die

4. alertness
5. Madras

- C.**
- | | | |
|------|------|------|
| 1. F | 2. T | 3. T |
| 4. T | 5. F | |

- D.**
1. (c) date of birth of Ramanujan
 2. (d) graduation from Cambridge
 3. (e) Taxi number
 4. (a) fellow of the Royal
 5. (b) arrived in India

- E.**
1. it was written in halting English and contained strange symbols and theorems without any proofs, which made him think it was the work of a crank.
 2. the writer of the manuscripts was a man of extraordinary genius.
 3. he was so deeply absorbed in mathematics that he did not pay attention to any other subject.
 4. his book 'Orders of Infinity.'
- F.**
1. G.H. Hardy
 2. Cambridge
 3. Professor Littlewood
 4. Ramanujan was born in Erode, a small town in Tamil Nadu, South India.
 5. High school at Kumbakonam.
 6. Port Trust Office at Madras.
- G.**
1. The day he got Ramanujan's letter, Hardy spent the entire day carefully reading Ramanujan's letter and examining the mathematical results written in it. At first he was puzzled, but as he went through the theorems, he realized that the letter was written by a mathematical genius. He then discussed the results with his colleague to verify their originality.
 2. C.S. Carr's book had a deep influence on Ramanujan. It introduced him to advanced mathematical problems and methods. Using this book, Ramanujan developed his own ideas and worked out many original theorems, which later amazed mathematicians across the world.
 3. After realising Ramanujan's extraordinary talent, Hardy encouraged him to come to England. He arranged financial support and academic opportunities at Cambridge University. With Hardy's help and persuasion, Ramanujan finally agreed and travelled to England to work under Hardy's guidance.
 4. Ramanujan faced health problems in England because of the cold climate, unfamiliar food, and his strict vegetarian habits. Also, the outbreak of World War I made getting special food items harder.
 5. Hardy played a crucial role in shaping Ramanujan's career. He recognised Ramanujan's genius, guided him in presenting his work properly, and provided him with the right academic environment. Hardy helped Ramanujan gain international recognition and supported him throughout his time in Cambridge.
 6. Ramanujan's success was due to his exceptional intelligence, deep love for mathematics, hard work, originality, and strong determination. Despite facing challenges like poverty and lack of formal education, he never gave up and continued his research with great dedication.

H. A.

Year	Event
December, 1887	Ramanujan was born
1904	Passed the matriculation examination.
1913	Hardy received Ramanujan's letter.
March 1914	Ramanujan arrived at the Trinity College, Cambridge.
March 1916	Got the degree of Bachelor of Science by Research from Cambridge.
1917	Ramanujan fell seriously ill.
1918	a. Ramanujan was elected a Fellow of the Royal Society of London. b. He was elected as Fellow of Trinity College, Cambridge.
March 1919	Ramanujan arrived in India.
April 1920	Ramanujan died in Madras.

Word Power

- A.** 1. (g) excited
2. (e) extra ordinary
3. (f) composed
4. (a) idiot
5. (b) in difference
6. (c) depart
7. (d) inactiveness

B. Across :

- | | |
|----------------|------------------|
| 1. Strolled | 2. Startling |
| 3. Meritorious | 4. Sparkling |
| 5. Irritating | 6. Genius |
| 7. Job | 8. Collaboration |
| 9. Diminish | |

- C.** 1. rating 2. score
3. cubes 4. infinity
5. theorems 6. formulae
7. algebra 8. trigonometry

Grammar**Modals**

- A.** 2. Could you tell me how to get to the bus stop?
3. May I buy some art material?
4. May I have a seat near the window?
5. Would you like us to help you with the packing?

6. Would you like me to call a taxi for you?

Phrases and Clauses

- B.** 1. Hardy glanced through the papers sent by Ramanujan, without much enthusiasm.
2. After leaving school, Ramanujan devoted all his spare time to the study of mathematics.
3. Despite being very busy, Hardy kept thinking about Ramanujan's theorems.
4. At the age of seven, Ramanujan was sent to the High School at Kumbakonam.
5. The scholarship was discontinued due to Ramanujan's failure to qualify in the examination.
6. Impressed by his genius, the collector helped Ramanujan to get a job.
7. Due to lack of formal education, Ramanujan had to face problems from time to time.

