

ONLY FOR TEACHERS

CONTENTS

Saffron-6	01-30
Saffron-7	31-57
Saffron-8	58-86

Saffron 6



Someone's Mother

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in each blanks with correct words choosing from the brackets.

1. white 2. uncared 3. arm 4. feet 5. timid

C. Match the adjectives in column 'A' with correct nouns in column 'B'.

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

D. Tick (3) the correct statements and cross (7) the incorrect statements.

1. (7) 2. (3) 3. (3) 4. (3)

E. Answer the following questions.

1. The old woman was ragged and grey with bent back. Her feet were weak and slow. She was weak and timid and afraid of walking.
2. The woman was too old and weak to cross the road.
3. The young and the gayest boy offered her to help her cross the crowded road. He gave his hand, the woman held his hand tightly and took her across the road without hurt or any harm.
4. The young boy felt very happy at heart and contented after helping the old lady to cross the road.
5. At night, the old woman bowed before God and prayed for the gentle boy. She said, 'God be kind to that noble boy' who was the son of a noble mother.

Think

Think, discuss and then answer the following questions.

1. The poem teaches us to take care of the old and weak people. We should help them. The old and weak shower their blessings on children for their help. So it is our duty to help them in their need.

- The old woman was very weak and poor and so afraid of crossing the crowded street.
- The old woman prayed for the noble and considerate boy because he had helped her in crossing the crowded road.

Words in Use

A. Find out from the poem one word for each of the following.

- timid
- trampled
- helpful
- careless
- noble

B. Write antonyms of the following words.

- freedom
- happy
- white
- timid
- old
- strong
- slow
- poor

Appreciating the Poem

Find from the poem words that rhyme with the following words.

- snow
- long
- out
- deep
- day
- feet
- arm
- understand

Understanding Grammar

Fill in the blanks with suitable conjunctions.

- but
- till
- when
- not only, but also
- but
- Though
- whereas
- for
- and
- because
- therefore
- because
- If
- as



Wild Duck

Comprehension

A. Tick (3) the correct answers.

- (c)
- (c)
- (a)
- (c)

B. Fill in each blank with correct word choosing from the brackets.

- ducks,
- motionless
- black dots
- the duck
- bandaged

C. Match the adjectives in Column 'A' with correct nouns in Column 'B'.

- (d)
- (c)
- (a)
- (b)
- (f)
- (e)

D. Tick (3) the correct statements and cross (7) the incorrect ones.

- (7)
- (3)
- (7)
- (3)
- (3)

E. Answer the following questions.

- While sitting in the boat, the man told the boy that they (the wild ducks) would come in clouds, huge clouds moving very fast.

2. When the man told the boy that he had to be quick, the boy ran his fingers down the cold blue barrel of his gun.
3. The boy was eager to go on an adventure with his father, passionate about watching birds, patient, steady and even excited. He felt very surprised and spell-bound to see the ducks
4. Both the father and the son felt excited and spell-bound when they saw ducks in the sky. The boy exclaimed with surprise, 'There must be millions.' They wondered to see the huge clouds of ducks banking one way, then another, changing the shapes of the sky and blotting the light.
5. The father undid his safety catch and started firing, throwing buckshots at the sky but could not kill a single bird. The son was more patient and had steady hand. He raised his gun, fired and hit one – the leader of the formation.
6. The boy was sad on killing birds, so one day, he threw away the gun. When the man came to know about this, he felt a sense of peace. He found he was relieved as the gun had gone. The boy had taught him to be kind and caring towards birds.

Think

Think, discuss and then answer the following questions.

1. Though the boy was passionate about birdwatching but he did not like killing the birds. He not only saved the life of the wounded duck but also taught the man to be kind towards birds.
2. No, the man was not a perfect teacher to teach the boy hunting birds. He was impulsive and impatient whereas the boy was patient and steady hand. He hit a duck with a single shot.
3. When the boy touched the soft feathers and thin bony neck of the duck, he was frightened at what he had done. The boy lifted the duck, stroked its head, took it home, bandaged the wing and learned to feed the maimed duck. He did so because he thought it was cruel to kill birds.

Words in Use

A. Which words in the text have these meanings?

- | | | | |
|-------------|----------------|-------------|-------------|
| 1. billowed | 2. spell-bound | 3. passion | 4. whistle |
| 5. dead end | 6. maimed | 7. lopsided | 8. backyard |
| 9. stretch | 10. banked | | |

B. Rewrite each sentence using the correct word from the text.

- | | |
|-------------------------------------|---------------------------|
| 1. accurate = perfect | 2. banking = moving |
| 3. totally unused area = wilderness | 4. turned = billowed |
| 5. Hiding = blotting | 6. little waves = ripples |

Understanding Grammar

A. Combine the two sentences in each response. Begin the sentences as suggested in brackets.

1. Overeating last night was not a good idea.
2. Going down that corridor would be the shortest way to the principal's office
3. Yes, to meet Akash last evening was just wonderful.
4. Naturally, traveling for sixteen hours has made us feel quite exhausted.
5. Yes, to let the girl travel to Mumbai by herself was a bold decision.

B. Join the first part of the sentence with a suitable second part from the table. If the first part begins with an if, do not forget the comma.

1. b 2. e 3. d 4. f 5. a 6. c

Listening

Listen to your teacher read out the text and answer the questions given below. You may listen to the text more than once.

1. Miss Betsey Trotwood was the only person alive on his father's side.
2. Miss Betsey Trotwood lived in a cottage in a small village on the sea coast.
3. She was angry with him because, he had married a very young woman.
4. His father was once favourite of Miss Betsey Trotwood.
5. His father had died before David Copperfield was born.

