

ಕರ್ನಾಟಕ ಸರ್ಕಾರ



ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

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Learning outcomes Based Assessment (LBA) Question Bank

2026-27

ವಿಷಯ: ಇಂಗ್ಲಿಷ್

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ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ,

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From the Desk of the Director, DSERT

Education is the cornerstone on which the future of our state and nation is built. It equips our children with knowledge, values, life skills, and the spirit of inquiry to become responsible and contributing citizens of society.

The Department of State Educational Research and Training, Karnataka, remains committed to providing quality, inclusive, and learner-cantered education that fosters curiosity, critical thinking, creativity, and conceptual clarity among students, we are continuously striving to shift from rote learning to competency-based education that connects classroom learning to real-life contexts.

Learning Outcomes Based Assessment Question Bank (Repository) has been developed with a clear focus on grade-appropriate competencies, learning outcomes, and joyful assessment. This repository is designed to be used extensively by students and teachers across Karnataka. It provides a diverse range of assessment items that test not just recall, but application, analysis, reasoning, communication, and problem-solving skills. Special emphasis has been laid on conceptual understanding across subjects, language proficiency, value-based questions, and integration of local context so that students learn to apply knowledge with empathy, integrity, and social responsibility. This repository will serve as a vital resource for self-assessment and classroom practice.

I extend my sincere appreciation to the curriculum experts, subject specialists, DIET faculty and Resource Persons who have worked collaboratively to develop this material. I am confident that this repository will empower both teachers and learners. I urge teachers to integrate these assessments into classroom transactions creatively, and I encourage students to engage with them actively to identify their strengths and areas for growth. Let us work together to build classrooms that nurture learning, character and excellence.

With best wishes for meaningful learning,

A Note For The Teacher

Mapping every Learning Outcome (LO) rigidly to a particular lesson is **pedagogically unsound**. Language is acquired cumulatively through repeated exposure, interaction, practice and use across multiple contexts. Unlike subjects such as Science or Mathematics, where a competency may be taught within a single chapter, language competencies develop over time and recur throughout the year.

This view is consistent with the competency-based philosophy of the National Council of Educational Research and Training, the National Curriculum Framework for School Education 2023 and the principles of continuous formative assessment.

Using Learning Outcomes Effectively in the Second Language English Teaching–Learning Process

The Learning Outcomes (LOs) presented in this document describe the expected competencies that learners should progressively achieve by the end of each class. They are not intended to be taught as isolated items nor confined to individual textbook lessons. Instead, they serve as indicators of language development that should guide classroom planning, teaching, assessment and remediation throughout the academic year.

Why are the Learning Outcomes not mapped lesson-wise?

Language learning is cumulative and integrated. Listening, speaking, reading, writing, vocabulary development and language awareness evolve continuously through meaningful exposure and repeated opportunities to use language in different situations.

A single lesson may contribute to several Learning Outcomes, and the same Learning Outcome may be developed through many different lessons, classroom interactions, activities, projects, songs, stories, poems and supplementary reading.

For example, the Learning Outcome:

"Responds to literal and inferential questions based on a text."

may be developed through almost every prose lesson, poem, story or supplementary reading in the textbook. Therefore, assigning this Learning Outcome to only one lesson would unnecessarily restrict the teaching-learning process.

Role of the Textbook

The prescribed English textbook is one of the major resources for developing the Learning Outcomes.

Teachers should view each lesson as an opportunity to develop multiple competencies rather than as a unit linked to only one Learning Outcome.

While planning classroom transactions, teachers should identify the Learning Outcomes that can naturally be addressed through the lesson and design suitable learning experiences accordingly.

Integrating Learning Outcomes into Classroom Processes

During classroom teaching, teachers should:

- identify the Learning Outcomes that can be developed through the lesson;
- design activities that promote listening, speaking, reading and writing in an integrated manner;
- provide opportunities for pair work, group work, discussions, role play, storytelling and creative expression;
- encourage learners to apply language skills across different contexts rather than memorise textbook content;
- revisit important Learning Outcomes repeatedly throughout the year through different lessons and classroom activities.

Learning Outcomes and Lesson-Based Assessment (LBA)

Lesson-Based Assessments are intended to provide evidence of learners' progress towards achieving the Learning Outcomes. Teachers need not map every Learning Outcome to a specific lesson. Instead, each assessment item should be aligned to one or more Learning Outcomes.

After completing a lesson, teachers may select suitable questions from the Lesson-Based Assessment Question Bank that assess the intended Learning Outcomes developed through that lesson.

The focus of assessment should therefore be:

Learning Outcome → Assessment Question

rather than

Lesson → Learning Outcome.

This approach ensures that assessment measures actual competency rather than recall of textbook content.

Using Assessment Results

Assessment evidence should help teachers to:

- identify Learning Outcomes that have been achieved;
- identify learners requiring additional support;
- plan remediation and enrichment activities;
- revisit Learning Outcomes through subsequent lessons and classroom experiences;
- monitor learner progress continuously throughout the year.

A Flexible and Competency-Based Approach

Teachers should remember that Learning Outcomes are class-end expectations. Learners may demonstrate progress towards these outcomes through different lessons, activities and experiences across the academic year.

The emphasis should therefore remain on the continuous development of language competencies rather than completing textbook lessons or mechanically mapping Learning Outcomes to individual chapters.

6th Std Second Language English Learning Outcomes

Curricular Goal	Competency	Learning Outcomes
CG-1: Uses Language for Communication, Inquiry and Expression	C-1.1 Identifies main ideas and summarises oral and written texts	1. Identifies the central idea, supporting details and sequence of information in oral and written texts. 2. Organises important information by preparing simple notes, lines and summaries in own words. 3. Responds appropriately to literal and inferential questions using evidence from the text. 4. Distinguishes important information from supporting details while listening and reading. 5. Demonstrates attentive listening and purposeful reading to understand and communicate information accurately.
CG-1: Uses Language for Communication, Inquiry and Expression	C-1.2 Plans and conducts interviews	6. Frames relevant questions to collect information on familiar topics and classroom projects. 7. Conducts simple interviews using appropriate communication skills and etiquette. 8. Records responses accurately using notes, tables or graphic organisers. 9. Organises and presents collected information orally and in writing using simple reports. 10. Demonstrates confidence, curiosity and respect while interacting with different people.
CG-1: Uses Language for Communication, Inquiry and Expression	C-1.3 Raises questions and expresses ideas on social experiences	11. Observes familiar social and environmental situations and raises relevant questions to seek information. 12. Expresses ideas, opinions and personal experiences clearly using appropriate vocabulary. 13. Supports opinions with simple reasons and examples drawn from everyday experiences. 14. Participates respectfully in pair, group and whole-class discussions by listening and responding appropriately. 15. Demonstrates confidence while communicating ideas in different classroom contexts.
CG-1: Uses Language for Communication, Inquiry and Expression	C-1.4 Writes letters, essays and reports	16. Writes personal letters, descriptive paragraphs, essays and simple reports using appropriate formats. 17. Organises ideas logically with suitable introductions, supporting details and conclusions. 18. Uses appropriate grammar, vocabulary, punctuation and paragraphing while writing.

Curricular Goal	Competency	Learning Outcomes
		19. Revises and edits written work to improve clarity, coherence and accuracy. 20. Demonstrates increasing independence while writing for academic and real-life purposes.
CG-1: Uses Language for Communication, Inquiry and Expression	C-1.5 Creates audio-visual presentations	21. Creates simple posters, charts, digital slides and visual displays to communicate ideas. 22. Integrates spoken explanations with visual materials to present information effectively. 23. Selects appropriate digital or print resources to support presentations. 24. Demonstrates confidence while presenting information before peers. 25. Uses technology responsibly to enhance communication and learning.
CG-2: Appreciates Language, Literature and Cultural Heritage	C-2.1 Appreciates different forms of literature	26. Reads and responds to a variety of literary texts such as stories, poems, plays and biographies with understanding and interest. 27. Identifies characters, setting, plot, themes and central ideas in literary texts. 28. Explains the values, emotions and cultural elements reflected in literary works using examples from the text. 29. Relates events, characters and themes to personal experiences and contemporary situations. 30. Demonstrates interest and appreciation for literature from diverse cultures and traditions.
CG-2: Appreciates Language, Literature and Cultural Heritage	C-2.2 Identifies and uses literary devices	31. Identifies simple literary devices such as simile, personification, repetition and imagery in literary texts. 32. Explains how literary devices contribute to meaning and enjoyment of the text. 33. Uses simple figurative language appropriately while speaking and writing. 34. Experiments with literary expressions while composing poems, dialogues and short narratives. 35. Demonstrates creativity through imaginative use of language in literary activities.

CG-3: Recognises and applies Linguistic Aspects and Uses Them in grammar and Expression	C-3.1 Understands language conventions	36. Uses appropriate grammatical structures accurately while speaking and writing. 37. Applies punctuation, spelling and sentence patterns effectively in different writing tasks. 38. Uses a variety of simple and compound sentence structures to communicate ideas clearly. 39. Identifies and corrects common grammatical and language errors independently.
Curricular Goal	Competency	Learning Outcomes
		40. Demonstrates increasing fluency and accuracy in oral and written communication.
CG-3: Recognises and Uses Them in Expression	C-3.2 Writes prose, poetry and drama	41. Writes short narratives, descriptive paragraphs, poems and dialogues using appropriate language and organisation. 42. Develops ideas creatively by using suitable vocabulary, sentence patterns and literary expressions. 43. Organises writing logically with appropriate introductions, sequencing and conclusions. 44. Revises written work to improve organisation, language and presentation. 45. Demonstrates originality and confidence while producing creative writing.
CG-4: Develops Ability to Review and Use Information Resources	C-4.1 Reads, responds to and reviews books	46. Reads a variety of books independently and shares personal responses supported by examples. 47. Summarises stories, articles and books by identifying important ideas and themes. 48. Writes simple reviews expressing opinions about books, characters and events. 49. Compares favourite books based on theme, characters and personal preference. 50. Demonstrates regular reading habits and appreciation for diverse reading materials.
CG-4: Develops Ability to Review and Use Information Resources	C-4.2 Uses books and media resources effectively	51. Locates relevant information from print, digital and audio-visual resources for classroom learning. 52. Organises information collected from different sources using notes, tables and simple graphic organisers. 53. Uses dictionaries, glossaries and reference materials independently to enhance learning. 54. Selects appropriate sources of information for projects and presentations. 55. Demonstrates responsible and ethical use of information and learning resources.

GRADE 6 BILINGUAL POORVI ENGLISH

CG-1: Uses Language for Communication, Inquiry and Expression

Competency	Learning Outcomes	Poorvi chapters where it can be covered
C-1.1 Identifies main ideas and summarises oral and written texts	LO 1–5	All 16 chapters , with strongest opportunities in A Bottle of Dew, Rama to the Rescue, The Unlikely Best Friends, Neem Baba, Change of Heart, Hamara Bharat, Ila Sachani, and National War Memorial
C-1.2 Plans and conducts interviews	LO 6–10	The Unlikely Best Friends, Neem Baba, Spices that Heal Us, Yoga – A Way of Life, Hamara Bharat, Ila Sachani, National War Memorial
C-1.3 Raises questions and expresses ideas on social experiences	LO 11–15	A Bottle of Dew, The Unlikely Best Friends, The Chair, Neem Baba, Spices that Heal Us, Change of Heart, Yoga – A Way of Life, Hamara Bharat, Ila Sachani, National War Memorial
C-1.4 Writes letters, essays and reports	LO 16–20	A Bottle of Dew, Rama to the Rescue, The Unlikely Best Friends, Neem Baba, Spices that Heal Us, Change of Heart, Yoga – A Way of Life, Hamara Bharat, Ila Sachani, National War Memorial
C-1.5 Creates audio-visual presentations	LO 21–25	The Raven and the Fox, Rama to the Rescue, Neem Baba, Spices that Heal Us, Yoga – A Way of Life, Hamara Bharat, Ila Sachani, National War Memorial

CG-2: Appreciates Language, Literature and Cultural Heritage

Competency	Learning Outcomes	Poorvi chapters
C-2.1 Appreciates different forms of literature	LO 26–30	All literary texts , especially A Bottle of Dew, The Raven and the Fox, Rama to the Rescue, The Unlikely Best Friends, A Friend's Prayer, The Chair, Neem Baba, What a Bird Thought, Change of Heart, The Winner, Hamara Bharat, The Kites, and Ila Sachani
C-2.2 Identifies and uses literary devices	LO 31–35	The Raven and the Fox, A Friend's Prayer, What a Bird Thought, The Winner, The Kites ; also creative extensions from prose chapters

CG-3: Recognises Linguistic Aspects and Uses Them in Expression

Competency	Learning Outcomes	Poorvi chapters
C-3.1 Understands and applies grammar and language conventions	LO 36–40	All 16 chapters , integrated through speaking, reading and writing activities
C-3.2 Writes prose, poetry and drama	LO 41–45	A Bottle of Dew, The Raven and the Fox, Rama to the Rescue, The Unlikely Best Friends, A Friend's Prayer, The Chair, Neem Baba, What a Bird Thought, Change of Heart, The Winner, Hamara Bharat, The Kites, and Ila Sachani

CG-4: Develops Ability to Review and Use Information Resources

Competency	Learning Outcomes	Poorvi chapters
C-4.1 Reads, responds to and reviews books	LO 46–50	A Bottle of Dew, The Raven and the Fox, Rama to the Rescue, The Unlikely Best Friends, The Chair, Neem Baba, Spices that Heal Us, Change of Heart, Hamara Bharat, Ila Sachani, National War Memorial
C-4.2 Uses books and media resources effectively	LO 51–55	Neem Baba, Spices that Heal Us, Yoga – A Way of Life, Hamara Bharat, Ila Sachani, National War Memorial

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CLASS 6 – ENGLISH (POORVI)
UNIT 1: FABLES AND FOLK TALES
CHAPTER 1: A BOTTLE OF DEW

Competency-Based Question Bank

PART A: BRIDGE VOCABULARY

QUESTIONS 1–40

Competencies: Vocabulary, Reading

Difficulty: L1–L2

A1. WORD–MEANING MATCHING

Questions 1–10

Match the words in Column A with their meanings in Column B.