Let's Write

Littlewood : Hello Hardy
Hardy : Hello Littlewood, please come in.

Littlewood : Your message sounded urgent. What is the matter?

Hardy : These papers-sent by an Indian clerk Ramanujan. I want you to look at them.

Littlewood : Very well. Let us go through them together.

Hardy : Look at this theorem. It is quite unfamiliar.

Littlewood : Yes, and this one too. These results are astonishing.

Hardy : I was doubtful at first, but the more I read, the more remarkable they seem.

Littlewood : I agree. This is not the work of an ordinary man.

Hardy : Some of the proofs are missing, yet the ideas are original.

Littlewood : Only a genius mathematician could think like this.

Hardy : Then we are of the same opinion. Ramanujan is a mathematician of the highest class.

Composition

Ramanujan – A Talented

Mathematician

Srinivasa Ramanujan was a brilliant Indian mathematician whose extraordinary talent changed the world of mathematics. Born in a poor family in India, he showed a deep love for numbers from a very young age. Even without formal training, Ramanujan discovered many original formulas and theorems on his own. His life took a major turn when the English Mathematician G.H. Hardy recognised his genius and invited him to Cambridge University. There Ramanujan produced remarkable work in number theory, infinite series, and continued fractions. Despite poor health and many hardships, his dedication to mathematics never faded. Ramanujan's life shows how passion, hard work, and faith in one's ability can overcome even the toughest difficulties.

17. Indian Weavers

Comprehension

- A. 1. Weavers, weaving at break of day,
Why do you weave a garment so gay?
2. Blue as the wing of a halcyon wild,
We weave the robes of a new-born child.
3. Weavers, weaving solemn and still,
What do you weave in the moonlight chill?
4. White as a feather and white as a cloud,
We weave a dead man's funeral shroud.

- B. 1. gay 2. child
3. bright 4. queen
5. chill 6. shroud

- C. **Weavers, Weaving at break of day,**
Why do you weave a garment so gay?

These lines refer to the weavers working early in the morning and making bright, colourful clothes for a joyful occasion.

Blue as the wing of a halcyon wild.

This line compares the blue colour of the cloth to the bright blue wings of a kingfisher bird.

We weave the robes of a new-born child.

This line tells us that the weavers are making soft and bright clothes for a newly born baby, symbolising birth and happiness.

- D. 1. The poem shows three stages

of human life : birth, marriage, and death.

2. The colour of the robes of a new-born child is blue.
3. The marriage veil of the queen is compared to the colourful plumes of a peacock - purple and green.
4. The colour of shroud is white.
5. The weavers look solemn and still because they are weaving a funeral shroud for a dead man, which is a sad and serious occasion.

Word Power

- A.**
- | | |
|------------|-------------|
| 1. Weaver | 2. garment |
| 3. halcyon | 4. child |
| 5. plumes | 6. marriage |
| 7. solemn | 8. chill |
| 9. feather | 10. funeral |
- B.**
1. Weave – The weavers weave beautiful cloth on the loom.
 2. New – She bought a new dress on Sunday.
 3. Night – The sky looks calm and quiet at night.
 4. Bright – The bright sun filled the room with light.
 5. Cloud – A white cloud floated across the blue sky.
 6. Peacock – The peacock danced happily in the rain.
 7. Child – The child was playing in the garden.
 8. Shroud – A white shroud was used for the funeral.

Grammar

- A.**
- | | |
|----------|-----------|
| 1. night | 2. old |
| 3. dull | 4. king |
| 5. dark | 6. woman |
| 7. black | 8. peahen |
| 9. girl | 10. hate |

Composition

- I.** The poem "Indian Weavers" by Sarojini Naidu highlights the

different stages of human life through the work of Indian weavers. The weavers weave clothes for a new-born child, a bride, and a dead person, symbolising birth, marriage and death. Each stage is shown with different colours and moods – bright for birth, rich and colourful for marriage, and white for death. The poem reflects the simplicity of life and shows how human life moves in a continuous cycle from birth to death.

II. Letter

12, Green Park
Agra, Uttar Pradesh
10 February 20__
Dear Brother,

I hope you are well and in good health. I am writing this letter to ask for your help little difficult, especially English and Mathematics, and I know you explain things very well.

