

SCHEDULE FOR FORMATIVE ASSESSMENTS: 2013-14

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FORMATIVE ASSESSMENT- I

50 Marks

MCQ/ OBJECTIVE-

[30 Marks]

HOLIDAY HOMEWORK-

[15 Marks]

NOTE BOOK SUBMISSION-

[5 Marks]

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**FORMATIVE ASSESSMENT- II**

**50 Marks**

**UT-**

**[30 Marks]**

**MCQ-**

**[10 Marks]**

**ACTIVITY -**

**[5 Marks]**

**NOTE BOOK SUBMISSION-**

**[5 Marks]**

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FORMATIVE ASSESSMENT- III

50 Marks

UT-

[30 Marks]

MCQ-

[10 Marks]

ACTIVITY -

[5 Marks]

NOTE BOOK SUBMISSION-

[5 Marks]

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**FORMATIVE ASSESSMENT- IV**

**50 Marks**

**MCQ-**

**[20 Marks]**

**NOTE BOOK SUBMISSION-**

**[5 Marks]**

**ORAL ASSESSMENT/ ACTIVITY-**

**[25 Marks]**

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SYLLABUS

Half Yearly Examination

Section – A (Reading)

Comprehension passage (Passage & Poetry)

Section – B (Writing)

Paragraph Writing

Story Writing

Diary Entry

Section – C (Grammar & Vocabulary)

Types of sentences

Subject & Predicate

Phrases

Abstract Nouns

Singular-Plural

Possessive case of noun

Prepositions

Articles

Adjectives

Vocabulary Enhancement 1–4

Proverb Time 1–4

Section – D (Literature)

Where are the Cubs?

Saving the Baby

Damon & Pythias

Christmas Feast

Dal Delight

Elephants Vs Insects (Poem)

SYLLABUS
Annual Examination

Section – A (Reading)

Comprehension passage (passage & poetry)

Section – B (Writing)

Paragraph Writing
Story Writing
Diary Entry
Informal Letter Writing
Notice Writing
Formal Letter Writing

Section – C (Grammar)

Types of sentences
Subject & Predicate
Phrases
Abstract Nouns
Singular-Plural
Possessive
Prepositions
Articles
Adjectives
Conjunctions
Adverbs
Verbs, Tenses, Phrasal Verbs
Active & Passive Voice
Pronouns
Vocabulary Enhancement 1–8
Proverb Time 1–8

Section – D (Literature)

Dal Delight
Working Together
An Information Bureau (poem)
The Song from Heaven
Idh al-Fitr
A Teacher for all Seasons
Poor George

MODULES

Module – 1

Content :

- | | | |
|-------|------------------------|--|
| (i) | Communicate in English | Unit I: In Danger, Where are the Cubs? |
| (ii) | Writing skills | Paragraph Writing |
| (iii) | Grammar | Kinds of sentences (Pg 5-11) |
| (iv) | Gulliver’s Travels | Shipwrecked at Lilliput |

Learning Objectives :

Animal Homes

Speaking Skills

Learners exchange personal experience and voice their opinions on different kinds of endangered animals.

Reading Skills

- (i) Practice loud reading for right intonation and stress.
- (ii) Silent reading is done for better understanding of the theme.

Writing Skills

- (i) Learners learn to express their ideas on a given topic.
- (ii) Learners learn to write their ideas in a paragraph

Grammar:

Learning Objectives:

- (i) Recapitulation of sentence structure
- (ii) Introduction to kinds of sentences.
- (iii) Sequential ordering of sentences to form a story.

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**Module – 2**

**Content :**

- |       |                        |                                         |
|-------|------------------------|-----------------------------------------|
| (i)   | Communicate in English | Unit-I Saving the Baby.                 |
| (ii)  | Gulliver’s Travels     | Life at Lilliput                        |
| (iii) | Grammar                | Kinds of sentences: Subject Predicate \ |
|       |                        | (pg 12-14)                              |

**Learning Objectives :**

Saving the Baby

- (i) Reading for pleasure and comprehension.
- (ii) Learners will be encouraged to use the dictionary.

**Grammar :**

- (i) Recapitulate concepts such as subject and predicate.
- (ii) Recognize and assimilate the concept of sentence structure.

**Methodology**

- (i) Worksheet and oral drill in class.
- (ii) Explanation through blackboard drill, later reinforced through assignments and worksheets with jumbled up words and sentences.

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Module – 3

Content :

- | | |
|----------------------------|--|
| (i) Communicate in English | Unit-IV Friends Are Forever
Damon & Pythias |
| (ii) Grammar | Phrases |
| (iii) Writing Skills | Story Writing |
| (iv) Gulliver’s Travels | Gulliver Saves Lilliput |
| (v) Grammar Plus | Vocabulary (Page 142) |

Learning objectives:

Damon and Pythias

Speaking skills

Learners exchange personal experiences, voice their opinions on friends and friendship.

Reading Skills

- (i) Practice loud reading for right intonation and stress.
- (ii) Silent reading for a better understanding of the theme.
- (iii) Close reading to encourage usage of dictionary.
- (iv) Learners are sensitized to various reading sub skills e.g. scanning, skimming etc.

Methodology:

Introduction to the theme through anecdotal device, brainstorming to stimulate discussion about true friendship and so on.

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**Module - 4**

**Content :**

- |       |                        |                                                                                                                                      |
|-------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| (i)   | Communicate in English | Unit-II Friends Are Forever<br>Damon and Pythias                                                                                     |
| (ii)  | Gulliver’s Travels     | Escape From Lilliput                                                                                                                 |
| (iii) | Grammar                | Abstract Nouns (Page- 23-25),<br>Singular and Plural nouns (Page- 28-31),<br>Possessive case of nouns (Page- 32),<br>Adding suffixes |
| (iv)  | Writing Skills         | Story Writing                                                                                                                        |

**Learning Objectives**

Damon and Pythias-Scene-II & III

- (i) The text is essentially geared to reading for pleasure. Learners read and appreciate the story, recognize the ambience and comprehend the underlying meaning.
- (ii) Learners also grasp vocabulary items and learn to use them.

**Methodology**

The story is introduced through indirect method. The students are encouraged to narrate instances from their lives when they experience the power of friendship. Model reading by the teacher is followed by silent reading. The children answer comprehension questions, vocabulary items are learnt and reinforced through blackboard work and follow up activity in their notebooks.

**Grammar**

- (i) Introduction to Nouns (recapitulation)
  - (ii) To identify and differentiate Abstract Nouns.
  - (iii) To be able to make new words by adding suffix to the root word.
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**Module – 5**

**Contents :**

- |      |                    |                                             |
|------|--------------------|---------------------------------------------|
| (i)  | Gulliver’s Travels | Gulliver is Marooned                        |
| (ii) | Grammar            | Nouns cont. Prepositions<br>(Page- 127-132) |

**Grammar**

- (i) Recapitulation of prepositions.
- (ii) Recognize and assimilate concepts of preposition.
- (iii) Reinforce and consolidate the concept of preposition. Exhaustive drill is provided in the class through board drill and written work.

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Module – 6

Content :

- | | | |
|-------|------------------------|--|
| (i) | Communicate in English | Unit-V Think Food, The Christmas Feast |
| (ii) | Gulliver’s Travels | Hardships of Gulliver |
| (iii) | Grammar: | Articles (Page- 37-40) |
| (iv) | Writing Skills | Diary Entry |

Learning Objectives:

The Christmas Feast

- (i) Learners exchange personal experiences, voice opinions and communicate orally with a degree of fluency and clarity.
- (ii) The text is essentially geared to reading for pleasure. Learners read and appreciate the lesson.

Writing Skills

Learners learn how to make diary entries, various rules governing this writing skill are discussed, stress is laid on the fact that the writing must focus more on the writers feeling rather than just relating events of the day.

Grammar

- (i) Introduction to Articles, learners learn Articles in detail.
 - (ii) To reinforce and consolidate the concept of articles, exhaustive drill is provided in the classroom through board drill and written work.
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Module – 7

Content :

- | | | |
|-------|------------------------|---|
| (i) | Communicate in English | Unit- V Dal Delight |
| (ii) | Grammar | Articles (cont.) (Page- 41-44),
Adjectives (Page- 59-65) |
| (iii) | Gulliver’s Travels | Life at Court in Brobdingnag |

Learning Objective:

Dal Delight

- (i) The text is essentially geared to reading for pleasure. Learners read and appreciate the story, recognize the ambience and comprehend the underlying humour.
- (ii) Learners also grasp vocabulary items and learn to use them.

Methodology

The story is introduced through indirect method. The students are encouraged to narrate instances from their lives when they helped their parents or any other relative.

Model reading by the teacher is followed by silent reading by the students.

The students answer comprehension question. A classroom discussion about what constitutes humour and students quote instances from the text, which are humorous.

Vocabulary item are learnt and reinforced through blackboard work and follow up activity in their notebook.

Grammar

- (i) To recognize and assimilate concept of articles.
- (ii) To introduce, the students, to the concept of adjectives.
- (iii) To reinforce and consolidate the concept of adjectives. Exhaustive drill is provided in the classroom through board drill, worksheet and other written work.

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**Module – 8**

**Content:**

- (i) Communicate in English UNIT IV : Elephants Vs Insects (poem)

- |                         |                                    |
|-------------------------|------------------------------------|
| (ii) Gulliver’s Travels | More Adventures at Brobdingnag     |
| (iii) Grammar           | Adjectives (cont.) (Page 66 – 71), |
| (iv) Grammar Plus       | Simile (Page-143)                  |

**Learning Objectives:**

**Reading Skills**

Model reading is followed by loud reading by the leaders to practise correct pronunciation and intonation, vocabulary drill through exercise and dictionary work.

**Writing Skills**

Learners learn how to write message, various rules governing this writing skill are discussed.

**Grammar**

Learners are given practice in the usage of adjectives. Reinforcement is done through written exercises.

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Module – 9

Revision – Half Yearly Exam
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**Module – 10**

**Content:**

- |                             |                                           |
|-----------------------------|-------------------------------------------|
| (i) Communicate in English: | Unit III – F For Family, Working Together |
| (ii) Grammar :              | Pronouns (Page- 48-55)                    |
| (iii) Writing Skills :      | Informal letter                           |
| (iv) Gulliver’s Travels     | Flight from Brobdingnag                   |
| (v) Grammar Plus            | Sound words (Page-144, 145)               |

**Learning Objectives:**

Working Together, Speaking Skills

- (i) The unit lends itself to an intense classroom discussion about families and family ties. Learners, communicate their personal experiences with fluency.

**Listening Skills**

Learners listen to the model reading by the teacher and practice the right stress and intonation.

**Reading Skills**

To comprehend the text and communicate one’s interpretation and inference logically and sequentially.

**Writing Skills**

Learners are familiarized with the simple format of informal letter writing.

**Grammar:**

- (i) Learners are introduced to the usage of pronouns.
- (ii) To reinforce and consolidate the concept of pronoun, exhaustive drill provided in the classroom through board drill and written work.

**Suggested Reading**

1. Extracts from ‘My family and Other Animals’ by Gerald Durrel
2. ‘Tales of a Fourth Grade Nothing’ by Judy Blume.

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Module – 11

Contents:

- | | |
|----------------------------|------------------------------|
| (i) Communicate in English | An Information Bureau (Poem) |
| (ii) Gulliver’s Travels | Flight from Brobdingnag |
| (iii) Grammar | Pronouns (cont) (55-58) |

Learning Objectives:

An Information Bureau

- (i) Learners appreciate the poem. They enjoy themselves by reading the poem.
- (ii) Learners listen to the model reading and grasp the meaning.
- (iii) Learners do a close reading of the poem to grasp the underlying meaning.
- (iv) To break down the poem and piece it back together to express in prose, thoughts expressed through poetry.
- (v) Learners are given practice in the usage of pronouns; reinforcement is done through written exercises.

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**Module – 12**

**Content :**

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|----------------------------|--------------------------------------------------------------------|
| (i) Communicate in English | Unit-VI: Let’s Celebrate, Song from Heaven                         |
| (ii) Grammar               | Verbs (Page- 78- 88)                                               |
| (iii) Literary Reader      | Journey to Lalputa, Balnibarbi,<br>Grubbudbrib, Luggnagg and Japan |

**Learning Objectives:**

Song from Heaven

**Speaking Skills:**

- (i) To narrate the story in their own words. Learners exchange experiences, voice opinions on how they celebrate their favourite festivals.

**Listening Skills**

- (i) Learners listen to the text and assimilate the contents.
- (ii) Learners listen to the model reading by the teacher and practice the right stress and intonation.

**Reading Skills**

- (i) Learners read with correct pronunciation and do close reading for vocabulary
- (ii) Drill and comprehension questions.

**Grammar:**

- (i) Introduction to verb form. Learners are taught the forms of verbs followed by drill work.
- (ii) To reinforce and consolidate the concept of simple tenses, exhaustive drill is provided in the classroom through board drill and written work.

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Module – 13

Content :

- | | |
|----------------------------|----------------------------|
| (i) Communicate in English | Idh al- Fitr (Poem) |
| (ii) Gulliver’s Travels | The Land of the Houyhnhnms |
| (iii) Grammar | Tenses (Page- 89- 93) |

Learning Objectives:

Id-Al-Fitr

- (i) To listen, comprehend and communicate, learners comprehension of the text. The theme is introduced through previous knowledge of the learner. Responses elicited about the text.
- (ii) Vocabulary and dictionary drill. Raise level of comprehension to match the difficulty level of the text.
- (iii) Learners do close reading of the poem to grasp underlying meaning.

Grammar:

The new unit introduces the concepts of simple, continuous and perfect tenses. Oral and written drill help to reinforce these concepts; learners distinguish

between the simple and progressive tenses in the context of present, past and future tense.

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**Module – 14**

**Content:**

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|------------------------|--------------------------------|
| (i) Gulliver’s Travels | The Land of the Houyhnhnms     |
| (ii) Grammar           | Tenses (Cont.) (Page- 94- 104) |
| (iii) Writing Skills   | Notice Writing.                |

**Writing Skills**

Learners learn to write a notice as per the rules and guidelines for writing a notice.

