



CLASS : 6 KEY ANSWERS TERM : II

Lesson 1

WHY SOME TREES ARE EVERGREEN

Page No. 1

Warm Up

Read the following statements on seasons and tick the facts.

Tick the following

2. The leaves of some trees turn red, yellow, orange, pink, and purple.
3. Which ever side is closest to the sun gets summer. It depends on the tilt of the Earth.
4. Different seasons bring different temperatures.

Identify the seasons from the pictures and speak a few lines about them.

1. Summer: It is the hottest season of the year. The days are usually long and sunny. The nights are shorter. Cotton clothes are worn during this season to keep the body cool. Ice creams and watermelons are found in abundance during this season.
2. Spring: The weather gets warmer and the trees and other plants grow new leaves. There are colourful flowers everywhere which attract a lot of birds and bees. Everything looks colourful and lively in this season.
3. Autumn: It marks the transition from summer to winter. The weather becomes colder and the trees shed their leaves. The leaves change colour before shedding. This season is also known as fall in some parts of the world.
4. Winter: It is the coldest season of the year. The days are shorter, and the nights are longer. People usually wear sweaters and

jackets to keep themselves warm. Some animals hibernate in this season.

5. Rainy season: It is also known as the wet season and is characterised by rainy days. It comes as a relief after the hot summer days. It is best to move around with raincoats and umbrellas in this season. But the roads also get bad and sometimes it causes flooding.

Page No. 5

Reading

A. Write selfish or unselfish beside the statements.

- | | |
|--------------|--------------|
| 1. unselfish | 4. unselfish |
| 2. selfish | 5. selfish |
| 3. selfish | |

B. Complete the following.

1. he loved to see the trees bare.
2. it had a broken wing.
3. it was looking for a place to keep warm during the winter.
4. these trees were kind to the bird with the broken wing.
5. the juniper tree was king and generous to share its berries.

C. Answer the following questions.

1. The little bird was looking for warmth in the forest because it could not fly to the warm south with the other birds as it had a broken wing.
2. The birch, oak and willow tree did not help the bird because:
 - the birch tree had to take its own leaves through winter and that was enough for it.
 - the oak tree did not wish to share its acorns.



- the willow tree does not speak to strangers, so it asked the bird to go away.
3. The spruce, pine and juniper tree helped the bird in the following ways:
 - The spruce tree offered its warmest branch to the bird so it could stay warm and comfortable through winter.
 - The pine tree offered to keep the wind away as it was big and strong.
 - The juniper tree offered its berries for the bird to eat through winter.
 4. Some of the trees remained evergreen because the North wind did not touch their leaves as they were kind and helpful towards the little bird.
 5. I would like to be a mango tree and offer the bird my branches for it to build its nest on.

Page No. 6 and 7

Vocabulary

A. Use two similar words to describe the following.

1. grand, big
2. popular, famous
3. interesting, gripping
4. beautiful, lovely
5. enjoyable, interesting

B. Make words using their descriptions as clues.

- | | |
|--------------|----------------|
| 1. poolside | 4. countryside |
| 2. roadside | 5. fireside |
| 3. riverside | 6. seaside |

C. Read aloud the following words from the lesson.

Write three more words with ea with the long vowel sound.

1. peak
2. weak
3. leak

Write three more words with ee with the long vowel sound.

1. street
2. week
3. sleeve

Write three more words with ea with the short vowel sound.

1. bread
2. lead
3. spread

Page No. 7

Language in daily use

1. Could you please help me carry my school bag?
Yes, of course.
2. Do you think you could give me a lift home?
Well, I am afraid I would be late for my football class.
3. Do you mind helping me with my homework?
No, not at all. Let's do it now.

Page No. 8 and 9

Grammar

A. Fill in the first part of the sentences with appropriate phrases.

1. When it started to get very hot
2. When it started to get cold
3. When it started to get windy
4. When it started to rain
5. When it started to get dark
6. When it got bright/ when it started to get bright

B. Make sentences of your own using the starters.

1. May I go home now, please?
2. Could you pass me the butter please?

3. I will discuss this with you tomorrow.
4. We must submit our assignment this week.
5. I can bring lunch for you tomorrow.
6. I may be absent tomorrow if I don't feel better.

Page No. 9

Listening

- | | |
|---|---|
| 1 | 4 |
| 2 | 3 |

The poem talks about frost. Frost occurs when it gets very cold. It personifies an element of nature and calls it Jack. The poem narrates how Jack Frost creeps in at night when everyone is asleep. He climbs trees, creeps in near windows when everyone is sleeping. When no one is around, he sheds ice on the grass and everywhere around it. He makes the place change from green to white. When people wake up in the morning, they are greeted by the pretty picture of trees covered with ice or snow.

