



CLASS : 6 KEY ANSWERS TERM : III

Lesson 1. AN IDEAL STUDENT

Page No. 2:

Warm up

Read the lines from the poem, Casabianca. Tick the sentences that are true.

1. The boy was on a ship that was on fire.
3. He was waiting for his father's permission to move from there.
5. The father did not answer the boy because he was unconscious.
6. The boy did not move from his post because his father had asked him not to move until further instructions.
8. The poem is about obedience.

Page No. 7:

Reading

A. Explain with reference to context.

1. These words were spoken by sage AyodhDhaumya to Aruni, his young pupil. The sage said this when he was worried that the untimely rains would destroy his crops. So, he asked Aruni to run to the fields and check if the boundaries are still intact. Without boundaries, all the crops would be ruined. The sage had noticed some breaks, so he instructed Aruni to mend the boundary and ensure that the water does not enter the field or ruin the crops.
2. Aruni inspected the boundary and found a breach in the wall. He knew that this would cause the water to enter the fields and destroy the crops. He tried to fix it with

mud and stones, but it only made it worse. Then Aruni decided that the only way to prevent the water from entering the field was by blocking the hole with his body. So, he decided lie down there to stop the water. While doing so, he did not stop to think how cold or clammy the wet earth was.

3. Aruni tried to fix the breach with mud and sticks, but it only got bigger and bigger. He realised that it was a hopeless task to fix the breach with the rain pouring relentlessly, but he could not give up as honouring his guru was much more important to him than his own safety or comfort.
4. These words were spoken by Aruni to sage Ayodh. When the sage asked Aruni what he was doing all day in the fields, Aruni explained that he was covering the hole in the wall with his body. He was acting as a human wall between the water and the crops. He said that since he could not find any other way to mend the breach, he decided to block it with his own body. So, he said these words: This was the only thing I could think of doing do to save the fields.
5. The sage said these words to Aruni. He was pleased with Aruni's loyalty and obedience towards him. Aruni risked his life to save the crops and this act of sincerity pleased the sage. He decided to name him Uddalak, which means one who rises from the boundary.

B. Why did Aruni do the following?

1. Aruni rushed out to the fields on the orders of sage Ayodh, who asked him to run to the field to check if the boundaries are still intact.

2. Aruni just lay there quietly because honouring his Guru's wishes and saving the crops was more important to him than his safety or comfort.
3. He bowed down and touched his Guru's feet when sage Ayodh named him Uddalak to honour him for his sincerity and obedience.

C. Answer the following in one or two sentences.

1. Sage AyodhDhaumya was a great scholar. Many students from distant lands came to stay in his Gurukul and to learn from him.
2. In the olden days, the sages lived a very simple life. They had no servants. The students helped them in their chores which included getting firewood from the forest, fetching water from the river, taking care of the gardens, crops and domestic animals.
3. The sage was worried that the untimely rains would enter the fields through the breaks in the wall and ruin the crops which were almost ready for harvest.
4. Aruni went unnoticed in the dark night as he was lying there covered in mud and water. He was also frozen and cold.
5. Aruni was stuttering with cold. As he was blocking the water with his body, he was frozen and stuttering.

D. Answer the following questions.

1. The students learnt the scriptures and different life skills such as wielding weapons and different arts along with the daily chores.
2. Aruni faced many challenges in the field. He tried to fix the breach with mud and sticks, but the heavy rains washed it all away.
3. Aruni became a 'human wall' because that was the only way to save the crops. He decided to lay down and block the water with his bare body.

4. The Guru was touched by Aruni's loyalty and obedience as Aruni spent the entire day blocking the hole with his body, with the only aim of honouring his guru's wishes.
5. The sage was pleased with Aruni's loyalty, obedience and sincerity, so he named him Uddalak, which means to rise from the boundary.

Page No. 7 and 8:

Vocabulary

A. Fill in the blanks with the words in the box.

- | | |
|-----------------|----------------|
| 1. relentlessly | 5. breach |
| 2. untimely | 6. amiss |
| 3. dawdling | 7. frantically |
| 4. wielded | 8. clammy |

B. Make sentences with the following words and phrases.

1. Mira called out anxiously to her mother when she broke her arm.
2. The mountain looked bigger and bigger as we drove towards it.
3. The teacher was amazed at the little boy's brilliance.
4. Raju came home drenched in sweat after his cricket match.
5. The little boy stuttered in fear when he was caught stealing apples.

C. Match the following describing words with the object they describe.

- | | | |
|-------------------------|---|-----------|
| 1. red and hot | - | fire |
| 2. golden and sweet | - | honey |
| 3. hard and transparent | - | glass |
| 4. stretchy and sticky | - | bubblegum |
| 5. soft and silky | - | hair |

Page No. 8 and 9:

Language in daily use

A. Read the situations below and come up with creative and appropriate exclamatory sentences.

1. Congratulations! 3. Good luck!
2. That's great! 4. Hurray!
5. Oh no!

B. Come up with a few more exclamatory sentences of your own:

1. How silly! 4. Thank goodness!
2. Thank God! 5. How kind of you!
3. Oh My!

C. Match the sentence with the purpose for which it is used.

1. Hurrah! We won the match! - Showing strong emotion
2. Who was declared 'Man of the match'? - Asking a question
3. The captain was declared 'Man of the match'. - Giving information
4. Please record the match - Giving instructions

Page No. 11 - 14:

Grammar

Modal Auxiliary Verbs

A. Fill in the blanks with modal auxiliary verbs.

1. Could 6. might
2. Would 7. Shall
3. would 8. should
4. can
5. could

Tenses

A. Answer the following questions about yourself. Write in complete sentences.

1. I was born in 2009.
2. I wake up at 6 'o clock in the morning.
3. I was doing my homework at 4 pm last evening.
4. I am reading a book right now.

