

# Items for Assessment of Learning Outcomes

## English Class 6



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SECTOR-32 UT CHANDIGARH



## CHAPTER I

### Story: Who Did Patrick's Homework?

#### Topic: The elf and his world

#### Learning Objective:

- Discuss folklore, supernatural creatures and famous books that have a reference to elves.
- Discuss the struggling phase while doing homework and positive change in the attitude of Patrick.

#### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

#### QUESTIONS:

**1. Who among the following is not a mythical creature:**

- a. Dragon
- b. Mermaid
- c. Snake
- d. Unicorn

**2. From which mythology do Elves Originate.**

- a. Greek
- b. Latin
- c. German
- d. French

**Read the text and answer the questions that follow:**

And true to his word, that little elf began to do Patrick's homework. Except there was one glitch. The elf didn't always know what to do and he needed help. "Help me! Help me!" he'd say. And Patrick would have to help — in whatever way. "I don't know this word," the elf squeaked while reading Patrick's homework. "Get me a dictionary. No, what's even better, look up the word and sound it out by each letter."

**3. The phrase 'in whatever way' implies that Patrick helped**

- a. the way he liked
- b. the way the elf wanted
- c. in an ideal manner
- d. very willingly

**ANSWERS:**      1. (c)      2. (c)      3. (a)

## Topic: Attempts to help the elf

### Learning Objective:

- Present a speech on importance of doing homework regularly.
- Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.
- Recognise and use word-meanings with the help of the crossword puzzle given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

#### Read the text and answer the questions.

PATRICK never did homework. “Too boring,” he said. He played hockey and basketball and Nintendo instead. His teachers told him, “Patrick! Do your homework or you won’t learn a thing.” And it’s true, sometimes he did feel like an ignoramus. But what could he do? He hated homework. ...

Patrick got his A’s; his classmates were amazed; his teachers smiled and were full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude. ...

And true to his word, that little elf began to do Patrick’s homework. Except there was one glitch. The elf didn’t always know what to do and he needed help. “Help me! Help me!” he’d say. And Patrick would have to help — in whatever way.

#### 1. The word ‘glitch’ means:

- a. great difficulty
- b. small problem
- c. point
- d. situation

#### 2. The word which means the opposite of ‘model’ is:

- a. modern
- b. ancient
- c. bad
- d. Flawed

#### 3. Give the meaning of ‘ignoramus’

- a. Well educated
- b. Intelligent
- c. Uneducated
- d. Anonymous

**ANSWERS: 1. (b)      2. (b)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

#### The Spelling Bee

Do you know a Spelling Bee? I know one well, and vow that she can spell the names of all the flowers whose sweet nectar she devours. I took this Spelling Bee with me and brought her to a spelling bee. I said, "This way the world can tell you that, the Spelling Bee, can spell!" She spelled "Petunia." Quite divine! And with "Dahlia" she did fine. Then she missed both "Thigh" and "Thumb," but quickly spelled "Chrysanthemum."

So, I found out that Spelling Bees cannot spell all words with ease. For flower names, they spell each one, but other words? They know none.

#### 1. Which choice describes the main idea of the poem?

- a. A person enters a spelling bee and only spells flower words correctly.
- b. A person enters a spelling bee. She misspells easy words, but correctly spells difficult words.
- c. A person enters a real bee into a spelling bee. The bee spells all words correctly.
- d. A person enters a bee into a spelling bee. The bee correctly spells the names of flowers.

#### 2. What is the genre of this poem?

- a. historical fiction
- b. science fiction
- c. realistic fiction
- d. fantasy

#### 3. Which word would the Spelling Bee most likely misspell?

- a. daffodil
- b. violet
- c. petal
- d. buttercup

**ANSWERS: 1. (d)      2. (d)      3. (c)**

**CHAPTER I**  
**Poem: A House A Home**  
**Topic: A House**

**Learning Objective:**

- Recite the poem with proper intonation and correct pronunciation.

**Learning Outcome:**

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.
- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

**QUESTIONS:**

**1. What begins with T, ends with Tand has T in it?**

- a. Teapot
- b. Claypot
- c. Inkpot
- d. Hotpot

**2. Billy, Bob and Betty bought big blue and black balloons from the booming bazaar. Where did Billy, Bob and Betty go?**

- a. A Party Store
- b. A Street Market
- c. A Firework Stand
- d. A Strange House

**3. Identify the correct sequence:**

- a. She sells sea-shells on the sea-shore.
- b. Sells sea-shore she sea-shells on the.
- c. Sea-shore she sells the sea shells on.
- d. Shells she sells on the sea shore sea.

**ANSWERS: 1. (a)      2. (b)      3. (a)**

### Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Describe the interior of their own house and compare it with the description in the poem.

### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

### QUESTIONS:

What is a house?

It's brick and stone  
and wood that's hard.  
Some window glass  
and perhaps a yard.  
It's eaves and chimneys  
and tile floors  
and stucco and roof  
and lots of doors.

What is a home?

It's loving and family  
and doing for others.  
It's brothers and sisters  
and fathers and mothers.  
It's unselfish acts  
and kindly sharing  
and showing your loved ones;  
you're always caring

#### 1. A house is built:

- a. of white marble
- b. on home-loans
- c. of bricks, stone, wood and iron
- d. near the lake

#### 2. A real home is made up of:

- a. tiled floors
- b. loving family
- c. glass ware
- d. happiness

#### 3. East or West:

- a. home is the best
- b. India is the best
- c. trees are the lungs
- d. I am the best

**ANSWERS: 1. (c)      2. (b)      3. (b)**

**Topic: A Home**

**Learning Objective:**

- Read the second stanza of the poem and recognise the main idea of the poem.

**Learning Outcome:**

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.

**QUESTIONS:**

**Read the second stanza of the poem and infer the meaning.**

What is a home?  
It's loving and family  
and doing for others.  
It's brothers and sisters  
and fathers and mothers.  
It's unselfish acts  
and kindly sharing  
and showing your loved ones;  
you're always caring

**1. A family is made of the people who**

- a. are brothers and sisters
- b. are parents
- c. care for each other
- d. live together

**2. Fill the correct form: My house is ..... than your house.**

- a. Big
- b. Bigger
- c. Biggest
- d. More big

**3. Find the correct sequence of sentences:**

P: on the youngsters in the cities, villages

Q: the effect

R: of the cinema

S: schools and college is very bad

- a. PRQS
- b. QRPS
- c. QPSR
- d. RQSP

**ANSWERS: 1. (c)**

**2. (b)**

**3. (b)**

**Learning Objective:**

- Identify the poetic devices used in the poem and analyse its significance in literature.

**Learning Outcome:**

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

**QUESTIONS:**

**1. Choose the most suitable answer that identifies the metaphor in the sentence.**

**John is a sheep, he never takes any decision.**

- John is a slow learner.
- John is a follower, not a leader.
- John is dumb.
- John is a sheep.

**2. Which of the following is onomatopoeia?**

- Slurp
- Glug-glug
- Haha!
- All of the above

**3. Which one is an example of Rhyme Scheme?**

- Roses are red violates are blue.
- I went to the mall and got new covers.
- I saw a little frog, he was cuter than can be, he was sitting on a log and I', sure he croaked at me.
- I love pie and so does my friend.



**ANSWERS: 1. (b)**

**2. (d)**

**3. (c)**

**Learning Objective:**

- Write a paragraph on the topic ‘a house is different from a home.’

**Learning Outcome:**

- Writes coherently with focus on appropriate beginning, middle and end in English.

**QUESTIONS:**

**1. Complete the following statement: A paragraph should .....**

- a. Focus on a single idea.
- b. Should have coherence
- c. Should have logically connected ideas
- d. All of the above.

**2. Which choice shows words and phrases that does not signal a concluding paragraph?**

- a. For instance, next
- b. In short, to summarize
- c. To encapsulate
- d. Of course.

**3. How can you strengthen the connection between sentences in a paragraph?**

- a. Use word patterns such as first, second, third.
- b. Repeat a keyword phrase or sentence.
- c. Both a and b.
- d. None of the above.

**ANSWERS: 1. (d)      2. (d)      3. (d)**

**Topic: Comprehension Check**

**Learning Objective:**

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

**Learning Outcome:**

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

**QUESTIONS:**

**Sunlight**

Plants need sunlight and water to make their own food. You can do an experiment to test if this is true. Place a bucket over a patch of green grass. After a few days, lift the bucket. You will see that the grass is not as green anymore. If you leave the bucket in place for a week, the grass will become very dull. This happens because the grass cannot make food in the dark. Remove the bucket. In a few days, the grass will start turning green again.

**On the basis of your understanding answer the following questions: -**

**1. What is the main point of this passage?**

- a. Buckets are bad.
- b. Plants need sunlight.
- c. Grass is not pretty when it is dull.
- d. Plants do not need water.

**2. What is an experiment?**

- a. a way to grow grass
- b. a way to test an idea
- c. a way to use a bucket
- d. a way to prepare food.

**3. What is the opposite of dull?**

- a. bright
- b. brown
- c. sunlight
- d. white

**ANSWERS: 1. (b)      2. (b) `      3. (a)**

## **CHAPTER II**

### **Story: How the Dog Found Himself A New Master!**

#### **Topic: Dogs as pets**

#### **Learning Objective:**

- Speaking - discuss and share their first- hand accounts of their experiences with their own pets.
- Use the language of the story by performing a role play of the dog in pursuit of several masters.

#### **Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

#### **QUESTIONS:**

##### **1. Which of the following dog breeds is the smallest?**

- Dachshund
- Poodle
- Pomeranian
- Chihuahua

##### **2. Dog belongs to:**

- a herbivorous family
- a canine family
- a low breed
- a good breed

##### **3. Dogs were tamed by:**

- Giants
- humans
- Lions
- fairies

**ANSWERS: 1. (d)      2. (b)      3. (b)**

**Topic: The dog's masters**

**Learning Objective:**

- Identify different collective nouns in connection with animals and enhance their vocabulary with the help of the exercise given in the text.

**Learning Outcome:**

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

**QUESTIONS:**

**1. An \_\_\_\_\_ of tigers.**

- a. Ambush      b. Array      c. Amble      d. Ark

**2. A \_\_\_\_\_ of giraffes.**

- a. Troop      b. Kaleidoscope      c. Audience      d. Tower

**3. Find the correct antonym of "Prosperous":**

- a. adverse  
b. retarded  
c. impecunious  
d. affluent

**4. The noun form of mooing' is**

- a. moon  
b. moo  
c. mood  
d. mooch

**ANSWERS: 1. (a)      2. (d)      3. (c)      4. (b)**

**Learning Objective:**

- Write a message addressed to your father reading what the story in question is about.

