

Daffodils (Poem)

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

Answer these questions orally :

- Ans.**
- The poet comes in a broad low valley across the daffodils.
 - The poet uses to name the collection of daffodils.
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
 - The poet compares them to the stars that shine and twinkle on the milky way.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Choose the answer that best brings out the meaning of the given lines :

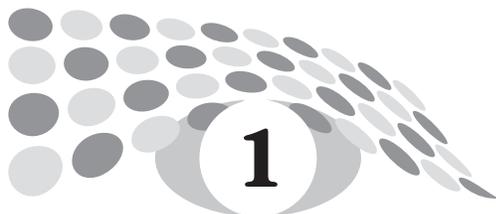
- Ans.**
- I wandered lonely as a cloud
 - I was wandering alone like a cloud in the sky
 - The waves beside them danced; but they outdid the sparkling waves in glee.
 - The dancing daffodils seemed happier than the sparkling waves.

2. Draw a rough sketch of the scene of the poem.

Ans. Do it yourself.

3. Match the similar soundign words :

- Ans.**
- | | |
|----------|-------------|
| a. Trees | i. Line |
| b. Shine | ii. Eye |
| c. Way | iii. Breeze |
| d. Lie | iv. Bay |



The Flute

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

- | | |
|---------|--------------|
| c. self | iii. limbed |
| d. warm | iv. tempered |
| e. long | v. willed |

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Put in 'a'/'an' or 'the' :

- Ans.** a. Ruhi gave me **a** book for my birthday. **The** book about Himalayan birds.
 b. I heard **a** knock. See who's at **the** door.
 c. **The** children are running all over the ground.
 d. Who's **the** Principal of your school?
 e. This was **a** well-made film. Will **the** director get **an** award for it?

2. Read the following and decide if you need 'the' :

- Ans.** a. I am listening to **the** news on radio.
 b. They are watching **the** match on television.
 c. She was still playing guitar when we reached home.
 d. Don't look up directly at **the** sun; it will harm your eyes.
 e. **The** invention of computer has changed our lives forever.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Ans. Do yourself.

Writing : Writing Skills (CCE Pattern–creative writing)

Imagine that Mashhadju would talk to a neighbour of his every evening, telling him about any interesting thing that happened in the day. What would he have told him on the day when McBain took the flute away? He may have begun as follows :

Ans. Do it yourself.

Fun To Do : Group Activity Skills (CCE Patternimagination, thinking, working)

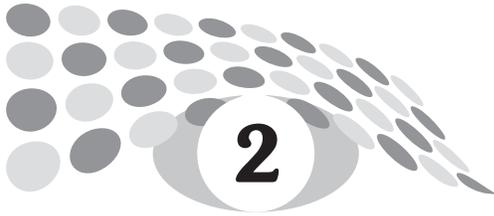
Collect information on world famous antiques. Find out how much do they value at present.

Ans. Do it yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

In the given story both the characters are at fault. Whom do you think is more faulty?

Express your own views.



Need of Silence

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.** a. The loud noise can make is deaf and makes mentaly disturbe.
b. We need silence to lead a peaceful life because we can remain healty if there is no noise around us. We can do all the activities peacefully.

2. Say these words aloud :

- Ans.** Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. With reference to the text, tick (✓) the correct answer :

- Ans.** a. To author, noise is the greatest bane of :
iii. modern life
b. The noisiest creatures on the Earth are :
i. children in a classroom
c. The author dread of living next to a man owning a :
iii. motorcycle

2. With reference to the text, give reasons for the following :

- Ans.** a. The present age can be called as noissert in human history because every where is noise which is created for many purposes. Every where is vehicles which create irritative noise.
b. A school teacher has to order, “silence, silence” all the time to stop the noise of crying children.
c. A plantain makes it impossible for a person to hear any other sound because he want to inform that he has come to sell his things in the street.
d. The most deafening place on the Earth is a gold factory because when the ore is pulverired before treated with cyanide, it create intolerable noise.

3. Answer the following questions ;

- Ans.** a. Yew we argee that age will probably be known as the nosiest in human histor because we create a lot of noise not only to show that we are in a happy, festive mood, to canvass votes, to advertise a commodity or a point of view, but also for its own sake. Noise is the greatest bane of modern life. In every moment of our lives we are being distracted by

necessary noise, unnecessary noise, purposeful noise, and the purposeless enough to weaken our nerves and madden us.

- b. Noise is not the only bane of modern life. There are more things which can be called bane. There are over population and pollutions. Due to over-population our natural resources are consumed rapidly. And pollutions are making our environment dirty.
- c. No, we do not approve of the author's suggestion to introduce a period for silence because there is no benefit to do this. The children will do what they want to do.
- d. At the moment when the author writing he saw and heard two plantain sellers coming on each others' heels, almost rying to bark each other out of existence. He feared that the 'Grow More Food' campaign had brought in only more plantains since he noticed two more hawkers coking in with the same commodity. Then, for variation he supposes, a seeker of old paper and empty bottles was expressing his wish in a rich, space filling voice, a knife grinder was employing an anguashed cry like one caught in a trap, and many others follow. All that we understood was that they were shouting something; it might be about aything from gingelly-oil cake to lotus flowers, brinjals or bangles. We were surrounded by a moving, loud market all the time.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Below given is a list of professionals. Match them with what they do :

Ans.	Professional	What they do
	Cryptographer	Someone who handles animals professionally, especially horses
	Fish monger	Someone who specializes in making amusing drawings
	Wrangler	Someone who looks after an area to ensure that there are enough animals for hutning
	Cartoonist	Someone who sells seafood
	Numismatist	Someone who studies and breaks secret codes
	Gamekeeper	Someone who studies old coins and even present currency

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Fill in the blanks in these sentences by choosing the correct word from the brackets :

- Ans.**
- a. Don't tell **anyone** (someone, anyone) about this.
 - b. She has **some** (some, any) friends there.
 - c. I didn't see **anyone** (anyone, someone) in her office.
 - d. He doesn't hae **anywhere** (anywhere, somewhere) to go.

- e. Mother has **some** (some, any) very pretty sarees.
2. **Fill in the blanks with the verbs given in the box to complete the recipe for making Jal Jeera :**
- Soak** tamarind in hot water for 15 minutes.
 - Serve** juice and **garnish**.
 - Mix** mint leaves and cumin seeds into a fine paste.
 - Add** salt, chilli powder to taste, one spoon of lime juice and a little sugar in the tamarind juice.
 - Extract** all the ingredients well.
3. **Fill in the blanks with can/can't/couldn't :**
- She still lisps. She just **can't** pronounce the letter 'r'.
 - Can** you stop talking for just a minute.
 - When the baby cries he **can** be heard right down the street.
 - Can you hear her? I **can't** see her, but **can** hear her.
 - I went to the market this afternoon. I **couldn't** get a taxi. So I had to walk home.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

'When there is a power cut and suddenly the fans and other electrical items stop working', how do you feel? Have you ever felt that silence is enjoyable? Hold a class discussion on it.

Ans. Do yourself.

Writing : Writing Skills (CCE Pattern–creative writing)

Write a letter to the Mayor suggesting ways to reduce noise pollution.

Ans. Do yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

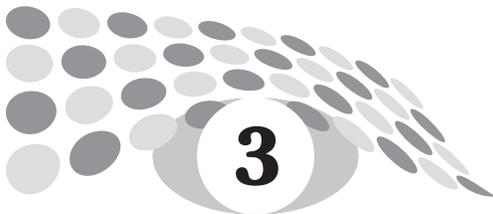
Prepare a poster on the topic, 'REDUCE NOISE POLLUTION'

Ans. Do yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

Why is noise pollution harmful for our health? Suggests four means to stop noise pollution.

Ans. Do yourself.



The Cranky Macaw

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–CCE speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.** a. People keep pets to entertain and pass their time.
b. People decide which animal, bird or reptile they want as a pet according to their interest.