B. Read the answers that you wrote in Activity 1. Identify the tenses in the sentences.

1. Simple past 3. Past continuous
2. Simple present 4. Present continuous

C. Fill in the blanks with the present or the present continuous form of the verb.

1. allows, makes 4. is throwing
2. are going 5. is watering
3. dissolves, doesn't 6. is leaving

D. Complete the story with the past or past continuous form of the verb.

was lying, rang, peeped, seemed, was, was standing, glared, was pouring, tried, was blocking

Page No. 14:

Listening

Listen to a poem and answer the questions. Add two questions of your own and ask your partner to answer them.

1. The characters in the poem: the child, the parent and the teacher.
2. The three things that a mother will do for her child are:
 - Bathe his hands
 - Comb his hair
 - Prepare him to be good always

3. The child learns in school to:
 - to be gentle and kind.
 - to train and direct his little mind.
 - to learn to live by every rule.
4. The blessed task in the poem is to love and train the child forever.
5. Use one word to describe the mother and the teacher. (Answer: mother – loving/ teacher – kind)
6. What can you infer about the speaker from the questions he/she asked? (Answer – the speaker is curious)

Page No. 15:

Writing

Add a few lines and write your own inference about the character of the boy.

From the actions of the boy, we can infer that he was a very obedient son. He took his father's words seriously and lived by his rules. He would not betray his father or go against his wishes. The boy is a great example of loyalty and obedience.

Lesson 2.

YOU ARE OLD, FATHER WILLIAM

Page No. 16:

Warm up

People like Fauji Singh and Chandro Tomar have achieved great things in life by sheer perseverance and hard work. They are also self-motivated and determined to achieve their goals. The first step to success is to have a goal in mind. Once the goal is set, you have to work hard towards achieving it. Older people like them are able to achieve their goals as they've chosen to stay fit. They have achieved a great feat in the world of sports, and that can be done only when

one is physically fit and healthy. If everyone works on their fitness and makes an attempt to stay fit by exercising regularly, they can also achieve great things in their old age.

Old people lose their strength and hence are unable to do many tasks. But those who achieve in physical activities, train from the time they are young. It requires a lot of hard work and dedication to achieve anything. It also requires us to have great mental strength and a focused plan of action. Most geriatric achievers have trained for a long time.

Page No. 18 and 19:

Reading

A. How do you know the following about Father William?

1. He is old as his hair has become white.
2. He is agile because he can stand on his head and also do a back somersault.
3. He is physically fit as he kept his limbs supple in his youth.
4. He is sharp witted as he can joke and come up with clever responses to the questions.
5. The answer given by the old man reveals his sense of humour. He stands on his head and fools around; he can do a somersault even at this age. He jokes when he says that he has no brain now in his old age. He also jokes about arguing with his wife.
6. He seems to have had many arguments with his wife. He jokes that he had to fight like a lawyer to win battles with her.

B. Read the lines and answer the following questions.

1.
 - a. The question was "Do you think, at your age, it is right?" The speaker is asking Father William if he thinks it's right to

stand on his head at this age.

- b. Father William is being funny.
- c. Father William feared that standing on his head would injure his brain, in his youth.

2.

- a. The youth is fascinated about Father William's strong jaws.
- b. Father William managed to eat the goose with the bones and the back.
- c. He was able to do that as he had argued with his wife in his youth. This gave muscular strength to his jaw which has lasted even in his old age.

3.

- a. i. Don't act smart.
- b. The line that tells us Father William has had enough is "I have answered three questions, and that is enough."
- c. He threatened to kick the speaker down the stairs.

C. Answer the following questions.

1. The central theme of the poem is the age difference or the generation gap between the speaker and Father William, and the difference it brings. It also conveys the idea that old age is not a stage for people to give up doing the things they like doing. Old people can also be strong, supple, and alive.
2. The three questions that Father William was asked were:
 - Do you think, at your age, it is right?" (Asked about standing on his head)
 - Pray, what is the reason of that?" (Asked about doing a somersault)
 - Pray, how did you manage to do it?" (asked about strong jaws - and how he managed to eat the goose)
3. The answers to these questions were:
 - Father William worried that standing on his head would injure his brain when he

was younger. Now that he knows he has no brains; he can do it as many times as he likes.

- Father William is agile and fit as he kept his limbs supple in his youth.
 - Father William can manage to eat the whole goose as he has developed muscular strength in his jaws from all the arguing he did with his wife, in his youth.
4. The remarkable things that Father William can do at his age are:
 - Stand on his head
 - Do a back somersault
 - Eat a goose with the bones and back

Page No. 19 and 20:

Vocabulary

A. Write the antonyms for the following words.

1. uncommonly – commonly
2. muscular – weak/feeble
3. incessantly – intermittent/occasionally
4. allow – forbid
5. strength – weakness

B. Circle the words that mean supple and underline the words that mean the opposite.

Circle these words

- nimble, agile, deft, lithe, pliant

Underline these words

- stiff, unyielding, rigid, unfit, unpliant

C. Write five ways that you can throw your body forward or backward.

1. somersault
2. cartwheel
3. tumbling
4. handspring
5. gymnastic roll
6. diving

Page No. 20:

Activity

A.

