

ANSWERS - COURSEBOOK 6

1. A TEACHER FOR ALL SEASONS

P. 6-7

PARAPHRASE

This poem plays tribute to a teacher, listing the various roles she takes on as a friend and guide to her students. The poet compares the various roles of the teacher to the four seasons, showing us how the teacher contributes to the complete development of her students.

Spring is the season that heralds the birth of new plants. The teacher is like spring because she offers these new plants her protection against the elements and nurtures them tenderly. A teacher is like **summer** because she is always good-tempered. Her cheerful behaviour ensures that studying is fun. Her teaching brings alive the bright colours and crispness of nature and in this manner she is like **fall**. A teacher is like **winter** because she makes sure that her students are warm and comfortable in her company despite any troubles that they may face. She also guides them, offering them all the benefit of her own experience. The poet expresses gratitude to a teacher for being a truly perfect person – suitable for all seasons and with a pleasant, encouraging attitude that wins hearts wherever she/he goes.

- A. 1.** The poem is about the ideal teacher who, with her/his pleasant attitude makes studying a pleasure for children.
- 2. a.** cheerful nature
b. a teacher who helps at all times
- 3. a.** The students are the sprouts.
b. They are called new and green because they are young and tender.
- 4.** spring nurtures, encourages
summer sunny temperament,
makes studying a pleasure
fall teaching methods are crisp
and clear, creates a happy atmosphere
winter keeps students warm and comfortable
- 5. a.** The lessons are interesting and exciting.
- B. 1.** cold and unapproachable **2.** walks in a carefree manner
3. thinks and feels in a happy way

- C.** 1. attitude 3. temperament 5. encourage
 2. prevent 4. gratitude
- D.** displeasure, unclear, disrespect, uncomfortable, discomfort, unlike
- E.** NOUNS Holmes, bushes, wait, hour, patience, woman, hat, grass, Pomeranian, brilliance, daffodils, bushes, madam
 ADJECTIVES long, large, elderly, green, small, white, more
 PRONOUNS I, our, his, we, you, he, her, she
 VERBS crept, settled, rewarded, came, walking, followed, been, admired, waited, began, pulling, leapt, cried, springing, shrieked, dropped
 ADVERBS down, after, stealthily, until, out, then, swiftly
 CONJUNCTIONS and
 PREPOSITIONS behind, across, by, upon, from
 INTERJECTIONS Ah!
 ARTICLES a, an, the
- F.** (Accept any relevant response.)
 SUGGESTIONS: You can write about the following.
- ◆ the subjects taught by the teacher.
 - ◆ If a class teacher, mention that the teacher interacts more with you.
 - ◆ For how long you've known the teacher?
 - ◆ Some specific reasons why you admire the teacher.

2. THE RIVER BANK

P. 10–15

- A.** 1. The Mole lived under the ground.
 2. 'Up' refers to the surface of the earth. The mole scraped and scratched his way up the tunnel to reach the surface.
 3. Once he was out in the open the Mole noticed that everyone was busy working.
 4. b.
 5. The Mole noticed a dark hole in the river bank opposite just above the water's edge.
 6. The Water Rat had a brown little round face with whiskers. He had small neat ears, and thick silky hair.
 7. a. The Water Rat spoke these words to the Mole.
 b. 'It' refers to the river.
 c. Yes, the Water Rat was happy living there. He

said, "It's brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It's my world, and I don't want any other!

- B.**
1. The Mole was tired because he had been working very hard all the morning, spring-cleaning his little home.
 2. The following lines from the extract suggest that the Mole was happy to be idle.
'He somehow could only feel how jolly it was to be idle. After all, the best part of a holiday is perhaps not so much to be resting yourself, as to see all the other fellows busy working. He thought his happiness was complete.'
 3. The Mole thought the Water Rat's dwelling was a comfortable place because it was free from dust and noise, and was also near the river.
 4. The Mole was careful while stepping into the boat because he had never been in a boat before, and did not know how to get in.
 5. Yes, because they were already having fun and enjoying things together.
- C.**
- | | |
|--------------|--------------|
| 2. scraped 2 | 4. scraped 3 |
| 3. scraped 1 | 5. scrape 4 |
- D.** *twinkle*: shine with varying brightness, sometimes very bright, sometimes dim;
a bright expression in the eyes show that one is happy or amused about something
1. The stars *twinkled* in the sky.
 2. Arun had a *twinkle* of mischief in his eye.
- cushion*: to make the effect of a fall or hit less severe;
a cloth bag filled with soft material
1. My cat Snowy loves the *cushion* on which she sleeps.
 2. The baby squirrel fell from a tree, but was unhurt because a mound of leaves *cushioned* its fall.
- E.**
- | | |
|----------------------------|-------------------|
| 1. in different directions | 3. near the river |
| 2. all the time | 4. early enough |
- F.** 1. b 2. e 3. d 4. a 5. c
- G.** 3, 5, 6, 8, 9
- H.** (Accept any relevant response.) SUGGESTIONS:
1. Mole and Water Rat are friends. (statement)
The Mole and Water Rat must be friends. (command)
Are the Mole and Water friends? (question)

- What great friends the Mole and the Water Rat are!
(exclamation)
- 2.** The teacher teaches science in the classroom.
(statement)
The teacher must teach science in the classroom.
(command)
Does the teacher teach science in the classroom?
(question)
What a pity that the teacher teaches science in a
classroom! (exclamation)
- 3.** The children of the neighbourhood planted saplings./
The children planted saplings in the neighbourhood.
(statement)
The children of the neighbourhood shall plant saplings in
the park. (command)
Why/When/Where did the children of the neighbourhood
plant saplings? (question)
Wow, the children have planted saplings in the
neighbourhood! (exclamation)
- 4.** The match was interesting but we lost. (statement)
You must learn a lesson from the way we lost an
interesting match. (command)
We lost the match but wasn't it interesting? (question)
How sad we lost an interesting match! (exclamation)
- I.**
- 2.** Can you come to the hospital tomorrow?
 - 3.** Must I visit my cousins?
 - 4.** Has Mary gone to sleep?
 - 5.** Will your mother know the answer?
 - 6.** Does Radhika go to the gymnasium every day?
 - 7.** Has Susie read another story by Kenneth Grahame?
 - 8.** Can Shamim speak French fluently?
- J.**
- 1.** Please close the refrigerator door.
 - 2.** Do not drive fast, please.
 - 3.** Please spend your pocket money carefully.
 - 4.** Please get the newspaper from the gate.
 - 5.** Please buy a loaf of bread for me.
 - 6.** Go to the library please.
 - 7.** Please do not disturb me.
 - 8.** Please put some more sugar into this bowl of porridge.
 - 9.** Talk softly in the hospital please.
 - 10.** Please stitch the clothes by Saturday.

11. Please fill in the application form neatly.
 12. Please switch off the fan before you leave the room.
- K.** 1. parakeet 3. deer 5. frog
2. monkey 4. dolphin 6. porcupine
- L.** (Accept any relevant response.) SUGGESTIONS:
2. Well! It's been nice talking to you, but I have to go now as perhaps the postman is knocking at the door.
3. You all carry on friends. Excuse me for some time as I would like to help our class teacher carry a pile of books to the staffroom. I will join in five minutes.
- M.** Heidi wanted to see the pine trees. She went to a tall tower. There were only houses to be seen. She came down quickly. What did she see as she came down? A large grey cat and kittens in a basket! Heidi clapped her hands in delight. She put two of the kittens in the pocket of her dress and hurried home.
- N.** (Accept any relevant response.)