**Grammar:**

Learners get a hands on exposure to the various aspects of tenses and their correct usage.

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Module – 15

Content:

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|------------------------|---------------------------------------|
| (i) Gulliver’s Travels | The Land of the Houyhnhnms |
| (ii) Grammar | Phrasal verbs (Page- 87, 88) |
| | Active & Passive Voice (Page-105-110) |

Grammar:

Learners are introduced to the new concept of active and passive voice. Learners learn to distinguish between the active and passive voice.

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**Module – 16**

**Content:**

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|----------------------------|---------------------------------------|
| (i) Communicate in English | Unit VII – School is Fun, Poor George |
| (ii) Grammar               | Active and Passive Voice (cont).      |

**Learning Objectives:**

Poor George

- (i) The text is essentially geared to reading for pleasure. Learner read and appreciate the lesson.
- (ii) Learners also grasp vocabulary items and learn to use them.

**Speaking Skills**

To listen, comprehend and communicate, learner’s comprehension of the text. The theme introduced through the previous knowledge of the learner. Responses elicited about the text.

**Reading Skills**

Vocabulary and dictionary drill helps to raise the level of comprehension to match the difficulty level of the text.

**Grammar:**

To reinforce and consolidate the concept of active & passive voice, exhaustive drill is provided in the classroom through board drill and written work.

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Module – 17

Content:

- | | | |
|-------|---------------------|--|
| (i) | Communicate English | A Teacher for All Seasons |
| (ii) | Grammar | Conjunctions (Page- 133- 136),
Adverbs(Page- 114- 126), |
| (iii) | Writing Skills | Formal Letter Writing. |

Learning Objectives:

A Teacher for All Seasons

Reading & Writing Skills:

To comprehend the text and communicate one’s interpretation and inference logically and sequentially.

Grammar:

- (i) Introduction to conjunction and adverbs.
- (ii) Learners do exhaustive drill to reinforce and consolidate the concepts of adverb.

Writing Skills

- (i) Learners are familiarized with the simple format of formal letter writing.
- (ii) Learners write formal letters for practice.

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**Module – 18**

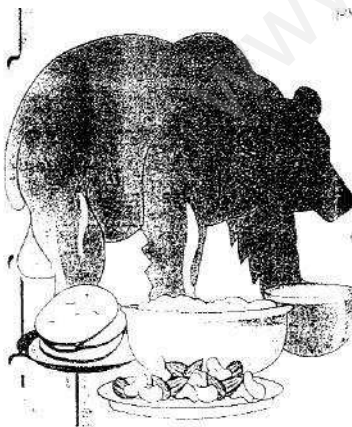
**Revision for Final Examinations**  
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ASSIGNMENT - I**Module : 01 / 02 / 03****SECTION-A****A. Read the passage carefully and answer the following questions.****The Dancing Bears**

A sanctuary is usually a large forest area where animals are allowed to live in their natural surroundings. They are not allowed to be hunted or killed. In this way many animals like tigers, elephants and rhinoceroses have been saved.

Do you know that there is a big forest called Surkeetam near Agra where there is a sanctuary for dancing bears of India? The Uttar Pradesh government has granted 17 acres of forestland for the rehabilitation of these dancing sloth bears, and to save them from a cruel and dreadful life. Many international organizations have also donated money to help in this effort. International Animal Rescue from the United Kingdom and One Voice, from France have sent donations for the sloth bear rescue facility. Already 28 liberated bears are living in this sanctuary.

Perhaps you do not see a dancing bear in your city. But for years bears were made to perform to earn money for their owners. Their owners were gypsies who roamed from place to place and never stayed long in one place . These gypsies trained the bears to entertain people. The bears had ropes put through their muzzles. It hurt their mouth and nose badly. Straps and wires were also used over their nose and mouth to stop them from biting. They were not given enough food or care and were often beaten.



In the bear rescue facility, they are now given three nourishing meals of porridge, fruits, nuts, rotis and honey. They sleep in dens, on fresh, clean straw. The older bears took a long time to recover, but the younger ones became healthy soon. They now swim and play without any fear of being captured.

The government and other organizations are also making efforts to train the gypsies to learn other ways of earning a livelihood. But there are still about 1200 dancing bears in India who need to be protected.

A.1. Answer the following questions.

- (i) What is a sanctuary?

- (ii) Where is the sanctuary for dancing bears?
- (iii) How did the gypsies treat and train bears?
- (iv) What kind of food is given to the bears in the sanctuary?
- (v) What help did the government and the international organizations give to rehabilitate sloth bears?

SECTION-B

B.1. Write a paragraph on ‘5 things I would include in a time-capsule and why’

B.2. Construct a story from the following outline.

An old lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not. Doctor comes daily – covets lady’s furniture – delays the cure – takes some of the furniture everyday – at last cures her – demands fee – lady refuses to pay, saying cure not complete – doctor takes her to court – judge asks lady why she will not pay – she says sight not properly restored – she cannot see all her furniture – judge gives verdict.

SECTION-C

C.1. Classify the sentences into their kinds:-

- (i) There is a bridge across the river.
- (ii) How enchanting the night is!
- (iii) May I make a call from this telephone?
- (iv) Stop making noise.
- (v) I lost my water bottle yesterday.

Use of do / does

We may use do / does to form questions and negative sentences in the simple present tense.

We use does for third person singular ; he, she, it, Tina, Ram

We use do for all other persons ; I, you, we, they, Tina and Ram

Eg : Does he like?

Do you like music?

Does Ram like chocolates?

Do Ram and Tina like chocolates?

Note : We use only the first form of the verb with do and does.

Do you go there?

Do you went there? (×)

Use of did

Did is normally used to make questions in the simple past tense.

Note : We use only the first form of the verb with did.

Eg : Did you eat lunch? Did you ate lunch? (×)

Use of who / which / what

Who, which and what are interrogative pronouns. They may be used to form questions.

Who

Who is used for persons only?

Eg : Who is the boy in the black shirt?

Note : Whose and whom are different forms of who.

Eg : Whose umbrella is it? Whom did you see?

What

What is used for things only.

Eg : What is sweeter than honey? What have you found?

Which

Which may be used for both people and things. It implies a question concerning a limited number.

Eg : Which of the girls are playing? Which is your pen?

C.2. Write questions beginning with 'do', 'does' or 'did' for these answer:

- (i) Yes, my father reads 'The Times of India'.
- (ii) No, I do not like to fly kites.
- (iii) Yes, I got my house painted last year
- (iv) Yes, I have a brother and a sister.
- (v) No, I could not attend the seminar on deforestation.

SECTION-D

D. Tick the most appropriate answer-

- D.1.** (i) Joy Adamson's nocturnal visitors were.
- (a) hyenas
 - (b) foxes
 - (c) wolves

- (ii) The humans frighten the animals.
 - (a) when they take photographs of the animals
 - (b) when they talk loudly and get out of their cars
 - (c) when they offer different food items to them
- (iii) Poachers are
 - (a) People who catch and kill animals illegally
 - (b) People who train animals
 - (c) People who look after animals in sanctuaries.

- D.2.** (i) The three friends who rescued the Baby elephant were
- (a) Babul, Dhanai and Jonti
 - (b) Babul, Dhanai and Monti
 - (c) Babul, Bunti and Jonti
- (ii) The author of the lesson 'Saving The Baby Is'
- (a) Anup kumar Dutta
 - (b) Ruskin Bond
 - (c) Enid Blyton
- (iii) The mother elephant greeted her baby
- (a) by curling its trunk around it
 - (b) by giving out a furious trumpet
 - (c) by crying gently

D.3. 'The baby was safe now. The mother would protected it. And Nalia would be in for a surprise'.

- (i) Name the lesson and the writer.
- (ii) Who is Nalia here?
- (iii) Why would he be surprised?

Activity

I. Making monkeys play tricks on the roadside, to the tune of the keeper, is a common sight now-a-days. Write at least two slogans to dissuade people from watching so as to discourage such cruel deeds.

- (i) A slogan is a motto written in short or in catchy words.
- (ii) It is generally a phrase used to express a certain cause.
- (iii) It leaves a lasting impression on the mind.

Here are a few examples of slogans :

BREAK DRUGS

BEFORE

DRUGS

DON'T Shed BLOOD

DONATE IT!

II. Work in pairs or groups and make posters on the topic ENDANGERED ANIMALS or any particular ENDANGERED ANIMAL. Use pictures or drawings with the text. You may note down appropriate information under these headings.

- (i) name of the animal.
- (ii) places where they are found.
- (iii) interesting facts about the species.
- (iv) why do you think this species is endangered.
- (v) possible solutions to help this species, survive.

III. A debate is a competition in which two opposing teams make speeches to support their arguments and disagree with those of the other team, in a logical, methodical manner. The topic of the debate is called the motion. The speakers speak either for the motion or against it.

While a debate is mainly a verbal exercise, it helps to organize your thoughts if you write them down. Think about the following topic.

Animals should not be kept in the zoo

Now, in your notebooks, write down

- (i) Three points in favour of the motion.
- (ii) At least one example to support each of your points. (You can pick examples from current events, daily experiences or even well-known fairy tales, books or movies.)
- (iii) A good introduction and conclusion to your speech. (You can make them witty or funny if you like. You will begin your speech with you introduction

and end it with the conclusion. So it is important that you make them powerful and memorable.)

Now, imagine that the following question has been brought up by the opposing team or members of the audience.

In a world where wild animals are rapidly becoming extinct due to poaching and eradication of natural habitat, don't you think zoos provide a safe haven for wild animals?

Write down your answer in your notebook.

Vocabulary Enhancement – 1

V.1. Pick the correct meaning from the box and write it against each animal idioms given below.

give a false alarm	the greatest share	reveal a secret
raining heavily	for a very long time	ruthlessly competitive

- (i) lion's share _____
- (ii) raining cats and dogs _____
- (iii) let the cat out of the bag _____
- (iv) till the cows come home _____
- (v) cry wolf _____
- (vi) dog eat dog world _____

V.2. Complete these sentences with the animal idioms from the previous exercise.

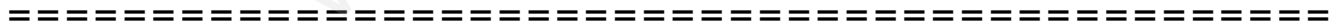
- (i) In this _____ you cannot trust anyone.
- (ii) We were planning to throw a surprise party for Rafique, but Ratan _____ by sending him an invitation by mistake.
- (iii) Make sure you don't forget your umbrella when you step out; it is _____.
- (iv) In the inter school sports meet, the _____ of the prizes were won by our school.
- (v) The view from the balcony is beautiful, I could sit here _____.
- (vi) We all rushed to his room when we heard his scream, but he was just _____ in order to trick us.

V.3. Some words are spelt differently but they sound the same, like there, their. They are called homophones. Match the homophones and make sentences to bring out their meanings.

- (i) bear scene
- (ii) wood won
- (iii) seen bare
- (iv) made would
- (v) one maid

Proverb Time - 1

- P.1.** Barking dogs seldom bite. – People who talk too much seldom do much.
- P.2.** Don't count your chickens before they're hatched. – Don't be too sure of anything before it actually happens. It may lead to disappointment.
- P.3.** A stitch in time saves nine. – It is better to deal with a problem at an early stage to prevent it from getting worse.
- P.4.** As you sow so shall you reap. – Good actions lead to good results and bad ones to bad results. You have to accept the consequences of your actions.
- P.5.** Birds of a feather flock together. – Like minded people stay together.
- P.6.** A bird in hand is worth two in a bush. – It's better to keep what you have than to risk losing it by searching for something which you think is better.



ASSIGNMENT - II

Module : 04 / 05

SECTION-A

A.1. Do you watch TV all the time? Read about this couch potato and his T.V set.

JIMMY JET AND HIS TV SET

I'll tell you the story of Jimmy Jet.
And you know what I tell you is true.
He loved to watch his TV set
Almost as much as you.

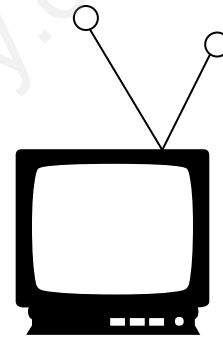
He watched all day, he watched all night
Till he grew pale and lean.
From 'The early show' to 'The late late show'.
And all the shows in between.

He watched till his eyes were frozen wide,
And his bottom grew into his chair
And his chin turned into a tuning dial
And antennae grew out of his hair.

And his brain turned into TV tubes,
And his face to a TV screen,
And two knobs saying 'vert' and 'Horzt'
Grew where his ears had been

And he grew a plug that looked like a tail
So we plugged in little Jim.
And now instead of him watching TV
We all sit around and watch him.

Shel Silverstein



A.1.1. Which of the following statements best describe Jimmy Jet?

- (i) He sometimes watched T.V.
- (ii) He watched T.V, quite often.
- (iii) He watched T.V, too much.

A.1.2. Did Jim watch only some of the programmes on TV or all of them? What happened to him as a result?

A.1.3. Read stanzas 3, 4 and 5 and fill in the blanks in these sentences.

Jimmy watched TV so much that he soon began to look _____
_____ himself.

As a result, his family sat around watching _____ rather than
_____.

A.1.4. Is there a moral that this poem is perhaps teaching? Write down the valuable lesson that you've learnt through this poem.

A.1.5. Write four pairs of words from the poem, that rhyme.

A.2. The Special Prize.

Little Helen had two constant companions – the six-year-old Martha, the daughter of her cook, and Belle, her dog. Martha loved playing childish tricks as much as Helen did.

One hot July day, the two little girls were busy cutting out paper figures; but they soon got weary of this amusement; and after cutting up their shoelaces and leaves from plants, Helen, who was sightless turned her attention to Martha's hair. When it was Martha's turn, she cut off one of Helen's curls and would have cut them all if the latter's mother had not appeared in time to save them.