Page No. 10

Speaking

I can ride a bicycle now. It wasn't easy at first, but I tried hard. At first, I couldn't even balance myself on the wheels. I told myself that I must try harder and keep trying till I succeed. I thought I will first try to ride it with training wheels and when I am confident enough, I can ride without it. I may fall a few times and even hurt myself, but that's okay. I tried a few times and then it got better. Now, I can finally ride the bicycle without falling.

Page No. 10

Writing

Encourage students to use the encyclopaedia or use the internet.

Lesson 2

THE SNOWMAN

Page No. 11

Warm Up

1. The snowman cannot live through spring and summer because it will melt.
2. I like summer the best because I can eat as many ice creams as I want. I can also drink a lot of juices and play in the pool without falling sick.
3. The children are playing in the snow, throwing snowballs at each other and making a snowman with the snow.

Page No. 14

Reading

A. Class Discussion

Children make snowmen in winter when it snows. Snowmen melt by July because summer sets in. Some countries have 4 distinct seasons. They are spring, summer, autumn, and winter. The season that follows winter, is spring, when the flowers bloom again.

B. Who said the following?

1. The pine trees said this to the snowman.
2. The snowman said this line.
3. The robin said this line.
4. The snowman said this line.

C. Answer the following questions.

1. The robin told the snowman that just as seasons come and go, the snowman will also melt once winter comes to an end. He says that no matter how hard the snowman tries, he will never be able to see July as one thing has to end for another to begin, which means that winter has to end for spring to begin.

2. The snowman says that he would like to see July or spring and not melt away when the sun comes out.
3. In this line, the robin explains that everything has its own time. It comes when it is meant to come and leaves when its time is over. Just as the seasons, which last for a specific period of time and then end to give way for the next season. Everything in nature happens in a cycle.
4. No, the snowman did not see July because it would have melted when winter came to an end.
5. The snowman may have stood alone because it was the beginning of spring and most of the snow around him would have melted and the trees were just coming back to life.

**D. Your teacher will read the poem aloud.
Look for:**

1. Rhyming words (Sample answers)

alone	-	groan
July	-	why
go	-	grow
July	-	try
eye	-	sky
2. Words that repeat themselves - I'd like to see July
3. Dialogues (Sample answers)

'Ah, you poor sad smiling snowman
You'll be melting by and by.'

'What a pity,
For I'd like to see July.
Yes, I'd like to see July, and please don't ask me why,
But I'd like to, yes I'd like to, oh I'd like to see July.'

Page No. 14 and 15

Activity 1

Encourage students to be creative but base their work on scientific reasoning.

Activity 2

Link this activity to the next lesson that deals with natural disasters due to climate change.

Lesson 3

SUPER HURRICANES!

Page No. 16

Warm Up

- | | |
|--------------|---------------------|
| 1. hurricane | 4. earthquake |
| 2. tsunami | 5. global warming |
| 3. floods | 6. volcano eruption |

Page No. 19 and 20

Reading

A. Complete the following sentences to convey your learning from the text.

1. Natural disasters occur in various forms such as land disaster (earthquakes, landslides, avalanches), wind disaster (tornadoes, hurricanes) and water disaster (tsunamis and floods).
2. Mother Nature is gentle, kind and giving.
3. Hurricane Florence rages and destroys everything in its path.
4. James Kossin says that slow-moving tropical cyclones like Florence and Harvey, have become more common over the last 70 years.
5. Global warming, a result of man-made pollution, is causing the poles to become warmer, which in turn reduces the difference in temperature between the Arctic and Antarctic and the Equator.

B. Explain with reference to context.

1. These lines are from the lesson 'Super Hurricanes' and refer to the newspaper article that appeared on September, 2018. The article throws light on the damages caused by natural disasters. It says that Typhoon Mangkhut, one of the strongest storms to hit Hong Kong has swept across East India. It also says that Hurricane Florence has threatened the east coast of the United States. Scientists have indicated that such disasters would be quite common in the future.
2. This line is taken from the lesson 'Super Hurricanes'. It explains the damage caused by Hurricane Florence, which is a powerful Category 4 hurricane. It is slow-moving and poses a threat to the states in its path. It further explains that the area where Florence stalls or comes to a halt, risks flooding and damage.
3. This line is taken from the lesson 'Super Hurricanes'. It refers to the newspaper article of 17 September, 2018 which gives an account of the suffering faced by Keisha Monk. It explains how the floods entered the house of Keisha Monk and took everything in its wake. When the monk first moved into the house on the banks of Trent River, she thought it was heaven. The flooding caused by Hurricane Florence damaged the house and their livelihood. After the damage, the place was no longer a heaven to them.