Column A

1. Sage
2. Dew
3. Plantation
4. Potion
5. Wealth
6. Lazy
7. Wisdom
8. Surprise
9. Inherited
10. Harvest

Column B

- a. Knowledge gained through experience
- b. A liquid with special or magical properties
- c. Water drops formed on cool surfaces
- d. A person known for wisdom
- e. Money and valuable possessions
- f. A large area where plants are grown
- g. Not willing to work
- h. Received something from a person who has died
- i. Something unexpected
- j. The gathering of crops

Competency: V, R

Level: L1

A2. FILL IN THE BLANKS

Questions 11–20

Choose suitable words from the box.

Word Box: magic potion, dew, banana, sage, plantation, wealth, hard work, Madhumati, copper, winter

11. Rama Natha believed in a _____ that could turn things into gold.
12. The wise _____ told Rama Natha how to make the potion.
13. Rama Natha had to plant _____ plants.
14. He had to collect _____ from the leaves.
15. The dew had to be collected during _____ mornings.
16. Rama Natha's wife was named _____.
17. Rama Natha finally developed a large banana _____.
18. The sage taught Rama Natha the value of _____.
19. Rama Natha sprinkled the liquid on a _____ vessel.

20. True _____ was created through the banana plantation.

Competency: V, R

Level: L1

A3. COMPLETE THE WORDS

Questions 21–25

Complete the words.

21. S _ G E
22. D _ W
23. P L A N T A T I _ N
24. P O T I _ N
25. W I S D _ M

Competency: V

Level: L1

A4. JUMBLED WORDS

Questions 26–30

Unscramble the letters.

26. EGAS
27. WED
28. NOBNAA
29. NOITOP
30. HCAHARDWOR

Competency: V

Level: L1

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

Match Column A with Column B.

Column A	Column B
31. Dew	a. □ □ □ □ □
32. Sage	b. □ □ □ □ □ □ □
33. Wisdom	c. □ □ □ □ □ □
34. Wealth	d. □ □ □
35. Hard work	e. □ □ □ □ □ □ □ □ □ □

Competency: V

Level: L1

A6. WORD MEANINGS Questions 36–40

Choose the correct meaning.

36. **Potion** means:
 - a) A special liquid
 - b) A field
 - c) A plant

37. **Sage** means:
a) A farmer
b) A wise person
c) A merchant
38. **Plantation** means:
a) A place where many plants are grown
b) A small room
c) A market
39. **Inherited** means:
a) Borrowed from someone
b) Received from a previous generation
c) Bought from a shop
40. **Wealth** means:
a) Valuable possessions or money
b) Hard work
c) A kind of plant
- Competency:** V, R
Level: L2

PART B: UNDERSTANDING THE LESSON

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension

Difficulty: L1–L2

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

Choose the correct answer.

41. What did Rama Natha strongly believe in?
a) A treasure hidden underground
b) A magic potion
c) A magical tree
42. What could the magic potion supposedly do?
a) Make plants grow
b) Turn objects into gold
c) Produce water
43. Why was Madhumati worried?
a) Rama Natha was ill
b) Rama Natha was spending money searching for the potion
c) Their house was damaged
44. Who was Mahipati?
a) A farmer
b) A sage
c) A merchant
45. What did the sage ask Rama Natha to plant?
a) Mango trees
b) Banana plants
c) Coconut trees
46. What did Rama Natha have to collect from the banana leaves?

- a) Rainwater
 - b) Juice
 - c) Dew
47. How much dew did Rama Natha have to collect?
- a) One litre
 - b) Five litres
 - c) Ten litres
48. For how many years did Rama Natha work on the plantation?
- a) Three years
 - b) Five years
 - c) Six years
49. What happened when Rama Natha sprinkled the liquid on the copper vessel?
- a) It turned into gold
 - b) Nothing happened
 - c) It broke
50. What was the real source of Rama Natha and Madhumati's wealth?
- a) Magic
 - b) The banana plantation and their hard work
 - c) The sage's potion

B2. TRUE OR FALSE Questions 51–60

Write **True** or **False**.

- 51. Rama Natha believed that a magic potion could turn things into gold.
- 52. Madhumati encouraged Rama Natha to waste all his money.
- 53. People often cheated Rama Natha by promising to help him find the potion.
- 54. Sage Mahipati gave Rama Natha an easy task.
- 55. Rama Natha had to plant banana plants.
- 56. Rama Natha had to collect dew from banana leaves.
- 57. Rama Natha stopped working after a few days.
- 58. The banana plantation became large over the years.
- 59. The liquid turned the copper vessel into gold.
- 60. The story shows that hard work can create real wealth.

B3. MATCH THE FOLLOWING Questions 61–70

Match Column A with Column B.

Column A	Column B
61. Rama Natha	a. Rama Natha's wife
62. Madhumati	b. Wise sage
63. Mahipati	c. Banana plantation
64. Dew	d. Believed in the magic potion
65. Banana plants	e. Collected from leaves
66. Copper vessel	f. Tested with the liquid
67. Magic potion	g. Supposed to turn things into gold
68. Hard work	h. Created wealth
69. Plantation	i. Large area of banana plants

Column A	Column B
70. Wealth	j. Result of their efforts

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

Answer in one word or a short phrase.

71. Who was Rama Natha's wife?
72. What did Rama Natha search for?
73. Who told Rama Natha about the method of making the potion?
74. What plants did Rama Natha grow?
75. What did he collect from the leaves?
76. How much dew did he have to collect?
77. On what object did Rama Natha test the liquid?
78. What crop became the source of their wealth?
79. What quality did Rama Natha develop through his work?
80. What is the main lesson of the story?

B5. COMPLETE THE SENTENCES Questions 81–90

81. Rama Natha spent much of his time searching for _____.
82. Madhumati was worried because Rama Natha was spending too much _____.
83. The sage asked Rama Natha to plant _____ plants.
84. Rama Natha had to collect _____ from the leaves.
85. The dew had to be collected in the _____.
86. Rama Natha worked on the plantation for _____ years.
87. The banana plants grew into a large _____.
88. Rama Natha became angry when the copper vessel did not turn into _____.
89. Madhumati showed Rama Natha the wealth earned through the _____.
90. The story teaches us that success comes through _____ and effort.

PART C: GRAMMAR IN CONTEXT QUESTIONS 91–115

Competencies: Grammar, Reading, Writing

Difficulty: L1–L2

C1. NOUNS Questions 91–95

Underline the nouns in each sentence.

91. Rama Natha searched for a magic potion.
92. Madhumati was worried about her husband.
93. The sage gave Rama Natha a task.
94. The banana plantation became large.
95. The farmer collected dew from the leaves.

C2. PRONOUNS Questions 96–100

Choose the correct pronoun.

96. Rama Natha was a rich man. _____ believed in the magic potion. (He / She)
97. Madhumati was worried. _____ wanted Rama Natha to stop wasting money. (He / She)
98. Rama Natha and Madhumati worked together. _____ became wealthy. (They / He)
99. The banana plants grew well. _____ produced many bananas. (They / It)
100. The sage helped Rama Natha. _____ showed him the right path. (He / They)

C3. VERBS Questions 101–105

Identify the action word in each sentence.

101. Rama Natha **searched** for the potion.
102. He **planted** banana plants.
103. Madhumati **sold** the bananas.
104. Rama Natha **collected** dew.
105. They **created** wealth.

C4. ADJECTIVES Questions 106–110

Underline the describing word.

106. Rama Natha was a wealthy man.
107. Mahipati was a wise sage.
108. Rama Natha had a large plantation.
109. He collected morning dew.
110. The magic potion was a wonderful idea in Rama Natha's mind.

C5. PUNCTUATION Questions 111–115

Rewrite the sentences using correct punctuation.

111. rama natha believed in a magic potion
112. where is the sage
113. madhumati was worried about her husband
114. what a beautiful plantation
115. hard work creates wealth

PART D: READING AND THINKING QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning

Difficulty: L2–L3

D1. READING PASSAGE

Read the passage carefully.

Rama Natha believed that a magic potion could turn ordinary things into gold. He spent a great deal of time and money searching for it. His wife, Madhumati, was worried because she felt that they might lose their wealth. One day, Rama Natha met the wise sage Mahipati. The sage told him that he could make the potion, but Rama Natha first had to grow banana plants and collect dew from their leaves. Rama Natha followed the instructions. He worked patiently for years. The banana plants grew into a large plantation and produced many bananas. At last, Rama Natha collected the required dew and took it to the sage. When he tested the liquid on a copper vessel, nothing happened. He became angry. Then the sage explained that the real magic was the hard work that had made the plantation successful.

D2. LITERAL COMPREHENSION Questions 116–125

116. What did Rama Natha believe?
117. What did he spend a lot of time searching for?
118. Why was Madhumati worried?
119. Who did Rama Natha meet?
120. What did the sage ask Rama Natha to grow?
121. What did Rama Natha collect from the leaves?
122. How long did Rama Natha work?
123. What did the plants produce?
124. What happened when Rama Natha tested the liquid?
125. What did the sage say was the real magic?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

126. Rama Natha was searching for:
- a) A treasure
 - b) A magic potion
 - c) A new house
127. The sage asked him to grow:
- a) Banana plants
 - b) Mango plants
 - c) Rice
128. The dew was collected from:
- a) The soil
 - b) Banana leaves
 - c) The river
129. Rama Natha became angry because:
- a) The plants died
 - b) The copper vessel did not turn into gold
 - c) Madhumati sold the bananas
130. The story teaches the importance of:
- a) Laziness
 - b) Hard work
 - c) Magic

D4. INFERENTIAL COMPREHENSION Questions 131–135

Think and answer.

131. Why do you think Madhumati was worried about Rama Natha's behaviour?
132. Why did the sage give Rama Natha such a difficult task?
133. What might have happened if Rama Natha had continued searching for magic without working?
134. Why did Rama Natha not realise that he was becoming successful?
135. What change took place in Rama Natha by the end of the story?

D5. SEQUENCING EVENTS Questions 136–138

Arrange the events in the correct order.

136. Rama Natha collected the dew.
- Rama Natha met the sage.
 - Rama Natha planted banana plants.
137. The banana plantation became large.
- Rama Natha wanted a magic potion.
 - Rama Natha worked on the land.
138. Rama Natha tested the liquid.
- The sage explained the truth.
 - Rama Natha became angry.

D6. CAUSE AND EFFECT Questions 139–140

Complete the cause-and-effect relationship.

139. **Cause:** Rama Natha planted and cared for banana plants.
Effect: _____
140. **Cause:** Rama Natha tested the supposed potion on the copper vessel.
Effect: _____

PART E: SPEAK AND SHARE QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabulary

Difficulty: L2–L3

E1. ORAL RESPONSE Questions 141–145

Answer orally.

141. What did you learn from Rama Natha's experience?
142. Why is hard work important?
143. Have you ever worked hard to achieve something? What did you do?
144. What would you say to a person who always looks for shortcuts?
145. What does "real wealth" mean to you?

E2. PAIR DISCUSSION Questions 146–147

Work with a partner.

146. Discuss: **Is it better to work patiently towards a goal or look for an easy shortcut? Why?**
147. Discuss: **What qualities helped Rama Natha become successful?**

E3. PICTURE TALK Questions 148–149

Look at a picture of a person working in a field or plantation and answer orally.



148.
 - a) What is the person doing?
 - b) What tools or plants can you see?
 - c) Why is such work important?
149.
 - a) What do you think the person is trying to achieve?
 - b) What qualities are needed for this work?
 - c) How is this connected to the story?