3. HANDFUL OF SALT

P. 19–22

- A.** 1. The boys had made a small cloth bundle of chapatis and a couple of bananas.
2. The law regarding salt was that Indians could not make their own salt, but had to buy it from the British, as well as pay a salt tax.
3. The boys saw Gandhi as a thin, spare figure, clad in a short white *khadi* dhoti with a huge *khadi* shawl wrapped over his bare body. He had a round grandfatherly face, bald head, round spectacles, and a watch swinging at his waist.
4. a. Gokul spoke these words.
b. 'He' refers to Gandhi.
c. He was going to defy the British and make salt. He was protesting against the British law of paying tax on salt. People all over the country would also break the law by making salt.
5. The man estimated it would take three to four weeks for Gandhi to reach Dandi.
6. The villagers returned to their village because Gandhi did not want anyone to leave their work.

7. a. Gandhi was going to the seaside to make salt.
 b. Like a benign grandfather, Gandhi should have been sitting on a charpoy under a tree, but he was leading the long march to freedom.
- B. 1. Yes, it is unfair, because Indians were not allowed to make salt. Instead they had to pay tax to the British for buying salt from them. Also, even the poorest Indian had to pay the tax.
 2. The procession was called a white river because most people in the procession were wearing white *khadi* clothes, and the procession was flowing or moving forward, without stopping, just like a river.
 3. Yes, the statement is true because people all over the country would make salt at the same time, and all the country would be watching and thinking about them, thus uniting the nation.
 4. All the people were joining Gandhi in his march because they respected him, and wanted to show their support for the freedom movement led by him.
- C. verandah, bungalow, pajama, thug, khaki, chutney, juggernaut, guru, jungle
- D. 1. take, drive 2. ride 3. go by 4. drive 5. ride
- E. 1. handful 3. speechless 5. hopeful/hopeless
 2. tireless 4. tearful 6. homeless
- F. 1. homeless 3. tireless 5. speechless
 2. handful 4. tearful 6. hopeful
- G. 1. Shanti and her dog run on the Marina Beach every morning.
 2. The children spilled the shelled peas on the floor.
 3. Do you know all the rules of the game?
 4. Ramola's younger brother likes writing poetry.
 5. Switch off the fan! (You)
 6. Three monkeys were jumping on the roof.
 7. Will the new auditorium be inaugurated today?
 8. Give Grandma a hug!
 9. Do you know that a bee's weapon is its sting?
 10. The pastries are freshly made.

- H.** (Accept any relevant response.) SUGGESTIONS:
1. Grandfather and I went for a walk together.
 2. Ajay and Mona helped the injured footballer.
 3. Mother unwrapped the gift.
 4. Our neighbour's cat drank up all the milk.
 5. Your little brother is cycling around the park.
 6. Varun, stop that man!
 7. The flight from Jakarta will soon land at the airport.
 8. The books by J.K. Rowling are loved by people of all ages.

I.	SUBJECT	VERB	OBJECT
	2. The Principal	teaches	history.
	3. Varsha	is having	an ice cream.
	4. The children	are studying	French.
	5. My mother	designs	software.
	6. Snakes	lay	eggs.
	7. The gardener	watered	the plants.
	8. You		try out the new recipe.

SENTENCE

2. The Principal teaches us history.
 3. Varsha is having an ice cream.
 4. The children are studying French.
 5. My mother designs software.
 6. Do snakes lay eggs?
 7. The gardener watered the plants.
 8. Did you try out the new recipe?
- J.**
- | | | |
|--------------------|------------|------------|
| 1. sunset/twilight | 3. noon | 5. morning |
| 2. dawn | 4. evening | |
- K.**
2. I definitely want to participate in the Children's Marathon on Sunday.
 3. I am sure that I want to join the school Eco Club.
 4. I am determined to do well in the story-writing competition.
- L.** At this moment she was remembering the voyage she had just made from Mumbai with her father Captain Crewe. She was thinking of the big ship of the Lascars passing silently to and fro, of the children playing about on the hot deck and of the young wives. They used to try to make her talk to them and laugh at the things she said.
- M.** (Accept any relevant response.)

4. JUMBO JET

P. 24–25

In this humorous poem the poet tells readers about an elephant who wanders into his garden. The elephant wishes to go to Saranghetti's (Serengeti's) plain in Africa but loses its way in London. It is caught by some policemen who put him in a cell but realise that it is too big to fit in a cell. So instead he is chained to a lamp post at night. In the morning the elephant is gone. The poet guesses that he is on his way to Africa and warns readers to keep their eyes open for an elephant in a jumbo jet. The title of the poem puns on the word 'Jumbo' – this not only refers to an elephant, but also means large. Jumbo jet, therefore, not only refers to a type of large aircraft, but also to the airplane that will carry the elephant back home to Africa.

- A.** 1. The poet was surprised to see an elephant in his garden because elephants don't belong in England.
2. The elephant wanted to be in Serengeti's plain in Africa.
3. c
4. b
5. a. The elephant said this.
b. He said it because he was worried that he was lost.
6. (Accept any relevant response.)
- B.** 1. lost 2. nearest 3. sleeping 4. light
- C.** 2. I am really sorry for my mistake. 4. Please excuse me.
3. I beg your pardon? 5. Thank you so much.
- D.** 1. bananas 3. trolleys 5. sheep 7. lorries 9. benches
2. leaf 4. poppy 6. child 8. match 10. tooth
- E.** 1. grapes/bananas 5. hills/mountains 9. arrows
2. team 6. boys/thieves 10. herd
3. ships 7. troop
4. choir 8. geese
- F.** (Accept any relevant response.)

5. THE DIAMOND NECKLACE

P. 29–32

- A.** 1. Matilda was unhappy because she felt that she was born to live a life of luxuries, but instead she was suffering from poverty.

2. Matilda started weeping when her husband told her about the invitation because she did not have anything to wear to the ball.
3. When the Loiseles returned home after the ball they realised that the diamond necklace, which they had borrowed from Madame Forestier, was missing.
4. The Loiseles used the eighteen thousand francs that had been left to Loisel by his father, and borrowed the rest of the money to buy a new diamond necklace.
5. The Loiseles dismissed the servants and changed their house. Matilda herself did all the work of the house and the kitchen. Loisel worked evenings and nights. It took them ten years to repay the money.
6. Madame Forestier was astonished when she met Madame Loisel ten years later because Madame Loisel looked old, like the downtrodden woman of a poor household.
7.
 - a. 'I' refers to Madame Loisel and 'you' refers to Madame Forestier.
 - b. 'You' (Madame Forestier) had lent the speaker (Madame Loisel) a diamond necklace which the speaker had lost.
 - c. Hard days refers to all the years when the speaker had to work hard in order to repay the money she borrowed to buy a new necklace.
8.

a. True	b. False	c. True
---------	----------	---------
- B.
 1. Loisel loved his wife and tried to keep her happy. He brought an invitation to a ball, a new dress, and later used his inheritance and borrowed money to help her pay the loan for the necklace.
 2. Madame Forestier felt sorry for Madame Loisel since she had spent years suffering and working hard to replace a necklace that was actually made of false diamonds.
 3. Madame Loisel must have been shocked, sad, and angry that all those years of poverty had been a waste and that they had spent all their money without any need.
- C.

1. look into	3. looks up to	5. look out	7. look after
2. look of	4. look for	6. look through	8. look up
- D.

1. vexed	2. error	3. adorn	4. superb	5. elegant
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- E.