Page No. 20 and 21

Vocabulary**A. Give the synonyms and antonyms of the following words.**

1. stealthily – sneaky – honest
2. wreck – destruction – construction
3. disaster – catastrophe – benefit
4. public – governmental – private
5. shelter – safe – unsafe

B. Name these disasters with the help of the clues.

1. Earth quake
2. Limnic eruption
3. Blizzard
4. Flash flood
5. Tornado

L	I	M	N	I	C	E	R	U	P	T	I	O	N
A	E	Y	N	J	L	H	X	E	T	X	E	T	Y
H	T	N	I	G	E	S	S	O	I	S	O	I	N
A	S	F	L	A	S	H	F	L	O	O	D	T	N
E	A	R	T	H	Q	U	A	K	E	A	D	I	G
K	W	D	Q	M	E	O	D	A	N	R	O	T	D
V	Y	B	L	I	Z	Z	A	R	D	A	R	D	B

C. Find two words from the text under category.

1. class, kind
2. hungry, destroys
3. natural, disaster
4. infrastructure, temperature
5. evacuation, reiterated

D. Break up the following words into syllables and count and write the same.

1. prac/ti/cal – 3 syllables
2. how/ev/er – 3 syllables
3. pe/ti/tion – 3 syllables
4. ne/glect – 2 syllables
5. dan/ger/ous – 3 syllables
6. com/fort/a/ble – 4 syllables

7. un/for/tu/nate/ly – 5 syllables
8. sum/ma/ry – 3 syllables
9. tam/pered – 2 syllables
10. math/e/mat/ics – 4 syllables

Page No. 22

Language in daily use

How would you console Keisha and help her stay positive?

- You: I am so sorry...
- Keisha: I have nothing to say. Everything is gone..
- You: I understand. I know it is a very difficult time, but you cannot give up hope.
- Keisha: What can I do? How will I start over again?
- You: Don't worry. We are here for you. We will spread the word and make posters to collect funds.
- Keisha: But will we be able to collect money?
- You: Yes, we can try. We can also ask people to volunteer. We need a lot of helping hands right now.
- Keisha: If we have some money and some help, then maybe it will be easier to start over again.
- You: Yes, we have to stay positive in such times. The government will also provide and make up for your loss. It is their duty.
- Keisha: Yes, you are right. I am trying my best. There were so many memories attached to my house. It was indeed a heaven to me.
- You: Yes, it's going to be difficult, but you have to try. We will make new memories in the new house.

Keisha: Thank you for your help. I feel better now.

Page No. 22

Speaking

The disaster management kit may contain: (Sample answer)

- Food – mostly dry and non-perishable/ sustainable items like bread, biscuits etc.
- Water
- Clothes – including sweaters, jackets, raincoats
- Medicines
- Flashlight, matchsticks, batteries
- Phone, chargers, power banks
- First-aid kit
- Important documents – passport, identify proof, certificates
- Money – cash, ATM cards

Page No. 23

Writing

Write down five important steps that you would follow in the event of a natural disaster warning.

1. Turn off the electricity and gas.
2. Pack essentials and be ready – food, clothing and medicines.
3. Keep cash in hand for immediate expenses.
4. Have an evacuation plan – decide a place where you can move temporarily for safety and shelter.
5. Charge your phones, gadgets so you can coordinate and keep in touch with family and friends.
6. Move about carefully and be alert until you know that it is safe.

Lesson 4

THE INVENTION OF SHOES

Page No. 24

Warm Up

Work in pairs and write the names of five well known literary gems written by Indian writers.

1. Swami and Friends – R.K.Narayan
2. Grandma's Bag of Stories – Sudha Murty
3. The Blue Umbrella – Ruskin Bond
4. Kabuliwallah – Rabindranath Tagore
5. The God of Small Things – Arundhati Roy

Write the names of five Indian writers.

