

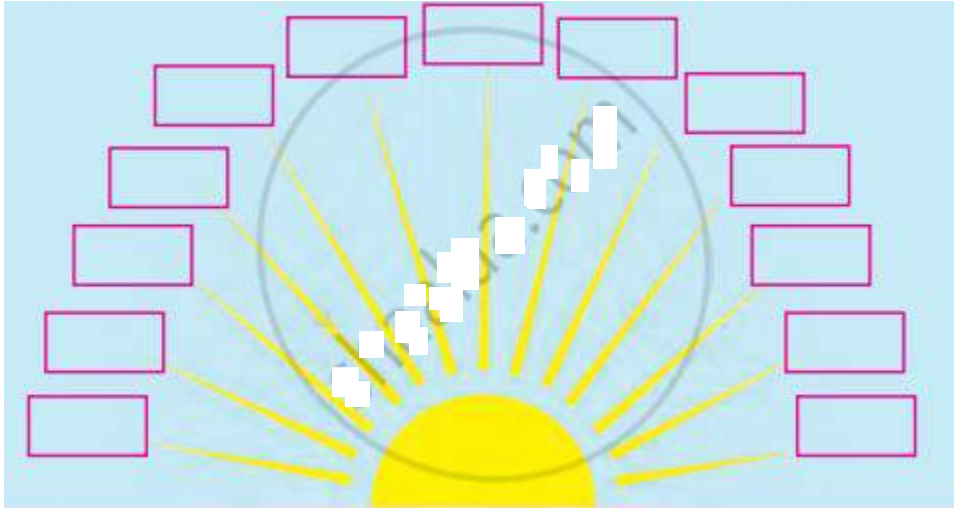
# Chapter 1: A Time To Believe

## WARMING UP [PAGE 1]

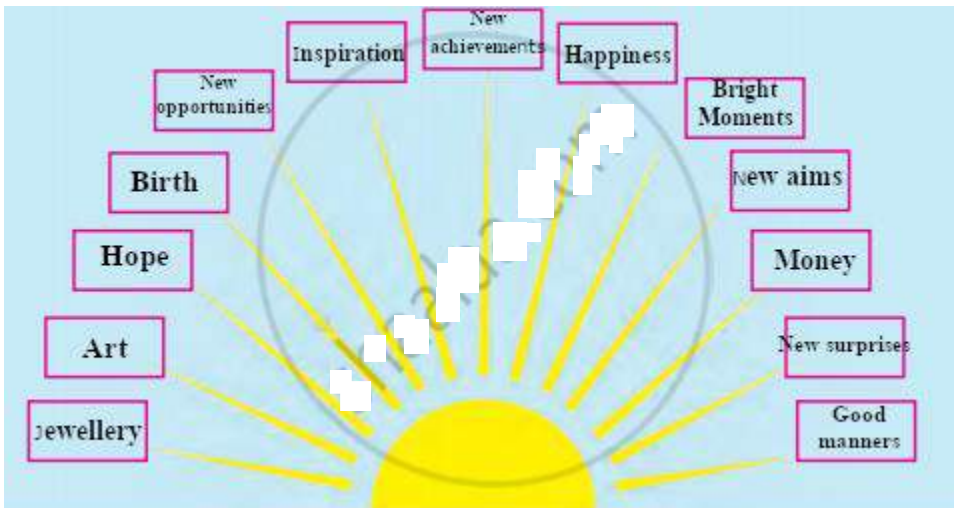
### Warming up | Q 1 | Page 1

Think, choose and fill up the labels with what a 'sunrise' symbolizes.

(jewellery/art/hope/birth/anger/new opportunities/good manners/ inspiration/new achievements/ happiness/misery/bright moments/new aims/money/new surprises)



## SOLUTION



### Warming up | Q 2 | Page 1

An acrostic is a poem or a write-up in which the first letter of each line forms a word. when it is read vertically. Complete the acrostics of BELIEVE and FAITH.

## **SOLUTION**

Be certain of

Expect

Love

Idealize

Endorse

Value

Emerge strong

Fidelity

Acceptance

Ideology

Trust

Hope

## **ENGLISH WORKSHOP [PAGES 3 - 4]**

### **English workshop | Q 1. (A) | Page 3**

**Rearrange the letters to make meaningful words, occurring in the poem.**

1. clearmis \_\_\_\_\_
2. sowmid \_\_\_\_\_
3. gearuoc \_\_\_\_\_
4. rissupser \_\_\_\_\_
5. tabyue \_\_\_\_\_
6. madres \_\_\_\_\_
7. laveu \_\_\_\_\_
8. downre \_\_\_\_\_

## **SOLUTION**

1. clearmis - **miracles**
2. sowmid - **wisdom**
3. gearuoc - **courage**
4. rissupser - **surprises**
5. tabyue - **Beauty**
6. madres - **dreams**
7. laveu - **value**
8. downre - **wonder**

### **English workshop | Q 1. (B) | Page 3**

**Write words from the poem that describe the following.**

1. sky - \_\_\_\_\_
2. heart - \_\_\_\_\_
3. hand - \_\_\_\_\_
4. beginning - \_\_\_\_\_
5. surprises - \_\_\_\_\_

### **SOLUTION**

1. sky - stardust
2. heart - nurturing
3. hand - Aging
4. beginning - new
5. surprises - wonderful

### **English workshop | Q 2. (a) | Page 3**

**Say WHY.....**

\_\_\_\_\_ the sky has a magical quality.

### **SOLUTION**

The sky has a magical quality because it has scurrying clouds, twinkling stars, and a beautiful moon.

### **English workshop | Q 2. (b) | Page 3**

**Say WHY.....**

\_\_\_\_\_ even an aging hand has beauty.

### **SOLUTION**

Even an aging hand has beauty because it can teach us how to love.

### **English workshop | Q 2. (c) | Page 3**

**Say WHY.....**

\_\_\_\_\_ we should believe that we are strong and courageous.

### **SOLUTION**

We should believe that we are strong and courageous so that we can recover after we have gone through difficulties and shocks, and return to our normal lives again.

### **English workshop | Q 3 | Page 3**

Make a list of any six things that the poet wants us to accept as true.

### **SOLUTION**

**The poet wants us to accept as true the following things :**

- a. That we have the strength and courage to get back to normal after a setback
- b. That we are never alone
- c. That life is a gift we must cherish

- d. That there are wonderful surprises in store for us
- e. That all our hopes and dreams are within reach
- f. That great things will happen if we have a belief in life and in ourselves

**English workshop | Q 4 | Page 4**

Find from the poem, positive qualities to fill up the web.



**SOLUTION**



**English workshop | Q 5 | Page 4**

Find from the poem three other examples of Epigram.

**SOLUTION**

- a. 'To believe is to find the strength and courage that lies within us.'
- b. 'To believe is to know we are never alone, that life is a gift.'
- c. 'To believe is to know that wonderful 1 surprises are just waiting to happen.'

**English workshop | Q 6 | Page 4**

Divide the class into 5 groups. Each group can prepare a decorative chart/poster using an epigrammatic line from the poem.

You may use calligraphy/painting/or Paint program on a computer.  
(With permission, put up these charts in your school.)

### **SOLUTION**

Students do it on your own.

# Chapter 1: Dick Whittington and his Cat

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## WARMING UP [PAGE 5]

### Warming up | Q 1. (a) | Page 5

**Discuss the following in groups and write the answers.**

Name the world-famous personalities, who reached great height despite of humble circumstance.



## SOLUTION

**Dr. A.P.J. Abdul Kalam**

### Warming up | Q 1. (a) | Page 5

**Discuss the following in groups and write the answers.**

Name the world-famous personalities, who reached great height despite of humble circumstance.



## SOLUTION

**Abraham Lincoln**

### Warming up | Q 1. (a) | Page 5

**Discuss the following in groups and write the answers.**

Name the world-famous personalities, who reached great height despite of humble circumstance.



### **SOLUTION**

**Charlie Chaplin**

**Warming up | Q 1. (a) | Page 5**

**Discuss the following in groups and write the answers.**

Name the world-famous personalities, who reached great height despite of humble circumstance.



### **SOLUTION**

**Kalpana Chawla**

**Warming up | Q 1. (b) | Page 5**

Guess the types of hardships they must have faced in their childhood and youth.

### **SOLUTION**

- i. poverty
- ii. lack of support
- iii. social disapproval
- iv. lack of opportunities

**Warming up | Q 1. (c) | Page 5**

What strong qualities possessed by them, could have helped them achieve success and fame, all over?

### **SOLUTION**

- i. strong will power
- ii. optimism
- iii. sincerity
- iv. hard work

### Warming up | Q 1. (d) | Page 5

How do stories/biographies of such famous people help youngsters?

#### SOLUTION

- i. They help youngsters to look at life positively.
- ii. They inspire the youth.
- iii. They help them find answers to questions.
- iv. They prove that we can do many seemingly impossible things if we really wish to.

### Warming up | Q 2 | Page 5

Write the names of any 5 of your classmates and list how many syllables each name has.

#### SOLUTION

(i) Jai	: 1 syllable
(ii) Remo	: 2 syllables
(iii) Saira	: 2 syllables
(iv) Shailaja	: 3 syllables
(v) Mandakini	: 4 syllables
(vi) Ali	: 2 syllables

## ENGLISH WORKSHOP [PAGES 9 - 11]

### English workshop | Q 1. (A) | Page 9

Arrange the following set of words in the alphabetical order in your notebook.

ship, small, successful, scoldings, stone, saving, someone, stood, streets, still, screamed, sat, seemed, saint, share.

#### SOLUTION

saint, sat, saving, scoldings, screamed, seemed, share, ship, small, someone, still, stone, stood, streets, successful.

### English workshop | Q 1. (B) | Page 9

Remove the Affixes (Prefix and Suffix) and write the Root-word.

1. successful - \_\_\_\_\_
2. immediately - \_\_\_\_\_
3. retrace - \_\_\_\_\_
4. mouser - \_\_\_\_\_
5. unfriendly - \_\_\_\_\_



6. fallen - \_\_\_\_\_
7. unkind - \_\_\_\_\_
8. wooden - \_\_\_\_\_
9. luckily - \_\_\_\_\_
10. belonging - \_\_\_\_\_

### **SOLUTION**

1. successful - **success**
2. immediately - **immediate**
3. retrace - **trace**
4. mouser - **mouse**
5. unfriendly - **friend**
6. fallen - **fall**
7. unkind - **kind**
8. wooden - **wood**
9. luckily - **luck**
10. belonging - **belong**

### **English workshop | Q 2. (A). (a) | Page 10**

**Find from the story one word for the following.**

a small room just below a sloping roof \_\_\_\_\_

### **SOLUTION**

a small room just below a sloping roof **attic**

### **English workshop | Q 2.(A). (b) | Page 10**

**Find from the story one word for the following.**

a very narrow passage between buildings \_\_\_\_\_

### **SOLUTION**

a very narrow passage between buildings **alley**

### **English workshop | Q 2. (A). (c) | Page 10**

**Find from the story one word for the following.**

the highest-ranking officer in the Municipality of a city/town \_\_\_\_\_

### **SOLUTION**

the highest-ranking officer in the Municipality of a city/town **Mayor**

### **English workshop | Q 2. (A). (d) | Page 10**

**Find from the story one word for the following.**

the highest-ranking official who commands a ship \_\_\_\_\_

**SOLUTION**

the highest-ranking official who commands a ship Captain

**English workshop | Q 2. (A). (e) | Page 10**

Find from the story one word for the following.  
any animal that catches mice \_\_\_\_\_

**SOLUTION**

how do you make mouser

**English workshop | Q 2. (A). (f) | Page 10**

Find from the story one word for the following.  
a low constant sound made by cats \_\_\_\_\_

**SOLUTION**

a low constant sound made by cats Purr

**English workshop | Q 2. (B). (1) | Page 10**

Make sentence of your own using the following expression.  
overcome:

**SOLUTION**

We must learn to overcome any difficulties we come across.

**English workshop | Q 2. (B). (2) | Page 10**

Make sentence of your own using the following expression.  
put up with:

**SOLUTION**

We had to put up with the noisy behaviour of our neighbor's son.

**English workshop | Q 2. (B). (3) | Page 10**

Make sentence of your own using the following expression.  
bargain:

**SOLUTION**

People in India love to bargain With hawkers.

**English workshop | Q 3 | Page 10**

Rearrange the following events as they occur in the story. Put the correct number in the boxes.

- a. Mr. Fitzwarren provided shelter to Dick.

- b. A carter gave Dick a lift to London.
- c. A cat sailed to the African coast.
- d. The captain sold the cat for a very high amount of money.
- e. Dick left his village on foot, to go to London.
- f. Dick became rich, and later, the Mayor of London.
- g. Dick was homeless, helpless, cold, and hungry.
- h. Dick bought a cat to get rid of the mice.
- i. The rats and mice ate up all the dinner, laid for the king and queen

### **SOLUTION**

(a) Mr. Fitzwarren provided shelter to Dick.	<b>4</b>
(b) A carter gave Dick a lift to London.	<b>2</b>
(c) A cat sailed to the African coast.	<b>6</b>
(d) The captain sold the cat for a very high amount of money.	<b>8</b>
(e) Dick left his village on foot, to go to London.	<b>1</b>
(f) Dick became rich, and later, the Mayor of London	<b>9</b>
(g) Dick was homeless, helpless, cold and hungry.	<b>3</b>
(h) Dick bought a cat to get rid of the mice	<b>5</b>
(i) The rats and mice ate up all the dinner, laid for the king and queen.	<b>7</b>

### **English workshop | Q 4. (a) | Page 10**

#### **Think and answer.**

What decision taken by Dick changed his fortune?

### **SOLUTION**

On hearing the church bells send out a message to him, Dick decided to retrace his steps and go back to Mr. Fitzwarren's house instead of running away. This decision changed Dick's fortune.

### **English workshop | Q 4. (b) | Page 10**

#### **Think and answer.**

What message does this story bring out for youngsters?

### **SOLUTION**

The message that this story brings out for youngsters is that we must not run away from difficulties but face them bravely.

### English workshop | Q 5. (A) | Page 10

Break the words below into syllables as shown in the first one.

belonging :

morning :

unfriendly :

citizen :

anything :

message :

difficulty :

mayor :

captain :

elected :

### SOLUTION

belonging :	be-long-ing
morning :	mor-ning
unfriendly :	un-friend-ly
citizen :	ci-ti-zen
anything :	an-y-thing
message :	mess-age
difficulty :	di-ffi-cul-ty
mayor :	ma-yor
captain :	cap-tain
elected :	e -lec-ted

### English workshop | Q 5. (B) | Page 11

Degrees of Comparison of Adjectives.

Complete the table of degrees of comparison.

Positive	Comparative	Superlative
(1) great		
(2) famous		
(3)	easier	
(4)	worse	
(5)		poorest
(6)		laziest

(7) little		
(8)	worthier	
(9) popular		

### **SOLUTION**

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
(1) great	<b>greater</b>	<b>greatest</b>
(2) famous	<b>more famous</b>	<b>most famous</b>
(3) <b>easy</b>	easier	<b>easiest</b>
(4) <b>bad</b>	worse	<b>worst</b>
(5) <b>poor</b>	<b>poorer</b>	poorest
(6) <b>lazy</b>	<b>lazier</b>	laziest
(7) little	<b>less</b>	<b>least</b>
(8) <b>worthy</b>	worthier	<b>worthiest</b>
(9) popular	<b>more popular</b>	<b>most popular</b>

### **English workshop | Q 6 | Page 11**

Select any one of the famous personalities mentioned in 'Warming up 1' on page no. 5. From the library or internet find out their success story. Write it in your own words in about 20 to 30 lines of your notebook. Give your write-up a suitable title.

### **SOLUTION**

Students do it on your own.

# Chapter 1: The Pilgrim

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## WARMING UP [PAGE 12]

### Warming up | Q 1 (a) | Page 12

#### Make groups and discuss the following:

What fatal dangers/problems did mankind face centuries ago, but are no longer a threat today?

## SOLUTION

wild animals - lack of food - certain diseases - climate, etc.

### Warming up | Q 1. (b) | Page 12

#### Make groups and discuss the following:

Name a few scientists/explorers/social reformers/inventors/discoverers, who spent most of their lives to find solutions to some major problems/setbacks, that mankind faced.

## SOLUTION

Alexander Fleming, Edison, Ronald Ross, Christopher Columbus, Wright brothers, Raja Ram Mohan Roy, Galileo, Marie Curie, Savitribai Phule, Babasaheb Ambedkar, etc.

### Warming up | Q 1. (c) | Page 12

#### Make groups and discuss the following:

Did they themselves suffer from those problems/setbacks?

## SOLUTION

most did not

### Warming up | Q 1. (d) | Page 12

#### Make groups and discuss the following:

What inspired them to spend the best part of their lives to research and share their findings?

## SOLUTION

A passion for the well-being of mankind - personal goals and aims - interest in the subject - curiosity - the urge to improve society and help others – etc.

### Warming up | Q 2. (A) | Page 12

#### Explain the figure of speech tautology with example.

## SOLUTION

If two or more words in the same line convey the same meaning, the Figure of Speech in that line is called **Tautology**.

For example, It brought joy and cheer.  
They groaned with aches and pains.

**Warming up | Q 2. (B) | Page 12**

Explain the figure of speech inversion and anastrophe with example.

**SOLUTION**

Poets often change the proper grammatical order of words in the line of a poem, in order to make the lines rhyme or to emphasize upon something.

The Figure of Speech in such lines is called 'Inversion' or 'Anastrophe.'

For example, Up came the sun. Down the hill, it flowed.

**Warming up | Q 2. (C) | Page 12**

Explain the figure of speech Interrogation/Rhetorical with example.

**SOLUTION**

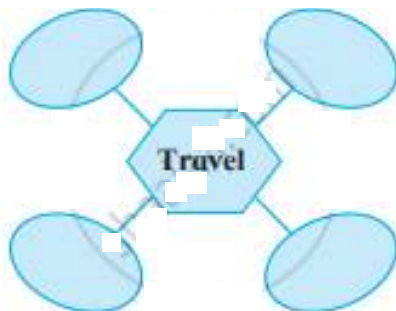
When a question is asked in order to create a dramatic effect and not to get an answer, in a line of the poem, the Figure of Speech used is called Interrogation/Rhetorical.

For example: What is this life, if full of care? When can their glory fade?

**ENGLISH WORKSHOP [PAGES 14 - 15]**

**English workshop | Q 1.1 | Page 14**

Pick out words from the poem to fill in the web diagram. They should be related to the theme in the web.

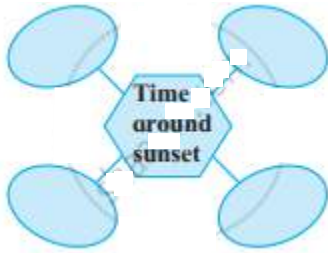


**SOLUTION**

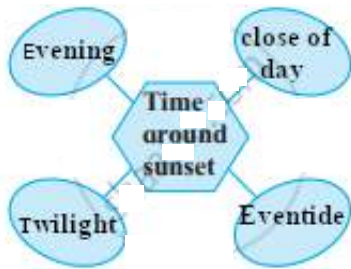


**English workshop | Q 1.2 | Page 14**

Pick out words from the poem to fill in the web diagram. They should be related to the theme in the web.