Speaking

A. Do it yourself

B. Do it yourself

Writing

A. Do it yourself

B. Do it yourself



An Infantile Venture

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in each blank with correct word choosing from the brackets.

1. eleven 2. obedient 3. wild animals
4. forest 5. panther

C. Match the adjectives in Column 'A' with correct nouns in Column 'B'.

1. (d) 2. (f) 3. (a) 4. (b) 5. (c) 6. (e)

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (7) 2. (3) 3. (3) 4. (7) 5. (7)

E. Answer the following questions.

1. His job required hard work and was also dangerous. Everyday in the morning, he would go deep in the forest along with the other labourers to cut wood. In the evening, he and other fellow members would return from the forest.
2. Ravi was keen to have a look at the forest closely. The time he felt that, nobody was noticing him, he quietly moved away in the forest.
3. Ravi saw that it was a lovely place surrounded with shady trees all around. He saw a number of unknown birds in and around the pond. Well, some were flying, others were swimming in clear water, and few were diving into the water every now and then, and coming out with a fish in its beak.
4. Ravi threw a stone towards the stag to save it from the panther. The panther was furious at losing its prey. So it ran towards Ravi to attack on him.
5. His father and the guards saved Ravi. They killed the panther with a gun when it was moving towards Ravi on the tree.

Think

Think, discuss and then answer the following questions.

1. No, it was not appropriate for him because his father's workplace, the forest was a dangerous place where there were many wild animals.
2. Ravi was always eager to go to the forest with his father. Since, the forest area was of wild animals, he left Ravi with the guards and instructed him not to move here and there. When he saw that nobody was noticing him, he quietly moved into the forest.
3. It seems to be impossible for a small boy to climb up a tree in the presence of a panther who is an expert climber. it is not easy to believe.

Words in Use

A. Write the opposites of the words given below.

1. tame 2. rich 3. unintelligent 4. soft
5. sparse 6. disobey 7. wispy 8. easily

B. Find out two synonyms for each of the following words.

1. threatening menacing 2. defend safeguard
3. fast swift 4. enraged very angry
5. unavoidable certain

C. Use the following words in sentences of your own.

1. he disobeyed his teacher so he was punished.

- They managed to escape from the burning house.
- The son is obedient to his parents.
- Manu is very brilliant student.
- The panther was furious to lose its prey.

Understanding Grammar

Fill in the blanks with the correct helping verbs given in the brackets.

- are
- am
- is
- are
- is
- are
- is
- is
- am, are
- are, am

Listening

Your teacher will read out a paragraph in the class. Listen to him / her carefully and answer the following questions.

- The dog.
- She liked it and took it home.
- They gave what they did not like to eat.
- She treated him with care.
- How smart she made me! and how good i smellad
- In this sentence 'me' is (a) a direct object (7) an indirect object (3)

Speaking

Do it yourself.

Writing

Do it yourself.

CHAPTER 4 Zigzag

Comprehension

A. Tick (3) the correct answers.

- (c)
- (c)
- (c)
- (b)

B. Fill in each blank with correct word from the box.

- torture
- unusual
- nuisance
- snore
- brightened

C. Match the adjectives in Column 'A' with correct nouns in Column 'B'.

- (c)
- (d)
- (b)
- (a)
- (f)
- (e)

D. Tick (3) the correct statements and cross (7) the incorrect ones.

- (7)
- (3)
- (7)
- (3)
- (3)

E. Answer the following questions.

- Hearing about Zigzag, Mrs Krishnan said that most of Somu's so called

"favourite" possessions that he had given them were absolute nuisances. She was justified in saying this. She produced the example of the rare insect-eating plant that ate no mosquitoes in the house rather required a room-heater to keep that alive.

2. Zigzag was about a foot and a half tall. Its bald head was fringed with a crown of shocking pink feathers while the rest of its plumage was in various shades of the muddiest, sludgiest brown. its curved beak was in various shades of the muddiest, sludgiest brown. Its curved beak was sunflower-yellow and its eyes were the colour of cola held to sunlight.
3. Zigzag stubbornly refused to say a single word to them even though they tried speaking to him in English, Hindi, Tamil and French.
4. Zigzag had deposited all the fruits, etc on the ceiling fan then switched off. When the maid switched on the fan, half-pecked fruits streamed off the fan. Seeing this, she danced, and clapping her hands excitedly yelled, 'We've been blessed! It's raining papayas and bananas in this room!.'
The most funny part of the incident is the calls after calls from neighbours demanding to stop the snoring sound of Zigzag.
5. Mrs Krishnan rang to Dr Krishnan in his clinic and told him that her 'Sunset at Marina' Painting was bought by Mrs Jhunjhunwala for Rs 5000. It was the same painting which she had made and on which papaya fell on due to zigzag. She told him that they were not fair to Zigzag. She asked him if they could keep zigzag with them at home, just on trial for another week. This was why she agreed to keep the bird for another week.
6. When Dr Drishnan says this, we do not agree with him. It was by chance that the painting spoiled by Zigzag was bought by Mrs Jhunjanwala for Rs. 5000 /- as she did not know the reality of the streaks of papaya on it. Otherwise, Dr Drishnan was very sad when Zigzag had spoiled the painting and his wife complained and called Zigzag a nonsense bird.
7. Yes, this story is very funny. There are a number of examples to support this opinion – Zigzag did not speak a word in any language as it was told to by Somu, it only ate and slept and snored ferociously. It spoiled the room by depositing fruits on the chandelier and ceiling fan, the neighbours were troubled by its awful snoring. But when their painting spoiled by it, earned them 5000 rupees, they were all in praise of the nuisance bird.

