



Daisy English Reader

Teacher's Manual
Class-4



Gateway Publication
Educational Publisher

Chapter	Think before explaining the text, Comprehension	No. of Period(s)	Grammar	No. of Period(s)	Vocabulary	No. of Period(s)	Creative Writing	No. of Period (s)	Total No. of Period(s)
Tales of Robin hood and the Golden Arrow (prose)	Writing about the favourite character of movies or stories, understanding the text, reference to context, factual questions, fill in the blanks, inferential questions	5	Sentences: kind of sentences, unscrambles words to makes sentences and identify the sentences	2	Find words for the meaning, writing meaning for homonyms	1	First person account: write a story in first person narrative	1	9
Baby's Way (poem)	Name the babies of the animals, understanding the text, reference to context, factual questions, true or false, inferential questions	4	Phrase and clause: find out the phrase, complete the sentences with phrases, fill in the blanks with correct clauses	2	Write the rhyming words, unscramble letters to make meaningful words	1	Letter writing: letter to a friend	1	8
Legends of Discoveries (prose)	Names of the inventors, understanding the text, reference to context, factual questions, match the columns, inferential questions	4	Framing questions: frame questions using the given words, make questions with the auxiliary verbs	2	Tick the correct words to complete the sentences, fill in the blanks with words from the box	1	Paragraph writing: paragraph on school friends	1	8
Don't Give Up (poem)	Questions on sports, understanding the text, reference to context, Choose the correct answers, inferential questions	4	Abstract nouns: find abstract nouns from the sentences, make abstract nouns	2	Make interrogative sentences, make sentences	1	Poem: complete the poem	1	8
Florence Nightingale (prose)	Identify the picture and write about it, understanding the text, reference to context factual questions, find words from the passage, inferential questions	5	Nominative and accusative case: find out the nominative and accusative case, fill in the blanks with the correct subject or objects	2	Match the following to complete the sentences, split the sentences into two	1	Picture composition: look at the picture and answer the questions	1	9

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A Boy not a Man (poem)	Identify the character and write about it, understanding the text, reference to context factual questions, what does the poem say about them?, inferential questions	4	Personal pronouns: fill in the blanks with the correct personal pronouns, replace the nouns to pronouns, fill in the blanks with correct possessive pronouns	2	Write the opposite of the underlined words, choose words from the box to fill the blanks	1	Poster making: on the favourite festival	1	8
Harvest Festivals (prose)	Identify the festival, understanding the text, factual questions, fill in the blanks, inferential questions	5	Reflexive and emphatic pronouns: find reflexive or emphatic pronouns, put the correct reflexive or emphatic pronouns	2	Add prefixes to complete the sentences, fill in with suffixes to form words	1	Map labeling: label five states of India and write about them	1	9
Murphy's Law (poem)	Name the appliances, reference to context, factual questions, find the rhyming words, inferential questions	5	Transitive and intransitive verbs: underline and mention whether they are transitive or intransitive verbs, make sentences with transitive and intransitive verbs	2	Fill in the blanks choosing the correct words, form words according to the instructions	1	Diary writing: letter to a friend	1	9
The Cherry Tree (prose)	What a tree needs to grow, understanding the text, factual questions, cause and effect, inferential questions	5	Can, may: regular and irregular: find out regular and irregular verbs and fill in the blanks	2	Match the community helpers to their works, unscramble letters to make meaningful words	1	Biography writing: on Robert Frost	1	9

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The Bashful Earthquake (poem)	Question about earthquake, understanding the text, reference to context, factual questions, one word answer, inferential questions	4	Do verbs: do, does, did Fill in the gaps with correct do verbs, rectify the errors in the sentences	2	Form new words from the given words, solve the word puzzle	1	Story writing: filling blanks to complete the story	1	8
Chanakya (prose)	Identify the historical characters, understanding the text, reference to context factual questions, identify the character, inferential questions	5	Articles: fill in the blanks with correct articles, rectify errors in the use of articles	2	Choose one word substitution from the given box, fill in the blanks with the opposite words	1	Book review: review on any book read recently	1	9
The Camel's Complaint (poem)	Answer and draw a picture, understanding the text, reference to context factual questions MCQ inferential questions	4	Preposition: fill in the blanks with correct prepositions, identify the errors in the use of prepositions	2	Combining two words to form a new words, break words into syllables	1	Paraphrase writing: paraphrase of the stanzas of this poem	1	8
Yosouf (prose)	Good habits and bad habits, understanding the text, factual questions, unscramble the sentences according to the story, inferential questions	5	Subordinate conjunctions: fill in the blanks with the subordinate conjunctions and joining the sentences using subordinate conjunction	2	Find simile, convert metaphor to simile	1	Paragraph writing: writing a paragraph based on the given inputs	1	9

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The Table and The Chair (poem)	Identify the pictures and name them, understanding the text, reference to context factual questions match the columns inferential questions	4	Perfect tenses: fill in the blanks and make sentences with present, past and future perfect tenses	2	Find alliteration, fill in the blanks with alliterative words	1	Letter writing: letter to a friend describing about the robot as a gift	1	8
Midnight Express (prose)	Questions about some scary story, understanding the text, reference to context, factual questions, inferential questions	5	Interjection: fill in the blanks with correct interjections, change exclamatory sentences to assertive sentences	2	Write about the objects associated with the sound, fill in the blanks	1	Autobiography writing: of a pen	1	9
The Sword in the Stone (prose)	Choose the correct options, understanding the text, reference to context, factual questions, how characters are linked, inferential questions	7	Perfect continuous tense: fill in the blanks and change the given sentences to perfect continuous tenses	2	Analyse the sentences, anagrams	1	Project making: on William Shakespeare	1	11

Total classes: 139

Chapter-1 Tales of Robin hood and the Golden Arrow

About the author: Howard Pyle (1853-1911) was a prominent American illustrator and writer, known for his vivid illustrations and storytelling. Born in Wilmington, Delaware, Pyle is celebrated for his contributions to children's literature, particularly his retellings of medieval and pirate tales. His most famous works include 'The Merry Adventures of Robin Hood' and 'Men of Iron'. Pyle's distinctive style and attention to historical detail set a new standard in book illustration. He also founded the Howard Pyle School of Illustration Art, mentoring future illustrators like N.C. Wyeth. Pyle's legacy endures through his influential art and captivating stories.

Summary: King Richard allowed the poor to hunt in Sherwood Forest, but when he left, King John banned it, throwing anyone caught into prison. Robin Hood, a master archer, moved into Sherwood Forest, defying the new law. He and his Merry Men robbed the rich and gave to the poor. Angered nobles informed King John, who tasked the Sheriff of Nottingham with capturing Robin Hood. The Sheriff planned an archery contest to trap him. Despite warnings, Robin Hood attended in disguise. He won the contest by splitting an arrow and revealed himself by pinning the Sheriff to his seat with arrows. Robin Hood escaped on a waiting horse.

Comprehension

- A.
 1.
 - a. King Richard was a kind king. He allowed his poor subjects to hunt and feed his families upon the deer from his Sherwood Forest.
 - b. King Richard's position was taken by King John.
 - c. The new king John announced that he would not allow anyone to hunt his royal deer from Sherwood Forest.
 - d. King John made hunting of deer illegal and the hunters would be grabbed and imprisoned. Soon he was defamed and came to be known as 'Bad King John'.
 2.
 - a. Robin Hood was the best archer in the kingdom. He did not like the new idea of the new king.
 - b. He dressed in green from cap to boots so that he could camouflage.
 - c. Robin Hood and his Merry Men would hide when rich nobles and dukes passed through the woods. They would attack and rob those rich men. Then they would give the money to the poor.
- B.
 1. Robin Hood dressed in green from cap to boots so that he could camouflage himself in the forest.
 2. Other brave men came into Sherwood Forest, too. One by one they joined Robin Hood and became his Merry Men.
 3. The King put the Sheriff of Nottingham in charge of Sherwood Forest. It would be his job to catch Robin Hood.
 4. The sheriff of Nottingham planned the contest. The contest was to find out the best man with bow and arrow. The winner would be rewarded with the Golden Arrow.

5. The sheriff of Nottingham planned the contest so that he could catch Robin Hood when he would come for the contest.
 6. Robin Hood took a careful aim, and his arrow sailed through the air. It landed right through William's bull's eye arrow, cutting it in half.
- C. 1. Sherwood Forest 2. Bad King John
3. Robin Hood 4. Merry Men
- D. 1. Robin Hood was a brave and courageous man. He was the hero of the people of his kingdom. He and his men used to rob rich and feed poor. He was the best archer in Nottingham.
2. Hunting of deer was made legal when the population of deer was great in number. Now it is worldwide illegal to hunt a deer. It is only because their number has drastically decreased and they are on the verge of extinction.

Grammar

- A. 1. Boys generally love to play football
2. The lion king was killed by his brother.
3. The sun is a ball of fire.
4. Why should we use mask?
5. How dangerous the snake is!
- B. 1. Question 2. Order or Request 3. Statement
4. Exclamatory 5. Wish 6. Question

Vocabulary

- A. 1. hunt 2. duke 3. sheriff 4. contest 5. target 6. bowman
- B. 1. a large, tall machine used for moving heavy objects
2. a seal is a large animal with a rounded body and flat legs called flippers
3. to have trust on
4. a computer device used as cursor
5. a mammal that fly at night

Create and Write

Today, I am going to describe you the most daring challenge that I ever met in my life. I love to face challenges and always accept when my friends challenge me. One summer, they dared me to climb Eagle's Peak, a dangerous mountain with steep, sharp rocks and unpredictable weather. With just a rope and a lot of determination, I started the climb. Halfway up, a sudden storm hit, with strong rain and wind. My hands shook as I held onto the slippery rocks, each move testing my strength. The excitement of the challenge kept me going, even though it was risky. After hours of hard climbing, I finally reached the top. Tired but happy, I looked at the amazing view below. At that moment, I understood the real reward of facing and overcoming fear.