**SOLUTION**



**English workshop | Q 2 | Page 14**

Match the words in Column A with what they imply in Column B

Column A	Column B
pilgrim	threat to life
journey	trap
evening or close of day	life
chasm, deep and wide	death
building a bridge	old age
pitfall	a dutiful man
close of day	solving the problem/getting rid of the threat to life

**SOLUTION**

Column A	Column B
pilgrim	a dutiful man
journey	life
evening or close of day	old age



chasm, deep and wide	a threat to life
building a bridge	solving a problem I getting rid of a threat to life
pitfall	trap
close of day	death

### English workshop | Q 3. (A) | Page 15

Read the poem and write 3 qualities of each of the following.

1. The old pilgrim
2. The fellow - pilgrim
3. The young pilgrim

#### **SOLUTION**

##### 1. The old pilgrim

- i. Old
- ii. Experienced
- iii. Helpful

##### 2. The fellow - pilgrim

- i. Curious
- ii. Puzzled
- iii. Thoughtless

##### 3. The young pilgrim

- i. Young
- ii. Frightened
- iii. Inexperienced

### English workshop | Q 3. (B)(a) | Page 15

Answer in your own words.

Why did the old man have no need to build the bridge, across the chasm?

#### **SOLUTION**

The old pilgrim had already crossed the chasm and would never pass that way again. Hence, the old man had no need to build the bridge across the chasm.

### English workshop | Q 3. (B)(b) | Page 15

Answer in your own words.

What explanation did he give to the fellow- pilgrim for his thoughtful deed?

#### **SOLUTION**

The old man said that though he had already crossed the chasm, there was a fair-haired youth who was about to pass that way. The old man was experienced and was

not afraid of the chasm. However, the young man was Inexperienced and the chasm could prove to be a pitfall for him. He too had to cross it at twilight, and the old man was building a bridge to help this youth.

### English workshop | Q 3. (B) (c) | Page 15

#### Answer in your own words.

What message does the poem convey to all of us?

#### **SOLUTION**

The message that the poem conveys to us is that we must be generous and unselfish and think of others. We must try to help others who are not as experienced as we are.

### English workshop | Q 4. (A) | Page 15

#### Write the Rhyming word and Scheme of the 1<sup>st</sup> stanza.

A pilgrim, going a lone high way  
Came at evening, cold and gray  
To a chasm, deep and vast and wide.  
The old man crossed in the twilight dim.  
The chasm held no fear for him.  
But he paused when he reached the other side  
And built a bridge to span the tide.

#### **SOLUTION**

**Rhyming word** = way - gray/wide-side- tide/dim -him.

AABCCBB is called the Rhyme Scheme of the 1<sup>st</sup> stanza of the poem 'The Pilgrim'.

### English workshop | Q 4. (B) | Page 15

#### Write the Rhyming word and Scheme of the 2<sup>nd</sup> stanza.

"Old man," said a fellow pilgrim near,  
"Why waste your time in building here?  
Your journey ends with the close of the day  
You never again will pass this way.  
You have crossed the chasm deep and wide  
Why build ye here at even tide?"

#### **SOLUTION**

**Rhyming word** = near-here/day-way/Wide-Tide.

AABBCC is called the Rhyme Scheme of the 2<sup>nd</sup> stanza of the poem 'The Pilgrim'.

### English workshop | Q 4. (B) | Page 15

#### Write the Rhyming word and Scheme of the 3<sup>rd</sup> stanza.

The pilgrim raised his old gray head,  
"My friend in the path I've come," he said, "There followeth after me today  
A fair haired youth, who must pass this way. The chasm which held no fears for me  
To the fair haired youth, may a pitfall be.  
He, too, must cross in the twilight dim.  
My friend, I am building this bridge for him."

## SOLUTION

**Rhyming words** = head-said/Today-way/me-be/dim-him.

AABBCCDD is called the Rhyme Scheme of the 3<sup>rd</sup> stanza of the poem 'The Pilgrim'.

## English workshop | Q 4. (C) | Page 15

Find two lines that contain Inversion.

1. \_\_\_\_\_
2. \_\_\_\_\_

## SOLUTION

1. Came at the evening, cold and gray, To a chasm, deep and vast and wide.  
(The correct prose order is: Came on a cold and gray evening to a deep and wide and vast chasm.)
2. To the fair-haired youth, may a pitfall be (The correct prose order is: To the fair-haired youth, it may be a pitfall.)

## English workshop | Q 4. (C) | Page 15

**Pick out one line each that contains the following Figures of Speech.**

- a. Tautology :
- b. Personification :
- c. Interrogation :

## SOLUTION

1. **Tautology**: To a chasm, deep and vast and wide. The words vast and wide have a similar meaning.
2. **Personification**: A pilgrim, going a lone highway. The highway is given the human quality of being lonely.
3. **Interrogation**: Why waste your time in building here? A question is asked to emphasize an idea.

## English workshop | Q 5 | Page 15

Imagine that you are the fellow - pilgrim and you wish to share your experience of the incident in the poem.

Write a short article about it for a magazine/journal. Also, convey what change it has brought in your life.

## SOLUTION

### THE TURNING POINT

There are certain incidents in one's life which have an impact on a person and prove to be a turning point in their lives. Let me narrate the incident which shook me awake.

I was on a hike in some hilly places when I had to cross a deep ravine which had a gushing river flowing through it. I managed to cross without any difficulty; to my surprise, an old man ahead of me also crossed it nimbly. As I was about to continue on my way, I saw the old man turn back and build a rough bridge across the water. It took a lot of effort and I stood by wondering. Finally, I asked him, "Sir, it is late evening and you are not likely to cross this way again. Why are you building a bridge now?"

The old man's answer floored me. "You confused child," he said with a smile. "I have completed my journey - true. But behind me is a young boy who is inexperienced. He will soon reach this chasm, and he may have difficulty in crossing it. I am building this bridge to help him."

I stood still, amazed at the generosity and unselfishness of the old man, who was putting in the time and effort to help someone he did not even know. He was building a bridge that he would never ever cross. This incident left an indelible mark on my mind. Since that time, I always try to help others even though it may not be beneficial to me in any way. However, it gives me something immeasurable - peace and happiness. Try it out, won't you?

# Chapter 1: Revathi's Musical Plants

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## WARMING UP [PAGE 16]

### Warming up | Q 1 | Page 16

Discuss in groups and share your answers with the class.

1. Can you name the famous musician in Emperor Akbar's court, who could perform miracles, when he sang different Ragas?
2. What miracles could he perform with his music?
3. What impact does music have on human beings?
4. Do you think music can have an impact on animals, birds, and even plants?

## ENGLISH WORKSHOP [PAGES 2 - 22]

### English workshop | Q 1. (a) | Page 20

Read the story and complete the following.

At first, Revathi's plants did not look normal and healthy because,

### SOLUTION

At first, Revathi's plants did not look normal and healthy because they had pale green leaves and their growth was stunted due to insufficient sunlight.

### English workshop | Q 1. (b) | Page 20

Read the story and complete the following.

When Revathi played her favourite raga, the plants began to move because,

### SOLUTION

When Revathi played her favourite raga, the plants began to move because they liked the music she was playing.

### English workshop | Q 1. (c) | Page 20

Read the story and complete the following.

Revathi's grief knew no bounds because,

### SOLUTION

Revathi's grief knew no bounds because she could not find her pot of balsam plants.

### English workshop | Q 1.(d) | Page 20

Read the story and complete the following.

Revathi was confident of proving her ownership of her pot of plants because,

### SOLUTION

Revathi was confident of proving her ownership of her pot of plants because she knew that her plants loved music and would respond to her favourite raga. They would bend their stems towards her, proving that they were hers.

**English workshop | Q 1.(e) | Page 20**

**Read the story and complete the following.**

Revathi won the prize for the 'Best plant' because,

**SOLUTION**

Revathi won the prize for the 'Best plant' because her plants were the best looking and the healthiest.

**English workshop | Q 2. (a) | Page 20**

**Answer in your own words.**

What did Revathi discover about her balsam plants?

**SOLUTION**

Revathi discovered that her balsam plants were growing well and looked healthier than the other plants at the far end of the courtyard. She also discovered that when she was playing her violin, they would move their stems, bending slightly towards her.

**English workshop | Q 2. (b) | Page 20**

**Answer in your own words.**

Why did she decide to keep her new knowledge 'a secret'?

**SOLUTION**

Revathi decided to keep her new knowledge a secret perhaps because she felt that it was something only between her and her beloved plants, whom she considered her friends. Or perhaps she felt that nobody would believe her if she mentioned that her plants were music lovers.

**English workshop | Q 2. (c) | Page 20**

**Answer in your own words.**

How did the plants respond when Revathi played her favourite tune?

**SOLUTION**

When Revathi played her favourite tune on her violin, the plants all bent their stems towards her even though there was no breeze.

**English workshop | Q 2. (d) | Page 20**

**Answer in your own words.**

How did the plants react to the fast rhythmic music?

**SOLUTION**

When Revathi played a tune with a quick rhythm, the plants turned away from her as though they did not like what she was playing.

**English workshop | Q 2. (e) | Page 20**

**Answer in your own words.**

How did Revathi prove to the organisers of the competition, that the plants truly belonged to her?

### **SOLUTION**

When Revathi played her favourite tune, the plants bent their stems towards her as though they wanted to touch her in their happiness. This convinced the organisers that the plants were hers.

### **English workshop | Q 2. (f) | Page 20**

**Answer in your own words.**

What helped Revathi to claim her plants - her belief in magic or the belief in her convictions? Explain your choice.

### **SOLUTION**

Her belief in her convictions helped Revathi to claim her plants. She was sure that her plants were music lovers and would respond to her favourite raga as they had done before. There was no magic involved. It was a fact.

### **English workshop | Q 3. (A) | Page 21**

**A word chain consists of words of a certain category that begin with the letter, that the previous word has ended with.**

Complete the word chain adding Four Nouns from the text. Music - courtyard - d

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

### **SOLUTION**

music - courtyard - days - surprise - evening - grief.

### **English workshop | Q 3. (B) | Page 21**

**Add the appropriate Prefix to make the following words opposite in meaning.**

- continue
- possible
- certain
- definite
- believe
- important
- place
- known
- regular

### **SOLUTION**

continue	discontinue
possible	impossible
certain	uncertain
definite	indefinite

believe	disbelieve
important	unimportant
place	displace/misplace
known	unknown
regular	irregular

### English workshop | Q 3. (C). 1 | Page 21

Use the following expressions to make sentences of your own.

make up one's mind

#### **SOLUTION**

make up one's mind - One should think carefully before one **makes up one's mind** about anything important.

### English workshop | Q 3. (C). 2 | Page 21

Use the following expressions to make sentences of your own.

struck as odd

#### **SOLUTION**

struck as odd: My friend's continuous laughter on seeing her marks **struck me as odd.**

### English workshop | Q 3. (C). 3 | Page 21

Use the following expressions to make sentences of your own.

knew no bounds

#### **SOLUTION**

knew no bounds: My joy **knew no bounds** when I saw the little puppy on my bed.

### English workshop | Q 3. (C). 4 | Page 21

Use the following expressions to make sentences of your own.

flash across one's mind

#### **SOLUTION**

Flash across one's mind: When Sonam saw the tears in Dia's eyes, it **flashed across her mind** that there was some problem.

### English workshop | Q 3. (C). 5 | Page 21

Use the following expressions to make sentences of your own.

to surmise



## **SOLUTION**

to surmise: When the teacher saw Naomi crying, she surmised that she had failed in the test.

### **English workshop | Q 3. (C). 6 | Page 2**

**Use the following expressions to make sentences of your own.**

not to deter

## **SOLUTION**

not to deter: The loss of a leg did not deter Sudha Chandran from dancing.

### **English workshop | Q 4 | Page 21**

**Imagine there is a 'Best Plant' Competition in the locality/colony where you live. Frame a Notice about the same, in the form of an attractive poster. Cover the following points.**

1. Name of the organisation.
2. Name of the Contest.
3. Day, Date, Venue.
4. Who can participate.
5. Prizes.
6. Contact details for further enquiry

## **SOLUTION**

**Who's the greenest or us all?'**

**Green Trees Society**

Invites all of you with green fingers to participate  
In our **Who's the greenest or us all?'** competition.

Anybody and Everybody eligible.  
All you need is your own potted plant.

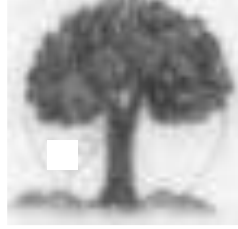
**Day:** Saturday

**Date:** 8 September. 2018

**Venue:** The Clubhouse, Everest CHS, M.G. Road, Malad.

**PRIZES GALORE**

1st prize: Rs. 1000  
And many more.



### English workshop | Q 6. (1) | Page 22

**Make the following Negative using the negative word given.**

There were a few potted plants in the courtyard. (not many)

#### **SOLUTION**

There were **not many** potted plants in the courtyard.

### English workshop | Q 6. (2) | Page 21

**Make the following Negative using the negative word given.**

They looked healthier than the other plants. (not as healthy as).

#### **SOLUTION**

The other plants did **not look as healthy as** these plants.

### English workshop | Q 6. (3) | Page 21

**Make the following Negative using the negative word given.**

She refused to share her secret. (would not)

#### **SOLUTION**

She **would not** share her secret.

### English workshop | Q 6. (4) | Page 21

**Make the following Negative using the negative words given.**

She went around asking everyone about her plants. (No one/did not).

#### **SOLUTION**

She **did not** omit anyone when she went around asking about her plants.

### English workshop | Q 7. (1) | Page 22

**Make the following Affirmative using the word given.**

There was no breeze. (hardly)

#### **SOLUTION**

There was hardly any breeze.

### English workshop | Q 7. (2) | Page 22

**Make the following Affirmative using the word given.**

Their ridicule did not deter her. (failed to).

**SOLUTION**

Their ridicule **failed to** deter her.

**English workshop | Q 7. (3) | Page 22**

**Make the following Affirmative using the word given.**

Her mother knew nothing about it. (denied)

**SOLUTION**

Her mother **denied** knowing anything about it.

**English workshop | Q 7. (4) | Page 22**

**Make the following Affirmative using the word given.**

She did not give up. (refuse to)

**SOLUTION**

She **refused to** give up.

**English workshop | Q 8 | Page 22**

Imagine that Revathi's father is abroad on business and she wishes to convey the news of her prize-winning plants. Draft an email for the above subject. Use an email format.

**SOLUTION**

From: [revathi@yahoo.com](mailto:revathi@yahoo.com)

To	Shekhar@hotmail.com
Subject	My balsam plants

Hi Dad,

How are you? How is your trip? Have you done a lot of sightseeing the past weekend?

Please don't forget to send some pics. I wish we could all have been in Paris with you.

I have some excellent news for you. Do you know those potted balsam plants in the corner of our courtyard? Well, I took one pot and gave it a lot of love and care. And guess what! It won the first prize in the 'Best Plant' contest in our colony!

But more important than that, Dad, is the fact that I have discovered that my plants love music, especially my favourite raga, Mohanam. They bend towards me when I play that raga on my violin, and move away when I play some music with a quick rhythm. No, it is

not my imagination; I proved it to the organisers of the contest, and they have praised me for my discovery. They will certainly talk to you about it when you come back.

Dad, I want to prove my discovery to you too. Please come back soon. Rest everything is fine. Lots of hugs and kisses from all of us.

Revathi.

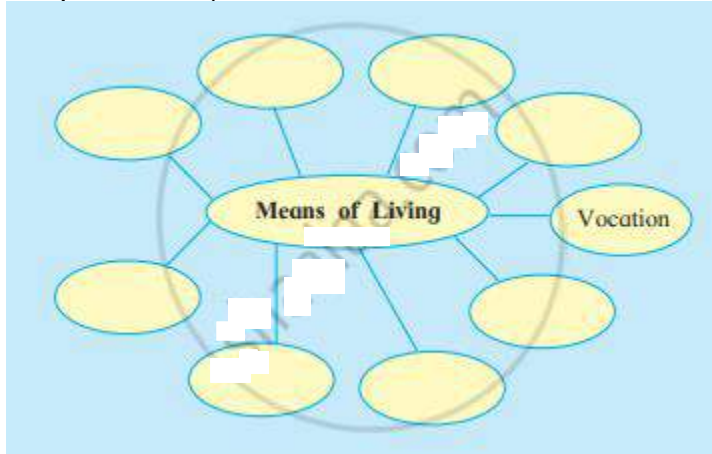
## Chapter 2: Vocation

### WARMING UP [PAGE 26]

#### Warming up | Q 1 | Page 26

Pick out words that refer to 'means of living' and fill them in the Web.

(profession/recreation/occupation/job/  
pastime/employment/hobby/career/entertainment/mission/trade/buisness/sports/retirem  
ent/placement)



### SOLUTION



#### Warming up | Q 2 | Page 26

Using a good dictionary, find the shades of difference in the following:

- 'Profession' refers to
- 'Vocation' refers to
- 'Business' refers to
- 'Occupation' refers to

## **SOLUTION**

1. 'Profession' refers to a paid occupation, especially one that involves prolonged training and a formal qualification.
2. 'Vocation' refers to an occupation for which a person is especially drawn or suited.
3. 'Business' refers to the activity of buying or selling goods or services: a commercial activity done by a person at his own risk.
4. 'Occupation' refers to a person's usual or principal work or business, especially as a means of earning a living.

### **Warming up | Q 3 | Page 26**

Write down eight to ten Onomatopoeic words on your own.

## **SOLUTION**

buzz, whoosh, clang, chirp, clap, howl, hiss, grunt, purr, quack.

## **ENGLISH WORKSHOP [PAGES 28 - 29]**

### **English workshop | Q 2 | Page 28**

Read the poem and fill in the table.

<b>Time of the day</b>	<b>Location</b>	<b>Poet's Activity</b>	<b>Hawker's Activities</b>	<b>Gardener's Activities</b>	<b>Watchman's Activities</b>
<b>Morning</b>					
<b>Afternoon</b>					
<b>Night</b>					

## **SOLUTION**

<b>Time of the day</b>	<b>Location</b>	<b>Poet's Activity</b>	<b>Hawker's Activities</b>	<b>Gardener's Activities</b>	<b>Watchman's Activities</b>
<b>Morning</b>	<b>In the lane</b>	<b>Walking to school</b>	<b>Selling bangles</b>		
<b>Afternoon</b>	<b>Near the poet's house</b>	<b>Walking home from school</b>		<b>Digging the ground</b>	

Night	The j poet's home	Watching the watchman from his bed			Walking up and down the street. swinging his lantern.
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### English workshop | Q 3. (a) | Page 28

**Think and answer in your own words.**

What could be the age group of the speaker in the poem?

#### **SOLUTION**

The Age group of the speaker in the poem is 15.

### English workshop | Q 3. (b) | Page 28

**Think and answer in your own words.**

What is the difference between a hawker and a shopkeeper?

#### **SOLUTION**

The difference between a hawker and a shopkeeper is that a hawker does not have a fixed shop. He goes from street to street selling his wares. A shopkeeper has a fixed shop and people who want to buy his goods must go to his shop.

### English workshop | Q 3. (c) | Page 28

**Think and answer in your own words.**

How do parents react when they see children soil their clothes in dust and heat?

#### **SOLUTION**

When parents see their children exposed to heat or soil their clothes in the dust, they scold them and stop them from doing it.

### English workshop | Q 3. (d) | Page 28

**Think and answer in your own words.**

Why is the street light compared to a one-red-eyed-giant?

#### **SOLUTION**

The street light is very tall and has a single red light at the top. Hence it is compared to a giant with one red eye.

### English workshop | Q 3. (e) | Page 28

**Think and answer in your own words.**

What exactly does the speaker in the poem crave for?