2. Say these words aloud :

- Ans.** Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct option :

- Ans.** a. Johny Jay was a/an:
ii. sailor
b. Crazy Coot was in fact a:
ii. parrot
c. What type of pair were Johny Jay and Crazy Coot?
iii. stubborn and solitary
d. Missy May was able to escape unhurt due to :
i. Crazy Coot's imitation ability

2. Complete the following sentences in your own words.

- Ans.** a. They were happy with each other.
b. He was a macaw, a kind of South American parrot.
c. He did not like her.
d. The thief was arrested due to crazy coot.

3. Answer the following questions in your own words.

- Ans.** a. Crazy coot was a macaw, a kind of South American parrot His plumage and tail feathers were scarlet in colour, the rump of light blue and the upper wings of yellow. Macaws are very intelligent and can be taught to speak.
b. Johny Jay and Crazy coot were not used to live among lots of people. Meeting people always made them cranky. Crazy coot loved watching old movies with Johny Jay.
c. Missy May would have been injured if she had woken up while the thief was still in the middle of his burglary.
d. The thief turned into stone because he was terrified to hear the sound of police siren.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. The table below shows some words from the lesson in the first column. Their meanings are given in the second column. Choose four correct synonyms for each word from the third column.

Ans. Do it yourself.

2. Choose the correct synonym of walk to complete the following sentences.

- Ans. a. Don't waste time! Stop **wandering**.
i. wandering
b. We still have time before the appointment. Let's **meander** a little.
iii. meander
c. I cannot sleep. Let's go to the beach and take a **pace**.
iii. pace
d. Will you stop strolling up and down the floor? You're making me dizzy.
ii. strolling

Grammar : Analytical and Writing Skills (CCE Pattern-grammar)

1. Put the words in each sentence in the correct order. Then put the sentences in the right order to form a story.

- Ans. a. I've travelled across the world
b. I haven't seen Penguins because I haven't visited Antarctica
c. I've heard it very cold in Antarctica.
d. Have you visited Australia?
e. Yes, I've been to Australia.
f. I've seen kangaroos in Australia.
g. I've been to Africa.
h. I've seen oryxes in Africa.

2. Rewrite the following sentences in the present perfect tense and then in negative sentences. Finally turn them into the interrogative form.

- a. Tommy draws funny cartoons.

Positive : Tommy has drawn funny cartoons.

Negative : Tommy has not drawn funny cartoons.

Interrogative : Has Tommy drawn funny cartoons?

- b. I lost my car's keys.

Positive : I have lost my car's keys.

Negative : I have not lost my car's keys.

Interrogative : Have I lost my car's keys?

- c. Ria, Harry and Dvora are eating ice-cream.

Positive : Ria, Harry and Dvora have eaten ice-cream.

Negative : Ria, Harry and Dvora have not eaten ice-cream.

Interrogative : Have Ria, Harry and Dvora eaten ice-cream?

- d. You will finish your work.
 Postitive : **You have finished your work.**
 Negative : **You have not finished your work.**
 Interrogative : **Have you finished your work?**
- e. They were playing in the field.
 Postitive : **They have played in the field.**
 Negative : **They have not played in the field.**
 Interrogative : **Have they played in the field.**

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

'How can we take care of our pets? Express your own views on it.

Ans. Do yourself

Writing : Writing Skills (CCE Pattern–creative writing)

Do you have pet or you want to have a pet? Write a short paragraph on your pet or the pet you want to have. Give reasons for your choice.

Ans. Do it yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Macaw is a bird which is not native to our country. Collect pictures of more such birds. Prepare a project repot on it.

Ans. Do yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

In today's world it is very important to keep ourselves safe from burglars and robbers. Suggest some important measures to be taken in this regard.

Ans. Do yourself.

If You Think (Poem)

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

Answer these questions orally :

- Ans.** a. Loring the hope to win the match in more disastrous for a captain of a team.
 b. The message of the poem is, everything depends on the state of the mind.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

Answer the following questions :

- Ans.**
- Yes, we agree with the poet when he/she says. If you think you'll lose, you're last.
 - Yes, we think we would like to read this poem when we are not feeling sure of ourselves or feeling sad and discouraged.
 - Yes, It is always important to be 'the stronger and faster man'.

2. Use your imagination and complete the following sentences in your own words.

- Ans.**
- Do you think **you can do any work**?
 - Who do you think **you are strong**?
 - I think I am **able to do any task**.
 - What do you think **to win the game**?
 - Think about it, may be **happen the same**.
 - To think that I was **possible, it might be**.
 - Think again, if you **are competent**.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

1. Work in groups. Each group should look for another poem which has a similar theme to the one you have just read. You could refer to your school library or the Internet.

Ans. Do yourself.

2. Work in groups. Using crayons write the poem you have found on a chart paper. Put it up in your classroom and notice boards in the school. You could put it up in your own room at home, too.

Ans. Do yourself.

Formative Assessment-I

1. Answer the following questions :

- Ans.**
- Some people collect antiques because they have the passion for collecting old rare objects. They want to demonstrate their things to the other people.
 - 'Treasure trove' means the treasure which is possessed personally.
 - People decide which animal, bird or reptile they want as a pet according to their interest.
 - The loud noise can make us deaf and makes mental disturbance.
 - We need silence to lead a peaceful life because we can remain healthy if there is no noise around us. We can do all the activities peacefully.

2. Complete the following sentences :

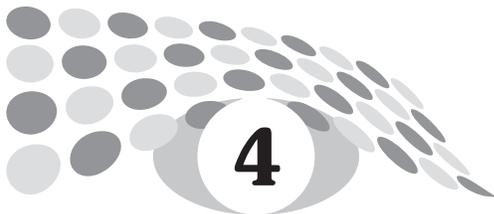
- Ans.**
- a. Mashhadju answered McBain's all questions with **folded hands**.
 - b. McBain quietly opened the door of the alcove, took ou the **flute**.
 - c. Out of nowhere someone shouted, "You theif, **you kill me**.
 - d. We create a lot of noise not only to that we **are in a happy mood**.
 - e. Why my neighbour should have queued up so early **to receive a radio programme**.

3. Make nouns out of the follwoing verbs :

- Ans.**
- a. Fail **Failure**
 - b. Achieve **Achievement**
 - c. Laugh **Laughing**
 - d. Define **Defination**
 - e. Heal **Healing**
 - f. Please **Plearent**

4. In the following sentences circle verbs and underline adverbs :

- Ans.**
- a. They walked back **slowly** after losing the match.
 - b. She reached school very **late yesterday**.
 - c. I looked at her **angrily**.
 - d. We waited **patiently** for the result to be announced.
 - e. Mohan **ran** fast to meet his father.
 - f. They **lived** happily in that house for many years.
 - g. He **cried** loudly when the doctor gave the injection.



When I Was Twelve

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- a. A caricature is sketch picture made by running hand. While cartoon is a comic picture.
 - b. Laxman was not scolded for making a caricature of the cook because his family always supported him.
 - c. In any other family if this kind of a thing had happened, the child would have been scolded by his parents.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct option :

- Ans. a. 'We' at the beginning of the extract referred to :
i. Laxman and his brothers
b. How does a cartoonist rub people on the wrong side?
i. he makes cartoons of them
c. In the caricature drawn by Laxman, his teacher was looking like a/an :
i. tiger

2. Answer the following questions :

- Ans. a. R.K. Laxman was the youngest in a family of six brothers and two sisters and was naturally pampered by all.
b. Laxman was allowed to scribble whatever he wanted, and whenever he wanted of being pampered. He was encouraged by his family.
c. Laxman thought that he was in a good school because the Maharaja of Mysore himself took a special interest in the school. All the teachers were excellent.
d. The cook is treated like a prince during weddings because the entire reputation of the weddings depended on this man's cooking.
e. Laxman's family enticed the cook and invited him again. In this way Laxman's family made the cook feel important.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. Use the opposites in the table above in the following sentences :

- Ans. a. Nima did not cry often as she was a **cheerful** child.
b. Albert Einstein was a brilliant scientist because he was always **indifferent**.
c. Vinita did not like the new zookeeper because he was always **cruel** to the animals.
d. Jatin did not want to learn anything new as he was **clear-headed** to ideas.