Some people are fit in their old age because they have made an attempt to be physically fit and healthy. If you spend all your childhood and youth eating healthy foods and exercising regularly, then as you age and grow older, your body will stay fit and strong. Fitness is not a one-time thing. It has to be gradually achieved by hard work and training. One should refrain from eating unhealthy or junk food often. Instead, plan on eating a nutritious diet, that includes fresh fruits and vegetables. Apart from a balanced diet, you can also exercise every day. You can start with something as simple as walking, skipping or running. Then move on to other forms of training such as strength or muscle training. The key to fitness is consistency. You have to discipline yourself to follow a routine diligently. Some people are fit while others are not because some work hard to stay fit and others don't put in the desired effort. Along with physical fitness, one should also focus on mental and emotional fitness. As you train your body to stay healthy and fit, similarly, also focus on training your mind to be strong. You can do this by practising positive thinking at all times. Whenever you feel negative or pessimistic, you have to train your mind to look for positive aspects in every situation.

Lesson 3.

MAUI'S KITE

Page No. 21:

Warm up

**How much do you know about Hawaii?
Take this quiz!**

1. In the Hawaiian language, Aloha is commonly used as a greeting or a farewell,

which means to say hello or goodbye. It is also the Hawaiian word for love, affection, peace, compassion and mercy.

2. President Barack H. Obama was born in Hawaii.
3. The Hawaiian traditional welcome is the practice of giving a lei. A lei is a garland or a wreath, made out of flowers, bird feathers, seeds, shells, ivory or hair. It is a symbol of Hawaii. It is worn on the top of the head or around the neck.
4. In the Hawaiian language, Moana means an ocean, a large body of water or a deep sea.
5. Waikiki is a district in the city of Honolulu, in Hawaii. It is also one of the famous beaches in Hawaii. In the Hawaiian language, Waikiki means 'sprouting water'.

Page No.27 and 28:

Reading

A. Write a sentence or two on the following.

1. The Keeper of the Winds controlled the winds. She was a wise old woman who lived in the Cave of the Winds.
2. The Cave of the Winds had all the gourds which contained the winds. The Keeper of the Winds lived in this cave.
3. Soft Wind of Hilo was the gentle breeze/wind in the gourd of Ipu Iki.
4. Ipu Iki is a small gourd that holds the gentle breezes.
5. Ipu Nui is the gourd of the Four Great Winds.

B. Explain with reference to context.

1. These words were spoken by Maui. He made a kite which was a work of art. He wanted the right amount of wind to fly it. With little wind, the kite won't fly; with too much wind, it will blow away. So, Maui wanted a

special wind to fly his kite. He decided to go to the Keeper of the Winds. So, he said these words.

2. Maui did not pay heed to the words of the Keeper of the Winds. He summoned the Four Great Winds from the Ipu Nui. The great winds roared and howled and dragged the kite along with it. When Maui called out to the winds to return to Ipu Nui, they were out of his control. The four howling winds raged stronger and stronger until the cord attached to the kite snapped with a mighty crack. The force of the winds made Maui fall backwards.
3. These words were spoken by the Keeper of the Winds to Maui. Maui used the gentle breezes to see how high his kite would fly. He wanted more but the Keeper of the Winds said that they had enough. She also said that they should respect the winds if they want it to respect them.
4. When the people wanted nothing to do with Maui, he made another kite, much smaller than the first one. He tied the knot to a rock and studied the movements of the kite in the sky. This way, he learnt to predict the weather. He knew when the weather would be fine or when it would be stormy. One day, he noticed some men going off to the field. He told them that it would rain today. He told them that tomorrow would be a better day to work in the fields.
5. When Maui requested the Keeper of the Winds to let him have the special wind to fly the kite, she brought the Ipu Nui to let the gentle breezes out. The gentle winds made the kite fly high in the sky. Everyone cheered as the kite flew higher. The kite soared like a great bird out over the sea.

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

1. Maui's kite was a 'work of art' as it was different from the other kites. He used

the largest, strongest piece of cloth given by his mother. He used bamboo sticks as crosspieces and cut branches from the Olona shrub to make a strong rope. Once it was ready, he wanted a special wind to fly his kite.

2. Maui visited the Cave of the Winds to meet the Keeper of the Winds. He wanted a special wind to fly his kite, so he went to the cave to request the Keeper of the Winds to let him have the gentle winds from the Ipu Iki.
3. Ipu Iki was the gourd of gentle breezes. The Soft wind of Hilo was in the Ipu Iki.
4. Maui went back to the Keeper of the Winds as he was not content with the gentle winds. He wanted to see how high his kite could fly. So, he went to ask for stronger winds.
5. When the Four Great Winds were let out, they roared and howled endlessly. They dragged the kite along till the cord snapped with a mighty crack. They refused to get into the court and kept howling. The winds also caused a storm and heavy rains which made the people run in all directions.
6. The message learnt from this story is that one listen to the words of the wise. They know much more experience. We can learn from the wisdom and the experience of our elders and forefathers. The philosophy of 'neither too little nor too much' is a great lesson to learn. Everything done in moderation, yields good results.