Once Helen learnt to use the key, she locked her mother up in a small food store near the kitchen, where she had to remain for three hours, as the servants were in another part of the house. She kept knocking on the door while Helen sat outside on the steps and laughed with joy as she felt the shock of knocking.

A.2.1. Answer the following questions.

- (i) Who were Helen's two regular companions?
- (ii) How were the two girls amusing themselves?
- (iii) Where did Helen lock up her mother?
- (iv) Could Helen hear her mother knocking on the door?
- (v) Put a tick mark (✓) if the statement is true, and a cross (✗) if it is false.
 - (a) The girls cut shoelaces and leaves from plants. []
 - (b) Mother remained locked in the food store for four hours. []
 - (c) Helen was upset after locking up her mother. []

SECTION-B

B.1. You are waiting for your school bus at the bus stop when you notice a strange little fellow dressed like yourself. He seems hungry and so you offer him your lunch. He is not interested in your lunch but starts munching your English notebook. Before you can stop him, he eats it all up. It's then that you realize that this fellow is an alien, lost on earth. Will you make him your friend. Write a story and give a suitable title. You may start like this

“Oh dear! You just ate my English Grammar notebook. Ma'am is not going to be happy about this.”

“I'm sorry, but they taste good

SECTION-C

C.1. Fill in the blanks with abstract nouns. Take words from the list given below.

- (i) The child was afraid of _____.
- (ii) He had no _____ of getting well soon.
- (iii) She could not attend her cousin's _____.
- (iv) Find the _____ of this bag of sugar.
- (v) The student was given a prize for his _____.
- (vi) The _____ of her voice impressed everybody.
- (vii) It is my _____ to obey my parents.
- (viii) I am sorry for the _____ I have given you.
- (ix) A friend in _____ is a friend indeed.
- (x) Stealing is a _____.

trouble	darkness	marriage	hope	duty	crime	bravery
weight	quality	need				

SECTION-D

D. Answer with reference to the context.

D.1.1. “Who is that knave you soldiers have brought?”

- (i) Name the speaker. Who is he?
- (ii) Who is being addressed as the knave?
- (iii) What did he do to offend the king?

D.1.2. “You expect me to believe that if I let you go, you will return.”

- (i) Who is ‘I’ here?
- (ii) Who is ‘You’ here?
- (iii) What do you think, will Pythias come back or will Damon have to die in his place?

D.2. Who do you think was the true friend - Pythias or Damon? Give reasons for your answer.

D.3. (I) Circle the correct meaning of these words-

- (i) **shackled**
 - (a) ankles tied or secured together to make movement difficult
 - (b) Imprisoned
- (ii) **insolent**
 - (a) lies
 - (b) rude
- (iii) **beyond belief**
 - (a) very true
 - (b) hard to believe

(II) Who said this and to whom.

- (i) **“It’s the man you sent us to arrest for speaking against you, O mighty King”.**
 - (a) Damon to Pythias
 - (b) Dionysus to the chief Jailor.
 - (c) The chief Jailor to King Dionysus.
- (ii) **“Then you are foolish beyond belief”.**
 - (a) Dionysus to Damon
 - (b) Dionysus to Pythias
 - (c) Dionysus to the executioner

Vocabulary Enhancement - 2**V.1. Observe the highlighted phrase in the following sentence.**

E.g. I had fished out my compass.

Here, fished out means took out.

Match the fish expressions with their meanings.

A	B
(i) big fish	(a) strange person
(ii) fish out of water	(b) neither one things nor another
(iii) Something fishy	(c) important or powerful person
(iv) queer fish	(d) taking advantage of troubled conditions for personal profit
(v) neither fish nor fowl	(e) have more important things to do
(vi) have bigger fish to fry	(f) something suspicious
(vii) Fishing in troubled waters	(g) somebody who is uncomfortable or awkward because of unfamiliar surroundings or company

V.2. Now, fill in the blanks with the fish expressions given above.

- (i) I felt like _____ at my friend's brother-in-law's wedding party as I did not know anyone.
- (ii) Seeing their odd behaviour I knew _____ was going on.
- (iii) He works in the Ministry of Defence and appears to be _____.
- (iv) Professor Pecinshik is quite a _____. It's difficult to understand him.
- (v) Latif does not want to come to the party. I think he has _____.

V.3. Match the phrases in column A with their meanings in column B.

A	B
(i) flew into a rage	(a) does not concern you
(ii) none of your business	(b) blushed due to disgrace or guilt
(iii) taken by surprise	(c) to express annoyance or tease
(iv) to make faces	(d) got extremely angry
(v) grew red with shame	(e) caught unaware

Using the above phrases, make sentences of your own.

V.4. Colours are often associated with types of emotions. Examine this sentence.

Eg. As soon as he heard the tragic news everything suddenly became black. Here the word black describes a feeling of despair and anguish.

Fill in the blanks with the appropriate colour word from the box.

red blue green black white yellow

- (i) Rahul was _____ with envy when he heard that I had won a free trip to Mauritius.
- (ii) The boy turned _____ with shame when he was caught stealing money from his master's wallet.
- (iii) I turned _____ with shock when I heard of the death of our young neighbour.
- (iv) Priya had been feeling _____ all day. She missed the first rank by just one mark.
- (v) Raghu became all _____ in the face when he saw the wild dog snarl at him.
- (vi) It was a _____ Tuesday for the nation when hundreds of people were blown to bits in the Jaipur bomb blasts.

Proverb Time - 2

- P.7.** A man is known by the company he keeps. – A person's character is judged from the type of people with whom he spends his time.
- P.8.** A friend in need is a friend indeed. – The one who helps you when you are in trouble is your real friend.
- P.9.** A rotten apple spoils the barrel – One bad person is enough to spoil the whole group.
- P.10.** Better be alone than in bad company. – Be careful in the choice of the people you associate with.

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ASSIGNMENT – III**Module : 06 / 07****SECTION-A****A.1. Read to understand**

William Wordsworth, the famous British poet, was one of the most important poets of the Romantic Movement in English Literature.

He was born on 17 April 1770, in the scenic region of north-west England called the Lake District. The beautiful landscapes of the region had an enduring influence on Wordsworth's imagination, creating in him, a love for nature. This can be seen in most of his poems. Wordsworth lost his mother when he was eight and at the age of thirteen, his father. Of his four siblings, Wordsworth was most attached to his younger sister, Dorothy. Several of his poems are addressed to his beloved sister.

Wordsworth began attending St John's College, Cambridge in 1787. He often spent his holidays on long walking tours, visiting places famous for the beauty of their landscape. In 1790, he took a nearly three-thousands-mile walking tour of Europe, during which he toured the Alps extensively, and also visited nearby areas of France, Switzerland, and Italy. The following year, he graduated from Cambridge without distinction.

In 1843, Wordsworth was made the Poet Laureate of England. A Poet laureate is the official poet of the King of England. By this time, Wordsworth was considered one of the greatest poets of his age. However, when his daughter Dora died in 1847, Wordsworth stopped writing poetry altogether. He died, three years later, on 23 April 1850.

Wordsworth was one of the first poets to actively reflect on the beauty and glory of nature and the power of imagination. His poems continue to be read all over the world by children and adults alike.

A.1.1. Answer the following questions very briefly.

- (i) What developed in Wordsworth a love for nature?
- (ii) How did Wordsworth spend his holidays?
- (iii) What position of honour was given to Wordsworth?
- (iv) When did Wordsworth's daughter die? What was her name?

A.1.2. Find words from the passage which mean the same as :

- (i) renowned
- (ii) lasting
- (iii) think about

A.2. Read this poem by William Wordsworth and answer the following questions.

The Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay;
Then thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves besides them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay
In such jocund company!
I gazed and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

A.2.1. Find words in the poem which mean the following.

- (i) broad low valley _____
- (ii) large number _____
- (iii) area of the sea that curves inwards towards the land _____
- (iv) lively, full of energy _____
- (v) feeling of satisfaction that something good has happened _____
- (vi) cheerful and happy _____

- (vii) poetical form of often _____
- (viii) comfortable piece of furniture _____
- (ix) empty _____
- (x) thinking about something a lot and seeming slightly sad _____

- (xi) perfect happiness _____
- (xii) state of being alone, which one enjoys _____

A.2.2. Say whether these statements are true or false.

- (i) The poet was with a crowd of people. _____
- (ii) The daffodils grew beside a lake. _____
- (iii) The poet compares the flowers to the stars of the milky way. _____

- (iv) The waves danced as well as the daffodils. _____
- (v) The poet felt that he had gained a lot from the beautiful sight. _____

A.2.3. Answer the following questions very briefly.

- (i) Pick out the lines from the poem that tell you that there were many daffodils?
- (ii) Which words / lines in the poem describe the daffodils as though they were people, not flowers?
- (iii) Which lines in the poem give you an idea that the poet is often alone and appears to enjoy his loneliness?
- (iv) What do you think 'that inward eye' is and why is it described as 'the bliss of solitude'?

A.2.4. Write in your notebook another poem of Wordsworth that appeals to you.

SECTION-B

B.1. You have read about the Christmas feast in this unit.

Write a similar paragraph about your favourite festival that you enjoy celebrating. Describe as much details as possible, about the time, dress, foods, festivities, which state you belong to, events, any intriguing story behind the festival, your involvement etc.

B.2. Your teacher talked about cruelty to animals. She told you about people who capture animals, tame them and teach them to do tricks. All this time they treat the animals cruelly beating them to make them obedient.

Then they show their tricks to people to earn money. Write a diary entry, expressing your views and feelings on ‘cruelty to animals’.

SECTION-C

C.1. Fill in the blanks with *a, an* or *the* where ever required.

- (i) Don't forget to turn off _____ lights when you go out.
- (ii) China is _____ very big country.
- (iii) What is _____ name of this village?
- (iv) He is not _____ honorable man.
- (v) Yesterday, _____ European called at my office.
- (vi) There are _____ few people waiting outside for you.
- (vii) I have _____ one rupee coin with me.
- (viii) His is _____ unique character.
- (ix) I dreamt of _____ unicorn.
- (x) He is _____ M. L. A.
- (xi) _____ year passed after the incident.

C.2. Read this carefully. Identify the spelling or punctuation mistake if any, then write it correctly at the end of the line. The first two are examples.

<p>There are lots of new films about natural catastrophes. <u>Its</u> understandable that we find volcanoes and typhoons so <u>Fascinating</u> but many of these films are given enormous publicity and ‘hype’ and then turn out to be disappointing and poorly made. I recently saw a film about tornado’s and was looking forward of being entertained, if not frightened. Although, the film was full of spectacular special affects, the acting was dreadful and the script was even worse. As I watched flying cows and assorted vegetation sweeping across the sceren, I began to thing that the director wasn’t making a serious film but was making fun o four intrest in natural disasters. Certainly by the time the survivors of a vicious tornado had jumped into there undamaged truck and</p>	<p>It’s</p> <p>fascinating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

driven away

surrounded by blazing oil tankers and whole houses lefted and
dropped by the

wind, I d started to find the whole film completely false and
unbelievable.

According to a freind of mine, the director is working on
another film about

earthquakes. I don't think that I'll be making a trip to the
cinema for that.

SECTION-D

- D.1.** (i) Who were these people- Bob, Belinda, Martha, Peter, Tiny Tim?
(ii) Why did the young Cratchits not want to shriek for their share?
(iii) What did the family do after dinner?
- D.2.** (i) Who said these lines and to whom.
(a) Suppose it should not be well cooked?
i. Miss Belinda to Mrs. Cratchit.
ii. Mrs. Cratchit to herself.
iii. Mrs. Cratchit to Miss Belinda.
(b) Who spoke the given line? "God bless us, everyone!"
i. Bob Cratchit
ii. Mrs. Cratchit
iii. Tiny Tin
iv. Master Peter
- (ii) Tick the appropriate answer
(a) What did the family do before they started the meal
i. Said Grace
ii. Sang the Christmas song
iii. Played a game
(b) Mrs. Cratchit's fear when she went to bring the pudding was
i. What if the pudding was over cooked?
ii. What if the children did not like its flavor?
iii. What if it would break while turning it out?

- D.3. (i) Is dal an ordinary dish or a special dish? Give reasons for your answer.**
(ii) What conditions did Qadir put forth for serving the dal?

Vocabulary Enhancement – 3

- V.1. In poetry, language is used in a different manner, than in prose. Certain devices are used to express poetic thought. Such devices are called poetic devices. A simile is an example of a poetic device where a comparison is made between two things, using *as* or *like*. The poet has used many similes in the poem. The Daffodils. For example,**

I wandered lonely as a cloud.

Complete these similes with the words given in the box.

razor rose lamb death mouse lark
 tiger bat statue coal

- (i) as gentle as a _____ (ii) as pale as _____
 (iii) as cheerful as a _____ (iv) as dumb as a _____
 (v) as sharp as a _____ (vi) as fierce as a _____
 (vii) as red as a _____ (viii) as quiet as a _____
 (ix) as black as _____ (x) as blind as a _____

- V.2. Another poetic device used in the poem The Daffodils is personification. In personification, human characteristics are given to non-living things. For example,**

Ten thousand (daffodils) I saw at a glance,
 Tossing their heads in sprightly dance.

It implies that the daffodils were dancing like a joyful band of dancers.

Find another example of personification from the poem.

V.3. Find the names of ten flowers in the word grid given below.

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

Proverb Time - 3

- P.11.** Too many cooks spoil the broth. – If too many people are made responsible for a job, there would be too many opinions & too many ways leading to chaos.
- P.12.** It's no use crying over spilt milk. – There is no use worrying about something bad that has happened and cannot be corrected.
- P.13.** Half a loaf is better than none. – Something is better than nothing.
- P.14.** Better late than never. – It's better to do something, even if it's late than never to do it at all.
- P.15.** Waste not, want not. – If you don't waste things, you'll have them when you need them.

