

Teacher's Manual

GRADE
7
MIDDLE
STAGE

Tanquiri.AI

English



MASTERMIND

Tanquiri English-7

Chapter 1 : Oliver Twist Asks for More

- A.** 1. b. 2. c. 3. b. 4. b. 5. d.
- B.** 1. The master was assisted by two women.
 - 2. The bowls never needed washing.
 - 3. Oliver Twist and his companions had been suffering the torture of slow starvation.
 - 4. When the gruel disappeared, the boys whispered to each other.
 - 5. The master gazed in stupefied astonishment on the small rebel for some seconds and then clung for support to the copper.
 - 6. Nobody challenged the predictive gentleman's opinion.
 - 7. The next morning a notice was pasted on the outside of the gate.
- C.** 1. F 2. F 3. F 4. T 5. F 6. F
- D.** 1. Oliver Twist was a boy raised in a workhouse.
 - 2. The master served the gruel to the boys, assisted by two women.
 - 3. Workhouses were poor houses run by public assistance where the poor lived and worked in miserable conditions.
 - 4. The poor in the workhouse lived and worked in miserable conditions, subjected to hatred and cruelty.
 - 5. Oliver Twist and his companions suffered the torture of slow starvation for three months.
 - 6. Oliver Twist went to the master to ask for more gruel.
 - 7. The master was a fat and healthy man.
 - 8. The master reacted with rage, tried to hit Oliver with a ladle, and Oliver was later taken away for punishment.
- 1. The poor in the workhouse lived and worked in miserable conditions, subjected to hatred and cruelty. They were given meager portions of gruel and bread, and the bowls were polished by the boys themselves.
- 2. In the end, after Oliver asked for more, there was a general shock, and a

discussion took place. Oliver was immediately shut away in a dark room, and a reward of five pounds was offered to anyone who would take Oliver Twist off the hands of the community.

Word Power

1. c. 2. h. 3. g. 4. e. 5. f. 6. b. 7. d. 8. a.

Grammar

A. 1. My uncle can speak five languages.

2. She can solve this sum.

3. His plan may succeed.

4. He must be at home now.

5. The students must bring their notebooks.

6. You must respect your elders and teachers.

7. If I were rich, I would help the poor.

8. You have finished your work, so you may go to play.

9. May I see your book?

10. The condition of the patient is serious. You must consult some good doctor.

Let's Talk

Ajay: Hello Sachin, how are you? Why are you looking upset?

Sachin: Yes, Ajay. I am upset because today I have met a boy in the morning when I was coming to school. He works in a soap factory. He has to work for long hours. He sometimes gets beaten over there. He wants to come to school like us but he can't as his parents are very poor.

Ajay: That's really sad. Have you tried talking to someone about it? Maybe we can help him.

Let's Write

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

4. Could she complete her project within time?
5. What a beautiful scenery it was!

Composition

(Oliver Twist, a boy raised in a workhouse, asks for more gruel due to starvation. The master reacts with rage, and Oliver is later punished. The story reflects the harsh conditions of the poor in workhouses.)

Chapter 2 : The King's Palace

- A.** 1. b. 2. c. 3. c. 4. c. 5. b.
- B.** 1. You need to be silly, that's all.
2. There's a simpleton deep inside everyone.
3. I've always had a great weakness.
4. I'll give you that seashell I slice mangoes with.
5. I grew too old to go looking for palaces.
- C.** 1. c. 2. d. 3. e. 4. a. 5. b.
- D.** 1. Aunt Iru was a clever girl who could charm people.
2. Grandpa says these words, and his great weakness is that every little thing fills him with wonder.
3. According to Aunt Iru, the 'King's seven-mansioned palace' was right there in their house.
4. Grandpa couldn't see the palace because he didn't know the magic words.
5. Grandpa pleaded with Aunt Iru, offered her a seashell, and even followed her secretly to find out the magic words.
- E.** This chapter revolves around Grandpa's memories of Aunt Iru, a clever girl who enchanted him with stories of a mystical palace in their house. Despite his curiosity, Grandpa never discovered the palace's location, as Aunt Iru took the secret with her after getting married.

Word Power

- A.** 1. peer 2. glimpse 3. stare 4. witness 5. observe
- B.** 1. observed 2. stared 3. peered 4. glanced

Grammar

1. Apples, though rich in vitamins and minerals, are usually expensive.
2. You want to deposit a large amount of money in the bank.
3. To tell you the truth, after that incident, I keep all my savings in my pocket.
4. Two red monkeys, dressed in red and purple pantaloons, got ready to dance.
5. The old penguin, however, did not feel afraid of Peterkin.
6. Penguins are, of course, birds, but they cannot fly.
7. The nightingale, as my story tells, did not kill the glow-worm.