My exams are coming soon, and your guidance will really help me understand the lessons better. Please spare sometime in the evening or on the weekend to help me complete my homework. I will be very grateful to you.

Give my love to everyone at home.
Waiting for your reply.

Yours lovingly
Pihu

III. 'My Brother'

My brother is one of the most important people in my life. He is loving, caring, and always ready to help me whenever I need support. He guides me in my studies and explains difficult lessons in a very easy way. Because of him, my homework becomes interesting and less stressful.

He is also very disciplined and hardworking. He teaches me good habits like being punctual, honest, and respectful towards elders. In his free time, he likes reading books and playing outdoor games. He

encourages me to do my best and never lose confidence.

I admire my brother for his kindness and patience. He is not only my brother, but also my friend and role model. I feel proud to have such a wonderful brother.

Test Paper-1

Comprehension

- A.** 1. (b) workhouse
 2. (b) Oliver Twist
 3. (b) at other times the fairies turned into butterflies.
 4. (c) he didn't know the magic words.
 5. (a) perfect justice
 6. (b) grave and serious
 7. (b) Aravalli
 8. (c) Rama
 9. (c) Spring
 10. (b) snake
 11. (a) He wanted the people to come up the mountain so they could be safe from the tsunami.
- B.** 1. needed 4. farewell
 2. clever 5. Amar
 3. Suddenly
- C.** 1. F 2. T
 3. T 4. F
 5. F
- D.** 1. (b) houses
 2. (c) close group
 3. (d) warning
 4. (a) dictatorship
- E.** 1. Oliver Twist was a poor orphan raised in a 'workhouse' with other orphan boys.
 2. The guilty trembled before the king because they knew that Vikramaditya's eyes would look straight into their guilt.

3. Rao Sakta was the brother of Maharana Pratap.
 4. Rana Pratap was a brave and famous Rajput king of Mewar in Rajasthan.
- F.** 1. In the end, Oliver was shut away in a dark room and a notice was pasted on the outside of the gate next morning. The notice offered a reward of five pounds to anybody who would take Oliver away from the community.
 2. One day, many cowherd boys were having fun on the pastures. They found a playground, where they saw a green mound, which was looking like a judge's seat. One of the shepherd boy seated himself on it and told all the boys that he would be the judge and they can bring all their cases before him and they will have trials.
 3. After watching the juggler, the child got engrossed in watching a roundabout. He got lost in watching men, women and children enjoying the roundabout. He was so overpowered by his love for the roundabout moving in full swing that he boldly requested his parents to allow him to go on the roundabout.

But, he got no reply. He turned around to look at his parents but could not see them. He looked

at every side to find them but couldn't find them.

Test Paper-2

Comprehension

- A.** 1. (b) temples
2. (a) deodar tree
3. (c) it was extremely cold
4. (d) Munshi Premchand
5. (b) Mussoorie
6. (a) class
7. (c) three times
- B.** 1. Deodar 3. companion
2. alertness 4. ringing
5. it was Monday
- C.** 1. F 2. F 3. F
4. T 5. T
- D.** 1. (c) date of birth of Ramanujan
2. (d) graduation from Cambridge
3. (e) taxi number
4. (a) fellow of the Royal Society of London.
5. (b) arrived in India
- E.** 1. The Prime Minister and his men paid their respect to the Tree-Goddess by offering garlands, lamps and music.
2. As Girish ran forward, a young bear rushed out of the wood right upon him.
3. When the girl was getting down the train there was some confusion in the doorway at

Saharanpur. A man got into the compartment and stammered an apology. The door banged shut.

4. "Swami went to his seat with a bleeding heart" because he was to become the reason for the loss of job and defamation a man as good as Samuel.
- F.** 1. As Halku and Jhabra were about to sleep, Jhabra started barking. Though it was very cold, Jhabra ran into the field. He barked and ran from one corner of the field to another because some animals had entered Halku fields.
2. Ramanujan faced health problems in England because he was a strict vegetarian. The beginning of World War I made obtaining special items of food harder.
3. Halku was extremely cold, tired and lazy. He stopped worrying about his field and did not have the strength to go and chase away the cattle.

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