Think

Think, discuss and then answer the following questions.

1. (a) Somu always kept the bird busy, so it never slept when it was with him.
(b) This tells that Zigzag was really an absolute treasure and a real help.
2. Laughter plays a very important role in families. It develops a bond of belongingness and a sense of care among family members.

- Yes, the real joviality and cheerfulness exists where people have the courage to laugh at themselves.
- It is the tendency of humans to laugh at others than at themselves. We find it easier to laugh at others but feel embarrassed if others try to laugh at us, so we agree with this statement.

Words in Use

A. Find out from the story antonyms of these words.

- | | | | |
|--------------|-------------|---------------|----------------|
| 1. unusual | 2. harmless | 3. sincere | 4. impartial |
| 5. cheerless | 6. superior | 7. unfriendly | 8. permanently |
| 9. different | 10. upset | | |

B. Make nouns from these verbs.

- | | | | |
|-----------------|---------------|---------------|----------------|
| 1. exhibition | 2. apology | 3. correction | 4. explanation |
| 5. application | 6. insistence | 7. excitement | |
| 8. announcement | | 9. annoyance | 10. invitation |

Understanding Grammar

A. Complete these sentences with a little, some or any. The first one has been done for you.

1. some 2. any 3. some 4. a little 5. any 6. a lot

B. Complete these sentences with a few, many, a lot of or much.

1. many 2. much 3. A lot of 4. many 5. a few 6. a lot of

Listening

Listen to your teacher read out a paragraph, and answer the following questions.

- A tiger has excellent eyesight and a sharp sense of smell.
- Tigers guard their territories by marking the boundaries of their area with scratch marks on trees and rocks as well as body scent markings.
- Scratching and scent marking are the signals that warn other tigers about the size of the tiger ruling the region.
- Tigers communicate by roaring loudly.
- (a) excellent – adjective (b) sense – noun
 (c) guard – verb (d) as well as – conjunction
 (e) Loudly – adverb (f) their – possessive adjective

Speaking

Do it yourself.

Writing

Do it yourself.



The Laburnum

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks, choosing the correct words from the brackets.

1. ordinary 2. unnoticeable 3. yellow 4. passersby

C. Match the rhyming words in the two columns.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (7) 2. (7) 3. (3) 4. (3)

E. Answer the following questions.

1. The lone laburnum tree grows just down the road where the poet lives.
2. The clear sunbeams burst out in May, a summer month.
3. When summer comes, golden light is trapped in the laburnum tree.
4. Opposite to the behaviour of the cawing crows, the laburnum tree is calm and its height is not remarkable. Its leaves also are ordinary.
5. The beggar down the street feels very happy to see the laburnum tree bloom with flowers. He gets this key for free.

Think

Think, discuss and then answer the following questions.

1. Yes, it is a small hardwood tree with hanging clusters of yellow flowers followed by poisonous seeds.
2. The yellow flowers of the laburnum tree are so bright that our eyes are dazzled when we look at it.
3. The gloom of the sky or darkness has no effect on the brightness of its flowers.

Words in Use

Make words as defined below using the letters of the word MAINE, a state in the United States.

- | | | | |
|---------|---------|---------|--------|
| 1. MA | 2. MAIN | 3. MINE | 4. MAN |
| 5. MEAN | 6. MANE | 7. ME | 8. AM |
| 9. AN | 10. AIM | 11. IN | 12. I |

Appreciating the Poem

golden light

crystallised sunbeams

thunderly grey

topaz light

flowers of sunshine

drops gold on passerby

Understanding Grammar

Fill in the blanks with 'can', 'could', 'may' or 'might'.

1. can
2. may
3. can
4. could
5. may
6. can
7. May
8. might
9. could
10. may
11. can
12. could



The Mole and the River Bank

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks, choosing the correct words from the brackets.

1. tunnel
2. birds
3. fascinated
4. sculled
5. boat

C. Match the words in the two columns to make sentences.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3)
2. (7)
3. (3)
4. (7)
5. (7)

E. Answer the following questions.

1. It was the spring season when Mole was working hard cleaning his little home.
2. The Mole thought his happiness was complete when he stood by the edge of a full-fed river. Never in his life had he seen a river before. It was the best place for him to live.
3. The Mole scraped and scratched busily with his little paws muttering to himself, till at last he popped out into the warm grass of a great meadow.
4. The Water Rat had a brown little round face, with whiskers, small, neat ears and thick silky hair.
5. In the end, the Mole was more happy than the Water Rat. The Mole was absorbed in the new life. He was muttering and entering upon enjoying the sparkles, the ripples, the scents and the sounds and the sunlight. He trailed a paw in the water and dreamed long walking dreams.

Think

Think, discuss and then answer the following questions.

1. Spring season has been described in this story. In this season, trees bear new leaves and flowers. Everything looks new. It is neither too cold nor too hot in this season.
2. The Mole has been living under the ground for many days. He had never seen an open place or a meadow. Soft breezes cooled his head and he got

rid of cleaning and whitewashing his little home. So he felt very happy to have a carefree life.

3. The Water Rat treated Mole affectionately and warmly. He took him in his boat for a joy riding. The Water Rat is gentle and considerate and listens to Mole's troubles patiently.