About the author: Rabindranath Tagore (1861-1941) was a renowned Indian poet, writer, philosopher, and artist who transformed Bengali literature and music in the late 19th and early 20th centuries. Born in Calcutta, India, into a wealthy and culturally rich family, Tagore was a polymath whose works ranged from poetry and novels to plays and essays. He is best known for his collection of poems, 'Gitanjali' ("Song Offerings"), which won him the Nobel Prize in Literature in 1913, making him the first non-European to receive this honor. Tagore's poetry is celebrated for its spiritual and lyrical qualities, exploring themes of love, nature, and human connection. His literary work often reflected his deep sense of nationalism and advocacy for India's independence from British rule. Beyond literature, Tagore was also an accomplished painter and composer, having written the national anthems for both India and Bangladesh. He founded Visva-Bharati University in 1921, aiming to create a place where cultures could meet and understand each other. Tagore's influence extended beyond India; he was a global thinker who corresponded with notable figures like Albert Einstein and Mahatma Gandhi. His legacy continues to inspire and influence the realms of literature, music, and education worldwide.

Summary: If baby wanted, he could fly to heaven now. He stays with us because he loves resting his head on his mother's chest and always wants to see her. Baby knows many wise things, though few understand him. He doesn't speak because he wants to learn his mother's words from her lips, making him appear innocent. Though he had gold and pearls, he came to earth as a beggar. He disguises himself this way to beg for his mother's love. Baby was free in the land of the tiny crescent moon but gave up his freedom. He knows the joy in his mother's heart is greater than freedom, and being held in her arms is sweeter. Baby never cried in his blissful home, but he chose to shed tears here. His smiles draw his mother's heart to him, while his cries over small troubles create a bond of pity and love between them.

Comprehension

- A. 1. a. The baby could fly to sky or heaven any moment.
b. The baby could not leave us for heaven because he loves to rest on his mother's bosom and he does not like to lose her sight.
c. I cannot express this feeling in words. I think if there exists heaven, it is. The calm and pleasure of soul can be felt in her bosom.
2. a. The baby is never bound to this earth. He is always free from every tie of this land of moon.
b. The baby finds joy in the little corner of his mother's heart.
c. According to the poet, the baby accepts the slavery giving up his freedom to be pressed in his mother's arms.
- B. 1. Rabindranath Tagore
2. It is so because the baby wants to learn mother's words from his mother's lips.

3. The baby had a heap of gold and pearls.
 4. The baby is wealthy but it came on this earth as a beggar because he wants to beg for mother's wealth of love.
 5. The baby did not know how to cry because he dwelt in the land of perfect bliss.
 6. The baby cried over tiny troubles to generate a double bond of love and pity of his mother.
- C.
1. True - If baby only wanted to, he could fly up to heaven this moment.
 2. False - He loves to rest his head on mother's bosom.
 3. False - The one thing he wants is to learn mother's words from mother's lips.
 4. True - This dear little naked mendicant pretends to be utterly helpless.
 5. False - yet his little cries over tiny troubles weave the double bond of pity and love.
- D.
1. Same as the summary given above.
 2. My mother is the sunshine that brightens my day and the stars that light up my night. I'm forever grateful for her unconditional love, guidance, and unwavering support. She's my rock, my confidante, and my best friend. I love her more with each passing day.

Grammar

- A.
- | | | |
|-------------------|----------------------|---------------------|
| 1. with blue eyes | 2. made of gold | 3. in a rude manner |
| 4. in all places | 5. on a small income | 6. so fast |
- B.
1. She went to the market for two hours.
 2. The soldier fought bravely in the battlefield.
 3. His father worked in an MNC.
 4. The sun sets always in the west.
 5. We eat to live.
 6. She wore black dress for the party.
- C.
- | | |
|---------------------------|------------------------------|
| 1. his brother walks slow | 2. the teacher scolded him |
| 3. you will be late | 4. If Sam misbehaves |
| 5. Prince is a doctor | 6. she could manage the time |

Vocabulary

- A.
- | | | | |
|-----------------|----------------|---------------|----------------|
| 2. old, sold | 3. tree, agree | 4. aunt, pant | 5. clay, delay |
| 6. good, should | 7. whole, goal | | |
- B.
- | | | | | |
|----------|----------|----------|----------|----------|
| 1. leave | 2. speak | 3. heart | 4. earth | 5. pearl |
| 6. bliss | 7. smile | | | |

Create and Write

Mahatma Gandhi Road
New Delhi
19 June 2022

Dear Pal,

Hello! How are you? I hope you are in good health. I am also fine here. I am writing this letter to invite you to attend my sister's marriage ceremony. It is going to be held on 15 July, 2022 at Grand Hotel, Park Street in Kolkata. All arrangements for the guests are made in the same hotel. All the guests will stay there for three days from Haldi to Phera. I know you are waiting to know about the menu of all these days. I cannot explain you the entire menu but can give you a glimpse of it. We have all the items of mutton and chicken starting from chicken pakora, tandoori to mutton biryani. I can hear your smacking sound. I also want to inform you that you should be prepared to dance in sangeet and Phera. More fun is waiting for you.

Yours lovingly,

Suresh

Chapter-3

Legends of Discoveries

About the author: Anonymous

Summary: Quinine was discovered through a South American legend where an Indian with a fever drank bitter water from a pool contaminated by quina-quina trees, which surprisingly cured his fever. He shared this discovery with his villagers, who then used the tree bark to treat fevers. In Europe, the legend of quinine's discovery involves the Spanish Countess of Chinchon, who was cured of a fever by the tree bark while in Peru and introduced it to Europe in 1638. Named 'Cinchona' by botanist Carl Linnaeus in 1742 and called quinine by French scientists in 1820, it became a crucial treatment for malaria. Quinine, derived from the cinchona tree bark, is also known as 'Jesuits' bark,' 'cardinal's bark,' or 'sacred bark.' Coca-Cola was invented by Colonel John Pemberton, a pharmacist seeking a cure for headaches and a substitute for morphine. He used coca leaves and cola nuts in his formula. An accidental mixture with carbonated water by his lab assistant led to the creation of Coca-Cola. Pemberton's partner, Frank M. Robinson, named the beverage and designed its iconic script logo.

Comprehension

- A.
 - a. The name of the jungle is Andean Jungle and the continent is South America.
 - b. The Indian was suffering from the malarial fever. He was feeling thirsty, so he drank water from the pond containing bitter quinine. He thought the water was poisoned.
 - c. The feverish Indian soon found that his fever abated and he was cured.
- B.
 1. a stagnant pool
 2. Jesuit's bark
 3. Carl Linnaeus
 4. substitute is caffeine
 5. lab assistant

- C. 1. According to the Greek mythology, Prometheus stole fire from the gods and gave it to humans. Many Native American cultures believe an animal such as a wolf, woodpecker, or coyote brought fire to people after stealing it from an evil being. Legends from the Caroline Islands in the Pacific say a young boy, Olofat, gave fire to humans by letting a bird fly from heaven with fire in its beak. There are even different scientific theories about when humans first controlled fire.
2. Nature offers solutions to many human problems through its vast resources. Plants provide medicines, like quinine for malaria and aspirin from willow bark. Natural ecosystems regulate climate, purify water, and sustain food chains. Bacteria and fungi decompose waste, enriching soil for agriculture. Renewable energy sources like solar, wind, and hydro power offer sustainable alternatives to fossil fuels. Additionally, observing animal behavior and natural processes inspires innovations in technology and engineering. By studying and respecting nature, we can find answers to health, environmental, and technological challenges, demonstrating that nature holds the key to many of our problems.

Grammar

- A. 1. Where is Tina studying?
2. Who had participated in the fight?
3. When shall you get the summer vacation?
4. Why is the whole family happy?
5. How do you know the president?
6. Whose toy is this?
- B. 1. Is Tom throwing party tonight?
2. Will there be a big Santa show?
3. Is Melisa going to wear a western in the party?
4. Will your father gift you a cell phone?
5. Were Paul and Sam contesting a debate?
5. Was the earth a ball of fire?

Vocabulary

- A. 1. pears 2. I 3. waste 4. blew 5. mail 6. Scene
- B. 1. stream 2. ocean 3. valley 4. reply 5. captain 6. May

Create and Write

My school friends, Sarah, Jake, and Emily, are the best part of my school life. Sarah is always cheerful and knows how to make everyone laugh, while Jake is incredibly smart and helps us with homework. Emily is kind and always listens when someone needs to talk. We love spending our free time together, playing soccer or just hanging out at the park. We help each other study for exams, share notes, and support one another during tough times. Our friendship is full of laughter, trust, and mutual support, making school a fun and enjoyable experience.

About the author: Phoebe Cary (1824-1871) was an American poet known for her heartfelt and accessible verses. Born in Ohio, she and her sister Alice Cary, also a poet, gained recognition for their literary talents. Phoebe's poems often focused on themes of faith, morality, and everyday life, resonating with a wide audience. She contributed to various periodicals and published several poetry collections, including 'Poems and Parodies' and 'Poems of Faith, Hope, and Love'. Cary's work was praised for its simplicity, sincerity, and moral clarity, making her a beloved figure in 19th-century American literature.

Summary: The poem encourages perseverance despite failures. It emphasizes that greatness and goodness are achieved through patient effort. Like young birds learning to fly, initial fall lead to stronger wings, enabling longer flights over time. Similarly, the sturdy oak tree, despite being battered by storms, rises and grows taller and prouder. The poem concludes by highlighting the value of overcoming challenges, stating that true worth is found in gaining victory from defeat, which is the real test of character and resilience.