E4. ROLE PLAY

Question 150 Role-play the following situation:

Rama Natha is searching for another shortcut to become rich. Madhumati advises him to work hard and use his land wisely.

Act out the conversation.

PART F: GUIDED WRITING QUESTIONS 151–170

Competencies: Writing, Vocabulary

Difficulty: L2–L3

F1. COMPLETE THE SENTENCES Questions 151–155

151. Rama Natha wanted _____.
152. Madhumati was worried because _____.
153. The sage asked Rama Natha to _____.
154. Rama Natha became successful because _____.
155. The main lesson of the story is _____.

F2. MAKE SENTENCES Questions 156–160

Make meaningful sentences using the following words.

156. Sage
157. Dew
158. Plantation
159. Hard work
160. Wealth

F3. GUIDED PARAGRAPH WRITING

Questions 161–165 Write 4–5 sentences using the clues.

161. Rama Natha's Dream

Clues:

magic potion – gold – search – money – belief

162. Madhumati

Clues:

wife – worried – sensible – plantation – wealth

163. The Sage's Plan

Clues:

Mahipati – banana plants – dew – work – lesson

164. The Banana Plantation

Clues:

land – plants – care – bananas – wealth

165. Hard Work is the Real Magic

Clues:

effort – patience – success – wealth – no shortcuts

F4. DIALOGUE COMPLETION

Questions 166–168 Complete the dialogues.

166. Rama Natha: I want to find a magic potion.
Madhumati: _____.
Rama Natha: But I believe it exists.
167. Sage: You must plant banana plants and collect dew.
Rama Natha: _____?
Sage: You must collect five litres.
168. Rama Natha: The copper vessel has not turned into gold!
Sage: _____.

F5. CAPTION WRITING Questions 169–170

Write a suitable caption.

169. Picture of Rama Natha working in his banana plantation.
170. Picture of a large banana plantation filled with bananas.

PART G: APPLICATION AND LIFE SKILLS

QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing

Difficulty: L3

G1. SCHOOL SITUATIONS Questions 171–175

171. You want to score well in an examination. What will you do instead of looking for an easy shortcut?
172. Your friend says that hard work is unnecessary because success can come easily. What would you tell your friend?
173. You have been given a difficult school project. How will you complete it?
174. You fail in your first attempt at a task. What will you do?
175. Your class is preparing for a competition. Why are patience and regular practice important?

G2. HOME SITUATIONS Questions 176–180

176. You want to learn a new skill but find it difficult. What will you do?
177. Someone in your family is working hard. How can you support them?
178. You have a responsibility at home that you do not enjoy. Should you avoid it? Why?
179. Your family wants to save money. What habits can help?
180. Why is it important to value the work done by farmers and other workers?

G3. COMMUNITY SITUATIONS Questions 181–185

181. You see a farmer working in a field. What can you learn from the farmer?
182. Your community wants to develop a garden. What steps can people take?
183. A person promises you quick success without effort. What questions should you ask before believing them?
184. How can people create wealth without depending on shortcuts?
185. Why is patience important for the growth of a plant, a skill or a goal?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

186. Why should we value hard work?
187. Why are shortcuts not always the best way to achieve success?
188. How does patience help us?
189. What can we learn from Rama Natha's mistake?
190. How did Madhumati show wisdom?
191. Why should we use the resources we already have wisely?
192. How can we avoid wasting money and time?
193. Why is it important to learn from our experiences?
194. What is the difference between wanting wealth and working to create wealth?
195. How can you apply the message of "A Bottle of Dew" in your daily life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing

Difficulty: L4

196. POSTER MAKING

Prepare a poster on:

"Hard Work is the Real Magic"

Include:

- A picture
- A slogan
- Two meaningful sentences

197. SLOGAN WRITING

Write a slogan on **hard work and success**.

198. DRAW AND WRITE

Draw a picture showing a **person achieving a goal through hard work**.

Write two sentences about your picture.

199. THINK AND ANSWER

Imagine that the sage had simply told Rama Natha, "There is no magic potion."

Do you think Rama Natha would have changed his ways? Give a reason.

200. REFLECTION QUESTION

If you could change one habit in your life after reading **A Bottle of Dew**, what would it be and why?

ANSWER KEY

PART A: BRIDGE VOCABULARY

A1. Word–Meaning Matching

- | | |
|-----|---|
| 1. | d |
| 2. | c |
| 3. | f |
| 4. | b |
| 5. | e |
| 6. | g |
| 7. | a |
| 8. | i |
| 9. | h |
| 10. | j |

A2. Fill in the Blanks

11. magic potion
12. sage
13. banana
14. dew
15. winter
16. Madhumati
17. plantation
18. hard work
19. copper
20. wealth

A3. Complete the Words

21. SAGE
22. DEW
23. PLANTATION
24. POTION
25. WISDOM

A4. Jumbled Words

26. SAGE
27. DEW
28. BANANA
29. POTION
30. HARDWORK

A5. English–Kannada

31. c

- 32. d
- 33. a
- 34. b
- 35. e

A6. Word Meanings

- 36. a
- 37. b
- 38. a
- 39. b
- 40. a

PART B: UNDERSTANDING THE LESSON

B1. MCQs

- 41. b
- 42. b
- 43. b
- 44. b
- 45. b
- 46. c
- 47. b
- 48. c
- 49. b
- 50. b

B2. True or False

- 51. True
- 52. False
- 53. True
- 54. False
- 55. True
- 56. True
- 57. False
- 58. True
- 59. False
- 60. True

B3. Match the Following

- 61. d
- 62. a
- 63. b
- 64. e
- 65. c
- 66. f
- 67. g
- 68. h
- 69. i
- 70. j

B4. One-Word / Very Short Answers

- 71. Madhumati
- 72. A magic potion
- 73. Sage Mahipati

- 74. Banana plants
- 75. Dew
- 76. Five litres
- 77. A copper vessel
- 78. Bananas / banana plantation
- 79. Hard work / patience
- 80. Hard work creates real wealth.

B5. Complete the Sentences

- 81. a magic potion
- 82. money
- 83. banana
- 84. dew
- 85. winter
- 86. six
- 87. plantation
- 88. gold
- 89. banana plantation
- 90. hard work

PART C: GRAMMAR IN CONTEXT

C1. Nouns

- 91. Rama Natha, potion
- 92. Madhumati, husband
- 93. sage, Rama Natha, task
- 94. banana plantation
- 95. farmer, dew, leaves

C2. Pronouns

- 96. He
- 97. She
- 98. They
- 99. They
- 100. He

C3. Verbs

- 101. searched
- 102. planted
- 103. sold
- 104. collected
- 105. created

C4. Adjectives

- 106. wealthy
- 107. wise
- 108. large
- 109. morning
- 110. wonderful

C5. Punctuation

- 111. Rama Natha believed in a magic potion.

- 112. Where is the sage?
- 113. Madhumati was worried about her husband.
- 114. What a beautiful plantation!
- 115. Hard work creates wealth.

PART D: READING AND THINKING

D2. Literal Comprehension

- 116. He believed in a magic potion that could turn things into gold.
- 117. A magic potion.
- 118. She was worried because Rama Natha was spending money searching for the potion.
- 119. The sage Mahipati.
- 120. Banana plants.
- 121. Dew.
- 122. Six years.
- 123. Many bananas.
- 124. Nothing happened; the copper vessel did not turn into gold.
- 125. Hard work and the wealth created through it.

D3. MCQs

- 126. b
- 127. a
- 128. b
- 129. b
- 130. b

D4. Inferential Comprehension

- 131. She was worried because Rama Natha was wasting his time and money searching for something that did not exist.
- 132. The sage wanted Rama Natha to understand the value of hard work and use his land productively.
- 133. He might have continued wasting his time and money without creating any real wealth.
- 134. He was focused on the magic potion and did not notice that his hard work was already making him successful.
- 135. He changed from a person looking for an easy way to become rich into a hardworking person who created wealth through his efforts.

D5. Sequencing

- 136. Rama Natha met the sage. Rama Natha planted banana plants. Rama Natha collected the dew.
- 137. Rama Natha wanted a magic potion. Rama Natha worked on the land. The banana plantation became large.
- 138. Rama Natha tested the liquid. Rama Natha became angry. The sage explained the truth.

D6. Cause and Effect

- 139. The plants grew into a large plantation and produced bananas.
- 140. Nothing happened; the copper vessel did not turn into gold.

PART E: SPEAK AND SHARE

E1. Oral Responses

- 141. Suggested response: I learnt that hard work and patience are more valuable than shortcuts.
- 142. Hard work helps us improve our skills and achieve our goals.
- 143. Any meaningful personal response.

144. Suggested response: I would tell the person that lasting success usually requires effort and patience.
145. Suggested response: Real wealth means the results and values we create through our efforts.

E2. Pair Discussion

146. Expected ideas: Working patiently helps us learn, improve and achieve lasting results.
147. Expected ideas: Patience, hard work, persistence and willingness to follow the sage's instructions.

E3. Picture Talk

148. Any meaningful response based on the picture.
149. Expected ideas should connect the picture with work, patience, effort and achievement.

E4. Role Play

150. Any meaningful conversation showing Madhumati advising Rama Natha to work wisely rather than search for shortcuts.

PART F: GUIDED WRITING

F1. Complete the Sentences

151. a magic potion / a potion that could turn things into gold
152. he was wasting time and money
153. plant banana plants and collect dew
154. he worked hard and developed the plantation
155. hard work creates real wealth

F2. Make Sentences

156–160. Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the story.

F4. Dialogue Completion

166. Example: "You should work hard and use what you already have wisely."
167. Example: "How much dew must I collect?"
168. Example: "The liquid is not a magic potion. Your hard work has created the real wealth."

F5. Caption Writing

169. Example: "Hard Work in the Banana Plantation"
170. Example: "A Plantation Built Through Hard Work"

PART G: APPLICATION AND LIFESKILLS

G1. School Situations

171. I will study regularly, practise and prepare well.
172. I would explain that real success requires effort and patience.
173. I will divide the work into smaller tasks and complete them step by step.
174. I will learn from my mistake, practise again and try harder.
175. Regular practice and patience help us improve and perform better.

G2. Home Situations

176. I will practise regularly and not give up.
177. I can encourage them, help with their work and appreciate their effort.
178. No. I should complete my responsibility properly.
179. We can avoid unnecessary spending, save regularly and use money wisely.
180. Their work provides food and supports our communities.

G3. Community Situations

181. We can learn patience, effort and responsibility from farmers.
182. People can prepare the land, plant trees, water them and care for them regularly.
183. We should ask how the person plans to achieve the promised result and whether effort is involved.
184. People can develop skills, work consistently and make good use of available resources.
185. Growth takes time and requires regular effort and patience.

PART H: VALUES AND CITIZENSHIP

186. Hard work helps us develop skills and achieve meaningful goals.
187. Shortcuts may not give lasting or meaningful success.
188. Patience helps us continue working even when results take time.
189. We should not waste time and money searching for unrealistic shortcuts.
190. Madhumati showed wisdom by understanding the importance of using their resources wisely.
191. Using resources wisely can help us create something valuable.
192. We can plan carefully and avoid unnecessary spending and activities.
193. Experiences help us understand our mistakes and make better choices.
194. Wanting wealth is a desire, but creating wealth requires effort, patience and responsible action.
195. We can set goals, work consistently, avoid shortcuts and remain patient until we achieve them.

PART I: CREATIVE AND CRITICAL THINKING

196. **Poster:** Any creative poster that clearly communicates the message that hard work creates success.
197. **Slogan:** Examples:
 - "Hard Work is the Real Magic!"
 - "Work Hard, Grow Strong!"
 - "No Shortcuts, Just Success!"
198. Any meaningful drawing with two relevant sentences.
199. Suggested answer: Probably not immediately. Rama Natha strongly believed in the magic potion, so the sage used a practical task to help him experience the value of hard work himself.
200. Any meaningful personal response. Example:

"I would stop looking for shortcuts and work regularly towards my goals because the story taught me that real success comes through effort and patience."

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Level
A	1–40	Vocabulary & Meaning	L1–L2
B	41–90	Reading & Comprehension	L1–L2
C	91–115	Grammar & Language Conventions	L1–L2
D	116–140	Reading, Inference & Critical Thinking	L2–L3
E	141–150	Speaking & Listening	L2–L3
F	151–170	Writing	L2–L3
G	171–185	Application & Life Skills	L3
H	186–195	Values & Citizenship	L3
I	196–200	Creative & Critical Thinking	L4

LO linkage

This chapter bank particularly addresses:

- **C-1.1:** LO 1–5 — identifying main ideas, details, sequencing, summarising and responding to questions.
- **C-1.3:** LO 11–15 — questioning, expressing opinions, giving reasons and participating in discussion.
- **C-1.4:** LO 16–20 — paragraph, report and structured writing.
- **C-2.1:** LO 26–30 — understanding characters, plot, theme, values and relating the story to life.
- **C-3.1:** LO 36–40 — grammar, punctuation, sentence construction and accuracy.
- **C-3.2:** LO 41–45 — narrative, dialogue, descriptive and creative writing.
- **C-4.1:** LO 46–50 — reading, summarising, reviewing and responding to literature.
- **C-4.2:** LO 51–55 — using reference and information resources, which can be incorporated through extension activities.