#### **SOLUTION**

The speaker in the poem, who is a young school-going boy, craves for complete freedom to do whatever he wants and whenever he wants. He wants freedom from authority. He wants to lead a carefree life.

### English workshop | Q 3. (f) | Page 28

**Think and answer in your own words.**

Does the poet really wish to become a hawker/gardener/watchman? Justify your response.

#### **SOLUTION**

The poet does not really wish to become a hawker | gardener/watchman. He is childish and sees only what he thinks is their 'carefree' life. He does not see the difficulties. He actually only craves for complete freedom from authority.

### English workshop | Q 4. (a) | Page 28

**Say why the speaker of the poem wishes to be a -  
hawker**

#### **SOLUTION**

The speaker in the poem feels that there is nothing to hurry the hawker. There is no fixed road he must travel by, no place that he must go to, and no time when he must get back home. The speaker feels he is lucky and hence he wishes to be a hawker. It means that the speaker wants to be free to do what he wants and go where he wants to, without any restrictions.

### English workshop | Q 4. (b) | Page 28

**Say why the speaker of the poem wishes to be a -  
gardener**

#### **SOLUTION**

The speaker in the poem sees that the gardener in the nearby house is digging the ground. He does what he likes with his spade. He is free to get his clothes soiled with mud, get baked in the sun, or get wet. No one scolds him. Hence the speaker wishes to be a gardener so that he is able to enjoy freedom in the open without any restrictions.

### English workshop | Q 4. (c) | Page 28

**Say why the speaker of the poem wishes to be a -  
watchman.**

#### **SOLUTION**

The speaker is in his bed. Through the open window. he can see the watchman walking up and down the dark and lonely street with a lantern in his hand. The speaker is resentful that he has to go to bed. He thinks that the watchman never goes to bed in his life. Hence he wishes to become a watchman and walk up and down in the dark street at night, having fun chasing the shadows with his lantern.



### English workshop | Q 5 | Page 28

Pick outlines that contain Alliteration, Simile, Repetition, Onomatopoeia.

#### **SOLUTION**

##### **Alliteration:**

1. 'I can see through the gate the gardener digging the ground.' Repetition of the sound of the letter 't' and 'g'.
2. 'He does what he likes with his spade, he soils his clothes ...' Repetition of the sound of the letter 'h'.
3. 'nobody takes him to task' Repetition of the sound of the letter 't'.

##### **Repetition:**

1. The words 'Bangles, crystal bangles' are repeated to create images in our mind of the hawker.
2. The words 'no' and 'nobody' are repeated for emphasis.

##### **Simile:**

1. 'The street lamp stands like a giant with one red eye in its head.' The street lamp is directly compared to a giant, using the word 'like'.

##### **Onomatopoeia:**

1. 'the **gong** sounds ten': the word 'gong' is an onomatopoeic word formed from the sound associated with it.

### English workshop | Q 6 | Page 29

Some poets do not use uniformity in rhyming words, nor a steady rhythm. Such poems with no uniformity in rhyme, rhythm, length of lines or stanzas are called Free Verse. Walt Whitman, Ezra Pound, T.S. Eliot, Rabindranath Tagore are some famous poets who have composed poems in Free Verse.

#### **SOLUTION**

A quick glance at the poem 'Vocation' reveals that the style used by Tagore is Free Verse. Now turn the pages of your textbook and see if you can find other poems in Free Verse.

### English workshop | Q 7 | Page 29

**What vocation/profession/business would you like to take up in the future?**

**Prepare a fact file for the same using the following points.**

1. Name of the vocation/profession/business\_\_\_\_\_
2. Educational qualifications required\_\_\_\_\_
3. Work profile/description\_\_\_\_\_
4. Opportunities for advancement\_\_\_\_\_
5. Your personal skills/talents for the choice\_\_\_\_\_

## **SOLUTION**

1. Name of the vocation/ profession/ business: **Engineering.**
2. Educational qualifications required: **B.E./B. Tech.**
3. Work profile/description: **Setting up of projects/setting up plants/ inventing new instruments and machines.**
4. Opportunities for advancement: **Excellent in a developing country like India**
5. Your personal skills/talents for the choice: **My interest in seeing how various machines work and my talent in repairing simple instruments.**

## **English workshop | Q 8 | Page 29**

Read and understand the following poem 'Paper Boats' and write its paraphrase in your own simple language. (You may take the help of a dictionary or the internet.) The first line is done for you.

## **SOLUTION**

### **Paper Boats**

Day after day, one after another, I sail paper boats on the stream of flowing water. I write my name and the name of my village on the boats in big black letters. I hope that someone in some strange land will find them and know who I am. I fill my little boats with 'shiuli' flowers and hope that these flowers which I have picked at dawn will be carried safely to land in the night.

I set my paper boats in motion and look up at the sky. The little clouds have white bulging tails behind them that look like the sails of a boat. I do not know if there is a young child like me up in the sky, who wants to play with me, and sends his boats down through the air to race with my boats.

When it is night, I bury my face in my arms and dream that my paper boats are floating in the air under the stars at midnight. The fairies who bring sleep are sailing in them, and they are filling their baskets with dreams.

## Chapter 2: Nature Created Man & Woman as Equals

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### WARMING UP [PAGE 30]

#### Warming up | Q 1. (A) | Page 30

Study the pictures below and note down the differences.



### SOLUTION

In the first panel, a boy is going to school while a girl of the same age is doing household chores.

In the next panel, "both the boy and the girl are going to school."

#### Warming up | Q 1. (A) | Page 30

Study the pictures below and note down the differences.



### SOLUTION

In the first panel, a woman is trudging along balancing pots of water on her head and a baby on her hip.

In the next panel, a woman is teaching children at a school.

### Warming up | Q 1. (B) | Page 30

Now write what you observe in the following two pictures.



#### **SOLUTION**

1. In the first panel, a boy and a man are shown sharing the household chores, leaving the women to do other work.
2. In the next panel, men and women are working in an office together at an equal level.

### Warming up | Q 1. (C) | Page 30

Which pictures reflect gender equality? Write their numbers.

#### **SOLUTION**

The pictures on the right-hand side of

1. and both the pictures of
2. reflect gender equality.

### Warming up | Q 1. (D) | Page 30

Write down any two Slogans on 'Gender Equality'.

#### **SOLUTION**

1. Let's have peace and unity, For all, give equal opportunity.
2. Men and women Are all the same. Please stop playing. This discrimination game.

### **ENGLISH WORKSHOP [PAGES 34 - 35]**

#### English workshop | Q 1. (A) | Page 34

Find from the lesson words/phrases that mean the following.

- a. colours \_\_\_\_\_
- b. a person who writes for newspapers/magazines \_\_\_\_\_
- c. make a difference between \_\_\_\_\_
- d. cry over \_\_\_\_\_
- e. explain in detail \_\_\_\_\_
- f. abilities and qualities \_\_\_\_\_
- g. same availability \_\_\_\_\_
- h. a person who brings about a social/political change \_\_\_\_\_

### **SOLUTION**

- a. colours **hues**
- b. a person who writes for newspapers/magazines **journalist**
- c. make a difference between **discriminate**
- d. cry over **lament**
- e. explain in detail **throw light on**
- f. abilities and qualities **potential**
- g. same availability **equal access**
- h. a person who brings about a social/political change **activist**

### **English workshop | Q 1. (B) | Page 35**

Pick out five Compound words from the lesson.

### **SOLUTION**

- anywhere
- household crystal-clear
- courtyard
- reading room
- middle-aged

### **English workshop | Q 2. (a) | Page 34**

**Answer in your own words.**

Read and write down 5 points which prove that Tomba, (Lanthoi's father) firmly believes in gender equality.

### **SOLUTION**

The facts which prove that Tomba firmly believes in gender equality are :

1. Tomba is supportive of Ashangbi's activities as a woman's rights activist.
2. He advocates the cause of women.
3. He does not discriminate between a man's work and a woman's work.

4. He shares equally with Ashangbi in doing the household chores like cooking, washing, etc.
5. He tells Lanthoi that the world is still full of inequalities and they have to find a way to bring equality between men and women.

**English workshop | Q 2. (b) | Page 34**

**Answer in your own words.**

In what ways is Ashangbi different from other women of her community?

**SOLUTION**

Ashangbi is different from other women of her community.

- i. she is a woman's rights activist
- ii. she is a journalist is different

**English workshop | Q 2. (c) | Page 34**

**Answer in your own words.**

What are the provisions in the Declaration of the United Nations, to ensure the equality of men and women?

**SOLUTION**

The provisions in the Declaration of the United Nations to ensure the equality of men and women are:

1. equal access to basic social services including health and education.
2. equal participation in political and economic decision-making.
3. equal reward for equal work, and
4. elimination of discrimination and violence against women.

**English workshop | Q 3 | Page 34**

**Who said to whom and when/why?**

	<b>Who said</b>	<b>To whom?</b>	<b>When/why?</b>
.....the world is full of inequalities.			
I want to do something interesting.			
It is against the will of God.			
Our home is full of love.....			
..... we can affirm along with United Nations that men and women are equal.			

## SOLUTION

	Who said	To whom?	When/why?
.....the world is full of inequalities.	Tomba	Lanthoi	When he is discussing gender equality with his daughter.
I want to do something interesting.	Lanthoi	Ashangbi	When she wants to discuss something with her mother.
It is against the will of God.	Ashangbi	Lanthoi	When she is talking about the subjugation of women.
Our home is full of love.....	Lanthoi	Ashangbi	When she is discussing gender equality with her mother.
..... we can affirm along with United Nations that men and women are equal.	Ashangbi	Lanthoi	When Lanthoi asked her about the provisions available to enable women to express their potential and set themselves free from suppression.

## English workshop | Q 4 | Page 35

**Read the following lines. Imagine it is the beginning of an instance you have experienced. Complete the incident using your imagination. Give it a positive ending.**

I had often noticed that in my neighbour's family, the son was greatly pampered, but the daughter was treated unfairly. I could not bear this. So one day I decided to\_\_\_\_\_

## SOLUTION

I had often noticed that in my neighbour's family, the son was greatly pampered, but the daughter, Meera, was treated unfairly. I could not bear this. So one day I decided to do something about it. I knew that as a young girl, I could not go in and give them advice. It had to be done diplomatically. I decided to make a folder of stories of successful women who had scaled wonderful heights and were greatly respected. I also made a list of women entrepreneurs and their lives. It took me a long time to do this, but it also became my project at school and I got guidance from my teacher and my mother. They asked me to make a power-point presentation too, in addition to the folder. After about three months of hard work. my project was complete.

One afternoon, when I knew that Meera's mother would be alone at home, I took my presentation and my folder. Pretending that I wanted her opinion on my school project, I showed her the entire presentation.

My plan was successful. At the end of two anxious hours, Meera's mother turned round and hugged me. "I get your message," she said through her tears. "We have been unfair to Meera. We will rectify it immediately. Thanks, dear."

I don't know the marks I will get in school for my project, but according to me, it is already in the A+ category. It has made a positive impact. And that's enough reward for me.

### English workshop | Q 5 | Page 35

#### **Project:**

From your school library or internet collect quotations/slogans promoting gender equality. Make decorative posters with pictures of outstanding women or sketches or illustrations of your choice. With permission, put up the posters in your school surroundings.

#### **SOLUTION**

Students do it on your own.



## Chapter 2: The Worm

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### WARMING UP [PAGE 36]

#### Warming up | Q 1 | Page 36

**'Worms play a very important role in maintaining ecological balance. They are friends of farmers.'**

Form groups and discuss the significance of worms in the above two roles

### SOLUTION

(Point: worms - loosen the soil-bring up fertile soil-tum organic garbage into organic fertilizers-provide proteins, etc.)

Students can discuss this as oral work.

#### Warming up | Q 2 | Page 36

**Think and write down how the following creatures can be useful :**

- Dragon fly: \_\_\_\_\_
- Spider: \_\_\_\_\_
- Ants: \_\_\_\_\_
- Honeybees: \_\_\_\_\_
- Earthworms: \_\_\_\_\_

### SOLUTION

- Dragon fly: **eats mosquitoes and flies; controls unwanted insects.**
- Spider: **keeps insect population under control.**
- Ants: **turn and aerate the soil; help in seed dispersal.**
- Honeybees: **provide honey; help in pollination.**
- Earthworms: **loosen the soil; turn organic garbage into fertilizer.**

#### Warming up | Q 3 | Page 36

Little creatures in nature can also be your teachers. Think and write what we can learn from the following.

- Bees :
- Ants :
- Spiders :
- Caterpillars :

### SOLUTION

- Bees: **organization; hard work; self-sacrifice**
- Ants: **teamwork; hard work; discipline**
- Spiders: **patience; perseverance**
- Caterpillars: **patience; acceptance of change**

### Warming up | Q 4 | Page 36

Breeding worms to use them to convert organic waste into fertilizer is called Vermiculture or vermicomposting.

Find out more about Vermiculture and how you can carry out the same in your garden/backyard, to fertilize your plants at home.

#### **SOLUTION**

Students can attempt this on their own as a project.

### ENGLISH WORKSHOP [PAGE 38]

#### English workshop | Q 1 | Page 38

**Read the poem aloud and you will find some old outdated words that we do not use in the everyday language now.**

However, some writers/poets use them to impart an old-fashioned flavour to suit the background of their write-up. Such words are called Archaic words. Give the modern words for the archaic words from the poem.

- thy
- being
- bestowed
- thee
- thou
- can't

#### **SOLUTION**

- thy - your
- being - life
- bestowed - gifted/given as a gift
- thee - you
- thou -you
- canst - can

#### English workshop | Q 2 | Page 38

Pick out any two other lines from the poem that contain an Apostrophe.

#### **SOLUTION**

- i. Turn, turn thy hasty foot aside
- ii. Let them enjoy their little day
- iii. O do not lightly take away The life thou canst not give.

#### English workshop | Q 3. (a) | Page 38

**Think and answer in your own words in your notebook.**

Why does the poet appeal to us, to respect the life of a worm?

### **SOLUTION**

The poet urges us to remember that every creature on this earth is created by God for some purpose. We must hence respect every creature, big or small, for each has its own role to play in this universe. Besides, we have no right to lightly take away a life which we cannot give back.

### **English workshop | Q 3. (b) | Page 38**

**Think and answer in your own words in your notebook.**

Why do you think God created worms? What is their ecological importance?

### **SOLUTION**

Every creature on this earth is created by God for some purpose. Worms play a very important role in maintaining ecological balance. They loosen and aerate the mud and bring up fertile, nutrient-rich soil. They turn organic garbage into organic fertilizers. Their bodies provide proteins. Thus, though they are so small, they play a huge role in maintaining ecological balance, and this is the purpose for which God created them.

### **English workshop | Q 3. (c) | Page 38**

**Think and answer in your own words in your notebook.**

'Live and let live' is a famous proverb. Which lines from the poem support this proverb?

### **SOLUTION**

The lines from the poem that support the proverb 'Live and let live' are:

1. Turn, turn thy hasty foot aside, Nor crush that helpless worm!
2. Let them enjoy their little day
3. Do not lightly take away The life thou canst not give!

### **English workshop | Q 3. (d) | Page 38**

**Think and answer in your own words in your notebook.**

Does the poem urge us to protect only worms? What is the general message conveyed through this poem?

### **SOLUTION**

Though the poem is about the worm, the general message is that God has created all the creatures on earth, big and small, and every creature has a role to play. All beings have equal rights over the bounties of the earth. No one can take away a life that he/she cannot give.

### **English workshop | Q 4 | Page 38**

Find from the library or internet other poems composed on tiny living creatures. Try to understand the message in each of them.

### **SOLUTION**

Students do it on your own.

### **English workshop | Q 5 | Page 38**

**'Even small things in nature play a big role. So protect nature!'**

Frame some slogans based on the above topic.

### **SOLUTION**

1. Nurture nature and get nurtured by nature!
2. All creatures great and small, The good Lord made them all.

### **English workshop | Q 5 | Page 38**

**Draft a short speech on the above topic, which you could give at your school assembly. Use the following steps while drafting.**

- Greeting
- Salutation
- Self - Introduction
- Introduction of the topic
- Body of the Speech
- Conclusion
- Expression of gratitude to audience

### **SOLUTION**

#### **SMALL BUT IMPORTANT**

Respected Principal, teachers, and my dear friends,

Good morning. Today is 5th June, World Environment Day, and on this important day I, Smruti Karnath, would like to say a few words on the huge role played by the small things in nature.

Let me begin with the earthworm. The earthworm is rightly called the friend of the farmer for it helps the farmer in immeasurable ways. It not only loosens and turns up the soil, it converts garbage into organic fertilizer too. Those minute creatures, ants, help in aerating the soil and in seed dispersal. Bees, in addition to providing honey, are indispensable in pollination. We owe our food to the work done by these little insects. Dragonflies and spiders keep down the insect population by eating insects. Frogs and fish eat the larvae of mosquitoes.

I could go on and on, extolling the virtues and the uses of every little being on this earth. However, time does not permit me to do this, and I end my speech by requesting all of you here to understand and respect the importance and the place of every little creature on this earth.

Thank you.

### English workshop | Q 6 | Page 38

Paraphrase the poem in your own simple language. Write it down in your notebook.

#### **SOLUTION**

In this poem, the poet tells the reader, who is in a hurry, to turn his foot aside so that he does not crush the helpless I worm. The reader may be filled with scorn and hatred for the worm, but it was created by God.

The same God who made human beings and all other things that move has also given a portion of His unlimited love to the poor worm.

God has given the sun, the moon and the stars free to all the creatures He created. The grass that grows over the earth was made for worms as well as for human beings.

The poet urges the reader to allow the worms to enjoy their brief life with its humble pleasures. He tells us not to take away a life which we cannot give.

### English workshop | Q 7 | Page 38

Frame a pointwise Analysis of the poem 'The worm'. Use the following points.

- a. Poem and poet:
- b. Theme:
- c. Tone:
- d. Structure and stanzas:
- e. Rhyme and Rhythm:
- f. Language and Imagery:
- g. Figures of Speech:

#### **SOLUTION**

1. Poem and poet: **'The Worm' by Thomas Gisborne**
2. Theme: **Respect every creature big or small, for each has played in this universe.**
3. Tone: **Serious their own role to and thought-provoking; in the imperative**
4. Structure and stanzas: **Stanzas of four lines each; short lines**
5. Rhyme and Rhythm: **Rhyme scheme: abab, cdcd, and so on. The last words of the first and third lines and the second and fourth lines of every stanza rhyme. The rhythm is smooth.**
6. Language and Imagery: **Archaic language; no imagery**
7. Figures of Speech: **Apostrophe, Inversion**

## Chapter 2: Three Visions for India

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### WARMING UP [PAGE 39]

#### Warming up | Q 1 | Page 39

Read the Preamble of the Constitution of India given in your textbook. Pick out words that refer to the following.

- i. Brotherhood
- ii. Freedom
- iii. Earnestly and seriously
- iv. Fair and impartial treatment
- v. Having supreme authority
- vi. Unity and oneness
- vii. A promise made to oneself

### SOLUTION

1. Brotherhood: fraternity
2. Freedom: liberty
3. Earnestly and seriously: solemnly
4. Fair and impartial treatment: equality
5. Having supreme authority: sovereign
6. Unity and oneness: integrity
7. A promise made to oneself: resolve

### ENGLISH WORKSHOP [PAGES 42 - 43]

#### English workshop | Q 1 | Page 42

Complete Dr. APJ Abdul Kalam's profile with information picked from the lesson.