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ASSIGNMENT – IV

Module : 08

SECTION-A

A. The Story of Fidgety Philip

'Let me see if Philip can
Be a little gentleman;
To sit still for once at table':
Thus Papa bade Phil behave;
And Mama looked very grave.
But fidgety Phil,
He won't sit still;
He wriggles,
And giggles,
And then, I declare,
Swings backwards and forwards,
And tilts up his chair
Just like any rocking-horse
'Philip! I am getting cross!'

See the naughty, restless child
Growing still more rude and wild,
Till his chair falls over quite.
Philip screams with all his might,
Catches at the cloth, but then
That makes matters worse again.
Down upon the ground they fall,
Glasses, plates, knives, forks and all.
How Mama did fret and frown,
When she saw them tumbling down!
And Papa made such a face!
Philip is in sad disgrace.

Where is Philip, where is he?
Fairly covered up you see!
Cloth and all are lying on him;
He has pulled down all upon him.
What a terrible to-do!
Dishes, glasses, snapped in two!

Here a knife, and there a fork!

Philip, this is cruel work.

Table all so bare, and ah!

Poor Papa, and poor Mama

Look quite cross, and wonder how

They shall have their dinner now.

(Heinrich Hoffman)

A.1.1. Fill in the blanks with one word only.

Philip was a very _____ boy. His parents wanted to see if he could _____ like a _____ at the table. But he only _____ backwards and forwards like a _____. Philip _____ loudly as his chair fell _____. He _____ the tablecloth pulling _____ down as he fell. It was a _____ sight to see Philip lying _____ the tablecloth, _____ by the _____ crockery and cutlery.

A.1.2. Examine the highlighted words in the following lines.

- * Mentioned her virtues, it is true,
But dwelt upon her vices too
- * The children who were brought to her
The awful tale from far and near.

The opposite of virtues (good qualities) is vices (negative qualities) and the opposite of far is near. Opposites are also called antonyms.

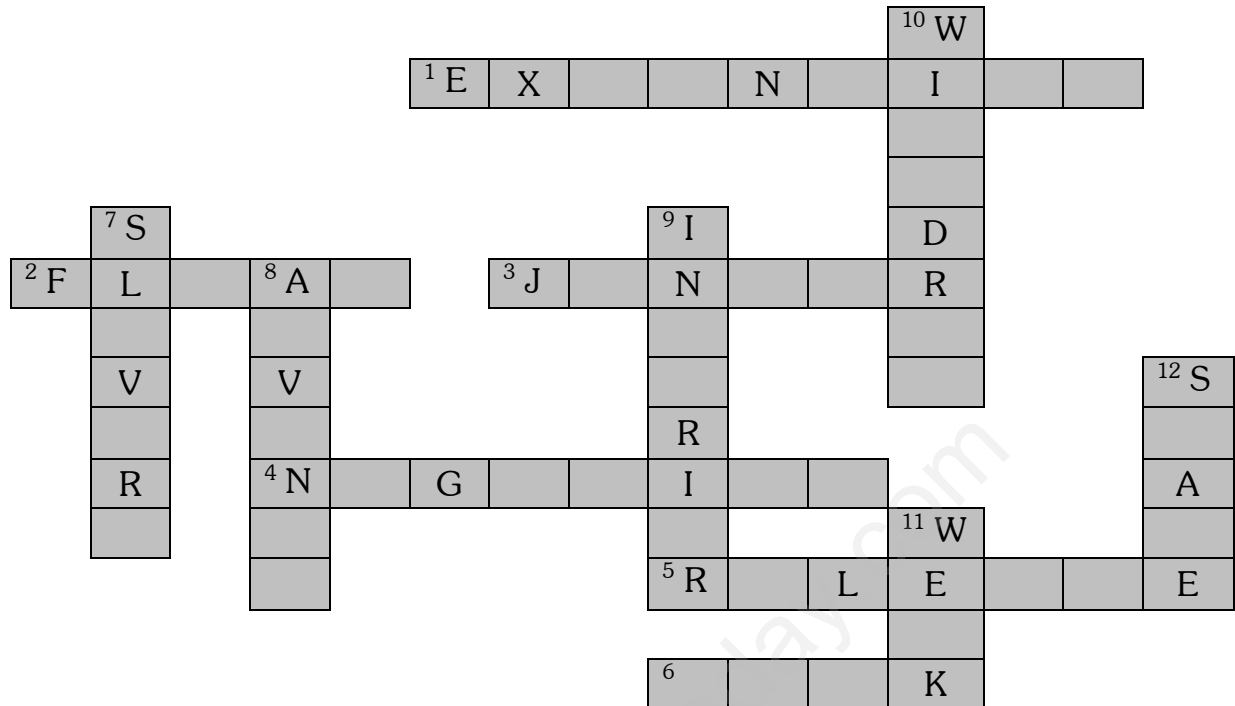
Solve this crossword puzzle by filling in the antonyms of the words given in the clues.

Across

1. cheap
2. sink
3. senior
4. positive
5. kidnap
6. unlock

Down

7. freedom
8. retreat
9. superior
10. deposit
11. strong
12. fresh



A.1.3. Observe the highlighted words in the following lines.

Her funeral sermon (which was long)
And followed by a sacred song

The words sermon, sacred and song all begin with the same sound–s. When two or more words begin with the same letter or sound in close succession, in a sentences, clause or phrase, it is called alliteration.

Read the following sentences and find out which sound is repeated.

- (i) And dances with the daffodils.
- (ii) Sing a song of sixpence
- (iii) Streams full of stars like skies at night.
- (iv) It's a warm wind, the west wind, full of birds' cries
- (v) Ploffskin, Pluffskin, pelican jee!
We think no birds as happy as we!
Plumskin, Ploshkin, Pelican jill!
We think so then, and we thought so still!

A.2. Godfrey Gordon Gustavus Gore

Godfrey Gordon Gustavus Gore–

No doubt you have heard the name before—
Was a boy who never would shut a door!

The wind might whistle, the wind might roar,
And teeth be aching and throats be sore,
But still he never would shut the door.

His father would beg, his mother implore,
'Godfrey Gordon Gustavus Gore,
We really do wish you would shut the door!'

Their hands they wrung, their hair they tore;
But Godfrey Gordon Gustavus Gore,
Was deaf as the buoy out at the Nore.

When he walked forth the folks would roar,
'Godfrey Gordon Gustavus Gore,
Why don't you think to shut the door?'

They rigged up a Shutter with sail and oar,
And threatened to pack off Gustavus Gore
On a voyage of penance to Singapore.

But he begged for mercy and said, 'No more!
Pray do not send me to Singapore
On a Shutter, and then I will shut the door!'

'You will?' said his parents; 'then keep on shore!
But mind you do! For the plague is sore
Of a fellow that never will shut the door,
Godfrey Gordon Gustavus Gore!'

(William Brighty Rands)

A.2.1. Read out this poem of a very naughty boy who would never shut the door. Twice and put a tick against the correct answer.

(i) The figure of speech used in the first line is

- | | | |
|---------------------|---|---|
| (a) simile | [|] |
| (b) personification | [|] |
| (c) alliteration | [|] |

- (ii) They boy would never
- (a) shut the window []
- (b) close the door []
- (c) close the drawer []
- (iii) Gordon's parents
- (a) were very upset []
- (b) were not concerned []
- (c) ignored him []
- (iv) His parents
- (a) shielded him []
- (b) threatened to pack him off to Singapore []
- (c) never scolded him []
- (v) In the end Gordon
- (a) promised to shut the door []
- (b) did not mend his ways []
- (c) agreed to go to Singapore []

SECTION-C**C.1. Complete the following (using prefix or suffix) to form a complete word:**

- (i) _____ + school =
- (ii) _____ + tidy =
- (iii) _____ + planned =
- (iv) scholar + _____ =
- (v) child + _____ =
- (vi) king + _____ =

C.2. Correct the wrong words in the given list.

- (i) disorder –
- (ii) merciful –
- (iii) unvisible –
- (iv) unsufficient -
- (v) impolite –
- (vi) unregular –
- (vii) dissatisfied –

C.3. Use the correct form of the adjectives given in the bracket.

- (i) The Whale is the _____ animal in the world. (heavy)
- (ii) There are _____ people in the garden than in the house. (many)
- (iii) Reema was feeling unwell so she ate _____ of all at the party. (little)
- (iv) It is the _____ bit of the film. (funny)

C.4. Fill in the blanks with adjectives that are opposites of the word in brackets.

- (i) _____ mangoes were specially imported from Thailand. (those)
- (ii) It is not difficult to like Raman because he is such an _____ little boy.
(dishonest)
- (iii) The teacher got angry with the _____ class. (quiet)
- (iv) The quilt is beautiful but rather _____. (cheap)

Fun with Punctuations

You already know that commas are used to separate items in a list. The last item in the list has *and* before it. There are a few more uses of the comma.

We use a comma to indicate a brief pause or a break with in a sentence in order to stress a word or words that stand out for a particular effect. For example,

*The thief crept up to the door, looked left and right, and opened it.

Commas are used after words that show a change in the action, like however, yet, but nevertheless, etc. For example,

*However, her father did not agree with her.

We use commas after words like yes, no, therefore, now, etc. For example,

*Yes, I will bring you a book.

Commas are used to separate the name of the person who is being spoken to. For example,

*Angshuman, where is your homework?

We use a comma when we join two sentences using and, or, but, yet, while. For example,

*Karma sliced some tomatoes, while Priyanka buttered the bread.

The comma is used before please or excuse me, to separate them from the rest of the sentence. For example,

*May I have some more soup, please?

The comma is used to separate a group of words that tells us about the action or reaction of the person or thing mentioned in the sentence. For example,

*The audience, hearing the National Anthem, stood up from their seats.

C.5. Put commas at the suitable places in the following sentences.

- (i) She had invited me for lunch but I had to pick up my son from school.
- (ii) Sunayani please come forward.
- (iii) Yes I admit I have made a mistake.
- (iv) Excuse me can you please direct me to the nearest post-office?
- (v) He got dressed checked his reflection in the mirror and went out.
- (vi) Can you pass me the salt please?
- (vii) Thus we can conclude that the perimeter of a rectangle is two times the sum of its length and breadth.
- (viii) George played the guitar while Nancy played the piano.

C.6. Complete the following similes. Choose from the box given below.

- (i) As perfect as a _____.
- (ii) _____ snow.
- (iii) As smooth as _____.
- (iv) _____ a starfish
- (v) _____ white elephant.

As rare as, picture, as white as, as spineless as, silk

SECTION-D

D.1. Write a short poem (6-8 lines) on a creature of your choice. Take care about the rhyme scheme. Give a title to the poem. You may draw pictures to make you poem come to life.

D.3. (i) You have read the poem 'Elephants Vs Insects', which is a funny poem about a centipede, who in spite of taking a long time lacing up his boots, helps his team win the match. There are many sports like cockfights, bull fighting, bullock-cart races that use animals, and inflict pain in them.

How do you feel about it? Are you angry, enthusiastic or indifferent? Discuss your attitude in a paragraph of about 75 words.

(ii) Choose the closest meaning to the words given below-

- (a) **'Trampled' means –**
- i. tread heavily on
 - ii. walk away
 - iii. treat roughly
- (b) **'Substitute' means –**
- i. deputy
 - ii. reserve
 - iii. put in place of another
- (c) **'modest' means –**
- i. ordinary
 - ii. unassuming
 - iii. quiet
- (d) **'Scuttle' means –**
- i. walk carelessly
 - ii. run hurriedly
 - iii. flee in an undignified way
- (e) **'Mystified' means –**
- i. confused
 - ii. fooled
 - iii. stumped

Vocabulary Enhancement – 4

A		B	
(i)	Look very grave	(a)	be angry and annoyed
(ii)	be cross	(b)	with all of one's energy and strength
(iii)	With all his might	(c)	become very upset and sulk
(iv)	fret and frown	(d)	a very mean and awful thing to do
(v)	cruel work	(e)	appear very serious and important

Proverb Time - 4

- P.16. A young idler, an old beggar. – If you are idle in your youth, you won't have money when you are old.
- P.17. Don't judge a book by its cover. – Don't judge a person from his appearance.

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REVISION ASSIGNMENT

Module : 09

SECTION-A

A.1. Read the following passage carefully.

THE MONK'S BLESSING

- (i) A monk knocked at the door of a wealthy landowner late one night and asked for shelter. The landowner happily gave him what he needed.
- (ii) The next morning as the monk was about to leave, the landowner asked him for a blessing for his family.
"Father dies, son dies, grandson dies let it be so," said the monk.
- (iii) The landowner was shocked. He had asked for a blessing but the monk had cursed his whole family. He was sad and began to weep.
- (iv) The monk told him not to weep. He explained to him that he had prayed for and blessed the family so that the deaths occur in their natural order. If the son died before the father or the grandson before the grandfather there would be greater sorrow in the family.

A1.1. On the basis of your reading of the above passage complete the following statements as briefly as possible.

- (i) One night a monk needed shelter, so he went to _____.
- (ii) The landlord asked the monk for a _____.
- (iii) The land lord began to weep because he thought _____ his family.
- (iv) The monk told the land lord that he had prayed for the deaths in his family to occur _____.

A.1.2. On the basis of your understanding of the text state whether the following statements are ‘True’ or ‘False’.

- (i) The land owner was not happy to give shelter to the monk.
- (ii) The word in the passage that means the opposite of ‘blessing’ is ‘curse’.

A1.3. Find words in the passage that mean the same as :

- (i) rich (para 1)
- (ii) grief (para 4)

A.2. Read the following poem carefully and answer the question that follow:

Story of a Coin

My story is strange,
To understand it, you need brains
I was a coin with lot of shine
Therefore, I looked perfect and fine,
Firstly, I went into the hands of a man
Who kept me in a can.
The darkness gave me the creeps
And I was lying on top of the heap
Somehow I was given to a young guy
Who tossed me in air and made me fly.
Then I was given to an old lady
She kept me in a place that was very shady
I noticed I had lost my shine
And I didn't look young and fine
That is because I had grown old
Now, I knew my life's story was told.