**Learning Outcome:**

- Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

**QUESTIONS:**

**1. Which of these is not an important feature of a paragraph?**

- a. Length
- b. Breadth
- c. Unity
- d. Coherence

**2. Which among the following is a transitional word?**

- a. Furthermore
- b. Bravo!
- c. First
- d. Hello

**3. This is the part of the letter that includes a word like sincerely and your name.**

- a. Closing
- b. Opening
- c. Body
- d. Heading

ANSWERS: 1. (b)

2. (a)

3. (a)

**Topic: Comprehension Check**

**Learning Objective:**

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

**Learning Outcome:**

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

**QUESTIONS:**

**Wild Animals**

There are wild dogs and *pet* dogs. Pet dogs are helpers and friends to people. There were no pet dogs 15,000 years ago. Men and women learned how to work with dogs. Dogs helped humans travel from Asia to North America 10,000 years ago by *pulling* sleds in the snow. People say dogs are “man’s best friend.” They help with farming. They help with hunting. They help with fishing. They can pull things for people. They can help find things. There are many colours of dogs. There are white dogs, gray dogs, black dogs, and brown dogs. A dog’s *fur* can be short or long. Dogs have curly hair or *straight* fur. There are very small dogs. They are only 6-8 inches tall. There are very big dogs. They are about 3 feet tall. Some dogs can see well. Some dogs do not see very well. All dogs can hear well. They can hear sounds that people cannot hear. They can hear high sounds and low sounds. They can hear sound very far away. All dogs can smell very well. They can smell 40 times better than *humans*! Dogs live 5 to 13 years, but some dogs live much longer. One dog lived to be 24 years old!

**1. Dogs helped people go to America by...**

- a. pulling sleds in the snow.
- b. helping with farming.
- c. helping find things.
- d. None of the above

**2. What can all dogs do well?**

- a. see
- b. hear
- c. smell
- d. Both B and C are correct

**3. How tall are the biggest dogs?**

- a. 1 foot
- b. 2 feet
- c. 3 feet
- d. 5 feet

**ANSWERS: 1. (a)      2. (b)      3. (c)**

**CHAPTER II**  
**Poem: The Kite**  
**Topic: The Kite**

**Learning Objective:**

- Recite the poem with proper intonation and correct pronunciation.

**Learning Outcome:**

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.

**QUESTIONS:**

(1)  
How bright on the blue  
Is a kite when it's new!  
With a dive and a dip  
It snaps its tail  
Then soars like a ship  
With only a sail

(2)  
As over tides  
Of wind it rides,  
Climbs to the crest  
Of a gust and pulls,  
Then seems to rest  
As wind falls

(3)  
When string goes slack  
You wind it back  
And run until  
A new breeze blows  
And its wings fill  
And up it goes!

(4)  
How bright on the blue  
Is a kite when it's new!  
But a raggeder thing  
You never will see  
When it flaps on a string  
In the top of a tree.

**1. Select a rhyming word similar to 'Harvest':**

- Thought
- Earnest
- Happy
- Work

**2. What starts with a 'P', ends with an 'E' and has thousands of letters?**

- Post Office
- Pen Stand
- Port
- Packet

**3. Identify the correct one:**

- Piper Peter Peck and his pepper pickled.
- Peter piper and his peck of pickled pepper.
- Pepper Peter piper and his peck of pickled.
- Pickled Pepper Peter piper and his peck of.

**ANSWERS: 1. (b)      2. (a)      3. (b)**

**Learning Objective:**

- Recognise and use different action words and phrases in different contexts and enhance vocabulary through the exercise given in the text.

**Learning Outcome:**

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

**QUESTIONS:**

- 1. Find the antonym of the word 'bright'.**
  - a. dark
  - b. shine
  - c. movement
  - d. clear
- 2. Give synonym for the word 'slack'.**
  - a. loose
  - b. tight
  - c. easy
  - d. slim
- 3. Which of the following words mean the same as 'stormy wind'?**
  - a. Tides
  - b. Rides
  - c. Rest
  - d. Gust.

**ANSWERS: 1. (a)      2. (a)      3. (d)**



## Topic: Kite's Journey

### Learning Objective:

- Describe a kite and its journey in the sky.
- Read the second stanza of the poem and analyse the main idea of the poem.

### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

### QUESTIONS:

Read the second stanza of the poem and answer the questions:

Then soars like a ship  
With only a sail  
As over tides  
Of wind it rides,  
Climbs to the crest  
Of a gust and pulls,  
Then seems to rest  
As wind falls

**1. How does a kite soar?**

- a. Like a ship
- b. Like an aeroplane
- c. Like a boat
- d. None of the above.

**2. Kite Flying is an intrinsic part of which festival:**

- a. Lohri
- b. Diwali
- c. Makar Sakranti
- d. Basant Panchmi

**3. .... is a development of kite.**

- a. Helicopter
- b. Aeroplane
- c. Rocket
- d. Missiles

**ANSWERS: 1. (b)      2. (c)      3. (b)**

**Learning Objective:**

- Identify the poetic devices used in the poem and analyse its significance in literature.

**Learning Outcome:**

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

**QUESTIONS:****1. 'Sails like a ship' is a:**

- a. Metaphor
- b. Alliteration
- c. Simile
- d. Rhythm

**2. Find a word which rhymes with 'crest' in the given lines.**

- a. chair
- b. below
- c. hollow
- d. rest

**3. Breeze' is associated with ...**

- a. water
- b. wind
- c. mountain
- d. snow

**ANSWERS: 1. (c)      2. (d)      3. (b)**

**Learning Objective:**

- Write a paragraph. Write a paragraph on the topic 'my kite'.

**Learning Outcome:**

- Writes coherently with focus on appropriate beginning, middle and end in English.

**QUESTIONS:**

The old man remained dreaming in the sun. His kite shop had gone, the premises having been sold many years ago to a junk dealer. But he still made kites for his own amusement and as playthings for his grandson, Ali. Not many people bought kites these days. Adults disdained them and children preferred to spend their money at the movies. Moreover, there were few open spaces left for flying- kites. The city had swallowed up the green maidan which had stretched from the old fort walls to the river-bank.

Kite-flying was then the sport of kings. The old man remembered how the Nawab himself would come down to the river-bank with his retinue to join in this noble pastime. In those days, there was time to spend an idle hour with a gay, dancing strip of paper. Now everyone hurried; hurried in a heat of hope, and delicate things like kites and daydreams were trampled underfoot.

**1. How had the old man lost his shop?**

- a. A junk dealer had bought the house and its out buildings. The shop of Mahmood was a part of that house.
- b. Mahmood himself surrendered the shop to the dealer.

**2. Why did people not buy kites these days?**

- a. Kites were not available in the market.
- b. Adults looked down upon and children preferred to spend their money at the movies.

**3. Why is the kite called a gay, dancing strip of paper?**

- a. The kite is made of a piece of paper. It looks like a strip of paper. It serves and swoops in the sky. So, it is called a gay dancing strip of paper.
- b. It starts moving to and fro as soon as it is touched.

**ANSWERS: 1. (a)      2. (b)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

Read the following notice and answer the questions that follow.

G.G.M.S., Shyam Nagar

Notice

Inter-school Debate

28 May, 2019

An inter-school debate is being organised by G.G.M.S., Shyam Nagar for class 6<sup>th</sup>-8<sup>th</sup> on 30 May, 2019 at 9:00 A.M. The topic of the debate is —Should Homework be Assigned or not? Students who are interested in participating in the debate, may contact the undersigned by 29 May, 2019.

ESHM

Satish Sharma

#### 1. What is the topic of the debate?

- a. should every home have a pet or not?
- b. should student play a musical instrument?
- c. should all museums be free to public?
- d. should homework be assigned or not?

#### 2. At what time the debate will start?

- a. at 11:00 a.m.
- b. at 9:30 a.m.
- c. at 9:00 a.m.
- d. at 12:00 a.m.

#### 3. Which class students can participate in the debate?

- a. 5<sup>th</sup>-8<sup>th</sup>
- b. 6<sup>th</sup>-8<sup>th</sup>
- c. 6<sup>th</sup>-12<sup>th</sup>
- d. 5<sup>th</sup>-12<sup>th</sup>

**ANSWERS: 1. (d)      2. (c)      3. (b)**

## CHAPTER III

### Story: Taro's Reward

#### Topic: Introduction: Japanese stories and Taro

#### Learning Objective:

- Discuss Japanese folktales and belief and taro and his character.
- Discuss about the struggling phase of taro in the beginning and change in his life towards the end of the story.
- Read the parts of story that shows the qualities of Taro.

#### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

#### QUESTIONS:

##### Read the given extracts:

A YOUNG woodcutter named Taro lived with his mother and father on a lonely hillside. All day long he chopped wood in the forest. Though he worked very hard, he earned very little money. This made him sad, for he was a thoughtful son and wanted to give his old parents everything they needed.

One evening, when Taro and his parents were sitting in a corner of their hut, a strong wind began to blow. It whistled through the cracks of the hut and everyone felt very cold. Suddenly Taro's father said, "I wish I had a cup of saké; it would warm me and do my old heart good."

This made Taro sadder than ever, for the heart-warming drink called saké was very expensive. 'How do I earn more money?' he asked himself. 'How do I get a little saké for my poor old father?' He decided to work harder than before.

#### 1. Who among the following is not a character from Japanese folktales?

- a. Momotaro
- b. Urashima Taro
- c. Fool
- d. Kintaro

#### 2. Which of the following themes is most central to Japanese literature:

- a. Love of conflict
- b. Love of natural beauty
- c. Fear of foreigners
- d. Sensitivity to the plight of the poor.

This made Taro sadder than ever, for the heart-warming drink called saké was very expensive. 'How do I earn more money?' he asked himself. 'How do I get a little saké for my poor old father?' He decided to work harder than before.

- 3. Which quality of Taro can be identified from the above extract?**
- a. Selfishness
  - b. Greedy
  - c. Hardworking
  - d. None

**ANSWERS: 1. (c)      2. (a)      3. (c)**

## Topic: Taro and the impact of magic on his life.

### Learning Objective:

- Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

Answer the questions with reference to the given text.

Then one villager knelt and held his mouth under the waterfall to drink. He drank again and again, and then shouted angrily, “Water! Nothing but water!” Others also tried, but there was no saké, only cold water.

**1. ‘Knelt’ means**

- a. Knitting
- b. sitting on knees
- c. kneading
- d. peeling

This made Taro sadder than ever, for the heart-warming drink called saké was very expensive. ‘How do I earn more money?’ he asked himself. ‘How do I get a little saké for my poor old father?’ He decided to work harder than before.

**2. The word ‘expensive’ is the opposite of:**

- a. cheap
- b. pensive
- c. useful
- d. useless

Taro saw a beautiful little waterfall hidden behind a rock. Kneeling at a place where the water flowed quietly, he cupped a little in his hands and put it to his lips. Was it water? Or was it saké? He tasted it again and again, and always it was the delicious saké instead of cold water.

**3. The noun form of ‘delicious’ is:**

- a. delicate
- b. delight
- c. delicacy
- d. delicateness

**ANSWERS: 1. (b)      2. (a)      3. (a)**

**Topic: Taro and the impact of magic on his life.**

**Learning Objective:**

- Write a paragraph about how Taro is helped by magic.