PROFILE - Dr APJ Abdul Kalam

- a. Title:
- b. Profession:
- c. Branch of science:
- d. Important position in Government held :
- e. His three visions for India :

### SOLUTION

- a. Title: **Dr. APJ Abdul Kalam**
- b. Profession: **Missile scientist.**
- c. Branch of Science: **Physics and Aerospace Engineering.**
- d. An important position in government-held: **11th President of India.**
- e. His three visions for India: **Freedom, Development, and Standing Up to the rest of the World.**

#### English workshop | Q 2. (a) | Page 42

**Using a dictionary/internet note down the main differences between:**  
a developing nation and a developed nation

**SOLUTION**

1. a developing nation: a country that is poor and whose citizens are mostly agricultural workers, and the average income is very low.
2. a developed nation: a country with a lot of industrial activity, high economic growth, and where people have high incomes.

**English workshop | Q 2. (b) | Page 42**

**Using a dictionary/internet note down the main differences between:**  
self-reliant and self-assured

**SOLUTION**

- i. self-reliant: not needing help or support from other people
- ii. self-assured-having confidence in yourself.

**English workshop | Q 2. (c) | Page 42**

**Using a dictionary/internet note down the main differences between:**  
our strengths and our achievements

**SOLUTION**

1. our strengths - the qualities and abilities that we have which are an advantage to us, or which make us successful.
2. our achievements - our successes or accomplishments.

**English workshop | Q 2. (d) | Page 42**

**Using a dictionary/internet note down the main differences between:**  
farm and granary

**SOLUTION**

1. farm - a large area used for growing crops/flowers, etc.
2. granary - a storehouse for grain

**English workshop | Q 2. (e) | Page 42**

**Using a dictionary/internet note down the main differences between:**  
a remote-sensing satellite and a natural satellite

### **SOLUTION**

1. a remote-sensing satellite - artificial (man-made) satellites with remote sensors which have been launched into space to measure various things.
2. a natural satellite - any celestial body in space that orbits around a larger body.

**English workshop | Q 3. (a) | Page 42**

**Find evidence from the lesson and write in your own words.**

Indians respect the freedom of others.

### **SOLUTION**

India has not tried to conquer anyone, or grab their land, culture, and history. We have not tried to force our way of life on anyone. This is because Indians respect the freedom of others.

**English workshop | Q 3. (b) | Page 42**

**Find evidence from the lesson and write in your own words.**

It is time to see ourselves as a developed nation.

### **SOLUTION**

We have been a developing nation for 50 years. Now we are among the top five nations of the world in terms of GDP; we have a ten percent growth rate in most areas. Our poverty levels are falling and our achievements are being recognized globally. It is time to see ourselves as a developed nation.

**English workshop | Q 3. (c) | Page 42**

**Find evidence from the lesson and write in your own words.**

We Indians are obsessed with foreign things.

### **SOLUTION**

We Indians are obsessed with foreign things and we want to have things like foreign TVs, foreign shirts, and foreign technology.

**English workshop | Q 3. (d) | Page 42**

**Find evidence from the lesson and write in your own words.**

In Israel, the media have a positive outlook and self-respect.

### **SOLUTION**

In Israel, it was the day after Hamas had struck and a lot of attacks, bombardments, and deaths had taken place. However, the front page of the newspaper had an inspiring picture of a Jewish gentleman who in five years had transformed his desert land into an orchid farm and granary. The gory details of the killings, bombardments, deaths, etc. were inside the newspaper, buried among other news. This showed that in Israel the media have a positive outlook and self-respect.

**English workshop | Q 3. (e) | Page 42**



**Find evidence from the lesson and write in your own words.**

India has many amazing success stories.

### **SOLUTION**

India has much amazing success ! stories. We are not only the second-largest I producer of wheat in the world but also the! the second-largest producer of rice. We are the first in milk production and are number one in remote sensing satellites. We have great personalities like Dr. Sudarshan, who has transformed a tribal village into a self-sustaining, self-driving unit.

### **English workshop | Q 4 | Page 43**

**Pick out some sentences from the lesson that conveys a general truth.**

### **SOLUTION**

1. If we are not free, no one will respect us.
2. We must stand up to the world or no one will respect us.
3. Only strength respects strength.
4. Military power and economic power-both must go hand in hand.

### **English workshop | Q 5 | Page 43**

**Find out from the internet the poem 'Song of Youth' by Dr APJ Abdul Kalam.**

- A. Copy it down in your notebook and write its theme in your own words.
- B. Using information from your school library or the Internet, prepare a Profile of any great Indian Scientist.

### **SOLUTION**

Students do it on your own.

### **English workshop | Q 6. (a) | Page 43**

**Say whether each of the verb underlined below, are Finite or Non-finite.**

We lack the confidence to see ourselves as developed nations.

### **SOLUTION**

- lack - Finite;
- to see - Non-finite;
- developed - Non-finite

### **English workshop | Q 6. (b) | Page 43**

**Say whether each of the verbs underlined below are Finite or Non-finite.**

We stand first in producing milk.

### **SOLUTION**

- stand - Finite
- producing - Non-finite

### English workshop | Q 6. (c) | Page 43

**Say whether each of the verbs underlined below is Finite or Non-finite.**

I want to live in a developed India.

#### **SOLUTION**

- want - Finite
- to live - Non-finite

### English workshop | Q 6. (d) | Page 43

**Say whether each of the verb underlined below is Finite or Non-finite.**

We prefer buying imported things.

#### **SOLUTION**

- prefer buying - Finite
- buying - Non-finite

### English workshop | Q 6. (e) | Page 43

**Say whether each of the verbs underlined below is Finite or Non-finite.**

Indians never try to force their way of life on others.

#### **SOLUTION**

to force - Non-finite

### English workshop | Q 6. (f) | Page 43

**Say whether each of the verbs underlined below is Finite or Non-finite.**

Having invaded India, they captured our land.

#### **SOLUTION**

captured - Finite

## Chapter 3: The Happy Prince

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### WARMING UP [PAGE 45]

#### Warming up | Q 1 | Page 45

There are different types of short stories. Use a dictionary/internet and find out what each of the following types refers to.

- a. fable :
- b. anecdote :
- c. fairy tale :
- d. parable :
- e. tragedy :
- f. humorous story :
- g. detective story :
- h. myth :

### SOLUTION

- a. fable: **a moral bearing story with animal characters.**
- b. anecdote: **a short amusing account of an incident.**
- c. fairy tale: **having supernatural characters/ a moral for children.**
- d. parable: **having a religious base and a message or moral.**
- e. tragedy: **serious and ends in a tragedy.**
- f. humorous story: **causing laughter and amusement; comic.**
- g. detective story: **the plot revolves around the investigation and solving of a crime/s.**
- h. myth: **originated in ancient times, authorship unknown.**

#### Warming up | Q 2 | Page 45

Have you heard of birds that fly from one part of the world to another in small or large flocks?

They are called Migratory birds. Discuss and write down two reasons why they migrate and return.

### SOLUTION

Migratory birds' migrate for food and for warmth. They return when the food supplies in their home area stabilize and winter changes to summer again.

#### Warming up | Q 3 | Page 45

Note down the changes you observe in the Indirect Speech.

### SOLUTION

1. There are no inverted commas in Indirect Speech.
2. The verb changes in Indirect Speech.
3. There is a change in the adverb in Indirect Speech.
4. The word 'that' is added in Indirect Speech.

### ENGLISH WORKSHOP [PAGES 51 - 53]

#### English workshop | Q 1. (a) | Page 51

**Say whether the sentence is true or false and correct the false one.**

The writer of the story is William Blake.

1. True
2. **False**

#### SOLUTION

The writer of the story is William Blake. - **False**

#### Explanation:

The writer of the story is Oscar Wilde.

#### English workshop | Q 1. (b) | Page 51

**Say whether the sentence is true or false and correct the false one.**

Everyone admired the statue of the Happy Prince.

1. **True**
2. False

#### SOLUTION

Everyone admired the statue of the Happy Prince. - **True**

#### Explanation:

Everyone admired the statue of the Happy Prince.

#### English workshop | Q 1.(c) | Page 51

**Say whether the sentence is true or false and correct the false one.**

The mother was working, when the Swallow brought the yellow jewel.

1. True
2. **False**

#### SOLUTION

The mother was working, when the Swallow brought the yellow jewel. - **False**

#### Explanation:

The mother was sleeping when the Swallow brought the yellow jewel.

#### English workshop | Q 1. (d) | Page 51

**Say whether the sentence is true or false and correct the false one.**

The two best things the servants brought to God were gold and jewel stones.

1. True
2. False

### **SOLUTION**

The two best things the servants brought to God were gold and jewel stones. - **False**

#### **Explanation:**

The two best things the servants brought to God were the broken heart and the dead bird.

#### **English workshop | Q 2 | Page 51**

**Find from the story the Homophones of the following words.**

(Words that sound, the same, but differ in spellings and meanings.)

- a. weak
- b. their
- c. blew
- d. sea
- e. read
- f. waste
- g. know
- h. knot
- i. threw
- j. right

### **SOLUTION**

- a. weak - week
- b. their - there
- c. blew - blue
- d. sea - see
- e. read - - red
- f. waste - waist
- g. know - no
- h. knot - not
- i. threw - through
- j. right - write

#### **English workshop | Q 3. (a) | Page 51**

**Answer the given question in your own words.**

Where was the Happy Prince's statue located?

### **SOLUTION**

The Happy Prince's statue was located high above the city.

#### **English workshop | Q 3. (b) | Page 51**

**Answer the given questions in your own words.**

Why did the swallow decide to stay under the statue of the Happy Prince at night?

### **SOLUTION**

The Swallow decided to stay under the statue of the Happy Prince at night because it was high up, and so there was plenty of fresh air.

### **English workshop | Q 3. (c) | Page 51**

**Answer the given question in your own word**

Why was the Prince sad?

### **SOLUTION**

The Prince was sad to see all the unhappiness of the city.

### **English workshop | Q 3.(d) | Page 51**

**Answer the given question in your own word.**

What was the first task given to the Swallow?

### **SOLUTION**

The Happy Prince asked the Swallow to take the great red jewel from his waist and give it to a poor woman whose son was ill and hungry. This was the Swallow's first task.

### **English workshop | Q 3. (e) | Page 51**

Answer the given question in your own word.

To whom did the Prince gift the two gemstones of his eyes?

### **SOLUTION**

The prince gave one of the two gemstones of his eyes to a Door little girl whose eggs had fallen to the ground and broken.

### **English workshop | Q 3. (f) | Page 51**

**Answer the given question in your own word.**

What decision did the Swallow finally make? Was it a wise one? Comment.

### **SOLUTION**

The Swallow finally decided not to go to Egypt but to remain with the Happy Prince, whom he loved very much. It may not have been a wise decision because it led to the death of the Swallow, but it was a decision made from the heart and was an emotional decision that was rewarded in heaven.

### **English workshop | Q 3. (g) | Page 51**

**Answer the given question in your own word.**

Why did the Swallow finally decide not to leave the Prince?

### **SOLUTION**

The Swallow finally decided not to leave the prince because he loved him very much.

### **English workshop | Q 3. (h) | Page 51**

**Answer the given question in your own word.**

What message do you get from this story?

**SOLUTION**

The message that we get from this story is that we should be loyal, generous, and compassionate. We will not only get peace when on earth but will also get appreciation and reward in heaven.

**English workshop | Q 4. (1) | Page 52**

**Say whether the underlined is Infinitive/Participle (Present or Past)/Gerund.**

I wish to go to Egypt.

**SOLUTION**

I wish to go to Egypt. - **Infinitive**

**English workshop | Q 4. (2) | Page 52**

**Say whether the underlined is Infinitive/ Participle(Present or Past)/Gerund.**

They liked his written stories.

**SOLUTION**

They liked his written stories. - **Participle (Past)**

**English workshop | Q 4. (3) | Page 52**

**Say whether the underlined is Infinitive/ Participle (Present or Past)/Gerund.**

He is trying to finish a story.

**SOLUTION**

He is trying to finish a story. - **Infinitive**

**English workshop | Q 4. (4) | Page 52**

**Say whether the underlined are Infinitive/Participle (Present or Past)/Gerund.**

Suffering is stranger than anything.

**SOLUTION**

Suffering is stranger than anything. - **Gerund**

**English workshop | Q 4. (5) | Page 52**

**Say whether the underlined are Infinitive/ Participle (Present or Past)/Gerund.**

The dying swallow fell at his feet.

**SOLUTION**

The dying swallow fell at his feet. - **Participle (Present)**

**English workshop | Q 4. (6) | Page 52**

**Say whether the underlined are Infinitive/ Participle (Present or Past)/Gerund.**

He began to cry.

### **SOLUTION**

He began to cry. - **Infinitive**

### **English workshop | Q 4. (7) | Page 52**

**Say whether the underlined is Infinitive/ Participle(Present or Past)/Gerund.**

He watched the working seamen.

### **SOLUTION**

He watched the working seamen. - **Participle (Present)**

### **English workshop | Q 5. (a) | Page 52**

**Write the following dialogue from the story in the Indirect Speech.**

'Who are you?' asked the bird. 'I am the Happy Prince.' 'Then why are you crying? I am wet with your tears.'

### **SOLUTION**

The bird asked the Happy Prince who he was. When he replied, the bird asked why he was crying if he was the Happy Prince and added that he, the bird, was wet with his tears.

### **English workshop | Q 5. (b) | Page 52**

**Write the following dialogue from the story in the Indirect Speech.**

The Happy Prince looked very sad, and the little Swallow was sorry for him. 'It is very cold here,' he said 'but I will stay with you for one night. Tomorrow I will take the jewel.' 'Thank you, little bird,' said the prince.

### **SOLUTION**

The Happy Prince looked very sad and the little Swallow was sorry for him. He said that though it was very cold there, he would stay with the Prince for one more night. He would take the jewel the next day. The Prince then thanked the little bird.

### **English workshop | Q 5. (c) | Page 52**

**Write the following dialogue from the story in the Indirect Speech.**

'Little bird, little bird,' said the prince, 'please will you stay with me for one more night?' 'My friends are waiting for me,' answered the bird.

### **SOLUTION**

The prince pleaded with the little bird to stay with him for one more night. The bird replied that his friends were waiting for him.

### **English workshop | Q 5. (d) | Page 52**

**Write the following dialogue from the story in the Indirect Speech.**

Under a bridge, two little boys were lying close together to keep warm. 'We are so hungry!' they said. 'You cannot lie there!' shouted a guard.



## **SOLUTION**

Under a bridge, two little boys were lying close together to keep warm. They sadly remarked that they were very hungry. A guard shouted at them and told them that they could not lie there.

### **English workshop | Q 6 | Page 53**

Divide the story into parts. Make 4 groups in your class. Each group should take one of the 4 parts to convert the story into a play and enact your part.

## **SOLUTION**

Students have to do it on your own.

### **English workshop | Q 7 | Page 53**

If you could change the end of the story i.e. after the Swallow refused to fly to Egypt, how would you change it? Summarise your idea in 10 to 12 lines.

## **SOLUTION**

### **Summary of the idea : A MIRACLE**

The Swallow, battling the bitter cold, refuses to fly to Egypt and continues to live with the prince to support him in his time of need. God sees this love and friendship among the two and decides to do something. He restores the prince to his glory. The Happy Prince becomes golden and beautiful once again and is admired by all. The little Swallow develops extra layers of feathers to protect him from the cold, and the two continue to live with each other. The prince continues to be generous, but his wealth never diminishes. The Swallow is his messenger and informant. They become immortal. The two realize that these miracles are the work of God and they look towards heaven to thank God.

### **English workshop | Q 8 | Page 53**

**Think of one of your favorite stories. Fill in the following facts about the story.**

- Name of the story:
- Type of story:
- Setting (time and place):
- Important characters:
- Theme/Plot:
- Conflict/Dilemma:
- Solution:
- End:

## **SOLUTION**

- **Name of the story:** Pride and Prejudice
- **Type of story:** Romantic/Social
- **Setting (time and place):** the early 1800s; in England
- **Important characters:** Elizabeth and Jane Bennet; Mrs. Bennet; Darcy.
- **Theme/Plot:** The emotional development of the main characters.
- **Conflict/Dilemma:** Darcy is rich and proud; Elizabeth is strongly prejudiced against him. Their status and lifestyles differ. However, they are attracted to each other.
- **Solution:** How they overcome their prejudices and come together forms the main story of the novel.
- **End:** Darcy and Elizabeth < overcome their prejudices and their true emotions come through. The end is a happy one with everything ending well.

## Chapter 3: The Plate of Gold

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### WARMING UP [PAGE 56]

#### Warming up | Q 1 | Page 56

Stories can be told even in the form of poetry. Such poems are called Narrative poems. Narrative poems do not always follow rhythmic patterns of a fixed rhyme scheme. Such poems are written in a style called 'Free Verse.'

Recall and name some narrative poems you have done/read earlier.

### SOLUTION

Students can discuss and think about the narrative poems in Free Verse done/read earlier e.g. 'Vocation' by Rabindranath Tagore

#### Warming up | Q 2.1 | Page 56

**Read the poem below and fill in the gaps, choosing appropriate pairs of rhyming words, to make them meaningful.**

#### Little things

Little drops of water,  
Little grains of \_\_\_\_\_  
Make the mighty ocean  
And the pleasant \_\_\_\_\_.  
Thus the little minutes,  
Humble though they \_\_\_\_\_,  
Make the mighty ages  
Of \_\_\_\_\_.  
Little deeds of kindness,  
Little words of \_\_\_\_\_  
Make this earth an Eden,  
Like the heaven a \_\_\_\_\_.

### SOLUTION

#### Little things

Little drops of water,  
Little grains of **sand**  
Make the mighty ocean  
And the pleasant **land**.  
Thus, the little minutes,  
Humble though they **be**.  
Make the mighty ages  
Of **eternity**.  
Little deeds of kindness,  
Little words of **love**

Make this earth an Eden,  
Like the heaven a above.

**Warming up | Q 2.2 | Page 56**

What important message does the above poem convey?

**SOLUTION**

It conveys the message that even little acts and gestures are important. We must not think that something is unimportant or insignificant just because it is small.

**ENGLISH WORKSHOP [PAGES 59 - 60]**

**English workshop | Q 1. (a) | Page 59**

**Pick out words from the poem to complete the sentence meaningfully.**

Stephen Hawking was a \_\_\_\_\_ (famous) Astrophysicist.

**SOLUTION**

Stephen Hawking was a renowned astrophysicist.

**English workshop | Q 1. (b) | Page 59**

**Pick out words from the poem to complete the sentence meaningfully.**

The Government made a \_\_\_\_\_ (announcement) about their new taxation policy.

**SOLUTION**

The government made a proclamation about their new taxation policy.

**English workshop | Q 1. (c) | Page 59**

**Pick out words from the poem to complete the sentence meaningfully.**

Everyone stood \_\_\_\_\_ (horrified) when the terrible accident took place.

**SOLUTION**

Everyone stood aghast when the terrible accident took place.

**English workshop | Q 1. (d) | Page 59**

**Pick out words from the poem to complete the sentence meaningfully.**

She \_\_\_\_\_ (bargained) with the hawker to reduce the price.

**SOLUTION**

She wrangled with the hawker to reduce the price.

**English workshop | Q 1. (e) | Page 59**

**Pick out words from the poem to complete the sentence meaningfully.**

Handicapped people should never be \_\_\_\_\_ (ignored and avoided).

**SOLUTION**

Handicapped people should never be **shunned**.

**English workshop | Q 2 | Page 59**

Make a list of archaic words from the poem and give their modern equivalents.

**SOLUTION**

Archaic words	Modern equivalents
thou	You
thy	Your
o'er	Over
thine	yours
lovest	loves

**English workshop | Q 2 | Page 59**

Make a list of archaic words from the poem and give their modern equivalents.