Comprehension

- A. 1. a. According to the poet, people generally cry when they are failure in their attempt to achieve success.
 b. One is not to cry and other is to keep trying.
 c. One should simply keep patient and continuously try to achieve the goal.
2. a. The oak trees are strong and well build.
 b. The oak trees bow down when a heavy wind blows over them.
 c. The oak trees do not give up. They rise again and grow greater in height.
- B. 1. being patient 2. fly 3. wings
 4. sturdy 5. taller 6. test
- C. 1. The poem has didactic value which teaches us that life is not only a path of success; it is also a journey of failure which we meet to develop a greater strength and perseverance to face the loftier challenges. The victory that comes after several attempts teaches us all the possible wrong ways that we often take to achieve our goal. It educates us that patience and incessant attempts can only lead us to triumph.
2. If you fail once in trying to win, you should learn from your mistakes, keep trying, and try new ways to succeed. For example, in high school, I failed my first math test. Instead of giving up, I asked my teacher for help, studied more, and practiced many problems. By the next test, my hard work paid off, and I got a much better grade. This taught me the importance of not giving up and learning from my mistakes.

Grammar

- A. 1. bravery 2. wisdom 3. pride 4. childhood
 5. height 6. movement

- B. 1. agency 2. slavery 3. kingdom 4. pleasure
5. youth 6. strength 7. kindness 8. darkness

Vocabulary

- A. 1. Are the children dancing in the class?
2. Will Kusum and Suman share their tiffin?
3. Can he swim in the sea?
4. Is the cake baked in the oven/
5. Shall we remember the last day of our school/
6. Is the bird chirping in the morning?
- B. 1. The golden watch was too expensive for me to buy.
2. The room so large that we all can easily accommodate.
3. The entire question paper was too difficult.
4. The lion is so hungry that it will devour an elephant.
5. I am very tired to walk now.
6. the sound of waves was too loud.

Create and Write

- | | | |
|----------|--------------|--------|
| Tiny Tim | the bathtub | swim |
| The soap | his laughter | to mop |

Chapter-5

Florence Nightingale

About the author: Anonymous

Summary: Florence Nightingale was born in Florence, Italy, in 1820 and grew up in England with her wealthy family. Despite her family's disapproval, she felt called to be a nurse and studied nursing in Germany in 1850, later working at a London hospital. During the Crimean War in 1854, she went to Turkey to help British soldiers and found terrible conditions at the military hospital in Scutari. She improved the hospital's cleanliness and care, earning the nickname "Lady with the Lamp." After falling ill but recovering, she established the Nightingale School for Nurses in 1860 and published influential books on nursing. Florence died in 1910 at the age of 90.

Comprehension

- A. 1. Florence was born on May 12 1820 in Florence, Italy.
2. William Edward Nightingale and Frances Nightingale
3. The Crimean War broke out between the Russians and the Turks, the French, and the British.
4. Florence made sure that the hospital was clean and well supplied. Florence and her nurses improved the medical and sanitary arrangements, set up food kitchens, washed linen and clothes, wrote home on behalf of the soldiers, and introduced reading rooms.

5. Florence was affected by Crimean Fever and Chronic Fatigue Syndrome.
 6. Florence died on 13 August 1910 aged 90. She was buried at St Margaret's Church in East Wellow, near her parents' home.
- B. 1. wealthy 2. superintendent 3. nurses
4. celebrity 5. hampered
- D. Think and Answer
1. Florence Nightingale was born in a wealthy family. She received her education at home from her father. She had all the luxuries of life but she chose to serve humanity by becoming a nurse against the will of her parents. She, along with some other nurses, selflessly attended the wounded soldiers of Crimean War. She was affected by the Crimean fever but being dedicated towards her work; she ignored her ill health and worked continuously. She raised the standard of the profession and made the nursing a part of the medical practice.
 2. Disease is more dangerous for killing people than war. Historical evidence shows that pandemics and infectious diseases have caused more deaths than wars. For example, the Spanish Flu of 1918 killed an estimated 50 million people, significantly more than the death toll of World War I, which was around 16 million. Additionally, during the Crimean War, Florence Nightingale observed that more soldiers died from diseases like typhus and cholera than from battle wounds. Modern examples include the HIV/AIDS epidemic and COVID-19, which have caused millions of deaths globally. Thus, disease has consistently proven to be a greater threat to human life than war.

Grammar

- | | | |
|----|-------------------|-------------------|
| A. | Nominative | Accusative |
| 1. | The boy | the horse |
| 2. | The car mechanic | the tire |
| 3. | Mom | a novel |
| 4. | Those children | pictures |
| 5. | She | a hug |
| 6. | Peter | the photo |
- | | | | |
|----|------------|-------------------|--------------|
| B. | 1. a cat | 2. English | 3. Mrinal |
| | 4. The dog | 5. a lot of money | 6. a picture |

Vocabulary

- | | | |
|----|---|------------------------------------|
| A. | 1. and I obeyed him | 2. but he did not accept his fault |
| | 3. that I cannot sit for a minute | 4. who is a general physician |
| | 5. he will never forget his mother's birthday | 6. nor able to learn it |
- | | | |
|----|-----------------------------------|--------------------------------|
| B. | 1. Maya is ready to go to school. | John is still sleeping. |
| | 2. My father loves to eat pizza. | My mother loves to eat burger. |
| | 3. I know Mr. James. | He is the president. |

- | | |
|---------------------------------|-----------------------------|
| 4. It is certain. | It will rain now. |
| 5. Sumit is not punished today. | He has completed his work. |
| 6. The bus was packed. | The passengers got into it. |

Create and Write

1. Rohan is helping his mother in cleaning the floor.
2. Priya is helping her mother in drying the clothes.
3. A sun, two sticks, a string, clouds and clothes
4. Rohan and Priya are helping their mothers because their mothers have taught them about their duties and responsibilities.
5. Rohan is holding a brush to sweep the floor.

Chapter-6

A Boy not a Man

About the author: Jane Williams is an Australian writer. Since her school days she is interested in writing poetry. She writes humorous and creative poetry for children.

Summary: The poem describes a ten-year-old boy who is bigger and stronger than most kids his age. He can do many tasks like reaching high shelves, washing the car, and mowing the lawn. Despite his size and abilities, he reminds everyone that he is still just a boy, not a man. He enjoys playing football and helps out when needed, but he doesn't want to fight just because he can. The boy asks others to remember his age and not expect too much from him.

Comprehension

- A.
 1. a. Harry is not taller and Paul is not wider than the narrator.
 - b. Johnny and Jim
 - c. Ten years old
 2. a. The narrator can hold the ladder till the work is completed.
 - b. The narrator can reach the top shelf, carry the load, wash the car and mow the lawn.
 - c. The narrator wants us to remember that though he is tall and healthy, he is only a ten year old boy like other little boys.
- B.
 1. A Boy not a Man, Jane Williams
 2. He is taller than his age because he can reach to the top shelf easily.
 3. The narrator does not plan to perform those jobs which the elders do such as carrying the load, washing the car and mowing the lawn.
 4. The narrator is good at playing football.
 5. The narrator can fight with the boys of his age but does not want to do so because he does not want to show his strength.
- C.

Harry: He is not taller than the narrator

Paul: He is not wider than the narrator

Jim: He does not weigh more than the narrator

Kids: The narrator take care of the little kids

Ladder: The narrator holds the ladder till the word is done

Football: The narrator is good at playing football

D. 1. The narrator performs:

Reach the top shelf

Carry the load

Wash the car

Mow the lawn

Hold the ladder

Take care of kids

Play the football

2. At home, I work on keeping things peaceful and organized, and on improving myself. First, I make sure everything is clean and in its place. This makes the house calm and less stressful. Second, I spend time on activities like reading, meditating, and doing creative things like writing or drawing. These help me stay smart, balanced, and happy. By taking care of the house and myself, I create a nice place to live that supports both my health and growth.

Grammar

- A. 1. he 2. they 3. I 4. their 5. her 6. it
B. 1. it 2. he 3. they 4. his 5. he 6. their
C. 1. mine 2. his 3. your 4. ours 5. theirs 6. hers

Vocabulary

- A. 1. small 2. blunt 3. started 4. received
5. dark 6. heavy
B. 1. sly 2. afraid 3. gazed 4. vexed
5. kindly 6. numerous 7. started 8. requested

Create and Write

Students will do the project work.

Chapter-7

Harvest Festivals

About the author: Anonymous

Summary: Lohri, celebrated on January 13th, marks the end of winter in North India, especially Punjab, with bonfires, popcorn, Gajjak, Rewri, and Gajar ka Halwa. Poush Sankranti, also called Makar Sankranti, is a Bengali harvest festival with pithas made from rice flour, coconut, milk, and date palm jaggery, celebrated with Baharlaxmi Puja and community festivities. Bhogali Bihu in Assam features traditional dances, games, and communal cooking of rice wine and meat in mid-April. Pongal in southern India, held for four days in January, honors Mother Nature with rain worship, offerings to the Sun God, cattle celebrations, and traditional meals. Onam in Kerala, a 10-day September festival, celebrates the legendary king Mahabali with decorations, traditional clothes, and special dishes like Sakkari, Pachadi, Payasam, and Avial.

Comprehension

1.
 - a. The name of the festival is Lohri. It is basically celebrated in Punjab.
 - b. It is celebrated every year on 13th January. The festival of Lohri is celebrated by lighting a bonfire in many regions on North India
 - c. People gather outside their homes and light the fire. Popcorns, Gajjak and Rewri are offered to the fire and are also enjoyed by people as the main prasad of the festival.
2.
 - a. The name of the festival is Pongal. It is celebrated in the month of January.
 - b. The festival of Pongal is celebrated to honour Mother Nature for her rich and flourishing crops. Pongal is held for four days.
 - c. Pongal is celebrated for four days with different events such worshipping the God of rain and Sun God, honouring the cattle and making the traditional coloured rice for the meal.