A.2.1. On the basis of your understanding of the above poem, answer the following questions as briefly as possible. Write the answers in your answer sheet against the correct blank number. (5)

- (i) How did the coin look initially?
- (ii) The coin travelled from to a young guy and then to
- (iii) How did the coin feel when it was kept in a can?
- (iv) What did the young boy do with the coin?
- (v) Write two pairs of rhyming words from the poem.

A.2.2. Write the meanings of the phrases that are underlined.

Section - B

B.1. You have topped all the sections of VI in the final examination. You feel very happy and excited and decide to write a page in your diary expressing your feelings. Write an entry for the day.

Section - C

C.1. Fill in the blanks with suitable words.

- (i) Ravi is my _____ friend. He is an _____ student. (adjective of quality)
- (ii) There are _____ books on the shelf. (numeral adjective)
- (iii) The floor is _____. (adjective of quality)
- (iv) _____ kind of toys does the child like? (interrogative adjective)

C.2. Fill in the blanks with a, an, the:

- (i) _____ elephant is _____ animal that cannot run faster than 15 km per hour.
- (ii) _____ girl who was crowned 'Miss World' is _____ Indian.
- (iii) Assam is _____ State of India and _____ river that flows through it is _____ Brahmaputra.
- (iv) _____ lady who lives near my house is not only _____ good dancer but _____ excellent painter too.

C.3. Choose the correct preposition:

My Hindi teacher is an old friend (a) _____ (of / for) my father. He was his class fellow (b) _____ (at / in) Nagpur. Last week he came (c) _____ (to / from) my house (d) _____ (in / on) his new scooter and brought a present (e) _____ (for / of) both of us.

C.4. Complete the following proverbs.

- (i) A stitch in time _____.
- (ii) Birds of a feather _____.

C.5. Make sentences with the following.

- (i) Something fishy
- (ii) Look very grave

Section - D

D.1. Answer the following questions.

- (i) What happened when Sadiq went to call the Nawab for lunch?
- (ii) What problems did Pythias face on his journey back to Syracuse?
- (iii) What lesson would Pythias learn the hard way?
- (iv) How did the insects win the game?

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ASSIGNMENT - V

Module : 10 / 11

SECTION-A

- A. Have you ever been at home all alone? Read the poem and enjoy, the experiences of the poet, when he was left alone at home. Answer the questions that follow:**

When I was alone
I woke up with a frown
My family had gone out
And there was no one around.

I dressed, had my breakfast
But my mood was down cast
There was no one to talk to
Spent the time watching T.V.
But it was evening soon.

A terrible experience just began
A chill just ran down my spine
I heard some creaking sound
I got rooted to the ground

Thump came another noise
Someone had just jumped in
My heart missed a few beats
When I heard descending feet
A shadow then reached the hall
I was about to faint and fall.

He then switched on the light
My father was that 'creep'
When I told him of my fright
He treated me out to a tasty bite.

A.1. Complete the summary of the poem.

One day the poet was all _____ as his _____ had gone out.
Since there was _____ to _____ to, he _____ his time,
watching T.V. In the evening he got _____ on hearing a _____.

He was about to _____. Then somebody _____ switched on the light and to the poet's relief, it was none else than his _____.

A.2. Complete the following

- (i) The poet's mood was off because _____. The line "I was about to faint and fall" shows that the poet was very _____.
- (ii) The other two lines that convey the same feeling are _____ and _____.
- (iii) To make the poet feel better, his father _____.

A.3. Find the antonyms for:

- (i) smile _____ (ii) slept _____

A.4. Find the synonyms for:

- (i) getting down (ii) fear

SECTION-B

B.1. Write a letter to your Grandmother in about 150 words telling her about your childhood memories of the time spent with her.

SECTION-C

C.1. Choose the correct word and fill in the blanks:

- (i) I was hired by the (personal, personnel) _____ manager.
- (ii) Please be (quiet, quit, quite) _____.
- (iii) We will have the picnic (whether, weather) _____ the (whether, weather) _____ is good or bad.
- (iv) When Shahajahan (reined, reigned, rained) _____ over Delhi, Aurangabad (reined, reigned, rained) _____ in his ambitions with great difficulty.

C.2. More pairs that confuse:

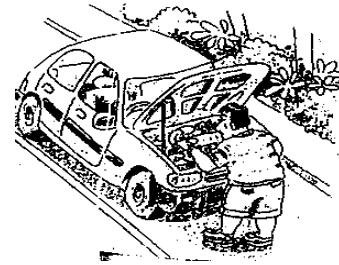
Find the meanings for the following words:

- (i) dessert _____ desert
- (ii) access _____ excess
- (iii) advice _____ advise
- (iv) principal _____ principle

C.3. Fill in the blanks with suitable pronouns that refer to the nouns in bold print.

- (i) The **car** broke down

- _____ broke down.
- (ii) **Sam** saw a snake.
_____ saw a snake.
- (iii) I am typing a letter for **Susan**.
I am typing a letter for _____.
- (iv) The **girls** dressed beautifully for the party.
_____ dressed beautifully for the party.
- (v) The **train** will leave in ten minutes.
_____ will leave in ten minutes.
- (vi) **Robert and I** cycled along the path by the sea.
_____ cycled along the path by the sea.
- (vii) Alice's mother asked **Alice** to buy some sugar.
Alice's mother asked _____ to buy some sugar.
- (viii) The **dogs** are fighting again
_____ are fighting again
- (ix) Peter's father asked **Peter** to buy a newspaper.
Peter's father asked _____ to buy a newspaper.
- (x) The teachers are teaching the **children** how to swim.
The teachers are teaching _____ how to swim.



C.4. Use suitable pronouns to complete the story.

They, them, he, she, I, us, we, it, you, me

The children were sharing their holiday plans with their teacher, Miss Lee. _____ asked _____ where _____ were going for their holidays. "Well, my Mum wants to go to Australia because _____ wants to see the Kangaroos and Koalas, but my Dad doesn't like the idea. _____ wants to go to Penang and enjoy the beach, said Tom. "So _____ don't know where _____ will go."

"My cousins went to Australia last year and stayed on a farm. _____ showed _____ their photos. There was a pet calf on the farm and _____ were allowed to feed _____", said Grace.

"Where are _____ going, Miss Lee?" Asked the children " _____ am going to stay home and rest! This has been a busy year and _____ need it", replied Miss Lee.

SECTION-D**D.1. Answer the following questions with reference to the context.**

“Let’s call the bridge, Family Bridge.”

- (i) Name the lesson and the writer.
- (ii) Who is the speaker?
- (iii) Why did the speaker want to call it ‘Family Bridge’?

D.2. Activity

Mother is one of the most important people in our lives, without whom, our lives come to a standstill

Paste a photograph of your mother (with you) in the literature notebook and complete the following sentences.

- (i) My mother is special because
- (ii) My mother is the happiest when

Vocabulary Enhancement – 5**V.1. Observe the highlighted words.**

He was tired and *felt sick at heart*, ready to give up all hope.

The idiom *to be sick at heart* means *to feel miserable*.

A	B
(i) heart of stone	(a) a feeling of disappointment
(ii) a light heart	(b) a lot of energy and interest
(iii) a sinking heart	(c) a frank, honest discussion between two people, concerning personal matters
(iv) break one’s heart	(d) feel discouraged because of failure
(v) heart and soul	(e) a feeling of happiness and relief
(vi) heart-to-heart talk	(f) A heart with little or no feelings
(vii) one’s heart is not in it	(g) make one very sad
(viii) lose heart	(h) to find something not exciting or interesting enough

V.2. Now, fill in the blanks with the idioms given above. You may have to change their forms.

- (i) Akansha's _____ her present job; she is desperately looking for a change.
- (ii) Father and son decided to have a _____ and solve the problem.
- (iii) Aman listened to the results of the-competition with _____, as he realized he had not won.
- (iv) If you put your _____ in whatever you do, you are sure to succeed.
- (v) Having apologized to the teacher for being rude, Vijay came home with _____.
- (vi) He must be having a _____ to cut off his son's name from his will.
- (vii) When Nita fell during the relay race, everyone _____. They thought their house would definitely lose.
- (viii) It _____ to see so many beggars sitting outside the temple.

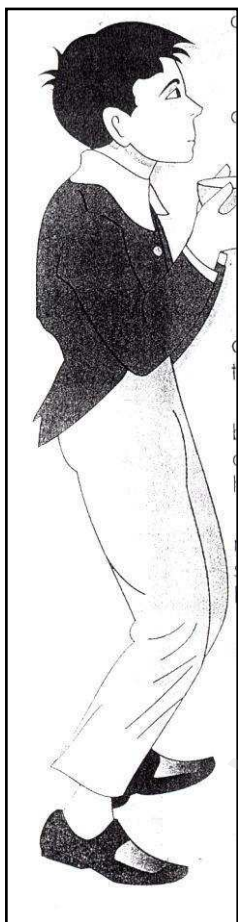
Proverb Time - 5

- P.18.** Charity begins at home. – A person's foremost duty is to help and care for his own family.
- P.19.** Cleanliness is next to Godliness. – Being and keeping clean is next to being divine.
- P.20.** Spare the rod and spoil the child. – If you don't punish a child when he does wrong, you will spoil his character.
- P.21.** A bad workman blames his tools – Blaming the tools is an excuse for lack of skill.
- P.22.** Men make houses women make homes. – It takes a woman to fill a house with love and make it a home.

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ASSIGNMENT - VI**Module : 12 / 13****SECTION-A**

- A. You have read about a story by Charles Dickens in the previous unit. Now read this extract about the life of Oliver Twist, also written by Charles Dickens and answer the questions that follow it.**

“Please, Sir, I Want Some More!”

The life of young Oliver Twist had a sad beginning. It continued to be sad for many years.

Oliver was born in a poor house one winter night in the year 1837. His mother died that same night.

“A pity,” said the doctor. “She was so young and beautiful.” He turned to the old woman who had helped him,” Who was she?

“Nobody knows. They found her in the street and brought her here.”

The doctor looked at the woman’s shoes, which were worn out. “She has come a long way,” he said. “Ah, well” he exclaimed sadly and hurried away.

The poor little boy was given the name Oliver Twist’. They kept him in the poor house with a number of other boys. All were badly treated, because the master of the poor house, Mr. Bumble, was a cruel man.

At the age of nine, Oliver was a pale, thin boy. All the boys were pale and thin. They had to work hard and never had enough to eat. They were served only a bowl of soup. Twice a week they were given an onion. On Sundays they had half of a cake each.

The boys were almost starving. Often they were too hungry to sleep. One boy, the tallest of them all, said,” If I do not have another bowl of soup, I shall eat one of you.” His eyes had a wild look. Indeed the boy was almost mad with hunger. The smaller boys believed him and were very frightened.

What could the poor orphans do? They thought, they talked. Then they made up their minds that one of them must go up to the master, when he was serving soup, and ask for more. But who was going to do this daring deed? At last, it was decided that Oliver should ask for more at supper that evening.

When suppertime came, the master stood beside a big pot of soup. In his right hand he held a big spoon. Each boy, in his turn, came up to the master with his bowl. The master gave him a spoonful of soup.

The soup was soon gone. The boys licked their bowls and then their fingers. They looked at Oliver, Oliver walked slowly towards the master, bowl in hand. Then he said, in a small frightened voice, "Please Sir, I want some more." The master, a fat man, turned suddenly pale

"What!" he roared

"Please, Sir, I want some more." Oliver said, again, trembling like a leaf.

Mr. Brumble hit Oliver on the head with his spoon. He seized the boy and Oliver shouted for help. The Cook and the kitchen boys rushed in. They held poor Oliver while M r. Bumble beat him till his arm ached.

"That boy will be hanged, I'm certain," he said. "He asked for more!"

Oliver was locked in a dark room. The next morning, this notice appeared on the gate of the poor.

**"A reward of five pounds
is offered to anyone who will employ Oliver Twist,
an orphan, nine years of age."**

(Adapted from **Oliver Twist**)

A.1. Answer the following questions.

A.1.1. Where was Oliver born?

A.1.2. Were the boys in the poor house happy? Give two reasons for your answer.

A.1.3. How do you know that the boys were still hungry after they had finished their soup?

A.1.4. Where was Oliver kept for the night and what happened the next day?

A.1.5. Use the following expressions in sentences of your own.

(i) mad with anger

(iii) a pity

(ii) come a long way

(iv) worn out

SECTION-B

B.1. Write a letter to your younger brother advising him not to neglect sports.

SECTION-C**C.1. Complete the following story by filling in the blanks with the correct form of verbs given in the bracket.**

Once there was a greedy king. He wanted that whatever he (touch) (a) should turn into gold. He (pray) (b) to God for that. God was kind and (grant) (c) his wish. The king (go) (d) out into the garden. As soon as he touched the flowers, they (change) (e) into gold. The king was very (pleased) (f) In the palace, whatever he touched, started (turn) (g) into gold. The worst thing that happened was when he touched his daughter. Before he (realize) (h) what he had done, his daughter turned into a statue of gold.

C.2. The following passage has not been edited. There is an error in each line. Underline the error and write the correction.

- (i) Mrs. Rao teach us English. She
- (a) _____
have been teaching English for the
- (b) _____
last two year. She tooks pain in her work
- (c) _____
She was very success in her
- (d) _____
Profession. All the students
- (e) _____
Loved her very much.
- (f) _____
- (ii) Last year I have to go to Bangalore
- (a) _____
and stay in a hotel. But my stay
- (b) _____
at the hotel is unpleasant. They
- (c) _____
over charging me for food which
- (d) _____
is bad. The bearers and clerks
- (e) _____

- behave discourteously. No vegetarian
- (f) _____
food is available. The rooms
- (g) _____
are also dirty.

C.3. Choose the correct form of the verbs given in brackets.

I _____ (am waiting/have been waiting) for Rita, for long. She _____ (told / said) me that she would _____ (see / meet) me at 3 p.m. but she _____ (hasn't / haven't) come yet. I can't wait any longer. I _____ (has to / have to) meet another friend at 4 p.m. If she _____ (don't / doesn't) come in another ten minutes, I shall leave this place.