1. Yes	2. No	3. Yes	4. No	5. Yes
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- F.** 1. Most people accept **English as a global language**.
 2. **The chief editor** rejected the manuscript.
 3. **Swimming every morning** is a good exercise.
 4. **The sandy beach** stretched for miles.
 5. Sharon could not find **her favourite sweater**.
- G.** 1. Madame Forestier had a diamond necklace of great value.
 2. The project on which I am working is not yet complete.
 3. The man in the blue shirt spoke very well at the meeting.
 4. Amina helped the woman with a walking stick, cross the road.
 5. The man with an umbrella is waiting for the bus.
- H.** 1. They live on the other side of the town.
 2. Matilda and her husband worked hard for ten years.
 3. Mother placed the new chair near the window.
 4. The shopkeeper gave the man an angry look.
 5. Grandpa wore an overcoat to keep himself warm.
- I.** 1. informal 4. informal 7. formal
 2. formal 5. informal 8. informal
 3. formal 6. formal
- J.** (Accept any relevant response.)
 1. We are going to the Bird Sanctuary. Why don't you join us? It would be great fun!
 2. Ma'am, I will be honoured if you could come for my sister's wedding tomorrow.
 3. Are you free this Saturday? Why don't you come home so we can discuss the book we've just finished reading?
- K.** (Accept any relevant response.)

6. JUNK FOOD

P. 35–39

- A.** 1. Junk food is food that is easily available, seems tasty and fashionable to eat but is high in calories and lacks sufficient nutrients or nutritional value.
 2. Junk food is popular today because it is convenient, quick, tasty, fashionable and also cheap.
 3. The western world realised that it was harmful because people who ate junk food ended up putting on weight and becoming prone to diseases.
 4. If we eat food that contains high levels of sugar, salt

and oil, it can cause high blood pressure, clogged arteries and diabetes.

5. The western world is trying to protect the health of its children by implementing laws which ban the sale of junk food in some parts of their cities. People's groups are asking the government to stop advertising food high in sugar, salt and fat on television, to prevent celebrities from endorsing them and from these food items being sold in school canteens.
 6. Home-cooked meal is fresh, is cooked just right, using the correct amount of oil and salt. It consists of vegetables, lentils, curds and whole wheat which give us protein, fibre and vitamins.
 7. a
 8. To become smart and healthy we can help ourselves by drinking lots of water, eating lots of vegetables, fruits, whole grains and ensuring that we get lots of exercise.
- B.**
1. Nowadays women also work so they don't have the time to shop for groceries, chop vegetables and cook meals. It is easier and cheaper to pick up ready-made food. It is also considered fashionable to eat junk food.
 2. To stay healthy we must eat healthy, fresh home-cooked food, drink lots of water and get regular exercise. We must eat fruits, raw vegetables and nuts. We should restrict eating out to once a month.
 3. Eating junk food causes various health problems and so, even though eating junk food might seem fashionable and easy, it eventually causes health problems for us.
- C.** 1. d 2. e 3. a 4. b 5. c
- D.** 1. clogged 2. snare 3. implement 4. slashed
- E.** 1. fan 2. fast 3. fair 4. stress 5. pound
- F.** 1. C 3. P 5. P 7. C 9. P
2. C 4. P 6. C 8. P 10. C
- G.**
1. Meeta forgot where she left the house keys.
 2. I am not sure who kept these books on the table.
 3. My friends think that I can write well.
 4. The manager does not know how long he will be away.
 5. What made him tell a lie, is a mystery.
- H.**
1. My mother would like to live in a house that has big windows.

2. People who exercise a lot keep fit.
 3. The bookstore that is near my house has a play area for children.
 4. The gentleman whom you met yesterday is our neighbour.
 5. The people who work in my office are from all corners of the country.
- I.
1. Mala closed the windows before a storm hit the area.
 2. We can go for a drive when the movie gets over.
 3. Prem had to leave for Medan therefore he could not stay.
 4. As the rain has stopped we can go out to play.
 5. Whales are mammals as they give birth to young ones.
- J. Crafts Bazaar
- K. (Accept any relevant response.) SUGGESTIONS:
1. I guess she is ill./I believe she has gone out of town.
 2. I believe the examination dates have been changed.
 3. In my opinion they have quarrelled with each other over something. It is a possibility that one of them didn't invite the other to her party.
- L. (Accept any relevant response.)

7. SILVER

P. 41–42

PARAPHRASE

This poem by Walter de la Mare is based on the beauty of the moon.

It shows how silently and beautifully the moon moves in the sky and her movement changes everything to a silvery colour. The fruits and the trees turn to silver and slowly the beams from the moon touch the windows and roof of the house which also gleam like silver.

The dog who is sleeping peacefully in his kennel also seems to have turned to silver, the doves who are sleeping peacefully in the trees also seemed to reflect the magic of the moon.

A small mouse scampering by also seems to turn to a beautiful silver colour just like the fish which gleam like silver in the silver stream. The entire atmosphere is one of beauty, serenity and a shimmer which comes when the moon shines above.

2. The two ladies were surprised when they saw the thief because the thief was only a young boy.
 3. The two ladies and the doctor decided to help Oliver if he was innocent, and hand him over to the police if he was a thief.
 4. The two ladies and the doctor decided to tell the police a false story.
 5. Mr Giles and Brittles were referring to the story that Oliver had accidentally wounded himself while playing with a gun.
 6.
 - a. The doctor asked this about Oliver from the ladies.
 - b. Mrs Maylie said this to Dr Losberne about the servants.
 - c. Oliver said this to Dr Losberne about Fagin and the man with a scar.
- B.**
1. Oliver was anxious to tell his story because he wanted to prove that he was not a thief. He also wanted to escape from Fagin and the thieves.
 2. Oliver was happy at the country house because he had found a home, love and kindness, as well as peace and comfort.
 3. b.
- C.**
- | | | |
|------------------|----------------|------------|
| 1. extraordinary | 3. thoughtless | 5. fearful |
| 2. readily | 4. peaceful | |
- D.**
- | | | | | |
|------|------|------|------|------|
| 1. d | 2. e | 3. a | 4. c | 5. c |
|------|------|------|------|------|
- E.**
- | | | | | |
|-----------|------|--------|-----------|---------|
| 1. the | 3. x | 5. The | 7. x, the | 9. The |
| 2. the, x | 4. x | 6. x | 8. x, the | 10. the |
- F.**
- | | | | | |
|------|------|------|------|------|
| 1. C | 3. C | 5. C | 7. U | 9. U |
| 2. U | 4. U | 6. U | 8. C | |
- G.**
- | | | | | |
|----------|----------|----------|-----------|-----------|
| 1. game | 4. piece | 7. bar | 10. metre | 13. glass |
| 2. piece | 5. game | 8. piece | 11. cube | 14. piece |
| 3. cube | 6. game | 9. glass | 12. piece | |
- H.**
- | | |
|-------------------------------|----------------------------------|
| 1. surprised look | 5. accidental injury |
| 2. peaceful sleep | 6. extraordinary incident |
| 3. kind-hearted person | 7. tearful eyes |
| 4. blossoming trees | 8. definite answer |
- I.** (Accept any relevant response.) SUGGESTIONS:
1. Oh! that's so wonderful.
 2. How boring! I have been standing here so long.
 3. Oh, no! I don't want to miss the match.
 4. Oh! It is so wonderful to see you.
- J.** (Accept any relevant response.)