**SOLUTION**

Archaic words	Modern equivalents
thou	You
thy	Your
o'er	Over
thine	yours
lovest	loves

**English workshop | Q 3 | Page 60**

Which two sayings about God are conveyed through the poem 'The Plate of Gold'?

- God helps those, who help themselves.
- God loves those, who love their fellow beings.
- God loves those, who give away their wealth, to please Him.
- Service to mankind is service to God.

**SOLUTION**

(b) God loves those who love their fellow beings.

(d) Service to mankind is service to God.

### English workshop | Q 4 | Page 60

'But the peasant bowed and prayed to God .....' What could he have prayed for?

#### **SOLUTION**

The peasant must have prayed for the well-being of all human beings and asked God to help everyone to bear their troubles bravely.

### English workshop | Q 5 | Page 60

Imagine that you are the peasant. Compose a short prayer to God, after having received the plate of gold. Write it using stylish handwriting.

#### **SOLUTION**

Students do it on your own.

### English workshop | Q 6 | Page 60

Read other poems by Leigh Hunt, especially 'Abou Ben Adhem'. Compare the messages in that poem with those in 'The Plate of Gold'. What do you observe?

#### **SOLUTION**

Students do it on your own.

### English workshop | Q 7 | Page 60

Read other poems by Leigh Hunt, especially 'Abou Ben Adhem'. Compare the messages in that poem with those in 'The Plate of Gold'. What do you observe?

#### **SOLUTION**

Students do it on your own.

### English workshop | Q 8 | Page 60

**Rearrange the following in the proper order and insert them into a flow chart as per the poem.**

- a. The plate turned to lead when it was gifted to false-hearted claimants.
- b. Many claimants donated their wealth to receive the plate of gold.
- c. For almost two years, no claimants received the plate of gold.
- d. A plate of gold fell in a temple from Heaven.
- e. The peasant offered comfort and courage to a blind miserable beggar, whom all had ignored.
- f. The priests announced that the one who loved God most of all would receive the gift from Heaven.
- g. When the priest gave the plate of gold to that peasant, it shone with thrice its luster.
- h. A simple peasant, who had nothing to offer, came to that temple.

#### **SOLUTION**

- d. A plate of gold fell in a temple from Heaven.
- f. The priests announced that the one who loved God most of all would receive the gill from Heaven.
- b. Many claimants donated their wealth to receive the plate of gold.
- a. The plate turned to lead when it was gifted to false-hearted claimants.
- c. For almost two years, no claimants received the plate of gold.
- h. A simple peasant, who had nothing to offer, came to that temple.
- e. The peasant offered comfort and courage to a blind miserable beggar, whom all had ignored.
- g. When the priest gave the plate of gold to that peasant, it shone with thrice its luster.

# Chapter 3: The Kite Festival

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## **WARMING UP [PAGE 61]**

### **Warming up | Q 1 | Page 61**

**Name the festival that you enjoy most of all. Fill in the facts about that festival.**

- a. Name of the festival :
- b. When it is celebrated :
- c. Why it is celebrated :
- d. How it is celebrated :
- e. Special cuisine:
- f. Other special features:

## **SOLUTION**

Students can discuss and write down details about their favourite festival. They can consult their parents/friends/the internet, etc.

## **ENGLISH WORKSHOP [PAGES 64 - 65]**

### **English workshop | Q 1 | Page 64**

Give the Antonyms and Synonyms of the words below, choosing from those given.

<b>Synonyms</b>	<b>Antonyms</b>
lustre, rise, victory, competitor, old - fashioned, joyfully, foreign, pause	partner, dullness, start, sorrowfully, drop, modern, native, defeat

<b>Words</b>	<b>Synonyms</b>	<b>Antonyms</b>
happily		
traditional		
halt		
triumph		
exotic		
rival		
soar		
Brilliance		

## **SOLUTION**

<b>Words</b>	<b>Synonyms</b>	<b>Antonyms</b>



happily	Joyfully	Sorrowfully
traditional	Old-fashioned	Modern
halt	pause	start
triumph	victory	defeat
exotic	foreign	native
rival	competitor	partner
soar	rise	drop
brilliance	lustre	dullness

### English workshop | Q 2. (a) | Page 64

**Say whether the following statement is true or false.**

Fibreglass kites led to creating power-driven aeroplanes.

1. True
2. **False**

#### **SOLUTION**

Fibreglass kites led to creating power-driven aeroplanes. - **False**

### English workshop | Q 2. (b) | Page 64

**Say whether the following statement is true or false.**

In Gujarat, the kite - festival is celebrated to welcome the Spring.

1. True
2. **False**

#### **SOLUTION**

In Gujarat, the kite - festival is celebrated to welcome the Spring. - **False**

### English workshop | Q 2. (c) | Page 64

**Say whether the following statement is true or false.**

'Uttarayana' starts from Makar Sankranti onwards.

1. **True**
2. False

#### **SOLUTION**

'Uttarayana' starts from Makar Sankranti onwards. - **True.**

### English workshop | Q 2. (d) | Page 64

**Say whether the following statement is true or false.**

Kite - flying in Gujarat, is a competitive sport - cum - festival.

1. True
2. False

### **SOLUTION**

Kite - flying in Gujarat, is a competitive sport - cum - festival. - **True**

### **English workshop | Q 2. (e) | Page 64**

**Say whether the following statement is true or false.**

The kite - Bazar in Ahmedabad, is open day and night for a week.

1. True
2. False

### **SOLUTION**

The kite-Bazar in Ahmedabad is open day and night for a week. - **True**

### **English workshop | Q 2. (f) | Page 64**

**Say whether the following statement is true or false.**

The special thread for kite - flying is sharpened by adding sugar and glass pieces.

1. True
2. False

### **SOLUTION**

The special thread for kite - flying is sharpened by adding sugar and glass pieces.  
- **False**

### **English workshop | Q 3. (a) | Page 64**

**Using points from the lesson, give the details of the following in a short paragraph for each topic.**

Different types of kites.

### **SOLUTION**

Traditional kites are made of kite paper and have thin wooden frames. The modern kites may be motorized or made of fiberglass. Exotic kites have marvellous shapes such as that of eagles and snakes. There are also illuminated box-kites called tukals.

### **English workshop | Q 3. (b) | Page 64**

**Using points from the lesson, give the details of the following in a short paragraph for each topic.**

International Kite Festival at Ahmedabad.

### **SOLUTION**

The International Kite Festival at Ahmedabad is held either at the Sardar Patel Stadium or the Police Stadium. It attracts international kite-flyers as well as local champions. Little Indian paper kites compete with those from Japan, the USA, UK, and other

countries. Exotic kites with marvellous shapes such as eagles and snakes soar in the sky. The Patang or Kite Bazar, in the heart of Ahmedabad, is open 24 hours a day for a whole week, and people crowd the streets through the night. Skilled craftsmen demonstrate age-old kite-making skills and how to prepare special threads. At night, illuminated box kites are sent into the sky.

### English workshop | Q 3. (c) | Page 64

**Using points from the lesson, give the details of the following in a short paragraph for each topic.**

The kite Bazar of Ahmedabad.

### **SOLUTION**

During the Kite Festival at Ahmedabad, the Patang or Kite Bazar, in the heart of Ahmedabad, is open 24 hours a day for a whole week. People crowd the streets and buy their stocks, haggling through the night. Skilled craftsmen demonstrate age-old kite-making skills and how to prepare special thread covered with a mixture of glue and ground glass.

### English workshop | Q 4 | Page 65

**You have just returned after your first experience of the kite - festival in Gujarat/Ahmedabad. You were thrilled with the festivities.**

Write a short report about the kite - festival for your local newspaper. Give an attractive headline, a dateline, and an account of the kite - festive. Write the report in the third person with more use of Passive voice.

### **SOLUTION**

#### **HIGH-FLYING KITES ADORN THE SKY**

**Ahmedabad, 17 January:** A variety of colourful kites adorned the sky this year during the International Kite Festival here. A record number of countries participated in this annual festival.

The famous International Kite Festival, organized by the Gujarat State Tourism Corporation, was held at the Sardar Patel Stadium. 14 countries, including India, participated. The kites were very colorful and in a variety of shapes. There were dragons, eagles, snakes, crocodiles, etc. Some had tiny lights in them, while some were studded with stones. Excited spectators watched in awe as the kites soared in the sky, free as birds.

This year, the first prize, a gold-plated cup in the shape of a kite, went to Korea. The Korean team succeeded in keeping their kite in the sky for the longest time. Last year's winner and the host country, India, did not stand a chance this year and were out of the competition at an early stage. "We will double our efforts for the next year and come out with flying colours," said Rakesh Pandya, captain of the home team. We wish them all the best for the next year. **Harsh Mehta**

### English workshop | Q 4 | Page 65

**You have just returned after your first experience of the kite - festival in Gujarat / Ahmedabad. You were thrilled with the festivities.**

You have a friend who lives abroad. Write a letter to your friend describing how you enjoyed the kite-festival.

### **SOLUTION**

'Gulmohar'

Ahmedabad

17 January 2020

Hi Dominic,

How are you? You have hardly written to me after you went to London. Why the silence?

Yes, I know you are busy, but you can spare some time for an old friend, can't you?

Here in Ahmedabad, the kite festival is just over. We had a wonderful time flying kites and cheering others. The school was closed for two days, and my friends and I spent one day watching the competition at the Police Stadium and the other day at the ground near our house, flying an assortment of kites. Our kites were ordinary ones, but you should have seen the exotic kites being flown at the Police Stadium! They were from Japan, the U.S., U.K., Thailand, Korea, and other places. They were in the shape of eagles, snakes, crocodiles, dragons, etc. Some had shining tails while some had bejeweled bodies. The competition was very stiff-but guess what! The first prize was won by the Indian team!

Our own competition too was very thrilling. We cut so many kites! We were also awake the whole night shopping for kites and eating. It was really a wonderful time.

### **English workshop | Q 5. (B) | Page 65**

**Underline the verb form in the following sentences and state their Tense and Aspect.**

- i. They are waiting for the right winds.
- ii. People were haggling over the price of kites.
- iii. Vendors had been selling kites all through the week.
- iv. Skilled craftsmen had demonstrated age-old skills.
- v. State Tourism Corporation will be organizing the International Kite Festival.
- vi. Kite - flyers have demonstrated their skills with exotic kites.

**SOLUTION**

<b>Sentences</b>	<b>Tense</b>	<b>Aspect</b>
They are waiting for the right winds.	<b>present</b>	<b>progressive</b>
People were haggling over the price of kites.	<b>past</b>	<b>progressive</b>
Vendors had been selling kites all through the week	<b>past</b>	<b>perfect progressive</b>
Skilled craftsmen had demonstrated age-old skills.	<b>past</b>	<b>perfect</b>
State Tourism Corporation will be organizing the International Kite Festival	<b>future</b>	<b>progressive</b>
Kite-flyers have demonstrated their skills with exotic kites	<b>present</b>	<b>perfect</b>

## Chapter 3: The Last Leaf

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### WARMING UP [PAGE 66]

#### Warming up | Q 1 | Page 66

Suppose you suffer from a long - term illness (one or two weeks), what should you do and what should you avoid? Fill up the table of Dos and Don'ts.

Dos	Don'ts
(1) Go to a doctor for diagnosis	(1) Do not _____
(2) _____	(2) Do not avoid medication on time.
(3) Take a suitable diet	(3) Avoid _____
(4) _____	(4) Avoid physical stress and exertion.
(5) Rest in a properly ventilated room.	(5) Do not _____
(6) Have cheerful thoughts, courage, positive attitude	(6) Do not lose _____ and _____

### SOLUTION

Dos	Don'ts
(1) Go to a doctor for diagnosis	(1) <b><u>Do not try any for diagnosis. medication on your own.</u></b>
(2) <b><u>Take medicines on time</u></b>	(2) Do not avoid medication on time.
(3) Take a suitable diet	(3) Avoid <b><u>junk food</u></b>
(4) <b><u>Take rest</u></b>	(4) Avoid physical stress and exertion.
(5) Rest in a properly ventilated room.	(5) Do not <b><u>close doors and windows.</u></b>
(6) Have cheerful thoughts, courage, positive attitude	(6) Do not lose <b><u>hope</u></b> and <b><u>courage</u></b>

#### Warming up | Q 2 | Page 66

Make pairs of sentences of your own to point out the different meanings of the following Homographs.

1. fine :
2. wave :

3. bear :
4. rose :
5. lead :
6. match :
7. second :
8. object :

### **SOLUTION**

<b>fine</b>	The new driver had to pay a fine for breaking the signal.
<b>wave</b>	The waves in the sea before the tsunami were huge.
<b>bear</b>	The grizzly bear hibernates during winter.
<b>rose</b>	The rose is a beautiful flower.
<b>lead</b>	Lead is used in pencils.
<b>match</b>	Though we lost the match, we were not upset.
<b>second</b>	Every second count when we are writing an examination paper.
<b>object</b>	The lawyer objected to what the witness said.

### **ENGLISH WORKSHOP [PAGES 70 - 72]**

#### **English workshop | Q 1. (a) | Page 70**

**Read the story and choose the appropriate meaning.**

Struggling artists \_\_\_\_\_

1. artists fighting with one another
2. **artists trying hard to earn a living**
3. artists painting war scenes

### **SOLUTION**

Struggling artists **trying hard to earn a living.**

#### **English workshop | Q 1. (b) | Page 71**

**Read the story and choose the appropriate meaning.**

Skeleton branches \_\_\_\_\_.

1. bones branching out from joints
2. leafy branches
3. **bare branches**

### **SOLUTION**

Skeleton branches **bare branches.**

**English workshop | Q 1. (c) | Page 71**

**Read the story and choose the appropriate meaning.**

Wielded the brush\_\_\_\_\_.

1. **painted skillfully**
2. broke the brush
3. joined the broken brush

**SOLUTION**

Wielded the brush **painted skillfully.**

**English workshop | Q 1. (d) | Page 71**

**Read the story and choose the appropriate meaning.**

Palette \_\_\_\_\_.

1. the tip of the brush
2. **a board used by artists to mix colours.**
3. a fancy dinner plate

**SOLUTION**

Palette **a board used by artists to mix colours.**

**English workshop | Q 1. (e) | Page 71**

**Read the story and choose the appropriate meaning.**

Masterpiece\_\_\_\_\_.

1. a master who promotes peace
2. the very first creation of an artist
3. **an exceptionally beautiful work of art**

**SOLUTION**

Masterpiece **an exceptionally beautiful work of art**

**English workshop | Q 2. (a) | Page 71**

**Make pairs of sentences to show the difference between the meaning of the following Homograph from the story.**

interest

**SOLUTION**

1. The bank promised a high rate of interest to its customers.
2. The audience soon lost interest in the boxing match.

**English workshop | Q 2. (b) | Page 71**

**Make pairs of sentence to show the difference between the meaning of the following Homograph from the story.**

Well

**SOLUTION**



1. The well was so deep that one could not see the water.
2. The Principal sent Sumeet home as he was not feeling well.

### English workshop | Q 2. (c) | Page 71

**Make pairs of sentence to show the difference between the meaning of the following Homograph from the story.**

left

#### **SOLUTION**

1. When Roma turned to her left, she saw a long line of taxis.
2. The Mayor had left before it began to rain.

### English workshop | Q 2. (d) | Page 71

**Make pairs of sentence to show the difference between the meaning of the following Homograph from the story.**

just

#### **SOLUTION**

1. The children had just left when the magician arrived.
2. It is the duty of a judge to be just.

### English workshop | Q 2. (e) | Page 71

**Make pairs of sentence to show the difference between the meaning of the following Homograph from the story.**

mind

#### **SOLUTION**

1. "Mind your language!" said the man to the rude young boy angrily.
2. We should try not to have any negative thoughts in our mind

### English workshop | Q 3 | Page 71

**State the facts about the story.**

- Main characters:
- Problem:
- Attempts made to solve it:
- Climax/Turning point:
- Problem solved:
- End:

## **SOLUTION**

- **Main characters:** Sue, Johnsy, the doctor, and Behrman.
- **Problem:** Johnsy's negative attitude, her lack of will to live, and the fancy that she would die when the last leaf fell from the ivy vine.
- **Attempts made to solve it:** The doctor informed Sue that Johnsy would recover only if she had the wish to live. Sue looked after her well and tried to make her think positively. Finally, Behrman painted a leaf on the wall so that the last leaf would never fall, and Johnsy would live.
- **Climax/Turning point:** (i) When Johnsy sees the last leaf still clinging to the vine, and realizes that she has been given a message that she was wicked to want to die. (ii) The sweeper finding Behrman in very wet clothes and shoes, with scattered brushes and a palette with yellow and green colours mixed on it.
- **Problem solved:** Johnsy realizes her mistake and begins to look forward to life again.
- **End:** Though Johnsy lives, Behrman, who painted the last leaf, contracts pneumonia due to exposure to rain and snow. He dies due to his efforts. He dies so that Johnsy lives.

### **English workshop | Q 4. (a) | Page 72**

**Say whether the following statement is right or wrong.**

Sue and Johnsy were very close friends.

1. **Right**
2. Wrong

## **SOLUTION**

Sue and Johnsy were very close friends. - **Right**

### **English workshop | Q 4. (b) | Page 72**

**Say whether the following statement is right or wrong.**

Sue was a rich girl.

1. Right
2. **Wrong**

## **SOLUTION**

Sue was a rich girl. - **Wrong**

### **English workshop | Q 4. (c) | Page 72**

**Say whether the following statement is right or wrong.**

Johnsy was hopeful that she will live.

1. Right
2. **Wrong**

**SOLUTION**

Johnsy was hopeful that she will live. - **Wrong**

**English workshop | Q 4. (d) | Page 72**

**Say whether the following statement is right or wrong.**

Behrman was a hard-hearted person.

1. Right
2. **Wrong**

**SOLUTION**

Behrman was a hard-hearted person. - **Wrong**

**English workshop | Q 4. (e) | Page 72**

**Say whether the following statement is right or wrong.**

The last leaf fell off during the rain.

1. **Right**
2. Wrong

**SOLUTION**

The last leaf fell off during the rain. - **Right**

**English workshop | Q 4. (f) | Page 72**

**Say whether the following statement is right or wrong.**

Johnsy realised that her thinking was wrong.

1. **Right**
2. Wrong

**SOLUTION**

Johnsy realised that her thinking was wrong. - **Right.**

**English workshop | Q 4. (g) | Page 72**

**Say whether the following statement is right or wrong.**

Behrman did not know anything about the last leaf on the ivy.

1. Right
2. **Wrong**

**SOLUTION**

Behrman did not know anything about the last leaf on the ivy. **Wrong**

**English workshop | Q 5. (a) | Page 72**

**Correct the following statement.**

Sue and Johnsy were good neighbours.

### **SOLUTION**

Sue and Johnsy were very good friends.

### **English workshop | Q 5. (b) | Page 72**

**Correct the following statement.**

Johnsy was eager to recover from her illness.

### **SOLUTION**

Johnsy had made up her mind that she was not going to recover.

### **English workshop | Q 5. (c) | Page 72**

**Correct the following statement.**

Sue ignored Johnsy completely.

### **SOLUTION**

Sue looked after Johnsy well.

### **English workshop | Q 5. (d) | Page 72**

**Correct the following statement.**

Behrman was a very heartless person.

### **SOLUTION**

Behrman was a very kind-hearted

### **English workshop | Q 5. (e) | Page 72**

**Correct the following statement.**

The real ivy leaf did not fall off at all.