Words in Use

A. Write the opposites of the words given below.

1. Pleased
2. light
3. large
4. sad
5. soft
6. gloomy
7. top
8. happy
9. wide
10. invisible

B. Find out two synonyms for each of the following words.

1. murmur
- whisper
2. scampered
- ran
3. stared
- looked
4. enjoyable
- delightful

C. Use the following words in sentences of your own.

1. The farmer felt weary after ploughing the field.
2. The sage had a divine face.
3. The Mole suffered loneliness under the ground.
4. Mole's happiness was visible in the meadow.
5. The girl sat dreamily in the class.

Understanding Grammar

A. Underline the adverbs in the following sentences.

1. This park is quite clean.
2. The boy ran forward.
3. My brother bought a new dress today.
4. This girl is always dressed neatly.
5. I rang up my friend thrice.
6. Mohit kicked the ball roughly.
7. The father spoke to the child firmly.
8. We often work together.
9. Our team lost the match because we played very poorly.
10. I thought the hotel would be costly but it was very cheap.

B. Use the following adverbs of time in your own sentences.

1. The teacher is still in the classroom.
2. I saw a pleasant dream last night.
3. The train is yet to arrive.
4. Now, you can go home.
5. Soon after the rain, it began to fall snowballs.

6. I was in class 5 last year.

C. Fill in the blanks with suitable adverbs. Choose the adverbs from the box.

1. harshly 2. completely 3. already 4. very
5. once 6. tomorrow 7. neatly 8. melodiously
9. everywhere 10. cheerfully

D. Form sentences using these adverbs of place.

1. The found it difficult to get used to living abroad.
2. He fell downstairs and broke his arm.
3. My uncle lives near the bust stand.
4. I put my book somewhere and forgot it.
5. The birds are over there. Go and feed them.
6. There is someone outside the gate.
7. Keep on going forward and try not to look back.
8. The children are inside the house.

E. Underline the adverbs and write 'F' for adverb of frequency and 'D' for adverb of degree.

1. She drove quite dangerously. D
2. She is frequently late for school. F
3. I do my exercises regularly. F
4. He has given up sweets forever. F
5. I will not be fully careless. D
6. We eat at restaurants occasionally. F
7. I have not been to London even once. F

Listening

Your teacher will read out a paragraph in the class. Listen to him/her carefully and answer the following questions.

1. This means a state of dying out or disappearance of some species of animals or plants.
2. The most famous extinction occurred about 65 million years ago when dinosaurs died out.
3. During this extinction period around 70 percent species on earth died out.
4. Something catastrophic prevented the recovery of dinosaurs.
5. (a) Signalled (b) decline

Speaking

Do it yourself.

Writing

Do it yourself.



Down the Rabbit-hole

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks, choosing the correct words from the brackets.

1. beneath 2. bottomless 3. curtain
4. loveliest 5. ventured

C. Match the words in the two columns to make sentences.

1. (e) 2. (a) 3. (f) 4. (b) 5. (d) 6. (c)

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3) 2. (7) 3. (7) 4. (3) 5. (7)

E. Answer the following questions.

1. The most remarkable thing Alice saw was the Rabbit taking a watch out of its waistcoat-pocket and looking at it. It made her feel that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it.
2. When Alice opened the door, she found a small passage. She could not go inside it but she wanted to. Therefore, she wished that she could shut up like a telescope.
3. It was a little bottle with a paper label tied to its neck, with the words "DRINK ME" but wise little Alice was not going to do that in a hurry. It was so because she wanted to know and see whether it was marked poison' or not.
4. Alice wanted to go into the garden at once but when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for the key, she found she could not reach it. When she had tired herself out with trying, she sat down and cried.
5. Alice said to herself sharply, "Come, there is no use in crying like that!" I advise you to leave off this minute!" This shows that she was courageous, adventurous and curious about things.

Think

Think, discuss and then answer the following questions.

1. These words tell us that Alice was curious and adventurous.
2. Do it yourself.
3. When everything around Alice happened normally, it was dull and boring for her because she loved adventures and she was curious to learn and understand things.

B. Fill in the blanks, choosing the correct words from the box.

1. high above 2. white-haired 3. expectantly
4. unreliable 5. directly

C. Match the adjectives in column 'A' with correct nouns in column 'B'.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3) 2. (7) 3. (7) 4. (3) 5. (7)

E. Answer the following questions.

1. This means a hindrance or a problem of narrow path.
2. The author was surprised and disgusted to hear the name of 'Miss Helen Keller' from Margot in a casual way. Secondly, she ran to their garage, jumped into the deep and bounced down the mountain to take Helen Keller from the Hotel Splendid. This shows that the author was excited about meeting Helen Keller.
3. Helen Keller's behaviour all through the jeep ride shows that she was very bold, courageous and full of life. She was high-spirited and she enjoyed life without caring for any troubles. According to the writer, Helen Keller was the first passenger who was oblivious to the danger; she was enchanted by the violent jumps and only laughed when she was thrown against her shoulder. She sang and warbled happily and cried "Lovely!".
4. Miss Thomson was a companion of Helen Keller.
5. Miss Thomson said this because Helen Keller loved to live alone and spend a lonely life in a peaceful place in New York. That was why the really noticed a change of smell.
6. Helen Keller's attitude towards her blindness and deafness was positive. When asked, She replied she would like to see all the places she would visit and people she would meet. 'And death is just around the corner. Not that that worries me, on the contrary.' She sat in silence for a moment. Then, slowly and very distinctly, spoke again: "But there's a difference for me, you know. Because in that other-room (other life), I shall be able to see."

Think

Think, discuss and then answer the following questions.