2. Find the meanings and opposites of the following words. Then make sentences of your own using the original word :

Word	Meaning	Opposite	Sentence
Presence	the state of being present	absent	our presence is necessary
Important	necessary	unimportant	this is an important file
Compulsive	tending to compel	free	I never do compulsive work

Diminished **decrease** **increase** **diminise the light.**

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

A father gave a piece of land to his son to cultivate. Three years later the son reports to his father. This is what he tells him :

- Ans.**
- a. Soil, with, to start, the, was poor To start with the soil was poor.
 - b. My, earnings, have, been, small
 - c. I, have, enriched, the, land
 - d. I, have, grown, a, lot of, trees
 - e. Said, the, father
 - f. You, made, the productive, soil
 - g. You, looked, it, most, wisely, after

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

A day at the fair

Ans. Do it yourself.

Writing : Writing Skills (CCE Pattern–creative writing)

R.K. Laxman was awarded the nation's second highest civilian award, the Padma Vibhushan, in March 2005. Write a letter to him congratulating him on receiving the award.

Ans. Do yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

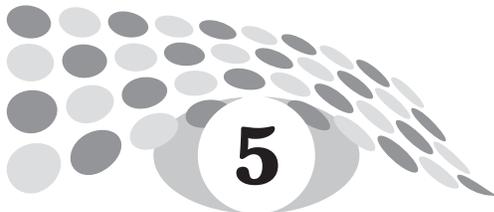
Find the names of few cartoonists and make a collage of some of their cartoons.

Ans. Do yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

What do you understand by 'formal schooling'? Do you think that there could be 'informal schooling'? If yes, where and how does it take place?

Ans. Do yourself.



The Lost Child

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.** a. Yes, we follow instructions of our parents in a crowded area.
b. If we find any packet or a toy in a park or at any other place, we will not touch it and will inform about it to the elders.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct option :

- Ans.** a. The child could see many footpaths full of:
ii. people
b. The snake raised its head in a graceful bend like the neck of a :
i. swan
c. He turned to look for his :
iii. parents

2. Answer the following questions :

- Ans.** a. The little boy ran, brimming over with life and laughter, to keep pace with his parents. “Come, child, come,” called his parents, as he lagged behind, attracted by the toys in the shops at the fair. He hurried towards his parents, his feet obedient to their call, his eyes still on the toys. He could not control his desire, even though he well knew the old, cold stare of refusal in their eyes. “I want that toy,” he begged.
b. There were many attractive toys and shops in the fair so the child did not stop to buy things.
c. Child wanted his parents to buy toys, sweets and balloon for him.
d. Child wanted see the show of make and the juggeler and he also wanted to ride the roundabout full swing.
e. The child wanted his parents at the end because he was lort in the fair.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Choose a prefix to add to the given root words. Write them in the appropriate boxes:

Ans.	dis	in	ir	mis	re
	disability	incomplete	irregular	mis-spelt	reboot
	disadvantage	incorrect	irrespective	misbehave	recycle
	disagree	indenl	irreversible		rebirth
	disappear	infire	irresponsible		
	disarrange in	build irregular			
	displace	inborn			
		independence			

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

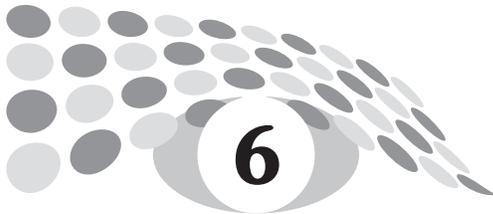
Replace the coloured words by a phrase. The given table will help :

- Ans.**
- The salesman replied **in a rude manner**.
 - The police reached the spot **at once**.
 - She walked **without delay** to the bus stop.
 - They are holidaying **to foreign country**.
 - They came back from the picnic at **evening**.
 - The children shouted **in a loud voice**.
 - They looked **with eagerness** at the food.
 - The train will arrive **very soon**.
 - Air is **around us**.
 - We bought this gift from your shop **the previous day**.

Writing : Writing Skills (CCE Pattern–creative writing)

Read the notes carefully and finish the paragraph :

On **Sunday, October 20**, about **noon**, the Indian **island** was sighted. On the horizon, a background of **hills** showing up against the sky made a fitting **fram** for the picture. Soon the rows of **palms** which spread their foliage over the town came clearly into view. The **mongolia** made her way into this roadstead, formed by the islands of **Saleette, Calaba, Elephanta** and **Butcher AT Mumbai** she was brought alongside the quays of **journey**.



The Story of The River Ganga

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- River Ganga is considered as a holy river because in Hindu religion Ganga is adored as a goddess.
 - We should not pollute our rivers because they are the life line of all living beings. They provide us water for drinking and irrigation.
 - We would not dispoire off our garbage and spoiled water in the rivers to protect them from getting polluted.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct answer :

- Ans.** a. People release the ashes of their dead loved ones :
i. So that their souls may find salvation
b. Aswamedha Yagya was performed by a king to :
ii. establish his authority over a particular area
c. What did Lord Shiva do to teach Ganga a lesson?
iii. He stopped her flow by his matted hair

2. Answer the following questions :

- Ans.** a. The Gods were unhappy with the sixty thousand sons of king Sagara as they were very cruel. The Gods felt that the world would be a better place without them.
- b. Indra, the king of Gods, came down to the Earth disguised as a demon. He stole the horse and hid it “Very good, Sameer. The King was very upset. He called his sixty thousand sons to go and find the horse. They looked far and wide but could not find the horse. Finally they came across a wise man, Kapila Muni, deep in meditation. The horse stood near him. The sixty thousand sons did not know that Kapila Muni was a sage, and they thought they found the thief.”
“The sons ran shouting towards the sage. He was suddenly disturbed from his prayers. Kapila Muni opened his eyes and glared at them. All the sixty thousand sons turned into ashes.”
- c. King Bhagiratha chose to do penance to please Brahma for bringing down the Ganga to the Earth.
- d. The Earth was not strong enough to bear the flow of the Ganga. So Bhagiratha must ask for help from Shiva.
Then Bhagiratha prayed to Shiva. Shiva was very pleased. He promised to help Bhagiratha. However, Ganga was very proud as she was the favourite of the Gods. She thought that she would sweep away even Shiva by her force. Ganga, with all her force, fell on Shiva's head. Shiva knew of Ganga's pride. To teach Ganga a lesson Shiva stopped her flow by his matted hair.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. Fill in the blanks with suitable words. One has been done for you.

- Ans.** a. The girl **exclaimed**, “Wow! What a lovely bag!”
b. The little girl **whispered** something in her mother's ear.
c. The teacher **explained** the concept in detail.
d. She **asked** the guest if she's stay for dinner.
e. The boy **warned** his friends to keep away from the edge of the cliff.
f. “Ouch!” the injured man **cried** out in pain.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Choose between many or much to complete the sentences.

- Ans.** a. I do't have **much** hair.
b. I don't read **many** books.
c. ARE there **any** books to carry?
d. I don't drink **much** black coffee.
e. There aren't **any** chairs in the room.

2. Complete the sentences with some or any.

- Ans.** a. She is going to the party with **some** relatives.
b. Is there **any** use of regrets now?
c. There is hardly **some** time left before the movie starts.
d. There is hardly **some** doubt about Rihanna's talent.
e. I have **some** dollars with me.

3. Choose the correct preposition form the brackets and fill in the blanks :

- a. The road was loaded **with** red bricks.
b. I will go to the bank **with** my father.
c. Ishaan fell **off** the chair.
d. Vaibhavi is walking **on** the road.
e. I received the letter **at** 8 p.m.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Discuss on various ways to protect our rivers from pollution.

- Ans.** Do yourself.

Writing : Writing Skills (CCE Pattern–creative writing)

The world today is facing an acute problem of environmental degradation. Write a short paragraph on its causes and effects.

- Ans.** Do it yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Collect more such stories related to Indian mythology.

- Ans.** Do yourself

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

What are the benefits we get from rivers?

- Ans.** Do it yourself.

The Snare (Poem)

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

Answer these questions orally :

- Ans.**
- Snare is a tool which traps the little animals.
 - We should treat animals with care because they are also living beings like us. They also feel pain.
 - It is human to treat animals unkindly because they don't think about their pain.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern understanding the text)

1. Tick (✓) the correct answer :

- Ans.**
- What does the poet want to do?
 - The poet wants to set the rabbit free.
 - The poet repeats many lines in the poem. What effect does it produce?
 - It brings out the feelings of the poet more strongly.