9. THE SONG FROM HEAVEN

P. 53–57

- A.**
1. The children in the valley were excited because it was Holy Eve and they could stay up for Midnight Mass.
 2. The Strasser children were named Caroline, Joseph, Andreas and Amalie. They were famous for their singing.
 3. The Strasser family moved to Leipzig each year because their parents were glovemakers, and the children helped to display and sell the gloves at the annual Trade Fair.
 4. The children were invited on stage to sing for the King and Queen of Saxony.
 5. When the Strasser children sang their song, there was a moment of stunned silence before applause broke out.
 6. The Queen asked the Strasser children to sing their song at the castle, because her children would love it.
 7. **a.** The people of Zillertal said to each other, when they heard the Strasser children sing.
b. Amalie said this to her siblings, when they had to sing in the auditorium.
c. The King said this to the Strasser children, after they sang the Song from Heaven.
d. Joseph said this to the King, when the King enquires about the song.
 8. On the Holy Eve of 1832, the Strasser children sang 'Silent Night' at the Royal Saxon Court Chapel, from where it spread across the world.
- B.**
1. Father Mohr was strangely moved on his visit to the hut because he was reminded of the birth of Jesus, and he felt that the words he had been reading in the Bible were addressed to him.
 2. Father Mohr wrote the song on Christmas Eve, after he had blessed a newborn child who reminded him of Jesus. He felt that it was a miracle, which he wanted write about.
 3. Yes, the organ builder played an important role in making the song famous because if he had not taken the song back to Zillertal, it would not have been sung by the Strassers and heard by the King and Queen of Saxony.
 4. c

- C.** 1. applauded 3. ramshackle 5. prospered
2. appreciated 4. awe
- D.** 1. c 2. d 3. e 4. a 5. b
- E.** 1. mouth-watering
2. old-fashioned
3. age-old
4. half-hearted
5. grey-haired
- F.** 1. them 3. she 5. him 7. her 9. They
2. I 4. I 6. they 8. We 10. me
- G.** 1. reflexive 5. reflexive
2. relative 6. demonstrative
3. indefinite 7. possessive
4. interrogative 8. indefinite
- H.** 1. herself 5. herself
2. himself 6. themselves
3. himself 7. ourselves, myself
4. himself, herself 8. itself, yourself
- I.** 1. brave 3. tortoise 5. slippery 7. mule 9. busy
2. bull 4. fox 6. free 8. blind 10. lamb
- J.** (Accept any relevant response.)
1. I want some more food!
 May I take some more food?
2. Mother, give me money to buy a new toy.
 Mother, could you please give me some money to buy a
 new toy?
3. I need some extra time to finish my test.
 Can I please get some extra time to finish my test?
4. Ma'am, give me some more days to finish my project.
 Ma'am, will it be possible to get a few more days to
 finish my project?
- K.** One morning the giant was lying awake in his bed when he heard some lovely music. The music sounded so sweet to the giant's ears that he thought that it must be the king's musicians passing by. It was really only a little linnet singing outside his window but it was so long since he'd heard a bird singing in his garden that it seemed to him to be the most beautiful music in the world.
- L.** (Accept any relevant response.)

10. A CHILD'S THOUGHT

P. 59–60

PARAPHRASE

The poem reveals the magical world that lurks within the imagination of the child. When the boy goes to bed at seven o'clock, his mind is full of amazing pictures. He imagines that he sees magnificent castles with dragons guarding them. Around the castle are magical gardens and the towers of the castle have beautiful women imprisoned in them. This magical land is bound on all sides by streams and brave horsemen ride there, protecting the land. However, when the boy wakes up at seven in the morning, he finds the beautiful land he had seen in his sleep has disappeared. Instead of the castle he sees a chair while a carpet seems to have covered up the magnificence of the garden. There are no fairies anywhere in sight and his boots stand guard at the door instead of the horsemen of his imagination. Instead of rippling, blue streams he finds a bathtub and a watering can.

The poem presents the point of view of a child, who has wonderful dreams and wakes up hoping to find them true, but is disappointed.

- A.** 1. The child goes to bed at seven in the evening.
2. While sleeping the child sees castles, dragons, gardens, magic fruits, princesses in towers, fairies, magical rivers and horsemen.
3. a
4. The child says 'I find' rather 'I see' because he is not just seeing the dream but feels that he is a part of it.
5. The sleeping world is full of magic, while the waking world is ordinary.
6. a. castle b. garden c. horsemen d. blue streams
7. a. The child seeks the magic land.
b. He seeks it when he is asleep.
c. It is to be found only in his dreams.
- B.** 1. c 2. e 3. d 4. f 5. a 6. b
- C.** 1. imprison 4. unclear 7. impossible 10. unimportant
2. undo 5. immaterial 8. unfortunate
3. imperfect 6. unlucky 9. improper
- D.** (Accept any relevant response.)

- E.** 1. honesty 5. friendship 9. kingship/kingdom
2. hunger 6. truth 10. imagination
3. beauty 7. youth
4. wisdom 8. breadth
- F.** (Accept any relevant response.)

11. THE GAME OF BADMINTON

P. 63–67

- A.** 1. The game of badminton first originated from a child’s game called battledore and shuttlecock, in which two players hit a feathered shuttlecock back and forth with tiny rackets. The sport had been played in ancient Greece and Egypt.
2. In the 18th Century, badminton was played in India and called “Poona” in the local Indian language. The British Army Officers stationed there took the Indian version back to England in the 1860’s and introduced it to their friends.
3. The game was widely regarded to have been “launched” at a party hosted by the Duke of Beaufort in 1873.
4. The party was held at the duke’s country home, known as “Badminton” in Gloucestershire. At that time, it did not have an official name in England. Aptly, the game eventually became popularly known as “The Game of Badminton”, and thereafter, shortened to “Badminton”.
5. a. The Bath Badminton Club standardised the rules, because the rules brought over from India were thought to be confusing.
- b. The Badminton Association (of England) took over the authority of the Bath Badminton Club, and made new rules, which now govern the game throughout the world.
- c. The International Badminton Federation (IBF), formed in 1934, became badminton’s sole international governing body. It also launched the Thomas Cup, which offered a trophy to the winner.
6. The first international badminton sporting event was the All-England championship.
7. Badminton was first contested in the 1992 Olympic Games, in Barcelona, Spain.

8. (Accept any relevant response.)
- B.** 1. (Accept any relevant response.)
2. (Accept any relevant response.)
3. (Accept any relevant response.)
- C.** 1. multitude 3. jargon 5. presentation
2. newcomer 4. kit
- D.** 1. displease 3. dissimilar 5. dishonest 7. disrespect
2. × 4. dissatisfied 6. disorder 8. ×
- E.** 1. disrespect 3. dishonest 5. dissimilar
2. disorder 4. dissatisfied/displeased
- F.** (Accept any relevant response.) SUGGESTIONS:
1. The (young) girl laughed.
2. An (old) lady came to our house.
3. A (black) dog barked.
4. The (huge) house was empty.
5. The (new) bus was full of people.
- G.** 1. dazed – descriptive adjective, Ravi – noun
2. many – quantitative adjective, mistakes – noun
3. fourteen – numeral adjective, ladies – noun;
each – quantitative adjective, lady – noun;
black – descriptive adjective, saree – noun
4. these – demonstrative adjective, boxes – noun
5. huge – descriptive adjective, elephants – noun;
minute – descriptive adjective, ants – noun
6. one – numeral adjective, match – noun
7. each – quantitative adjective, child – noun;
her – possessive adjective, notebook – noun
8. this – demonstrative adjective,
new – descriptive adjective, jacket – noun
9. whose – interrogative adjective, car – noun
10. fourth – numeral adjective, Saturday – noun
- H.** 1. fastest 6. prettiest 11. most beautiful
2. more careless 7. tastiest 12. bravest
3. best 8. worst 13. oldest
4. most powerful 9. longest 14. more intelligent
5. more reliable 10. better
- I.** 1. a 5. my, the, any 9. the
2. the, a 6. enough, her 10. these, your
3. some, my 7. some 11. the, the
4. my, a, each 8. many 12. the, a

- J.**
1. joy/admiration
 2. sorrow/shock/pity
 3. happiness/surprise
 4. excitement/happiness/admiration
 5. pain
- K.** (Accept any relevant response.) SUGGESTIONS:
1. Interviewer – How do you feel now that you have won a lottery?
Adrian – Very happy!
Interviewer – Did you expect it?
 2. Interviewer – Did you even know that you had a brother?
Sam – yes, I had heard about him from my parents.
Interviewer – Did you expect to be reunited with him?
Sam – Never! This is such a surprise!
 3. Interviewer – What are you most excited about?
Linda – Going abroad, seeing all the wonderful libraries and studying hard!
 4. Interviewer – What kind of a day are you looking forward to?
Luke – a day full of sport!
- L.** (Accept any relevant response.)