Let's talk

Discuss the plight of animals abandoned by their masters due to illness. Suggest possible solutions to help them, such as creating awareness about responsible pet ownership, providing medical assistance, and encouraging adoption.

Let's write

Reconstruct a picture of an average Indian prison based on Nehru's account. Write about the conditions of cells, administrative arrangements, warders, and activities prisoners engage in, within 200 words.

Composition

Write a short paragraph about Rabindranath Tagore in your own words, highlighting his contributions to literature, music, and philosophy.

Chapter 3 : The Lost Child

A. 1. c. 2. a. 3. b. 4. c. 5. a.

B. 1. One little boy ran between his parents' legs, brimming over with life and laughter.

2. The child looked up to his father and saturated with the shrill joy and wonder of his vast glory.
3. He ran towards his parents gaily and walked abreast of them for a while.
4. A man stood holding a pole with yellow, red, green, and purple balloons flying from it.

5. Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs.

C. 1. F2.F3.F4.T5.F

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

E. 1. The child's parents and other people were going for the festival of spring, and they were heading towards the fair.

2. The toys in the shops arrested the child's attention first on his way to the fair.

3. The juggler in the fair was playing a flute to a snake.

4. The child was attracted to the round about by watching others going round and round with joy and laughter.

5. A man in the crowd saved the child from being trampled underfoot and lifted him up in his arms.

6. The man tried to console the child by offering various distractions like the round about, balloons, flowers, and sweets.

7. The child lost interest in the things he wanted earlier because of the overwhelming fear and panic caused by losing his parents.

8. The child was interested in toys, flowers, balloons, and sweets before being separated from his parents.

F. 1. The child was attracted to various things in the fair, including toys in the shops, a mustard field, dragonflies, flowers, the round about, sweetmeats, garlands, and balloons. Each element fascinated him momentarily until he lost interest upon realising his parents were not around.

2. The child lost his parents in the fair when he was engrossed in the round about. His bold request to go on the ride was met with no response, and when he turned to look for his parents, they were nowhere to be found. Panic-stricken, he ran in various directions, calling for his mother and father.

Word Power

1. b. 2. g. 3. c. 4. e. 5. d. 6. h. 7. f. 8. a.

Spelling:

Correct the words of the following sentences by rewriting them in the space provided:

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

Let's Listen

1. Lingering - The lingering smell of fresh flowers filled the room.
2. Familiar - The place felt familiar, like he had been there before.
3. Cluster - A cluster of stars shone brightly in the night sky.
4. Heed - It's essential to heed warnings for your safety.
5. Fiercely - The wind blew fiercely, making it difficult to walk.

Let's Talk

Students can share their creative ideas and strategies for finding their way back home in such a situation.

Composition

The Lost Child is a poignant story about a young boy who gets separated from his parents at a fair. The narrative captures the child's innocent fascination with various attractions at the fair, only to be overwhelmed with fear and panic when he realizes he has lost his parents. The story explores the themes of desire, distraction, and the profound sense of loss experienced by the child. Ultimately, a kind stranger helps the child, but the emotional impact of the separation lingers.

Chapter 4 : Save Environment

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

B. 1. disturbances 2. water 3. fountains 4. Forests 5. down

C. 1. T 2. E 3. T 4. T 5. F

D. 1. Pollution → disturbances
2. Water → precious
3. Rain → main source of water
4. Neem, Tulsi → medicinal plants

5. Trees → purify air

- E. 1. Some sources of water are rain, rivers, lakes, ponds, wells and seas. We get most of our fresh water from rain.
- 2. People make the water dirty by throwing garbage, washing clothes and animals in rivers and ponds. Factories also release waste into water and make it unfit for drinking.
- 3. We get wood, fruits, medicines, herbs, rubber, paper, and fresh air from forests. Forests are home to many animals and birds.
- 4. We should not cut down trees because they give us fresh air, bring rain, prevent soil erosion and provide shelter to animals. Trees keep our environment clean and healthy.
- 5. Pollution is harmful because it makes air, water and land dirty. It causes many diseases and disturbs our health, nature and climate.

Word Power

- A. 1. Pollution – making air, water or land dirty
- 2. Accumulation – collecting or gathering of things in one place
- 3. Environment – the surroundings where we live (air, water, land, plants, animals)
- 4. Irrigation – watering the fields to grow crops
- 5. Concern – worry or care about something
- 6. Overcrowded – too many people in one place
- 7. Precious – very valuable or important
- 8. Erosion – wearing away of soil by wind or water
- 9. Bestowed – given as a gift
- 10. Species – a group of living beings of the same kind
- B. 1. Healthy – We should eat fresh food to stay healthy.
- 2. Irrigation – Farmers use irrigation to water their crops.
- 3. Prevent – Trees help prevent soil erosion.
- 4. Energy – We get energy from the food we eat.