D. Class Discussion

1. People began calling Maui 'He Who Brought the Great Storm' because of the kite incident. Maui wanted a special wind to fly his kite. The Keeper of the Wind allowed him to fly his kite with the help of the gentle winds. But Maui was not satisfied with that. He wanted to see how high his kite could fly. So, he summoned the Four Great Winds

from the Ipu Nui. The great winds roared and brought a storm along which dragged the kite from Maui's hands, and it flew far away from sight. The winds continued howling and a big storm screamed and howled over the entire island. Then came the heavy rains that sent people scurrying in all direction. After this incident, the people started calling him 'He Who Brought the Storm'.

2. When the people of the village did not want anything to do with Maui after the storm, he kept to himself. He made another kite but was not able to fly it very high. He tied the kite to a rock and spent the day studying the movements of the kite. Soon, he was able to predict the weather based on the kite's movements. Once he warned the men that it was not a good day to go out into the fields as it would rain. They didn't pay heed to his words but later they came running back in amazement as it did rain. Later, he predicted a storm which also came true. As he was able to predict the weather, the people of the village started calling him 'The Teacher of the Weather'.

Page No. 28 and 29:

Vocabulary

A. Find synonyms for the following words in the lesson.

1. rushing – hurrying
2. scream – howl, yell
3. blowing hard – gust
4. walk briskly – walk fast, swiftly
5. powerful – mighty
6. approached – talked

B. Give antonyms for the following words in the lesson.

1. dipped – soared
2. undecided – decided

3. harshly – gently
4. forward – backward
5. displeasure – pleasure
6. following – unfollowing, preceding

C. Write eight words that mean yelling aloud.

- | | |
|------------|-----------|
| 1. scream | 5. shriek |
| 2. screech | 6. wail |
| 3. howl | 7. yelp |
| 4. squeal | 8. yowl |

D. Read the following sentences and underline the syllable that needs to be stressed.

1. What is that object on the desk?
2. I object to the way you are speaking to me.
3. I got a certificate for good conduct.
4. We must conduct ourselves well when we are in public.
5. The factory produces laptops.
6. This is fresh produce from our farm.

Page No. 30:

Language in daily use

A. Fill in the blanks with the right seeing words.

1. peeped
2. examined
3. focus
4. spotted
5. eyed

B. Write a paragraph using the following 'seeing' words. Write about an incident or an experience.

As I was enjoying a cup of coffee at my favourite café, I glanced at the little boy sitting at the next table. I observed that he

was reading the latest Harry Potter book. I tried not to stare too much, but I couldn't help it. Harry Potter is one of my favourite books by my favourite author, J.K. Rowling. I had not read the latest book in the series yet, so I was very curious to know the ending. I gazed at the book longingly.

The little boy caught me peering and asked, "Are you a Harry Potter fan too?" I shook my head excitedly. To my surprise, he asked if I wanted to take a look at the book. I jumped with joy and grabbed the book. As the book came into view, I couldn't contain my happiness. We spent the next hour reading and discussing the latest book. It was indeed a joy meeting a fellow Harry Potter fan.

Page No. 30 and 31:

Listening

A. What do the following words mean?

1. Kami Tobi – paper hawk
2. Sumi – black ink
3. Washi – hand-made paper
4. Hamamatsu – kite festival
5. Tako-Kichi – kite crazy

Write a short paragraph on what you have understood about Japanese kites.

A Japanese word for kite was first recorded in 981 AD. Japanese used the Kami Tobi or the paper hawk as a character for the kite. This leads us to believe that their first kites were shaped as a bird. Later, they painted the kites with bright colours such as Sumi (black ink) and made it using washi (hand-made paper) and bamboo.

Tako is the popular name for a Japanese kite. Tokyo is very popular for its kites. The Japanese use the word Tako-Kichi, meaning 'kite crazy' to describe the fascination with kites.

Kites were flown on religious festivals, public holidays and new year. It was a part of their celebrations. In the harvest festival, kites were flown with stalks of rice as a symbolic offering of gratitude for a good harvest. Sometimes the kites are also decorated with the faces of demons as a talisman against evil. The most famous kite festival, known as Hamamatsu, is widely celebrated with over 2,000,000 spectators.

Page No. 31:

Speaking

1. The philosophy of 'neither too little nor too much' can be applied to everything that we do in life. It can relate to eating habits, TV viewing, work, play, or sleep. Anything done, must be done in moderation and to the right degree possible. Doing too little, we become lazy and lethargic and do not put in our best effort. By doing too much, we may strain ourselves and harm ourselves. Most things in life require a balance. This is the same in the case of acquiring a skill. For example, if you want to master the art of swimming, you have to practice it with utmost balance. If you hold your breath 'too little or too much' you will not master the skill. This is the same rule with most other skills.
2. This philosophy can be applied to certain things in life. For example, if you want to do your favourite activity, you can't do it for too less or too much time. Doing it for lesser time will not help you improve, doing it for prolonged period of time will make you feel bored and lose interest in the activity. In such cases, a balance is always necessary. However, this does not apply in the case of hard work. One can work hard in excess and it will always bring forth favourable results.