B. Answer the following questions in brief.

1. The harvest festivals of India mean that the people of India celebrate the new harvest of the crops after the dead winter. They would revel, worship and honour the Mother Nature in different forms.
2. Poush is the name of the Bengali month. The other name of Poush Sankranti is Makar Sankranti.
3. People worship the Goddess Lakshmi. With the mixture of Khejurer Gur and Patali and rice flour, coconut, milk 'Pitha' is prepared.
4. People of Assam celebrate Bhogali Bihu. The festival is to offer gratitude and to cherish the process of cultivation and reap the benefits.
5. Kerala celebrates Onam. The 10 days of September are dedicated to the arrival of Mahabali, a legendary emperor and also known as the king of Asuras (demons). People of Kerala celebrate a successful harvest and offer gratitude to the deities.

C. Fill in the blanks with correct information from the passage.

Festival	State	Delicacy
Lohri	Punjab	Gajar ka Halwa
Poush Sankranti	West Bengal	Pitha
Pongal	Southern India	Coloured rice
Onam	Kerala	Sakkari, Pachadi, Payasam and Avial
Bhogali Bihu	Assam	Rice wine and meat

D. Think and Answer

1. Which of the festivals mentioned in the passage is your favourite? Mention the reason for your choice. You may choose more than one. (Answer may differ)

Grammar

A. Find Reflexive or Emphatic Pronouns.

- | | Reflexive | Emphatic |
|----|------------|----------|
| 1. | ourselves. | |
| 2. | | itself |
| 3. | | herself |
| 4. | | myself |
| 5. | himself | |
| 6. | yourself | |

B. Put the correct Reflexive or Emphatic Pronouns.

- | | | |
|--------------|-----------|---------------|
| 1. himself | 2. myself | 3. yourself |
| 4. ourselves | 5. itself | 6. themselves |

Vocabulary

- | | | | | | |
|-----------|---------|-------|---------|--------|---------|
| A. 1. dis | 2. anti | 3. im | 4. un | 5. re | |
| B. 1. dom | 2. ry | 3. en | 4. er | 5. ful | 6. ment |
| 7. age | 8. ness | 9. al | 10. ful | | |

Create and Write

Students will do this activity themselves.

Chapter-8

Murphy's Law

About the author: Terry Lynn (Lerdall) Fitterer, the daughter of Warren and Norma Lerdall, was born on June 7, 1952 in Mankato, Minnesota. She graduated from Mankato High School. She wrote witty and charming poetry. She died at the age of 66 on March 2, 2019

Summary: The narrator's household appliances suddenly and mysteriously malfunctioned, causing chaos in the kitchen. The fridge, toaster, microwave, and other appliances broke down or behaved erratically, as if they had developed a collective attitude problem. The blender was particularly troublesome, begging for forgiveness and leaking contents everywhere. Just when it seemed like the mayhem couldn't get worse, the coffee grinder exploded, covering the floor in coffee beans. But just as the narrator was overwhelmed, the alarm clock spoke up, revealing that it was all just a vivid and absurd dream.

Comprehension

- A. 1. a. The vacuum cleaner stops sucking the dust and the coffee maker runs wildly.
b. The oven and dryer
c. The blender begged the poet because it lost the will to live.
d. The burner became too hot and from the faucet no cold water appeared.
2. a. The coffee grinder was the odd man out till it did not shake.
b. The coffee grinder started shaking like the others and spewing coffee beans.

- c. According to the narrator the weird and illogical behavior of the appliances was the revenge. Almost all the appliances in the kitchen such fridge, toaster, microwave, vacuum cleaner, coffee maker, stove, ceiling fan and others were taking revenge.
 - d. The poet brought irony by revealing the fact that he had viewed this tantrum of the appliance in his dream.
- B.
 - 1. The fridge broke down and the microwave just sat and died.
 - 2. The blender
 - 3. All the contents of the freezer turned soft and pulpy.
 - 4. The blades of the ceiling fan squeaked loudly and rudely.
 - 5. The blender's lid is loose and it is leaking to make its content fly in the air in the house.
- C. died, cried, flush, mush
 Suck, amuck, too, cue
 Hot, not, forgive, live
 Attitude, rude, fuse, abused
 Streak, leaks, fly, die
 Out, about, galore, floor
 Deserved, observed, spoke, awoke
- D.
 - 1. a. urge b. run c. begged, will to live d. copped an attitude
 - 2. I have faced not exactly the same but a similar theme. I invited some of my friends on my birthday. Before they arrived I decided to prepare everything myself and I convinced my mother for it. In the kitchen when I was preparing Mexican salad, the door of the refrigerator was jammed and did not open. It rather gave me a mild shock on touching it and pulling it hard. I did not report it to my mom. I dropped that idea. Now I thought of baking a small chicken pizza in the oven. Everything was prepared well and put inside the oven. Instantly, there was a flame in the oven. I switched it off and opened to see my pizza was entirely burned. I understood that Murphy's Law is acting at that situation, so I explained my mother the situation and asked her to take the charge.

Grammar

- A.

1. Barks – intransitive verbs	2. reads – transitive verb
3. Bring – transitive verb	4. studies - intransitive verb
5. stopped - intransitive verb	6. played – transitive verb
7. wrote – transitive verb	
- B.
 - 1. We play volleyball every evening.
 - 2. Sneha and Sunita sing classical songs very well.
 - 3. He asks always many questions.
 - 4. We love our motherland.
 - 5. I teach English in this school.

- C. 1. Mohit and his team dance on the stage. 2. These cats always jump over the fence.
3. We pray to the God for His help. 4. The plants grow slowly.
5. All of us listen to the music silently.

Vocabulary

- A. 1. chest 2. tentacles 3. spy 4. Bliss 5. sad 6. colossal
B. 2. horse 3. bread 3. lemon 5. table 6. golf

Create and Write

June 1, 2022

Monday

2.00 pm

Dear Diary,

Today I am sad and even blissful. Do you know that today was my first day in this school in standard IV. We shifted to this town a week before and my dad instantly admitted to this school. The school is beautiful and big. The teachers are friendly and my classmates are too. I even made two friends whom I shared my tiffin. But the entire day I was in gloom mood. The memory of the previous school and my friends was haunting me. I wept for it in the toilet. When I came back from my school I called Rajesh and explained my day in detail. He was also weeping there. Overall, the day was not so bad as I expected.

Chapter-9

The Cherry Tree

About the author: Ruskin Bond is a beloved Indian author known for his evocative short stories, novels, and children's literature. Born in 1934, he spent much of his life in the hill town of Mussoorie, which heavily inspires his work. Bond's writing often captures the beauty of nature, small-town life, and simple human relationships. His notable works include 'The Blue Umbrella', 'A Flight of Pigeons', and 'Room on the Roof'. Bond's stories exude warmth, nostalgia, and timeless charm.

Summary: Rakesh, a young boy, plants a cherry seed in his grandfather's garden in the Himalayan foothills. Despite initial neglect and setbacks, including a goat eating its leaves and a woman cutting it in two, the tree survives and grows. Rakesh tends to the tree and watches it flourish, symbolizing his own growth and connection to nature. As the tree blooms and produces blossoms, Rakesh reflects on the special bond he shares with the tree, realizing that nurturing it has given him a sense of purpose and wonder. The story explores themes of growth, care, and the human relationship with nature.

Comprehension

- A. 1. Cherries had come from Kashmir Valley. The soil was stony, and the dry cold winds stunted the growth of most plants.
2. Fifty paisa. Half an hour

3. Things become lucky when it is put to some use. Cherry seed would be lucky when Rakesh would sow it in the garden.
4. Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.
5. Rakesh went to his parents in the village. He went to help his parent to help them in digging, ploughing and sowing.
6. Grandfather called the curly hair of Rakesh, Blackberry. He was eight then, a sturdy boy with curly black hair and deep black eyes.
7. Rakesh's birthday was in February. When rakesh was Nine, Cherry Tree was of four years.
8. It was special for Rakesh because he planted it himself. He said if it was the feeling to be a god.

C. Cause

Effect

Stony soil

Stunted growth, no fruit trees

The soil was soft

The seed went inside with the push of the thump

Privacy of the cherry plant

Encircled with stones

Digging, ploughing and sowing

Rakesh went to his parents

To show his existence

Rakesh water the plant despite the rain

- D. 1. Rakesh sowed the cherry tree himself. He watched the fall and rise of the tree. He cared for it and even nourished it. When he touched the tree, he was overwhelmed with the feelings of creation. To frame his emotion, he used such a comment.
2. Yes, it is due to following points.
- It gives us oxygen and takes in carbon dioxide.
- It gives us fruits and shelter.
- It is the home for many aerial animals.
- It purifies the air and adds beauty to Nature.

Grammar

- A. 1. can 2. may 3. can 4. can 5. may 6. can
- B. 1. will 2. will 3. shall 4. will 5. shall 6. will

Vocabulary

- A. 1. cat 2. mouse 3. horse 4. lion 5. sheep
6. deer 7. bull 8. tiger 9. wolf.

- B. 1. **A**

- B**

1. A postman

brings our letters

2. A cobbler

mends our shoes

3. A librarian

works in a library

4. A driver

drives a motor vehicle

- | | |
|-----------------|---------------------------|
| 5. A dramatist | writes plays |
| 6. A teacher | teaches in a school |
| 7. A nurse | looks after patients |
| 8. A musician | plays musical instruments |
| 9. An astronaut | travels in a space craft |
| 10. A clown | makes people laugh |

Create and Write

Sarojini Naidu, born on 13 February 1879 in Hyderabad State, India, was a prominent Indian poet and freedom fighter. She was the daughter of Aghorenath Chattopadhyay, a scientist and educator, and Varada Sundari Devi, a Bengali poetess. Sarojini completed her schooling in Hyderabad and pursued higher education at the University of Madras, King's College in London, and Girton College, Cambridge.