5. Surroundings – We must keep our surroundings clean.

C. 1. Accomplice → helper

2. Bizarre → strange

3. Prospective → possible

4. Exasperated → irritated

5. Competitors → rivals

6. Pinch → to steal

D. 1. wardrobe 2. hefty 3. suppliers 4. search 5. smell

E. 1. My mother has been **frantically** searching for her gold chain but it seems to have vanished.

2. Shikha was **absolutely** sure that her answer was right.

3. People **desperately** tried to escape from the burning house.

4. Very **hesitantly** he asked me if I could lend him some money.

5. Children waited to meet their parents **excitedly** at the end of the tour.

6. I want to finish the work **completely** before I leave

7. He divulged the secret to me rather **reluctantly**.

Grammar

A. These days Tina **is working** for a big organization that instead of **buying** or **selling** products, **buys** and **sells** companies. It **is** a new kind of business. Each deal involves millions of rupees. Before **buying** a new company the organization **tries to get** all relevant information about its products, customers, supplies, profit margins, etc. This information **is kept** secret because the entire deal **depends** upon it.

B. It is interesting to analyse how Sunita solves **the** mystery of **the** stolen laptop. She has **a** keen observation and **a** sharp mind. Besides, she is not deceived by the appearances. Though all evidence points to Ankur, she does not jump to any hasty conclusion. She finds **a** bell in **the** room and later notices that it has fallen from the **collar** of Anu's dog. She also notices that **the** scent worn by Anu and **the** scent in **the** room are **the** same. **A** scarf and **a** band-aid also help her in her investigations.

Chapter 5: The King's Dream

- A.** 1. c. 2. b. 3. a. 4. b. 5. c.
- B.** 1. kingdom 2. Spruce, Pine, Oak 3. Deodar 4. Tree of God 5. king's men, Goddess 6. glorious figure 7. stone, column
- C.** 1. F 2. F 3. T 4. F 5. T
- D.** 1. c. 2. d. 3. e. 4. a. 5. b.
- E.**
 - 1. The king wanted to build a unique and magnificent palace.
 - 2. The Goddess tried to convince the king by highlighting the positive impact the tree had on the people and the environment.
 - 3. The king's men couldn't bring a deodar tree from the forests because of the difficulties in transportation.
 - 4. The king's men selected the deodar tree where the Goddess lived because it was the tallest and strongest tree, suitable for supporting the palace.
 - 5. The Prime Minister and his men paid their respects to the Tree-Goddess by bringing garlands, lamps, and music, and dancing and singing in a circle around the tree.
 - 6. The Goddess indicated her understanding by making her leaves whisper and her branches bow.
 - 7. The king changed his mind because the Tree-Goddess requested to be felled in three parts, and the king respected her request.
- F.**
 - 1. The Tree-Goddess told the king about her long history of providing blessings to the people and the environment. She requested the king to spare the tree, but the king initially refused. However, after understanding the potential harm to the tree's offspring, the king agreed to the Goddess's unusual request to be felled in three parts. The king decided not to cut the tree because he realised the nobility and importance of the spirit within the tree.
 - 2. In this chapter, the king has a dream where the Tree-Goddess appears and pleads with him not to cut down the deodar tree. The king, moved by the Goddess's plea and the realization of the tree's significance, changes his mind about using wood for the palace column. He decides to build the palace on a stone column instead, respecting the nobility of the spirit residing in the deodar tree.

Word Power

A. 1. foothills 2. column 3. foliage 4. refuge 5. fell 6. vision
B. 1. b. 2. d. 3. a. 4. e. 5. a.

Grammar

A. 1. best 2. This 3. lovely 4. strong 5. strange 6. seven
B. 1. tall, strong 2. taller, stronger 3. tallest, strongest 4. largest 5. sweetest
6. nobler
C. 1. a most 2. the most 3. A most 4. a most 5. a most
D. 1. The deodar tree was so heavy that the horses could not carry it.
2. I found the project so difficult that I gave up.
3. The king found the Tree-Goddess's request so strange that he initially refused.
4. The food they served at the hotel was so spicy that it was hard to eat.
5. You are so late that we couldn't wait for you.
6. There are so many people here that it's crowded.

Chapter 6 : The Eyes Have It

A. 1. b. 2. c. 3. d. 4. c.
B. 1. Saharanpur 2. pretense 3. ringing laugh 4. gallant 5. shrieked, sound, rhythm
C. 1. out of the window 2. interesting face 3. I have a pretty face 4. girl 5. I noticed, not her hair
D. 1. The woman gave instructions to the girl to ensure her comfort during the journey. The instructions included where to keep her things, when not to lean out of the windows, and how to avoid speaking to strangers.
2. The writer knew the girl was wearing slippers from the sound they made as they slapped against her heels.
3. The girl was not aware that the writer was already in the compartment because he was sitting in a dark corner, and his voice startled her when he spoke.