12. THE RICE-CAKE RACE OF THE MONKEY AND THE BULLFROG

P. 71–74

- A.**
1. The monkey and the bullfrog met in the mountains.
 2. The monkey and the bullfrog were distracted by the sounds of mallets pounding rice cakes in the homes of the villagers downhill when they were chatting.
 3. Firstly, the monkey went to survey the village to select a house. Then the monkey went to get the bullfrog. After that, the monkey hid himself at the back gate, while the bullfrog went to the garden and flopped into the pond to create a diversion. The people pounding the rice cake in the yard went to the pond because they thought their Little Master had fallen into the pond. The mortar and rice cake was left unattended. Then, the monkey quickly climbed into the yard and stole the mortar with the rice cake inside. The monkey and the bullfrog met

back at the mountains after their plan was executed successfully.

4. The monkey picked the village headman's house to commit the theft.
 5. The monkey proposed to the bullfrog that they roll the mortar with the rice cake inside down the hill slope and race after it. Whoever reaches the mortar first will get to eat the entire rice cake.
 6.
 - a. The monkey – friendly, clever, smooth-talker, manipulative, crafty, greedy, agile, fast, strong
 - b. The bullfrog – friendly, good-tempered, likes a challenge, not greedy, not agile, not fast
 7. Even though the bullfrog knew that the monkey was fast and he was slow, he agreed to the race down the hill slope because he likes a good challenge.
 8.
 - a. False c. False e. False g. True
 - b. True d. True f. True
 9. The moral of the story is that we should not be greedy. We should share the fruits of our labour with friends who have helped us achieve our success.
- B.** (Accept any relevant response.)
- C.**
 1. part and parcel 3. ups and downs 5. hustle and bustle
 2. law and order 4. ins and outs
- D.**
 1. ins and outs 3. hustle and bustle 5. law and order
 2. ups and downs 4. part and parcel
- E.**
 2. I have eaten a delicious sweet.
 3. Ali has read the Quran.
 4. Hari and Bill have played table tennis.
 5. Simon has written an essay.
- F.**
 1. The old man **was standing** before his house when the holy man walked in.
 2. I **was sleeping** when my mother left for office.
 3. Raymond **was watching** a cricket match when the light went off.
 4. Maya **was singing** when her voice cracked suddenly.
 5. The boys **were playing** when their mother called them.
- G.**
 1. Simon **had** never **seen** such a beautiful beach before he went to Goa.
 2. Melissa did not have any money because she **had lost** her wallet.

3. Tony knows Jakarta so well because he **had visited** the city several times.
 4. My French friend **had learnt** Hindi well before she moved to India.
 5. Priya understood the movie because she **had read** the book about it many times.
- H.**
1. Samuel **had been cooking** the whole morning for the guests.
 2. Theresa **had been waiting** at the gymnasium for Tina for two hours.
 3. When their grandmother arrived, the children **had been sleeping** for three hours.
 4. The boys **had been practising** for fifteen minutes when their coach arrived.
 5. I **had been hoping** to come first in the exams, and I did.
- I.**
- | | |
|------------|--------------|
| SORROW | JOY |
| despair | delight |
| depression | glee |
| grief | cheerfulness |
| anguish | bliss |
- J.** (Accept any relevant response.) SUGGESTIONS:
1. Could you please show me that toy on the shelf behind you?
 2. Excuse me, will you please allow me to go first?
 3. Uncle, may I please speak to Nina?
 4. Aunt, may I please read Mike's comics?
- K.** (Accept any relevant response.)

13. INDIAN WEAVERS

P. 76–77

PARAPHRASE

This is a very sensitive and beautiful poem written by Sarojini Naidu. In this poem she has depicted the task of a weaver's work and changed it into a deep poem. The setting is in one of the villages of India. She has also gone on to compare the time of day to a human's life. Early morning the weavers are weaving a beautiful, bright, blue coloured garment. When asked the question as to what do they weave – they reply that they weave a garment for

a new born child. Here morning and the birth of a child is symbolic – beginning of day and life.

Now, the weavers are weaving in the evening. The garment is bright and multi-coloured. Here they say that they are weaving clothes for the marriage of a queen.

Again morning turning to evening and child turning into a young man is symbolic. In the last stanza, it has grown absolutely dark and quiet. There is a stillness and coldness everywhere. They are weaving a white cloth. When asked they say that they are weaving for a dead man's funeral. Again night is symbolic of the end of the day and of man's life and the quietness is symbolic of the stillness of death.

- A.**
1. The robes of a newborn child are being woven at the break of day. The robes are as blue as a kingfisher's wing.
 2. The marriage-veil is being woven at the fall of night, for a queen.
 3. The white cloth being woven by the weavers is a funeral shroud for a dead man. The weavers are weaving it at night, in the moonlight.
 4. Some other comparisons in the poem are Blue as the wing of a halcyon wild, like the plumes of a peacock and white as a cloud.
 5. When the weavers are weaving robes for a child, they are in a happy mood; The word used is 'gay'. When weaving wedding veils, they feel joyful; the line is 'garment so bright'. When they are weaving a shroud, they are serious; The words 'solemn and still' and 'chill' convey this feeling.

6. c

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

C. break of day – dawn, the time when the sun rises and day begins; gay – bright and attractive; newborn – a child who has just been born; fall of night – dusk; the time when the sun has set and night has begun; like the plumes of a peacock – bright and colourful as the feathers of a peacock

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

E. 1. wheel 4. telescope 7. palette
2. sickle 5. compass 8. tester
3. whistle 6. lawnmower

- F.** 1. e 2. d 3. f 4. c 5. a 6. b
- G.** 1. broke 4. break 7. break 10. break
 2. broken 5. broke 8. broken
 3. broke 6. break 9. break
- H.** (Accept any relevant response.)

14. MAKING FRIENDS

P. 82–85

- A. 1.** The room in which Meg was sitting was furnished with two sofas, two deep chairs, a cupboard and a large coffee table. Between the sofas was the fireplace. Sofas and chairs were covered in a pretty but faded cloth. The curtains at the windows were crimson in colour but were dull and faded.
- 2.** Jo decided to go over to the house next door, because she thought that the boy next door needed a young and lively friend.
- 3.** Nobody read to Laurie because Laurie’s books didn’t interest his grandfather, he hated to ask his tutor all the time and he didn’t know anybody else who could read to him.
- 4.** Jo brought for Laurie a covered dish that had blancmange, three kittens from Beth and of course love from her Mother.
- 5.** Laurie knew the names of the sisters because he had heard them calling to each other.
- 6. a.** Jo said these words to Laurie.
b. Jo said so because Laurie had said that his grandpa felt that he might be a bother to strangers.
- 7.** Jo saw a portrait of Mr Laurence in the library. She described him as someone with kind eyes, though his mouth/face was grim or serious and said he looked as if he had a tremendous will. She said he wasn’t as handsome as her grandfather.
- 8. a.** True **b.** False **c.** False **d.** True
- B. 1.** very shy
 rude determined
 lazy