Known as the "Nightingale of India" for her lyrical poetry, Sarojini's notable works include 'The Golden Threshold', 'The Bird of Time', 'In the Bazaars of Hyderabad', and 'The Broken Wing'. Alongside her literary accomplishments, she played a key role in India's struggle for independence. She was an influential leader in the Indian National Congress and fought tirelessly for women's rights.

In 1947, Sarojini became the first woman to serve as a governor in independent India, governing the United Provinces (now Uttar Pradesh). Her contributions to literature and India's freedom movement earned her a place in history as one of India's most revered figures. Sarojini Naidu passed away on 2 March 1949 in Lucknow, Uttar Pradesh. Her legacy as a poet, patriot, and pioneer remains an inspiration to generations.

Chapter-10

The Bashful Earthquake

About the author: Oliver Herford (1860 - 1935) was an English illustrator, writer, and artist born in Sheffield, England. His father was a Unitarian minister who moved the family to Chicago when the young Herford was sixteen, then to Boston several years later. He returned to London to attend the Slade School and then went to Paris to study art at the Académie Julien. He spent the rest of his life writing in New York City. Herford's dry humor, inclination toward controversy, and poetic wit led some to label him 'The American Oscar Wilde,' which caught our attention. We feature some of his playful poems from his collection, 'The Bashful Earthquake & Other Fables and Verses' (1898), which are particularly appealing to both children and adults (occasionally, for different reasons).

Summary: The poem tells the story of an earthquake that causes chaos and destruction, making buildings collapse with a loud rumble. The Earthquake, surprised and regretful, flees the city, groaning about his mistake and growing tired as he stumbles through the countryside. Eventually, he reaches a field and pauses to rest near a Dormouse's nest. The Dormouse, disturbed from his sleep, angrily demands to know who caused the disturbance. The weakened Earthquake tries to

apologize, but before he can finish, he melts away, leaving the Dormouse grumbling and returning to bed, thinking it was just the Bats causing trouble.

Comprehension

- A. 1. a. The earthquake says so because when it walks it crashes and smashes all things that come on its way.
b. The earth feels regret for his action of destruction living with other in the sun.
c. The earthquake feels embarrassed or ashamed for its marring and destructive nature.
2. a. It was the evening time when the sun was sinking in the west.
b. A dormouse turned to the bed. He was of all those which a dormouse must dream.
c. Spasmodically all things and the nest of the dormouse starts shaking and trembling.
- B. 1. The earthquake 'rumbled,' 'mumbled,' 'grumbled,' and 'bumped.'
2. When the earthquake came, everything tumbled, including houses and palaces, all collapsing in a chaotic heap.
3. Out of the city, the earthquake was exhausted, staggering as if carrying a heavy load, growing more fatigued with every mile.
4. As the Dormouse went to bed and began dreaming, his nest started quivering, shivering, trembling, and shaking, waking him up.
5. In anger, the Dormouse asked, "WHO IS IT DARES DISTURB MY REST?"
6. The earthquake became so weak that it could barely speak and forgot basic grammar, only able to stammer feebly.
7. This line means that the Dormouse was annoyed and assumed that Bats were responsible for disturbing him, dismissing the earthquake's actions without realizing it was a more significant event.
- C. 1. mumbled 2. bump 3. rash
4. nest 5. grammar 6. shiver, tremble, shake
- D. 1. The sound words in the poem are – rumbled, mumbled, grumbled, tumbled, crash, smash, squeak, speak
2. The Earthquake, surprised and regretful, flees the city, groaning about his mistake and growing tired as he stumbles through the countryside. The weakened Earthquake tries to apologize, but before he can finish, he melts away.

Grammar

- A. 1. do 2. did 3. does 4. do 5. does
6. did 7. Did
- B. 1. I do not know that stranger.
2. Please, do not disturb me, now.
3. When did you call me last time?

4. The train does not reach the station before 11.00 am.
5. Harry did not answer my call.
6. Does he study everyday at 6 pm?
7. Who does not love his motherland?

Vocabulary

- | | | | |
|----|-----------------|---------------|------------|
| A. | 1. Dormitory | dirty room | |
| | 2. The eyes | they see | |
| | 3. Mango | go man | |
| | 4. New door | one word | |
| | 5. Shamrock | arm shock | |
| | 6. Curtain | cut rain | |
| | 7. Seahorse | sea shore | |
| | 8. Teapot | top toe | |
| B. | 1. Solar system | 2. Atmosphere | 3. Mars |
| | 4. Uranus | 5. Neptune | 6. Pluto |
| | 7. Sun | 8. Jupiter | 9. Gravity |

Create and Write

- | | | | |
|-----------------|-----------------------|--------------|-----------------|
| a little forest | fresh grass | good friends | for food |
| cows fought | seize the opportunity | five cow | were not united |

Chapter-10

Chanakya

About the author: Anonymous

Summary: Chanakya, also known as Kautilya or Vishnu Gupta, was a pioneer in political science and economics and authored the famous treatise 'Arthashastra'. He played a key role in establishing the Mauryan Empire by mentoring Chandragupta Maurya. As a child, Chanakya broke his canine teeth, a sign of royalty, to reassure his mother that he wouldn't ignore her if he became a ruler. After being insulted and banished by King Dhanananda, Chanakya vowed revenge. He eventually selected Chandragupta over Pabbata as the future king after testing their loyalty. Although their initial attack on Dhanananda's capital failed, they learned from their mistakes, captured the surrounding areas first, and eventually overthrew Dhanananda. Chandragupta became king, and Chanakya's revenge was complete when he secured the king's treasury and eliminated Dhanananda's supporters.

Comprehension

- A. Reference to context.
 1. a. Vishnu Gupta and Kautilya
 - b. It was a mark of royalty, one day he was meant to rule.

- c. His mother was always scared that he would ignore her after getting the throne. For his mother's satisfaction, he broke his teeth.
 2.
 - a. Pabbata was the son of Dhanananda. Chandragupta was the founder of Mauryan Empire.
 - b. Chanakya was insulted by Dhanananda for his ugliness. Chanakya wanted to take revenge from him.
 - c. The test was to remove the woolen thread from the body without awaking the person. Pabbata was failure in this attempt. Chandragupta cut off the head of Pabbata to retrieve the thread.
- B. Answer the following questions in brief.
1. Chanakya was a pioneer of political science and economics. He overthrew the Nanda Dynasty and helped Chandragupta form the Mauryan Empire. His famous book was Arthashastra.
 2. During the alms-giving ceremony, Dhanananda humiliated Chanakya for his crooked feet and ugliness and banished him from his kingdom.
 3. While in the forest, he saw a boy play-acting with his friends. The boy pretended to be king, presiding over a trial of some robbers, where he orders their limbs to be cut off, only to magically heal them later. The boy was Chandragupta.
 4. The woman scolded her son for eating from the centre spoiling the edges. Chanakya comprehended that their direct attack at the capital was wrong; they should first capture the neighbouring areas.
 5. Chanakya planned and captured the neighbouring villages of Palatiputra and finally defeated Dhanananda.
- C.
1. Chanakya, also known as Kautilya or Vishnu Gupta, was a brilliant strategist, economist, and political thinker whose intellect shaped Indian history. He displayed an early understanding of power, even breaking his teeth to reassure his mother of his loyalty. Despite being dismissed by King Dhanananda due to his appearance, Chanakya's resolve only strengthened. He mentored Chandragupta, recognizing his potential as a leader. Chanakya's adaptability and ruthless tactics led to the establishment of the Mauryan Empire, demonstrating his belief that the ends justified the means. His legacy as a shrewd architect of an empire endures.
 2. I especially like my English teacher. Though he is strict, he motivates students to face challenges and overcome them. He seldom makes differences among boys and girls.

Grammar

- A.
- | | | |
|-------------|------------|-------------|
| 1. The, the | 2. an, the | 3. the, the |
| 4. the, the | 5. an, a | 6. the, a |
- B. **wrong** **correct**
- | | |
|----|-----|
| an | a |
| a | the |

an	the
an	a
an	a
a	an

Vocabulary

- | | | | | |
|----|-------------|------------|--------------|-------------|
| A. | 1. traveler | 2. florist | 3. Bachelor | 4. linguist |
| | 5. ignorant | 6. alien | 7. biography | |
| B. | 1. out | 2. small | 3. Short | 4. night |
| | 5. cold | 6. dull | 7. coward | |

Create and Write

Students will do this question themselves.

Chapter-12

The Camel's Complaint

About the author: Charles Carryl, an American businessman turned author, was often compared to Lewis Carroll. Born in 1841, he wrote 'Davy and the Goblin,' a pioneering work in American children's fantasy, inspired by his imaginative children. Although he started with business writings, his 1884 serial in 'St. Nicholas' captivated young readers. By the time of his death in 1920, Carryl's works remained popular, marking him as a key figure in American nonsense fantasy, a genre previously dominated by the British.

Summary: The poem humorously contrasts the lives of various animals with that of a camel. While other animals enjoy specific diets, comfortable resting places, and special treatment, the camel is depicted as adaptable and undemanding. It can eat anything, sleep anywhere, and carry any load. Despite being lumpy and humpy, the camel is content with whatever comes its way, emphasizing its resilience and versatility in comparison to the more pampered animals.