CHAPTER 2: THE RAVEN AND THE FOX

Competency-Based Question Bank
PART A: BRIDGE VOCABULARY
QUESTIONS 1–40

Competencies: Vocabulary, Reading

Difficulty Level: L1 – Easy

A1. WORD–MEANING MATCHING Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the poem and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A

1. Raven
2. Reynard
3. Perched
4. Limb
5. Morsel
6. Seek
7. Pride
8. Eyed
9. Woods
10. Croak

Column B

- a. To look for something
- b. A small piece of food
- c. A harsh sound made by some birds or frogs
- d. A branch of a tree
- e. Sat on a branch
- f. A forest or group of trees
- g. Feeling that one is better than others
- h. Looked at with interest
- i. The name of the fox
- j. A black bird

Competency: V, R **Level:** L1 Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the poem and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: Raven, Reynard, morsel, limb, woods, sing, croak, pride, Fox, King

11. Mr Raven was perched upon a _____.
12. The name of the fox was _____.
13. The Raven held a _____ in his beak.
14. Reynard was a _____.
15. The Fox wanted the food held by the _____.
16. The Fox asked the Raven to _____.
17. The Raven forgot that his voice was a _____.
18. The food fell when the Raven opened his _____.
19. The Fox warned the Raven about _____.
20. The Fox said the birds would call the Raven _____ if he could sing.

Competency: V, R **Level:** L1 Easy

A3. COMPLETE THE WORDS Questions 21–25

LO Coverage: LO 18, LO 37, LO 40 — Students apply correct spelling and language conventions while developing accuracy in written communication.

Complete the words.

21. R _ V E N
22. F _ X
23. M _ R S E L
24. P R _ D E
25. C R _ A K

Competency: V Level: L1 Easy

A4. JUMBLED WORDS Questions 26–30

LO Coverage: LO 18, LO 37, LO 40 — Students reconstruct and spell key vocabulary accurately, strengthening written language conventions and fluency.

Unscramble the letters.

26. NEVAR
27. XO F
28. SELMOR
29. DERPI
30. K S E E

Competency: V Level: L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning and demonstrate accurate understanding of words used in the poem.

Column A	Column B
31. Raven	a. □□□□□□
32. Fox	b. □□□□
33. Pride	c. □□□
34. Woods	d. □□□□
35. Morsel	e. □□□□□□□□□□□□

Competency: V Level: L1 Easy

A6. WORD MEANINGS Questions 36–40

LO Coverage: LO 1, LO 3, LO 18, LO 40 — Students understand vocabulary in context and respond appropriately using information from the poem.

Choose the correct meaning.

36. **Perched** means:
 - a) sat on a branch
 - b) ran quickly
 - c) flew away
37. **Morsel** means:

- a) a large meal
 - b) a small piece of food
 - c) a type of bird
38. **Seek** means:
- a) to search for
 - b) to hide
 - c) to sing
39. **Pride** means:
- a) fear
 - b) happiness
 - c) an excessive feeling of one's importance
40. **Eyed** means:
- a) looked at carefully
 - b) closed the eyes
 - c) flew away
- Competency:** V, R **Level:** L2 Easy

PART B: UNDERSTANDING THE POEM QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension **Difficulty Level:** L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify the central idea, important details, characters, events, values and theme of the poem.

Choose the correct answer.

41. Where was the Raven sitting?
- a) On a branch
 - b) On the ground
 - c) Near a river
42. What was the Raven holding?
- a) A leaf
 - b) A morsel of food
 - c) A flower
43. Who wanted the food?
- a) Another bird
 - b) Reynard the Fox
 - c) A farmer
44. How did the Fox speak to the Raven?
- a) Rudely
 - b) Angrily
 - c) In admiring and flattering words
45. What did the Fox ask the Raven to do?
- a) Fly
 - b) Sing
 - c) Dance
46. Why did the Raven open his beak?
- a) To eat
 - b) To sing
 - c) To call another bird
47. What happened when the Raven opened his beak?

- a) He flew away
 - b) The food fell down
 - c) The Fox ran away
48. What did the Fox do after getting the food?
- a) He laughed
 - b) He returned it
 - c) He flew away
49. What weakness did the Fox take advantage of?
- a) Hunger
 - b) Pride
 - c) Fear
50. What is the main lesson of the poem?
- a) Never sit on a tree
 - b) Do not trust every flattering word
 - c) Birds should not sing

B2. TRUE OR FALSE Questions 51–60

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students identify important information and distinguish correct information from incorrect information while reading.

Write **True** or **False**.

- 51. The Raven was sitting on a branch.
- 52. The Raven had a piece of food in his beak.
- 53. Reynard was a wolf.
- 54. The Fox wanted the Raven's food.
- 55. The Fox praised the Raven's appearance.
- 56. The Fox asked the Raven to dance.
- 57. The Raven remembered that his voice was a croak.
- 58. The food fell when the Raven opened his beak.
- 59. The Fox returned the food to the Raven.
- 60. The poem warns us about excessive pride.

B3. MATCH THE FOLLOWING Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28 — Students retrieve and connect characters, events, objects and ideas from the poem.

Column A	Column B
61. Raven	a. Wanted the food
62. Reynard	b. Held the food
63. Limb	c. A small piece of food
64. Morsel	d. Branch
65. Croak	e. Harsh voice
66. Flattery	f. Excessive praise
67. Pride	g. Feeling of superiority
68. Woods	h. Forest
69. Sing	i. What the Fox asked the Raven to do

Column A	Column B
70. Food	j. Fell from the Raven's beak

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28 — Students retrieve specific information and identify characters, events, themes and values from the literary text.

71. What was the name of the Fox?
72. What was the Raven holding?
73. Where was the Raven sitting?
74. What did the Fox want?
75. What did the Fox praise about the Raven?
76. What did the Fox ask the Raven to do?
77. What kind of voice did the Raven have?
78. What fell from the Raven's beak?
79. What weakness of the Raven did the Fox use?
80. What lesson did the Raven learn?

B5. COMPLETE THE SENTENCES Questions 81–90

LO Coverage: LO 1, LO 3, LO 18, LO 27, LO 40 — Students recall important information from the poem and use appropriate vocabulary and sentence structures accurately.

81. Mr Raven was perched upon a _____.
82. Reynard the Fox looked up at the _____.
83. The Raven held a _____ in his beak.
84. The Fox called the Raven a _____ bird.
85. The Fox praised the Raven's _____.
86. The Fox asked the Raven to _____.
87. The Raven forgot that his voice was a _____.
88. The Raven opened his _____.
89. The _____ fell down.
90. The poem teaches us that excessive _____ is unwise.

PART C: GRAMMAR IN CONTEXT QUESTIONS 91–115

Competencies: Grammar, Reading, Writing Difficulty Level: L1–L2 Easy

C1. NOUNS Questions 91–95

LO Coverage: LO 18, LO 36, LO 40 — Students identify and use appropriate grammatical structures accurately in context.

Underline the nouns in each sentence.

91. The Raven sat on a limb.
92. Reynard wanted the morsel.
93. The Fox praised the bird.
94. The Raven opened his beak.
95. Pride can cause mistakes.

Competency: G Level: L1 Easy

C2. PRONOUNS Questions 96–100

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply appropriate pronouns and sentence patterns to communicate ideas clearly and accurately.

Choose the correct pronoun.

96. The Raven was hungry. _____ held food in his beak. (He / She)
97. Reynard was a fox. _____ wanted the food. (He / It)

98. The Raven and the Fox were in the woods. _____ saw each other. (They / He)
99. The morsel fell down. _____ was eaten by the Fox. (It / They)
100. The Fox praised the Raven. _____ used flattering words. (He / She)

C3. VERBS Questions 101–105

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students identify and apply appropriate verb forms and sentence structures in context.

Identify the action word in each sentence.

101. The Raven **perched** on a limb.
102. Reynard **looked** at the Raven.
103. The Fox **praised** the bird.
104. The Raven **opened** his beak.
105. The food **fell** down.

C4. ADJECTIVES Questions 106–110

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students use describing words appropriately to communicate ideas with greater accuracy and clarity.

Underline the describing word.

106. The Raven was a handsome bird.
107. The Fox used sweet words.
108. The Raven had beautiful feathers.
109. The Fox made a clever plan.
110. Pride is an unwise quality.

C5. PUNCTUATION Questions 111–115

LO Coverage: LO 18, LO 19, LO 37, LO 39, LO 40 — Students apply punctuation, spelling and sentence conventions and identify and correct common language errors.

Rewrite the sentences using correct punctuation.

111. mr raven was a handsome bird
112. can you sing
113. the fox wanted the food
114. what beautiful feathers
115. pride is rather unwise

PART D: READING AND THINKING QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning **Difficulty Level: L2–L3 Average**

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27 — Students read purposefully, identify important information and understand characters, events and the central idea of a literary text.

Read the passage carefully.

A Raven was sitting on a branch with a piece of food in his beak. Reynard the Fox saw the food and wanted it. Instead of trying to take it by force, the Fox decided to flatter the Raven. He praised the Raven's appearance and told him that if he could sing, the birds would make him their King. The Raven became proud and forgot about the weakness of his voice. He opened his beak to sing, and the food fell down. The Fox quickly got the food and laughed. The Raven realised that he had been fooled by flattering words.

D2. LITERAL COMPREHENSION Questions 116–125

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students identify central information and supporting details and answer questions using evidence from the passage.

116. Where was the Raven sitting?
117. What was the Raven carrying?
118. Who saw the food?

119. What did Reynard want?
120. How did the Fox try to get the food?
121. What did the Fox praise?
122. What did the Fox ask the Raven to do?
123. Why did the food fall?
124. What did the Fox do after getting the food?
125. What did the Raven realise?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students retrieve and distinguish important information from the text and respond accurately.

126. The Fox wanted the Raven's:
 - a) feathers
 - b) food
 - c) branch
127. The Fox used:
 - a) force
 - b) flattery
 - c) fear
128. The Raven became:
 - a) angry
 - b) proud
 - c) frightened
129. The food fell because:
 - a) the wind blew it away
 - b) the Raven opened his beak
 - c) the Fox pulled it down
130. The main weakness shown by the Raven was:
 - a) pride
 - b) laziness
 - c) fear

D4. INFERENTIAL COMPREHENSION Questions 131–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students make inferences, express ideas and opinions, support responses with reasons and relate the poem's values to real-life situations.

Think and answer.

131. Why did Reynard choose to praise the Raven instead of trying to take the food by force?
132. Why did the Raven believe the Fox's words?
133. What does the Fox's behaviour tell us about his character?
134. Why is the Raven's pride described as foolish?
135. What change do you think the Raven would make after learning this lesson?

D5. SEQUENCING EVENTS Questions 136–138

LO Coverage: LO 1, LO 4, LO 5, LO 27 — Students identify and organise the sequence of events and important information from the poem.

Arrange the events in the correct order.

136. The food fell down.
 - Reynard saw the Raven.
 - The Fox praised the Raven.

137. The Raven opened his beak.
- The Fox wanted the food.
 - The Raven became proud.
138. The Fox laughed.
- The Raven learnt a lesson.
 - The food fell down.

D6. CAUSE AND EFFECT Questions 139–140

LO Coverage: LO 1, LO 3, LO 13, LO 27, LO 28 — Students connect events logically, respond using evidence and explain relationships between events and outcomes.

Complete the cause-and-effect relationship.

139. **Cause:** The Fox praised the Raven excessively.
Effect: _____
140. **Cause:** The Raven opened his beak to sing.
Effect: _____

PART E: SPEAK AND SHARE QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabulary **Difficulty Level:** L2–L3 Average

E1. ORAL RESPONSE Questions 141–145

LO Coverage: LO 12, LO 13, LO 15, LO 29 — Students express personal experiences and opinions clearly, give reasons and relate the poem's ideas to their own lives.

Answer orally.

141. What did you learn from the Raven's mistake?
142. Why should we be careful when someone praises us too much?
143. Have you ever received praise that made you feel very happy? How did you react?
144. What would you say to a friend who believes every compliment?
145. What is the difference between confidence and pride?

E2. PAIR DISCUSSION Questions 146–147

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15 — Students raise questions, express opinions with reasons and participate respectfully in pair discussions.

Work with a partner.

146. Discuss: **Is praise always good for us? Why or why not?**
147. Discuss: **Who was cleverer in the poem—the Raven or the Fox? Give reasons.**

E3. PICTURE TALK Questions 148–149

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 21 — Students observe, raise relevant questions, express ideas clearly and communicate information using visual material.