SECTION-D**D.1. Answer the following questions with reference to the context.**

- D.1.1.** "The children found that the song's charm worked in the busy city".
- (i) Name the chapter from where these lines have been taken. Write the name of the writer.
- (ii) What does the writer mean when he says "the song's charm worked in the busy city"?
- D.1.2.** "Won't you come to the Castle and sing it at Christmas?"
- (i) Name the chapter from where these lines have been taken. Name the writer.
- (ii) Who said these lines, to whom?
- D.1.3.** Circle the correct choice that will give the complete answer.
- (i) Father Mohr was reading the Bible (in the Church/ in his study)
- (ii) Lord Jesus was born (in the stable/ in a hut)
- (iii) The Director General of Music in the kingdom of Saxony invited Franz Gruber/ the Four Strasser children) to one of the concerts that he conducted
- (iv) (Franz Gruber/The Organ Builder) taught the Song From Heaven to the children.

- (v) The four Strasser children helped their parents to display and sell (soft toys/soft gloves) in the Trade Fair.

D.2. Tick the most appropriate answer –

1. During the month of Ramdan muslims keep fast –

- for the love of their God
- because of the fear of their God.
- as it is a tradition
- to show their dedication towards their religion.

2. On the day of Idh-al-Fitr children get –

- many gifts
- a lot of chocolates
- a lot of money
- greeting cards

3. After two months of Idh-al-Fitr, people celebrate –

- Easter
- Idh-al-Adha
- Idh-al-Milad
- Muharram

4. In the day of Idh-al-Fitr boys look handsome in –

- expensive suits
- Jeans and T-Shirts
- embroidered sherwanis
- white cotton robes.

Vocabulary Enhancement – 6

V.1. Match the blue phrases to their meanings.

A		B	
(i)	blue blood	(a)	very rarely, seldom
(ii)	bolt from the blue	(b)	of very high birth
(iii)	once in a blue moon	(c)	photographic print
(iv)	blue print	(d)	bruised very badly
(v)	black and blue	(e)	unexpected happening

V.2. Fill in the blanks with the correct green phrases from the box.

green room green grocer green finger
green-eyed monster green as grass

- (i) To have _____ means someone is good at keeping plants healthy.
- (ii) Jealousy personified is known as the _____.
- (iii) A _____ is a room in a theatre or a studio where performers can relax.
- (iv) A person who has no experience of the world is _____.
- (v) Someone who sells fruits and vegetables is a _____.

Proverb Time - 6

- P.23.** Every cloud has a silver lining. - There is a positive and hopeful side to every unpleasant situation.
- P.24.** Empty vessels make the most noise. - The least intelligent people are often the most talkative or noisy.
- P.25.** Let bygones be bygones. - Lets forgive and forget past quarrels.
- P.26.** Marry in haste, repent at leisure. - If something very important (like marriage) is done in a hurry, you'll regret it for the rest of your life.

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ASSIGNMENT - VII

Module - 14

SECTION-A

A. Read the following poem and answer the questions that follow:

The Haunted House

The house on the corner is haunted,
I know, cause I've been there,
It's not that I am terribly brave,
But Martin gave me a dare.

I opened that front door quietly,
I tiptoed along the dark hall,
Rats scurried away in the darkness,
Cobwebs and dust covered all.

I saw something move ahead of me,
I heard a horrible moan,
The air grew chilly round me,
I let out a terrified groan.



I couldn't move for a moment
My feet were fixed to the floor,
My heart was beating a tattoo,
I fumbled around the door.

A shape floated slowly towards me,
Two burning eyes glowed in the
gloom,
"Don't come near me!" I shouted,
And rushed headlong from the room.

I know that the house is haunted,
You see I've been there,
If you venture inside that door,
I'm telling you beware!
(Therese Burgess)

A.1. Answer the following questions.

- (i) Why did the child go inside the haunted house?
- (ii) What did the child see as he entered the house?
- (iii) Which animals did the child see in the house?
- (iv) Why couldn't the child move at first?
- (v) Write your own lines to replace the first stanza of the poem.

A.2. Use a dictionary to find the meaning of the underlined words.

- (i) My heart was beating a tattoo.
- (ii) My feet were fixed to the floor.
- (iii) and rushed headlong from the room.
- (iv) glowed in the gloom.
- (v) fumbled around the door.

SECTION-B

B.1. You are Sabita, the sports secretary of your school. Put a notice for your classmates to participate in the skating competition to be held on next Sunday in the school campus.

B.2. A wrist watch was found in the school playground. As the Head Body of the school, write a notice to be put up on the school notice board.

SECTION-C

C.1. Change the voice of the following sentences:

(i) He killed the snake.

(ii) I have completed the work.

(iii) They made him king.

(iv) I shall not keep you waiting.

(v) The farmers are ploughing the fields.

C.2.. Complete the passage with either the active or the passive forms of the verbs given in the box.

block, rush, leave, cause, carry away, sweep, cut

Damage worth millions of rupees (a) _____ by a storm which (b) _____ across coastal areas of Orissa. The army (c) _____ into service. Many people (d) _____ at about 150 kms. an hour in some places. Roads (f) _____ by fallen trees. Electricity lines (g) _____ and thousands of homes (h) _____ without electricity.

C.3. Change the voice of the following passage:

Raju killed a snake with a stick. He threw it in a pond nearby. He played cricket for some time. Then he plucked some flowers to make a garland. He put the garland on Lord Krishna's statue.

Vocabulary Enhancement – 7

**V.1. Monseigneur is a honorific title in French.
A gendarme is a French policeman.**

We observe that many words / phrases from foreign languages are often used in English texts.

Choose the correct meanings from the box and write them against the foreign words, given below.

first prize other way around happy trip existing condition
title (gentleman) annually whatever will be will be

- (i) bon voyage (French) _____
- (ii) que sera sera (Italian) _____
- (iii) grand prix (French) _____
- (iv) status quo (Latin) _____
- (v) signor (Italian) _____
- (vi) per annum (Latin) _____
- (vii) vice versa (Latin) _____

Proverb Time - 7

- P.27.** Great oaks grow from little acorns. – All great and successful ventures begin in a small way.
- P.28.** Gardens are not made by sitting in the shade. – Nothing is achieved without effort.

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ASSIGNMENT – VIII**Module – 15 / 16 / 17****SECTION-A**

A. Read the above passage carefully and answer the following questions.

The Old Man and the King

An Old man was once ploughing his fields, when the king of the country, who was an idler, happened to ride that way. Attracted by the bent figure of the old man, he drew up the reins of his horse and called out to him. The old man quickly ran to the king and prostrating himself before him, begged to know what his sovereign Lord demanded of him. Curious to know his age, the king asked him if he had known his father the late king, “Yes,” said he, “ I knew him and his father, my Lord’s grandfather and, “Then you are over seventy five years of age,” interrupted the King. “May be” quickly replied the old man, “but my lord will permit me to say that I am but seven years now.” Ah! Ah! What is it you say? “Seven years, only seven years!” cried the King in surprise. “So it is, my Lord,” replied the old man, “Counting only the number of years I have lived for the good of others. Of what benefit is it to others to live a life of slothfulness and ease?” The King was deeply touched by the wise words of the old man and thanking him, rode off. From that day onwards the King was a different man altogether.

- (i) What was the old man doing in his field?
- (ii) What kind of a king was he?
- (iii) Was the old man respectful to his king? How do you know?
- (iv) How did the king make out that the old man was more than seventy-five years of age?
- (v) Why did the old man feel that he is only seven years old?
- (vi) What changes did the old man’s words bring in the king?
- (vii) Pick out the words from the passage, which means the same as:
 - (a) a lazy person
 - (b) interested, wanted to know
 - (c) laying on the ground

SECTION-B

B.1. Your mother is ill and needs help. Your father is out of station. Write an application to the Principal requesting her to grant you two days leave for the same.

B.2. Write an application to your class teacher requesting her for a change in seat, on medical grounds.

SECTION-C

C.1. Fill in the blanks with suitable words from the box.

so, that, who, when, and, in fact, and, and

At the age of thirteen Edison, _____ later became a great scientist of America, had started making experiments in chemistry. He used to work as a news boy on the Grand Trunk Railway _____ the kind hearted conductor had allowed him to set up a small laboratory in his compartment. One day _____ the train was rounding a curve, a bottle of sulphuric acid fell down _____ broke _____ the acid destroyed many objects in the compartment. The conductor got _____ furious _____ he ordered Edison to wind up the lab _____ leave the compartment forever.

C.2. Fill in the blanks with adverbs as directed.

- (i) The hare dived _____ into its hole. (adverb of manner)
- (ii) We'll leave for the play _____. (adverb of time)
- (iii) She ran _____ so that she could catch the bus. (adverb of manner)
- (iv) The children played _____ in the rain. (adverb of manner)
- (v) As soon as he heard the noise, Lalit ran _____ in the rain. (adverb of manner)
- (vi) Julie has been dancing _____ the age of six. (adverb of time)
- (vii) Tina answered her English teacher _____. (adverb of manner)
- (viii) We _____ attend all our classes. (adverb of frequency)
- (ix) We saw him standing _____ the shop a few minutes _____.
(adverb of place / time)
- (x) Our guests are arriving _____ evening. (adverb of time)

SECTION-D

D.1 Answer the following questions with reference to context-

"I did a pretty good job, after all".

- (i) Name the lesson.
- (ii) Who is "I" here ?
- (iii) What job did 'I' do ?

D.2(ii) Tick the correct choice that will complete each sentence –

1. George's elder sister's name was –
 - a. Jinny
 - b. Jill
 - c. Julie
 - d. Jane
2. When Mrs. Gema asked George to be the incharge of the stage for the show, he felt –
 - a. very excited
 - b. very nervous
 - c. very proud
 - d. very bored
3. George did not like to go to school –
 - a. because he felt that his teachers were bad
 - b. because he was a terrible student
 - c. because he did not have any interest in anything related to school
 - d. because his parents used to force him to put in more effort in his studies
4. George had done –
 - a. a reasonably good job
 - b. a very clumsy job
 - c. an extra job
 - d. a remarkable job.
5. George liked to play -
 - a. baseball
 - b. basket ball
 - c. volley ball
 - d. foot ball

D.3 Answer the following questions with reference to the context.

- (i) “ A teacher is like summer whose sunny temperament makes studying a pleasure.”

- (a) Name the poem and the poet.
- (b) What is the poem about?

Vocabulary Enhancement – 8

V.1. Learn the phrases and their meanings.

A	B
(i) eagle eyes	(a) some one who has eagle eyes sees or notices things easily
(ii) like two peas in a pod	(b) similar in appearance
(iii) bag of bones	(c) extremely thin
(iv) in the blink of an eye	(d) very quickly
(v) the apple of your eye	(e) to be very precious to you

V.2. Fill in the blanks using the idioms given above.

- (i) Tony will help us find it-he’s got _____.
- (ii) My grandson is the _____.
- (iii) The pickpocket disappeared _____.
- (iv) It was difficult to identify the brothers – they were _____.
- (v) When he came home from the hospital, he was a _____.

Proverb Time – 8

- P.29.** All’s well that ends well. Everything is good if it has a happy ending.
- P.30.** All that glitters is not gold. What looks on the outside may not be so, in reality. Appearances can be deceptive.
- P.31.** God helps those who help themselves. We must make a lot of effort in order to be helped by God to achieve something.
- P.32.** Opportunity seldom knocks twice. Don’t miss the opportunities that come along.
- P.33.** You can lead a horse to the water but you can’t make it drink. You can offer someone an opportunity to do something but you can’t force them.

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**MODEL TEST PAPER - HALF YEARLY**

**(Solved)**

**Time : 2 her 30 mins**

**M.M. 80**

**Instructions :-**

1. Write your answers neatly in the spaces provided.
2. Do not exceed the word limit.

*This paper has four sections.*

Reading : 20 marks

Writing : 20 marks

Grammar : 20 marks

Literature : 20 marks

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**Section - A (Reading)**

**A.1. Read the following passage carefully and answer the questions that follow:**

In 1912 the British Captain Robert Falcon Scott and his men were caught in a fierce blizzard and perished while returning to their base camp, after reaching the south pole. Their tent, buried under snow was discovered the following year by Sir Ernest. He handed over a letter written by Scott to his author – friend, James Barvie. After describing the blizzard and their impending doom, Scott wrote that he and his colleagues were spending the time singing songs and making pleasant conversations. Below these lines he had also written in bold letters, one word- COURAGE. When he returned to England, Shackleton handed over the letter to Sir James Barvie who read it and kept it in a box.

A few years later Sir James developed some defect in his right hand because of which he could not hold a pen. The author despaired of ever being able to write again. One day, in a despondent mood, he took out Scotts letter and read it again. It lifted his spirits and set him thinking. If Scott and his men could remain cheerful in the face of death, could he too not learn to face adversity bravely? He picked up his pen and began practicing writing with his left hand. In a few weeks he could write perfectly well with it.

**A.1.1. Answer the following questions**

**(4)**

- (i) When and how were Robert Falcon Scott and his men killed?

(ii) Why was James in despair?

**A.1.2. Complete the following:** (2)

(i) Sir Ernest Shackleton discovered \_\_\_\_\_

(ii) The lesson Scott's letter taught James was \_\_\_\_\_

**A.1.3. Find the synonyms:** (1)

(i) fellow workers

(ii) happy

**A.1.4. Find the antonyms of:** (1)

(i) covered

(ii) drop

**A.1.5. Frame sentences using the given words.** (1)

(i) develop

(ii) perfect

**A.2. Read the following poem carefully and answer the question that follows.**

**SCHOOL DAYS**

“Get up quickly!” are words I hear every morning  
So I comply with a sigh, as they're my mother's warning  
I get up quickly and have a bath  
And reach the school by a familiar path  
As I reach the school, I hear the children talk  
And in comes the teacher, shouting while she walks  
We take out our books  
Giving them nasty looks  
With sneers and moans  
And whispers and groans  
We learn boring chapters  
And find out factors  
We learn about cells  
And “Trilling.....” We listen with joy  
Coz that is our bell.