4. The mistake the writer made was asking the girl, "What is it like outside?"
5. The writer's doubts were about whether the girl had noticed that he was blind. Her next question, "Why don't you look out of the window?" removed his doubts.
6. The confusion in the doorway at Saharanpur was caused by a man entering the compartment and stammering an apology.

E.

1. The writer complimented the girl by saying, "You have an interesting face." He considered it a safe remark because few girls can resist flattery. He wanted to engage in conversation without revealing his blindness.
2. Instances from the text that show the girl did not want to reveal her blindness include her surprise at the writer's presence, her comment about not knowing anyone else was there, and her question about looking out of the window.
3. Your personal opinion is needed to answer this question.

Word Power

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

Grammar

A.

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

B.

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

Chapter 7 : A Narrow Escape

A.

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

B.

1. worry
2. companion
3. axe
4. animals
5. idiot

C.

1. F
2. F
3. F
4. T
5. F

D.

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

E.

1. Denys to Gerard
2. Gerard to Denys
3. Gerard to Denys
4. Denys to Gerard
5. Gerard to Denys

F.

1. Gerard ran forward when Denys shot the arrow at the bear cub.
2. The bear went back on its hind legs and prepared to attack Gerard.

3. Gerard mistook the bear-cub for a robber because he believed robbers often wore bear skin.
4. Gerard killed the bear-cub for supper and the reward they would get in the next town.
5. Gerard felt pity for the bear-cub and regretted killing it.
6. The dead bear-cub gave Denys and Gerard time to climb trees.
7. The mother bear climbed Gerard's tree in search of her cub.
8. Gerard saved Denys' life by shooting arrows at the attacking bear.
9. Gerard's fear turned to anger when he saw Denys in danger.

Word Power:

A. 1. They had been warned about murderous robbers by people.
2. Travellers were attacked by the robbers.
3. It will be missed badly by her.
4. The climbing beast was being watched by him.
5. The danger was seen by Gerard.

B. 1. immediately 2. curiosity 3. motionless 4. approaching 5. Unluckily

Grammar:

A. 1. pulled down 2. pulled in 3. pull through 4. pulled out 5. pulled up

B. 1. No sooner did he reach the water than they became perfectly normal.
2. No sooner did they come out of the sea than they dived into it again.
3. No sooner had he deposited the money than he wanted to withdraw it.
4. No sooner had he left the bank than he heaved a sigh of relief.

C. 1. had declared 2. were carved 3. got 4. have had 5. were

Let's Talk:

Students can discuss and collect information about current environmental problems such as pollution, deforestation, climate change, etc. They can also discuss possible solutions and preventive measures.

Let's Write:

In the first paragraph, students can define the environment and discuss

factors affecting it. In the second paragraph, they can suggest actions to protect the environment, such as reducing waste, planting trees, and promoting sustainable practices.

Composition:

Students can write a paragraph about facing a tiger in the forest, emphasizing safety precautions, staying calm, and seeking help. They can describe the experience and convey the importance of respecting wildlife.

Chapter 8 : Rana Pratap

- A.** 1. a. 2. b. 3. c. 4. a. 5. b.
- B.** 1. afraid 2. Amar 3. teach 4. Akbar 5. farewell
- C.** 1. T 2. F 3. F 4. F 5. T
- D.** 1. c. 2. d. 3. e. 4. b. 5. a.
- E.** 1. In the hills of Aravalli. 2. Mewar 3. Mughals 4. Tara and Tejsi 5. Wife of Prince Amar 6. Chief of the Saktawats
- F.** 1. Rana Pratap was hiding in the forest to escape from the Mughals and protect his family.
2. Tejsi talked about living in Delhi because he heard that children there eat honey-cakes all day long.
3. Rana's family was leading a difficult life, facing scarcity of food, but they found solace in each other's company.
4. The Mughal soldiers were making merry, thinking Rana Pratap was fleeing, unaware of the upcoming surprise attack.
5. Bhamra Sah managed to reach Rana Pratap by disguising himself as a pilgrim and bringing news of significant help and resources.
6. Bhamra Sah wanted to help Rana Pratap by providing financial support and organizing a surprise attack against the Mughals.

Word Power:

- A.** Dishonoured Unaware Uncomfortable Unarmed
dismount Unforgettable Dishonest unafraid
Disrespect

B. (a) 1. Tidings: News or information.
2. Tide: The regular rising and falling of the sea.
3. Swim with the tide: The tendency or direction of events or opinions.
4. Swims against the tide : To act differently from others.
5. Tide over: To help (someone) through a difficult period.

(b) 1. Mail: A protective metal covering worn as armour.
2. Mail: Letters and packages sent by post.
3. Mailing list: A list of names and addresses to which advertising material is mailed.
4. Mail order: Buying goods or services by mail, typically through a catalogue.