Comprehension

- | | | | | | | |
|----|----|-----|---|-----------|--------|--------|
| A. | 1. | a. | Canary birds feed on sugar and seed while parrots would have some crunchy food. | | | |
| | | b. | The poodles would have noodles with chicken and cream. | | | |
| | | c. | The camel can eat anything hard or soft because it can digest anything. | | | |
| | 2. | a. | The camel describes a snake has can coil itself in such a way that it seems to be a hole in the ground. A Weasel's body is smooth and wavy. | | | |
| | | b. | The camel compares an alligator to a lizard. The alligator cannot be as straight as the lizard which can live in a creek. | | | |
| | | c. | The camel is unique with no special shape. It is lumpy, humpy and bumpy all throughout it body. | | | |
| B. | 1. | dog | 2. camel | 3. bucket | 4. pen | 5. Fox |

- C. 1. The camel makes compliant because it is not satisfied with what it has. It sees other's outward appearance and comfort of life but does not pry deep into their lives to understand their challenges. It groans about the lacking it has but forgets about the features that make him survive in possible ways.
2. Complaining about our shortcomings is never a correct approach to life. Shortcomings are nothing but our lethargic nature to overcome or change our weakness in comparison to someone who is contenting us. Winning and groaning are always a trait of weak personality.
- For example, if a student struggles with math, constantly complaining about being bad at it won't help. However, acknowledging the challenge and seeking extra help, like tutoring or practicing more, can lead to improvement. By shifting focus from the complaint to constructive action, the student is more likely to overcome the difficulty and build confidence.

Grammar

- A. 1. over 2. under 3. into 4. with 5. beside
 6. near 7. off 8. of 9. to 10. in
- B. 1. on 2. with 3. in 4. from 5. of
 6. with 7. near

Vocabulary

- A. 2. countries 3. below 4. between 5. important
 6. Understand
- B. paper pa-per 2 syllables
 Baseball base-ball 2 syllables
 Vacation va-ca-tion 3 syllables
 Government gov-ern-ment 3 syllables
 Intelligent in-tel-li-gent 4 syllables
 Industrious in-dus-tri-ous 4 syllables

Create and Write

Cats can comfortably rest in chairs. Chickens find a perch on rails; puppies sleep soundly in stables and oysters nap in pails.

But it's rarely considered that a camel needs rest. It can sleep anywhere.

Lambs are kept in safe, sheltered places, hens have coops built for them; kittens are given warm, cozy homes, and pigs are secured in pens. But a camel is useful in any sandy spot. Anywhere works for it.

About the author: Anonymous

Summary: : Yussouf, a sheik grieving his son's death, encounters a stranger seeking refuge from enemies. Despite his sorrow, Yussouf offers the man food, shelter, and safety for the night. The next morning, Yussouf gives the stranger gold and a horse to flee. The stranger then reveals he is Abraham, the one who killed Yussouf's son, and offers himself for revenge. After a moment of inner conflict, Yussouf forgives him, gives more gold, and prays, choosing forgiveness over revenge for peace.

Comprehension

- A.
 1. A stranger came to Youssuf to save himself from his enemies.
 2. The sheik said that all what he had, was given the God who made sky to defend people and gave food. So he would not devoid the stranger of anything which the God had given him.
 3. Youssuf gave a bag of gold and his best quality horse.
 4. The stranger confessed that his name was Abraham and he had killed his son.
 5. Youssuf found the person noble enough to confess his sin, so how he could not be noble to forgive him as the God does.
- B.
 1. Yossouf was sitting at the door of his tent in the desert.
 2. All men call Yossouf good.
 3. God gives us food and shelter.
 4. Abraham is ready for retribution and revenge from Youssuf.
 5. The thought of revenge had been burning in Yossouf's mind.
 6. Yossouf cannot kill his guest.
- C.
 1. Abraham was the stranger who received help and support from Youssuf who was too kind to feed him and defend him from his enemies. Youssuf even offered Abraham a bag of gold and a horse for a save journey. Seeing this compassion and care, Abraham's self-consciousness was excited and he confessed.
 2. I would choose forgiveness over revenge. Hiding my friend's English copy would only escalate the situation and create more conflict. By forgiving, I set an example of maturity and kindness, which might encourage my friend to reflect on their actions and prevent similar incidents in the future.

Grammar

- A.
 1. when
 2. because
 3. as
 - because
 5. until
 6. while
- B.
 1. She sat down because he was tired.
 2. When the shop opened we all went in.
 3. Agnes closed the door before the storm approached.
 4. I set the table while you were cooking the supper.
 5. Rahul's sister is taller than Rahul.

Vocabulary

- A. 1. simile 2. simile 3. metaphor 4. metaphor
5. simile 6. metaphor 7. simile
- B. 2. I wander like a cloud.
3. Julia's hair is as light as a feather.
4. He is as hot as the sun.
5. She is as good as an angel.
6. Life is like a dream.

Create and Write

One night, I was in a sweet dream, floating on a fluffy cloud when all of a sudden, the sky darkened, and I fell from the sky into a scary world. I found myself surrounded by eerie shadows and strange noises. Panicked, I ran until I saw zombies behind me, their lifeless eyes fixed on me. Desperate, I entered in the cupboard, hoping to hide. But the zombies kept coming closer. I woke with perspiration, realizing it was just a nightmare. To my embarrassment, I discovered I had pee on the bed. I couldn't help but laugh at how scared I'd been over something so silly. The whole experience was terrifying at first, but in the end, it was funny to think how my mind had turned a harmless dream into a horror story, all while I was safely tucked in bed.

Chapter-14

The Table and The Chair

About the author: Edward Lear, the British poet and painter known for his absurd wit, was born on May 12, 1812 and began his career as an artist at age 15. His first book of poems, A Book of Nonsense was composed for the grandchildren of the Derby household. Lear is remembered for his humorous poems, such as The Owl and the Pussycat. His books of humorous verse also include Nonsense Songs and Laughable Lyrics. Lear died on January 29, 1888 at the age of 76.

Summary: This poem is a whimsical and playful story about a conversation between a table and a chair. It's written in a way that personifies these inanimate objects, giving them human-like thoughts and feelings. The table complains to the chair about feeling uncomfortable, suffering from the heat and cold. The table suggests that they should take a walk together to feel better and have a chat. The chair responds practically, pointing out that it's silly to talk about walking since they are furniture and not supposed to walk. However, the table insists that they should try because they both have legs. Surprisingly, the table and chair manage to walk around the town, making a cheerful "bumpy" sound as they move. People are astonished and gather around to see the unusual sight of a table and chair walking. The table and chair enjoy their walk but end up getting lost in an alley and wandering all day. To find their way back home, they get help from a duck, a beetle, and a mouse. After safely returning home, the table and chair are happy about their adventure. They share a meal with their new friends (the duck, beetle, and mouse) and then go to bed. The poem highlights the joy of adventure and trying new things, even if they seem impossible. It also celebrates friendship and

Comprehension

- A.
 1.
 - a. The table and the chair
 - b. The speaker the table said that it was suffering from the heat and had sore on its feet.
 - c. The speaker requested the chair to have a little walk to relieve them from the boredom and continuous standing position.
 2.
 - a. Duck, beetle and mouse were walking together to show the table and the chair their way to their home.
 - b. While walking down an alley to a castle in a valley, they were lost.
 - c. The table and the chair shared their meal with a duck, a beetle and a mouse as a payment.
- B.
 1. The table thought that it would not be able to walk freely as it was standing for a long time without any movement.
 2. The table and chair managed to walk around the town, making a cheerful "bumpy" sound as they moved.
 3. People were astonished and gathered around to see the unusual sight of a table and chair walking. They said that the table and the chair came out to take the air.
 4. A duck, a beetle and a mouse joined the table and the chair in their walk.
 5. The table and the chair shared their meal with the duck, beetle and mouse.

C.	'A'	'B'
1.	The table	suffers the heat
2.	Chilblains	feet of the table
3.	The chair	afraid to walk
4.	Bumpy sound	the chair and the table toddled
5.	Valley	a castle
6.	Ducky	was paid to help

- 30

The chair: Let us check if they will help us.

The table: Dear Ducky-quake, Beetle and Mouse, can you help us to reach our house. We have lost our way.

The chair: We shall have dinner together in our home if you help us to find our way home.

The table: Thank God! We have reached our home safely and had our meal together with our new friends.

The chair: Now it is the time to rest. Let us go to bed. Good night.

2. The poem highlights the joy of adventure and trying new things, even if they seem impossible. It also celebrates friendship and the fun of doing something out of the ordinary.

Grammar

- A. 1. will have finished 2. had not eaten 3. have not seen
4. had gone 5. have cleaned 6. has watched
7. has grown 8. will have inspected
- B. 1. By the time the doctor arrived, the medicine had already harmed the patient.
2. She has known the answer all along.
3. They have cried over that movie several times.
4. By this time tomorrow, they will have taken their final exams.
5. He had whispered the secret before anyone else arrived.
6. By the end of the night, she will have danced with everyone at the party.

Vocabulary

- A. 1. saw, some, bouncing, bunnies, bed 2. cookies, cupcakes, candy
3. Tom, tastes, two, tasty, tacos 4. bought, bag, big, bells
5. sheep, should, shower, shed 6. summer, sails, sailing, ship
7. what, wonderful, wood 8. wide, woman, walked
- B. 1. busy 2. cares 3. touches 4. swayed
5. magnificent 6. drinking 7. nags 8. kangaroo

Create and Write

20 MG Road

New Delhi

19 March, 2020

Dear Farida,

I hope this letter finds you well! I've got some exciting news to share—I just received the most amazing and unique birthday gift ever. Guess what? It's a robot!

I've named it Bolt because it's super fast and agile, just like a bolt of lightning. Bolt is more than just a machine; it's like having a new friend who's always ready to play and help out. We've been having so much fun together. Bolt can play games like hide and seek, and it's so good at it

that sometimes I have to really search hard to find it! I can also ask Bolt to bring me things or help with little tasks around the house. It's amazing how it understands my voice commands and responds almost instantly.

I can't wait for you to meet Bolt! I think you'll have as much fun with it as I do. Let me know when you're free, and maybe you can come over to see it in action.