### **SOLUTION**

The real ivy leaf fell off the night it rained and snowed.

### **English workshop | Q 5. (f) | Page 72**

**Correct the following statement.**

The last leaf was a real leaf that survived.

### **SOLUTION**

The last leaf was a leaf painted on the wall by Behrman.

### **English workshop | Q 6 | Page 72**

Read the descriptions of the following from the story and describe any one of them using your own words.

- The ivy vine
- Behrman
- The last leaf that Johnsy saw

## SOLUTION

- **Behrman** - Behrman was a struggling painter who lived on the ground floor of the building where Sue and Johnsy lived. He was a failure in art, for though he had been painting for forty years, he had not made any money. He always dreamt about painting a masterpiece, and often spoke about it, but had never got round to doing it. He served as a model for the young artists in the colony, who could not afford other models. He was shocked when he heard about Johnsy's fancy and thought that the place was not good for her. He was a generous, compassionate, and kindhearted man. Even though he was old, he braved the wind, rain, and snow to go out and paint the last leaf on the wall. He died in order that Johnsy could live.
- **The last leaf that Johnsy saw:** The last leaf that Johnsy saw was not a real leaf but a leaf painted on the wall by Behrman. It was dark green near its stem, but its edges were tinted with yellow. It hung from a branch some twenty feet above the ground. Naturally, it never fluttered or moved when the wind blew. It was Behrman's masterpiece and had been painted the night when the real last leaf had fallen.

### English workshop | Q 7. (a) | Page 72

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

There was a colony, where many struggling artists lived.

## SOLUTION

- Main Clause: There was a colony
- Subordinate Clause: where many struggling artists lived
- Subordinator: where

### English workshop | Q 7. (b) | Page 72

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

Though Sue looked after her well, Johnsy showed no signs of improvement.

## SOLUTION

- **Main Clause:** Johnsy showed no signs of improvement.
- **Subordinate Clause:** Though Sue looked after her very well
- **Subordinator:** Though

### English workshop | Q 7. (c) | Page 72

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

Sue thought that she had fallen asleep.

### **SOLUTION**

- Main Clause: Sue thought
- Subordinate Clause: that she had fallen asleep
- Subordinator: that

### **English workshop | Q 7. (d) | Page 72**

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

Old Behrman was a painter, who lived on the ground floor.

### **SOLUTION**

- Main Clause: Old Behrman was a painter
- Subordinate Clause: who lived on the ground floor
- Subordinator: who

### **English workshop | Q 7. (e) | Page 72**

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

Johnsy was sleeping when the two went upstairs.

### **SOLUTION**

- Main Clause: Johnsy was sleeping
- Subordinate Clause: when the two went upstairs
- Subordinator: when

### **English workshop | Q 7. (f) | Page 72**

**In the following sentence, point out the Main Clause and Subordinate Clause. Encircle the Subordinator.**

I want to see the last one before it falls.

### **SOLUTION**

- Main Clause: I want to see the last one
- Subordinate Clause: before it falls
- Subordinator: before

### **English workshop | Q 8 | Page 72**

Compose an imaginary dialogue between Sue and Johnsy, when they realise about what Behrman had done for Johnsy.

### **SOLUTION**

**Johnsy:** Sue, did you know that Mr. Behrman had painted that last leaf?

**Sue:** No, I knew it just now, too.

**Johnsy:** Sue, that means that he got wet that night painting the last leaf!

**Sue:** And got pneumonia after that!

**Johnsy:** Yes, because of my stupid fancy that I would die when the last leaf fell.

**Sue:** It certainly was a stupid idea.

**Johnsy:** I feel so guilty now! Sue, it is as if .... as if .... he died for me!

**Sue:** Yes, so that you may live.

**Johnsy:** Oh, what a wonderful, Sue compassionate man! To go out in that cold, wintry, snowy night just to paint that leaf!

**Sue:** And develop pneumonia...

**Johnsy:** What can I do now? How can I ever thank him?

## Chapter 3: Leisure

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### **WARMING UP [PAGE 73]**

#### **Warming up | Q 1. (1) | Page 73**

**Discuss in groups and share with one another.**

The daily routine of your mother and father on working days.

### **SOLUTION**

what time they get up - what time they leave for work- what time they return home - have lunch - dinner - bedtime, etc.

#### **Warming up | Q 1. (2) | Page 73**

**Discuss in groups and share with one another.**

How your family relaxes on weekends

### **SOLUTION**

Points: rest at home - visit relatives - shopping - malls - movies - gardens - catch up on housework, etc.

#### **Warming up | Q 1. (3) | Page 73**

**Discuss in groups and share with one another.**

When you go for a picnic, what and how do you enjoy?

### **SOLUTION**

Points: go to the beach/mall garden/movies etc. - relax and enjoy by yourself - sing songs - go in big groups - go as a family - go to restaurants for food, etc

#### **Warming up | Q 1. (4) | Page 73**

**Discuss in groups and share with one another.**

Do you spend time admiring and thinking over the beauties of nature? Elaborate on your response.

### **SOLUTION**

Points: no beautiful nature around/ gardens nearby - like enjoying natural beauties - prefer city life - like animals and birds - visit zoos and parks, etc.

#### **Warming up | Q 2 | Page 73**

Go through other poems in your textbook or other books and find outlines that contain Imagery.

Write them down along with the name of the poem and line/stanza number.

### **SOLUTION**

Students do it on your own.

#### **Warming up | Q 3 | Page 73**



Prepare an Acrostic from the word 'Leisure'. The words should be related to what one likes to do in free time.

L  
E  
I  
S  
U  
Reading stories  
E

**SOLUTION**

Laze around  
Enjoy movies  
Initiate games  
Sleep  
Undertake to clean house  
Read stories  
Exercise

**ENGLISH WORKSHOP [PAGES 74 - 75]**

**English workshop | Q 1. (a) | Page 74**

**Say Where . . . . .**  
\_\_\_\_\_ do the cows and sheep stand? \_\_\_\_\_.

**SOLUTION**

Beneath the branches of trees

**English workshop | Q 1. (b) | Page 74**

**Say Where . . . . .**  
\_\_\_\_\_ do squirrels store their food? \_\_\_\_\_.

**SOLUTION**

In the grass

**English workshop | Q 1. (c) | Page 74**

**Say Where . . . . .**  
\_\_\_\_\_ do stars shine in the daytime? \_\_\_\_\_

**SOLUTION**

In the streams

**English workshop | Q 1. (d) | Page 74**

**Say Where . . . . .**

\_\_\_\_\_ does Beauty's smile begin? \_\_\_\_\_

**SOLUTION**

In her eyes

**English workshop | Q 2. (a) | Page 74**

**Think and answer in your own word.**

What could have inspired the poet to compose this poem?

Do you think it relates to our present-day life? Defend your choice.

**SOLUTION**

The poet must have seen the busy lives of people around him, who are always in a hurry and have no leisure to look at the beauty around. Yes, it certainly relates to our present life, which keeps getting busier and busier. Today, with the Internet, the mobile phone, the computer, and social networking sites, our lives are getting more and more artificial and further from nature than ever before.

**English workshop | Q 2. (b) | Page 74**

**Think and answer in your own word.**

Which line proves that in our busy lives we do not even have a fraction of a second to enjoy nature's beauty?

**SOLUTION**

The lines are: No time to see when woods we pass Where squirrels hide their nuts in the grass? No time to see, in broad daylight, eams full of stars, like skies at night? No time to turn at Beauty's glance, And watch her feet, how they can dance? No time to wait till her mouth can Enrich that smile her eyes began.

**English workshop | Q 2. (c) | Page 75**

**Think and answer in your own word.**

'Beauty' in stanza 5 to 6 can refer to a beautiful maiden as well as nature itself. Explain when and how nature 'dances' and also 'smiles'.

**SOLUTION**

Nature dances during spring and summer, when the leaves of trees and the flowers sway in the breeze. Nature smiles at the beginning of spring when the plants begin to once again bloom slowly.

**English workshop | Q 2. (d) | Page 75**

**Think and answer in your own word.**

Why does the poet call our life 'poor'?

## **SOLUTION**

The poet calls our life 'poor' because we are always anxious and under stress. We are completely cut off from nature and cannot relax and enjoy its beauty. He feels that this type of a life is a 'poor' life.

### **English workshop | Q 3. (a) | Page 75**

Pick out two examples of Personification from the poem.

## **SOLUTION**

1. 'No time to turn at Beauty's glance, And watch her feet, how they can dance?' Nature has been given the human qualities of 'glancing' and 'dancing'.
2. 'No time to wait till her mouth can Enrich the smile her eyes began.' Nature has been given the human quality of 'smiling'.

### **English workshop | Q 3. (b) | Page 75**

**Pick out from the poem, two examples of each of the following Figures of Speech.**

1. Alliteration
2. Simile
3. Metaphor

## **SOLUTION**

**Alliteration:**

1. 'We have no time to stand and I stare.' Repetition of the sound of the letters'
2. 'Streams full of stars, like skies at night.' Repetition of the sound of the letter 's'.

**Simile:**

1. 'And stare as long as sheep or cows.' Here, a direct comparison has been made to sheep and cows.
2. 'Streams full of stars, like skies at night.' Here, a direct comparison has been made to the night skies.

**Metaphor:**

1. 'No time to turn at Beauty's glance.' Here nature has been implicitly compared to a beautiful woman.
2. 'Enrich the smile her eyes began.' Here the blooming of flowers has been implicitly compared to a woman smiling.

### **English workshop | Q 3. (c) | Page 75**

The poet opens his poem with a question. Is the question asked to receive some answer?

### **SOLUTION**

No. It is a question used to emphasize and stress upon the fact that modern man has no time to enrich his life from nature.

### **English workshop | Q 4 | Page 75**

**Say where the images from nature given in the poem exist.**

AIR / LAND / WATER

- a. beneath the boughs
- b. squirrel hide nuts in the grass
- c. streams in daytime
- d. stars/skies at night

### **SOLUTION**

1. beneath the boughs land
2. squirrels' hide nuts in grass land
3. streams in daytime water
4. stars/skies at night air

### **English workshop | Q 5 | Page 75**

Make a paraphrase of the poem 'Leisure' in your own simple words. Write it down in your notebook.

### **SOLUTION**

Students do it on your own.

# Chapter 4: The Vet

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## WARMING UP [PAGE 76]

### Warming up | Q 1. (1) | Page 76

Where do we find all types of wild animals in urban areas?

#### SOLUTION

In the zoo.

### Warming up | Q 1. (2) | Page 76

Do you have a pet?

#### SOLUTION

No, I don't have a pet.

### Warming up | Q 1. (3) | Page 76

How do we help animals and birds?

#### SOLUTION

We help animals and birds by providing them with food, water, and shelter. We also help them by taking them to vets when they are ill.

### Warming up | Q 1. (4) | Page 76

How do we realize that animals are not feeling well?

#### SOLUTION

When animals are not well, they become quiet and inactive. Some may even groan. They also stop eating food.

### Warming up | Q 1. (5) | Page 76

Who gives medicine/treatment to sick animals and birds?

#### SOLUTION

The veterinarian.

### Warming up | Q 2 | Page 76

**Doctors who do special advanced study of specific parts of the body have special terms.**

**In your group try to match the specialist doctors with who/what they treat.**

	Specialists		Who/What they treat
1.	Dentist	a.	bone

2.	Cardiologist	b.	brain/with spine
3.	Ophthalmologist	c.	small kids
4.	Orthopedic	d.	teeth
5.	Pediatrician	e.	animals/birds
6.	Neurologist	f.	eye
7.	Veterinarian	g.	heart

### **SOLUTION**

dentist	teeth
cardiologist	heart
ophthalmologist	eye
orthopedic	bone
pediatrician	small kids
neurologist	brain/spine
veterinarian	animals/birds

### **Warming up | Q 3 | Page 76**

Discuss in your group and write down the most important reason, why Pediatrician and Veterinarians have, a tougher job to diagnose their patients' illnesses.

### **SOLUTION**

Pediatricians and veterinarians have a tougher job to diagnose their Patients' illnesses as their patients cannot communicate their problems clearly.

### **ENGLISH WORKSHOP [PAGES 78 - 79]**

### **English workshop | Q 1 | Page 78**

What is the Rhyme scheme of stanzas 1 to 3 and the last two stanzas?  
How does it differ in the remaining stanzas 4 to 7?

### **SOLUTION**

**The rhyme scheme of :**

1. stanza 1: abab
2. stanza 2: abab
3. stanza 3: abab
4. stanza 4: aabccb
5. stanza 5: aabccb
6. stanza 8: abab
7. stanza 9: abab

### English workshop | Q 2 | Page 78

Write any five illnesses of the animals in the poem, that you find most amusing/laughable.

#### **SOLUTION**

1. lion centipede catches a cold.
2. centipede catches a has trouble with his feet.
3. Arctic fox Suffering from heat.
4. the bear's too full of buns
5. panther's wife chews his cars

### English workshop | Q 3. (A) | Page 79

Out of all names of birds and animals given in the poem, pick out 4 names that are similar in English as well as in Hindi/Marathi or your Mother's tongue.

#### **SOLUTION**

must be aware of the signals they give - their body language - must not be distracted - protect against being attacked - precautions against allergies and transmission of diseases - wear protective gear, etc.

### English workshop | Q 3. (B) | Page 79

Write four reasons why animals in a zoo suffer more than those who live free in the wild.

#### **SOLUTION**

1. **Animals:** giraffe, tortoise, bear, kangaroo.
2. **Giraffe:** Ouch, my neck hurts! The whole length of it! How lucky you are, tortoise to have such a short neck!
3. **Tortoise:** Lucky! Do you know what it means to take ages to move afoot? How difficult it is to permanently carry your home on your back?
4. **Kangaroo:** Oh, you find it difficult to move your feet. What about me? My legs are of unequal length; I cannot walk comfortably. I'm expected to jump around. I'm sick and tired of jumping. I want to walk really like you, madam hippo.

### English workshop | Q 4 | Page 79

Think deeply and write. Is the poet really discouraging the youth from becoming vets? Explain your response.

#### **SOLUTION**

No, the poet is not really discouraging the youth. The poem is a light-hearted one. However, the poet wants the reader to know how difficult the work of a vet is, and what a wide variety of patients he has to cure. They have different types of illnesses and different types of organs. They cannot even discuss their problems with him. We must acknowledge all this and respect the vet.

### English workshop | Q 5 | Page 79

Find out from a vet or from a website, what precaution a vet has to take when he/she is called to treat wild, dangerous animals? Make point-wise notes of the same.

#### **SOLUTION**

Points: must be aware of the signals they give - their body language - must not be distracted - protect against being attacked - precautions against allergies and transmission of diseases - wear protective gear, etc.

### English workshop | Q 6 | Page 79

Select any four zoo - animals mentioned in the poem. Imagine they are able to talk in English. Compose a dialogue among the four animals discussing their discomfort and illnesses.

#### **SOLUTION**

1. **Hippo:** Really, my foot! I'm walking so slowly because I'm feeling ill, and I do not know which part of this huge body is actually paining. You, tortoise, have such a small body. Not much searching is needed to find out the cause of the problem.
2. **Tortoise:** Problem! I only want to be able to move quickly, so that I can escape my enemies, and exercise my limbs.
3. **Giraffe:** I agree with madam hippo. The bigger the body, the more the area that has to be investigated to find out the problem. My doctor is never able to find out which part of my neck actually aches.
4. **Kangaroo:** Try balancing yourself on legs of unequal length and having to jump all the time, keeping your baby in your pouch.



# Chapter 4: Revolutionary Steps In Surgery

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## WARMING UP [PAGES 80 - 81]

### Warming up | Q 1. (1) | Page 80

**Discuss in your class.**

Do you like to study science?

### SOLUTION

yes, no, the reasons why

### Warming up | Q 1. (2) | Page 80

**Discuss in your class.**

What are the advantages of learning science?

### SOLUTION

knowledge, information - more career opportunities, etc.

### Warming up | Q 1. (3) | Page 80

Are robots truly useful to human beings? Why? Why not?

### SOLUTION

yes, no, why - examples of robots you have read of, seen in movies, etc.

### Warming up | Q 1. (4) | Page 80

How can we take help of robots in our daily life?

### SOLUTION

household chores - boring, monotonous work - heavy manual jobs - very intricate, minute jobs - dangerous jobs - operations, surgeries, etc.

### Warming up | Q 1. (5) | Page 80

Name some gadgets and appliances that we use in day-to-day life?

### SOLUTION

washing machine, mixer, grinder, gas stoves, TV, dishwasher, heaters, etc.

### Warming up | Q 2 | Page 80

**Imagine that one of your family members/friends/classmates has recently undergone surgery. You were curious and wanted to learn about his/her experience.**

Match the questions you asked with their answers.

1.	What health problem did you suffer from?	a.	I was given a bath and I wore a surgical gown.
----	--	----	--

2.	Whom did you inform about it first?	b.	I was given an injection of anesthesia.
3.	What type of doctor did you consult?	c.	I consulted an orthopedic surgeon.
4.	How did he/she find out that you needed a surgery?	d.	I was relieved and happy that the operation was over.
5.	What preparation was done before the surgery?	e.	I had fractured my ankle while playing hockey.
6.	What did you feel when you were taken to the operation theatre?	f.	No, I did not feel anything. I was fast asleep.
7.	What was the first step before the actual surgery?	g.	I recovered and I could walk normally after 3 weeks.
8.	Did you feel any pain during the surgery?	h.	Our school hockey coach.
9.	What did you feel when you opened your eyes after the operation?	i.	The doctor took an X-ray of my ankle, and he found a fracture in my ankle.
10.	How soon did you recover?	j.	I was very nervous.

### **SOLUTION**

1.	What health problem did you suffer from?	a.	I had fractured my ankle while playing hockey.
2.	Whom did you inform about it first?	b.	Our school hockey coach.
3.	What type of doctor did you consult?	c.	I consulted an orthopedic surgeon.
4.	How did he/she find out that you needed surgery?	d.	The doctor took an X-ray of my ankle, and he found a fracture in my ankle.
5.	What preparation was done before the surgery?	e.	I was given a bath and I wore a surgical gown.
6.	How did you feel when you were taken to the operation theatre?	f.	I was very nervous.
7.	What was the first step before the actual surgery?	g.	I was given an injection of anesthesia.
8.	Did you feel any pain during the surgery?	h.	No, I did not feel anything. I was fast asleep.
9.	What did you feel when you opened your eyes after the operation?	i.	I was relieved and happy that the operation was over.
10.	How soon did you recover?	j.	I recovered and I could walk normally after three weeks.

**Warming up | Q 3. (1) | Page 81**

**Separate the clauses in the following sentences and write the conjunction**

The thief stole the money and he ran away.

Clause (1) \_\_\_\_\_

Clause (2) \_\_\_\_\_

Conjunction:

**SOLUTION**

Clause (i): The thief stole the money.

Clause (ii): he ran away

Conjunction: and

**Warming up | Q 3. (2) | Page 81**

She told me that she was a doctor.

Clause (1) \_\_\_\_\_

Clause (2) \_\_\_\_\_

Conjunction:

**SOLUTION**

Clause (i): She told me

Clause (ii): that she was a doctor

Conjunction: that

**Warming up | Q 3. (3) | Page 81**

He ran fast but he did not win the race.

Clause (1) \_\_\_\_\_

Clause (2) \_\_\_\_\_

Conjunction:

**SOLUTION**

Clause (i): He ran fast

Clause (ii): he did not win the race

Conjunction: but

**Warming up | Q 3. (4)**

The traveller arrived at the station after the train had left.