Grammar:

A. They of course this means on the other hand

In this respect

B. 1. Rana Pratap is depicted as a great warrior-king by history.
2. How were you recognised as a princess?
3. Bham Sah has been brought here by some great benevolent purpose.
4. The Mughal army will soon be overtaken by us.
5. The ideals of Maharana Pratap ought to be emulated by us.
6. Let the noblest man who ever lived in Mewar be saluted.

C. 1. If they had stayed very long at a place, other Rajput kings would have supported Rana Pratap.
2. If other Rajput kings had supported Rana Pratap, Akbar could not have defeated him.
3. If Gerald Durrell had not been alert he could not have come out alive from the snake-pit.
4. If Bob had not been greedy, he would not have committed crimes.
5. If a benevolent businessman had not helped me with money, I would not

have realised my dream.

6. If Henry had not discovered the reality of handpost, he would not have overcome the fear of ghosts.

Let's Write:

As Prince Amar, I feel an overwhelming sense of admiration and gratitude towards Rana Pratap. His resilience in the face of adversity and dedication to Mewar's cause inspire me to stand firm and fight for our kingdom. Mira, my wife, adds a gentle touch to our challenging journey. Her kindness and strength emulate the qualities of legendary queens like Sita. Bhama Sah's selfless act of bringing wealth and warriors to support Rana Pratap fills my heart with hope. These allies, along with my father's leadership, create a formidable force against Akbar's tyranny. Together, we are determined to reclaim our homeland and uphold the legacy of Mewar.

Let's Talk:

Organising a group discussion about the bravery and glory of Rana Pratap can involve sharing insights into his military strategies, leadership qualities, and the challenges he faced. Discussing his impact on Rajput history and the significance of the Battle of Haldighati would also contribute to a comprehensive exploration of Rana Pratap's legacy.

Composition:

Maharana Pratap, the epitome of valor and patriotism, stands as a symbol of resistance against tyranny. His unwavering determination and indomitable spirit during the challenging times of Mughal expansion in India inspired generations. Born in 1540 in Mewar, he dedicated his life to defending his kingdom and upholding its independence. Despite facing severe hardship, including the famous Battle of Haldighati, Maharana Pratap never surrendered to the might of Akbar. His courage, love for his Motherland, and relentless struggle for freedom make him a true hero in Indian history, remembered and revered even today.

Chapter 9 : The Judgement Seat of Vikramaditya

A. 1. a. 2. c. 3. b. 4. a. 5. a.

B. 1. When the guilty was brought before Vikramaditya, he **trembled** for he knew that Vikramaditya's eyes would have looked straight into his guilt.

2. **Suddenly**, a strange thing made itself felt.

3. Grown-up men and women from all the villages would bring their **disputes** to the court of the cowherd boy.
4. The king tried to **occupy** the throne many times, but he was questioned by an angel and had to withdraw every time.
5. The **judgment** seat of Vikramaditya disappeared from the Earth forever.

- C. 1. F 2. T 3. T 4. T 5. T
- D. 1. Vikramaditya 2. pastures 3. grave and serious 4. stop 5. flew away
- E. 1. The guilty trembled before the king because Vikramaditya's eyes would look straight into his guilt, and he was famous for perfect justice.
2. After Vikramaditya's death, his palace and fortress were ruined, covered with grass, dust, and trees, turning into a pasture land for feeding cattle.
3. The shepherd-boy suggested that he would be the judge, and they could bring their cases before him for trials.
4. The king guessed that the shepherd-boy must have sat on the Judgement seat of Vikramaditya.
5. The king wanted to sit on the Judgement seat of Vikramaditya, hoping that the spirit of Vikramaditya would descend upon him, making him a just king.
6. The first angel asked the king if he had never desired to rule over kingdoms that were not his own.
7. The throne of king Vikramaditya disappeared when the last angel questioned the king about the purity of his heart.
- F. 1. Vikramaditya was a legendary king known for his perfect justice and love for learning. His reign is considered a landmark in Indian history due to his just rule and contributions to knowledge and justice.
2. The shepherd-boys found a playground under the trees on the meadows. They engaged in fun activities, and one day, they discovered a green mound that resembled a judge's seat, sparking the idea of playing judge.