1. R.K.Narayan
2. Ruskin Bond
3. Sudha Murty
4. Rabindranath Tagore
5. Vikram Seth

Unscramble the name – Rabindranath Tagore

Page No. 30

Reading

A. Answer the following questions in one or two sentences.

1. King Hobu was unable to sleep one night because he was wondering why his feet were on ground and collecting dust.
2. The learned scholars spent a sleepless night because they could not find a solution to the king's problem.
3. The scientists suggested that they call the leather-man and cover the earth in leather.
4. The leather-man suggested that instead of covering the earth in leather, the king could cover his own feet in feather.

5. The crowd in the hall and the ministers roared in anger and asked for the leather-man to be killed or locked up in prison. However, the king was interested in hearing and trying the idea of covering his feet in leather.

B. Explain with reference to context.

1. This line is taken from the story, 'The Invention of Shoes.' By Rabindranath Tagore. It was said by King Hobu to his minister, Gobu. In this line, the king is worried that something is wrong in his own kingdom that the land smears his feet with dust whenever he walks on the ground.
2. This line is taken from the story, 'The Invention of Shoes.' By Rabindranath Tagore. This line refers to the condition of the minister, Gobu, who was afraid as he could not find a solution to the king's problem.
3. This line is taken from the story, 'The Invention of Shoes.' By Rabindranath Tagore. In this line, the scientists suggest that they call the leather-man who can cover the earth in leather to prevent the king's feet from getting dusty when it touches the floor.
4. This line is taken from the story, 'The Invention of Shoes.' By Rabindranath Tagore. This line was said by a minister when nothing that was planned was working. It seemed to be easier to keep the king indoor than to find a solution to his feet getting covered with dust.
5. This line is taken from the story, 'The Invention of Shoes.' By Rabindranath Tagore. This line was said by the people in the hall when the leather-man suggested that the king could cover his own feet in leather instead of covering the earth in leather.

C. Answer the following questions.

1. The ministers were confused because they could not find a solution to the king's problem. The king wanted his feet to be clean, so the ministers were confused if they have to remove the dust from the ground or remove the king's feet to prevent it from getting dusty.
2. The scientists discussed among themselves and ordered a purchase of seventeen lakh and fifty thousand brooms to sweep the whole kingdom. This plan did not work. Later, they suggested that they call the leather-man who could cover the earth in leather to prevent the king's feet from getting dusty. These were the ideas given by the scientists to solve the king's problem.
3. To solve the king's problem, the scientists suggested that the leather-man could cover the earth in leather to prevent the king's feet from getting dusty. This is an impossible task as it is not possible to cover the whole earth in leather. The leather-man suggested that instead of that, the king could cover his own feet with leather to prevent it from getting dusty. This proves that the leather-man is definitely smarter than the scientists as he suggested a practical solution to the problem as opposed to the impossible solution offered by the scientists.

Page No. 30 - 32

Vocabulary

A. Write synonyms for the following words.

1. sleepless – awake
2. smear – stain
3. enveloped – covered
4. audience – spectators
5. uproar – commotion
6. wondering – pondering

B. Write the antonyms for the following words.

1. irregularity × regularity
2. immediately × later
3. silence × noise
4. audible × inaudible
5. disappeared × appeared
6. cover × uncover

C. Here are more phrases using the word cold.

1. cold stare
2. cold blood
3. cold call
4. cold shoulder
5. cold cash

D. Look up the meaning of the following phrases that use the word hot as a prefix.

1. hot head – an impulsive and short-tempered person
2. hot spring – a spring of naturally hot water, typically heated by subterranean volcanic activity
3. hot house – a heated greenhouse in which plants that need protection from cold weather are grown
4. hot blood – a person with strong passions and quick temper
5. hot spot – a place of significance

Page No. 32

Language in daily use

1. Why don't you put up posters of the missing dog so people can get in touch if they spot the dog anywhere.
2. It is not right to talk ill of someone behind their back. You can always have a healthy discussion with that person and resolve issues amicably.
3. May I suggest that I help you wash the car.

Grammar

A. Read the lesson and write down six adjectives that you come across.

- | | |
|--------------|--------------|
| 1. happy | 4. dusty |
| 2. content | 5. disturbed |
| 3. sleepless | 6. cold |

B. Underline the adjective and write the noun it describes in the space given below.

Underline these words

- | | |
|-----------------|-----------|
| 1. professional | 4. little |
| 2. friendly | 5. soft |
| 3. rough | |

Noun it describes

- | | |
|--------------|--------------|
| 1. cricketer | 4. attention |
| 2. person | 5. tones |
| 3. winds | |

C. Identify the adjectives and the kind of adjective it is.

1. Expensive - quality
2. Sick, weak, scrawny - quality
3. Favourite - quality
4. That - demonstrative
5. Two - number
6. Four - number
7. Long - quality, many - number

D. Choose the option with the right order of adjectives.

1. six, large
2. middle aged, foreign
3. soft, plastic
4. yellow, cloth
5. great, new

E. Rewrite the sentences in space given below. The first one has been done for you.

2. Knowledge is more important than any other possession today.
Knowledge is the most important possession today.
3. The Burj Khalifa is a tall building.
The Burj khalifa is taller than the other buildings in the world.
4. Bungee jumping is an exciting sport.
Bungee jumping is the most exciting sport.
5. This game is easier than the other games for beginners.
This is the easiest game for beginners.