Writing - Sample

1. Once upon a time, when I was a little girl, I went to the beach with my parents. My parents told me to stay with them and not go away from their sight. I was holding my father's hand at that time. Suddenly, I saw a very colourful toy. I was very fascinated by it. I forgot what my parents had told and started following the man selling the toys. Soon, I realised that I had left my parents behind. I was lost in the beach with all strangers around me.
2. I was very scared as I could not spot my parents anywhere. I started crying. Some people saw me crying and asked me what happened. I explained what happened to them. Then one kind lady asked me if I remembered my father or mother's phone number. I was happy to remember their numbers. The kind lady called my father and told him where he could find me. Soon, my parents came running and I was happy to be reunited with them.
3. The lesson I learnt from this experience is to obey my parents. I also learnt why rules are important and why we should follow them. It is important to follow rules as they keep us safe.

Page No. 31 and 32:

Activity

1. Raincoats or umbrella
2. Thursday
3. Wednesday
4. Humidity makes you feel warm, which causes perspiration. It is also an indicator of rain.
5. Outdoor games, sports, trekking with protective head gear against the hot sun.

Lesson 4.

UNCLE PODGER HANGS A PICTURE

Page No. 33:

Warm up

Read the following poem and narrate it as a funny incident.

6-year old Minu went to a party. There, a little girl fell off her chair and sat in a fix, wondering what to do. Seeing the girl fall, all the children in the party started laughing. Minu, did not laugh at her. She just sat still and blinked. The poor girl who fell, felt so bad to see everyone laughing at her. Minu told this story to her mother.

Her mother was proud of Minu for not laughing. She asked her why she didn't laugh. Then Minu replied, "Oh mother, how could I? As I was the one who fell!"

Page No. 39 and 40:

Reading

A. Write the sequence of events in their correct order by numbering the lines.

1. He sent his boys on errands.
2. He tried to hang the picture frame but dropped it while trying to save the glass.
3. He cut his finger.
4. He wasted everybody's time searching for his handkerchief and coat.
5. He dropped the nail.
6. He lost the hammer.
7. He lost sight of the mark where the nail was to go in.
8. He tried to overreach for the wall marking.
9. He fell on the piano.

10. He smashed his thumb.
11. He struck the nail finally with such a blow that his nose was flattened.
12. The picture was hung by midnight.

B. Answer the following questions.

1. Mr. Podger asked Jim to fetch the ladder from Mr. Goggles, his good peer, and he asked Tom to bring the rule, or the ruler, as we say it these days.
2. Mr. Podger sends the girl out again to get some picture chord.
3. Mr. Podger's finger gets nicked when he drops the picture and breaks the glass of the frame.
4. Mr. Podger called his wife smart when she found the nail that he had accidentally dropped.
5. Mr. Podger swears and curses everyone when he falls off the ladder and lands on the piano.

C. Explain with reference to context.

1. These words were said by Mr. Podger. When Mr. Podger climbs up the ladder to hammer the nail, he asks two of them to hold the ladder. The hired girl asks him what she should do. At that point, Mr. Podger drops the nail accidentally and then utters these words.
2. Mr. Podger said these words to Maria. When Mr. Podger falls off the ladder and lands on the piano, he hurls curses and abuses at everyone. Maria tells him to keep his curses away from the children's hearing. So Mr. Podger tells her to stop saying 'told-you-so' and help him get up.
3. Maria said these words to Mr. Podger. After all the fuss that Mr. Podger made while hanging the picture on the wall, Maria is fed up and tells him that the next time they hammer a nail to the wall, she will spend a

week with her mother while he entertains himself with his antics.

4. These words were spoken by Maria. When Jim tells them that the picture looks crooked and has to be re-plastered, Maria tells him that it can't be re-plastered by his father, after the fuss he made to hang it up in the first try.
5. These words were said by Mr. Podger. When Mr. Podger misses the mark on the wall, he asks the others to climb on the chair and spot the mark. Everyone shouts out different places, so Mr. Podger gets annoyed and tells that he will find the mark himself.

D. Answer in a paragraph.

1. The task of hanging a picture took an entire day at the Podger household because Mr. Podger made a fuss about every little thing. He started by sending out the boys and the girl to fetch the things he needed: a ladder, a ruler and some nails. When he lifted the picture to hang it up, he accidentally dropped it and broke the glass. He cut his finger with the broken glass. He then assigned everyone the task of finding his handkerchief and his coat.

Then, he climbed the ladder to hammer the nail on the wall. He dropped the nail and asked everyone to search for the nail. Once the nail was found, the hammer went missing. When the nail and the hammer was ready, Mr. Podger lost sight of the mark on the wall. He asked everyone to help him find the mark. Everyone shouted out different places which annoyed Mr. podger further. He said that he would find the mark himself and reached out for it, but lost balance and fell off the ladder and landed on the piano.

He then smashed his thumb while hammering the nail and dropped the hammer on someone's toes. After all this chaos, the picture is finally hung around midnight.

This is why the task of hanging a picture took an entire day at the Podger household.

2. Mr. Podger comes across as a man with a funny trait. He does not intentionally make others laugh. His actions unintentionally create the comic effect which makes the readers laugh. He can be described as being clumsy. He often drops things. He first dropped the frame, then the nail and the hammer. He is also forgetful as he forgets where he had kept his handkerchief and coat. He is also a scatter-brain. A scatter-brain is someone who forgets things and misplaces them. This is seen throughout the lesson. He also comes across as a butter-fingered person as he keeps dropping something or the other.