Word Power

- 3. Just - unjust
- 4. Built - ruined
- 5. Different - similar
- 6. Appear - disappear

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

Grammar

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

Let's Talk

- 1. Dirt-Dirty
- 2. Health-Healthy
- 3. Ease-Easy
- 4. Oil-Oily
- 5. Rain-Rainy
- 6. Taste-Tasty
- 7. Dust-Dusty
- 8. Cloud-Cloudy

Let's Listen

- 1. Familiar
- 2. Volunteer
- 3. Carver
- 4. Scissors
- 5. Tomorrow
- 6. Ninety

Chapter 10 : Little Act of Kindness

- A.** 1. To kick a sleeping dog in a street. (✗)
- 2. To help an old blind man crossing the road. (✓)
- 3. To share your food with those hungry. (✓)
- 4. To help your class fellows in the exam. (✓)
- 5. To spend all your pocket money on your friends. (✗)
- 6. To guide people who need your help. (✓)
- 7. To help a child who has been hurt on the road. (✓)
- 8. To let into your home a child who is wet in the rain. (✓)
- B.** 1. cruelty
- 2. everything
- 3. gain
- 4. sadness
- 5. poorest
- C.** 1. blindness
- 2. impart
- 3. lost
- 4. worth
- D.** 1. Little words of kindness cheer the heart.

2. No, acts of kindness cost nothing.
3. Life's charm is lost when little acts of kindness are wanting.
4. Little acts of kindness are the richest gems on Earth.

Composition

The central idea of the poem "Little Act of Kindness" is that small acts of kindness, though seemingly trivial, bring immense joy and richness to life. These acts, like helping others, sharing, and guiding, cost nothing but have immeasurable worth. The poem emphasizes the importance of kindness in enhancing the quality of life and spreading happiness.

Chapter 11 : Rain in Summer

- A.**
 1. In the broad and fiery street, in the narrow lane, How beautiful is the rain!
 2. The rain, the welcome rain!
 3. From the neighbouring school come the boys, With more than their wonted noise and commotion.
 4. And down the wet streets Sail their mimic fleets,
 5. Till the treacherous pool Engulfs them in its whirling and turbulent ocean.
- B.**
 1. Street 2. Rain 3. Hoofs 4. Spout 5. Rain 6. Wide 7. Roars 8. Noise
 9. Fleets 10. Pool
- D.**
 1. The poet is likely watching the rain from a place with a view of the streets and roofs.
 2. Rain is welcomed because it brings relief from the dust and heat, providing a refreshing change in the weather.
 3. The poet compares the sound of the pouring rain to the tramp of hoofs.
 4. The rain sounds like the tramp of hoofs when it clatters along the roofs.
 5. The school boys come out with more noise and commotion, sailing mimic fleets down the wet streets until the rain engulfs them in its whirling pool.

Let's Write:

The composition prompt is about the king's dream, but it seems like there's a

mistake in the instructions as the poem provided doesn't relate to a king's dream. If you have a specific text related to the king's dream, please provide it, and I can help you create a short paragraph.

Chapter 12 : Indian Weavers

A. 1. Weavers, weaving at break of day,

Why do you weave a garment so gay?

2. Blue as the wing of a halcyon wild,

We weave the robes of a new-born child.

3. Weavers, weaving solemn and still,

What do you weave in the moonlight chill?

4. White as a feather and white as a cloud,

We weave a dead man's funeral shroud.

B. 1. Day - Gay 2. Wild - Child 3. Night - Bright 4. Green - Queen

5. Still - Chill 6. Cloud - Shroud

C. The weavers weave at the break of day to create a vibrant and cheerful garment. The blue colour, reminiscent of the wing of a wild halcyon, is used to weave the robes of a newborn child.

D. 1. The main stages in the life of a man are not explicitly mentioned in the poem. However, you can discuss birth, marriage, and death as significant stages.

2. The colour of the robes of a newborn child is blue.

3. The marriage-veil of a queen is compared to the plumes of a peacock, purple and green.

4. The colour of the shroud is white.

5. The weavers look solemn and still because they are weaving a dead man's funeral shroud.

Word Power

A. 1. Weaver 2. Garment 3. Halcyon 4. Child 5. Plumes 6. Marriage 7. Solemn 8. Chill 9. Feather 10. Funeral

B. 1. Weave - The skilled artisan can weave intricate patterns into the fabric.
2. New - The arrival of a new day brings hope and possibilities.
3. Night - The stars shine brightly in the night sky.
4. Bright - The flowers in the garden looked bright and colourful.
5. Cloud - A fluffy white cloud floated across the blue sky.
6. Peacock - The peacock proudly displayed its vibrant feathers.
7. Child - The playground echoed with the laughter of every child.
8. Shroud - The funeral procession carried the deceased under a white shroud.

Grammar

G. 1. Day - Night 2. New - Old 3. Bright - Dark 4. Queen - King 5. Light - Dark
6. Man - Woman 7. White - Black 8. Peacock - Peahen 9. Boy - Girl
10. Love - Hate

Composition

The central idea of the poem "Indian Weavers" revolves around the different stages of life, expressed through the weaving of various garments by the weavers.