F. An unknown man has been murdered. The police are investigating. You can read the conversation if you fill in the blanks with 'some' or 'any'.

Inspector: He must have some friends. Check his cell phone for contacts.

Constable: All the data in his phone has been erased. It does not contain any evidence.

Inspector: (to informant) Do you know anything about this person?

Informant: I saw this man lying on the floor with a stab wound and called the police. I do not possess any other information about him.

Inspector: Do you remember seeing anyone on the road?

Informant: There were some children returning from school. There was hardly anyone on the road.

Inspector: Please do not share any of this with the press for some time. Meanwhile, if you remember anything, feel free to contact us.

Informant: Yes, sir. Let me leave now.

Inspector: Constable, Keep track of this man's movements for some days.

Constable: Yes, sir.

Page No. 38

Listening

1. Chef George from a restaurant in Saratoga, New York, invented the potato chips.
2. The diner was fussy because he did not like the fries that were served to him. He complained they were too thick and soggy.
3. The chef fried wafer-thin slices of potato in grease and sent it out to the diner.
4. The diner was impressed because the wafer-thin wafers were the best he had ever eaten.
5. The chips were an instant hit as the others in the restaurant witnessed the incident with the diner and they were also eager to try to new wafer-thin delicacy.

Page No. 38

Speaking

1. May I give you a lift to the airport?
2. Sir, May I help you cross the road?
3. May I help you with your homework?
4. May I help you mend your tire?
5. May I fix your breakfast for you?

Page No. 39

Writing

The poem is about shoes. The poet wonders which colour shoes he/she would choose if they would let them buy new shoes. There are many colours to choose from – red, pink and blue. Next, the poet wonders what type of shoes they would choose. There were many types to choose from, such as buckle shoes, bow shoes, pretty-pointy-toe shoes,

strappy or cappy low shoes. The poet feels they should try it before they buy. The poet is further confused with more options such as bright shoes, white shoes and other types. Finally, the poet decides to go with the type that is flat, fat, stump-along-like-that shoes and wipe-them-on-the-mat shoes.

Lesson 5

STREET CRIES

Page No. 40

Warm Up

1. R K Narayan
2. Sarojini Naidu
3. Ruskin Bond
4. Rabindranath Tagore
5. Arundhati Roy

Page No. 43

Reading

A. Answer the questions.

1. At the break of dawn, the streets are filled with various cries by vendors trying to sell their wares. Some are taking their cattle to the hills while the others are going to the fields to harvest their ripe grains. Some vendors are selling bread with cries of 'buy bread' as they pass the streets. These labourers work hard to earn their day's labour.
2. When the afternoon heat tires the earth, everyone on the streets is too tired. The earth is too dry in summer and the rivers have dried up. The heat of the sun is too harsh which makes the koils (birds) sing in a low voice. The tired and thirsty vendors cry out 'Buy fruit' from their tired throats while hoping to get a sip of water to quench their thirst.
3. The koils sang in hushed notes as they were tired from the effect of the afternoon heat.

4. The evening scene changed the mood to a lively one. The sky is filled with stars and the air is filled with music and fragrance. The lovers sat in their terrace, enjoying the joys of life while the vendors passed the streets trying to sell flowers with cries of 'buy flowers'.

B. Explain with reference to the context, the following lines:

1. These lines are taken from the poem, 'Street Cries' by Sarojini Naidu.
 - a. All the sounds that fill the morning air such as the cries of vendor, temple bells, sounds of birds and animals, are referred to as the dawn's first cymbals.
 - b. The types of labour referred to in these lines are tending to flocks (shepherds) and farming (farming).
 - c. The street cries refer to the cries of vendors trying to sell their wares at the break of dawn.
2. These lines are taken from the poem, 'Street Cries' by Sarojini Naidu.
 - a. These lines refer to the afternoon.
 - b. The mood in the afternoon is different from the one at dawn. At dawn, everyone is lively and energetic but as noon approaches, they are tired, drained and thirsty.
 - c. The people would have ignored the cries on the street at noon as they would have been tired and drained from the heat of the sun.