2. Yes, the homes of Jo and Laurie were very different. Jo's house had an air of genteel poverty while Laurie's house was a stately mansion.
 3. Laurie sometimes peeped into the March house because they usually forgot to draw the curtains. He was lonely as he had no mother or siblings and looking at the pretty picture that the March family presented probably made him feel better.
 4. Jo was expressing her feelings when she saw Mr Laurence's portrait, unaware that Mr Laurence was standing behind her. Hearing the comments about himself Mr Laurence said to Jo, "Thank you, ma'am".
- C.**
1. keep her feet warm
 2. will become very cold
 3. numb due to the cold
 4. Oh Jo!
 5. it looks delicious and he wants to eat it right away
- D.**
- | | |
|------------------------------|--------------------|
| 1. raising of eyebrows | 4. a look of gloom |
| 2. throw a fit | 5. shouts of cheer |
| 3. hand clapped to the mouth | |
- E.**
1. Jo **will clear** the snow in the garden.
 2. Laurie **will read** books in the library.
 3. I **will leave** for Bangkok tomorrow.
 4. The tailor **will deliver** my dress on Saturday.
 5. The class **will go** to the lakeside for the picnic.
 6. My parents **will return** from their trip tomorrow.
 7. I **will go** to Canada for my summer holidays.
 8. The children **will study** this evening.
 9. My brother **will go** abroad after college.
 10. The next Commonwealth Games **will be held** in Glasgow.
- F.**
1. I **will be playing** in the match next Saturday.
 2. Rina **will be watching** the play tomorrow evening.
 3. Rahim **will be going** to his grandmother's house next week.
 4. On Sunday I **will be reading** *Gulliver's Travels*.
 5. The doctor **will be visiting** the hospital every morning.
 6. The officers **will be assembling** in the hall for a meeting this evening.
 7. The passengers **will be reporting** at the airport two hours before their flight.

8. Do you think Ravi **will be playing** in the final test match?
 9. How many guests **will be coming** in the evening?
 10. My grandparents **will be celebrating** their golden wedding anniversary next month.
- G.**
1. Manjeet **will have eaten** all the grapes by then.
 2. We **will have practised** all the important tenses by the end of this term.
 3. The classroom **will have been painted** by the beginning of November.
 4. The tailor **will have stitched** this shirt by tomorrow evening.
 5. Mrs Vijayan **will have completed** her project by Saturday.
 6. The students **will have vacated** the hostel by this Sunday.
 7. The crops **will have been harvested** by the end of March.
 8. The animals **will have been freed** by now in the sanctuary.
 9. My younger sister **will have saved** a few dollars by the end of this week.
 10. By the time we reach there, we **will have travelled** more than a thousand kilometres.
- H.**
1. Mary **will have been learning** French for three years by the end of the term.
 2. Jai **will have been working** at the supermarket for ten years in September.
 3. They **shall have been constructing** the bridge for three months in March.
 4. By next July Vikas and Haider **will have been representing** their state for three years.
 5. A minute later Susan **will have been running** in the long distance race for two hours.
 6. By next month the Smiths **will have been living** here for exactly a year.
- I.**
- | | | |
|---------|-------------------------|-----------|
| 1. Jo | 3. Laurie's Grandfather | 5. Amy |
| 2. Beth | 4. Meg | 6. Laurie |
- J.** (Accept any relevant response.)
- K.** (Accept any relevant response.)

15. MY MOTHER SAW A DANCING BEAR

P. 87–88

PARAPHRASE

Charles Causley has written a beautiful and touching poem about the cruelty which is faced by animals that are caged or trained for circus, etc.

The poet talks about a bear which is chained and is asked to perform on the streets in the hot month of June.

The bear is made to do several tricks like dancing, shaking its head, marching, pretending to die and somersaulting at the keeper's command.

Everyone clapped and enjoyed these tricks. The keeper and the bear, after showing these tricks came to ask for money. The spectators' eyes fall on the bear who was chained, and was feeling very hot. Their happiness and laughter faded away seeing his plight.

Though they paid a penny for the performance, yet each was ashamed to see the loneliness and pain and the longing for freedom and natural surroundings in the bear's eyes. They realised that their entertainment was based on the cruel confinement of an animal that longed to be set free.

- A.**
1. The poet's mother saw the dancing bear in the schoolyard, on a day in June.
 2. The children laughed to see the bear caper in the heat.
 3. The bear pretended to be dead for the Queen, it marched, halted and somersaulted.
 4. The phrases used are dusty feet, burning coat of fur, aching eyes. All of them show the pain that the animal is suffering.
 5. The bear has very thick fur, and the month of June is very hot. The author is trying to tell us that in the summer sun of June, the bear must be feeling hot because of its thick fur.
 6. b
 7. The children suddenly felt ashamed to laugh because they realised that the bear was suffering in the heat.
 8. 'Far distant forests and the snow' refers to the natural habitat of the bear. 'The bruin's aching eyes' refer to the pain and loss that can be seen in the bear's eyes, and which it is unable to express. The pain is for the loss of his freedom and dignity.

- B.** (Accept any relevant response.)
- C.** 1. lifted 2. caper 3. march 4. roly-poly 5. somersault
- D.** 1. keeper 2. begging-cup 3. penny
- E.** (Accept any relevant response.)
- F.** (Most) bats fly high
 Swooping only
 To take (some) insect on (the) wing;
 But there's a bat I know
 Who skims (the) floor;
 He does not enter at (the) window
 But flies in at (the) door,
 Does stunts beneath (the) furniture . . .
 Is (his) radar wrong?
 Or does he just prefer
 Being different from (other) bats?
- G.** (Accept any relevant response.)

16. NO ROOM FOR A LEOPARD

P. 92–95

- A.** 1. The ravine had become a little haven for wildlife, because it remained in shadow most of the day, and few people ever passed that way.
2. The author regularly sees or hears barking deer, pine martins, red fox, bear and langurs.
3. The birds and animals became accustomed to seeing his face because he did not disturb them and he had not come to take anything from the jungle.
4. The two bright eyes that were staring at the author from the thicket were fireflies.
5. The hunters kept coming to the forest because they had seen the carcass of a deer and the leopard's pug marks.
6. a. The hunters said these words to the author.
 b. They wanted the author to carry a gun because a leopard was around.
7. When the author visited the ruins he became aware of a strong feline odour, which he thought was the smell of the leopard.

- B.**
1. The writer/author visited the forest because he enjoyed being in the wild among the birds and animals.
 2. There were fewer birds around and even the langurs had moved on because the hunters had disturbed them by firing at almost everything.
 3. Yes, there is a difference in the way that the author and the hunters thought. For the hunters the leopard was merely a specimen to be hunted, while for the author the leopard was a beautiful creature.
 4. On seeing the dead leopard, the author wondered if just as the leopard had trusted the author during their encounter the previous day, he had also trusted the hunters. This trust might have allowed the leopard to get shot. The author thinks that the silence in the forest is because the animals of the forest have realised that their trust in mankind has been betrayed.
5. c
- C.**
2. The leopard listened attentively.
 3. The animals could not understand what the man wanted and they were puzzled by him.
 4. The man saw a deer that had been partially eaten.
 5. The men were unpredictable.
- D.**
- | | | |
|--------------|------------|-----------|
| 1. cried | 3. shouted | 5. wailed |
| 2. chattered | 4. moaned | |
- E.**
- | | | | | |
|-----------|-----------|------------|------------|-----------|
| 1. active | 2. active | 3. passive | 4. passive | 5. active |
|-----------|-----------|------------|------------|-----------|
- F.**
1. The door was opened by Rajat at about twelve o'clock.
 2. Sanju's foot was brought down by him with a great amount of force.
 3. Priti was taken to school by her father.
 4. Varun was helped by his brother.
 5. The gate was opened by the watchman.
 6. By whom was this beautiful poster made?
 7. Grammar is taught to us by Mrs Goodman.
 8. The man's yelling was heard by the people on the road.
- G.**
1. They asked me if I had seen a leopard.
 2. The wind blew around the leaves.
 3. Mahesh's friends cheered him.
 4. Kavita wrote a letter.
 5. Kalidasa wrote *Shakuntala*.
 6. The teacher praised Sharon's work.
 7. I found the ruins.