1. Helen Keller's greatest strength was her positive attitude towards life. She was courageous and her blindness and deafness posed no hindrance in her life.
2. Helen Keller was a civilised member of society, very patient, courageous and full of life.

3. This statement tells us that Helen Keller was an optimistic personality. Her innermost feeling was that she was not able to see the wonderful world and listen to the songs of nature. But she hopes to see all this in her life after death.

Word in Use

Jumbled word	Meaning	Word
xtearroidanyr	remarkable	extraordinary
iretkyc	shaky	rickety
cerpitoiusp	dangerously steep	precipitous
leianurleb	undependable	unreliable
deruscbo	hidden	obscured
awiirste	a pale bluish flower	wisteria
acsoffdlng	a temporary structure formed of poles and planks	Scaffolding
baluoder	worked hard	laboured
sculster	bunches	cluster

Understanding Grammar

A. Combine the following to form noun clauses functioning as the objects of the verbs.

1. She did not know of her mother's return.
2. I greatly regret my inability to attend the party.
3. He heard of his brother's going away.
4. The hostages demanded their freedom.
5. The prisoner confessed to stealing the money.

B. Combine the following to form noun clauses functioning as the subjects of the verbs.

1. It is untrue that he told us something.
2. It seems to be certain that the plane will be delayed.
3. It must be endured as it cannot be cured.
4. It was not clear to me that she said something.
5. It is certain that he will not get through the exam.

C. Complete the following sentences by adding an appropriate relative clause.

1. This is the man **who has helped me.**

2. I love the game **which allows sufficient physical activity.**
 3. Do you like the tree **that gives you shade?**
 4. I want the dog **which runs the fastest.**
 5. He loves to swim in the river **that is clean.**
 6. She doesn't like the lady **who talks too much**
- D. Complete the following sentences by joining the correct relative clauses to the main clauses.
1. The boy climbed the gate ————— who was ticked off by the police
 2. The ship.....is going to sink ————— that grow wild on the hills
 3. Mother loves the flowers ————— that is lame in one leg
 4. There is the driver ————— that has sprung a leak
 5. The animals are all afraid of the lion ————— that has pointed spikes on top

Listening

1. One of the frogs lived in a ditch at one end of Japan.
2. The other frog lived in a clear stream of water at the other end of Japan.
3. The two frogs wanted to see a little of the other world.
4. One day, they set out along the road, each towards the other.
5. They met halfway between the two towns.

Speaking

Do it yourself.

Writing

Do it yourself.



The Fountain of Life

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks with correct words from the brackets.

1. sunshine 2. waves 3. climb 4. glad 5. constant

C. Match the two columns to make correct sentences.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3) 2. (7) 3. (3) 4. (7) 5. (3)

E. Answer the following questions.

1. When the wind blows, the fountain waves like a flower.
2. The fountain flows in upward and downward directions.
3. No, the fountain never gets tired. The following lines show this:
*Still climbing heavenward,
Never weary.*
4. The fountain is a natural happening and it is full of life and so powerful that no one can tame it.
5. The fountain has been compared to snow, flower, spray etc.
6. The qualities of the fountain that the poet wants to adopt are its cheerfulness, freshness, constancy and spirit of freedom.

Think

Think, discuss and then answer the following questions.

1. I would like to identify the qualities of cheerfulness, freshness, constancy and the spirit of freedom.
2. The fountain leaps and flashes from morning till night. It looks cheerful even in the day and night. It is always in motion and aspires always towards heaven. Its movement itself gives it rest. It is full of life and can never be controlled. It is always changing still remains the same. The fountain is the symbol of aspiring to achieve the highest goals in life. It has the spirit of freedom.
3. The fountain is always in motion. In Constant motion, it seems to rest. It means that its movement itself gives it rest.

Words in Use

Write antonyms of the following words.

- | | | | |
|----------|-----------|-----------------|------------|
| 1. sad | 2. stable | 3. moving | 4. careful |
| 5. never | 6. empty | 7. dissatisfied | 8. stale |

Appreciating the Poem.

Find out from the poem other lines where 'personification' has been used, and explain how it applies in those lines.

'Still climbing heavenward'

'Glad of all weathers'

'Happy at midnight'

'Happy by day!'

Climbing is a human quality. Being happy is also a human quality.

Understanding Grammar

Use the future perfect or the future perfect continuous form of the verbs given brackets.

1. will have rehearsed
2. will have been keeping

- | | |
|----------------------------|------------------------------|
| 3. will have worked | 4. will have been attempting |
| 5. will have visited | 6. will have been running |
| 7. will have been trying | 8. will have been gathering |
| 9. will have been enjoying | 10. will have been living |



When Beni Pishi Lost Her Voice

Comprehension

A. Tick (3) the correct answers.

1. (b) 2. (a) 3. (a) 4. (b)

B. Fill in the blanks with correct words from the brackets.

1. moment 2. converse 3. evil spell 4. thrashed

C. Match the columns to make correct sentences.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (7) 2. (7) 3. (7) 4. (3) 5. (3)

E. Answer the following questions.

- One day a strange thing happened to Beni Pishi. Suddenly, she lost her voice, whereas she was a compulsive talker.
- Ghanshyam Mondal was Beni Pishi's brother and a Mathematics teacher.
- Ramu, the village barber told the villagers that the ghost on the neem tree had cast an evil spell on Pishi because she passed under that haunted tree with her open hair.
- No, Beni was not in the possession of a ghost, rather she and her brother, Ghanshyam had only one set of dentures, and on that day Ghanshyam had gone somewhere with the pair of dentures. Pishi had already declared that she had as strong teeth as the Himalayan rocks. But today her mouth was empty, so she kept silent for fear of disclosure of her being toothless.
- Ghanshyam gave Beni a brand new pair of dentures wrapped in a small brown paper from the pocket of his Kurta. She slipped the dentures onto her a toothless gum. She said that he (Ghanshyam) had no sense because he had handed her the pair of dentures in the presence of all the villagers.