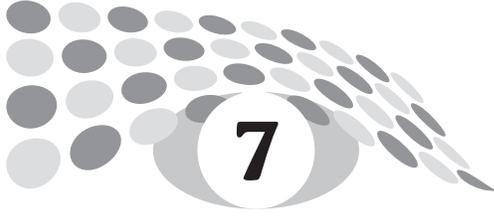
2. Answer the following questions:

- Ans.**
- The poet knows that a rabbit is caught in a trap because the rabbit is crying in pain.
 - The rabbit has been caught for long because he is crying for a long time.
 - The snare is the word that stands for a trap for catching an animal.
 - The lines suggest that the poet cannot find where the rabbit is caught “And I cannot find the place”
 - Three words that suggest what the poet is feeling at the time are (i) crying (ii) afraid (iii) wrinkling up

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

Complete the following similes by choosing the most appropriate word or phrase from those given in the box.

- Ans.**
- The road is as straight as **an arrow**
 - The room is as cold as **ice**
 - The ball is as light as **gold**
 - The car is as hot as **an oven**
 - My cousin Sharon is as tall as **a giraffe**
 - The lady in the red sari is as pretty as **a picture**
 - My old car is as good as **a feather**



Rainwater Harvesting

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- Rainwater harvesting is an old method.
 - Rainwater harvesting is the way to meet the ever increasing demand for water.
 - It is advisable not to waste water because there is limited potable water on the Earth.
 - Rain is the natural source of pure water.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Correct the following sentences :

- Ans.**
- Rain** is the source of all water.
 - In our country, water harvesting was introduced **before** the Independence.
 - Structures to harvest rain require **minimum** space.
 - We **can** use open spaces as our catchments.
 - Everyone** can be a part of rainwater harvesting.

2. Answer the following questions :

- Ans.**
- Catchin rainwater from rooftops, terraces and ground
Storing rainwater in a dried borewell, a row of soak pits or a tank
Using rainwater later for household use
 - The three things prevented by rainwater harvesting :
 - Drought
 - Soil erosion
 - Choking of drains and flooding of roads during heavy rains.
 - Everyone in the area will benefit from rainwater harvesting.
 - Everyone in a neighbourhood should be involved in the movement because rainwater harvesting requires involvements of many people of the area. This is about building our relationship with the environment.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Underline the idioms in these sentences.

- Ans.**
- School would be a **bed of roses** without tests and homework.
 - Sheila is the **eager beaver** of the class. She enjoys doing all the work.
 - When Lyra feels sad, she **keeps to herself**.
 - Take short breaks** to keep you going if you want to finish all the work in two hours.
 - Keep **track of the money** that you spend.
 - We are **back to square one**. This problem is so confusing.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Fill in the blanks in the sentences below with 'need to', 'has to' or 'have to' to express necessity and obligation.

- Ans.**
- We **have to** bring back the ancient Indian water harvesting systems.
 - The existing water resources **need to** be harnessed to prevent water wars of the future.
 - We **need to** make efforts to maintain ponds, wells, rivers and wetlands.
 - Every individual **has to** stop wasting water.

2. What are your plans for the summer vacations? Against each item in the box below, indicate the possibility with 'may' or 'might' appropriately.

- Ans.**
- Visit a hill station **I may visit a hill station**.
 - Take swimming lessons **I may take swimming lessons**.
 - Watch many movies **I may watch many movies**.
 - Read many books **I may read many books**.
 - Learn some cooking **I might learn some cooking**.
 - Go on a long cycle journey **I might go on a long cycle journey**.

Writing : Writing Skills (CCE Pattern–creative writing)

Write a letter to your pen friend describing the methods adopted in your locality to conserve water. You are Kartik/Kritika.

- Ans.** Do yourself.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Organise a group discussion on rainwater harvesting. Discuss methods to be adopted to conserve water.

- Ans.** Do yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Collect information on the methods adopted in the different parts of the world to conserve rainwater.

Ans. Do yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

Discuss the causes of following :

Ans. Do it yourself.

Formative Assessment-II

A. Answe the following questions :

- Ans.**
- Yes, we follow instructions of our parents in a crowded area.
 - If we find any packet or a toy in a park or at any other place, we will not touch it and will inform about it to the elders.
 - A caricature is sketch picture made by running hand. While cartoon is a comic picture.
 - River Ganga is considered as a holy river because in Hindu religion Ganga is adored as a goddess.
 - Rainwater harvesting is the way to meet the ever-increasing demand for water.

B. Complete the following sentences :

- Ans.**
- A colourfully dressed crowd of men, **women and children were going to fail.**
 - Ganga was very proud as **she was the favourite of The Gods.**
 - As an enlightened family, my **parents neither ecouragid me nor discouragedme.**
 - Rainwater harvesting simply means **collecting water.**

C. Write the opposite of :

- Ans.**
- | | |
|---------------|------------------|
| a. Attracted | Repulsion |
| b. Difficult | Easy |
| c. Strong | Weak |
| d. Finished | Started |
| e. Clean | Dirty |
| f. Diminished | Increased |

D. Fill in the blanks using always, sometimes, often or never :

- Ans.**
- I **never** ever go out alone at night.
 - She used to ring me up quite **sometimes** these days.
 - I **always** drink tea at six o'clock everyday.
 - Rahul is so scared that he **often** wants to go there again.
 - Very **often** she forgets to shut the door.
 - Sometimes** my mother likes to watch a film.
 - It's good to relax **often**.
 - You must **always** carry your driving licence with you.

A. Name the following by reading their definitions :

- Ans.**
- FARMER**
 - PRINCIPAL**
 - MAGICIAN**
 - PRODUCER**
 - SAILOR**
 - CADIOLOGIST**
 - PAINTER**
 - BAKER**

B. Find the meanings and opposites of the following words :

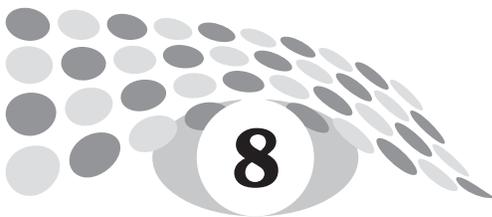
- Ans.**
- Casually (normally) opposite specialy
 - Brave (couragious) opposite coward
 - Ridiculed (mockery) opposite sorrow
 - Coarse (common) opposite special
 - Cruel (hardheated) opposite kind
 - Little (sort) opposit big

C. Fill in the blanks with suitable prepositions :

- Ans.**
- Asha was born **in** Chandigarh.
 - I met Renuka **at** Vidhi's party.
 - I am tired **of** walking.
 - The child ran **on** the road.
 - God is good **to** me.
 - The cat sat **on** the table.

D. Answer the following questions :

- Ans.**
- The right side of the pale yellow stone Buddha Statue's torso war mining.
 - The thief turned into stone because he was terrified to near to sound of police siren.
 - The cook in treated like a prince during weddings because the entire repulation of the weddings depended on this man's cooking.
 - King Bhagiratha choose to do penance to please Brahma for bringing down the Ganga to the Earth.
 - Do it yourself.



What The Birds Said

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.** a. Yes, we can imagine having a gift similar to that of Chiang.
b. If we were given such a gift, we would try to help the animals.

2. Say these words aloud :

- Ans.** Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct answer :

- a. Kong Hia Chiang could understand the language of the :
i. birds
b. Who were approaching the western border?
ii. foes
c. Who decided to test the young boy?
iii. the jailor

2. Complete the following sentences.

- Ans.** a. The special gift of Kong Hia Chiang was his ability to **understand the language of the birds**.
b. **A flock of birds** told Kong Hia Chiang about the dead sheep.
c. Kong Hia Chiang was put in the prison because **he was accused to steal a sheep**.
d. Kong Hia Chiang was able to prove his talent by **informing about the enemies**.
e. The king rewarded Kong Hia Chiang by **appointing him for service**.