Look at a picture of a fox looking up at a bird sitting on a tree branch and answer orally.



148. a) What animals can you see?
 b) What do you think the fox wants?
 c) What might the fox be planning?
149. a) How does the bird look?
 b) What could happen next?
 c) How is the picture connected to the poem?

E4. ROLE PLAY Question 150

LO Coverage: LO 12, LO 14, LO 15, LO 33, LO 34 — Students communicate confidently, interact respectfully and use appropriate language in a creative dialogue.

Role-play the following situation:

Reynard praises the Raven and asks him to sing. The Raven realises that the Fox is trying to flatter him.

Act out the conversation.

PART F: GUIDED WRITING QUESTIONS 151–170

Competencies: Writing, Vocabulary **Difficulty Level:** L2–L3 Average

F1. COMPLETE THE SENTENCES Questions 151–155

LO Coverage: LO 17, LO 18, LO 36, LO 38, LO 40 — Students organise ideas, use appropriate grammar and sentence patterns, and communicate accurately in writing.

151. The Raven was sitting _____.
152. Reynard wanted _____.
153. The Fox praised the Raven's _____.
154. The Raven opened his beak because _____.
155. The main lesson of the poem is _____.

F2. MAKE SENTENCES Questions 156–160

LO Coverage: LO 18, LO 36, LO 38, LO 40, LO 42 — Students construct meaningful sentences using appropriate vocabulary, grammar and sentence patterns.

Make meaningful sentences using the following words.

156. Raven
157. Fox

158. Pride
159. Flattery
160. Morsel

F3. GUIDED PARAGRAPH WRITING Questions 161–165

LO Coverage: LO 16, LO 17, LO 18, LO 20, LO 41, LO 43 — Students organise ideas logically and write descriptive and narrative paragraphs using appropriate language and sequencing.

Write 4–5 sentences using the clues.

161. **The Raven** Clues: bird – branch – food – feathers – pride
162. **Reynard the Fox** Clues: clever – hungry – food – praise – plan
163. **The Fox's Trick** Clues: food – praise – sing – beak – food falls
164. **The Raven's Mistake** Clues: praise – pride – sing – food – lesson
165. **Do Not Be Fooled by Flattery** Clues: sweet words – praise – think carefully – pride – wisdom

F4. DIALOGUE COMPLETION Questions 166–168

LO Coverage: LO 12, LO 14, LO 18, LO 33, LO 41, LO 42 — Students communicate appropriately through dialogue and use suitable vocabulary, grammar and literary expressions.

Complete the dialogues.

166. Reynard: Good morning, Mr Raven. You look very handsome today!
Raven: _____.
167. Reynard: If you sing, all the birds will call you King.
Raven: _____.
168. Reynard: Ha-ha! You have lost your food because of your pride.
Raven: _____.

F5. CAPTION WRITING Questions 169–170

LO Coverage: LO 18, LO 21, LO 22, LO 41, LO 42 — Students communicate ideas concisely using appropriate language and connect written expression with visual material.

Write a suitable caption.

169. Picture of a fox praising a raven sitting on a branch.
170. Picture of food falling from the raven's beak.

PART G: APPLICATION AND LIFE SKILLS QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing **Difficulty Level:** L3 Difficult

G1. SCHOOL SITUATIONS Questions 171–175

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students apply the ideas and values of the poem to familiar situations and express opinions with reasons.

171. A classmate praises you excessively before asking you to do something for them. What would you do?
172. Your friend believes everything people say about him. What advice would you give?
173. Someone tells you that you are the best student in the school and asks you to ignore your teacher's advice. How would you respond?
174. You receive a prize and feel proud. How can you remain confident without becoming arrogant?
175. A friend makes a mistake because he believed someone's flattering words. How would you help him?

G2. HOME SITUATIONS Questions 176–180

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 29 — Students relate the values and themes of the poem to personal and family experiences and communicate their ideas clearly.

176. Someone praises you because they want you to give them something. What should you do?

177. Why should we think carefully before believing compliments?
178. A family member becomes too proud after receiving praise. What advice would you give?
179. How can parents help children develop confidence without making them arrogant?
180. Why is it important to listen to honest advice even when it is not praise?

G3. COMMUNITY SITUATIONS Questions 181–185

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students observe social situations, express opinions, give reasons and relate literary themes to contemporary life.

181. A person in your neighbourhood promises quick success if you follow their advice without questioning it. What would you do?
182. How can you identify when someone is flattering you for their own benefit?
183. Why should people think independently instead of blindly believing others?
184. How can pride affect relationships with other people?
185. What qualities can protect a person from being easily manipulated?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29 — Students express ideas and opinions, support them with reasons, participate in discussion and relate the values and themes of the poem to personal and contemporary situations.

186. Why is excessive pride harmful?
187. Is it wrong to feel proud of an achievement? Explain.
188. What is the difference between confidence and arrogance?
189. What can we learn from the Raven's mistake?
190. Why was Reynard able to trick the Raven?
191. Why should we not believe every sweet word we hear?
192. How can humility protect us from mistakes?
193. Why is honest feedback more useful than false praise?
194. How can we respond politely when someone praises us?
195. How can you apply the message of *The Raven and the Fox* in your daily life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level:** L3 Difficult

I1. POSTER MAKING Question 196

LO Coverage: LO 21, LO 22, LO 24, LO 25, LO 35 — Students create a visual presentation, integrate written and visual communication and demonstrate creativity.

Prepare a poster on:

“THINK BEFORE YOU BELIEVE”

Include:

- A suitable drawing
- A slogan
- Two meaningful sentences

I2. SLOGAN WRITING Question 197

LO Coverage: LO 33, LO 34, LO 35, LO 42, LO 45 — Students experiment with creative language and produce original literary expressions confidently.

Write a slogan on **avoiding excessive pride and flattery.**

I3. DRAW AND WRITE Question 198

LO Coverage: LO 21, LO 22, LO 33, LO 35, LO 41, LO 42 — Students combine visual and written expression creatively to communicate an idea.

Draw a picture showing **the Raven learning a lesson from his mistake.**
Write **two sentences** about your picture.

I4. THINK AND ANSWER Question 199

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students interpret the literary text, express an opinion, support it with reasoning and connect its theme to real-life situations.

Imagine that the Raven had **not opened his beak** after hearing the Fox's praise.

What do you think would have happened? Would the Fox have succeeded? Give reasons for your answer.

I5. REFLECTION QUESTION Question 200

LO Coverage: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45 — Students reflect on the literary theme, express personal ideas with reasons and creatively connect learning to their own lives.

If you could give **one piece of advice to the Raven**, what would you say and why?

ANSWER KEY PART A: BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. limb
12. Reynard
13. morsel
14. Fox
15. Raven
16. sing
17. croak
18. beak
19. pride
20. King

A3. Complete the Words

21. RAVEN
22. FOX
23. MORSEL
24. PRIDE
25. CROAK

A4. Jumbled Words

26. RAVEN
27. FOX
28. MORSEL
29. PRIDE

30. SEEK

A5. English–Kannada

31. b

32. c

33. a

34. d

35. e

A6. Word Meanings

36. a

37. b

38. a

39. c

40. a

PART B: UNDERSTANDING THE POEM

B1. MCQs

41. a

42. b

43. b

44. c

45. b

46. b

47. b

48. a

49. b

50. b

B2. True or False

51. True

52. True

53. False

54. True

55. True

56. False

57. False

58. True

59. False

60. True

B3. Match the Following

61. b

62. a

63. d

64. c

65. e

66. f

67. g

68. h

69. i

70. j

B4. One-Word / Very Short Answers

71. Reynard

- 72. A morsel of food
- 73. On a limb/branch
- 74. The food
- 75. His appearance/feathers
- 76. Sing
- 77. A croak
- 78. The morsel of food
- 79. Pride/vanity
- 80. Not to be fooled by flattering words / excessive pride is unwise

B5. Complete the Sentences

- 81. limb
- 82. Raven
- 83. morsel
- 84. handsome
- 85. feathers
- 86. sing
- 87. croak
- 88. beak
- 89. morsel/food
- 90. pride

PART C: GRAMMAR IN CONTEXT

C1. Nouns

- 91. Raven, limb
- 92. Reynard, morsel
- 93. Fox, bird
- 94. Raven, beak
- 95. Pride, mistakes

C2. Pronouns

- 96. He
- 97. He
- 98. They
- 99. It
- 100. He

C3. Verbs

- 101. perched
- 102. looked
- 103. praised
- 104. opened
- 105. fell

C4. Adjectives

- 106. handsome
- 107. sweet
- 108. beautiful
- 109. clever
- 110. unwise

C5. Punctuation

- 111. Mr Raven was a handsome bird.
- 112. Can you sing?
- 113. The fox wanted the food.

- 114. What beautiful feathers!
- 115. Pride is rather unwise.

PART D: READING AND THINKING

D2. Literal Comprehension

- 116. On a branch.
- 117. A piece of food.
- 118. Reynard the Fox.
- 119. The Raven's food.
- 120. He used flattery/praise.
- 121. The Raven's appearance and feathers.
- 122. He asked the Raven to sing.
- 123. The Raven opened his beak to sing.
- 124. He got the food and laughed.
- 125. He realised that he had been fooled by flattering words.

D3. MCQs

- 126. b
- 127. b
- 128. b
- 129. b
- 130. a

D4. Inferential Comprehension

- 131. Reynard wanted the food and realised that praising the Raven could make him open his beak.
- 132. The Raven was proud of his appearance and enjoyed hearing the Fox's praise.
- 133. The Fox was clever and cunning. He knew how to use the Raven's weakness for his own benefit.
- 134. The Raven allowed praise to influence his actions and forgot to think about the consequences.
- 135. He would probably become more careful and would not believe excessive praise without thinking.

D5. Sequencing

- 136. Reynard saw the Raven. The Fox praised the Raven. The food fell down.
- 137. The Fox wanted the food. The Raven became proud. The Raven opened his beak.
- 138. The food fell down. The Fox laughed. The Raven learnt a lesson.

D6. Cause and Effect

- 139. The Raven became proud and opened his beak to sing.
- 140. The food fell down.

PART E: SPEAK AND SHARE

E1. Oral Responses

- 141. Suggested response: I learnt that we should not be carried away by praise and should think carefully before acting.
- 142. Because excessive praise may sometimes be used to influence or deceive us.
- 143. Any meaningful personal response.
- 144. I would advise my friend to listen carefully, think independently and not believe every compliment.
- 145. Confidence believes in one's abilities, while pride or arrogance is thinking that one is better than others.

E2. Pair Discussion

- 146. Expected ideas: Praise can encourage us, but excessive or false praise may mislead us.
- 147. Expected answer: Reynard was cleverer because he understood the Raven's weakness and used flattery to get the food.

E3. Picture Talk

- 148. Any meaningful response connected to a fox, raven, food and the Fox's plan.

149. Expected responses should predict the Raven opening his beak and connect the scene to the poem.

E4. Role Play

150. Any meaningful dialogue showing the Fox's flattery and the Raven's reaction. Students should demonstrate appropriate expression and interaction.

PART F: GUIDED WRITING

F1. Complete the Sentences

151. on a branch / limb
152. the Raven's food
153. appearance/feathers
154. he wanted to sing
155. we should not be fooled by flattery / excessive pride is unwise

F2. Make Sentences

156–160 Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the poem.

F4. Dialogue Completion

166. Example: **Thank you.**
167. Example: **Do you really think so?**
168. Example: **I have learnt that I should not be fooled by flattery.**

Any contextually appropriate and grammatically correct response may be accepted.

F5. Caption Writing

169. Example: **“Beware of Sweet Words!”**
170. Example: **“The Raven Loses His Food.”**

PART G: APPLICATION AND LIFE SKILLS

G1. School Situations

171. I would listen carefully, think about the person's intention and not agree immediately.
172. I would advise my friend to think carefully and not believe every compliment.
173. I would not allow praise to influence my decision and would continue listening to my teacher.
174. I can feel happy about my achievement while remaining humble and continuing to improve.
175. I would tell my friend what happened and help them learn from the experience.

G2. Home Situations

176. I would think about why the person is praising me and not make a decision only because of the praise.
177. Compliments may sometimes be given to influence us, so we should think before believing them.
178. I would politely remind them to remain humble and learn from honest feedback.
179. Parents can appreciate children's efforts while also teaching them humility and responsibility.
180. Honest advice helps us identify mistakes and improve ourselves.

G3. Community Situations

181. I would not believe the promise immediately. I would ask questions and verify the information.
182. Excessive praise followed by a request or favour may be a sign of manipulation.
183. Independent thinking helps us make sensible decisions and avoid being misled.
184. Excessive pride can make a person ignore others and damage relationships.
185. Critical thinking, confidence, humility and the ability to question information can protect us.

PART H: VALUES AND CITIZENSHIP

186. Excessive pride can make us careless and may lead to poor decisions.
187. No. It is natural to feel proud of an achievement, but we should remain humble and not think we are better than others.
188. Confidence means believing in our abilities, while arrogance means considering ourselves superior to others.