Think

Think, discuss and then answer the following questions.

- Beni Pishi talked too much. She was a compulsive talker. If she did not

speak, it looked like a rose was not emitting fragrance.

2. Superstitions are irrational and fake beliefs in supernatural events or spirits, such as ghosts. Such beliefs are not based on truth or evidence, so they are very harmful for a society.
3. Since the villagers were sad to see Beni speechless, they became ready to listen to Ramu, the village barber, the silliest man on earth to enlighten them on the theory relating to Beni's silence, but they had not much faith upon Ramu's understanding.

Words in Use

A. Choose and circle the correct word as directed.

1. struggle
2. consider
3. frighten
4. thief

B. Match the given words in column A with their synonyms in column B.

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

C. Put the correct adjectives given in the brackets to fill in the blanks.

1. courageous
2. new
3. frail
4. beautiful

Understanding Grammar

A. Change the given sentences to reported speech.

1. Rohit asked me **Where his English workbook was.**
2. Nina told me **to send a text message to her.**
3. Madhuri told me **that we needed to help Ankit's sister.**
4. Arun commanded **to wash my hands.**
5. Riya asked her friend **when the train arrived.**

B. Read this story and rewrite it in reported speech.

One day Akbar asked Birbal if he could tell him how many bangles his wife wore. Birbal regretted to say that he could not. Akbar exclaimed why he could not. He told him that he (Birbal) saw her hands everyday while she served him food. Yet he did not know how many bangles she had on her hands. How was it possible. Birbal said that they should go down to the garden and that he would tell him. They went down the small stair case that led to the garden. Then Birbal turned around and asked Akbar respectfully that he went up and down that staircase everyday and if he could tell him how many steps were there in that staircase. Akbar had no answer.

Infinitives

Join the sentences using an infinitive.

1. Being very sad, she cannot sing.
2. Being very tired, he cannot go to school today.
3. I am going to the market to buy a new dress for myself..

4. Being very hungry, Meena doesn't want to wait for the others for dinner.
5. Being very fond of dancing, the girls will not give up their classes.

Listening

1. King Sibi was a great ruler.
2. One day a dove flew in the court when Sibi was holding it.
3. The dove was in great fear of being chased by its enemy, a huge hawk.
4. The King said to the bird (dove) that none needed fear who sought refuge there.
5. The hawk demanded the king that the dove was his food and he had no right to prevent him from eating his food. It requested the king to surrender the dove before it died of hunger.

Speaking

Do it yourself.

Writing

Do it yourself.



Walrus

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks, choosing the correct words from the brackets.

1. 4000 2. two 3. shallow
4. endangered 5. strong

C. Match the adjectives in column 'A' with correct nouns in column 'B'.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (7) 2. (7) 3. (3) 4. (3) 5. (7)

E. Answer the following questions.

1. Their front flippers are weaker than those of sea lions. As such, they are not strong swimmers.
2. A Walrus has heavy, stiff quill-like whiskers called 'vibrissae'. These whiskers are very sensitive and help the walrus to locate its food.
3. Walruses use their tusks to pull themselves out of water as well as for defence against other animals. They do not use them to dig food from the ocean floor.

- To save them from becoming an extinct species, humans are no longer allowed to hunt them for their blubbers or ivory tusks.
- They dive to the bottom of the ocean to search for food with their snouts. Their whiskers help them to identify the prey. Their diet comprises shellfish, including clams, mussels, soft corals, sea cucumbers, etc found on the bottom of the ocean.
- Walrus are found in the arctic seas. They have two sub- species – the Atlantic Walrus and the Pacific Walrus. Atlantic Walrus live near northern Canada to Greenland whereas Pacific Walrus are found near Russia and Alaska. Walrus are social animals and live in groups of over a hundred.

Think

Think, discuss and then answer the following questions.

- Endangered species are some kinds of animals which are in danger of becoming extinct. Some other endangered species are tigers, cheetah, black buck and so on.
- People can stop hunting these animals to protect them.
- Do it Yourself.

Words in Use

Given below are the definitions of some words that end in 'art'. Find out the words and write them against the definitions.

- | | | | |
|-----------|-----------|----------|----------|
| 1. smart | 2. thwart | 3. chart | 4. start |
| 5. depart | 6. mart | 7. cart | 8. part |

Understanding Grammar

A. Complete the conditional sentences given below choosing suitable clauses from the box.

- If you were to sleep early, **you would wake up at 4 a.m.**
- If I were you, **I should not take such a risk.**
- If you see Mr Ankit, **please convey my regards to him.**
- If he calls me, **I will inform him.**
- If you came to my house, **you would have lunch with me.**
- If you learnt English well, **you would score high in all subjects.**
- If he had been guilty, **he would have been punished.**
- If you cool water up to 0°C, **it freezes.**

B. Complete the following conditional sentences suitably.

- If it rains, **we will not go out.**
- If she had appeared in the interview, **she would have cleared it.**
- If he became a doctor, **he would work in a hospital.**

4. If you solve all the questions correctly, **you will get full marks.**
5. If I were you, **I should not talk to her.**
6. If you did not obey your parents, **they would be annoyed with you.**
7. If he comes to you, **you should help him.**
8. Unless you complete your homework, **you will not be allowed to enter the class.**
9. If you help me, **I will help you.**
10. He will not pass unless **he works hard.**

Listening

The teacher will speak aloud the following words that have the 'str' sound blend. Listen carefully and note the sound of the letters in bold. Find eight new words beginning with the 'str' sound blend and write them in the space provided.

straddle	strafe	struggle	straight
strain	strait	stride	strife

Speaking

Do it yourself.