**Learning Outcome:**

- Drafts, revises and writes short paragraphs based on verbal, print and visual clues in order to demonstrate editorial skills.

**QUESTIONS:**

**Read the given extract and answer the questions.**

Then suddenly Taro stopped chopping. What was that sound he heard? Could it be, could it possibly be rushing water? Taro could not remember ever seeing or hearing a rushing stream in that part of the forest. He was thirsty. The axe dropped out of his hands and he ran in the direction of the sound.

Taro saw a beautiful little waterfall hidden behind a rock. Kneeling at a place where the water flowed quietly, he cupped a little in his hands and put it to his lips. Was it water? Or was it saké? He tasted it again and again, and always it was the delicious saké instead of cold water.

Taro quickly filled the pitcher he had with him and hurried home. The old man was delighted with the saké. After only one swallow of the liquid he stopped shivering and did a little dance in the middle of the floor.

That afternoon, a neighbour stopped by for a visit. Taro's father politely offered her a cup of the saké. The lady drank it greedily, and thanked the old man. Then Taro told her the story of the magic water fall. Thanking them for the delicious drink, she left in a hurry. By nightfall she had spread the story throughout the whole village.

**1. I had a most enjoyable day at the races because of I won.**

- a. A
- b. The
- c. Of
- d. Most

**2. Who heard the story of Taro and magic waterfall?**

- a. The king's men
- b. The Minister
- c. The Emperor
- d. The Sepoy

**3. Choose the correct punctuation.**

**May I come in –**

- a. .
- b. ?
- c. !
- d. ;

**ANSWERS: 1. (c)      2. (c)      3. (b)**



**Topic: Taro and the impact of magic on his life.**

**Learning Objective:**

- Recognise and use word-meanings given in the text.

**Learning Outcome:**

- Refers to dictionary to check multiple meanings of word and their spellings, as well as refers to Thesaurus to check for multiple words for a word, in order to display ability to group words and use these words in context.

**QUESTIONS:**

**1. Identify the incorrect pair of meanings:**

- a. Thoughtful: unkind, inconsiderate.
- b. take off: (phrasal verb) remove, to suddenly leave.
- c. intended: desired, wished.
- d. tricked: duped, deceived

**Answer the questions that follow:**

**INFORMAL DISCUSSION**

Ravi: I think swimming is more difficult than driving.

Raju: I think it is much less difficult.

Vimal: Anyhow, neither of them is as difficult as learning English.

**2. What is the conversation about?**

- a. Dancing
- b. Laughing
- c. Swimming
- d. Running

**3. Which of the following word will come second in the dictionary:**

**Amused, sure, grateful, letter**

- a. Amused
- b. Sure
- c. Grateful
- d. Letter

**ANSWERS: 1. (a)**

**2. (c)**

**3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer the questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

Look at the given picture and answer the questions by choosing the Correct option:



1. The picture shows the scene of a .....
  - a. city
  - b. hill
  - c. jungle
  - d. village
2. How many creatures are there in the picture?
  - a. five
  - b. six
  - c. seven
  - d. four
3. Which animal is called the King of all animals?
  - a. Deer
  - b. Lion
  - c. Tiger
  - d. Crocodile

ANSWERS: 1. (d)      2. (b)      3. (b)

**CHAPTER III**  
**POEM: The Quarrel**  
**Topic: The reason**

**Learning Objective:**

- Recite the poem with proper intonation and correct pronunciation.

**Learning Outcome:**

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.

**QUESTIONS:**

**Recite the poem and answer the questions.**

I quarrelled with my brother  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!

We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night—  
I was in the wrong."  
So, he was in the right

**ELEANOR FARJEON**

**1. Which word is pronounced with 'oo'?**

- a. Cousin
- b. Country
- c. Loud
- d. Soul

**2. If you pronounce the word 'yesterday' in a rising intonation, you are expressing:**

- a. A statement
- b. A preposition
- c. A question
- d. Giving answers

**3. Try to guess the meaning of the underlined phrases.**

And somehow we fell out.

- a. started quarrelling
- b. started laughing
- c. both a & b
- d. None

**4. The afternoon turned black.**

- a. Smoggy
- b. blurred
- c. night came
- d. none

**ANSWERS: 1. (c)      2. (c)      3. (c)      4. (a)**

## Topic: The reason

### Learning Objective:

- Describe their own recent fight/quarrel they had with their siblings.

### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

### QUESTIONS:

**1. Identify the correct arrangement of the following:**

**enthusiasm/celebrated/great/the/with/school/Sports Day/our/**

- a. Celebrated our school the sports day with great enthusiasm.
- b. The school celebrated our sports day with great enthusiasm.
- c. With great enthusiasm our school celebrated the sports day.
- d. Our school celebrated the sports day with great enthusiasm.

**2. What is the cause of quarrel among siblings?**

- a. Money
- b. Toys
- c. School
- d. None

**3. What is the meaning of this line, “One thing led to another”?**

- a. one problem led to another problem.
- b. one reason led to another reason.
- c. one success led to another success.
- d. None.

**ANSWERS: 1. (d)      2. (b)      3. (d)**

## Topic: The reason

### Learning Objective:

- Read the second stanza of the poem and understand the main idea of the poem.

### Learning Outcome:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.

### QUESTIONS:

#### 1. Find the correct sequence of sentences:

P. I have not come to complain he said  
Q. even if it means some humiliation  
R. but the boy must learn to be honest  
S. and admit he broke it.

- a. PQRS
- b. QRPS
- c. QPRS
- d. PRQS

#### 2. It has been established that:

P: Einstein was  
Q: although a great scientist  
R: weak in arithmetic  
S: right from his school days

- a. SRPQ
- b. QPRS
- c. QPSR
- d. RQPS

#### 3. Arrange the words given below in a meaningful sequence:

A. Key  
B. Door  
C. Lock  
D. Room

- a. ABDC
- b. DBAC
- c. ACBD
- d. ABCD

ANSWERS: 1. (d)

2. (b)

3. (c)

## Topic: The ending

### Learning Objective:

- Identify the poetic devices used in the poem and understand its significance in literature.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

#### Identify Personification:

1. **The bright orange walls screamed at her as she walked into the room.**

- a. The walls
- b. The room
- c. The orange
- d. The scream

2. **Which is an example of oxymoron in the following passage?**

*He's a strange, sleepy, silent person. He's an unpopular celebrity, if you know what I mean. I wouldn't recommend that you watch his show, not for a billion bucks.*

- a. Strange, sleepy, silent
- b. Unpopular celebrity
- c. If you know what I mean
- d. Not for a billion bucks.

3. **What two things are being compared in the following metaphor?**

*Tom's Diary was her best friend, guarding her secrets quietly.*

- a. 'Best friends' and 'secret'
- b. 'Diary' and 'secrets'
- c. 'Diary' and 'her best friend'
- d. 'Tom' and 'Diary'

**ANSWERS: 1. (a)**

**2. (a)**

**3. (d)**

## Topic: The ending

### Learning Objective:

- Write a story. Write an imaginative story on any kind of fight or quarrel and give a proper ending to it.

### Learning Outcome:

- Writes coherently with focus on appropriate beginning, middle and end in English.

### QUESTIONS:

#### Read the story and answer the following questions.

This is the story of a man who thought that he had the right to do whatever he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected.

“You ought not to spin your walking-stick round and round like that!” he said.

“I am free to do what I like with my walking-stick,” argued the gentleman.

“Of course, you are,” said the other man, “but you ought to know that your freedom ends where my nose begins.”

The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people’s rights and freedom.

#### 1. The gentleman was walking along a

- a. lonely road.
- b. busy road.
- c. narrow road.
- d. hampered

#### 2. The gentleman was

- a. running along the road.
- b. disturbing others on the road.
- c. spinning his walking-stick round and round.
- d. jumping around

#### 3. The man who protested was a

- a. teacher.
- b. passer-by.
- c. policeman.
- d. None

**ANSWERS: 1. (b)      2. (c)      3. (b)**

## Topic: The ending

### Learning Objective:

- Write a story. Write an imaginative story on any kind of fight or quarrel and give a proper ending to it.

### Learning Outcome:

- Writes coherently with focus on appropriate beginning, middle and end in English.

### QUESTIONS:

#### A Street-Fight

People have become so volatile; they have so little tolerance that even a trifle is enough to ignite their temper. Street-fights are becoming more and more frequent now a days.

Once I witnessed such a fight from close quarters. When I was returning from my school, I saw two boys quarrelling for a ball. But before I reached there, two ladies came out from the adjoining houses to find out why their children were crying. Instead of separating the kids, surprisingly, they started quarrelling among themselves. A slinging match started. Voices were raised on both sides. Soon many ladies came out of their houses and surrounded them. None tried to stop them. Some even added fuel to the fire by their comments. It seemed as if they had used up all their abusive vocabulary and were about to come to blows. One had already started tearing the hair of the other. Then my grandmother came out.

She is somewhat hard of hearing. But even she had heard their voices. She in her forthright manner scolded both and silenced them, and inquired about the reason. To everyone's surprise they both told her that the son of the other one had taken her son's ball, and was quarrelling with him. I could not help laughing when I saw that both the boys were playing happily with that ball a few minutes later.

- 1. With the passage of time, people have lost**
  - a. Tolerance
  - b. Happiness
  - c. Temper
  - d. None
- 2. How did the two ladies react to the children's fight?**
  - a. Tried to stop them.
  - b. Added fuel to the fire
  - c. Both a and b
  - d. None
- 3. What is the opposite of 'scolding'?**
  - a. Rebuke
  - b. Chide
  - c. Berate
  - d. praise

**ANSWERS: 1. (a)            2. (b)            3. (d)**



## Topic: The ending

### Learning Objective:

- Read the second stanza of the poem and understand the main idea of the poem.

### Learning Outcome:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.

### QUESTIONS:

**Read the Extract and answer the questions.**

We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night \_\_\_\_  
I was in the wrong."  
So, he was in the right.