3. Answer the following questions.

- Ans.** a. If the jailor had gone to the magistrate, the jailor might be punished by the magistrate.
b. If the king and the magistrate had not believed Kong Hia Chiang, the Kingdom was captured by the enemies and the king was defeated by them.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. Choose the correct words to complete the sentences :

- Ans.** a. The curtain is hanging by a **chord**.
b. We are honoured to **meet** you.
c. Angana got a **complement** for her new dress.
d. Come **here** this moment.

2. Match the word with their meaning :

Ans.	Trail	tried hard to persuade
	Piped	a place where soldiers live
	Urged	people of high social rank
	Hailing	a track of marks left by someone
	Garrison	sang in a high voice
	Nobles	calling somebody to attract their attention

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Choose the correct participle adjectives to complete the sentences.

- Ans.**
- Shyam was such a dull speaker. I was **bored**.
 - Most horror movies are **dissappointing**.
 - Rita is very **excited** about the news.
 - I was **exhausting** after my jog.

2. Use the correct adjective forms of the verbs in brackets to fill in the blanks.

- Ans.**
- The **fallen** leaves littered the garden.
 - To arouse the interest of the students, the teacher should use **interesting** methods of teaching.
 - I like **melting** chocolate.
 - After the accident he had a **broken** arm.
 - The **frozen** vegetables are in the freezer.
 - The **surprising** news was that nobody knew of the accident.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension)

Discuss how can we help our country in various ways.

- Ans.** Do yourself.

Writing : Writing Skills (CCE Pattern–creative writing)

Have you ever fought with your best friend over a small matter and then regretted fighting with him/her? How did you later make up with your friend? Describe one such incident in one or two paragraphs.

- Ans.** Do yourself.

Night (Poem)

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- When the Sun sets, the night falls. When the night falls we went to sleep.

- b. Yes, it is good to sleep early and rise early.
- c. We feel very calm at nightfall.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

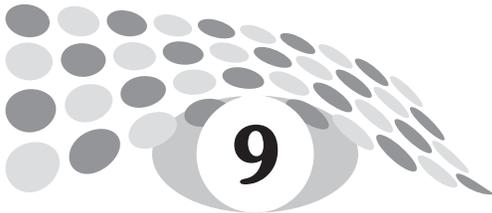
Answer the following questions :

- Ans.**
- a. Tick the answer. What is the moon like?
 - i. flower
 - b. It is the night time of the day. The first line in the poem tells us.
 - c. The moon is compared to flower. Its bower is in the heaven's high.
 - d. The evening star is the pole star.
 - e. Flocks move silently in the fields and groves. They take rest there.
 - f. The angels look in every nest and visit cave of every beast to blen them and take care of them.
 - g. When they see someone cring, they protect them and take care of them.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Match the rhyming words :

- | | | |
|-------------|-----------|-----------|
| Ans. | a. West | i. Moves |
| | b. Flower | ii. Nest |
| | c. Groves | iii. Bed |
| | d. Harm | iv. Bower |
| | e. Head | v. Warm |



The King's Palace

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer the following questions orally :

- Ans.**
- a. Yes, I can imagine an incident and narrate it to others.
 - b. Yes, I like fiction stories.
 - c. Grandpa's great weakness was, every little thing filled him with wonder.
 - d. If Iru went at some other time, the fairies would turn into butter flies and fly away.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct choice :

- Ans.** a. Aunt Iru said that she visited the fairies only when the boys were doing their lesson because :
- ii. At other times the fairies turned into butterflies.
- b. Grandpa could never find the palace because :
- iii. he didn't know the magic words.

2. Fill in the blanks :

- Ans.** a. “Aunt Iru was a very **clever** girl, wasn't she, Grandpa?”
- b. “I have no idea. I was only going to tell you what **happens** when someone is put under that kind of spell.”
- c. She had many other things in her magic bag, but it was that unseen **place** that really fascinated me.
- d. “I'll give you that seashell I **splice** mangoes with.”
- e. I suppose it was the best way. I never got to know what happened, so I could go on dreaming of **fantastic** things.
- f. She had even seen **fairies** keeping house, and not very far from our home either.

3. Answer the following questions :

- Ans.** a. Kusmi asked Grandpa whether Aunt Iru was clever because she wanted to listen to the stories of Aunt Iru's cleverness.
- b. (i) Grandpa says these words
(ii) His great weakness was, every little thing filled him with wonder
(iii) Aunt Iru took advantage of his weakness.
- c. (i) According to her, the place was in the house.
(ii) Grandpa couldn't see the place because he did not know the magic words.
- d. (i) This refers to it being the good way for Aunt Iru to not tell anything to Grandpa.
(ii) Grandpa says it was best for him that way. He never got to know what happened, so he could go on dreaming of fantastic things.
- e. Grandpa told her to give his precious seashell and mangoes to find out the magic words from Aunt Iru but he never succeeded.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. Complete the following spellings :

- Ans.** a. simpleton

- b. somebody
- c. knowledge
- d. foolish
- e. twlaked
- f. shudder
- g. goodness
- h. shadow
- i. forbidden

2. Put the words given in the box into the following groups :

- Ans.**
- a. nature **wind sky grass**
 - b. food **turnip pineapple rice**
 - c. colours **green white yellow purple**

3. Fill in the blanks with their opposites :

- Ans.**
- never **always** small **big**
 - rainy **dry** low **high**
 - sit **stand** near **far**
 - in **out** cold **hot**

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Direct and Indirect Narration (Imperative and Exclamatory)

Ans. Do it yourself.

2. Now, change the following sentences into Indirect Speech :

- Ans.**
- a. The blind man curved he might never get peace in his life.
 - b. I exclaimed that he was very handsome.
 - c. My father surprised that he had never expected so.
 - d. He requested me to have a cup of tea with me.
 - e. My friend exclaimed with joy that he had stood first.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Here is crosswords puzzle with a difference. You have to write their clues. Write your clues like this :

- Ans.**
- 1. Mining
 - 2. **Magic**
 - 3. **Entingusshing**
 - 3. **Vibrating**
 - 5. **Injuring**
 - 4. **Attention**

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

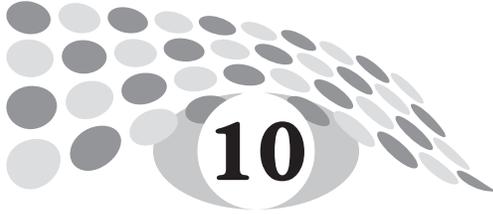
You can make a brief project on Indian scholars. Select anyone scholar in any field-science, astronomy, literature etc.

Ans. Do yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

Do you believe in fairies and ghosts? Discuss with your elders.

Ans. Do it yourself.



Shake The Quake

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- The experts of emergency preparedness teach us to hide ourselves under the tables and make ourselves steady.
 - If there's an earth quake we should run away from the buildings and electric cables.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct option :

- Ans.**
- The first thing one should do when the Earth starts to shake is to :
 - drop close to the floor and brace oneself
 - One should always keep one's shoes :
 - handy by one's bed

2. Answer the following questions :

- Ans.**
- No, Inspector Igbal, Katrina Cover, and Hari Hold were not real people. They came in the dream of Bahadur.
 - At the time of earthquake we should reach in an open field quickly. We should not stand near any building and electric wire or poles.
 - We think that a torch and a whistle are most important to keep near us at the time of earth quake. These things will help to make others know about ourselves.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Here are some words followed by sentences in which they can be used.

Fill in the blanks with the most appropriate words :

- Ans.**
- Watch** out for that car son.
 - I don't know whose name he asked me to **cross** out of my list.
 - I could **blow** out all the candles on my birthday cake.
 - If she makes a mistake, just **leave** it out.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

Use the correct preposition to finish each statement.

- Ans.**
- There is a small bridge **across** the river.
 - She sat down **under** her grandmother on the bench.
 - I ran **beside** the train as it pulled out of the station.\
 - The thief ran away as the train went **through** the tunnel.
 - The traveller sat down **under** the banyan tree.
 - He held the umbrella **behind** teacher's head.

Writing : Writing Skills (CCE Pattern–creative writing)

The words in the box give you clues to the things you must do if there is an earthquake. Based on these clues write a set of instructions as shown in the examples given.