Writing

Do it yourself.



The Necklace

Comprehension

A. Tick (3) the correct answers.

1. (c) 2. l (b) ll (c) 3. (c) 4. (c)

B. Fill in the blanks, choosing the correct words from the brackets.

1. occasion 2. violent 3. prettiest 4. necklace 5. francs

C. Match the two columns to make meaningful sentences.

1. (c) 2. (e) 3. (a) 4. (f) 5. (b) 6. (d)

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (7) 2. (3) 3. (3) 4. (7) 5. (7)

E. Answer the following questions.

1. One day Mathilde's husband came home with a large envelope – an invitation from the Minister of Education.
2. When Mathilde talked about jewellery, Mr Loisel suggested her to go and see Madame forestier and ask her to lend her some jewels. The reason

he gave in support of his suggestion was that she (Madame Loisel) knew her (Madame forestier) quite well enough for that.

3. She took off the garments in which she had wrapped her shoulders, so as to see herself in all her glory before the mirror. But suddenly she uttered a cry. The necklace was no longer round her neck!
4. If Mathilde had communicated the loss of necklace to Madame Forestier, she would have to bear a loss of only 500 francs and not forty thousand francs. They would not have to work to pay for the necklace. which was only an imitation. They would have been happy to have told the truth.
5. In order to save money to pay off their debts, they dismissed their servant. They changed their flat and took a cheap garret under the roof. Mr Loisel worked in the evenings at putting straight a merchant's accounts, and often at night he did copying at two pence— half penny a page.
6. Mathilde decided to reveal the secret of the lost necklace to Madame Forestier after ten long years because now she had no fear of anything because she had already paid all her debts.

Think

Think, discuss and then answer the following questions.

1. This was so because she was utterly miserable at not having any jewels.
2. She wrote a letter to her friend to tell her that she had broken the clasp of her necklace and are getting it mended. She did so because it would give them time to look about them.
3. Yes, Madame Forestier was Mathilde's good and true friend. When Mathilde asked her for a jewel, she put the full box before her to choose one from. She never asked her to return it. Even when Mathilde told her about the loss of the necklace, she clearly told her that it was worth only 500 francs and an imitation, and that she should not worry much about that.

Words in Use

A. Use correct form of these idiomatic expressions to complete the sentences that follow.

1. a pretty penny
2. at all costs
3. buckle down
4. all avenues
5. hang in there
6. be on your guard
7. paddle his own canoe

B. Make four different words from each of the following words by altering the order of letters in the words.

- syllables – label, able, slab, bless
philosophers – pool, solo, her, slip

revolutionise – revolution, love, rinse, lotion
embellished – bell, sill, lime, shed

C. Find a thesaurus from your school library and look up all the synonyms of the word 'communication'.

transmission, conveyance,
disclosure, broadcasting,
divulgence, dissemination,
contact, connection, dialogue,

Understanding Grammar

A. Use the correct form of the verbs given in brackets and complete the paragraph.

Papermaking is **considered** (consider) to be one of the Four Great Inventions of Ancient China, since the first papermaking process was **developed** (develop) in China during the early 2nd century. During the Shang Zhou dynasties of ancient China, people usually **wrote** (write) documents on bone or bamboo. The word "paper" **was** (is) etymologically **derived** (derive) from papyrus, Ancient Greek for the Cyperus papyrus. Most western books in the middle ages **were made** (make) of parchment, derived from animal hides.

A sheet of paper **was created** (create) by Cai Lun, an official, attached to the Imperial court during the Han Dynasty. Mulberry and other fibers along with fishnets, old rags, and hemp waste **was used** (use) to make it.

The world's earliest known printed book (using woodblock printing), the Diamond Sutra shows the widespread availability and practicality of paper in China.

Thus, the paper **was invented** (invent) by the Chinese by 105 AD in the Han Dynasty and spread slowly to the west via Samarkand and Baghdad. Papermaking started in Italy and Germany by 1400.

B. Use should or must to fill in the blanks.

1. should 2. should 3. must 4. should 5. should 6. should

Listening

Listen to your teacher read out a passage and answer the questions given below.

1. Many labourers accompanied the caravan of merchants.
2. They got into a ship and set sail.
3. During their journey, a terrible storm broke out and the ship overturned and sank.
4. Only one of the helpers, a young man called William remained alive.
5. The alive helper, William caught hold of a broken piece of the ship and clung to it.

Speaking

Do it yourself.

Writing

Do it yourself.



Wandering Singers

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks, choosing the correct words from the brackets.

1. world 2. women 3. old 4. sorrowful

C. Match the word in column 'A' with the words they rhyme with, in column 'B'.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3) 2. (3) 3. (7) 4. (3)

E. Answer the following questions.

1. Wandering singers are the local people who go singing through the streets of villages.
2. The wandering singers roam through echoing forests and echoing streets.
3. They carry lutes (musical instruments with strings) in their hands.
4. "The world is our home" means that they belong to the whole world and the whole world belongs to them. They love the whole world equally.
5. Their songs are about the lustre of old cities, laughter and beauty of the men swords of old battles and crowns of kings.

Think

Think, discuss and then answer the following questions.