- 1. Guess the meaning of the underlined phrase.**  
**The afternoon turned black.**
  - a. Quarrelled
  - b. Spoiled due to bad mood.
  - c. Argument
  - d. None
- 2. Give antonym for the word 'hated'.**
  - a. Tough
  - b. Weak
  - c. Strong
  - d. Loved
- 3. The poet's brother came to her and ..... on her back.**
  - a. Pushed
  - b. Hugged
  - c. Patted
  - d. None

**ANSWERS: 1. (b)      2. (d)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

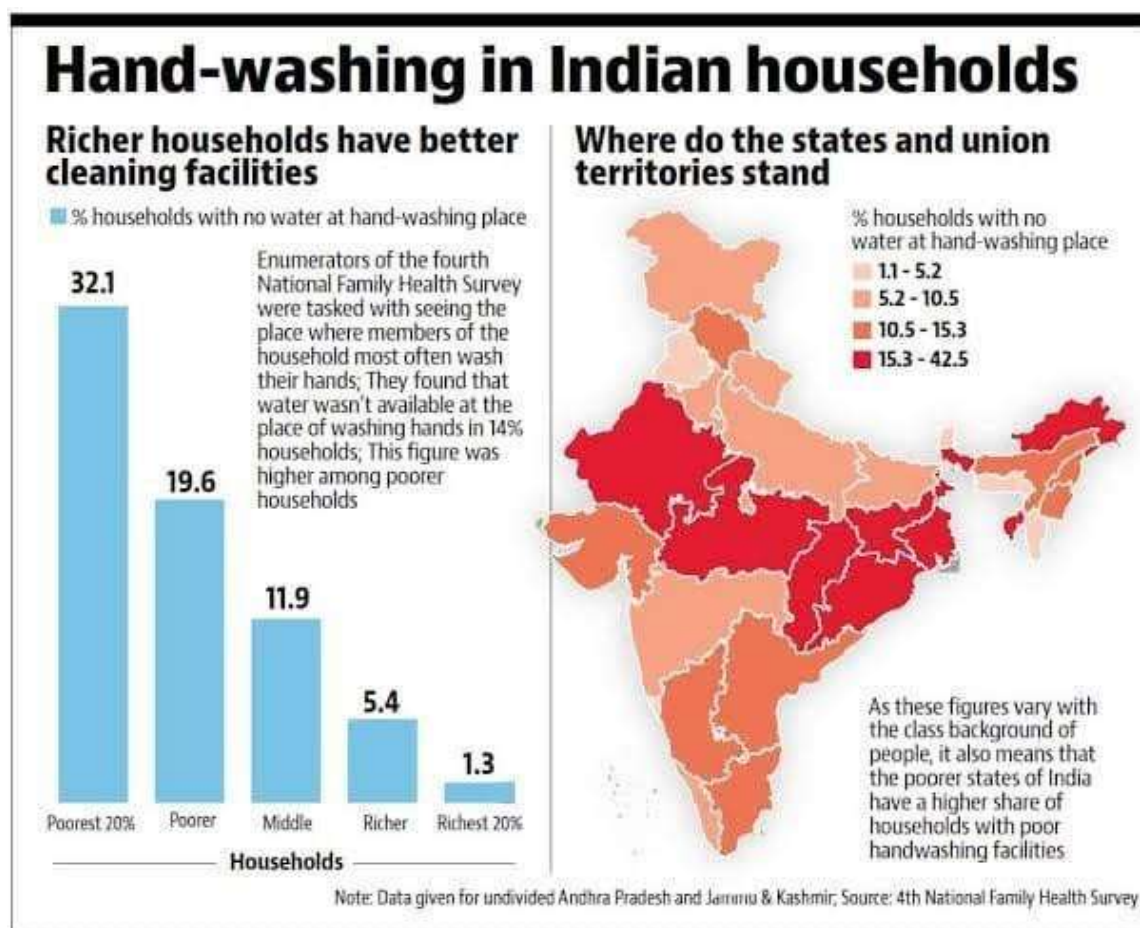
- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

Study the graph and map given below and answer the questions that follow:



1. The graph shows.....

- a. Indian states suffering from scarcity of water.
- b. Percentage of households with no food to eat.
- c. Percentage of households with no water for handwashing.
- d. Fourth National Health Survey.

**2. What is the percentage of households in Rajasthan with no water for washing hands?**

- a. 1.1-5.2
- b. 5.2-10
- c. 10.5-15.3
- d. 15.3-42.5

**3. A word from the above information which means 'a questionnaire or an examination of the opinions of a group of people.'**

- a. Survey
- b. Review
- c. Scrutiny
- d. Inspection

**ANSWERS: 1. (c)    2. (d)    3. (a)**



## Topic: Her life story

### Learning Objective:

- Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.
- Recognise and use word-meanings with the help of the exercises given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

- 1. Find the correct usage of ‘spread across’:**
  - a. The disease is spread across the entire world.
  - b. The disease is spread the across entire world.
  - c. The disease is the spread entire across world.
  - d. Spread the disease across the entire world.
- 2. Identify the British translation of the word ‘color’:**
  - a. Color
  - b. Colour
  - c. Colr
  - d. None
- 3. Identify the meaning of awe-inspiring:**
  - a. Feeling of guilt
  - b. Feeling of warmth
  - c. Feeling of respect and wonder.
  - d. Feeling of admiration.

**ANSWER: 1. (a)            2. (b)            3. (c)**

## Topic: Her life story

### Learning Objective:

- Write a paragraph saying what you want or wish to do. Then say (in another paragraph) how you think you can make your dream come true.

### Learning Outcome:

- Drafts, revises and writes short paragraphs based on verbal, print and visual clues in order to demonstrate editorial skills.

### QUESTIONS:



- 1. Identify the astronaut in the image:**
  - a. Yuri Gagarin.
  - b. Kalpana Chawla
  - c. Neil Armstrong
  - d. Valentina Tereshkova
- 2. Which country does she represent?**
  - a. China
  - b. United Nations
  - c. India
  - d. Africa
- 3. With what medal was she bestowed:**
  - a. NASA Space Flight Medal
  - b. Exceptional Service Medal.
  - c. Distinguished Service Medal.
  - d. Outstanding Leadership Medal.

**ANSWERS: 1. (b)**

**2. (c)**

**3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

Study the information carefully and answer the questions that follow.

**Sweet Summer Sale!!!**

All shops giving **HUGE** discounts! Don't miss this chance! Mystery prize for the lucky shopper!

**Sole Pleasure**  
Your one stop shoe shop!  
30% discount storewide on all ladies' shoes.  
Purchases of over ₹200 will get a further 10% discount.  
Drop your receipt into the 'Mystery Prize' box at the entrance to the mall to qualify.

**MegaElectric Store**  
Mega Sale!!!  
Enjoy and save with our fabulous discounts.  
Purchases above ₹900 will be entitled to a **FREE** cordless phone worth ₹100! Hurry!  
(above offer only for first 10 customers)

**Sweet Tooth Fairy**

Treat yourself to some tasty treats and save!  
Our cakes are soft and creamy — they melt in your mouth and last long too  
(keep refrigerated)  
Every purchase stands a chance to win the Mystery Prize!

SWEET SUMMER SALE at NewMall Department Store  
(13 August to 2 September 2010)



1. Nikhil bought a pair of sneakers at the Sole Pleasure shoe shop. He was given.....

- a 30% discount
- a 10% discount
- no discount
- a mystery prize

**2. Out of the three stores advertised, customers from.....can qualify for the Mystery Prize.**

- a. only one store
- b. only two stores
- c. all three stores
- d. New Mail Department store

**3. The word from the advertisement which means the same as 'allowed' is.....**

- a. Confess
- b. Accede
- c. Grant
- d. Entitled

**ANSWERS: 1. (a)      2. (a)      3. (d)**



## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

#### YES OR NO

The words “yes” and “no” get used in comparison to each other so often that it feels like they carry equal weight in conversation. In reality, they are not just opposite in meaning, but of entirely different magnitudes in commitment.

When you say no, you are only saying no to *one* option. When you say yes, you are saying no to *every other* option.

I like how the economist Tim Harford put it, “Every time we say yes to a request, we are also saying no to anything else we might accomplish with the time.” Once you have committed to something, you have already decided how that future block of time will be spent.

In other words, saying no saves you time in the future. Saying yes costs you time in the future. No is a form of time credit. You retain the ability to spend your future time however you want. Yes is a form of time debt. You have to pay back your commitment at some point.

No is a decision. Yes is a responsibility.

#### 1. The words “yes” and “no” do not differ in:

- (a) Magnitude
- (b) Weight
- (c) Conversation
- (d) Modules

#### 2. Who said: “Every time we say yes to a request, we are also saying no to anything else we might accomplish with the time.”

- a. Tim Harford
- b. Daniel Defoe
- c. George Eliot
- d. Joseph Conrad

#### 3. Yes is:

- a. Saves Time
- b. A responsibility
- c. Time Credit
- d. Pessimism

**ANSWERS:**    1. (a)                      2. (a)                      3. (b)

**CHAPTER IV**  
**POEM: Beauty**  
**Topic: Beauty**

**Learning Objective:**

- Recite the poem with proper intonation and correct pronunciation.

**Learning Outcome:**

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.

**QUESTIONS:**

**Read the given poem.**

Beauty is seen  
In the sunlight,  
The trees, the birds,  
Corn growing and people working  
Or dancing for their harvest.  
Beauty is heard  
In the night,  
Wind sighing, rain falling,  
Or a singer chanting  
Anything in earnest.  
Earnest sincere and honest conviction  
Beauty is in yourself.  
Good deeds, happy thoughts  
That repeat themselves  
In your dreams,  
In your work, And even in your rest.

- 1. Which word is pronounced with sound /ə/?**
  - a. House
  - b. Sound
  - c. Doughnut
  - d. Cousin
- 2. Are *son* and *sun* pronounced the same way:**
  - a. Yes
  - b. No
- 3. Does *basic* have an s or z sound?**
  - a. s
  - b. z
  - c. Both
  - d. None

**ANSWERS: 1. (d)      2. (a)      3.(a)**

## Topic: Beauty

### Learning Objective:

- Identify and use different adjectives and phrases in different contexts and enhance vocabulary through the exercise given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

#### Fill in the correct form of adjectives:

1. **Which of the following is a verb phrase?**
  - a. The cake is very yummy
  - b. For making cookies
  - c. Words were spoken
  - d. The glittering bells of the church
2. **It's raining.....**
  - a. Heavy
  - b. Heavier
  - c. Heaviest
  - d. Heavily
3. **Which of the following is an adjective phrase?**
  - a. A girl smarter than me
  - b. As the cat watched
  - c. Under the sea
  - d. She wants to be a dancer

**ANSWERS: 1. (c)**

**2. (d)**

**3. (a)**

## Topic: Natural and Inner beauty

### Learning Objective:

- Describe 'what is beauty?'
- Read the second stanza of the poem and analyse the main idea of the poem. Beauty can be found in any person, thing and in nature.

### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

### QUESTIONS:

**Read the text and answer the questions.**

Beauty is heard  
In the night,  
Wind sighing, rain falling,  
Or a singer chanting  
Anything in earnest.  
Earnest sincere and honest conviction

**1. Beauty is**

- a. a thing of joy forever
- b. everywhere in America
- c. lost forever
- d. short-lived

**2. Human beings have created beauty through**

- a. their good deeds
- b. their unpleasant behaviour
- c. the efforts of others
- d. their muscle strength

**3. The phrase “wind sighing” show that the wind is**

- a. unhappy
- b. passing through the trees
- c. blowing in the dark
- d. not blowing

**ANSWERS: 1. (a)**

**2. (a)**

**3. (b)**

## Topic: Natural and Inner beauty

### Learning Objective:

- Identify the poetic devices used in the poem and analyse its significance in literature.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

#### 1. Saying the opposite of what you mean is...

- a. coincidence
- b. verbal communication
- c. non-ironic
- d. irony

#### 2. Do we use five senses in imagery: smell, taste, touch, sight and hear?

- a. Yes
- b. No
- c. May be
- d. None

#### 3. Which of the following is an example of alliteration?

- a. Splendid Sarah saw special shells.
- b. The sky is blue and so are you.
- c. Lucy jumps at least a hundred feet in the air.
- d. Humpty Dumpty sat on a wall.

