



**INDIAN SCHOOL AL WADI AL KABIR**

**PRE-MIDTERM REVISION PAPER  
(2026-2027)**

<b>NAME:</b>		<b>DATE:</b>
<b>CLASS: IV</b>	<b>SEC:</b>	<b>ROLL NO:</b>
<b>SUBJECT: ENGLISH</b>		

**General Instructions:**

This paper consists of FOUR sections.

- \* Section A - Reading Comprehension
- \* Section C - Prose

- \* Section B – Language Structure
- \* Section D - Creative Writing

**SECTION A - READING COMPREHENSION**

**The Inspiring Story of Helen Keller**

**Read the passage carefully and answer the questions that follow.**

When Helen Keller was a baby, she became very sick and lost her ability to see and hear. She could not speak or understand words, and she often felt frustrated because she could not express her needs. Many people believed she would never learn like other children. Her world seemed dark and silent, and everyday tasks were very difficult for her.

Everything changed when her teacher, Anne Sullivan, came to help her. Anne patiently taught Helen by spelling words into her hand and helping her connect signs with real objects. One day, Helen suddenly understood that the signs had meaning, and this moment opened the door to learning for her. Helen worked very hard every day and never gave up, even when tasks were difficult. She learned to read, write, and later learned to communicate with help. She became a famous author and speaker who inspired people all over the world. She also helped others with disabilities believe in themselves.

She also travelled to many countries and spoke about hope and equal opportunities for everyone. People admired her strength and positive attitude despite her challenges. Helen proved that disability cannot stop a determined mind. Her life teaches us that with courage, patience, and determination, everything is possible. Her story continues to inspire children and adults to work hard, stay hopeful, and never give up on their dreams.

**I. Complete the sentences using suitable words from the passage.**

1. When Helen Keller was very sick she lost \_\_\_\_\_.
2. Anne Sullivan taught Helen \_\_\_\_\_.
3. People admired her \_\_\_\_\_ and \_\_\_\_\_ despite her challenges.
4. The main lesson of Helen Keller’s life is, with \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ everything is possible.

**II. Find the word from the passage that means:**

1. feeling upset or angry because you cannot do something - \_\_\_\_\_
2. strong will to keep trying and never give up – \_\_\_\_\_

**III. Answer these questions with reference to the above passage.**

1. Why did many people believe Helen Keller would not be able to learn like other children?

Ans: \_\_\_\_\_

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2. Mention any two things Helen Keller achieved later in her life that inspired people around the world?

Ans: \_\_\_\_\_

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**SECTION B – LANGUAGE STRUCTURE**

**I. A. Use the words in brackets to form contractions and fill in the blanks.**

1. \_\_\_\_\_ going to the park after school. (We are)
2. \_\_\_\_\_ be coming to the party tonight. (They will)
3. \_\_\_\_\_ very happy today. (She is)
4. He \_\_\_\_\_ ready for the test. (is not)

**B. Circle the words that can be contracted and write them in the blanks given.**

1. She was not ready for the test. \_\_\_\_\_
2. They could have won the match. \_\_\_\_\_
3. I do not like waking up early. \_\_\_\_\_
4. He is not a veterinary doctor. \_\_\_\_\_

**C. Observe the given pictures and frame meaningful sentences using apostrophe of contraction.**



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. A. Circle the subjects and underline the predicates for the given sentences.**

1. The little boy is flying a colourful kite in the park.
2. My friends are coming to my house tomorrow.
3. The bright sun was shining in the clear sky.
4. Our English teacher told us a funny story in class.

**B. Supply suitable subjects or predicates for the following sentences.**

1. \_\_\_\_\_ were building a sandcastle.
2. The little kitten \_\_\_\_\_.
3. \_\_\_\_\_ solved the tricky puzzle in minutes.
4. My parents \_\_\_\_\_.

**C. Frame meaningful sentences for the pictures given below. Circle the subjects and underline the predicates for each of them.**



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_

**SECTION C – PROSE**

**I. A. Circle the correctly spelt words.**

- |              |           |           |
|--------------|-----------|-----------|
| 1. safarie   | safari    | safary    |
| 2. sanctuary | sanktuary | santuarie |

**B. Write the words from the lesson which mean the following. Use the meanings given as clues.**

1. Maryann's \_\_\_\_\_ subject is English because she enjoys reading stories. (something or someone that you like the most among all others).
2. We visited a beautiful apple \_\_\_\_\_ during our school picnic. (a piece of land where fruit trees like mango, apple, or orange trees are grown)

**C. Frame meaningful sentences with the words given below.**

1. informed - \_\_\_\_\_  
\_\_\_\_\_
2. timid - \_\_\_\_\_  
\_\_\_\_\_

**II. Answer the following questions in one or two sentences.**

1. Where did Anjali move with her parents?

Ans: \_\_\_\_\_  
\_\_\_\_\_

2. Why did Pinky run away from Anjali when they met each other?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What kind of stories did Anjali introduce Pinky to?

Ans: \_\_\_\_\_  
\_\_\_\_\_

**III. Answer the following questions with reference to context.**

**A. " Why don't you come home every afternoon after I return from school?"**

- a. Who do 'you' and 'I' refer to in the above line?