1. This poem describes the song of the folk singers who wandered from town to town, in order to spread the message of love, to sing the grandeur of old cities, beautiful women, swords of battles and crowns of Kings. This had been a part of social reform during and after the freedom struggle of India. Social reformers wandered through streets singing songs of religious integrity to make people aware about peace and brotherhood.

- The voice of the wind is their fate. It means that wherever the wind takes them, they move there with the wind. The wind decides their fate.
- The poet says that the lust of old cities has faded out. Possibly it refers to the exploitation of cities and towns by the colonizers.

Words in Use

A. Complete the words given below, using the groups of letters in the box. To understand the pronunciation, speak them aloud. The hints given against the words will help you find them.

- | | | |
|-----------|-------------|--------------|
| 1. Beauty | 2. Poultry | 3. Dewdrop |
| 4. Value | 5. Mongoose | 6. Manoeuvre |
| 7. Museum | 8. Jeweller | 9. Argue |

B. Given below are some groups of words which can be substituted with single words. Write the correct word in the space provided. The first letter of each word is given.

- | | | |
|--------------|------------------|---------------|
| 1. HORSE | 2. ZOOLOGY | 3. ILLITERATE |
| 4. DEMOCRACY | 5. TRANSPARENT | 6. ORPHANAGE |
| 7. BIOGRAPHY | 8. AUTOBIOGRAPHY | |

Appreciating the poem

Find from the poem words that rhyme with the following words.

1. street 2. home 3. dead 4. things 5. go 6. fate

Understanding Grammar

A. Read the following verses. For each verse, identify the rhyme scheme and write it below the verse:

Mr. Brown, the circus clown
puts his clothes on upside down.
He wears his hat upon his toes
and socks and shoes upon his nose.

Rhyme scheme: **AABB**

Roses are red
Violets are blue.
Sugar is sweet,
And so are you.

Rhyme scheme: **ABCBA**

True friends are by your side
Through it all.
True friends are there
To catch you when you fall.

Rhyme scheme: **ABAB**

He always got mixed up with clothes;
He wore his mittens on his toes,
Forget his collar in his haste,
And tied his tie around his waist.
Rhyme scheme: **AABB**



I am Born

Comprehension

A. Tick (3) the correct answers.

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

B. Fill in the blanks with correct words from the brackets.

1. young 2. strange 3. seated 4. 105 5. bonnet

C. Match the two columns to make meaningful sentences.

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

D. Tick (3) the correct statements and cross (7) the incorrect ones.

1. (3) 2. (7) 3. (7) 4. (7) 5. (7)

E. Answer the following questions.

- Miss Betsey Trotwood lived alone in a cottage in a small village on the sea coast.
- She knew this because she had heard about Miss Betsey from her husband.
- Mrs David Copperfield was a shy and timid person. The following lines show this.
 - She got up from her chair at once and stood behind it.
 - When Betsey asked her to take her cap, she at once obeyed her.
 - She hang her head as though it was her fault, and began to cry.
- Yes, we agree that Miss Betsey Trotwood was stiff and stern but, she was also kind. It is clear when she ordered Peggotty, the maid to fetch some tea for Mrs David Copperfield because she knew that she was not well.
- When Peggotty saw how ill her mistress looked, she sent for the doctor at once because Mrs David Copperfield was about to give birth to a baby.
- When the doctor came down, Miss Betsey Trotwood was walking up and down the room. It shows that she was anxious to learn if the child to be born was a girl or a boy.

Think

Think, discuss and then answer the following questions.

1. After the death of the narrator's father, Miss Betsey had come to see Mrs David Copperfield whom she wanted to give birth to a girl. Moreover, she had never before visited them as she was annoyed with David Copperfield's father because he had married a very young girl.
2. By 'she' Miss Betsey means – the baby girl to be born.
3. When Miss Betsey knew that a baby boy was born, she did not say a single word and taking her bonnet, walked straight out of the house. She did so because she felt defeated as she had predicted a baby girl and wanted to be her godmother.

Words in Use

A. Some phrasal verbs and their meanings/hints have been given below. Complete the given sentences by using them in place of the verbs given in brackets.

- | | | |
|-----------------------|---------------------|-------------|
| 1. call in, to fix it | 2. call out, loudly | 3. see, off |
| 4. see, out | 5. take up | 6. take off |
| 7. look, up | 8. look for | |

B. Use the noun forms of the adjectives given in brackets to complete these sentences.

- | | | |
|----------------|------------|----------|
| 1. beauty | 2. comfort | 3. anger |
| 4. seriousness | 5. fright | |

Understanding Grammar

A. Insert the auxiliary verbs given in brackets in the correct places in these sentences. Rewrite the completed sentences in your notebook.

1. We **are** working on this project together. (are)
2. I **was** riding my bicycle quite fast when a dog suddenly ran across the street. (was)
3. I **do** need some help with my project. (do)
4. I'm sure I **have** met him somewhere before. (have)
5. He **has** learnt the poem by heart. (has)
6. They **don't** want to go to the film. (don't)

B. Fill in the blanks with correct forms of the verbs given in brackets to complete these sentences.

- | | | |
|----------------|---------------|----------------|
| 1. wants | 2. is resting | 3. have to ask |
| 4. was looking | 5. requires | |

Listening

Listen to these sentences. Complete them with the correct words. Then take turns to read the sentences aloud.

1. lived, village
2. sitting, fireside
3. serious
4. ringing, window
5. frightened, behind
6. sick
7. walking

Speaking

Do it yourself.

Writing

Do it yourself.