189. We should think carefully before believing praise and should not allow pride to control our actions.
 190. Reynard understood the Raven's weakness and used flattering words to get what he wanted.
 191. Sweet words may sometimes hide someone's real intention.
 192. Humility helps us listen to advice and recognise our mistakes.
 193. Honest feedback helps us improve, while false praise may prevent us from seeing our weaknesses.
 194. We can say thank you politely while remaining humble and continuing to improve.
 195. We can avoid believing every compliment, think independently, remain humble and make decisions carefully.

PART I: CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Suitable drawing
- Appropriate slogan
- Two meaningful sentences connected with thinking before believing others

Any creative and relevant response may be accepted.

197. Slogan Writing

Sample answers:

- **“Think Before You Trust!”**
- **“Praise Can Flatter, Wisdom Can Protect!”**
- **“Stay Humble, Think Wise!”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Any relevant drawing showing the Raven learning from his mistake.

Example:

“The Raven learnt not to believe every flattering word.”

“He decided to remain humble and think before acting.”

199. Think and Answer

The Fox would probably not have succeeded because the Raven would still have the food in his beak. The Fox's plan depended on making the Raven proud enough to open his beak.

200. Reflection

Sample answer:

“I would tell the Raven not to believe every compliment. He should think carefully before acting and remain humble because pride can make us careless.”

Any thoughtful, relevant response should be accepted.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult

Part	Questions	Main Competency	Difficulty
I	196–200	Creative & Critical Thinking	L3 Difficult

Important LO note

For **The Raven and the Fox**, the strongest LO coverage is naturally around **C-1.1 (LO 1–5)**, **C-1.3 (LO 11–15)**, **C-1.4 (LO 16–20)**, **C-2.1 (LO 26–30)**, **C-2.2 (LO 31–35)**, **C-3.1 (LO 36–40)**, and **C-3.2 (LO 41–45)**. The chapter is particularly strong for **literary appreciation, character analysis, theme, inference, poetic language, dialogue and creative response**.

CHAPTER 3: RAMA TO THE RESCUE

PART A: BRIDGE VOCABULARY QUESTIONS 1–40

Competencies: Vocabulary, Reading **Difficulty Level:** L1 – Easy

A1. WORD–MEANING MATCHING Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the story and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A

1. Rescue
2. Kotwal
3. Thief
4. Robber
5. Trouble
6. Plan
7. Whisper
8. Shout
9. Jewels
10. Clever

Column B

- a. A person who steals
- b. To save someone from danger
- c. A policeman or village officer
- d. A person who steals from others
- e. A difficult or dangerous situation
- f. A set of actions decided beforehand
- g. To speak very softly
- h. To speak very loudly
- i. Precious ornaments
- j. Quick at thinking and solving problems

Competency: V, R **Level:** L1 Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the story and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: husband, wife, thief, house, jewels, Rama, kotwal, plan, rescue, night, trouble

11. The story begins at _____.
12. A _____ and his wife were at home.
13. A _____ entered their house.
14. The thief wanted to know where their _____ were kept.
15. The husband and wife made a clever _____.
16. The wife used the name _____ to call for help.
17. Rama was the village _____.
18. The couple needed to be saved from the _____.
19. The story teaches us to think quickly when we are in _____.
20. Rama came to the house and helped _____ the couple.

Competency: V, R **Level:** L1 Easy

A3. COMPLETE THE WORDS Questions 21–25

LO Coverage: LO 18, LO 37, LO 40 — Students apply correct spelling and language conventions while developing accuracy in written communication.

Complete the words.

21. R _ S C U E
22. T H _ E F
23. K _ T W A L
24. J _ W E L S
25. T R _ U B L E

Competency: V Level: L1 Easy

A4. JUMBLED WORDS Questions 26–30

LO Coverage: LO 18, LO 37, LO 40 — Students reconstruct and spell key vocabulary accurately, strengthening written language conventions and fluency.

Unscramble the words.

26. EUESCRE
27. FETHI
28. LWAKOT
29. WJESLE
30. NPLA

Competency: V Level: L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning and demonstrate accurate understanding of words used in the story.

Competency: V Level: L1 Easy

Column A	Column B
31. Rescue	a. □□□□□□□
32. Thief	b. □□□□
33. Kotwal	c. □□□□□□□
34. Jewels	d. □□□□□□□□ / □□□□□□□□□□□□
35. Trouble	e. □□□□□□

A6. WORD MEANINGS Questions 36–40

LO Coverage: LO 1, LO 3, LO 18, LO 40 — Students understand vocabulary in context and respond appropriately using information from the story.

Choose the correct meaning.

36. **Rescue** means:
 - a) to save someone
 - b) to frighten someone
 - c) to call someone
37. **Kotwal** means:
 - a) a thief
 - b) a policeman/village officer
 - c) a doctor
38. **Jewels** are:

- a) precious ornaments b) household tools c) clothes
39. **Whisper** means:
a) to speak softly b) to sing loudly c) to cry
40. **Clever** means:
a) quick at thinking b) very tired c) frightened
- Competency:** V, R **Level:** L2 Easy

PART B: UNDERSTANDING THE STORY

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension **Difficulty Level:** L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify important details, characters, events, values and the central idea of the story.

Choose the correct answer.

41. Who were at home when the story began?
a) Two friends b) A husband and wife
c) Three children d) A teacher and student
42. Who entered the house?
a) A guest b) A doctor c) A robber/thief d) The kotwal
43. What did the thief want to know?
a) Where the family slept
b) Where their jewels were kept
c) Where they bought food
d) Where Rama lived
44. What did the husband and wife do when they realised there was a thief?
a) They ran away.
b) They shouted immediately.
c) They thought of a clever plan.
d) They went to sleep.
45. Who made the clever plan?
a) The thief b) The husband c) The wife d) Rama
46. What name did the wife use to call for help?
a) Ravi b) Raju c) Rama d) Ramya
47. Who was Rama?
a) The thief's son b) The village kotwal
c) The husband d) The wife's brother
48. What happened when the wife called Rama loudly?
a) The thief ran away.
b) The kotwal came.
c) The husband opened the door.
d) The neighbours slept.
49. What happened to the thief?
a) He escaped.
b) He was caught.
c) He became a policeman.
d) He hid in the house.
50. What is the main message of the story?
a) Always run away from problems.
b) Clever thinking and presence of mind can help in difficult situations.

- c) Never talk at night.
- d) Thieves are always clever.

B2. TRUE OR FALSE Questions 51–60

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students identify important information and distinguish correct information from incorrect information while reading.

Write **True** or **False**.

51. The story has a husband and wife as its main characters.
52. A thief entered the house.
53. The thief came to help the family.
54. The thief wanted to know where the jewels were kept.
55. The husband and wife panicked and ran away.
56. The wife thought of a clever way to call for help.
57. Rama was the village kotwal.
58. The name Rama was used as a secret signal for help.
59. The kotwal did not come when he heard his name.
60. The thief was caught.

B3. MATCH THE FOLLOWING Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28 — Students retrieve and connect characters, events, objects and ideas from the story.

Column A	Column B
61. Husband	a. Village kotwal
62. Wife	b. Entered the house
63. Thief	c. Thought of a clever plan
64. Rama	d. Was at home with his wife
65. Kotwal	e. Name used to call for help
66. Jewels	f. Precious possessions
67. Rescue	g. Saving someone from danger
68. Plan	h. A way of solving a problem
69. Trouble	i. Difficult situation
70. Thief's fate	j. He was caught

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28 — Students retrieve specific information and identify characters, events, themes and values from the literary text.

71. Who entered the house?
72. Who was with the husband?
73. What did the thief want to find?
74. What did the wife think of?
75. What name did she call out?
76. Who was Rama?
77. What was Rama's occupation?
78. What happened to the thief?

79. What quality did the wife show?
80. What helped the couple solve their problem?

B5. COMPLETE THE SENTENCES Questions 81–90

LO Coverage: LO 1, LO 3, LO 18, LO 27, LO 40 — Students recall important information from the story and use appropriate vocabulary and sentence structures accurately.

81. A husband and wife were at _____.
82. A _____ entered their house.
83. The thief wanted to know where the _____ were kept.
84. The couple did not panic but made a _____.
85. The _____ thought of the clever plan.
86. She used the name _____.
87. Rama was the village _____.
88. The loud call brought _____ to the house.
89. The _____ was caught.
90. The story teaches us to use our _____ when we face problems.

PART C: GRAMMAR IN CONTEXT QUESTIONS 91–115

Competencies: Grammar, Reading, Writing **Difficulty Level: L1–L2 Easy**

C1. CONTRACTIONS Questions 91–95

LO Coverage: LO 18, LO 36, LO 40 — Students identify and use common contractions accurately in context.

Write the contracted form.

91. I am → _____
92. We are → _____
93. It is → _____
94. Do not → _____
95. Cannot → _____

Competency: G Level: L1 Easy

C2. EXPAND THE CONTRACTIONS Questions 96–100

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students expand contractions and apply appropriate grammatical structures accurately.

Write the full form.

96. I'm → _____
97. we're → _____
98. it's → _____
99. don't → _____
100. can't → _____

C3. PRESENT PROGRESSIVE TENSE Questions 101–105

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students identify and use the present progressive tense appropriately in context.

Fill in the blanks with the correct form of the verb.

101. The husband _____ (talk) to his wife.
102. The thief _____ (dig) into the house.
103. The wife _____ (think) of a plan.
104. Rama _____ (come) to the house.
105. The thief _____ (wait) outside.

C4. SUBJECT–VERB AGREEMENT Questions 106–110

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply correct subject–verb agreement in sentences.

Choose the correct verb.

106. The thief **is** / **are** inside the house.
107. The husband **is** / **are** talking.
108. The wife **is** / **are** thinking.
109. Rama **comes** / **come** to the house.
110. The jewels **is** / **are** valuable.

C5. PUNCTUATION Questions 111–115

LO Coverage: LO 18, LO 19, LO 37, LO 39, LO 40 — Students apply punctuation and sentence conventions accurately.

Rewrite the sentences using correct punctuation.

111. where are the jewels
112. rama come quickly
113. the thief is inside the house
114. what a clever plan
115. can you help us

PART D: READING AND THINKING QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning **Difficulty Level:** L2–L3 Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27 — Students read purposefully, identify important information and understand characters, events and the central idea of a literary text.

Read the passage carefully.

A husband and his wife were at home when they heard a strange noise. They realised that a thief was trying to enter their house. The thief wanted to know where they had kept their jewels. The husband and wife remained calm. The wife thought of a clever plan. She began talking about their child and said that they would call the child Rama. She explained that she would call the name softly when the child was inside, louder when the child was in the yard, and very loudly when the child was in the street. The thief listened carefully. When the wife called “Rama!” very loudly, Rama, the village kotwal, heard his name and came to the house. The thief was caught.

D2. LITERAL COMPREHENSION Questions 116–125

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students identify central information and supporting details and answer questions using evidence from the text.

116. Who were at home?
117. What did they hear?
118. Who was trying to enter the house?
119. What did the thief want to know?
120. How did the couple react to the problem?
121. Who thought of the plan?
122. What name did the wife use?
123. Why did she call the name loudly?
124. Who heard the call?
125. What happened to the thief?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students retrieve and distinguish important information from the text and respond accurately.

126. The couple's biggest strength was their:
a) physical strength b) quick thinking c) wealth d) weapons
127. The thief was:
a) helping the couple b) trying to rob the house c) looking for Rama d) a neighbour
128. The wife's plan was based on:
a) calling the police directly
b) using the name Rama cleverly
c) hiding the jewels
d) running outside
129. Rama came because:
a) the wife invited him for dinner
b) he heard his name being called
c) the thief called him
d) the husband went to get him
130. The story shows that in a difficult situation we should:
a) panic b) give up c) think quickly and act wisely d) fight immediately

D4. INFERENTIAL COMPREHENSION Questions 131–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students make inferences, express ideas and opinions, support responses with reasons and relate the story's values to real-life situations.

Think and answer.

131. Why was it important for the husband and wife to remain calm?
132. Why did the wife choose to talk about the name “Rama”?
133. Why did the thief not realise what the wife was actually doing?
134. What does the wife's plan tell us about her character?
135. What might have happened if the couple had panicked?

D5. SEQUENCING EVENTS Questions 136–138

LO Coverage: LO 1, LO 4, LO 5, LO 27 — Students identify and organise the sequence of events and important information from the story.

Arrange the events in the correct order.

136. The thief was caught.
- The couple heard a strange noise.
 - Rama came to the house.
137. The wife thought of a plan.
- The thief entered/digged into the house.
 - The wife called “Rama!” loudly.
138. Rama heard his name.
- The thief waited.
 - The wife used the name Rama as a signal.