Chapter 13 : Father's Help

A. 1. b. 2. a. 3. b. 4. c. 5. c.

B. 1. Swami did not want to go to school because he had a headache.
2. Swami's father wrote a letter to the school headmaster and asked Swami to deliver it.
3. Swami knew that he would be responsible for the consequences as the letter was about Samuel.
4. Swami decided to deliver the letter at the end of the day.
5. When he went to deliver the letter, he found the headmaster on leave.

C. 1. F 2. T 3. F 4. F 5. F

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

E. 1. Swami's mother suggested he go to school in a jutka.

2. Swami's father wrote a letter to the headmaster to complain about Samuel's violent behaviour.
3. Samuel asked Swami why he came to the school with a headache.
4. Swami went to his seat with a bleeding heart because he felt guilty about the false accusations against Samuel.
5. Swami provoked Samuel by asking provocative questions during the history lesson.
6. Swami's conscience bothered him because he was unsure about the accuracy of his description of Samuel.
7. Swami wanted Samuel to cane him and scold him to make his father's complaint more credible.

Word Power

A. 1. allegations 2. obstinate 3. obtrusive 4. drastic 5. smarting

B. 1. Unbelievable 2. Inaccurate 3. Disobey 4. Unexpected 5. Inaction
6. Foolish

Grammar

A. 1. Manner	6. Time
2. Manner	7. Place
3. Place	8. Time
4. Manner	9. Time
5. Manner	10. Place

B. 1. Almost 2. Weekly 3. Daily 4. Often 5. Attentively 6. Undoubtedly

Let's write

Write a paragraph if you have suffered such behaviours of any teacher in your school life. What effects did you feel?

As a student, I once encountered a teacher whose behaviour was quite similar to Samuel's in the story. This teacher was known for his harsh and violent methods of discipline. There were instances when he would cane students for trivial reasons, causing both physical and emotional distress. The impact of such behaviour was significant as it created a fearful and tense

atmosphere in the classroom. Students were afraid to ask questions or express themselves freely. The constant fear of punishment affected our academic performance and mental well-being. It is crucial for educators to create a positive and nurturing environment to facilitate effective learning and growth.

Composition

Write an essay on “An ideal teacher you like most” in the space provided :

An ideal teacher is someone who goes beyond the role of an instructor and becomes a mentor, guide, and source of inspiration. One such teacher who holds a special place in my heart is Mrs. Sharma. Her teaching style is not just about imparting knowledge but also about instilling a love for learning. She possesses the ability to make even the most complex concepts understandable through engaging and interactive teaching methods.

Mrs. Sharma creates a positive and inclusive classroom environment where every student feels valued and encouraged. She is patient and understanding, always ready to address doubts and provide additional support to those who need it. Her approach to education extends beyond textbooks, incorporating real-life examples and practical applications to make lessons more relatable.

What sets Mrs. Sharma apart is her passion for continuous learning and professional development. She stays updated with the latest educational trends and incorporates innovative teaching techniques into her lessons. Her enthusiasm for her subject matter is contagious, making the learning experience enjoyable and memorable for students.

Furthermore, Mrs. Sharma is not just concerned about academic success; she also emphasizes the importance of character development, moral values, and overall well-being. She serves as a role model, displaying qualities of empathy, integrity, and resilience.

In conclusion, an ideal teacher, like Mrs. Sharma, is not only knowledgeable but also possesses the qualities of empathy, passion for teaching, and a commitment to the holistic development of students. Such teachers leave a lasting impact on their students, shaping them into lifelong learners and responsible individuals.

Chapter 14 : Srinivasa Ramanujan

A. 1. a. 2. b. 3. c. 4. c. 5. c.

B. 1. Ramanujan was a poor clerk.
2. Ramanujan saw a Hardy's book, 'Orders of Infinity.'
3. In 1917, he fell ill seriously and doctors feared that he would die.
4. Ramanujan never lost his alertness.
5. Ramanujan died in Madras.

C. 1. F 2. T 3. T 4. T 5. F

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

E. 1. Hardy felt bored looking at the letter from Ramanujan because he thought it might be some kind of a crank.
2. After discussing Ramanujan's papers, the two mathematicians concluded that the writer was a man of genius.
3. Ramanujan could not pass his college examinations because he could not pass the F.A. examination three times.
4. Ramanujan came to know of Hardy through his book 'Orders of Infinity.'

F. 1. Sir Godfrey Harold Hardy
2. Cambridge
3. Professor Littlewood
4. Erode, Tamil Nadu
5. High School at Kumbakonam
6. Port Trust of Madras

G. 1. Hardy spent the day with his usual routine but couldn't get the Indian's manuscript out of his mind.
2. C. S. Carr's book on mathematics containing 6,000 formulae had an amazing effect on Ramanujan, awakening his genius.
3. Hardy arranged a special scholarship for Ramanujan and brought him to England.
4. Ramanujan had problems with his diet in England because he was a strict vegetarian, and the outbreak of World War I made obtaining special items of food harder.
5. Hardy played a crucial role in recognizing Ramanujan's genius, bringing

him to England, and supporting his work.