**ANSWERS: 1. (d)      2. (a)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

## Jean Paul's Grooming Service


*Special Grooming Packages for your pampered pet!  
Our special packages can make any pet feel like a pampered prince or princess! Come in today and meet our world class groomers!*

**Package 1:**

*Basic Dog Grooming Package – ₹19.99 for dogs weighing up to 10 kg, ₹29.99 for dogs weighing more than 10 kg*

*Package includes:*

- Shampoo with your choice of itch-relieving or odour control shampoo
- Complete nose to tail blow dry
- Nail trimming
- Teeth cleaning
- Brushing with de-shedding tool




**Package 2:**

*Basic Cat Care – ₹10.99 for short haired cats, ₹14.99 for long haired cats*

*Package includes:*

- Bath with deep conditioning shampoo
- Blow drying
- Claw trimming
- Teeth cleaning



If your pet needs a little extra special care, you can add any of these additional services to any pet care package:

- Flea treatment—includes flea dip, combing, and flea treatment drops: ₹15
- Fur cut and style—includes fur trimming, blow drying, and brush out, with a special finishing touch, a bow for your pet: ₹15 for small pets, ₹25 for large pets
- Matted fur removal—includes special detangling and conditioning fur treatment, and removal of matted fur: ₹8
- Bad breath treatment—includes thorough teeth brushing, removal of plaque, and special breath-freshening drops: ₹7

On the basis of above information, answer the following questions:

1. Who is the target audience of this advertisement?
  - a. Pets
  - b. Dogs
  - c. Cats
  - d. Pet owners

- 2. What do pets receive when they undergo a fur cut and style treatment?**
- a. A bow
  - b. A knot
  - c. A snack
  - d. A ribbon
- 3. Find the word which means 'to treat with excessive care and attention'.**
- a. Pampered
  - b. Cosset
  - c. Coddle
  - d. Spoil

**ANSWERS: 1. (d)      2. (a)      3. (a)**

**CHAPTER V**  
**STORY: A Different Kind of School**  
**Topic: Introduction: A different school**

**Learning Objective:**

- Conduct a group discussion: what way this school may be different from other schools.
- Discuss various days celebrated in miss beam's school.
- Read the parts of story that shows the qualities of miss beam's school.

**Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

**QUESTIONS:**

**Read the extract and answer the questions.**

“This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. During the blind day their eyes are bandaged absolutely and they are on their honour not to peep. The bandage is put on overnight so they wake blind. This means that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way — both the blind and the helpers.

**1. Which is pronounced with the sound /aʊ/?**

- a. Found
- b. Although
- c. Bought
- d. Shoulder

**2. Which of the following day was not celebrated in Miss Beam’s School:**

- a. Sports Day
- b. Blind Day
- c. Lame Day
- d. Deaf Day



**3. School is a primary institution of \_\_\_\_\_.**

- a. religion
- b. juvenile justice
- c. militarization
- d. socialization

**4. What is the place of Principal in an Educational Institute?**

- a. Overall head of the school
- b. Manager of the school
- c. Owner of the school
- d. Founder of the school.

**ANSWERS: 1. (a)**

**2. (a)**

**3. (d)**

**4. (a)**

## Topic: Special features of Miss Beam's school

### Learning Objective:

- Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

**Answer the questions on the basis of the given text.**

*Miss Beam was all that I had expected — middle-aged, full of authority, yet kindly and understanding. Her hair was beginning to turn grey, and she had the kind of plump figure that is likely to be comforting to a homesick child. I asked her some questions about her teaching methods, which I had heard were simple.*

#### 1. The word 'understanding' means:

- a. wisdom
- b. sense
- c. sympathetic
- d. knowledge

*"This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. During the blind day their eyes are bandaged absolutely and they are on their honour not to peep. The bandage is put on overnight so they wake blind. This means that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way — both the blind and the helpers.*

#### 2. The word 'appreciate' means:

- a. admire
- b. value
- c. esteem
- d. acknowledge

*Miss Beam was all that I had expected — middle-aged, full of authority, yet kindly and understanding. Her hair was beginning to turn grey, and she had the kind of plump figure that is likely to be comforting to a homesick child. I asked her some questions about her teaching methods, which I had heard were simple.*

**3. Give the antonym of ‘plump’:**

- a. thin
- b. tall
- c. Stout
- d. unhealthy

**ANSWERS: 1. (c)    2. (b)    3. (a)**

## Topic: Special features of Miss Beam's school

### Learning Objective:

- Match the words and phrases with their meanings write an essay on 'my dream school'.

### Learning Outcome:

- Drafts, revises and writes short paragraphs based on verbal, print and visual clues in order to demonstrate editorial skills.

### QUESTIONS:

#### Read the following passage carefully and answer the questions given below:

I have often thought it would be a blessing if each human being was stricken blind and deaf for a few days at some time during his adult life. Darkness would make him more appreciative of sight, silence would teach him the joy of sound. Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend, who had just returned from a long walk in the woods, what she has observed. "Nothing in particular," she replied.

How was it possible I asked myself to walk for an hour through the woods and see nothing worthy of note. I, who cannot see find hundreds of things to interest me through mere touch. I feel the delicate symmetry of leaf. I pass my hands lovingly about the smooth skin of a silver birch or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening nature after her winter's sleep. Occasionally if I am fortunate & place my hand gently on a small tree and feel the happy quiver of a bird in full song.

At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, just for three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. First I would like to gaze upon the face of my dear teacher, Mr. Anne Sullivan Macy. She came to see me when I was a child. She opened the other world for me.

#### 1. What would make one's blindness more appreciative of sight?

- a. Blackness
- b. Darkness
- c. Whiteness
- d. Joyfulness

**2. What would silence teach one's deafness?**

- a. Joy of music
- b. Joy of voice
- c. Joy of sound
- d. Joy of speaking

**3. Give the noun form of 'observe'?**

- a. Observation
- b. Observasion
- c. Obserwation
- d. Obserwasion

**ANSWERS: 1. (d)      2. (b)      3. (c)**

## Topic: Special features of Miss Beam's school

### Learning Objective:

- Recognise and use word-meanings given in the text.

### Learning Outcome:

- Refers to dictionary to check multiple meanings of word and their spellings, as well as refers to Thesaurus to check for multiple words for a word, in order to display ability to group words and use these words in context.

### QUESTIONS:

#### 1. Identify the correctly spelt word:

- a. Adulterate
- b. Adeldurate
- c. Adulterat
- d. Adultarate

#### 2. Arrange the given words in alphabetical order and choose the correct word that comes first:

- a. Teacher
- b. student
- c. post man
- d. doctor

#### 3. Which of the following word will come second in the English Dictionary?

- a. Magical
- b. mood
- c. man
- d. method

**ANSWERS: 1. (a)      2. (d)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

#### Read the passage carefully and answer the questions that follow:

The fire which broke out in a Colaba guest-house recently shows that elementary precautions against fire hazards are not being taken in the city. Rooms are built on mezzanine floors without providing either ventilation or windows. Often, there is no separate exit in these structures which are added onto buildings situated in narrow lanes in highly congested areas. Fortunately, the fire at Colaba broke out in the afternoon when most of the guests were out. Otherwise, the poisonous fumes from the synthetic material within would have suffocated and killed scores of people. The fire could also have spread to the entire building which is full of old wooden beams and staircases. Such scandalous firetraps invariably endanger the lives of the fire-fighting staff as well. What is worse, even newly constructed buildings in Mumbai ignore fire-safety norms. Clearly, the municipal staff is not doing its duty. Ironically the building which caught fire in Colaba, houses an architect's office. Had it gone up in flames, the tragedy would have been doubly compounded because society looks up to these professionals for guidance and norms. Unfortunately, with the municipal corporation also proving increasingly incapable of protecting citizen's interests, it is now up to the people to come together and oppose illegal constructions in their areas.

**1. The author says, "clearly the municipal staff is not doing its duty" because they**

- a. are constantly on leave.
- b. are negligent and not particular about safety measures.
- c. do not have enough fire-fighters.
- d. are endangering the life of the fire-fighting staff.

**2. Society looks up to these professionals for guidance and norms. "These professionals" refers to**

- a. fire-fighters
- b. municipal Corporation
- c. residents of Mumbai
- d. architects

**3. The word/phrase closest to the meaning of 'scandalous' is**

- a. embarrassment
- b. ashamed
- c. causing scandals
- d. disgraceful

**ANSWERS: 1. (b)      2. (d)      3. (d)**

## CHAPTER V

### POEM: Where Do All the Teachers Go?

#### Topic: Teachers: Their lives in school

#### Learning Objective:

- Discuss teachers and their school lives.

#### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills

#### QUESTIONS:

##### 1. Select the correctly punctuated sentence-

- Our neighbour bought a new car
- Our neighbour, bought a new car?
- Our neighbour bought a new car.
- Our neighbour! bought a new car.



##### 2. How is the Teacher teaching in the class?

- Rudely
- Happily
- None of the above
- Both a. And b.

##### 3. What is the attitude of the Teacher in the class?

- Welcoming OR Positive
- Ignorant or Negative
- None of the above
- Both (a) and (b)

**ANSWERS: 1. (c)      2. (b)      3. (a)**



## Topic: Teachers: Their lives in school

### Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.

### Learning Outcome:

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.

### QUESTIONS:

#### 1. Put the spoken words in inverted commas:

She said I can speak English well.

- a. She “said I can speak” English well.
- b. She said, “I can speak English” well.
- c. She said, “I can speak English well”.
- d. She said I, “can speak” English well.

#### 2. Come here teacher said to me.

- a. “Come here”, teacher said to me.
- b. Come here, “teacher said” to me.
- c. Come here, “teacher said to me”.
- d. Come here, “teacher said to” me.

#### 3. Rearrange the words to form meaningful sentences:

My/homework/in/me/helps my/brother.

- a. My brother helps me in my homework.
- b. My homework my brother helps me in
- c. My brother my homework helps in me
- d. Helps in my homework my brother me.

**ANSWERS: 1. (c)      2. (a)      3. (a)**

## Topic: Teachers: Their lives in school

### Learning Objective:

- Identify and use different adjectives and phrases in different contexts and enhance vocabulary through the exercise given in the text.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.

### QUESTIONS:

1. **The phrase 'pick nose' means to:**
  - a. touch the nose
  - b. blow the nose
  - c. pull mucus from the nose
  - d. scratch the nose
  
2. **The words 'ever' and 'never' are:**
  - a. adverbs
  - b. verbs
  - c. nouns
  - d. adjectives
  
3. **The adjective form of 'poem' is**
  - a. poet
  - b. poetic
  - c. poetry
  - d. poems

**ANSWERS: 1. (c)      2. (a)      3. (b)**

## Topic: Teachers from a child's point of view

### Learning Objective:

- Describe 'what does a teacher do after school?'

### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

### QUESTIONS:

- 1. For a little child, a teacher is .....**
  - a. Rude
  - b. Strict
  - c. Special
  - d. Both a & b
  
- 2. What do you think this phrase from the poem mean: - “Punished in the corner”?**
  - a. Stand in the corner of the classroom as punishment for making mistakes.
  - b. Stand in the middle of the classroom as punishment for rude behaviour.
  - c. Fun in the school time
  - d. None of these
  
- 3. Tick the correct word:**
  - a. Hynn
  - b. Hymm
  - c. Hymn
  - d. Hynm

**ANSWERS: 1. (c)**

**2. (a)**

**3. (c)**

## Topic: Teachers from a child's point of view

### Learning Objective:

- Read the poem and relate to the main idea of the poem: teachers are just like other human beings discuss the poetic devices of the poem.

### Learning Outcome:

- Raises questions/discusses the ideas of the text in order to analyse the text and provide solutions to the problems raised.

### QUESTIONS:

**1. What does the phrase 'leave the greens' mean:**

- a. Leaving cooked food to throw
- b. Leaving the bag in school
- c. Leaving the tiffin at home
- d. Leaving the shoes spoilt.

**2. Identify if the statement is evident in simile, alliteration or metaphor.**

**"Rabbits Running Over Roses".**

- a. Metaphor
- b. Simile
- c. Alliteration
- d. Personification

**3. Which of the following phrase is not an Alliteration?**

- a. Not Knotty
- b. Big baby bully
- c. Cigarette chaser
- d. Peter Piper

**ANSWERS: 1. (a)**

**2. (c)**

**3. (a)**

## Topic: Teachers from a child's point of view

### Learning Objective:

- Identify the poetic devices used in the poem and analyse its significance in literature.

### Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

**Read the extract given below and answer the following questions.**

Where do all the teachers go  
When it's four o' clocks?  
Do they live in houses  
And do they wash their socks?  
Do they wear pyjamas  
And do they watch TV?  
And do they pick their noses  
The same as you and me?

**1. What is the meaning of 'pick their nose'?**

- a. Remove the nose
- b. Use fingers to remove dirt from the nose
- c. Cut the nose
- d. None of the above

**2. What does green signify in the poem.**

Did they ever leave their greens?

- a. Vegetables
- b. Fruits
- c. Sweets
- d. None

**3. Identify the poetic device in the given statement.**

And do they wash their socks?

- a. Alliteration
- b. Metaphor
- c. Simile
- d. None

**ANSWERS: 1. (c)      2. (b)      3. (d)**

## Topic: Teachers from a child's point of view

### Learning Objective:

- List of the questions that the small child has about his teacher.

### Learning Outcome:

- Writes coherently with focus on appropriate beginning, middle and end in English.

### QUESTIONS:

#### Read the extract and answer the questions.

*Did they ever. never spell right  
Did they ever make mistakes?  
Were they punished in the comer  
If they pinched the chocolate flakes?  
Did they ever lose their hymn books  
Did they ever leave their greens?  
Did they scabble on the desk tops.*

#### 1. The speaker is talking of the things for which the children are often:

- a. praised
- b. punished
- c. awarded
- d. advised

#### 2. The speaker seems to think that the behaviour of the teachers is such that they appear to be the people who are:

- a. good
- b. bad
- c. decent
- d. out of the world

#### 3. The words 'ever' and 'never' are:

- a. adverbs
- b. verbs
- c. nouns
- d. adjectives

**ANSWERS: 1. (b)      2. (c)      3. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

**Read the poem given below and write the option that you consider the most appropriate:**

#### Upon Westminster Bridge

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth like a garment wear  
The beauty of the morning; silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open onto the field, and to the sky;  
All bright and glittering in the smokeless air.  
Never did sun more beautifully steep  
In his first splendour valley, rock, or hill;  
Ne'er saw I, never felt, a calm so deep!  
The river glideth at his own sweet will:  
Dear God! The very houses seem asleep;  
And all that mighty heart is lying still!

- William Wordsworth.

#### 1. The morning sight of the city bears a.....

- a. peaceful and serene look
- b. noisy and crowdly look
- c. dark and dreary scene
- d. enchanting and haunting appearance

**2. 'All bright and glittering', 'all refers to.....**

- a. residents of the city.
- b. gardens of the city
- c. malls and multiplexes of the city
- d. ships, towers, domes, theatres and temples.

**3. Find the word in the poem which means same as ..... 'magnificence or grandeur'.**

- a. bare
- b. splendour
- c. glideth
- d. mighty

**ANSWERS: 1. (a)      2. (d)      3. (b)**



**CHAPTER VI**  
**STORY: Who I am**  
**Topic: Unity of diversity**

**Learning Objective:**

- Discuss diversity and argue that everyone has something special in him or her. Everyone is unique in their own way.
- Discuss about personality and confidence building. Also, how each child is different from other?
- Present a speech on how you are unique from others.

**Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

**Questions:**

- 1. All the people on earth are:**
  - a. good
  - b. honest
  - c. interesting
  - d. god-fearing
  
- 2. Dolma aspires to be**
  - a. a true friend
  - b. a sportstar
  - c. a good Prime Minister
  - d. a mathematician
  
- 3. Verbal intelligence implies**
  - a. you are good at verbs
  - b. you think in words
  - c. you like pictures
  - d. good at words

**ANSWERS: 1. (c)      2. (c)      3. (b)**

**Topic: Different people and their unique experiences and feelings.**

**Learning Objective:**

- Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.
- Recognise and use word-meanings with the help of the exercises given in the text.

**Learning Outcome:**

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in text.

**QUESTIONS:**

- 1. The phrasal verb 'dive down' means**
  - a. take a dip
  - b. drive down
  - c. dive low
  - d. go down
- 2. The noun form of 'sensible' is**
  - a. sense
  - b. senseless
  - c. sensuous
  - d. sensual
- 3. The word which means opposite of preserve is**
  - a. damage
  - b. destroy
  - c. spend on seeds
  - d. preservation

**ANSWERS: 1. (a)      2. (a)      3. (b)**

**Topic: Different people and their unique experiences and feelings.**

**Learning Objective:**

- Write a paragraph about yourself so that people who read it will get to know you better. (Remember to give a reason or details of what you write about, so that anyone reading it will understand you better.)

**Learning Outcome:**

- Drafts, revises and writes short paragraphs based on verbal, print and visual clues in order to demonstrate editorial skills.

**QUESTIONS:**

*Or If I tell my teacher that I really did study for the test even if I have got bad marks. They all look at me as if they think I am telling lies. The look on their faces really angers me. Sometimes I have to look do wit at my shoes and count to ten so that I do not show that I am angry.*

**1. The speaker counts to ten to:**

- a. control his temper
- b. remember something
- c. learn counting
- d. attack

**2. The noun form of tell is:**

- a. telling
- b. tail
- c. tale
- d. told

**3. The speaker's mood is:**

- a. happy
- b. sad
- c. angry
- d. peaceful

**ANSWERS: 1. (a)      2. (c)      3. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

#### Read the text and answer the questions.

*When I grow up, I am going to be the Prime Minister of India. People always laugh when I say that, but I am sure that I will do it. Everyone in my class asks me what to do when they have a problem, and my teacher always trusts me when something needs to be done in school.*

- 1. The speaker of these lines is**
  - a. Radha
  - b. Sarbjit
  - c. Rohit
  - d. Dolma
- 2. The teachers considers the speaker**
  - a. intelligent
  - b. reliable
  - c. hard-working
  - d. patient
- 3. The speaker is sure to be a**
  - a. leader
  - b. teacher
  - c. writer
  - d. poet

**ANSWERS: 1. (d)      2. (b)      3. (a)**

## CHAPTER VI

### STORY: The Wonderful Words

**Topic: The importance of words and language**

#### Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Debate – without language and appropriate use of words it is almost impossible to imagine the beautiful world. Words and the art of expression help to express thoughts.
- Read the second stanza of the poem and analyse the main idea of the poem.

#### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language
- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.
- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.

#### QUESTIONS:

##### THE WONDERFUL WORDS

And all of you can play it.

All that you do is match the words  
To the brightest thoughts in your head  
So that they come out clear and true  
And handsomely groomed and fed—  
For many of the loveliest things  
Have never yet been said.

Words are the food and dress of thought  
They give it its body and swing  
And everyone's longing today to hear  
Some fresh and beautiful things;  
But only words can free a thought  
From its prison behind your eyes  
Maybe your mind is holding now  
A marvellous new surprise!

**1. The words we speak:**

- a. are beautiful words
- b. bring out our thoughts
- c. should be high sounding
- d. should heal

**2. English is:**

- a. a wonderful game of matching thoughts
- b. a foreigner
- c. the dress of soul
- d. a good language

**3. No thought should die:**

- a. due to arguments
- b. for want of proper words
- c. for want of good words
- d. due to clashes

**ANSWERS: 1. (b)      2. (a)      3. (b)**

## Topic: Synopsis of the poem

### Learning Objective:

- Write a letter. Write a letter explaining to your friend as to how the wonderful words help everyone to express his/her views in different ways.
- Identify the poetic devices used in the poem and analyse its significance in literature.

### Learning Outcome:

- Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

#### 1. Words mean:

- a. vocabulary
- b. the food
- c. the dress of thoughts
- d. verbs

#### 2. The noun form of 'fed' is:

- a. feed
- b. feeding
- c. food
- d. Feeling

#### 3. Identify the figure of speech in the given line:

“They give it its body and swing.”

- a. Metaphor
- b. Simile
- c. Personification
- d. None

**ANSWERS:**      1. (c)                      2. (a)                      3. (c)

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. frame and write the answers on their own in the notebooks based on the discussion

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

*Words are the food and dress of thought  
They give it its body and swing  
And everyone's longing today to hear  
Some fresh and beautiful thing;  
But only words cart free a thought  
From its prison behind your eyes  
Maybe your mind is holding now  
A marvellous new surprise!*

**1. If the words are the body, the thought is it's:**

- a. dress
- b. food
- c. soul
- d. swing

**2. The words can free a thought which is:**

- a. In a prison
- b. In the mind
- c. In the eyes
- d. nowhere

**3. The word 'longing' is a:**

- a. gerund
- b. verb
- c. noun
- d. adjective

**ANSWERS: 1. (c)**

**2. (b)**

**3. (c)**



## CHAPTER VII

### STORY: Fair Play

#### Topic: Importance of friendship

#### Learning Objective:

- Evaluate what is right and wrong, which is higher than friendship and enmity.
- Discuss about the struggling phase of their life in which they were caught between right and friendship.
- Present a speech on the qualities you look in your friend.

#### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

#### QUESTIONS:

**1. Jumman and Algu were:**

- a. cousins
- b. good friends
- c. enemies
- d. brothers

**2. The attitude of Jumman towards the aunt:**

- a. became undesirable
- b. was good
- c. hurt him
- d. was loving

**3. Algu's nomination as head Panch made Jumman:**

- a. sad
- b. happy
- c. jealous
- d. nasty

**ANSWERS: 1. (b)      2. (b)      3. (a)**

**Topic: Respect the verdict of judicial bodies.**

**Learning Objective:**

- Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.
- Recognise and use word-meanings with the help of the exercises given in the text.
- Writing – write a paragraph stating what you think is more important in your life; your values, to be right or your friend?

**Learning Outcome:**

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.
- Drafts, revises and writes short paragraphs based on verbal, print and visual clues in order to demonstrate editorial skills.

**QUESTIONS:**

**1. The word 'looked after' means:**

- a. watched her
- b. looked at her
- c. took care of
- d. did not bother

**Read the given reference and answer the questions:**

*Jumman had an old aunt who had some property. This she transferred to him on the understanding that she would stay with him and he would look after her. The arrangement worked well for a couple of years. Then the situation changed.*

**2. The old lady was:**

- a. Jumman's mother
- b. Jumman's sister
- c. Jumman's aunt
- d. none of the above

**3. The word 'understanding' is:**

- a. gerund
- b. verb
- c. adjective
- d. Noun

**ANSWERS: 1. (c)      2. (c)      3. (d)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

#### Read the given reference and answer the questions:

*I know that, ' replied the aunt, but I also know that you will not kill your conscience for the sake of friendship. God lives in the heart of the Panch, and his voice is the voice of God.' And the old lady explained her case.*

#### 1. The aunt was speaking to:

- a. Jumman
- b. Algu
- c. Panch
- d. Jumman's wife

#### 2. The old lady had a case against:

- a. Algu
- b. Jumman's wife
- c. the villagers
- d. Jumman

#### 3. The word conscience' means:

- a. conscious
- b. awareness
- c. an Inner sense
- d. science

**ANSWERS: 1. (b)**

**2. (d)**

**3. (c)**

**CHAPTER VIII**  
**STORY: A Game of Chance**

**Topic: Fairs**

**Learning Objective:**

- Speaking - discuss about fairs in the context of India by sharing their first-hand experience of their visit to a fair.
- Argue about the significance of luck in one's life with the help of a debate on the topic 'luck has a role to play in one's success'.

**Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

**QUESTIONS:**

- 1. The festival of Eid had**
  - a. many rotten eatables
  - b. many ordinary competitions
  - c. a big show
  - d. many game stalls
  
- 2. How many days fair lasted:**
  - a. One day
  - b. Many days
  - c. Three days
  - d. None
  
- 3. What could you buy from this fair.**
  - a. A small pin to a big bag
  - b. A small pencil to a big dog
  - c. A small pin to a big buffalo
  - d. None

**ANSWERS: 1. (c)      2. (b)      3. (a)**

## Topic: The Lucky Shop

### Learning Objective:

- Identify and use some words as a noun and verb in different contexts and enhance vocabulary through the exercise given in the text.
- Practise 'there' in the beginning of the sentence with the help of the exercise given in the text.

### Learning Outcome:

- Writes grammatically correct sentences for a variety of situations, in order to demonstrate appropriate usage of noun, pronoun, verb, adverb, determiners, etc.

### QUESTIONS:

- 1. Playing tricks' means**
  - a. cheating
  - b. playing
  - c. enjoying
  - d. blowing
- 2. "Uncle was leading us" means**
  - a. Uncle was a leader
  - b. Uncle was the eldest
  - c. Uncle gave the order
  - d. Uncle was showing us the way
- 3. The noun form of 'obliged is**
  - a. oblige
  - b. obliging
  - c. obligatory
  - d. obligation
- 4. The adjective form of foolishness is**
  - a. fool
  - b. foolish
  - c. folly
  - d. fooling

**ANSWERS: 1. (a)      2. (d)      3. (d)      4. (b)**

## Topic: The Lucky Shop

### Learning Objective:

- Relate to the inherent idea of the story and with their personal experience.
- Establish the importance of obeying elders by writing a letter addressed to your young brother.

### Learning Outcome:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.
- Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

### QUESTIONS:

- 1. The friends of the shopkeeper were**
  - a. two old persons
  - b. one old man and a boy
  - c. a boy and a girl
  - d. two young people
- 2. Bhaiya was**
  - a. a domestic servant
  - b. the narrator's brother
  - c. a man in the crowd
  - d. a neighbour of the narrator
- 3. The shopkeeper had made Rasheed a**
  - a. winner
  - b. fool
  - c. tradesman
  - d. loser

**ANSWERS: 1. (b)      2. (a)      3. (b)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

**Read the reference given below and write the option that you consider the most appropriate:**

*The shopkeeper obliged him by buying it back for 15 rupees. The old man went away very pleased. Then a boy, a little older than I, tried his luck. He got a comb worth 25 paise. The shopkeeper looked neither happy nor sad. He bought the comb from the boy for 25 paise. The boy tried his luck again. He now got a fountain-pen worth three rupees. Then he tried a third time and got a wrist watch worth 25 rupees.*

**1. The shopkeeper's obligation was**

- a. real
- b. a drama
- c. natural
- d. just what the narrator felt

**2. The narrator**

- a. was trapped
- b. was able to see through the game
- c. went away from there narrow
- d. called his uncle

**3. The boy was now**

- a. alone
- b. with his Uncle
- c. with Bhaiya
- d. with a friend

**ANSWERS: 1. (b)      2. (a)      3. (c)**

## CHAPTER VIII

### Poem: Vocation

#### Topic: The importance of dignity of labour

#### Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Explain if they are able to appreciate the value of freedom.

#### Learning Outcome:

- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.
- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

#### QUESTIONS:

#### Read the poem.

#### VOCATION

When the gong sounds ten in the morning and  
I walk to school by our lane,  
Every day I meet the hawker crying, “Bangles,  
crystal bangles!”  
There is nothing to hurry him on, there is no  
road he must take, no place he must go to, no  
time when he must come home.  
I wish I were a hawker, spending my day in  
the road, crying, “Bangles, crystal bangles!”  
When at four in the afternoon I come back from  
the school,  
I can see through the gate of that house the  
gardener digging the ground.  
He does what he likes with his spade, he soils  
his clothes with dust, nobody takes him to  
task, if he gets baked in the sun or gets wet.  
I wish I were a gardener digging away at the  
garden with nobody to stop me from digging.  
Just as it gets dark in the evening and my  
mother sends me to bed,  
I can see through my open window the  
watchman walking up and down.



The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head.

The watchman swings his lantern and walks with his shadow at his side, and never once goes to bed in his life.

Wish I were a watchman walking the street all night, chasing the shadows with my Lantern.

- Rabindranath Tagore

**1. A child wishes to**

- a. take breakfast at noon
- b. be a watchman
- c. wash his dress
- d. get up early in the morning

**2. When no one checks him, he will**

- a. not get baked in the sun
- b. not spoil his clothes
- c. walk the street all night
- d. not indulge in gossip

**3. The hawker leads a**

- a. pious life
- b. carefree life
- c. miserable life
- d. peaceful life

**ANSWERS: 1. (b) 2. (c) 3. (d)**

## Topic: Synopsis of the poem

### Learning Objective:

- Read the second stanza of the poem and analyse the main idea of the poem.
- Identify the poetic devices used in the poem and evaluate its significance in literature.

### Learning Outcome:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

### QUESTIONS:

*When at four in the afternoon I come back from the school.*

*I can see through the gate of that house the  
gardener digging the ground.*

*He does what he likes with his spade, he soils  
his clothes with dust, nobody takes him to  
task, f he gets baked in the sun or gets wet.*

- 1. The speaker loves the gardener's**
  - a. gardening
  - b. digging
  - c. freedom
  - d. dress
- 2. The one who is taken to task for getting baked in the sun is**
  - a. the gardener
  - b. the bangle-seller
  - c. the speaker
  - d. the watchman
- 3. The noun form of 'see' is**
  - a. saw
  - b. sight
  - c. seen
  - d. seeing

**ANSWERS: 1. (c)      2. (c)      3. (b)**

## Topic: Synopsis of the poem

### Learning Objective:

- Write a letter. write a letter explaining to your friend that like the child in the poem, you perhaps have your own wishes for yourself. Write to your friend, using “i wish i were...”

### Learning Outcome:

- Writes coherently with focus on appropriate beginning, middle and end in English.

### QUESTIONS:

#### Read the extract and answer the questions.

*When the gong sounds ten in the morning and  
I walk to school by our lane,  
Every day I meet the hawker crying.  
Bangles. crystal bangles!”  
There is nothing to hurry him on. there is no  
road he must take, no place he must go to, no  
tune when he must come home.  
I wish I were a hawker, spending my day in  
the road, crying. ‘Bangles, crystal bangles!*

- 1. The speaker seems to be disgusted with**
  - a. the gong
  - b. the hawker
  - c. the school
  - d. the discipline
- 2. The speaker seems to love**
  - a. his school
  - b. the bangles
  - c. the hawker
  - d. the freedom
- 3. The noun form of ‘spending is**
  - a. spend
  - b. spender
  - c. sperm
  - d. spent

**ANSWERS: 1. (d)      2. (d)      3. (b)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

**Read the poem given below and write the option that you consider the most appropriate:**

*I wish I were a gardener digging away at the  
garden with nobody to stop in from digging.  
Just as it gets dark in the evening and my  
mother sends me to bed,  
I can see through my open window the  
watchman walking up and down.*

- 1. The common point between a gardener and a watchman is**
  - a. job
  - b. poverty
  - c. age
  - d. freedom
- 2. The watchman comes on duty when**
  - a. the child sleeps
  - b. the gardener comes
  - c. the bangle seller comes
  - d. the sun rises
- 3. The word dark' is**
  - a. noun
  - b. verb
  - c. adjective
  - d. adverb

**ANSWERS: 1. (d)      2. (a)      3. (c)**

**CHAPTER IX**  
**STORY: Desert Animals**  
**Topic: The Desert**

**Learning Objective:**

- Discuss about deserts and its unique features by carrying out a group discussion.
- Recognise and use superlative degree in context with the help of a speaking exercise in the text.

**Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.
- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.

**QUESTIONS:**

- 1. All desert animals struggle**
  - a. to survive in harsh conditions
  - b. to get sleep
  - c. to win
  - d. to get food
- 2. The animals to save themselves**
  - a. play
  - b. attack
  - c. sleep
  - d. shout
- 3. Some animals are predators as**
  - a. they are hunters
  - b. they prey on other animals
  - c. they are victimised
  - d. they hibernate
- 4. Deserts are the driest places on earth**
  - a. True
  - b. to settle
  - c. to build palaces
  - d. to grow crops
- 5. The hump of a camel is a container of**
  - a. fat
  - b. water
  - c. bones
  - d. Muscles

**ANSWERS: 1. (a) 2. (b) 3. (b) 4. (a) 5. (b)**

## Topic: Desert Animals

### Learning Objective:

- Recognise and uses some words and phrases with regard to desert in context with the help of exercise B (Working with the language).
- Identify and use quantifiers in the beginning of the sentences with the help of the exercise given in the text.
- Analyse the information in connection with several desert animals.
- Identify and use the lexical set of the desert in context by writing a diary on the topic 'My journey through a desert'.