Yours truly,

Shreya Ghosh

Chapter-15

Midnight Express

About the author: The British poet Alfred Noyes is remembered chiefly for his lyrical verse. His poetry is typically traditional in form and romantic in theme. Noyes was born in Wolverhampton, Staffordshire, England, on Sept. 16, 1880. In 1902, while still a student at the University of Oxford, he published his first volume of poems, *The Loom of Years*. The collection contained one of his best-known poems, *The Highwayman*, a romantic tragedy about the ill-fated love of a highwayman and an innkeeper's daughter. Noyes's other poetry often demonstrates a strong sense of patriotism and a love for the sea. From 1914 to 1923 Noyes lived in the United States, where he taught modern English literature at Princeton University. Of his later works, the most notable is the epic trilogy *The Torch-Bearers* (1922–30), which took as its theme the progress of science through the ages. Noyes also wrote literary criticism and a novel, *The Sun Cure* (1929). His autobiography, *Two Worlds for Memory*, appeared in 1953. Noyes died on June 28, 1958, on the Isle of Wight.

Summary: The story begins with how Mortimer, the protagonist, finding a battered old book in his father's library. As a twelve-year-old boy, he was fascinated by it and proceeded to read it. The atmosphere here is eerie, with a description of the big house he is living in covered in darkness, its silence with only a candle as a source of light. The book was titled 'The Midnight Express'. Here, Mortimer is shown to be afraid of an illustration found in page of the book which showed an abandoned railway station in which a man stood underneath the dim light provided. Petrified, Mortimer never read beyond page fifty. Years later, now an adult, Mortimer is found waiting for a train in an empty junction. The station here is very much like what he had seen in the book as a child. Suddenly, Mortimer notices a solitary figure, just like in the book. He rushes towards the figure, only to find his own face staring back at him! Panicking, he runs out of the station, all the while hearing his own footsteps echoing behind him. Soon, he finds a white cottage and knocks the door to find shelter. A shadowy figure with a candle beckons him inside without preamble. Shaking with fear, Mortimer goes in. Here again, eerie imagery is produced, the darkness highlighted along with stairs that creaked and dull candle light once again. Upstairs, Mortimer collapsed into the armchair there before he notices an old battered book. It was the same 'The Midnight Express' that he'd read as a child. Afraid once more, Mortimer takes a good look at his gracious host in the candle light, only to find that it was himself, once again!

Comprehension

- A. 1. a. It was a battered old book, bound in red leather.
b. The narrator was 12 year old when he got this book in his father's library.
c. His large house was covered in darkness of the night and candlelight was kept in the narrator's bedroom.
2. a. The narrator noticed a figure of a lone man. He knew this it because the same figure he had already seen in the book *Midnight Express* when he was twelve year old.
b. He walked quickly towards the figure and looked into his face. He was staring at his own face.
c. He was panicked. He broke into a wild run. He stumbled out of the platform and rushed down a moonlit road.
- B. 1. Mortimer was fascinated by the old book because, as a twelve-year-old boy, he found it intriguing and mysterious. The eerie atmosphere of the story, combined with the dark and silent surroundings in his father's big house, added to his fascination.
2. The illustration on page fifty depicted an abandoned railway station with a man standing underneath a dim light. This image frightened Mortimer, causing him to stop reading the book beyond that page.
3. Years later, as an adult, Mortimer found himself in a situation that mirrored the illustration in the book. He was waiting for a train at an empty station that looked just like the one in the illustration. He then noticed a solitary figure, just as depicted in the book, and when he approached it, he realized it was his own reflection, making the eerie illustration come true.
4. Mortimer panicked upon seeing his own face staring back at him in the empty station. He was terrified and ran out of the station, hearing his own footsteps echoing behind him, which added to his fear.
5. Mortimer took shelter in a white cottage he found after running out of the station. A shadowy figure with a candle opened the door and beckoned him inside without saying a word, offering him refuge from the terrifying situation he was in.
6. In the upper room of the house where he took shelter, Mortimer came across the same old battered book, "*The Midnight Express*," that he had read as a child. Additionally, when he took a good look at his host in the candlelight, he realized that it was himself once again, adding to the strange and eerie experience.
- C. 1. The passage proves the statement "sometimes our fear comes in front of us" through Mortimer's experiences. Mortimer's fear is manifested in the form of his own self, which he encounters twice in the story. Firstly, when Mortimer rushes towards the solitary figure at the train station, he finds his own face staring back at him. This represents his fear of confronting his own self or his inner demons. Secondly, when Mortimer takes shelter in the white cottage, he finds his gracious host to be himself

again. This symbolizes that Mortimer's fear is not external, but rather internal, and it is his own self that he is afraid of. In both instances, Mortimer's fear is personified as his own self, highlighting the idea that our deepest fears often lie within us. The passage suggests that Mortimer's fear is not of something external, but rather of confronting his own identity, past, or inner turmoil.

2. Yes, I do have fears, just like everyone else. For instance, I have a fear of heights. If I were to encounter this fear face to face, I would try to manage it by gradually facing it in controlled situations. I might start by exposing myself to lower heights and slowly work my way up. Additionally, using relaxation techniques and seeking support from friends or professionals could help me cope with the fear. The goal would be to confront the fear in a way that allows me to grow and overcome it without overwhelming myself.

Grammar

- | | | | |
|----|---------|-----------|---------|
| A. | 1. Ouch | 2. Bravo | 3. Alas |
| | 4. Oops | 5. Hurrah | 6. Fie |
- B.
2. It is expressed with sadness that the match was lost.
 3. It is exclaimed with remorse that the whole building collapsed.
 4. It is expressed in cheerfulness that I got a new phone.
 5. It is exclaimed with wonder that the boy jumped into the well.
 6. It is expressed with happiness that the whole class passed.
 7. It is expressed with love that you have a baby girl.

Vocabulary

- | | | | | |
|----|---------|------------------------|---------|---------|
| A. | 1. lion | 2. hands clapping | 3. dog | 4. rain |
| | 5. bell | 6. housefly/mosquitoes | 7. wolf | |
- B.
- | | | |
|--------------|------------|-----------|
| 1. knocking | 2. meowing | 3. gulped |
| 4. murmuring | 5. honking | 6. roar |

Create and Write

I was born in a bustling factory, surrounded by the hum of machinery and the chatter of fellow pens. From a young age, I knew I was destined for greatness - my sleek design and vibrant black ink set me apart from the rest. As I rolled off the assembly line, I felt a sense of pride and majesty, ready to leave my mark on the world. Dispatched to all corners of the country, I traveled far and wide, recording stories, signing documents, and creating art. I felt alive in the hands of writers, poets, and dreamers. My ink flowed effortlessly, bringing thoughts and ideas to life.

But, like all good things, my journey came to an abrupt halt. I found myself discarded, left to gather dust alongside my siblings - pens of different colors and shapes, each with their own unique tale to tell. We sat on display, waiting for a new purpose, but it seemed our time had passed. Then, one day, a young girl's eyes sparkled as she picked me up. I thought my journey

was far from over, but alas, I was mistaken. She used me briefly, only to carelessly toss me aside, throwing me into the garbage. As I lay among the discarded and forgotten, I realized my story was not one of grandeur, but of impermanence. Yet, even in the darkness, my ink remained, a testament to the words I had brought to life. And so, my legacy lives on, a small but mighty chapter in the tale of human creativity. Though my body may be broken, my spirit remains, ready to inspire another, to flow once more, and to leave an indelible mark on the world. For even the humblest of pens can make a difference, one stroke at a time.

Chapter-16

The Sword in the Stone

About the author: Terence Hanbury "Tim" White (29 May 1906 – 17 January 1964) was an English writer. He is best known for his Arthurian novels, which were published together in 1958 as *The Once and Future King*. One of his best known is the first of the series, *The Sword in the Stone*, which was published as a stand-alone book in 1938.

Summary: Long ago in England, King Uther ruled wisely with the help of Merlin, a magician who could predict the future. Uther and Queen Guinevere had a son, but after the queen's death, Uther was killed in battle. Merlin took the baby and brought him to Sir Ector, who raised the child, Arthur, as his own. Years later, when Arthur was 16, he accidentally pulled a sword from a stone, a sword that declared the true king of England. Despite being young and unknown, Arthur was recognized by Merlin as the rightful heir to the throne. The people accepted him, and he was hailed as King Arthur, bringing hope for a new and better era in England.

Comprehension

- A.
 1.
 - a. Uther was the king of England, Merlin predicted that in future there would come a bad day and his child would be in danger.
 - b. The queen died after giving birth to her child and Uther was killed in the battle.
 - c. Merlin silently entered into the castle and secured the child.
 - d. There was no king to sit on the throne. No king to set the laws. Men of high rank fought each other to be king. Darkness fell over the land. Robbers and bands of wild men ruled the streets of London. Evil men broke into houses and took what they wanted. Travelers on the roads were jumped and robbed. The people of England lived in fear.
 2.
 - a. Sir Ector was a knight. When Merlin handed Arthur to Sir Ector, despite having a son, he adopted him.
 - b. Merlin saw how the birds, foxes and deer followed Arthur. He could see that the boy had a very big and strong heart.
 - c. Kay was the eldest son of Sir Ector and a young knight. Arthur loved the most to serve Kay as his squire.
- B.
 1. The just and wise king of England was King Uther. The name of his queen was Guinevere.