He could also be seen as a boaster. He keeps boasting about his picture-hanging skills, but we see through the lesson how he fails miserably at it.

He can also be seen as someone who takes on jobs without much knowledge about the task. He appears to be overconfident, which is displayed in the way he spoke about doing a good job of hanging the picture. With the many instances of chaos and confusion, we can also say that he lacks the basic skills to do a job. He is also insensitive as he keeps hurling abuses at the others and blames them for his own mistakes. To conclude, we can say that Mr. Podger is a man with many flaws. We cannot feel sympathy for him as he refuses to acknowledge his flaws. In the end, he is reduced to a mere laughing figure by his actions.

Page No. 40 - 42:

Vocabulary

A. Give synonyms and the antonyms for the following words.

1. concerned– worried - unconcerned
2. ridiculous– hilarious - sensible

3. wee– little - big
4. irregular– uneven - regular
5. tremendous– enormous - small
6. irresponsible – careless/reckless - responsible
7. crooked– bent - straight
8. found–discover – lost

B. Complete the following sentences using the appropriate phrase.

1. spring cleaning
2. spring into life
3. springs to the mind
4. spring fever
5. sprang into action

C. Write down new words of your own for the following prefixes and suffixes.

1. independent
2. ex-president
3. rebuild
4. hourly
5. comfortable
6. deaccelerate
7. malpractice
8. mouthful
9. certainty
10. accidental

D. Write down the meanings of the following words and make sentences for the both the meanings.

words	Meaning 1	Meaning 2
lead	to control or guide a group or people, a situation, a country	a winning position or to be in front of everyone
	The students were led by their teacher to the event.	The girls were in the lead at the end of the competition.
bow	to bend your head or body forward, especially to show respect or to express thanks	a knot with two curved parts, used as a decoration or to tie shoes
	The devotees bowed their heads in prayer.	Mira wrapped the ribbon around her present in a pretty bow.
tear	a hole in something	a drop of liquid from the eye, as a result of strong emotion – a tear drop
	There was a tear in the new saree.	The boy had tears in his eyes when he lost the game.
object	a thing	to disagree, dislike or disapprove of something
	Rahul has a collection of antique objects under his bed.	Everyone expected Mohan to object to the new policy.
wind	the air moving around, one that is felt	to turn or cause something to turn
	A strong gust of wind snapped the cord of the kite.	Hira wound the key in the lock, but it did not open the door.

E. Group Activity.

The **stem** of this plant is very narrow.

The problem **stems** from his lack of focus.

The old **branch** of the mango tree has many nests on it.

The bank has opened a new **branch** in my area.

The man tugged at the **root** of the tree relentlessly.

Alcohol is the **root** cause of all his problems.

The **leaves** of this plant are yellow.

Ramu was fired as he took too many **leaves** from work.

The elephant's **trunk** is huge.

We hid the gifts in the **trunk** of our car.

Refer to a dictionary and write the names of three other homographs that have not been mentioned in this activity.

watch, desert, bat

Page No. 42 and 43:

Language in daily use

Think of situations where you can use each of the above sentences in a dialogue.

- I would like to be included too, please. – can be used while playing a game or a sport
- May I join the game? – can be used while playing a game
- How can I be a part of the event? – can be used in a competition or any programme
- Is there any way that I can help? – can be

used when one would like to offer their help – for example- a project

- I can offer my skills in this area. – can be used in a project, assignment or experiment
- Can you find a spot for me here? - can be used to reserve places in an auditorium or canteen

Page No. 43 - 45:

Grammar

A. Fill in the blanks in the conversation between a doctor and her patient.

Should I take these pills every day?

Doctor: Yes, you must. And please exercise regularly. Only if you are regular will the medicine have effect.

Patient: I, generally misplace all my things. I should remember where I left my pills.

Doctor: Keep this bottle carefully under your pillow. You can find it easily.

Patient: Thank you very much. You are always kind.

B. Group Activity

Form five groups. Each group takes a kind of adverb and makes a sentence each with all the adverbs listed as examples.

Examples:

Adverb of Time

1. I will meet you later.
2. This needs to be done immediately.

Adverb of Place

1. The mango is right above your head. You can reach for it.
2. Do need beat around the bush. Come to the point.

Adverb of Manner

1. She handled the job, ably.
2. Mother was angry because Anish spoke to her, defiantly.

Adverb of Frequency

1. I visit my grandparents regularly.
2. I generally ate a good breakfast before I leave for school.

Adverb of Degree

1. The car very nearly collided with the cyclist.
2. Please eat your lunch, completely.

C. Complete the following sentences by writing question tags.

1. is it?
2. isn't he?
3. wasn't it?
4. is he?
5. have you?

D. Write down the meanings of the following words and make sentences for the both the meanings.

Affirmative	Negative	interrogative
She is a nurse.	She is not a nurse.	Is she a nurse?
The actor has performed some marvellous stunts	The actor has not performed some marvellous stunts	Has the actor performed some marvellous stunts?
He does disturb the students.	He does not disturb the students.	Does he disturb the students?
The baker has whipped the cream.	The baker has not whipped the cream.	Has the baker whipped the cream?
They understand the concepts.	They do not understand the concepts.	Do they understand the concepts?