D6. CAUSE AND EFFECT Questions 139–140

LO Coverage: LO 1, LO 3, LO 13, LO 27, LO 28 — Students connect events logically and explain relationships between events and outcomes.

139. **Cause:** The husband and wife remained calm.

Effect: _____

140. **Cause:** The wife called “Rama!” very loudly.

Effect: _____

PART E: SPEAK AND SHARE QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabular

Difficulty Level: L2–L3 Average

E1. ORAL RESPONSE Questions 141–145

LO Coverage: LO 12, LO 13, LO 15, LO 29 — Students express personal experiences and opinions clearly, give reasons and relate the story's ideas to their own lives.

Answer orally.

- 141. What would you do if you noticed that someone was trying to enter your house?
- 142. Why is it important to remain calm in an emergency?
- 143. What do you admire about the wife in the story?
- 144. Why should we know whom to call for help in an emergency?
- 145. What does the story teach you about solving problems?

E2. PAIR DISCUSSION Questions 146–147

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15 — Students raise questions, express opinions with reasons and participate respectfully in pair discussions.

- 146. Discuss: **Was the wife's plan clever? Give reasons.**
- 147. Discuss: **Who played the most important role in catching the thief—the husband, the wife or Rama? Why?**

E3. PICTURE TALK Questions 148–149

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 21 — Students observe, raise relevant questions, express ideas clearly and communicate information using visual material.



Look at a picture showing a family facing an emergency and a policeman coming to help.

- 148. What do you think is happening in the picture?
- 149. What should people do when they are in danger?

E4. ROLE PLAY Question 150

LO Coverage: LO 12, LO 14, LO 15, LO 33, LO 34 — Students communicate confidently, interact respectfully and use appropriate language in a creative dialogue.

Role-play the following situation:

A husband and wife realise that a thief is trying to enter their house. The wife thinks of a clever plan to call the kotwal without frightening the thief.

PART F: GUIDED WRITING

QUESTIONS 151–170

Competencies: Writing, Vocabulary

Difficulty Level: L2–L3 Average

F1. COMPLETE THE SENTENCES

Questions 151–155

LO Coverage: LO 17, LO 18, LO 36, LO 38, LO 40 — Students organise ideas, use appropriate grammar and sentence patterns and communicate accurately in writing.

151. The husband and wife were _____.
152. They realised that a _____ had entered the house.
153. The thief wanted to know about their _____.
154. The wife thought of a _____ plan.
155. Rama came and _____ the thief.

F2. MAKE SENTENCES

Questions 156–160

LO Coverage: LO 18, LO 36, LO 38, LO 40, LO 42 — Students construct meaningful sentences using appropriate vocabulary, grammar and sentence patterns.

Make meaningful sentences using the following words.

156. rescue
157. thief
158. clever
159. kotwal
160. trouble

F3. GUIDED PARAGRAPH WRITING

Questions 161–165

LO Coverage: LO 16, LO 17, LO 18, LO 20, LO 41, LO 43 — Students organise ideas logically and write descriptive and narrative paragraphs using appropriate language and sequencing.

Write 4–5 sentences using the clues.

161. The Clever Wife

Clues: thief – danger – calm – plan – rescue

162. The Thief

Clues: entered – house – jewels – waited – caught

163. Rama the Kotwal

Clues: village – policeman – heard – Rama – arrived

164. The Clever Plan

Clues: name Rama – softly – loudly – very loudly – help

165. When I Face a Problem

Clues: stay calm – think – ask for help – plan – solve

F4. DIALOGUE COMPLETION

Questions 166–168

LO Coverage: LO 12, LO 14, LO 18, LO 33, LO 41, LO 42 — Students communicate appropriately through dialogue and use suitable vocabulary, grammar and sentence patterns.

Complete the dialogues.

166. Husband: I think someone is trying to enter the house.

Wife: _____.

167. Husband: What shall we do?
Wife: _____.
168. Rama: Why did you call my name so loudly?
Wife: _____.

F5. CAPTION WRITING Questions 169–170

LO Coverage: LO 18, LO 21, LO 22, LO 41, LO 42 — Students communicate ideas concisely using appropriate language and connect written expression with visual material.

Write a suitable caption.

169. Picture of the husband and wife thinking calmly while a thief is outside.
170. Picture of the kotwal arriving and catching the thief.

PART G: APPLICATION AND LIFE SKILLS QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing **Difficulty Level:** L3 Difficult

G1. SCHOOL SITUATIONS Questions 171–175

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students apply the ideas and values of the story to familiar situations and express opinions with reasons.

171. You notice that someone unfamiliar is trying to enter your classroom. What would you do?
172. A classmate is frightened because of an unexpected problem. How would you help them?
173. Your group has a difficult problem during a school activity. How can you use the lesson of the story?
174. Why is shouting without thinking not always the best way to solve a problem?
175. What can you learn from the wife about teamwork?

G2. HOME SITUATIONS Questions 176–180

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 29 — Students relate the values and themes of the story to personal and family situations and communicate their ideas clearly.

176. What should you do if you hear a strange noise at home at night?
177. Why should children know whom to contact during an emergency?
178. How can family members help one another during a difficult situation?
179. Why staying calm is important when something unexpected happens?
180. Give one example of a situation at home where clever thinking can help.

G3. COMMUNITY SITUATIONS Questions 181–185

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students observe social situations, express opinions, give reasons and relate literary themes to contemporary life.

181. Why is it important to know emergency services in your community?
182. What should you do if you see someone in danger?
183. Why should we ask trained people for help during emergencies?
184. How can a community work together to keep people safe?
185. What qualities should a person have to help others in difficult situations?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29 — Students express ideas and opinions, support them with reasons, participate in discussion and relate the values and themes of the story to personal and contemporary situations.

186. What does the story teach us about presence of mind?
187. Why is panic not helpful during an emergency?
188. What qualities did the wife demonstrate?
189. Why is teamwork important when solving a difficult problem?
190. What role did Rama play in the story?

191. Why should we know whom to call for help?
192. How can clever thinking sometimes be more useful than physical strength?
193. What does the story teach us about courage?
194. Why should we remain alert but not fearful?
195. How can you apply the lesson of *Rama to the Rescue* in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200
Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level: L3 Difficult**

I1. POSTER MAKING Question 196

LO Coverage: LO 21, LO 22, LO 24, LO 25, LO 35 — Students create a visual presentation, integrate written and visual communication and demonstrate creativity.

Prepare a poster on:

“STAY CALM – THINK – ACT”

Include:

- A suitable drawing
- One slogan
- Two safety messages

I2. SLOGAN WRITING Question 197

LO Coverage: LO 33, LO 34, LO 35, LO 42, LO 45 — Students experiment with creative language and produce original expressions confidently.

Write a slogan on **staying calm and thinking wisely during difficult situations.**

I3. DRAW AND WRITE Question 198

LO Coverage: LO 21, LO 22, LO 33, LO 35, LO 41, LO 42 — Students combine visual and written expression creatively to communicate an idea.

Draw a picture showing **the wife using her clever plan to call Rama for help.**

Write **two sentences** about your picture.

I4. THINK AND ANSWER Question 199

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students interpret the literary text, express an opinion, support it with reasoning and connect its theme to real-life situations.

Imagine that the wife had panicked when she realised that the thief was entering the house.

How might the situation have been different? Give reasons.

I5. REFLECTION QUESTION Question 200

LO Coverage: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45 — Students reflect on the literary theme, express personal ideas with reasons and connect learning to their own lives.

If you were in the place of the husband or wife, **what would you have done to keep everyone safe?**

Why?

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

1. b
2. c
3. a
4. d

5. e
6. f
7. g
8. h
9. i
10. j

A2. Fill in the Blanks

11. night
12. husband
13. thief
14. jewels
15. plan
16. Rama
17. kotwal
18. thief
19. trouble
20. rescue

A3. Complete the Words

21. RESCUE
22. THIEF
23. KOTWAL
24. JEWELS
25. TROUBLE

A4. Jumbled Words

26. RESCUE
27. THIEF
28. KOTWAL
29. JEWELS
30. PLAN

A5. English–Kannada

31. c
32. b
33. d
34. a
35. e

A6. Word Meanings

36. a
37. b
38. a
39. a
40. a

PART B – UNDERSTANDING THE STORY

B1. MCQs

41. b
42. c
43. b
44. c
45. c
46. c

- 47. b
- 48. b
- 49. b
- 50. b

B2. True or False

- 51. True
- 52. True
- 53. False
- 54. True
- 55. False
- 56. True
- 57. True
- 58. True
- 59. False
- 60. True

B3. Match the Following

- 61. d
- 62. c
- 63. b
- 64. e
- 65. a
- 66. f
- 67. g
- 68. h
- 69. i
- 70. j

B4. One-Word / Very Short Answers

- 71. A thief/robber
- 72. His wife
- 73. Their jewels
- 74. A clever plan
- 75. Rama
- 76. The village kotwal
- 77. Policeman/kotwal
- 78. He was caught.
- 79. Cleverness/presence of mind
- 80. Quick thinking and a clever plan

B5. Complete the Sentences

- 81. home
- 82. thief
- 83. jewels
- 84. plan
- 85. wife
- 86. Rama
- 87. kotwal
- 88. Rama/the kotwal
- 89. thief
- 90. wit/intelligence

PART C – GRAMMAR

C1. Contractions

- 91. I'm
- 92. we're
- 93. it's
- 94. don't
- 95. can't

C2. Expanded Forms

- 96. I am
- 97. we are
- 98. it is
- 99. do not
- 100. cannot

C3. Present Progressive

- 101. is talking
- 102. is digging
- 103. is thinking
- 104. is coming
- 105. is waiting

C4. Subject–Verb Agreement

- 106. is
- 107. is
- 108. is
- 109. comes
- 110. are

C5. Punctuation

- 111. Where are the jewels?
- 112. Rama, come quickly!
- 113. The thief is inside the house.
- 114. What a clever plan!
- 115. Can you help us?

PART D – READING AND THINKING**D2. Literal Comprehension**

- 116. A husband and his wife.
- 117. A strange noise.
- 118. A thief.
- 119. Where their jewels were kept.
- 120. They remained calm and thought of a plan.
- 121. The wife.
- 122. Rama.
- 123. To bring the village kotwal/Rama to the house for help.
- 124. Rama, the village kotwal.
- 125. He was caught.

D3. MCQs

- 126. b
- 127. b
- 128. b
- 129. b
- 130. c

D4. Inferential Comprehension

131. Remaining calm helped them think clearly and make a plan instead of making the situation worse.
132. She knew that Rama was the name of the village kotwal, so calling the name loudly could bring him to their house.
133. The thief believed that the husband and wife were simply talking about naming their child.
134. She was calm, clever, quick-thinking and resourceful.
135. They might have frightened the thief, made a mistake, or lost the opportunity to call for help safely.

D5. Sequencing

136. The couple heard a strange noise. Rama came to the house. The thief was caught.
137. The thief entered/digged into the house. The wife thought of a plan. The wife called "Rama!" loudly.
138. The thief waited. The wife used the name Rama as a signal. Rama heard his name.

D6. Cause and Effect

139. They were able to think clearly and make a clever plan.
140. Rama, the village kotwal, came to the house.

PART E – SPEAK AND SHARE

E1. Oral Responses

141. Students should mention staying safe, informing an adult/police and not confronting the intruder unnecessarily.
142. Staying calm helps us think clearly and make safe decisions.
143. The wife was clever, calm, courageous and resourceful.
144. Knowing whom to call helps us get appropriate help quickly.
145. The story teaches us to remain calm, think creatively and seek help when necessary.

E2. Pair Discussion

146. Yes. The plan was clever because it allowed the wife to call the kotwal without openly alerting the thief.
147. Any well-reasoned answer may be accepted. The wife played a crucial role because she created the plan; the husband supported it and Rama caught the thief.

E3. Picture Talk

148–149. Accept relevant responses based on observation, prediction and safety awareness.

E4. Role Play

150. Accept any appropriate dialogue showing:
 - awareness of danger
 - calmness
 - clever planning
 - calling for appropriate help
 - suitable expression and interaction

PART F – GUIDED WRITING

F1. Complete the Sentences

151. at home
152. thief
153. jewels
154. clever
155. caught

F2. Make Sentences

156–160. Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the story.

F4. Dialogue Completion

Possible answers:

166. **We must stay calm and think of a plan.**
167. **I have an idea. We can call the kotwal without letting the thief know.**
168. **I called your name because I needed your help.**

Other contextually appropriate answers may be accepted.

F5. Caption Writing

169. **“Stay Calm and Think of a Plan.”**
170. **“Rama Comes to the Rescue!”**

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

G1. School Situations

171. Inform the teacher or another responsible adult immediately and avoid confronting the person.
172. Help the classmate remain calm and inform a teacher.
173. Stay calm, discuss the problem, think of possible solutions and work together.
174. Unnecessary shouting can create panic and may make a situation more difficult.
175. Teamwork allows people to combine their ideas and strengths to solve problems.