**A.2.1. Given below is the summary of the poem. Complete it by writing the missing words against the correct blank number in your answer sheet. (8)**

Everyday early in the morning a child hears (a) \_\_\_\_\_ telling him (b) \_\_\_\_\_.  
He obeys unwillingly. Hurriedly he takes his bath and reaches school by a (c) \_\_\_\_\_.  
He goes to the classroom and finds (d) \_\_\_\_\_. The teacher comes

(e) \_\_\_\_\_. The children take out their (f) \_\_\_\_\_ which they find very (g) \_\_\_\_\_. The final (h) \_\_\_\_\_ brings them joy because it is time to go home.

**A.2.2. Write down two pairs of rhyming words from the poem. (1)**

**Section – B (Writing)**

**B.1. Beautiful Game turns ugly as Russia revolts (8)**

Fred weir

Moscow, June 9

Thousands of vodka - Sotted Russian football fans staged a violent rampage in downtown Moscow on Sunday after watching their world cup team humiliated by Japan on a giant TV screen set up near the Kremlin.

You were shocked to read the above news item in a newspaper. You decided to write a dairy entry expressing your distress over such an incident.

**B.2. You are Raksha Trivedi of class VI. Your class is going to fun n food village. Put up a notice informing the same to other students of your class. (8)**

**Section - C (Grammar & Vocabulary)**

**C.1. Complete the following sentences: (5)**

- (i) He is a man of \_\_\_\_\_ (Assertive sentence)
- (ii) Will you show me \_\_\_\_\_ (Interrogative sentence)
- (iii) It rained \_\_\_\_\_ (Assertive sentence)
- (iv) Alas! he \_\_\_\_\_ (Exclamatory sentence)
- (v) Don't \_\_\_\_\_ (Imperative sentence)

**C.2. Insert suitable articles in the blanks. (5)**

Once (i) \_\_\_\_\_ old hermit saw (ii) \_\_\_\_\_ kite catch (iii) \_\_\_\_\_ little mouse. He felt sorry for (iv) \_\_\_\_\_ mouse. He took (v) \_\_\_\_\_ orange and aimed it at (vi) \_\_\_\_\_ kite which dropped (vii) \_\_\_\_\_ mouse in fear and flew away. Then (viii) \_\_\_\_\_ hermit picked up (ix) \_\_\_\_\_ mouse and by his power turned it into (x) \_\_\_\_\_ young maiden.

**C.3. Pick out and categorize nouns from the following sentences: (5)**

- (i) The soldiers were awarded for their bravery.
- (ii) The class is studying grammar.
- (iii) Solomon was famous for his wisdom.
- (iv) Here is the bouquet.

(v) The army marched past over the bridge.

**C.4. Rohit was asked to write a paragraph about his family. He wrote the same but the paper got wet in the rain and hence certain words could not be deciphered. Write the words and complete the paragraph. (5)**

soft, eldest, famous, poor, royal, religious, good, younger, taller, stronger

I belong to a (i) \_\_\_\_\_ family of Zamindars. My grand father Rai Bahadur Dhirendra was (ii) \_\_\_\_\_ for his generosity. The (iii) \_\_\_\_\_ people worshiped him. My father is a government officer and is a (iv) \_\_\_\_\_ polo player. My mother belongs to the family of doctors and academicians. She is (v) \_\_\_\_\_ spoken and is very (vi) \_\_\_\_\_. Among the siblings, I am the (vii) \_\_\_\_\_ and my sister is (viii) \_\_\_\_\_ to me and though I am (ix) \_\_\_\_\_ than her, yet she is (x) \_\_\_\_\_ than me.

**C.5. (i) Give the meanings of the following Proverbs : (2)**

1. A rotten apple spoils the barrel
2. A bird in hand is worth two in a bush.

**(ii) Give the meanings of the following Phrases (4)**

1. Flew into a rage
2. taken by surprise
3. raining cats and dogs
4. let the cat out of the bag

**Section : D (Literature)**

**(2 marks each)**

**D.1. "Get the koonki, ...." Nalia barked**

- (i) Name the lesson.
- (ii) What does 'Koonki' refer to?

**D.2. 'I believe you my friend. Good luck for your journey.'**

- (i) Who said so and to whom?
- (ii) What does the line show about the speaker?

**D3. 'Suppose it should not be done enough'.**

- (i) What is 'it' here?
- (ii) How was the speaker feeling at the time?

- D.4. What was the baby elephant doing when the boys shone the torchlight on its face?**
- D.5. What were the elephants puzzled by? Why do you think the centipede needed so much time to put on his boots?**
- D.6. What made the king pass such a harsh verdict on Pythias?**
- D.7. Why did Pythias not return till the last minute?**
- D.8. How did Sadiq get the Nawab to come for lunch?**
- D.9. Which dish did Qadir make the best?**
- D.10. How did Mrs. Cratchit feel when she saw the family enjoying the dishes?**

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**SOLUTION****Section – A (Reading)**

- A.1.1. (i)** In 1912 the British explorer captain Robert Falcon Scott and his men were caught in a fierce blizzard and got killed.
- (ii)** James was in despair because he had developed some defect in his right hand because of which he could not hold a pen. He despaired of ever being able to write again.
- 1.2. (i)** Their tents were buried under the snow.  
**(ii)** To face adversity bravely.
- 1.3. (i)** colleagues  
**(ii)** cheerful
- 1.4. (i)** uncovered  
**(ii)** pick
- 1.5.** Free response
- A. 2.1.**
- |                              |                                  |                            |
|------------------------------|----------------------------------|----------------------------|
| <b>(i)</b> his mother        | <b>(ii)</b> to get up            | <b>(iii)</b> familiar path |
| <b>(iv)</b> children talking | <b>(v)</b> shouting              | <b>(vi)</b> books          |
| <b>(vii)</b> boring          | <b>(viii)</b> ring/bell/trilling |                            |
- A. 2.2. (i)** warning, morning  
**(ii)** groans, moans

**Section – C (Grammar)**

- C.1.**
- |        |        |
|--------|--------|
| 6. an  | 6. the |
| 7. a   | 7. the |
| 8. a   | 8. the |
| 9. the | 9. the |
| 10. an | 10. a  |
- C.2. (i)** soldiers- common, bravery-abstract  
**(ii)** class- collective, grammar- abstract  
**(iii)** Solomon – proper, wisdom-abstract  
**(iv)** bouquet-collective  
**(v)** army- collective, bridge-common

- C.3.** (i) royal  
(ii) famous  
(iii) poor  
(iv) good  
(v) soft  
(vi) religion  
(vii) eldest
- (viii) younger  
(ix) taller/stronger  
(x) stronger/taller

- C.5a.** 1. One bad person is enough to spoil the whole group.  
2. It is better to keep what you have than to risk losing it by searching for something which you think is better
- b.1. got extremely angry  
2. caught unaware  
3. raining heavily  
4. reveal a secret

**Section-D (Literature)**

**D.1.**

- (i) Saving the Baby.  
(ii) 'Koonki' refers to the trained elephant of the village.

**D.2.**

- (i) Damon said these words to Pythias  
(ii) The line show/reveals that the speaker is caring, trustworthy and a true friend.

**D.3.**

- (i) 'It' here refers to the pudding.  
(ii) The speaker was feeling anxious and nervous at that time.

**D.4.** When the boys shone the torch light on the baby elephant's face they saw that it was crying softly with tears running down its face.

**D.5.** The elephants were puzzled because they failed to understand why the insects had'nt brought the centipede in the first half. He took such a long time as he had to sort his boots and tie his laces up.

**D.6.** 'The king passed such a harsh verdict on Pythias because he had criticized the king.

**D.7.** Pythias did not return till the last minute because he ran into a storm, thieves .....

**D.8.** Free Response

**D.9.** Qadir made 'dal' the best though he could make biryani, mutton curry and all the usual things.

**D.10.** Mrs Cratchit felt delighted and satisfied as the family relished the food because her efforts had paid off.

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**MODEL TEST PAPER- HALF YEARLY**

**(Unsolved)**

**Time : 2 hrs 30 min**

**M.M. : 80**

**Instructions:**

1. Write your answers neatly in the spaces provided.
2. Do not exceed the word limit.

***This paper has four sections.***

|            |   |          |
|------------|---|----------|
| Reading    | : | 20 marks |
| Writing    | : | 20 marks |
| Grammar    | : | 20 marks |
| Literature | : | 20 marks |

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**Section – A (Reading)**

**A.1. Read the passage carefully :**

It was the worst natural calamity that independent India has ever seen with unfathomable human misery and destruction all around, as one of the most progressive States of India, Gujarat was hit by a massive earthquake on India's Republic Day, this year. Parts of Ahmedabad and most of the towns and villages in Kutch District were razed to the ground. High-rise buildings collapsed like a pack of cards trapping hundreds upon thousands of people, with a few lucky ones scrambling to safety and a few rescued by civilians, defence service personnel and relief personnel from foreign countries. The number of dead is said to be more than 35,000, but one would never know the exact number, as few can estimate as to how many lay dead under the collapsed concrete structures. Some one guessed that the dead could be in the range of 100,000 and nobody has challenged, for everybody knew that not all the bodies could be recovered. And the number of the injured must be running into lakhs.

The entire country, nay, the entire world, rose like one man to extend a helping hand to all those affected by the gruesome tragedy. Relief supplies came by road, by rail and by air from all over the world. Medical teams and specialists pitched their tents at the affected cities, towns and villages.

- (i) Which state is being mentioned and which was the worst hit area? (1)

- (ii) What kind of buildings were the most affected ones? (1)  
 (iii) What is the collapsing of high-rise building compared to? (1)  
 (iv) Who rescued the few survivors and how many are estimated to have been killed in the earthquake? (2.5)

**A.1.2. Fill in the blanks using the synonyms of the words used in the passage. (4)**

The (a) \_\_\_\_\_ country, nay, the entire world rose to (b) \_\_\_\_\_ a helping hand to all those affected by it. Relief (c) \_\_\_\_\_ came by road, rail and air. Medical personnel (d) \_\_\_\_\_ their tents at the affected area to help the people.

**A.1.3. Find the words opposite to the following: (from the passage) (4)**

- (i) best (iii) danger  
 (ii) construction (iv) alive

**A.2. On the basis of your reading of the poem answer the following questions:**

*The merry mice stay in their holes  
 And hide there all the day;  
 But when the house is still at night,  
 The rogues come out and play  
 They climb upon the pantry shelf.  
 And taste of all they please;  
 They drink the milk that's set for cream.  
 And nibble bread and cheese.  
 But if they chance to hear the cat,  
 Their feast will soon be done  
 They scamper off to hide themselves  
 As fast as they can run.*

**A.2.1. Complete the following sentences: (2)**

- (i) The mice stay \_\_\_\_\_ throughout the day.  
 (ii) They come out and \_\_\_\_\_  
 (iii) For their dinner they have \_\_\_\_\_  
 (iv) When the mice hear the cat coming they \_\_\_\_\_

**A.2.2. Pick out the words from the passage that mean the following: (1)**

- (i) calm: (ii) to bite:

**A.2.3. Pick out two pairs of rhyming words: (1)**

- (i) day (ii) please

**Section - B (Writing)****B.1. On the basis of the given outline, complete the story (12)**

A French soldier walking through a street of Paris – saw a man selling caged parrots – approached him – bought all parrots – set them free – people thought him mad – asked the reason for his behavior – replied he had seen prisoners of war – knew the cost of freedom.

**B.2. Write a paragraph on “How To Keep Our Environment Clean.” (8)****Section - C (Grammar & Vocabulary)****C.1. Point out the nouns in the following sentences, and write whether they are Common, Proper, Collective or Abstract. (5)**

- (i) The crowd was very big.  
 (ii) He saw a fleet of ships in the harbors.  
 (iii) The Nile overflows its bank every year.  
 (iv) Never tell a lie.  
 (v) Nelson is famous for his victory at Trafalgar.

**C.2. Fill in the blanks with suitable words- a, an or the (5)**

(i) \_\_\_\_\_ earth has (ii) \_\_\_\_\_ spherical shape like (iii) \_\_\_\_\_ ball, (iv) \_\_\_\_\_ earth is very large. Therefore, we can see only (v) \_\_\_\_\_ very small part of it.

**C.3. Punctuate the following sentences. (5)**

minutes passed a maid was sent up for her but on seeing maggie she screamed I never saw such a fright and she was sent away angrily by maggie. finally tom peered in.

**C.4. Fill in the blanks with correct degrees of adjectives. (2.5)**

An elephant is a (i) \_\_\_\_\_ (huge) animal. In fact it is the (ii) \_\_\_\_\_ (large) land animal. It is also very (iii) \_\_\_\_\_ (wise). It has a (iv) \_\_\_\_\_ (long) trunk which helps it to lift even the (v) \_\_\_\_\_ (small) of things.

**C.5. Give the meanings of. (2)**

- (i) bon voyage (French) \_\_\_\_\_.
- (ii) vice versa (Latin) \_\_\_\_\_.

**C.6. Complete the following. (3)**

- (i) Empty vessels \_\_\_\_\_.
- (ii) \_\_\_\_\_, want not.
- (iii) \_\_\_\_\_, so shall you reap.

**Section – D (Literature)**

**D.1. “Set the baby free” (2)**

- (i) Name the lesson and the writer.
- (ii) Who is the speaker and what does ‘baby’ refer to?

**D.2. Why did Damon offer to take Pythias’s place? (2)**

**D.3. Who do you think was the truer friend- Pythias or Damon? Give reasons for your answer. (2)**

**D.4. Do you think Bob was worried about Tiny Tim? Give reasons for your answer. (2)**

**D.5. “A Merry Christmas to us all, my dears. God bless us!” (2)**

- (i) Who said these words and to whom?
- (ii) “Bob served it out”. What does ‘it’ refer to here?