- Ans.** Do it yourself.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Organise a class debate on the topic of earthquake preparedness. Discuss the importance of DROP, COVER & HOLD.

- Ans.** Do it yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Make a list of voluntary organisation who provide help during natural or man-made disasters.

- Ans.** Do it yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

“We should always be ready to face any untoward incident.” Express your views.

Formative Assessment-III

A. Answer the following questions :

- Ans.**
- When the Sun sets, the night falls. When the night falls we went to sleep.
 - Yes, we can imagine having a gift similar to that of Chiang.
 - The experts of emergency preparedness teach us to hide ourselves under

the tables and make ourselves steady.

- d. Grandpa's great weakness was, every little thing filled him with wonder.
- e. If Iru went at some other time, the fairies would turn into butterflies and fly away.

B. Complete the following sentences :

- Ans.**
- a. The magistrate sent a swift **courier**.
 - b. Katrina Cover drove into Bahadur's **bedroom**.
 - c. Iru used to give herself **great airs**.
 - d. The best way to cover oneself during earthquake is **to crawl under a desk**.

C. All these words end with the same three letters. Complete the words:

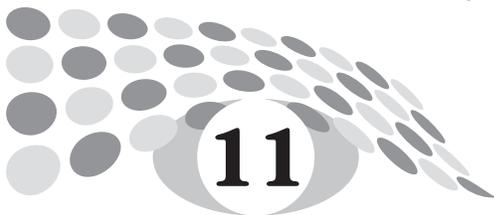
- Ans.**
- a. mount **mountain**
 - b. curt **curtain**
 - c. fount **fountain**
 - d. ch **chain**
 - e. cert **certain**
 - f. pl **plain**

D. Complete the following statements using 'more of' or 'most of':

- Ans.**
- a. I think I'm going to need **more of** this kind of cloth.
 - b. **Most of** the time she is lost in a world of her own.
 - c. He wanted **most of** us to take part in the play.
 - d. **More of** my money was waste for nothing.
 - e. I think **most of** them want to go there.
 - f. **More of** the apples were unripe.

E. Write the opposites of :

- Ans.**
- a. special **normal**
 - b. foes **friend**
 - c. precious **ordinary**
 - d. silent **noisy**



The Tree Doctor

FORMATIVE ASSESSMENT

Oral : Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- a. A good doctor examine the disease perfectly and then cure with good quality medicines.

- b. A good doctor of human beings know about all human diseases and medicines and a good doctor of trees known diseases and medicines concerned with trees. Both doctors save the lives of living beings.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Tick (✓) the correct option :

- Ans.**
- a. Hiroshima was the site of the :
 - ii. very first atomic attack
 - b. Tadahiko Yamano was a :
 - i. tree doctor
 - c. Tadahiko Yamano was born in :
 - iii. 1900

2. Answer the following questions :

- Ans.**
- a. The great chinese nettle was not an ordinary tree. Many years before, it had survived an even greater disaster. Hiroshima was the site of the very first atomic bomb attack and in the searing blast, half of the tree's trunk was burnt black. The tree began to wither and die, but children from Motomachi Elementary School nursed it back to life, willing it to survive as a living witness to the bomb.
 - b. When he arrived, Dr Yamano pressed both the hands against the tree and closed his eyes in concentration. Through his palms he could feel moisture and sensed that the tree was breathing and alive.
 - c. In Japan, you will often find braided straw ropes tied around the trunks of very large, old trees, especially in shrine grounds or along mountain paths. This is a sign of worship and respecty.
 - d. In early days, damaged trees were reinforced by filling holes and cracks with concrete. This method was developed in Europe well over a century ago. But Dr Yamano felt that trees are living beings, just as we are. This method was not successful.
 - e. He cut off badly damaged parts, and cleaned the trees with a brush. He also gave them injections of nutrients and medicine that he himself developed. This combination of internal and external treatment was unheard of at the time and at first, other scholars and specialists ignored his efforts.
But his methods worked! Many old trees revived and put forth new buds. He is now known all over the world as the tree doctor, the man who saves aged and sick trees. And his research and work have been taken up by young people who are helping to save the trees.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. **A typhoon roared and howled tearing at trees and buildings, uprooting and bending obstacles in its path.**

Ans. Do it yourself.

2. The words in the box refer to a particular kind of doctor. Consult a dictionary when necessary.

Ans. Do it yourself.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

Write the comparative form of the indicated adjective or adverb followed by 'than'.

- Ans.**
- Delhi is **bigger** (big) **than** Kanpur.
 - Rohit **more sensitive** (sensitive) **than** his brother.
 - She left **later** (late) **than** we expected.
 - Lawrence Road is much **wider** (wide) **than** Titi Road.
 - She comes here **more often** (often) **than** me.

Writing : Writing Skills (CCE Pattern–creative writing)

The account you read in this chapter begins by telling you how a typhoon had caused widespread damage to nature. Had you been present at the scene after the typhoon had struck, what would you have seen? Describe all that you saw in a letter to a friend.

Ans. Date and Address 03-04-13, H.No-12/51 Mohanpuri, Agra

Dear Amit

How are you? It has been a smooth since my holidays began and I must tell you how eventful my holidays have been.

Last week I visited the north coast of Japan and I experienced the worst five days of my life. The coast where we were staying was hit by a typhoon. It all started with...

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Imagine that you are Dr Yamano. You are asked by the school to talk to them about trees and how and why they should be protected just like human beings are. Address your class as though you were DR Yamano.

Ans. Do it yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Make a list of important things a tree give to us.

Ans. Do it yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

Trees are an important part of our lives. We cannot survive without trees. Discuss ways to protect them.

Ans. Do it yourself.



Arthur And The Sword

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- Their confusion after the death of Uther Pendragon was king Uther had apparently left no son to succeed him and the different knights, who were like princes, each wanted the kingdom for himself.
 - Sir Ector was noble knights and one who had loved king Uther well. He adopted king Uther's son Arthur.
 - Anyone couldn't able to pull out the sword from the anvil because the sword could be pulled by the right heir and it was Arthur.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Who said each of these lines? When and where did they say it? What does each line tell us about the person or persons who said it?

- Ans.**
- said the Archbishop.
 - said Arthur.
 - said sir kay.
 - said sir ector
 - said the people.

2. Answer the following questions :

- Ans.**
- King Uther have a son whose name was Arthur. No one knew of him, for he had ben taken away secretly, while he was still a baby, by a wise old man called Merlin. For fear of the malice of wicked knights, Arthur had been brought up in the family of a certain Sir Ector, a noble knights and one who had loved king Uther well. Arthur thought Sir Ector was his father, and he loved Sir Ector's son, Sir Kay, with the love of a brother.

- b. Sir Ector did not know from the beginning that Arthur was king Uther's son. When Arthur pulled up the sword he did not believe it.
- c. Merlin made the Archbishop of Canterbury send for them all, to come to London. It was Christmas time, and in the great cathedral a solemn service was held, and prayer was made to God that some sign should be given to show who the rightful king was.
- d. When the service was over, there appeared a strange stone in the churchyard, against the high altar. It was a great white stone, like marble, with something sunk in it that looked like a steel anvil; and in the anvil was driven a great glistening sword. The sword has letters of gold written on it, which read
Whosoever pull out this sword of this stone and anvil is rightly king born of all England.
- e. The Archbishop appointed a day for the trial to be made in the sight of all the people. It is important to make the trial in the sight of all the people so that the king would be revealed without any contradiction.
- f. The knights and princes were terribly angry that a mere boy, and from nowhere in particular, had beaten them, and they refused to acknowledge him king. They appointed another day, for another great trial.
- g. The public, in the end, accepted the result-publicly and loudly.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

Choose the correct word :

- Ans.**
- a. The garage is **wide** enough for the car.
 - b. I haven't seen Ishika **since** four o'clock.
 - c. I got a big **raise** at work today.
 - d. Can I **borrow** a pen from you.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. Complete these phrases with the right participle form of the verb. Use a before the singular nouns.