Listening

1. Humour provides amusement and provokes laughter.
2. People who laugh, smile and respond to humour are considered to have a sense of humour.
3. How each person perceives humour depending on their geographical location, culture, maturity, education, intelligence and context.
4. Sophisticated forms of humour appeal to mature audience as it requires an understanding of social meaning and context.
5. Humour can be used to take away the awkward, uneasy or uncomfortable feeling of social interactions.

Speaking

Engage in a lively conversation of bargaining and arguing for wares.

Customer: How much does 1 kg of tomatoes cost?

Vendor: It costs Rs. 30, Sir.

Customer: Wow! That is too expensive. Why don't you give it to me for Rs. 25?

Vendor: I am sorry, sir. I can't reduce the price as that would be a loss for me.

Customer: But it's just a difference of Rs. 5. I am sure you can let it go.

Vendor: I'm afraid not sir. Why don't you see if you like some other vegetables? Then maybe we can work out a discount.

Customer: hmmm, okay. How about ½ kg of carrot and beans? How much will that be?

Vendor: That would be Rs. 25 altogether, Sir.

Customer: hmmm. So, if I buy all these together, would you give me a discount.

Vendor: Let me see. So, 1 kg of tomatoes, ½ kg each of carrots and beans?

Customer: Yes, that's right.

Vendor: I can give it to you for Rs. 50, Sir. I will give you a discount of Rs. 5 on the bill.

Customer: That's not much of a discount, but okay.

Vendor: Great! Would you like anything else, sir?

Customer: No, thank you. That will be all.

Vendor: Here you go. Have a good day, sir.

Customer: Thank you and good day to you too.

Writing

Write a dialogue that would take possibly place between your parents and you.

Me: Hi mom and dad. I would like some help with my science assignment.

Mom: Sure, son. What would you like us to help you with?

Me: Could you please write the answers to these questions? The assignment is due tomorrow!

Dad: What? Why would you leave it to the last minute to finish? You should have completed this by now.

Me: I know, I am sorry dad. I forgot about it completely.

Mom: That is very irresponsible of you. How could you forget your assignment?

Me: I promise I will not repeat this mom. Please help me.

Dad: No, this is your punishment. You've to stay up late to finish your work.

Me: Please dad.

Mom: No arguments, please.

Me: Please mom.

Dad: Why don't you start working on it right away? If you have any doubts, we can help you.

Mom: Yes, that sounds like a good idea.

Me: Okay, I will do that. Thanks mom and dad.

Lesson 5.

THE HEIGHT OF THE RIDICULOUS

Page No. 47:

Warm up

Class Discussion

1. Yes, I have made a new year resolution to eat healthy foods and to avoid junk foods. I am trying to fulfil them.
2. I would choose nature and joy.
3. Once, my family and I were sitting on the dining table and having dinner. Suddenly the power went off. We were all so tired and hungry, so we just ate in darkness. My brother suddenly told me to go and turn on the fan. I replied back asking him to go and do it as he was being very lazy. We both quarrelled about it, but we stopped when we heard our parents laughing. We asked them what happened, and they reminded us that the power was not there for us to turn on the fan. We had a hearty laugh that day.

Page No. 49:

Reading

A. Class Discussion

1. I find the lines about the servant bursting his buttons off the most hilarious.
2. The poet was concerned on seeing the servant's plight.
3. When we laugh at others when they slip or fall, it may seem funny at that moment, but it ends up hurting the person who has fallen down.
4. Yes, the poem is highly exaggerated. The purpose is to entertain the readers with exaggeration and humour.

B. Answer the questions.

1. The poet decided to write some funny lines as he was in a good mood, a 'wondrous merry mood'.
2. 'They' refers to the funny lines written by the poet.
3. The queer lines made the poet laugh in such a way that he thought he would die of laughter.
4. The strange ways in which the servant was affected on reading the poem are as follows:
 - The first line brought a grin on his face.
 - The second line made the grin broader, from ear to ear.
 - The third line made him chuckle.
 - The fourth line made him break into a roar.
 - The fifth line split his waistband.
 - The sixth line made him burst five buttons off his shirt and tumble in a fit.
5. The lines that reveal the compassionate side of the poet are:

Ten days and nights, with sleepless eye
I watched the wretched man,
And since I never dare to write
As funny as I can.
6. The central idea of the poem is humour. The poet's intention is not to hurt anyone by his words, but to simply entertain them with humour. The poet wishes to spread joy and make people laugh with his humorous lines.

Page No. 49 and 50:

Vocabulary

A. Answer the following questions.

1. to evoke sheer fun, joy and laughter
2. servant, poet, servant, poet

B. Write 10 words starting with 'q'.

- | | |
|----------|--------------|
| 1. quiet | 6. quit |
| 2. queue | 7. quick |
| 3. queen | 8. quiver |
| 4. quiz | 9. quality |
| 5. quote | 10. quantity |

**C. Your teacher will read the poem aloud.
Look out for**

- hyperboles - exaggerated statements
I laughed as I should die
The fourth; he broke into a roar,
The fifth; his waistband split,
The sixth; he burst five buttons off,
And tumbled in a fit.
- repetition - words repeated for poetic effect
They were so queer, so very queer
And shot from ear to ear,
- onomatopoeia - words that convey a sense of sound
chuckling
roar

D. The height of the ridiculous suggests something extremely funny, too absurd for words. Is the title of the poem apt? Justify your answer giving reasons.