**D.6. “Get me some. Let’s see what’s special about it.” (2)**

- (i) Who said so and to whom?
- (ii) What is ‘it’ here?

**D.7. ‘Sadiq got an idea’. What was the idea Sadiq had? (2)**

**D.8. Why didn’t the insects bring in the centipede in the first half of the match? (2)**

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**MODEL TEST PAPER (ANNUAL)****(Solved)****Time : 2 hrs 30 min****M.M. : 80****Instructions:**

1. Write your answers neatly in the spaces provided.
2. Do not exceed the word limit.

**Section - A (Reading)****A.1. Read the given passage:**

My cat died last week. It had been here since I was three years old, so I really miss her and still feel sad.

My cat had been sick for a long time. My dad said it would be best for the vet to end her life because she was suffering so much. I knew my dad was right, I could see the pain in my cat's eyes. The vet said that here was nothing more we could do to save her.



At the vet's we sat in the waiting room. I nursed my cat. She had her head on my arm. I think she knew what was going to happen because she seemed quiet and calm, sort of resigned.

The receptionist was typing in the details of what the vet was going to do, on the computer keyboard. I could see my cat's name on the monitor with 'euth', beside it. That probably stood for euthanasia. I suppose it was the right word but I wished it had said something kinder, like 'put to sleep.'

Soon it was our turn to go in . I won't tell you everything except to say that the vet was very gentle with my cat and very nice to dad and me. My cat had an injection and I could see it didn't hurt her. She died very quickly and peacefully. Dad and I both cried and the vet left us with my cat for a while.

That night I couldn't stop thinking about my cat and how she used to come and curl up on my bed. My mum came and sat with me until I fell asleep.

- 1.1 Why did the writer's dad think that the cat should be put to sleep? (2)**

**1.2 What did the vet say about the sick cat? (2)**

**1.3 Find the antonyms: (2)**

(i) relief (ii) healthy

**1.4 Find words that mean- (4)**

- (i) An animal doctor
- (ii) Take care of
- (iii) Likely that
- (iv) Coiled in a spiral shape

### Section – B (Writing)

**B.1. Write a paragraph on “The Importance of Festivals” in not more than 80 words. (10)**

**B.2 Your school is organizing a cultural programme on the occasion of children’s day. As the head boy/ head girl, draft a notice for the school notice board inviting names for different cultural items. (8)**

### Section – C (Grammar & Vocabulary)

**C.1. Fill in the blanks with simple present or present continuous form of the verb given in the bracket after each blank: (6)**

(i) I (a) \_\_\_\_\_ (love) music and these days I (b) \_\_\_\_\_ (learn) to play the piano. Mrs. Bradot (c) \_\_\_\_\_ (teach) me very patiently.

(ii) She (d) \_\_\_\_\_ (read) a lot of books and (e) \_\_\_\_\_ (take) pride in it. Look! Even now she (f) \_\_\_\_\_ (read) a story book.

**C.2. Fill in the blanks with suitable adverbs: (6)**

(i) It was raining (a) \_\_\_\_\_ so we decided to go \_\_\_\_\_ the (b) \_\_\_\_\_ day.

(ii) He I \_\_\_\_\_ tells a lie and (d) \_\_\_\_\_ prays before sleeping.

(iii) They ate the food (e) \_\_\_\_\_ because they had been hungry for many days.

**C.3. Fill in the blanks using the pronouns given in the box. (8)**

|                             |              |
|-----------------------------|--------------|
| me, my, they, himself, him, | who, his, me |
|-----------------------------|--------------|

(i) \_\_\_\_\_ grandfather and I were best friends. My parents left (ii) \_\_\_\_\_ with (iii) \_\_\_\_\_ when (iv) \_\_\_\_\_ went to live in the city. He used to do all the work (v) \_\_\_\_\_. It was he (vi) \_\_\_\_\_ used to wake (vii) \_\_\_\_\_ up in the morning, I listened to his prayers as I liked (viii) \_\_\_\_\_ voice.

**C.4. Rearrange the given jumbled words to form meaningful sentences. (4)**

- (i) very / become / heavy / the / dinosaurs  
 (ii) land / on / result / as / a / could not / them / their legs / the / support  
 (iii) water / but / alternative / be / a / could / fine  
 (iv) most / and / swamps / spent / rivers / they / so / their time / of / in

**C.5 Give the meanings of the following: (5)**

- (i) Better be alone than in bad company.  
 (ii) Gardens are not made by sitting in the shade.  
 (iii) Cleanliness is next to Godliness.  
 (iv) Let bygones be bygones.  
 (v) Half a loaf is better than none.

**C.6 Use the following to form sentences of your own: (4)**

- (i) once in a blue moon. (ii) two peas in a pod.  
 (iii) look very grave. (iv) fret and frown.

**C.7 Complete the similies: (4)**

- (i) as sharp as a \_\_\_\_\_ (ii) as blind as a \_\_\_\_\_  
 (iii) as cheerful as a \_\_\_\_\_ (iv) as quiet as a \_\_\_\_\_

**C.8 Give meanings of these phrases: (2)**

- (i) bolt from the blue. (ii) black and blue.

**Section - D (Literature)****D.1. "The streets of old Jeddah are in festival mood" (2)**

- (i) Why was it so?

(ii) Name the poem and the poet.

**D.2. "Where are my gloves?"** (2)

(i) Who is the speaker?

(ii) Whom is he asking about his gloves?

**D.3 What happened when Father Mohr wrote about the event?** (3)

**D.4. Why do you think Mrs Gema asked George to be in charge of the stage for the show?** (3)

**D.5. What did the family do on the Sunday after they finished building the house?** (3)

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**C.7** (i) razor (ii) bat (iii) lark (iv) mouse

**C.8** (i) unexpected happening (ii) bruised very badly

**Section - D (Literature)**

**D.1.** (i) The street of old Jeddah was in a festive mood because it was Idh-ul-Fitr.  
(ii) The name of the poem is Id-Al-Fitr and it is written by Philip Gross.

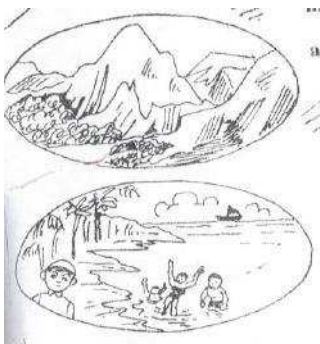
**D.2.** (i) Grandpa spoke these words  
(ii) He is questioning the poet's mother.

**D.3.** When father Mohr wrote about the event in the form of a verse, a music teacher heard it and composed it into a song. Slowly, the song got spread all over the world and became famous.

**D.4.** Mrs. Gema wanted to motivate George and build up his confidence and give him the recognition he desperately needed.

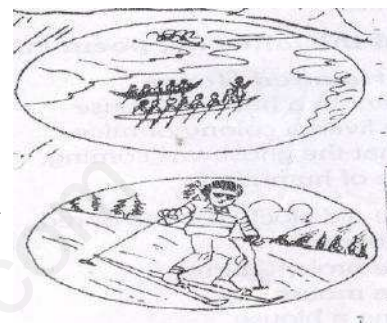
**D.5.** On the Sunday after they finished building the house they spent time in prayer, rest and pleasant talk. They also decided to give names to the places they knew on the island.

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**MODEL TEST PAPER (ANNUAL EXAMINATION)****(Unsolved)****Time : 2 hrs 30 min****M. M. : 80****Section - A (Reading)****A. Read the given passage -****VISIT INDIA**

The tourist paradise.

Enjoy the sights of lofty mountains, green forests, beautiful beaches, palaces, temples, and other historical monuments.

**Tourism in India**

India is one of the most beautiful countries of the world. From the sky-rivalling lofty snow capped mountains of the Himalayas to the beautiful beaches of Goa and Kerala, from the dense forests of the Sunderban to the hot deserts of Rajasthan, India contains every type of geographical region that has attracted tourists and explorers for many years. India also has an ancient and rich past which leaves lasting imprint on the minds of all who visit this country. The beautiful forts, palaces, temples and monuments that were built by different kings in different times, the cave sculptures of Ajanta and Ellora, the temples of Mt. Abu and Konarak, the palaces of Mysore and Rajasthan and the marvels of Mughal architecture are world famous.

India also has a rich and varied wildlife enshrined in beautiful forests and parks. Some of the most endangered species like tiger, the Great Indian Bustard and the one-horned rhinoceros can be seen in our national parks. India has also ample opportunities for those who love adventure sports. Canoeing, hiking, trekking, rock and mountain climbing, forest trails are only some of the few adventure sports that one can enjoy in India.

Kashmir a paradise on earth has its own attraction. Indian food is becoming very popular the world over. Coupled with Indian hospitality these delicious dishes are bathed in the flavour of sincere, deep and sweet emotions of love.

Truly, India is a tourist paradise with something to suit the taste, need and pocket of every tourist who comes here.

**A.1.1. Answer the following**

- (i) What is so special about our national parks? (2)  
 (ii) Why should a person who loves adventure, visit India? (2)

**A.1.2. Complete the following (2)**

- (i) India has a \_\_\_\_\_ wildlife  
 (ii) The marvels of \_\_\_\_\_ are world famous.

**A.1.3. Find the antonyms of: (2)**

- (i) tasteless (ii) modern

**A1.4. Find the Synonyms of (2)**

- (i) known (ii) chances

**A.2. Read the following poem carefully:*****The Haunted House***

Once we went to a haunted house  
 Where there lived a colony of mice.  
 It seemed that the ghost was coming,  
 With a noise of humming.

To touch the old clock, no one dared,  
 We were in terror  
 In front of the broken mirror.  
 Then came a mouse,  
 It was wearing a blouse

The mouse was very nice,  
 It went along with the other mice.  
 They took us to the door  
 And we said bye and returned no more.

**A.2.1. Complete the summary of the poem (8)**

The poet along with his friends, once (i) \_\_\_\_\_ to a haunted house. There he (ii) \_\_\_\_\_ a colony of (iii) \_\_\_\_\_ which appeared to be (iv) \_\_\_\_\_. They tried to (v) \_\_\_\_\_ the old clock but did not do so as they were (vi) \_\_\_\_\_. They saw a mouse which (vii) \_\_\_\_\_ them to the door and the poet with his friends (viii) \_\_\_\_\_ back, never to visit the house again.

**Section - B (Writing)**

- B.1. Little Angle's World, a fun newspaper for children, organized a week's Summer Camp during the summer vacations. You were also one of the students who attended the camp. In a letter to your cousin Chaya/ Charles describe your experience at the camp and what you learnt there. (10)**
- B.2. As the secretary, Cultural club of ABC School, draft a notice in not more than 50 words inviting the students to take part in the fancy dress competition being organized on the eve of Diwali. Ask interested students to give their names by 20<sup>th</sup> of October and to attend the full dress rehearsal on 27<sup>th</sup> of October 2013. Put the notice in a box. (7)**
- B.3. Write a paragraph on *The Most Beautiful Person in the World* (6)**

**Section - C (Grammar & Vocabulary)**

- C.1. Read the letter Rohan wrote to his friend Kartik. Fill in the blanks with suitable adverbs given in the box below. (3)**

Dear Kartik,

How are you? Today I am (i) \_\_\_\_\_ happy for words (ii) \_\_\_\_\_ I was awarded the 'Best Student Scholarship' at the annual function. I heard my name being announced (iii) \_\_\_\_\_. As I walked (iv) \_\_\_\_\_ to the stage, my heart was beating (v) \_\_\_\_\_. My parents waved (vi) \_\_\_\_\_ at us.

|                                                        |
|--------------------------------------------------------|
| too, yesterday, loudly, encouragingly, nervously, fast |
|--------------------------------------------------------|

- C.2. Fill in the blanks with suitable conjunction (5)**

- (i) I will not speak to you (a) \_\_\_\_\_ you don't obey me.  
 (ii) Nalini went to school (b) \_\_\_\_\_ Manav stayed at home.  
 (iii) He must be tired (c) \_\_\_\_\_ he has been working the whole day.  
 (iv) You will not go to play (d) \_\_\_\_\_ you finish your homework.  
 (v) I will leave only (e) \_\_\_\_\_ you give me a pen.

- C.3. The following passage has not been edited. There is an error in each of the line. Write the incorrect word and the correction in your answer sheet against the correct blank number. (6)**

A morning walk was very useful (a) \_\_\_\_\_ (a)

\_\_\_\_\_

It refresh both the body and the mind. (b) \_\_\_\_\_ (b)

\_\_\_\_\_ (c) \_\_\_\_\_ (c)

It is a light exercise and cost nothing. (d) \_\_\_\_\_ (d)

\_\_\_\_\_ (e) \_\_\_\_\_ (e)

I went for a morning walk daily (f) \_\_\_\_\_ (f)

**C.4. What do the following mean? (2)**

(i) A friend in need is a friend indeed.

(ii) Let bygones be bygones.

**C.5. Use the following to make a sentence of your own. (1)**

(i) eagle eyes.

### Section - D (Literature)

**D.1. Give two reasons why George disliked school? (2)**

**D.2. Who was Mrs. Gema? (1)**

**D.3. “An information bureau right in our home you’ll find.”**

(i) Who is the one ‘fit’ to be called an ‘information bureau’? (1)

(ii) Why can we call the person so? (2)

**D.4. “I’m so proud of you. I have never seen a more beautiful and authentic stage!”**

(i) Name the lesson and the writer. (2)

(iii) Who is ‘I’ here? (1)

(iv) Whom is ‘I’ proud of? (1)

(v) What does ‘authentic stage’ mean here? (1)

**D.5. On the Christmas Eve of 1818, something important happened in the life of Father Joseph Mohr. What was it? (3)**

**D.6. Who didn’t agree to the name Eagles Nest, Why? (2)**

**D.7. In the poem “A Teacher for All Seasons” what do these phrases mean.**

**(2)**

- (i) A sunny temperament
- (ii) A teacher for all seasons

**D.8. How do people feel at the end of the day of Idh-al- Fitr?**

**(3)**

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