- Ans.**
- a. **gapped hole** (rape) hole
 - b. **growing plants** (grow) plants
 - c. **boiling eggs** (boil) eggs
 - d. **speedy car** (speed) car

2. Now complete these sentences with the right phrase.

- Ans.**
- a. Could I have packet of **puffed rice**, please?
 - b. The **angry player** went wild when the batsman scored the winning run.
 - c. The police did their best to stop the **running thief** but they could not do so.

- d. We have to replace the **broken cover** tomorrow. Or else, the rainwater will come in.

Writing : Writing Skills (CCE Pattern–creative writing)

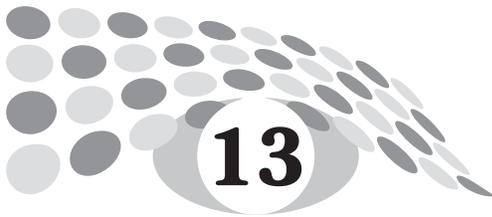
Read this passage from the text.

Ans. Do it yourself.

Fun To Do : Group Activity (CCE Pattern–imagination, thinking, working)

Collect more information about king Arthur also known as Arthur the Great for his deeds.

Ans. Do it yourself.



Snow-White And Seven Dwarfs

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- We would protect yourself from evil people by ignoring them. We should not concern with evil people.
 - The evil people can never get happiness because he never think good about himself and other.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. Complete the following :

- Ans.**
- Snow white was very **pretty with blue eyes and black hair.**
 - The greedy sevant drew **snow-white in the forest.**
 - In the forest Snow white **heard strang sound.**
 - The stepmother **was very jealous of snow-white.**
 - As soon as Snow white bit **the apple, she faint and become lifelen.**
 - Dwarfs found Snow-white **in their cottage.**

2. Some incidents from the story are given below in an improper order. Rearrange them in their proper order :

Ans. a.5 b.2 c.9 d.1 e.3 f.7 g.4 h.6 i.8

3. Answer the following questions :

- Ans.**
- Snow-white was the daughter of a king. She was very beautiful.

- b. Stepmother was jealous of her because she was very pretty, with blue eyes and long black hair. Her skin was delicate and fair.
- c. She bribed the servant with a rich reward to take Snow White into the forest, far away from the castle. Then, unseen, he was to put her to death.
- d. Snow-White found a strange cottage, with a tiny door, tiny windows and a tiny chimney pot in the forest.
- e. The dwarfs said to Snow White. "You can live here and tend to the house while we're down the mine. Don't worry about your stepmother leaving you in the forest. We love you and we'll take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off her work. But they warned Snow-white not to open the door to strangers.
- f. Snow-white bit into the fruit, and as she did, fell to the ground in a faint: the effect of the terrible poison left her lifeless instantly.
- g. The Prince's kiss broke the spell of Snow-White.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. From the text, write the words, which are opposite in meaning to the following words :

- Ans.
- | | | |
|---------------|---|------------------|
| a. loving | × | hateful |
| b. ugly | × | beautiful |
| c. punishment | × | reward |
| d. disagreed | × | agree |
| e. dusk | × | dawn |
| f. huge | × | small |

2. Here are some similes. Complete each one by finding the missing part in the box below :

- Ans.
- a. as flat as **a pancake**
 - b. as slippery as **the hills**
 - c. as smooth as **velvet**
 - d. as old as **gold**
 - e. as cunning as **a fox**
 - f. as good as **a door post**
 - g. as proud as **a peacock**
 - h. as fit as **a fiddle**
 - i. as straight as **an arrow**
 - j. as deaf as **an eel**

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

The words given in italics are modals. Modals are auxiliary or helping verbs.

They do not change their form according to the number and person of

their subject. They are used to express the mode or manner of the actions denoted by the main verb.

- Ans.** a. She **must** leave for Delhi immediately.
b. **May** I leave now?
c. **Can** we reach in time?
d. My parents **will** celebrate their twenty-fifth wedding anniversary next month.
e. He **shouldn't** drive his car too fast.

2. Indirect form of Narration.

- Ans.** a. Anaina asked if she liked strta bery candy.
b. Simran asked him if he had finished typing the letter.
c. His nephew says that he want to be a radio jockey.
d. She said that the temis match was simply great and they had enjoyed them selved a lot.

3. Choose the correct from of the verb.

- Ans.** a. I can't sleep here because the children make/**are making** so much noise.
b. Kirti screams/**is screaming** because she is afraid of the monkeys.
c. My mother **buys/is buying** me a new dress very month.
d. Anand is an unhappy person. He never **smiles/is smiling**.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Snow White is admired by many people as a popular figure. Talk about a figure from the folklores that you admire. Say why this person deserves praise.

- Ans.** Do yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

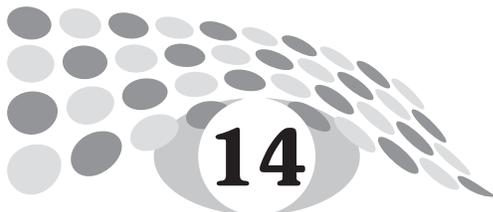
Write another such story where the evil got its punishment in the end.

- Ans.** Do it yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

Trees Enact the conversation between the dwarfs and Snow-white, in your class.

- Ans.** Do it yourself.



The Girl On The Train

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

Answer the following questions orally :

- Ans.** a. We feel very bad when we see a blind person in difficulty.
b. Yes, we support the handicap.

2. Say these words aloud :

- Ans.** Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

- Ans.** a. I had the **compartment** in the train to myself up to Rohana, and then a girl got on.
b. I must have been sitting in a **dark corner** because my voice startled her.
c. She was silent, and I wondered if my words had touched her, or whether she thought me a **romantic** fool.
d. I turned from the **window** and faced the girl and for a while we sat in **silence**.
e. The engine's **whistle** shrieked, the carriage **wheels** changed their sound and rhythm.
f. The train gathered **speed** the wheels took up their song, the carriage **groaned** and shook.

2. Answer the following questions :

- Ans.** a. The girl's parents gave her advice where to keep her things, when not to go out of windows and how to avoid speaking to strangers. But she did not follow all the advice.
b. The man gave the girl the idea that he was able to see. He said that he was going to Dehradun and Mumoorie to enjoy the right of nature.
c. The man was going to Rohana.
d. The man told the girl that she had an interesting face in order to hide the fact that he was blind.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. Complete the following spellings :

- Ans.** a. mountain
b. interesting
c. gallant
d. serious
e. whistle
f. wondered
g. shouting

- h. vendors
- i. perfume

2. **Copy the sentences that are true. Correct the sentences that are wrong and write those too :**

- Ans.**
- a. The man's voice startled the woman.
 - b. The man wanted to prevent the girl **to discover** that he could see.
 - c. The man thought that few girls could resist flattery.
 - d. The woman side **that** she could not possibly sit in a train for more than two or three hours.
 - e. The darkness was daylight for the man.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. **Add suitable subjects to the following so that they become complete sentences :**

- Ans.**
- a. **Threes** fell over in the storm.
 - b. At the end of the day **he** reads a book.
 - c. When she had baked the cake **she** gave it to the children.
 - d. **Ship** sailed across the ocean.

2. **Add suitable predicates to the following to make sentences :**

- Ans.**
- a. Deepika and Cheema are good friends.
 - b. That boy who is the president of a club is my friend.
 - c. The cat without a tail is attraction of the fair.

3. **Underline the main noun (or nouns) and circle the main verb in the following :**

- Ans.**
- a. Satish and Hamid **live** in Delhi.
 - b. The elephant **has** large ears.
 - c. Nonu and Soni are **playing** in the garden.
 - d. Vinod's dog **followed** closely behind.

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

Fill in the blanks with suitable words describing the tone of a speaker. Use appropriate form of the words from the box below :

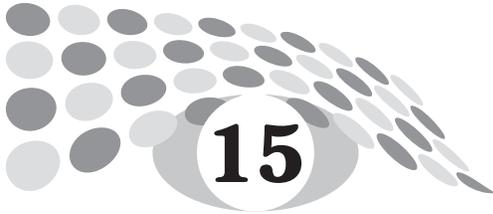
- Ans.**
- a. Brijesh **boasted** that he could solve the entire paper in half an hour.
 - b. “Our geography teacher is so strict,” Nisha **warned**.
 - c. “If you play with these street urchins, I'll stop your pocket money,” the father **threatened**.
 - d. The Principal **pleaded** that the children should use the school bus and not private transport.
 - e. My brother **insisted** me to join a computer class.