Yes, the title is apt for the poem as the poem is indeed funny. It exaggerates to the point of being ridiculous. The poet has used humour and sarcasm to entertain the readers. While the lines may seem far-fetched and highly exaggerated, the purpose is to make the readers laugh and enjoy the poem.

Page No. 50:

Activity

A. Write a dialogue between the servant and the poet after the servant recovers from humour induced trauma.

Servant: Aye, sir. What a hearty laugh I had. I can't stop laughing.

Poet: Well, that is the magical effect of my poem.

Servant: I agree, sir. My stomach hurts after laughing so much.

Poet: Let me write the next set of lines. You can read it and tell me what you think of them.

Servant: Oh no! I cannot have another laughing fit when I am still recovering from the first one! Please spare me.

Poet: Oh, you poor thing! I cannot possibly put you through another fit. Okay, for your sake I will stop here.

Servant: Aye, sir. What a kind man you are!

Lesson 6.

PAINTING THE FENCE

Page No. 47:

Warm up

Recall the story of Aruni, the ideal student. Write five words that you would use to describe him.

1. obedient
2. loyal
3. hardworking
4. sincere
5. trustworthy

What do the following words mean?

- clever – quick to understand, learn and apply
- skillful – having or showing skills
- smart – clever, sensible
- resourceful – the ability to find quick, clever solutions to problem
- cunning – sly
- aggressive – ready to attack or confront
- cheerful – happy, optimistic

Write three other character traits.

1. resourceful
2. clever
3. smart

Page No. 56:

Reading

A. Complete the following sentences.

1. Saturday morning Tom surveyed the fence and all gladness left him and a deep melancholy settled down upon his spirit.
2. Ben Rogers came in sight - the very boy, of all boys, whose ridicule he had been dreading.
3. Jim put down his paint bucket and bent over the toe with great interest while the bandage was being unwound.
4. Tom managed to get from Johnny Miller a dead rat and a string to swing it with.
5. Tom ran out of whitewash so the other boys from the village were saved from being bankrupted.

B. Answer the following questions.

1. Aunt Polly asked Tom to whitewash the fence.

2. The thought of whitewashing the fence, which was thirty yards and nine feet long, made Tom unhappy on a Saturday morning.
3. Tom tricked Ben into thinking that the task of whitewashing the fence was actually very enjoyable and fun. He made it look like it was not considered as work by saying, "Does a boy get a chance to whitewash a fence every day?".
4. Tom was happy in the end as he tricked Ben into finishing the task of white washing the fence. He also tricked the other boys into giving him their things in return for a chance to whitewash the fence.
5. Tom collected the following by evening: twelve marbles, a piece of blue bottle-glass to look through, a key that wouldn't unlock anything, a fragment of chalk, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar, the handle of a knife, and four pieces of orange-peel.

Page No. 56 and 57:

Vocabulary

A. List the words from the lesson that describe Tom Sawyer's mood.

gladness, tranquilly, vigour, melancholy, sighing, sorrows, dreading, hateful, hopeless, reluctance

B. Read the list of words and write them in the correct columns.

American

British

- | | |
|---------------|---------------|
| 1. apartment | 1. flat |
| 2. windshield | 2. windscreen |
| 3. gasoline | 3. petrol |
| 4. cookie | 4. biscuit |
| 5. drug store | 5. chemist |

C. There are many other such words. Refer to a dictionary and locate 5 other words used in America and Britain.

American	British
1. starter	1. appetizer
2. cell phone	2. mobile phone
3. candy	3. sweets
4. chips	4. crisps
5. pants	5. trousers

D. There is a difference in the way some words are spelt in American and British English.

American – labor, center, dialog, defense, recognize

British – labour, centre, dialogue, defence, recognise

E. Find five other words which are spelt differently in American and British English.

American – color, fiber, license, apologize, neighbor

British – colour, fibre, licence, apologise, neighbour

Page No. 57 and 58:

Language in daily use

Read the following phrases that we can use to suggest and persuade:

1. How about we read rather than write.
2. Why don't you shut the door. It's noisy outside.
3. May I suggest that finish the cooking first.
4. Maybe we should call for a cab right now.
5. Have you thought about enrolling for cricket coaching.
6. Let me tell you what I would do if I were in your shoes.

7. Can I persuade you to call him right away and apologize.
8. How can I convince to do what is right.
9. This is definitely proven that a good breakfast can see you through the morning.

Page No. 57 and 58:

Speaking

Speak a few lines on helping with the chores at home.

1. I help my parents at home by keeping the house clean. I also try to keep my room neat and tidy and put everything in its right place.
2. I like washing the car with my father as it is fun when we do it together.
3. I don't like folding clothes as I find it very boring.

Speaking

I did not want to whitewash the fence. Aunt Polly made me do it. My friends would laugh at me if they knew I was forced to do a chore. So, I came up with an idea. I pretended to enjoy the job. When I saw Ben Rogers pass by, I started pretending. I acted as if I was having fun while painting the fence. He was confused looking at me.

He asked me if he could have a go at painting the fence. I wanted to jump and grab the opportunity, but that would give me away. So, I pretended to think about it. Initially, I said, "No" as if I was having too much fun doing it on my own. Later, I told him he could do it in exchange for his apple. So, this is how I tricked him. While he painted the fence in the hot sun, I enjoyed the apple under the shade.