C. What does the poet mean by the following expressions?

1. gay bazaars – lively marketplace
2. canopy of stars – star-studded sky
3. fragrant torches – incense sticks/scented candles
4. life's poignant sweet – memorable and wonderful moments in life

Page No. 44

Vocabulary

A. Read the poem aloud and listen to the rhyme scheme.

Stanza 2 – bb, dd, cc

Stanza 3 – ee, cc, cc

B. Circle the words that describe the terrible heat of summer or the effect it has on us.

Circle these words

enervating	blistering
sapping	blazing
scorching	sweltering
torrid	searing

C. Find out both these figures of speech from the poem.

Personification

- When dawn's first cymbals beat upon the sky
- When the earth falters and the waters swoon
- BUY BREAD, BUY BREAD, rings down the eager street.
- BUY FRUIT, BUY FRUIT, steals down the panting street.
- BUY FLOWERS, BUY FLOWERS, floats down the singing street

Lesson 6

A FRIEND IN NEED

Page No. 45

Warm Up

- Hansel and Gretel – picture 2
- Alice – picture 6
- Harry Potter – picture 5
- Matilda – picture 4
- Sheikh Chilli – picture 3
- Tom Sawyer – picture 1

Reading

A. Complete the following sentences to write about some happenings in the story.

1. Swaminathan put his mouth to the keyhole and mewed like a cat.
2. Mani fell down on his knees and hands, shut his eyes tight, pushed the door with his head and entered Rajam's room like a blind puppy.
3. Rajam told Mani that if he goes away, he will not see him or speak to him anymore.
4. Somu was trying a belt on.
5. Shankar and Somu were considered as enemies.
6. The Pea chose the miniature Taj Mahal from the cupboard as his prize.

B. Who said the following and why was it said?

1. Swaminathan said these words when they were on their way to Rajam's house. Rajam had promised them a surprise if they saw him that afternoon and Swaminathan thought it was only a trick to get them to his house.
2. Swaminathan said these words when the servant asked them why they climbed the walls as they could have broken their ribs.
3. Mani said these words when he saw their enemies Somu and Shankar in Rajam's house. He wanted to know why they were there.
4. Mani said these words when Somu and company laughed at him at Rajam's house where he pretended to be a blind puppy.
5. Rajam said these words when Mani was about to leave the house saying it was not the place for him to be.

C. Answer the following questions.

1. Somu and Shankar were Swaminathan's and Mani's enemies.
2. Rajam was the peace maker. He succeeded in this role by telling his friends the dangers of harbouring enmity and also by promising them gifts.
3. Swaminathan was miserable as he saw his enemies in Rajam's house and they laughed at him when he acted like a blind cat.
4. Rajam took Swaminathan out of his misery by telling him that it was the best imitation of a cat and dog that he had ever witnessed in his life.
5. According to Rajam, a person who harbours enmity would be locked up in a small room, after his death. He would be made to stand on a pedestal of red hot iron. There would be beehives all around with bees as big as lemons. If the sinner stepped down from the pedestal, he would have to put his foot on immense scorpions and centipedes that crawled about the room in hundreds.

Vocabulary

A. Fill in the blanks with words from the lesson.

1. speculating
2. thoughts
3. generous
4. fostered
5. fidgeted

B. Make sentences of your own using the phrases below.

1. Tina's thoughts turned to the box of ice cream that sat in her freezer.
2. Rajam tried to make peace for all he was worth.

3. Mani and Swaminathan fostered enmity with Somu and Shankar.
4. When Raj watched the horror movie, a shudder went through his back.
5. Rajam succeeded in his peace-making efforts.

C. Circle the onomatopoeic words and write the object that creates the sound.

Circle these words

crackle – egg shells

murmur – children, speaking in low whispers

sizzle – omelette

ribbit – frogs during the rains

whimper – an injured puppy

hiccup – humans while eating

chatter – monkeys

wheeze – a human with breathing problems

clunk – chains

warble – call of a bird

whiz – car going at high speed

Page No. 53

Language in daily use

Some of the statements spoken by the boys are very rude. Rewrite the sentences using polite responses.

1. "We were just trying to get in," said Mani, quietly.
2. "Thanks for your concern. We will be careful next time," Swaminathan replied graciously.
3. "Please explain what is happening, Rajam," said Mani, calmly.