### Learning Outcome:

- Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language
- Writes grammatically correct sentences for a variety of situations, in order to demonstrate appropriate usage of noun, pronoun, verb, adverb, determiners, etc.
- Uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing in order to demonstrate communication skills in different given situations.

### QUESTIONS:

**1. The word 'forage' means**

- a. search for food
- b. search for the birds
- c. search for work
- d. search for water

*However, if its warnings are **ignored** – and it feels threatened it will coil ready to bite. But the rattler itself cannot hear the noise its own tail makes. Like most snakes, it 'hears' things through vibrations in the ground. If a person walks quickly nearby the snake can feel the movement. But if the same person were to shout, it would not hear a thing.*

**2. The noun form of 'ignored' is**

- a. ignore
- b. ignorant
- c. ignominy
- d. ignorance

**3. The adjective form of 'quickly is**

- a. quick
- b. quickness
- c. quick lines
- d. Quiet

*Camels were first domesticated by people many thousands of years ago. In the wild, camels usually live in small groups of up to thirty animals. Camels have long, shaggy winter coats to keep warm and shorter, tidier coats in the summer to keep cool. A thirsty camel can drink as much as thirty gallons of water — that's about five hundred full glasses — in just ten minutes.*

**4. Which animal is called 'the ship of the desert'?**

- a. Camel
- b. Elephant
- c. Snake
- d. None

**5. Which word means the same as 'stay alive'?**

- a. Domesticated
- b. Shaggy
- c. Survive
- d. tidier

**ANSWERS: 1. (d)    2. (a)    3. (b)    4. (a)    5. (c)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.

### QUESTIONS:

**Read the poem given below and write the option that you consider the most appropriate:**

*Deserts are the driest places on earth and sometimes go for months, or even years, without rain. But even the desert animals cannot survive without water, or for long periods in the scorching sun, so they have had to find different ways of coping with the harsh conditions. For example, gerbils spend the hottest part of the day in cool underground burrows.*

- 1. Deserts have generally**
  - a. very little rainfall
  - b. much rainfall
  - c. no rainfall
  - d. normal rainfall
- 2. 'Coping with' means the same as**
  - a. living in
  - b. fighting with
  - c. being comfortable with
  - d. dealing with
- 3. To avoid the heat some animals live**
  - a. under the trees
  - b. in the pond
  - c. in houses
  - d. in underground burrows

**ANSWERS: 1. (a)      2. (d)      3. (d)**



**CHAPTER IX**  
**POEM: What if**  
**Topic: Fear**

**Learning Objective:**

- Recite the poem with proper intonation and correct pronunciation.
- Discuss that fear is inevitable, however to go beyond your fear and not to let it get the better of you is how you can overcome it by sharing their personal experiences.

**Learning Outcome:**

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.
- Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. in order to demonstrate fluency in language and communication skills.

*Last night while I lay thinking here.  
Some Whatif crawled Inside my ear  
And pranced and partied all night long  
And sang their same old Whatif song:  
Whatif I'm dumb in school?  
Whatif they've closed the swimming-pool?  
Whatif I get beat up?  
Whatif there's poison tri my cup?  
Whatif I start to cry?  
Whatif I get sick and die?  
Whatif I flunk that test?  
Whatif green hair grows on my chest?  
Whatif nobody likes me?  
Whatif a bolt of lightning strikes me?  
Whatif I don't grow taller?  
Whatif my head starts getting smaller?  
Whatif the fish won't bite?  
Whatif the wind tears up my kite?  
Whatif they start a war?  
Whatif my parents get divorced?  
Whatif the bus is late?  
Whatif my teeth don't grow in straight?  
Whatif I tear my pants?  
Whatif I never learn to dance?  
Everything seems sweil and then  
The night-time Whatif strikes again!*

**SHEL SILVERSTEIN**

**QUESTIONS:**

- 1. The cause of fearfulness is**
  - a. a great terror
  - b. lack of confidence
  - c. the dark night
  - d. not doing the work
  
- 2. The mentioned whatifs' in the poem are:**
  - a. whatif I rise late in the morning
  - b. whatif I am dumb in school
  - c. whatif I fall down
  - d. whatif I push others
  
- 3. The 'whatifs' in day to day life can be:**
  - a. my parents might get divorced
  - b. may be. someone poisons me
  - c. whatif my classmates laugh at me
  - d. whatif I do not do my H.W.

**ANSWERS: 1. (b)      2. (b)      3. (c)**



## Topic: What if

### Learning Objective:

- Write a diary entry on 'how you overcame the fear of exam the day before the examination'

### Learning Outcome:

- Uses meaningful sentences to describe/ narrate factual/ imaginary situations in speech and writing in order to demonstrate communication skills in different given situations.

### QUESTIONS:

#### Read the extract and answer the questions.

*Lost night while I lay thinking here.  
Some Whatif crawled Inside my ear  
And pranced and partied all night long  
And sang their same old Whatif song:  
Whatif I'm dumb in school?  
Whatif they've closed the swimming-pool?*

- 1. While the speaker lay thinking, there arose in his mind some questions which were**
  - a. intelligent
  - b. foolish
  - c. useless
  - d. troublesome
- 2. These questions relate to**
  - a. present
  - b. future
  - c. past
  - d. school
- 3. "I'm dumb in school" means that the speaker might**
  - a. really go dumb in school
  - b. not be able to speak to his friends
  - c. not be able to answer the
  - d. be absent in school teachers' questions
- 4. The noun form of 'sang is**
  - a. song
  - b. sing
  - c. sung
  - d. singly

**ANSWERS: 1. (b)      2. (b)      3. (d)      4. (a)**

## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

**Read the poem and write the option that you consider the most appropriate:**

*Whatif green hair grows on my chest?*

*Whatif nobody likes me?*

*Whatif a bolt of lightning strikes me?*

*Whatif I don't grow taller?*

*Whatif my head starts getting smaller?*

*Whatif the fish won't bite?*

**1. The word 'Whatif' indicates that the speaker is:**

- a. in real danger
- b. thinking of the impossible
- c. under threat
- d. wasting his time and energy

**2. The speaker suffers from:**

- a. a sense of insecurity
- b. a brilliant Imagination
- c. a threat to his life
- d. the fear of lightning

**3. The word 'bolt' means the same as:**

- a. a lock
- b. a sudden strike
- c. door
- d. a piece of iron

**ANSWERS: 1. (d)      2. (a)      3. (b)**

## CHAPTER X

### STORY: The Banyan Tree

**Topic: Fight between the cobra and the mongoose at large**

#### Learning Objective:

- Discuss about the fight between the cobra and the mongoose in a group.
- Identify and use comparative and positive degree with the help of a speaking activity in the text.

#### Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, storytelling, etc. in order to demonstrate fluency in language.

#### QUESTIONS:

##### 1. Choose the correct statement:

- Milk is more cheap than water.
- Milk is cheaper than water.
- Milk is cheap than water.
- Milk is cheapest than water.

##### 2. What is the superlative of little?

- Less
- Lesser
- Least
- Worst

##### 3. Fill in with correct degree of comparison:

Platinum is \_\_\_\_\_ than any metal.

- precious
- more precious
- most precious
- many precious

**ANSWERS: 1. (b)      2. (c)      3. (c)**

## Topic: The Banyan Tree and the Narrator

### Learning Objective:

- Recognise and use some words and phrases with regard to trees and describing movement in context with the help of exercises a & b (working with the language).
- Practise 'could' and 'would' in context, with the help of exercise c (working with the language).
- Analyse the relationship between the banyan tree and the narrator by reading and comprehending the text.

### Learning Outcome:

- Writes grammatically correct sentences for a variety of situations, in order to demonstrate appropriate usage of noun, pronoun, verb, adverb, determiners, etc.

### QUESTIONS:

#### 1. Back is:

- a. noun
- b. verb
- c. adjective
- d. adverb

#### 2. The verb form of 'magnificent' is:

- a. magnify
- b. magnitude
- c. magnifier
- d. Magnum

### Read the extract and answer the questions.

*Though the house and grounds belonged to my grandparents, the magnificent old banyan tree was mine- chiefly because Grandfather, at sixty-five, could no longer climb It.*

#### 3. The banyan tree was the speaker's because:

- a. he had paid for it
- b. he was the only one who spent his time on the tree
- c. he had planted it
- d. he looked after it

#### 4. The speaker's grandfather was at that time:

- a. dead
- b. young
- c. old
- d. middle-aged

**ANSWERS: 1. (d)      2. (a)      3. (b)      4. (c)**

**Topic: The fight between the cobra and the mongoose, and its result in the story.**

**Learning Objective:**

- Describe movement by reading and comprehending the text describing different sorts of actions in the fight.
- Describe a place with the help of the writing activity in the text. paragraph writing on the topic 'my favourite place at my home'.

**Learning Outcome:**

- Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

**QUESTIONS:**

*Though the combatants were unaware of my presence in the tree, they were soon made aware of the arrival of two other spectators. One was a myna, the other a jungle crow. They had seen these preparations for battle, and had settled on the cactus to watch the outcome.*

**1. The combatants were:**

- a. the narrator and a boy
- b. the mongoose and the cobra
- c. a myna and a crow
- d. the crow and the cobra

**2. The combatants were unaware of the presence of:**

- a. the crow
- b. the myna
- c. the narrator
- d. a squirrel

**3. The crow was:**

- a. able to see the outcome
- b. unable to see the outcome
- c. killed in the battle
- d. able to kill the snake

**ANSWERS: 1. (b)**

**2. (c)**

**3. (c)**



## Topic: Comprehension Check

### Learning Objective:

- Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

### Learning Outcome:

- Reads different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.

### QUESTIONS:

**Read the extract given below and write the option that you consider to be the most appropriate:**

*In a clearing beneath the banyan tree. In bright sunshine, they came face to face. The cobra knew only too well that the grey mongoose, three feet long, was a superb fighter. Clever and aggressive. But the cobra, too, was a skilful and experienced fighter.*

**1. In the passage 'They' stands for**

- a. persons
- b. the speaker and a boy
- c. a cobra and a mongoose
- d. some animals

**2. The fight was being watched by**

- a. two birds also
- b. a cow
- c. only the narrator
- d. many persons

**3. The noun form of 'aggressive' is**

- a. aggress
- b. aggression
- c. aggrieved
- d. aggro

**ANSWERS: 1. (c)**

**2. (a)**

**3. (b)**

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*“Live as if you were to die  
tomorrow. Learn as if you were  
to live forever”*

*- Mahatma Gandhi*

**2021**



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