Clause (1) \_\_\_\_\_

Clause (2) \_\_\_\_\_

Conjunction :

**SOLUTION**

**Clause (i):** The traveller arrived at the station

**Clause (ii):** after the train had left

Conjunction: after

### **ENGLISH WORKSHOP [PAGES 84 - 86]**

#### **English workshop | Q 1. (a) | Page 84**

**Read the lesson and name the following.**

First surgeon to perform operations \_\_\_\_\_.

#### **SOLUTION**

First surgeon to perform operations: Sushruta

#### **English workshop | Q 1. (b) | Page 84**

**Read the lesson and name the following.**

Anaesthetics used from mid 19th century

#### **SOLUTION**

Anaesthetics used from mid 19th century -ether and chloroform.

#### **English workshop | Q 1. (c) | Page 84**

**Read the lesson and name the following.**

First successful Cardiac Surgeon

#### **SOLUTION**

First successful Cardiac Surgeon - Dr Williams

#### **English workshop | Q 1. (d) | Page 84**

**Read the lesson and name the following.**

A sack around the heart

#### **SOLUTION**

A sack around the heart - pericardium

#### **English workshop | Q 1. (e) | Page 84**

**Read the lesson and name the following.**

Father of modern neurosurgery

#### **SOLUTION**

Father of modern neurosurgery - Harvey Cushing

#### **English workshop | Q 1. (f) | Page 84**

**Read the lesson and name the following.**

World's most advanced surgical robot

**SOLUTION**

World's most advanced surgical robot - the Da Vinci.

**English workshop | Q 2 | Page 84**

Match the terms in 'A' with their explanation in 'B'.

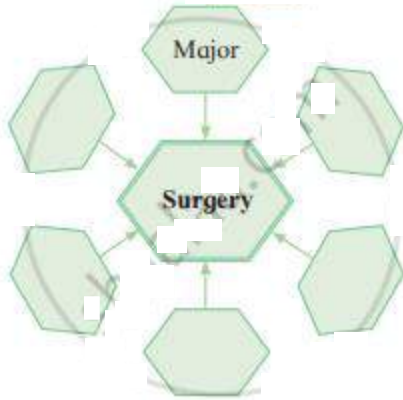
column A	column B
tooth- extraction	a cut made for surgery
cardiac	having length, breadth, and depth
sedative	plastic surgery
tumor	related to the heart
incision	a control unit for a robotic surgery
a console	removing a decayed tooth
3-D	a substance that makes a person sleep
Cushing clip	an extra growth in the body
	a device to stop blood loss in neurosurgery

**SOLUTION**

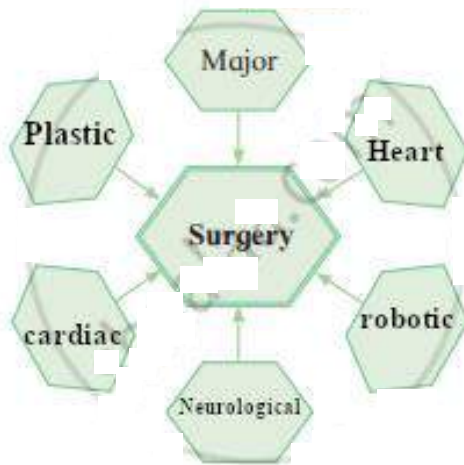
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sedative	a substance that makes a person sleep
tumor	an extra growth in the body
incision	a cut made for surgery
a console	a control unit for a robotic surgery
3-D	having length, breadth, and depth
Cushing clip	a device to stop blood loss in neurosurgery

**English workshop | Q 3 | Page 85**

Fill in the web with words related to 'Surgery'.



**SOLUTION**



**English workshop | Q 4. (a) | Page 85**

Write 3 to 4 lines about the following in your own words.  
**‘Sushruta Samhita’**

**SOLUTION**

It is thought that Sushruta was probably the first surgeon to perform surgical operations, and the Sushruta Samhita is one of the oldest works in the world that deal with surgery.

**English workshop | Q 4. (b) | Page 85**

Write 3 to 4 lines about the following in your own words.  
**First Cardiac Surgery**

**SOLUTION**

The first cardiac surgery was done by Dr. Williams. A patient, James Cornish, was suffering from a very serious knife wound, and the knife had cut an artery less than an inch from his heart. It had punctured the pericardium. Dr. Williams and six staff doctors

performed a complicated and daring operation and repaired the heart. This became the first successful cardiac surgery.

**English workshop | Q 4. (c) | Page 85**

**Write 3 to 4 lines about the following in your own words.**

First Neurosurgeon

**SOLUTION**

Harvey Cushing was the first neurosurgeon and is considered to be the father of modern neurological surgery. In the early part of the 20th century, he developed basic techniques and instruments for operating on the brain. Cushing reduced the mortality rate for neurosurgery from 90% to less than 10%. By 1937, when he retired, he had successfully removed more than 2000 tumors. One of his most significant achievements was the development of a method to stem blood loss by inventing a clip called the 'silver clip' or the 'Cushing clip'.

**English workshop | Q 4. (d) | Page 85**

**Write 3 to 4 lines about the following in your own words.**

The Robotic Surgery

**SOLUTION**

Robotic surgery is a type of minimally invasive surgery. Use is made of miniature surgical instruments, that fit through quarter-inch incisions. Robotic surgery gives the surgeon a 3-D view of the operating site. Every movement he makes with the master controls is replicated accurately by the robot. When necessary, the surgeon can even change the scale of the robot's movements. Surgeons can use this technology to perform complex surgical procedures.

**English workshop | Q 5. (A) | Page 85**

Fill in the gap in the table of Degrees of Comparison.

	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
(1)	_____	_____	oldest
(2)	_____	healthier	_____
(3)	near	_____	_____
(4)	_____	finer	_____
(5)	_____	_____	earliest
(6)	small	_____	_____
(7)	_____	faster	_____

(8)	high	_____	_____
-----	------	-------	-------

**SOLUTION**

	Positive	Comparative	Superlative
(1)	<u>old</u>	<u>older</u>	oldest
(2)	<u>healthy</u>	healthier	<u>healthiest</u>
(3)	near	<u>nearer</u>	<u>nearest</u>
(4)	<u>fine</u>	finer	<u>finest</u>
(5)	<u>early</u>	<u>earlier</u>	earliest
(6)	small	<u>smaller</u>	<u>smallest</u>
(7)	<u>fast</u>	faster	<u>fastest</u>
(8)	high	<u>higher</u>	<u>highest</u>

**English workshop | Q 5. (B) | Page 86**

Give the Comparative and Superlative forms of -

Positive	Comparative	Superlative
ancient		
special		
significant		
advanced		
accurate		

**SOLUTION**

Positive	Comparative	Superlative
ancient	<u>more ancient</u>	<u>most ancient</u>
special	<u>more special</u>	<u>most special</u>
significant	<u>more significant</u>	<u>most significant</u>
advanced	<u>more advanced</u>	<u>most advanced</u>
accurate	<u>more accurate</u>	<u>most accurate</u>



**English workshop | Q 6. (a) | Page 86**

**Join the sentence using appropriate Co-ordinators. (but, or, so, and)**

There was a lack of technology. Major surgery could not develop for centuries.

**SOLUTION**

There was a lack of technology, So, major surgery could not develop for centuries.

**English workshop | Q 6. (b) | Page 86**

**Join the sentences using appropriate Co-ordinators. (but, or, so, and)**

Cardiac Surgery was tried in the past. Patients did not survive.

**SOLUTION**

Cardiac surgery was tried in the past but patients did not survive.

**English workshop | Q 6. (c) | Page 86**

**Join the sentences using appropriate Co-ordinators. (but, or, so, and)**

Open heart surgery can help to repair heart valves. It can also replace them

**SOLUTION**

Open heart surgery can help to repair heart valves or replace them.

**English workshop | Q 6. (d) | Page 86**

**Join the sentences using appropriate Co-ordinators. (but, or, so, and)**

Heart patients were treated with sedatives. They did not survive.

**SOLUTION**

Heart patients were treated with sedatives but they did not survive.

**English workshop | Q 6. (e) | Page 86**

**Join the sentences using appropriate Co-ordinators. (but, or, so, and)**

These procedures can be performed through very small incisions. Our patients experience a number of benefits.

**SOLUTION**

These procedures can be performed through very small incisions, so our patients experience a number of benefits.

**English workshop | Q 7 | Page 86**

Write in your notebook an imaginary telephonic conversation between you and your family - doctor's secretary, asking for an appointment to consult the doctor for a health problem you are suffering from. Begin with.....

Secretary: Good morning! This is XYZ Clinic. How can I help you?

Myself: Good morning! I am.....

**SOLUTION**

<b>Secretary:</b>	Good morning! This is the Wellness Clinic. How can I help you?
<b>Myself:</b>	Good morning! I am Ishita kotian. I would like an appointment with Dr. Sucheta. I am an old patient.
<b>Secretary:</b>	Oh, hello, ishita. Yes, of course. When would you like an appointment for?
<b>Myself:</b>	As soon as possible, Ma'am.
<b>Secretary:</b>	I can fit you in tomorrow.
<b>Myself:</b>	What time tomorrow?
<b>Secretary:</b>	Can you come in at 11 a.m. tomorrow?
<b>Myself:</b>	No, I'm sorry. I have to attend some extra classes. Can you give me an appointment in the evening?
<b>Secretary:</b>	6 p.m.?
<b>Myself:</b>	Oh yes, that will be fine. 6 p.m. tomorrow. Thank you.
<b>Secretary:</b>	Anytime, ishita. Goodnight.

**English workshop | Q 8. (c) | Page 86**

**Join the sentences using appropriate Co-ordinators. (but, or, so, and)**

He places his fingers into the master controls. He operates all four arms of the Da Vinci.

**SOLUTION**

He places his fingers into the master controls **and** operates all four arms of the Da Vinci.

## Chapter 4: The Bees

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### Warming up | Q 1 | Page 87

Match the professions with the field of work.

Profession	Field of work
Chief Minister	Business
Magistrate	Transport
Soldier	Construction
Trader	Administration
Builder	Education
Driver	Defence
Teacher	Law

### **SOLUTION**

1. Profession	Field of work
2. Chief Minister	Administration
3. Magistrate	Law
4. Soldier	Defense
5. Trader	Business
6. Builder	Construction
7. Driver	Transport
8. Teacher	Education

### Warming up | Q 2. (2) | Page 87

Fill in the gap, choosing word from the option to make an appropriate comparison.

as \_\_\_\_\_ as a snail

1. tall
2. quiet
3. humble
4. merry
5. busy
6. slippery
7. fast

8. sly
9. **slow**
10. big

**SOLUTION**

as **slow** as a snail

**Warming up | Q 2. (3) | Page 87**

**Fill in the gap, choosing word from the option to make appropriate comparison.**

as \_\_\_\_\_ as a giraffe

1. **tall**
2. quiet
3. humble
4. merry
5. busy
6. slippery
7. fast
8. sly
9. slow
10. big

**SOLUTION**

as **tall** as a giraffe

**Warming up | Q 2.(4) | Page 87**

**Fill in the gap, choosing word from the option to make an appropriate comparison.**

as \_\_\_\_\_ as a bee

1. tall
2. quiet
3. humble
4. merry
5. **busy**
6. slippery
7. fast
8. sly
9. slow
10. big

**SOLUTION**

as **busy** as a bee

**Warming up | Q 2. (5) | Page 87**

**Fill in the gap, choosing word from the option to make appropriate comparison.**

as \_\_\_\_\_ as an elephant

1. tall

2. quiet
3. humble
4. merry
5. busy
6. slippery
7. fast
8. sly
9. slow
10. **big**

**SOLUTION**

as **big** as an elephant

**Warming up | Q 2. (6) | Page 87**

**Fill in the gap, choosing word from the option to make appropriate comparison.**

as \_\_\_\_\_ as a mouse.

1. tall
2. **quiet**
3. humble
4. merry
5. busy
6. slippery
7. fast
8. sly
9. slow
10. big

**SOLUTION**

as **quiet** as a mouse

**Warming up | Q 2. (7) | Page 87**

**Fill in the gap, choosing word from the option to make an appropriate comparison.**

as \_\_\_\_\_ as an eel

1. tall
2. quiet
3. humble
4. merry
5. busy
6. **slippery**
7. fast
8. sly
9. slow
10. big

**SOLUTION**

as slippery as an eel

**Warming up | Q 2. (8) | Page 87**

**Fill in the gap, choosing word from the option to make an appropriate comparison.**

as \_\_\_\_\_ as a fox

1. tall
2. quiet
3. humble
4. merry
5. busy
6. slippery
7. fast
8. sly
9. **slow**
10. big

**SOLUTION**

as sly as a fox

**Warming up | Q 2. (9) | Page 87**

**Fill in the gap, choosing word from the option to make an appropriate comparison.**

as \_\_\_\_\_ as a deer

1. tall
2. quiet
3. humble
4. merry
5. busy
6. slippery
7. **fast**
8. slow
9. big
10. sly

**SOLUTION**

as fast as a deer

**Warming up | Q 2. (10) | Page 87**

**Living creatures, birds, animals, insects, etc. are often used in as - as comparisons, because of some special characteristics they hold.**

**Fill in the gaps, choosing words from the brackets to make appropriate comparisons.**

as \_\_\_\_\_ as a lark

1. tall
2. quiet

3. humble
4. merry
5. busy
6. slippery
7. fast
8. sly
9. slow
10. big

### **SOLUTION**

as merry as a lark

### **Warming up | Q 2. (11) | Page 87**

**Fill in the gap, choosing word from the option to make an appropriate comparison.**

as \_\_\_\_\_ as a worm

1. tall
2. quiet
3. big
4. humble
5. merry
6. sly
7. busy
8. slippery
9. fast
10. slow

### **SOLUTION**

as humble as a worm

### **ENGLISH WORKSHOP [PAGES 89 - 90]**

### **English workshop | Q 1 | Page 89**

**Honey-bees live an organized life like human beings. Discuss what work the following honey-bees do, as per the poem. Write it down in your own words, in your notebook.**

- a. King/Emperor bee
- b. Mason bees
- c. Magistrate bees
- d. Civilian bees
- e. Merchant bees
- f. Porter bees
- g. Soldier bees
- h. Judge bee

## **SOLUTION**

**King/Emperor bee** - supervises the building of the beehive

**Magistrate bees** - do corrective work

**Merchant bees** - go out to trade for nectar

**Soldier bees** - loot nectar from flowers and protect the hive

**Mason bees** - build the hive

**Civilian bees** - make honey from nectar

**Porter bees** - carry the nectar brought by the other bees

**Judge bee** - delivers his sentence

**English workshop | Q 2. (a) | Page 89**

**Complete the following choosing the appropriate option.**

Human beings can learn from honey bees

1. How to make food
2. how to live joyfully
3. **how to lead an organised nation**

## **SOLUTION**

Human beings can learn from honey bees on **how to lead an organized nation.**

**English workshop | Q 2. (b) | Page 89**

**Complete the following choosing the appropriate option.**

The soldier-bees carry home \_\_\_\_\_

1. the velvet buds
2. **nectar looted from flowers**
3. their weapons

## **SOLUTION**

The soldier-bees carry home **nectar, looted from flowers.**

**English workshop | Q 2. (c) | Page 89**

**Complete the following choosing the appropriate option.**

The emperor-bee supervises the building of

1. **the bee hive**
2. bridges
3. a tower



### **SOLUTION**

The emperor-bee supervises the building of the bee hive.

### **English workshop | Q 2. (d) | Page 89**

**Complete the following choosing the appropriate option.**

The \_\_\_\_\_ bees make honey from nectar

1. officers
2. **civilian citizens**
3. magistrates

### **SOLUTION**

The civilian citizen bees make honey from nectar.

### **English workshop | Q 2. (e) | Page 89**

**Complete the following choosing the appropriate option.**

The drone is given a death sentence because he \_\_\_\_\_.

1. attacked the emperor
2. killed other bees
3. **does not do any work**

### **SOLUTION**

The drone is given a death sentence because he does not do any work.

### **English workshop | Q 3. (A) | Page 89**

**Complete the phrases using words from the poem.**

\_\_\_\_\_ march  
\_\_\_\_\_ porters  
\_\_\_\_\_ tent  
\_\_\_\_\_ burdens  
\_\_\_\_\_ masons  
\_\_\_\_\_ executors

### **SOLUTION**

merry march

royal tent

singing masons

poor porters

heavy burdens

pale executors

### **English workshop | Q 3. (B) | Page 90**

- i. Find any two Alliterative lines.
- ii. Pick out the line that contains an Onomatopoeic word.

### **SOLUTION**

1. 'Which pillage they with merry march bring home.' Repetition of the sound of the letter 'l'. 'The civil citizens kneading up the honey.' Repetition of the sound of the letter 'c'.
2. The singing masons building roofs of gold.' The word 'singing' indicates sound.

### **English workshop | Q 3. (C) | Page 90**

Pick out three lines that create an image in your mind of bees, busy at work.

### **SOLUTION**

- i. Make boot upon the summer's velvet buds.
- ii. The singing masons building roofs of gold.
- iii. The civil citizens kneading up the honey.

### **English workshop | Q 4. (A) | Page 90**

Refer to a good dictionary that carries phonetic transcriptions printed next to words. The words below are familiar to you. Copy their phonetic transcription from the dictionary and say it aloud as you write. (You may take your teacher's help if needed)

work \_\_\_\_\_  
home \_\_\_\_\_  
porters \_\_\_\_\_  
bees \_\_\_\_\_  
mason \_\_\_\_\_  
boot \_\_\_\_\_  
citizen \_\_\_\_\_

### **SOLUTION**

Students do it on your own.

### **English workshop | Q 4. (B) | Page 90**

Say the following words aloud and put the stress mark on the stressed syllables.

crea-tures  
bur-den  
me-cha-nic  
e-xe-cu-tor  
de-li-ve-ring  
ma-gis-trate

### **SOLUTION**

Students do it on your own.

### **English workshop | Q 5 | Page 90**

**Project**

Gather information about the following insects. Draw their images or get pictures. On one sheet each, fix the image/picture and below it write the information. Compile these pages and make a file of 'Insects - our friends'.

**Insects : Bee/Praying mantis/Butterfly Beetle/ Wasp/Dragon-fly**

**SOLUTION**

Students do it on your own.

## Chapter 4: Ramanujan

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### WARMING UP [PAGE 91]

#### Warming up | Q 1 | Page 91

**Discuss orally in your class.**

In what subjects is knowledge of mathematics used, at the school level, and college/university level. Name them.

Did you know maths is used in music and poetry also? Can you tell how?

### SOLUTION

knowledge of maths is used in science, physics, chemistry, economics, accountancy, etc. Poetry- rhymes, rhythm; music- beat, rhythm, etc.

#### Warming up | Q 2 | Page 91

Use the letters in the word MATHEMATICIAN to make 4 letters/5 letter and 6 or more letter words, within a time limit fixed by your teacher.

### SOLUTION

Mathematician: cinema, anthem, thematic, machine, attach, match, meant, mice, item, mime, hate, heat, them, team, etc.