- H.** Smell — feline odour, fragrance of mountain flowers
See — deep ravine, footprints of a bear, narrow path
Hear — humming of bees, quickening cry of deer, guns banging, roar of sea waves
- I.** (Accept any relevant response.) SUGGESTIONS:
1. Oh, What a pity! May I pay for your bus ticket?/ Why don't you let me pay for the bus ticket?
 2. I'm so sorry to hear about your pet! Is there anything I can do for you?
 3. Uncle, I am extremely sorry to hear that you didn't get the job! If you allow me, I can talk to an aunt of my friend who is looking for someone as qualified as you.
- J.** It was twelve o'clock at night when a young man called Mitya Kuldarov, dishevelled and blazing with excitement, burst into his parent's apartment and ran wildly through all the rooms. His mother and father were already in bed. "What happened?" his parents asked, surprised out of their wits. "What on earth is the matter?" "Oh, don't ask me! I never thought it would happen! Never expected it! It's absolutely beyond belief!" Mitya exploded with laughter and fell into a chair, because so much joy had weakened his legs. "It's beyond belief!" he went on, "You simply couldn't imagine it!"
- K.** (Accept any relevant response.)

17. SPRING QUIET

P. 97–98

PARAPHRASE

This poem articulates the poet's plans for spring. Spring is the season when everything is at its best, when birds and animals enjoy the bounty of nature. The poet plans how, if winter were gone and spring had arrived, she would seek a safe and sheltered place where she would listen to the song of the birds. Since it is spring, the place would be full of fresh scents and the budding branches of trees would create a canopy overhead.

The poet imagines that the place would be like a safe and beautiful house, where she would be assured of safety. Nature will never set a trap for her and provide her with a bubbling stream. The poet feels that she will feel safe

and secure in the midst of nature and will have no fears or worries about anything, when she is enjoying nature.

- A.** 1. The poet wishes that winter would end and spring would come.
2. The thrush sings in the whitethorn, and the robin sings in the holly-bush.
3. The boughs are full of fresh scents because they have flowers in them.
4. The air whispers, "we spread no snare." (We spread no unpleasantness.)
5. Many things are seen and heard in the bower; singing birds, fresh scents, clear stream, mossy stone, sun and shade and an echo of the sea.
6. a. i b. ii c. ii
7. a.
8. 'thrush' and 'bush'. Both words end with '-ush' but are pronounced differently.
9. "The sun shineth most shadily." It is a paradox because sunshine and shade are opposite ideas.
- B.** 1. scent 2. stream 3. mossy 4. shineth 5. spring
- C.** 1. fresh 3. full 5. softly
2. cool 4. high 6. far
- D.** budding boughs, sweet scents, sayeth softly, spread no snare, sun shineth most shadily
- E.** singeth, sayeth, shineth. These are all verbs.
- F.** (Accept any relevant response.)
- G.** fresh fresher freshest
high higher highest
cool cooler coolest
sweet sweeter sweetest
shady shadier shadiest
far farther/further farthest/furthest
scented more scented most scented
- H.** (Accept any relevant response.)

18. THE MYSTERIOUS VISITOR 1

P. 101-104

- A.** 1. The little group of people at the Coach and Horses was talking about the robbery at the priest's house.
2. The visitor was angry because he had not had any food and he was feeling hot in his heavy clothes.

3. Mrs Hall refused to get him any food because the man had not paid her all that he owed her for the past five days.
 4. Mrs Hall wanted to know where the visitor was getting the money, how his room was empty and how he was able to get in again when the room was locked.
 5. The people in the pub were surprised because the man they had all waited to see was a man without a head.
- 6. a. False b. True c. True**
7. **a.** The visitor said these words to Mrs Hall.
 - b.** The visitor wanted to show Mrs Hall that he was invisible.
 - c.** Mrs Hall saw that he did not have a nose and the middle of his face was a black hole.
- B. 1.** The people in the pub were afraid to go to the visitor's room because he was behaving strangely and shouting very loudly.
2. The people were staring and pointing at the man's window because they thought he might have been involved in the robbery at the priest's house.
 3. The people in the drinking room were encouraging Mrs Hall because they were enjoying the argument between them, and wanted to see what the visitor would do.
 4. b
 5. The three men came to take the visitor to prison because they suspected him of being the person who had robbed the priest's house.
- C. 1.** audience **3.** congregation **5.** spectators
- 2.** mob **4.** onlookers
- D. 1.** d **2.** e **3.** a **4.** b **5.** c
- E. 1.** turned a deaf ear **4.** lie low
- 2.** piece of cake **5.** back to the wall
- 3.** behind their back
- F. 1.** He said that his money had not come.
2. Mrs Hall wanted to know what he was doing to her chair.
 3. The man whispered that he was Bobby Jaffers.
 4. The teacher ordered the boy to leave the classroom at once.
 5. The doctor advised the patient not to eat fried food.

- G.** 1. "How are you doing?" Jaya asked me.
2. "It is a great idea!" Richard said to Mona.
3. "We had a great time," we told Mrs Chin.
4. "Will you help me with the housework?" Mother asked me.
5. "I will not be attending the meeting," Ken informed her boss.
- H.** 1. He was angry with you.
2. He was laughing at you.
3. He was talking a lot.
4. He spoke in a sharp voice.
5. He was not responding to you.
6. He spoke angrily.
- I.** (Accept any relevant response.) SUGGESTIONS:
1. I am not very pleased at the thought of working during my vacations. Don't you think we need to relax?
2. I don't understand why I can't watch television while eating. I am sure I will not be disturbing anyone.
3. I think the salesman has packed the wrong book. I am wondering how they could have made such a mistake. It is rather annoying since I will have to go back to the shop.
- J.** (Accept any relevant response.)

19. THE MYSTERIOUS VISITOR 2

P. 107–112

- A.** 1. The three men who came to the pub were Hall, Jaffers and Wadgers.
2. Jaffers was the town policeman. He had come to arrest the visitor.
3. When the three men entered his room, the man was eating some food that he had robbed from the kitchen.
4. The invisible man threw his glove at Jaffers' face and then kicked him in the leg.
5. Huxter said that it was not a man at all, but only empty clothes.
6. **a.** Jaffers said these words to the invisible man.
b. The rule was that he must use handcuffs.
c. Jaffers was hit in the face.
7. Jaffers could feel a body between himself and Huxter, and his hands could feel a chest covered with hair.

3. He comes to the conclusion that they must believe in him, even though he doesn't believe in them.
 4. No. He says he is not scared when 'other folks are near' which means that the poet is actually afraid of them when he is alone.
 5.
 - a. 'They' are vampires, werewolves, ghosts and ghouls.
 - b. The poet is ashamed of his fears. In daylight and when other people are around, he is unafraid and does not believe in monsters, but late at night and when alone he gets scared.
 6. (Accept any relevant response.)
 7. (Accept any relevant response.)
- B.** (Accept any relevant response.)
- C.**
1. My father forgot to have his medicine **after** lunch. — adverb
 2. Pamela is a **short**, plump woman. — adjective
 3. Have you been waiting **long**? — adverb
 4. We stood **under** the tree to escape the rain. — preposition
 5. We had to wait outside the hall as we had arrived **early**. — adverb
 6. Mona missed the bus and was **late** for school. — adjective
 7. Both parties thought that it was a **fair** decision. — adjective
 8. Rashid's house is **near** the office. — preposition
 9. Samira turned **around** when we called her name. — adverb
- D.** (Accept any relevant response.)