6. Qualities that contributed to Ramanujan's success may include his passion for mathematics, perseverance, and an innate talent for the subject.

Word Power

A. 1. g. 2. e. 3. f. 4. a. 5. d. 6. c. 7. b.

C. 1. Mathematician 2. Theorems 3. Symbols 4. Algebra 5. Trigonometry
6. Geometry 7. Calculus 8. Proofs

Grammar

A. 1. Would you like me to photocopy these pages for you?
2. Could you tell me how to get to the bus stop?
3. May I buy some art material?
4. Could I have a seat near the window?
5. Would you like us to help you with the packing?
6. Could I call a taxi for you?

B. 1. Hardy glanced through the papers sent by Ramanujan but without much enthusiasm for them.
2. After leaving school, Ramanujan devoted all his spare time to the study of mathematics.
3. Although very busy, Hardy kept thinking about Ramanujan's theorems.
4. At the age of seven, Ramanujan was sent to the High school in Kumba Kanom.
5. The scholarship was discontinued due to Ramanujan's failure in the examination.
6. The collector helped Ramanujan get a job because of his genius.
7. Due to lack of formal education, he had to face problems from time to time.

Chapter 15 : Imagination

A. 1. The poet of the poem is George Bernard Shaw.
2. The poet got pleasure from playing at pirates, sailing the seven seas, being

a cowboy, and engaging in other imaginative activities.

3. The poet discovered the joys of reading to escape the boredom and difficulties of daily life.
4. After growing up, the poet became serious, and his childish world came to an end.
5. The poet is trying to convey the message that although he grew up and became serious, he still likes the mysterious.
6. The poet still likes the mysterious after growing up.

B.

1. In these lines, the poet describes how his imagination led him to go hunting and fishing, and the fantasy of these adventures excited him.
2. These lines suggest that in the poet's world of imagination, he becomes a hero celebrated by all nations, and he succeeds in his imaginative endeavors.
3. The poet expresses that even in adulthood, he still has an affinity for the mysterious, and this liking is the message he is trying to convey.

Word Power

C. 1. Please 2. Nation 3. Hide 4. Glow 5. Wind 6. Bend

D. Verbs: play, sailed, please, discovered

Nouns: pirates, seas, cowboy, things

Chapter 16 : On a Winter's Night

A. 1. c. 2. b. 3. c. 4. d. 5. b.

B. 1. Halku 2. Halku's wife 3. Halku 4. Halku

C.

1. Halku wanted to give the money to Sohna to pay off his debts and get rid of him.
2. Halku's wife became angry because she thought Halku should give up farming and become a labourer for a more stable income.
3. Halku's wife wanted him to give up farming and work as a labourer.
4. Halku smoked his clay pipe to keep away the cold during the bitterly cold night.
5. Jhabra was barking because some animals had entered Halku's fields.

6. Three things Halku did to keep himself warm: wrapped himself in an old cotton sheet, made a pile of dry leaves and lit a fire in the orchard, and let Jhabra sleep next to him.
7. Halku did not save his fields from the cattle because he felt lazy and cold.
8. Halku did not look unhappy when he saw the cattle had eaten up his crop because he was relieved he wouldn't have to sleep in the open on a bitterly cold night anymore.

Word Power:

A.

1. Although Pongo was sure of the boy's guilt, he could not bring any charge against him. In spite of the evidence, the case was dismissed.
2. Although he was feeling sick at heart, he had to eat all the oranges. But, in spite of his reluctance, he finished the entire plate.
3. In spite of being hungry, the nightingale spared the glow-worm's life. Although hungry, the nightingale chose compassion over hunger.
4. The boys were afraid at heart, but they decided to stay on. Although scared, they stood their ground.
5. Although the spectators enjoyed the monkey-show, they hardly gave away any money. But, in spite of their enjoyment, they were not generous with donations.
6. Although I do not enjoy watching movies, I had to watch once with him. But, in spite of my dislike for movies, I accompanied him.
7. Rani knew the secret well, but she did not share it with anybody. Although aware of the secret, she kept it to herself.

B.

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

II. Conjunctions:

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

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

Let's Talk:

Discuss how farmers lead their lives, covering aspects like hard work, challenges, dependence on weather, and the importance of farming in society.

Let's Write:

Write about a personal experience of feeling nervous before an event. Include details about the event, the location, your feelings, and what you had to do. Use the provided hints to structure your writing.

Composition:

Write dialogues for the role-playing scenario involving the boy, Aman, and his mate, where they discuss the boy's actions of eating the seventeen oranges to hide his crime. Create a conversation that reflects the characters' perspectives and motivations.