### ENGLISH WORKSHOP, SIMPLE [PAGES 95 - 97]

#### English workshop | Q 1. (A) | Page 95

**Use the following words/phrases to make sentences of your own.**

enthusiasm

to lope off

fraud

clarity

amiable

to come to terms with

conveyance

### SOLUTION

enthusiasm	The hikers set off on the hike with great enthusiasm.
to lope of	The deer loped off easily after being freed from the trap
fraud	The doctor was arrested by the 1 police for being a fraud.
clarity	The teacher told the student that there was no clarity in her answers
amiable	The Principal was happy that the new teacher was an amiable person.

to come to terms with	The doctor advised the woman to come to terms with her illness.
conveyance	The minister refused to come to the party unless he was provided conveyance

### English workshop | Q 2. (a) | Page 95

#### Say WHY. . . . .

Ramanujan's letter bored and irritated Hardy, at first

#### **SOLUTION**

Ramanujan's letter was written in halting English and signed by a person unknown to Hardy. The script appeared to consist of theorems, most of them wild or fantastic-looking. Some of them though well-known were laid out as though they were original. There were no proofs of any kind. It seemed to be a kind of fraud, and hence bored and irritated Hardy.

### English workshop | Q 2. (b) | Page 95

#### Say WHY. . . . .

Hardy invited Littlewood for a discussion.

#### **SOLUTION**

Hardy could not get the Indian manuscript out of his mind. It had wild theorems he had never seen before or imagined. He wondered if it was an unknown mathematician of genius. He had another look at the script and then invited Littlewood for a discussion to clarify his doubts.

### English workshop | Q 2. (c) | Page 95

#### Say WHY. . . . .

Mother agreed to send Ramanujan to England.

#### **SOLUTION**

Ramanujan's mother had a dream in which she saw her son seated in a big hall among a group of Europeans and the goddess of Namakkal had commanded her not to stand in the way of her son fulfilling his life's purpose. Hence, obeying the command of the goddess of Namakkal, the mother agreed to send Ramanujan to England.

### English workshop | Q 2. (d) | Page 95

#### Say WHY. . . . .

Hardy and Ramanujan could not talk freely with each other.

#### **SOLUTION**

Ramanujan was an untrained > genius. There was a big difference in Ramanujan's and Hardy's education. Ramanujan knew nothing of modern rigor; he did not know what

proof was and Hardy was obliged to teach him some formal mathematics. He was sometimes confused with Hardy's conversation when it was outside mathematics. Due to all these reasons, Hardy and Ramanujan could not talk freely with each other.

**English workshop | Q 2. (e) | Page 95**

**Say WHY.....**

Ramanujan had to be hospitalized.

**SOLUTION**

Ramanujan had to be hospitalized because he was ill. He later died of tuberculosis.

**English workshop | Q 2. (f) | Page 95**

**Say WHY.....**

Ramanujan found the number 1729 very interesting.

**SOLUTION**

Ramanujan found the number 1729 very interesting because it is the smallest number expressible as the sum of two cubes in two different ways.

**English workshop | Q 3 | Page 95**

Read the text and enlist the achievements and honours of Ramanujan, received in England.

**SOLUTION**

Ramanujan's achievements and honours received in England:

1. The Royal Society elected him a Fellow at the age of thirty (which, even for a mathematician, is very young)
2. Trinity College elected him a Fellow in the same year.
3. Ramanujan was the first Indian to be given either of these distinctions.

**English workshop | Q 4. (A). (a) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

England gave Ramanujan great honours.

**SOLUTION**

England gave Ramanujan great honours. - **Active**

**English workshop | Q 4. (A). (b) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

A large untidy envelope was decorated with Indian stamps.

**SOLUTION**

A large untidy envelope was decorated with Indian stamps. - **Passive**

**English workshop | Q 4. (A) . (c) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

The timetable was not altered.

**SOLUTION**

The timetable was not altered - **Passive**

**English workshop | Q 4. (A) .(d) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

She saw her son in a big hall.

**SOLUTION**

She saw her son in a big hall. **Active**

**English workshop | Q 4. (A) . (e) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

Hardy corrected his statement.

**SOLUTION**

Hardy corrected his statement. **Active**

**English workshop | Q 4. (A) . (f) | Page 96**

**Underline the verb in the following sentence and state whether the sentence is in Active or Passive voice.**

Ramanujan was brought to England.

**SOLUTION**

Ramanujan was brought to England. **Passive**

**English workshop | Q 4. (B) . (a) | Page 96**

**Change the voice in the following sentence.**

Hardy taught Ramanujan.

**SOLUTION**

Ramanujan was taught by Hardy.

**English workshop | Q 4. (B) . (b) | Page 96**

**Change the voice in the following sentence.**

He knew nothing of the modern rigour.

**SOLUTION**

Nothing of the modern rigour was known by him.

**English workshop | Q 4. (B). (c) | Page 96**

**Change the voice in the following sentence.**

Sheets of paper were found in it, by Hardy.

**SOLUTION**

Hardy found sheets of paper in it.

**English workshop | Q 4. (B). (d) | Page 96**

**Change the voice in the following sentence.**

Hardy was bored by that manuscript.

**SOLUTION**

That manuscript bored Hardy.

**English workshop | Q 4. (B). (e) | Page 96**

**Change the voice in the following sentence.**

Trinity supported unorthodox talent.

**SOLUTION**

Unorthodox talent was supported by Trinity.

**English workshop | Q 4. (B). (f) | Page 96**

**Change the voice in the following sentence.**

He could not break the ban.

**SOLUTION**

The ban could not be broken by him.

**English workshop | Q 5. (a) | Page 96**

**Identify whether the following is a Simple, Complex, and Compound sentence.**

When he opened it, he found sheets of paper.

**SOLUTION**

When he opened it, he found sheets of paper. - **Complex**

**English workshop | Q 5. (b) | Page 96**

**Identify whether the following simple, Complex, and Compound sentence.**

He glanced at a letter.

**SOLUTION**

He glanced at a letter. - **Simple**

**English workshop | Q 5. (c) | Page 96**

**Identify whether the following are Simple, Complex, and Compound sentence.**

Hardy was not only bored but he was also irritated.



### **SOLUTION**

Hardy was not only bored but he was also irritated. - **Compound**

### **English workshop | Q 5. (d) | Page 97**

**Identify whether the following is a Simple, Complex, and Compound sentence.**

Ramanujan turned out to be a poor clerk.

### **SOLUTION**

Ramanujan turned out to be a poor clerk. - **Simple**

### **English workshop | Q 5. (e) | Page 97**

**Identify whether the following is a Simple, Complex, and Compound sentence.**

If Ramanujan had been better educated, he would have been even more wonderful than he was.

### **SOLUTION**

If Ramanujan had been better educated, he would have been even more wonderful than he was - **Complex**

### **English workshop | Q 5. (f) | Page 97**

**Identify whether the following is a Simple, Complex, and Compound sentence.**

Ramanujan was self-taught: he knew nothing of the modern rigour.

### **SOLUTION**

Ramanujan was self-taught: he knew nothing of the modern rigour- **Compound**

### **English workshop | Q 6 | Page 97**

**Interview Question.**

A brilliant student from your school has won a Mathematics Quiz at the National Level.

Frame questions to interview him/her when the school felicitates him/her.

Follow the steps given below.

1. Greetings
2. Introduction of the interviewee and achievements.
3. 2 or 3 questions about growing years.
4. 4 to 6 questions about the achievements.
5. 2 or 3 questions about future plans and prospects.
6. Expression of thanks and good wishes.

### **SOLUTION**

1. Good morning, Rachana. First of all, let me offer you my congratulations on winning the Mathematics Quiz. and that too, at the National Level. May I ask you a few questions about your achievement?

2. Did you have a great interest in mathematics in the early years of your childhood?
3. How did you develop this interest?
4. How long did you prepare yourself before participating in this Quiz?
5. Who helped you and guided you?
6. Who encouraged you or motivated you at that stage?
7. How did you feel when you were actually answering the questions?
8. What is the next step from here?
9. Do you plan to make a career in mathematics?
10. Any message to others interested in mathematics?
11. Thank you, and all the best for your future. Goodbye.

### English workshop | Q 7 | Page 97

#### Summary

- Read the first three paragraphs on Page 92. (From..... 'One morning ..... up to ..... a discussion after hall)
- Re-read the same noting down only important points.
- Rewrite the important points in your own simple language, in your notebook.
- Make certain that your summary is less than half the length of the original passage.

#### **SOLUTION**

#### **THE MANUSCRIPT**

One morning in 1913, Hardy received an envelope from India. It contained many lines of symbols, written in non English script. The letter with it, written in halting English and signed by an unknown Indian, wanted Hardy's opinion on the mathematical discoveries enclosed. These were only some known and unknown theorems, without any proofs. Hardy, bored and irritated, put the manuscript aside and went to play tennis. However, his pleasure in his game was interrupted by the thought of the Indian manuscript with the wild theorems he had left behind. He wondered if the man was a genius. When he returned to his room, he took another look at the script. Then he sent word to Littlewood that they must have a discussion after hall.

## Chapter 5: A Battle to Baffle

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### WARMING UP [PAGE 98]

#### Warming up | Q 1 | Page 98

Form suitable groups and discuss the following.

You have heard/read stories of Akbar and Birbal, Tenali Raman, Mulla Nasruddin. Recollect and write down the names of those stories. Pick out those aspects of a story that you find a common in all their stories.

1. Humour
2. Supernatural event
3. Wisdom
4. Suspense
5. Magic
6. Beauty of Nature
7. Wit
8. Play upon words
9. Sadend
10. Violence

### SOLUTION

The common aspect found in their stories: humor. supernatural events, wisdom, suspense, magic, the beauty of nature, wit and play upon words

#### Warming up | Q 2 | Page 98

Use a dictionary and find the differences in the following terms related to 'Drama'.

1. A Play
2. One-act Play
3. Skit
4. Mime
5. Farce
6. Opera
7. Tragedy
8. Comedy

### SOLUTION

A play	A dramatic work staged in a theatre in front of an audience.
One-act Play	A play that has only one act.
Skit	A short funny play that makes a joke of something.
Mime	A type of theatre using no words but only movements of the hands and body and facial expressions.

Farce	A humorous play in which the characters become involved in unlikely and complicated situations. Uses physical humour and silliness.
Opera	A dramatic work in one or more acts in which all characters communicate through song and the story is told through song put to music.
Tragedy	A play dealing with tragic events and having an unhappy ending.
Comedy	A play characterized by humour; has a happy or cheerful ending.

## ENGLISH WORKSHOP [PAGES 1 - 104]

### English workshop | Q 1 | Page 103

Read the following word and use them in sentence of your own.

Renown, defiance, exiled, predicament, diffident, benign

### SOLUTION

Renown	The Chief Guest at our annual function was a man of great renown.
defiance	In an act of defiance, the little girl threw away the expensive toy.
exiled	The Prince was exiled by his stepmother for 10 years.
predicament	The king turned to his minister to get him out of the predicament.
diffident	The new teacher was so diffident that she could not control the students.
benign	The lioness had a benign look on her face as she watched her cubs playing.

### English workshop | Q 2 | Page 103

Read the following phrase and use them in a sentence of your own in proper form.

- To voice something
- a tight corner
- to outwit
- to concede defeat

### SOLUTION

To voice something	The mother wanted to voice her fears but could not do so.
a tight corner	Birbal could always manage to get himself out of a tight corner.
to outwit	Birbal could outwit all the ministers in the palace.

to concede defeat	The Captain had to concede defeat when his army began to turn back.
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### English workshop | Q 3 | Page 103

**Pick out dialogues of Tenali Raman which prove that he had the following qualities.**

- Wit and wisdom
- Self-confidence
- Politeness
- Humility

#### **SOLUTION**

- Wit and wisdom:** So this is the 'tila-kashta-mahisha-bandhana'
- Self-confidence:** Let us begin by discussing the merits of 'tila-kashtamahisha-bandhana'.
- Politeness:** I am at your service, Your Highness. Your wish is my command.
- Humility:** Your words of praise are my greatest reward, your Highness.

### English workshop | Q 4. (a) | Page 103

**Answer the following question in short.**

What was Pundit Shahane's claim as a scholar?

#### **SOLUTION**

Pundit Shahane's claim as a scholar was that he had mastered all the scriptures.

### English workshop | Q 4. (b) | Page 103

**Answer the following question in short.**

Why did Pundit Shahane visit Vijaynagar?

#### **SOLUTION**

Pundit Shahane visited Vijaynagar to challenge the knowledge of all the Pundits in the kingdom.

### English workshop | Q 4. (c) | Page 103

**Answer the following question in short.**

What do you learn about Pundits of Vijaynagar?

#### **SOLUTION**

The Pundits of Vijaynagar were frightened and nervous when their knowledge was challenged. They were insecure and did not have confidence in themselves.

### English workshop | Q 4. (d) | Page 1

**Answer the following question in short.**

What punishment did the emperor threaten the Pundits with?

**SOLUTION**

The punishment that the Emperor threatened the Pundits with was that they would be exiled from Vijaynagar.

**English workshop | Q 4. (e) | Page 103**

**Answer the following question in short.**

Why was Tenali Raman summoned to the court?

**SOLUTION**

Tenali Raman was summoned to the court to find a solution to the predicament.

**English workshop | Q 4. (f) | Page 103**

**Answer the following question in short.**

On what condition did Tenali Raman agree to take up the challenge?

**SOLUTION**

The condition put forward by Tenali Raman was that when Pundit Shahane arrived the next day, everybody had to accept and honour him (Tenali Raman) as the Chief Pundit, for one day.

**English workshop | Q 4. (g) | Page 103**

**Answer the following question in short.**

Why was Tenali Raman taken to the court in a palanquin?

**SOLUTION**

Tenali Raman probably wanted to impress and frighten Pundit Shahane, and hence he went to the court in a palanquin.

**English workshop | Q 4. (h) | Page 103**

**Answer the following question in short.**

How did Tenali Raman outwit Pundit Shahane?

**SOLUTION**

Tenali Raman put his hands on a huge bundle next to him and pretended that it contained the scriptures 'tila-kashtamahisha-bandhana' and he wanted to discuss its merits. He was in fact, only mentioning what the bundle contained. However, the Pundit thought he was referring to some scriptures that he had never even heard of, and hence could not discuss its merits. He immediately gave up. Thus, Tenali Raman outwitted him.

**English workshop | Q 4. (i) | Page 103**

**Answer the following question in short.**

What did the bundle in silken cloth contain?

## **SOLUTION**

Tenali Raman made his entry to the Emperor's Court in a palanquin, with two pundits following him and carrying a huge bundle in silken cloth.

### **English workshop | Q 4. (j) | Page 103**

**Answer the following question in short.**

Explain the significance of the title.

## **SOLUTION**

The theme of the skit is the challenge to see whether Tenali Raman could outwit the proud Pundit Shahane. This was the 'battle'. The way to win this battle was to 'baffle' (confuse) the Pundit. Hence, the title 'A Battle to Baffle' is apt.

### **English workshop | Q 5 | Page 103**

**Fill in the elements that you find in the drama script of 'A Battle to Baffle.' Characters:**

- Background Scene :
- Crisis :
- Steps taken to resolve the crisis :
- Climax :
- The end :

## **SOLUTION**

- **Characters:** Krishnadevaraya, Mantriji, Tenali Raman, Pundit Shahane, 8-10 other courtiers/ministers/scholars.
- **Background Scene:** Krishnadevaraya's Courtroom. The Emperor is seated on his throne. Courtiers/ministers/scholars are seated in two rows facing one another and discussing softly.
- **Crisis:** A great scholarly Pundit, Pundit Shahane, has challenged the knowledge of the Pundits of Vijaynagar. The Pundits of Vijaynagar are not ready to face this challenge.
- **Steps taken to resolve the crisis:** Tenali Raman is sent for to find a solution to the predicament and to pull them out of the tight corner.
- **Climax:** Tenali Raman, with his sheer wit, manages to outwit the renowned Pundit Shahane. and make him concede defeat.
- **The end:** Pundit Shahane concedes defeat and leaves. Tenali Raman is praised by the Emperor for saving the reputation and honour of the great empire. Everyone is relieved and happy that the crisis has ended.

**English workshop | Q 6. (a) | Page 103**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence)**

Tenali Raman proved to be wittier than Pundit Shahane. (Rewrite using 'as witty as.')

**SOLUTION**

Pundit Shahane proved to be not as witty as Tenali Raman.

**English workshop | Q 6. (b) | Page 103**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

Pundit Shahane has come here. He wishes to challenge all the Pundits in our Kingdom. (Combine the two sentences using 'so'. Now combine the same sentence using 'because.')

**SOLUTION**

Pundit Shahane wishes to challenge all the Pundits in our Kingdom, so he has come here.

**English workshop | Q 6. (c) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

How can I discuss its merits? (Make it Assertive.)

**SOLUTION**

I cannot discuss its merits.

**English workshop | Q 6. (d) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

I have not read that scripture. (Rewrite using 'unaware.')

**SOLUTION**

I am unaware of that scripture.

**English workshop | Q 6. (e) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

Your words of praise are my greatest reward. (Begin the sentence with 'No other .....')

**SOLUTION**

No other reward is as great as your words of praise.

**English workshop | Q 6. (f) | Page 104**



**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

I am proud of you. (Rewrite using the noun form of the underlined word).

**SOLUTION**

I have pride in you.

**English workshop | Q 6. (g) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

The Emperor said, " But tell me, Raman, to what great work did you refer?" (Convert into Indirect Speech).

**SOLUTION**

The Emperor asked Raman what great work he had referred to.

**English workshop | Q 6. (h) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

Tenali Raman was a poet scholar and jester in Vijaynagar in Krishnadevarayas court. (Punctuate)

**SOLUTION**

Tenali Raman was a poet, scholar, and jester in Vijaynagar, in Krishnadevaraya's court.

**English workshop | Q 6. (i) | Page 104**

**Do as directed. (Make sure you do not change the meaning and tense of the sentence).**

Mantri Ji said Maharaj Pundit Shahane's visit to our court is an open challenge. (Punctuate)

**SOLUTION**

"Mantriji," said Maharaj, "Pundit Shahane's visit to our court is an open challenge."

**English workshop | Q 7 | Page 104**

A past student of your school has cleared his UPSC examination and being an IAS officer has been appointed as a Collector of your district. Write a formal letter to invite him to your school to share the story of his success, at a special function.

**SOLUTION**

St. Jude school

Dr. Ambedkar Road

Thane 400 601

15 October 2018

Sub: Invitation to grace our Children's Day function as Chief Guest.

Sir, It was with great pleasure that we learned about your appointment as the Collector of our district. The Principal, teachers, and students of our school congratulate you on this wonderful achievement. We are all so proud that a student from our school has attained this high post!

We intend to have a special function on November 14, Children's Day. We cordially invite you to grace this function as the Chief Guest and share with us the story of your success. You are an inspiration for our students and your presence will motivate them greatly. The function begins at 10 a.m. and will end at 1 p.m. with lunch. In addition to the talk from you, there will be a short cultural program of dance and music.

It will be an honor for us to have you here and we hope you will accept this invitation.

Thanking you,

Yours faithfully,

Suman Kini (Cultural Secretary,  
St. Jude school).

### English workshop | Q 8 | Page 104

**Understand the quotation and expand it in a paragraph format.**

'Pride goes on horseback, but returns on foot'.

#### **SOLUTION**

#### **Pride goes on horseback but returns on foot.**

"I am very beautiful. I am also very clever. Everyone loves me." How will you react if you hear someone say these words? You will be surprised at such arrogance. You will say that the person is very proud'. To be 'proud' here means to have a very high opinion of oneself, one's looks, abilities, possessions, etc. Pride makes a person think that he/she is superior to others. Would you like such a person? No, no one likes a person who is proud. If you're too conceited or self-important, someday something will happen to make you look foolish. And when a proud man meets with a bad end, others will have no sympathy for him. History is full of examples of powerful kings who were ruined because of their proud nature. That is the meaning of the quotation: Those who are proud will finally suffer defeat or meet with a shameful end.