21. EXCALIBUR

P. 118–122

- A.**
1. When Arthur went for a ride in the woods he saw three men chasing his teacher Merlin.
 2. Merlin didn't use his magic to protect himself because then Arthur wouldn't have come to the rescue.
 3. The knight did not recognise Arthur because the visor of Arthur's helmet hid his face.
 4. When the knight came to know that he was fighting his king, the knight first dropped his arm in fear, then

raised it again to kill Arthur, because he thought that the best way to escape the King's anger was to kill him.

5. Excalibur was a sword that belonged to the Lady of the Lake. Arthur saw it in the middle of a lake, being held up by an arm clothed in white silk.
 6.
 - a. Merlin spoke these words.
 - b. The 'you' being referred to is Arthur.
 - c. 'She' is the Lady of the Lake. She wanted Arthur to have Excalibur.
 7. When Arthur had fought his last battle and lay dying on the battlefield, he remembered Merlin's instructions and asked his knight Bedivere to return the sword to the Lady of the Lake. Bedivere threw Excalibur back into the lake, where it was caught by an arm that rose out of the water and vanished back into the lake.
 8.
 - a. True
 - b. False
 - c. True
 - d. False
- B.**
1. a
 2. In his fight with the Knight, we learn that Arthur was very brave and even when faced with death he would never admit defeat.
 3. The hand would have given the sword to somebody who was brave, honest, and pure in heart.
- C.**
1. fierce
 2. grasped
 3. commanded
 4. magnificent
 5. tended
- D.**
1. There was a big (row) when it was discovered that the boys had taken the boat out for a row without permission.
 2. The engineer was not (well) so he could not supervise the digging of the well.
 3. The judges at the fair took a long time over deciding the winner of the painting competition, because they wanted to be (fair).
 4. Did Merlin (desert) the king in the desert?
 5. The rose bush (rose) out of the stony ground, amazing everyone with its determination to grow.
- E.** (Accept any relevant response.)
1. Merlin — intelligent, knowledgeable
 2. Arthur — brave, strong
 3. Knight — powerful, huge
 4. Sir Bedivere — faithful, honest

- F.** 1. about 3. about 5. into 7. on 9. beside
 2. in 4. for 6. of 8. to 10. under
- G.** 1. in 4. on, in 7. to, on 10. with/between
 2. at, in 5. on 8. for 11. against
 3. in, at 6. at, on 9. for 12. in/within
- H.** 1. in case of 6. near the window
 2. on behalf of 7. in front of
 3. by all means 8. against the wall
 4. on the shelf 9. at the end of
 5. in common with 10. in the dark
- I.** 1. knight, night 3. whether, weather 5. higher, hire
 2. coarse, course 4. ring, wring
- J.** (Accept any relevant response.) SUGGESTIONS:
 1. Go to Market Street. Turn left at the roundabout there.
 Take the first right and it is the second shop on the left.
 2. Take the lift to the seventh floor. When you get out of
 the lift take the corridor on the left. Our house is the
 third on right, with the number 7003 on it.
 3. Open the cupboard near the kitchen. Look on the
 topmost shelf. It is a bottle with a green label.
- K.** (Accept any relevant response.)

22. STOPPING BY WOODS ON A SNOWY EVENING

P. 124–125

- A.** 1. The poet was watching the woods fill up with snow.
 2. The woods belonged to a man who lived in the village.
 3. The horse shook his harness bells to ask if they had
 stopped by mistake.
 4. The sounds that could be heard in the woods were the
 sweep of wind and snowflakes.
 5. The poet could not stop for a longer time because he
 had a long way to travel and many things to do.
 6. **a.** It is the longest night of the year.
b. He has obligations and responsibilities to fulfil.
 7. **b**
 8. The poet is going to some place far away, because he
 has made a promise and is obliged to go.
 9. sound's the sweep; dark and deep
- B.** (Accept any relevant response.) SUGGESTIONS:

1. the horse — little, intelligent
 2. the words — dark, lovely
 3. the poet — tired, sleepy
 4. the man who owns the woods — wealthy, busy
 5. the wind — easy, cold
- C. (Accept any relevant response.)
- D. 1. whose 3. that 5. who 7. what
 2. that/which 4. what 6. which
- E. 1. Who 3. Who 5. What
 2. What 4. Whom 6. Which
- F. (Accept any relevant response.)

23. THE HEN

P. 129–132

- A. 1. Jane Martlet stayed at people's houses for at least a fortnight.
2. Dora sold Jane a Bronze Leghorn hen. Jane paid a lot of money for it thinking she would recover her investment in a large family of pedigree chickens, but the hen did not lay any eggs.
3. Mrs Sangrail could not put off Dora's visit because she had already postponed the visit once.
4. According to Clovis, Sturridge was subject to odd delusions, usually about their houseguests, and believed that Jane was actually Queen Anne.
5. The saying associated with Queen Anne was 'as dead as Queen Anne'.
6. Clovis told Sturridge to take the basket-hilted sabre to Miss Martlet, because she wanted to copy the inscription on it.
7. a. Clovis said these words to Jane.
 b. The servant being referred to was Sturridge.
8. a. Clovis said these words to Jane.
 b. The 'her' being referred to is Mrs Sangrail.
 c. Hearing about Sturridge's behaviour would upset her because she relied on him for everything.
9. a. True b. True c. False d. True
- B. 1. Clovis meant that Dora and Jane would be fighting with each other all the time.
2. Jane said that she would go mad doing the same thing

in the same way for a long time because it would be very boring.

3. (Accept any relevant response.) SUGGESTIONS:
Clovis' way of dealing with the problem was clever because Jane went away without meeting Dora, she went away of her own free will and Mrs Sangrail did not have to face any problems or embarrassment.

- C. 1. indifferent 3. thriving 5. sane
2. obstinate 4. accustomed
- D. 1. Electrical wires should be kept **away from** children.
2. The house was made **using** logs of wood.
3. I am **without** sugar.
4. Raj is still in hospital but he is **free from** danger.
5. Anil has been **jobless** for a year.
6. Mitu's telephone is always **not in working condition**.
7. Bobby decided to **get out of** the scheme as it did not seem workable.
8. My teacher is going **away from town** for a week.
9. You can choose one book **from among** the five books.
10. All this work is making me go **crazy**.
- E. 1. but 3. because 5. Until 7. than
2. and 4. so 6. Since 8. when
- F. 1. **Although** it was rather late at night, we went for a drive.
2. **If** this dress is small in size, try another one.
3. Would you like to have lunch now **or** later?
4. There are many kinds of chairs **but** you should buy a high-backed one.
5. The chief guest gave a speech **before** the function began.
6. We will not attend the party **because** we did not get the invitation.
- G. 1. both – and/ neither-nor 5. neither – nor
2. whether – or 6. Though – yet
3. Though – yet 7. either – or
4. not only – but also
- H. Clovis – liar, clever, ingenious, cool
Mrs Sangrail – relaxed, complacent
Jane – determined, coward, easily fooled
Sturridge – obedient, unsuspecting, hardworking
Dora – greedy
- I. (Accept any relevant response.)
J. (Accept any relevant response.)