- f. "Please, sir, give me one more chance. Ill certainly improve," **urg** Rahul.
- g. Do not **argue** with me on this issue. I have already taken a decision.
- h. The authorities **complain** the fishermen not to venture out into the sea.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

How would you help a blind man/woman living in your locality? Suggest.

Ans. Do it yourself.



From Bell To Cell

FORMATIVE ASSESSMENT

Oral : Conversational Skills (CCE Pattern–speaking, listening, understanding the text)

1. Answer these questions orally :

- Ans.**
- a. Telephone is an essential part of our lives. Through telephone we can communicate with the people who is very far away.
 - b. Telephone is different from newspaper, television and radio etc. Through telephone communication is done by two sides at a time. We can hear and speak at a time through telephone.
 - c. The development of cell phones decreases the demond of fixed phones because cell phones are portable.
 - d. In future cell phones are also used as computer and television.

2. Say these words aloud :

Ans. Do it yourself.

SUMMATIVE ASSESSMENT

Written : Comprehension Skills (CCE Pattern–understanding the text)

1. State whether True (T) or False (F) :

Ans. a. F b. T c. F d. F

2. Answer the following questions :

- Ans.**
- a. Throughout his life, Bell had been interested in the education of deaf people, as both his mother and his wife were deaf. He hoped to one day eliminate hereditary deafness from the population. This interest led him to invent the microphone and, in 1876, his 'electrical speech machine', which we now call a telephone.
 - b. The full form of AT and T is American Telephone and Telegraph's.
 - c. The first model of a cellular phone like a box with a phone.

- d. In 1987, a phone that looked a little more like the ones we use today was first made. Compared to the shoulder phone, this new phone was much lighter and easier to carry around.

Gradually, mobile phones became more and more advanced. People started to use them not only for their main purpose (talking with other people) but also to do other things. Mobile phones are now used for connecting people to the Internet or exchanging text messages, photographs, and even music.

- e. In the future, sick or old people would be able to use their mobile phones for solving many of their problems. They will be able to send to their doctor any health-related information like their body temperature, heart rate, or blood pressure. The doctor can then look at the information and let the patient know if everything is fine using the mobile phone itself.

Word Power : Reading and Writing Skills (CCE Pattern–vocabulary, comprehension)

1. **Given below are some verbs. Change them into nouns by adding the suffix -er or -or. In some cases simply adding -r may be enough. Make changes in spelling if necessary :**

- Ans.** a. manage **manager**
b. run **ranner**
c. paint **painter**
d. ride **rider**
e. fight **fighter**
f. instruct **instructor**

2. **Fill in the blanks given below using the correct noun from the words given above :**

- Ans.** a. The tennis **instructor** taught us how to hold a racquet.
b. The hotel **manager** was at his desk.
c. The landscape **painter** arrived with a canvas and paints.
d. Pedro is a bull- **fighter**.
e. The motorcycle **rider** rode very fast.
f. Shyam was a marathon **runner** for many years.

Grammar : Analytical and Writing Skills (CCE Pattern–grammar)

1. **Some of the following sentences are incorrect. Read each one carefully and, wherever needed, make corrections using once, twice, or three times.**

- Ans.** a. Once there used to be a king.
b. Three times six makes eighteen.
c. I called you up twice that day.
d. I have been to the cinema twice.
e. I ate at the restaurant one time.

2. Complete the following sentences in the present perfect continuous tense.

- Ans. a. Rahat **has** been learning French for two years.
b. It has **been** raining for so long.
c. They **have been** teaching the same chapter again and again.
d. Sachin **has been** playing cricket for many yeras now.
e. They **have been** talking on the phone for forty minutes. (was/have been)

Talking and Listening : Conversational Skills (CCE Pattern–comprehension, fluency)

This is a telephonic conversation between Maddy Mouse and Dicky Duck. Work in pairs and role play the dialogue :

Ans. Do yourself.

Writing : Writing Skills (CCE Patterncreative Writing)

Write a paragraph on the importance of telephone in today's world. Also state some disadvantages of using mobile phones too much.

Ans. Do it yourself.

Fun To Do : Group Activity Skills (CCE Pattern–imagination, thinking, working)

Collect pictures of phones used in the beginning. Make a collage.

Ans. Do it yourself.

HOTS : Higher Order Thinking Skills (CCE Pattern–awareness)

'On the one hand mobile phone has many advantages, but on the other hand they have many disadvantages too.' State your own views on this topic.

Ans. Do it yourself.

Formative Assessment-IV

A. Answer the following questions :

- Ans. a. A good doctor of human beings know about all human direases and medicines and a good doctor of trees knows diseases and medicines concerned with threes. Both doctors save the lives of living beings.
b. We feel very bad when we see a blind person in difficulty.
c. Telephone is essential part of our lives. Through telephone we can communicate with the people who is very far away.
d. Sir Ector was noble knights and one who had loved king Uther well. He adopted King Uther's son Arthur.
e. The evil people can never get happiness because he never think good about himself and other.

B. Fill in the blanks :

- Ans. a. Hiroshima was the site of the very first **atomic attack**.

- b. I was **blind that**, I could not tell what the girl looked like.
- c. The stepmother of Snow-white was a **wicked** woman.
- d. King Uther land left no son to **succeed** him.

C. Write the opposites of following words :

- Ans.**
- a. Stranged **Aquinted**
 - b. Tiny **Huge**
 - c. Ancient **New**
 - d. Stranger **Known**

D. Write the Plural forms of these words :

- Ans.**
- a. Knight **Knights**
 - b. Sword **Swords**
 - c. Dwarf **Dwarfs**
 - d. Friend **Friends**
 - e. Tree **Trees**
 - f. Box **Boxes**
 - g. Wolf **Wolves**
 - h. Leaf **Leaves**

Summative Assessment-II

A. Tick (✓) the correct option :

- Ans.**
- 1. Kong Hia Chiang could understand the language of the :
i. birds
 - 2. Grandpa could never found the palace because :
iii. he didn't know the magic words.
 - 3. What is the moon like?
iii. flower
 - 4. Bahadur lived in the state of Uttarakhand in:
ii. North India

B. Fill in the balnks :

- Ans.**
- 1. **A flock of birds** told Kong Hia Chiang about the dead sheep.
 - 2. **Tadahiko Yamano** was known as the tree doctor.
 - 3. First telephone call was occurred on **6 March 1876**.

C. Write the rhyming words for:

- Ans.**
- a. west **nest**
 - b. tree **free**
 - c. wonder **founder**
 - d. train **gain**

D. Circle the words that are not synonyms:

- Ans.** 1. beautiful, lovely, pretty, **ugly**
2. wrong, **right**, mistaken, faulty
3. lost, missing, **found**, gone

E. Answer the following questions :

- Ans.** a. If the king and the magistrate had not believed Kong Hia Chiang, the kingdom was captured by the enemies and the king was defeated by them.
- b. If the jailer had gone to the magistrate, the jailer might be punished by the magistrate.
- c. When the service was over, there appeared a strange stone in the churchyard, against the high altar. It was a great white stone, like marble, with something sunk in it that looked like a steel anvil; and in the anvil was driven a great glistening sword. The sword has letters of gold written on it, which read
Whosoever pull out this sword of this stone and anvil is rightly king born of all England.
- d. He cut off badly damaged parts, and cleaned the trees with a brush. He also gave them injections of nutrients and medicine that he himself developed. This combination of internal and external treatment was unheard of at the time and at first, other scholars and specialists ignored his efforts.
But his methods worked! Many old trees revived and put forth new buds. He is now known all over the world as the tree doctor, the man who saves aged and sick trees. And his reserch and work have been taken up by young people who are helping to save the trees.
- e. Throughout his life, Bell had been interested in the education of deaf people, as both his mother nad his wife were deaf. He hoped to one day eliminate hereditary deafness from the population. This interest led him to invent the microphone and, in 1876, his 'electrical speech machine', which we now call a telephone.