2. Kay couldn't sit still for lessons and eventually stopped attending them. Arthur listened attentively with wide eyes, and Merlin noticed that Arthur had a very big and strong heart. Arthur was also followed by birds, foxes, and deer, indicating his kindness and connection with nature.
 3. The people of London noticed a block of white marble with a giant stone on top. The stone had a golden sword handle with a few inches of the blade visible, and the rest of the blade was buried deep in the stone.
 4. The engraving on the blade of the sword read: "Whoever pulls out this sword from this stone is the true king of England!"
 5. The Duke of Cornwall announced the tournament. The Duchess saw the tournament as an opportunity to identify the strongest knight so that they could rule the land forever.
 6. Arthur pulled out the sword because he needed to find a sword for his brother, Sir Kay, and decided to try pulling out the sword from the stone, not realizing its significance.
 7. Merlin informed the people of London that Arthur had the biggest and strongest heart in all of England and that he was the rightful king. Merlin also revealed that Arthur was the true child of King Uther, the missing baby.
- C.
1. Merlin was a magician in the court of Uther.
 2. Sir Ector adopted a child handed over by Merlin who was also the teacher of Sir Ector's sons.
 3. Arthur was the adopted brother of Kay.
 4. Merlin saved Arthur's life and he was his teacher too.
 5. The crowd accepted Arthur as their new king.
- D.
1. Arthur is depicted as a humble, kind-hearted, and loyal young man who possesses qualities far beyond his years. Raised by Sir Ector, Arthur grows up without knowing his royal lineage, but he demonstrates a natural inclination towards service and honor. His humility is evident in how he faithfully serves his brother, Sir Kay, as a squire, despite his own potential. Arthur is also curious and observant, traits that lead him to discover the sword in the stone. His strength of character is highlighted by his ability to pull the sword from the stone, a feat no other could accomplish. This act reveals his destiny as the true king of England, chosen not because of physical strength or desire for power, but because of his pure heart and innate goodness. Arthur's willingness to admit his mistake when questioned by Sir Ector and his lack of arrogance after pulling the sword also emphasize his humility and integrity.
 2. I particularly liked the character of Merlin. He is portrayed as wise, mysterious, and caring, playing a crucial role in safeguarding Arthur's destiny. Merlin's foresight and understanding of the future enable him to guide Arthur, even from a distance, ensuring that the rightful heir to the throne remains protected. His wisdom is evident in his decision to place Arthur with Sir Ector, where he can grow up away from the dangers of the kingdom, and in his recognition of Arthur's potential long before

anyone else does. Additionally, Merlin's belief that what matters most in a leader is the strength of the heart rather than physical strength or nobility showcases his deep understanding of true leadership qualities. Merlin's character adds a layer of magic and wisdom to the story, making him a pivotal figure in Arthur's journey to becoming king.

Grammar

- A. 2. have been reading 3. been sailing 4. been examining
 5. been washing 6. been calculation 7. have been traveling
- B. 1. They had been completing the project.
 2. She had been singing a song.
 3. We have been making the statue.
 4. Ria has been dancing on the stage.
 5. The baby had been shouting for a long time.
 6. The police had been chasing the robbers.
 7. Pratap will have been painting the picture.

Vocabulary

A.

Nouns	Pronouns	Adjective/Articles	Verbs	Adverbs	Prepositions
Daniel, Joseph, curtain		the	are hidden		behind
	all, you	the	give, have		
firebrigade	I	the	called		
candidate, India		the, strongest	is		from
swallow, songbird		a	is		
	We		eat, live		to

- B. 1. lack, broad, bard
 2. other, moth, her
 3. get, table, able
 4. sand, hand, south
 5. help, clip, police

Create and Write

Students will do it themselves.

TEST PAPER 1

Full Marks: 40

Time: 1 hour

1. Choose the correct options to complete the sentences.

[1x5]

- a. When King John stepped up to the throne, he prohibited the hunting of royal deer in _____ Forest.

i. Savanna	ii. Namibia
iii. Sherwood	iv. Evergreen
- b. A botanist Carl Linnaeus named the quina-quina bark

i. quinine	ii. quina
iii. caventou	iv. cinchona
- c. Which war broke out between the Russian and the Turks, the French and the British?

i. Crimean war	ii. Prussian War
iii. World War	iv. Independence War
- d. The Goddess Laxmi is usually worshipped on the day of

i. Bihu	ii. Sankranti
iii. Pongal	iv. Onam
- e. Baby had a heap of gold and pearls but it came to the earth like a

i. king	ii. sage
iii. hermit	iv. beggar

2. Fill in the blanks.

[1x5]

- a. The sheriff of _____ called for a great archery contest..
- b. An Indian from South America was lost in an _____ jungle.
- c. The _____ oak tree faces the gust of wind.
- d. Florence Nightingale was sent to _____ during the Crimean War.
- e. _____ festival is celebrated by lighting a bonfire in many regions of North India.

3. Say whether the following statements are true or false.

[1x5]

- a. Little John planned with the sheriff to catch Robin Hood.
- b. Coca-cola was invented by two French scientists Pierre Pelletier and Joseph Caventou.
- c. Florence's father was against her desire of becoming a nurse.
- d. Johnny and Jim do not weigh more the narrator in the poem A boy not a Man.
- e. Pongal is celebrated for one day in January to honour the Mother Nature.

4. Match the column A with the column B.

[1x5]

Column A

Column B

- | | |
|-------------------------|------------------------------|
| a. Golden Arrow | the lady with the lamp |
| b. Frank M Robinson | is celebrated in Assam |
| c. Florence Nightingale | a trap to catch Robin Hood |
| d. Bhogali Bihu | sat and cried |
| e. The microwave | had given the name coca-coal |

5. Answer the following questions briefly.

[2x5]

- What action did King John take against Robin when he heard complain from the rich merchants?
- What had happened to the Indian? Why did he think he was poisoned?
- How did Florence control the situation in the hospital at Scutari?
- What reason does the narrator give for not fighting with the boys of his age?
- What festival do the people of Assam celebrate as the harvest festival? Why do they celebrate this festival?

6. Write a short summary of the poem Don't Give up or A Boy not a Man.

[10]

TEST PAPER-1 ANSWER

1. a. Sherwood b. cinchona c. Crimean war d. Sankranti e. beggar

2. a. Nottingham b. Andean c. sturdy d. Scutari e. Lohri

3. a. false b. false c. true d. true e. false

4. a. Golden Arrow b. Frank M Robinson c. Florence Nightingale d. Bhogali Bihu e. The microwave

5. a. The King put the Sheriff of Nottingham in charge of Sherwood Forest. It would be his job to catch Robin Hood.

b. The Indian was suffering from the malarial fever. He was feeling thirty, so he drank water from the pond containing bitter quinine. He thought the water was poisoned.
c. Florence made sure that the hospital was clean and well supplied. Florence and her nurses improved the medical and sanitary arrangements, set up food kitchens, washed linen and clothes, wrote home on behalf of the soldiers, and introduced reading rooms.
d. The narrator can fight with the boys of his age but does not want to do so because he does not want to show his strength.
e. People of Assam celebrate Bhogali Bihu. The festival is to offer gratitude and to cherish the process of cultivation and reap the benefits.

TEST PAPER 1

Full Marks: 40

Time: 1 hour

1. Choose the correct options to complete the sentences.

[1x5]

- a. Rakesh walked from the _____ bazaar eating cherries.
i. Masauli ☐ ii. Mussoorie ☐
iii. Delhi ☐ iv. Mina ☐
- b. The Dormouse thought that it was disturbed by the
i. earthquake ☐ ii. sound ☐
iii. wind ☐ iv. bats ☐
- c. Chanakya wrote an incredible book on economics and politics; it is called
i. Arthashastra ☐ ii. Vanaprastha ☐
iii. Rig Veda ☐ iv. Puranas ☐
- d. Who killed the son of the sheik Yussouf?
i. Noah ☐ ii. Abraham ☐
iii. Isaac ☐ iv. Yuhana ☐
- e. _____ was twelve year old when he found the book Midnight Express.
i. Harry ☐ ii. Johan ☐
iii. Mortimer ☐ iv. Paul ☐

2. Fill in the blanks.

[1x5]

- a. Rakesh asked his _____ if cherry seeds are lucky.
- b. Oysters can _____ in pails.
- c. Chanakya was ill-treated by King _____ of Pataliputra.
- d. The sheik was filled with revenge and _____ in his mind for the stranger.
- e. King Uther was warned by _____ about his approaching misfortune.

3. Say whether the following statements are true or false.

[1x5]

- a. Rakesh went home to his village to achieve education.
- b. The chair had felt chilblains on his feet.
- c. In the tunnel, Mortimer stared at his own face.
- d. Chandragupta cut off Pabbata's head to retrieve the thread.
- e. Kay pulled out the sword from the stone.

4. Give one word answer.

[1x5]

- a. Which insect visited the cherry tree?
- b. What was the capital city of Dhanananda?
- c. Who told that he was ready for retribution and revenge in the story Yussouf?
- d. What was the name of the story which Mortimer read in at the age of twelve?
- e. When Kay became a knight, what was Arthur?

5. Answer the following questions briefly.

[2x5]

- How did Rakesh sow the seed of the cherry?
- What did Chanakya notice about Chandragupta in the forest?
- What did the stranger confess in front of Yossouf?
- What was engraved in the blade of the sword?
- What happened when Two-Eyes planted the magical seeds?

6. Write the twelve lines of the poem The Camel's Complaint or The Table and The Chair.

[10]

TEST PAPER-2 ANSWER

- a. Mussoorie b. bats c. Arthashastra d. Abraham e. Mortimer
- a. grandfather b. slumber c. Pataliputra d. forgiveness e. Merlin
- a. false b. false c. true d. true e. false
- a. praying mantis b. Pataliputra c. Abraham d. Midnight Express e. a squire
- a. Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.
- b. While in the forest, he saw a boy play-acting with his friends. The boy pretended to be king, presiding over a trial of some robbers, where he orders their limbs to be cut off, only to magically heal them later. The boy was Chandragupta.
- c. The stranger confessed that his name was Abraham and he had killed his son.
- d. Years later, as an adult, Mortimer found himself in a situation that mirrored the illustration in the book. He was waiting for a train at an empty station that looked just like the one in the illustration. He then noticed a solitary figure, just as depicted in the book, and when he approached it, he realized it was his own reflection, making the eerie illustration come true.
- e. The engraving on the blade of the sword read: "Whoever pulls out this sword from this stone is the true king of England!"