G2. Home Situations

176. Stay calm, do not investigate alone, inform an adult and contact appropriate emergency help if necessary.
177. It helps them get help quickly and safely.
178. They can remain calm, communicate clearly and support one another.
179. Staying calm helps us think clearly and make safer decisions.
180. Any suitable example such as dealing with a power failure, lost item or unexpected problem.

G3. Community Situations

181. It helps people contact the right people quickly during emergencies.
182. Stay at a safe distance and contact an appropriate responsible person or emergency service.
183. Trained people know how to handle dangerous situations safely.
184. People can communicate, watch out for one another and contact appropriate authorities when needed.
185. Courage, calmness, responsibility, kindness, alertness and presence of mind.

PART H – VALUES AND CITIZENSHIP

186. Presence of mind helps us think clearly instead of panicking.
187. Panic can prevent us from thinking clearly and making safe decisions.
188. The wife showed calmness, cleverness, courage and presence of mind.
189. Teamwork allows people to share ideas and solve problems more effectively.
190. Rama, the kotwal, came to the house and caught the thief.
191. Knowing whom to call ensures that we receive the right help quickly.
192. Clever thinking can help us find safe solutions even when we are physically weaker.
193. Courage helps us face difficult situations without giving up.
194. Being alert helps us notice danger, while staying calm helps us respond wisely.
195. Students may write about remaining calm, thinking before acting, seeking help and using their presence of mind.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Appropriate drawing
- Relevant slogan
- Two safety messages
- Clear presentation

197. Slogan Writing

Sample answers:

- **“Stay Calm, Think Smart!”**
- **“In Trouble? Think Before You Act!”**
- **“Calm Mind, Clever Solution!”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: wife using the name “Rama” to call the kotwal for help.

Sample sentences:

“The wife cleverly called Rama without alerting the thief. Her quick thinking helped the family get help.”

199. Think and Answer

If the wife had panicked, she might have shouted or acted without thinking. This could have frightened the thief or made the situation more dangerous. Her calmness allowed her to think of a safe and clever plan.

200. Reflection

Any sensible answer that shows:

- staying calm
- ensuring personal safety
- informing a responsible adult/police
- seeking appropriate help
- avoiding unnecessary confrontation should be accepted.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

UNIT 2: FRIENDSHIP

CHAPTER 4: THE UNLIKELY BEST FRIENDS

PART A: BRIDGE VOCABULARY QUESTIONS 1–40**Competencies:** Vocabulary, Reading **Difficulty Level:** L1 – Easy**A1. WORD–MEANING MATCHING Questions 1–10****LO Coverage:** LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the story and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A

1. Gajaraj
2. Mahout
3. Strayed
4. Munching
5. Wagged
6. Convey
7. Accompanied
8. Plunging
9. Delighted
10. Chores

Column B

- a. very happy
- b. daily duties
- c. an elephant trainer
- d. chewing food
- e. went with someone
- f. jumped or went into water
- g. moved from side to side
- h. communicated or expressed
- i. came somewhere by mistake
- j. the name of the elephant

Competency: V, R**Level:** L1 Easy**A2. FILL IN THE BLANKS Questions 11–20****LO Coverage:** LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the story and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: Gajaraj, Buntree, mahout, farmer, stable, food, pond, rope, friend, tears

11. _____ was the name of the elephant.
12. _____ was the name of the dog.
13. The elephant lived in the royal _____.
14. The elephant trainer was called the _____.
15. Gajaraj shared his _____ with the hungry dog.
16. Gajaraj and Buntree went to the elephant _____.
17. The _____ recognised Buntree as his missing dog.
18. The farmer put a _____ around Buntree's neck.
19. Gajaraj wished for a _____ to play with.
20. Gajaraj and Buntree were in _____ when they were separated.

Competency: V, R**Level:** L1 Easy**A3. COMPLETE THE WORDS Questions 21–25**

Complete the words.

21. M _ H O U T
22. B _ N T E E

23. DEL _ G H T E D
24. ACC _ M P A N I E D
25. CH _ R E S

Competency: V **Level:** L1 Easy

A4. JUMBLED WORDS Questions 26–30

Unscramble the words.

26. RAJAGAJ
27. TEEBUN
28. HOUTMA
29. TDELIGHED
30. DORPEASIPAED

Competency: V **Level:** L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning and demonstrate accurate understanding of words used in the story.

Column A	Column B
31. Friend	a. □□□
32. Farmer	b. □□□□□ / □□□□□□□
33. Elephant	c. □□□□
34. Dog	d. □□□
35. Mahout	e. □□□□□□□□□□□

Competency: V

Level: L1 Easy

A6. WORD MEANINGS Questions 36–40

Choose the correct meaning.

36. **Delighted** means:
a) very happy b) very angry c) very tired
37. **Strayed** means:
a) came by mistake b) ran away intentionally c) slept peacefully
38. **Wagged** means:
a) moved from side to side b) jumped up c) stood still
39. **Chores** means:
a) daily duties b) games c) celebrations
40. **Wincd** means:
a) shrank back in pain or distress b) laughed loudly c) danced happily

Competency: V, R **Level:** L2 Easy

PART B: UNDERSTANDING THE STORY QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension **Difficulty Level:** L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify important details, characters, events, values and the central idea of the story.

Choose the correct answer.

41. Who was Gajaraj?
a) A dog b) An elephant c) A horse d) A farmer
42. Where did Gajaraj live?
a) In a forest b) In a village house c) In the royal stables d) Near a river
43. Why was Gajaraj sad?
a) He was hungry. b) He had no friend. c) He was ill. d) He was lost.
44. Who was the mahout?
a) A farmer b) An elephant trainer c) A king d) A villager
45. What did the stray dog receive from Gajaraj?
a) A toy b) Some food c) A blanket d) Water only
46. What was the name of the dog?
a) Raja b) Buntree c) Raju d) Bruno
47. Where did Gajaraj and Buntree go together?
a) To the market b) To the elephant pond c) To the forest d) To the palace
48. Who recognised Buntree?
a) The king b) The mahout c) A farmer d) A villager
49. Why did Buntree stop eating at the farmer's house?
a) He was ill. b) He did not like the food.
c) He missed Gajaraj. d) He was sleeping.
50. What did the farmer finally do?
a) Sold Buntree b) Kept Buntree tied c) Set Buntree free d) Sent Buntree to the king

B2. TRUE OR FALSE

Questions 51–60

Write **True** or **False**.

51. Gajaraj lived in the royal stables.
52. Gajaraj had many elephant friends.
53. The mahout was a good caretaker.
54. A stray dog entered the stable.
55. Gajaraj refused to share his food with the dog.
56. The dog was named Buntree.
57. Gajaraj and Buntree enjoyed each other's company.
58. The farmer recognised Buntree as his missing dog.
59. Buntree happily ate all the food at the farmer's house.
60. The farmer finally allowed Buntree to return to Gajaraj.

B3. MATCH THE FOLLOWING

Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28 — Students retrieve and connect characters, events, objects and ideas from the story.

Column A	Column B
61. Gajaraj	a. Missing dog
62. Buntree	b. Elephant trainer
63. Mahout	c. Farmer
64. Farmer	d. Elephant
65. Stable	e. Dog
66. Pond	f. Place where Gajaraj lived
67. Food	g. Place where Gajaraj bathed

Column A	Column B
68. Rope	h. Shared with Buntree
69. Friendship	i. Used to take Buntree home
70. Delighted	j. Very happy

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

71. Who was Gajaraj?
72. What was the name of the dog?
73. Who looked after Gajaraj?
74. What did Gajaraj wish for?
75. Where did the stray dog enter?
76. What did Gajaraj share with the dog?
77. Who recognised Buntree?
78. What did the farmer put around Buntree's neck?
79. Why did Gajaraj stop eating?
80. What did the farmer do to reunite the friends?

B5. COMPLETE THE SENTENCES Questions 81–90

81. Gajaraj lived in the royal _____.
82. Gajaraj was sad because he had no _____.
83. The mahout was an elephant _____.
84. A stray _____ entered the stable.
85. Gajaraj shared some of his _____ with the dog.
86. The dog wagged his _____.
87. Gajaraj playfully splashed _____ on Buntree.
88. The farmer recognised the dog as _____.
89. Gajaraj did not eat because he missed his _____.
90. The farmer removed the _____ and set Buntree free.

PART C: GRAMMAR IN CONTEXT QUESTIONS 91–115

Competencies: Grammar, Reading, Writing **Difficulty Level:** L1–L2 Easy

The chapter introduces **opposites using prefixes**, **past-tense verb forms**, and the use of **neither...nor / either...or**.

C1. OPPOSITES USING PREFIXES Questions 91–95

Write the opposite words.

91. happy → _____
92. kind → _____
93. correct → _____
94. appear → _____
95. connect → _____

C2. ADD THE CORRECT PREFIX Questions 96–100

Choose from **un-**, **in-**, **dis-**, **mis-**.

96. _____ happy
97. _____ correct
98. _____ connect
99. _____ understand
100. _____ use

C3. PAST TENSE Questions 101–105

Fill in the blanks with the correct past-tense form of the verb.

101. Gajaraj _____ (share) his food with Buntree.
102. Buntree _____ (enter) the stable.
103. The farmer _____ (recognise) the dog.
104. Buntree _____ (stop) eating.
105. The farmer _____ (remove) the rope.

C4. NEITHER...NOR / EITHER...OR Questions 106–110

Choose the correct pair.

106. _____ the farmer _____ the mahout noticed the tears.
a) Either...or b) Neither...nor
107. You can choose _____ tea _____ milk.
a) either...or b) neither...nor
108. _____ Gajaraj _____ Buntree wanted to remain apart.
a) Neither...nor b) Either...or
109. We can read _____ this story _____ another Jataka story.
a) either...or b) neither...nor
110. _____ the dog _____ the elephant was happy during the separation.
a) Neither...nor b) Either...or

C5. COMPLETE AND REWRITE Questions 111–115

111. Gajaraj was sad. He had no friend. Join using **because**.
112. Buntree was hungry. Gajaraj shared his food. Join using **so**.
113. The dog was happy. The dog was unhappy when he was taken away. Join using **but**.
114. Rewrite using **neither...nor**:
The farmer did not notice the tears. The mahout did not notice the tears.
115. Rewrite using **either...or**:
We can talk about our friend. We can write about our friend.

PART D: READING AND THINKING

QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning

Difficulty Level: L2–L3 Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27

Read the passage carefully.

Gajaraj was a royal elephant who lived in the royal stables. Although he had all the comforts he needed, he felt sad because he had no friend to play with. One evening, a tired and hungry stray dog entered the stable. Gajaraj shared some of his food with the dog. The next morning, the mahout noticed that Gajaraj liked the dog's company. Soon the two became good friends. They went to the pond together, played with water and enjoyed rides on Gajaraj's back. One day a farmer recognised the dog as his missing pet, Buntree, and took him home. Both friends became sad after being separated. Buntree and Gajaraj stopped eating. The farmer understood that Buntree missed Gajaraj and set him free. Buntree returned to the stable, and the two friends were reunited.

D2. LITERAL COMPREHENSION Questions 116–125

116. Who was Gajaraj?
117. Where did he live?
118. Why was Gajaraj sad?
119. Who entered the stable?
120. What did Gajaraj share with the dog?
121. What did the two friends do at the pond?

122. Who recognised the dog?
123. What was the dog's name?
124. Why did Buntree stop eating?
125. What did the farmer finally do?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

126. Gajaraj's greatest need was:
a) more food b) friendship c) a larger stable d) a new mahout
127. Gajaraj showed kindness by:
a) giving Buntree food b) chasing Buntree away
c) calling the farmer d) hiding from Buntree
128. Buntree was delighted when:
a) he was tied with a rope b) Gajaraj gave him a ride
c) he was taken away d) he stopped eating
129. The farmer understood Buntree's feelings because:
a) Buntree was barking b) Buntree refused to eat
c) Gajaraj called him d) the mahout told him everything
130. The main idea of the story is:
a) Wealth brings happiness.
b) True friendship can develop between very different beings.
c) Animals should always live separately.
d) Friends must always be of the same kind.

D4. INFERENTIAL COMPREHENSION Questions 131–135

Think and answer.

131. Why was Gajaraj unhappy despite living in royal comfort?
132. Why do you think Gajaraj shared his food with Buntree?
133. What does Gajaraj's behaviour towards Buntree tell us about his character?
134. Why did the farmer finally decide to let Buntree go?
135. What does the story show about the importance of companionship?

D5. SEQUENCING EVENTS

Questions 136–138

Arrange the events in the correct order.

136. The farmer recognised Buntree.
 - Gajaraj shared food with the dog.
 - Buntree entered the stable.
137. Buntree stopped eating.
 - The farmer set Buntree free.
 - The farmer took Buntree home.
138. Gajaraj and Buntree became friends.
 - Buntree returned to the stable.
 - The friends were reunited.

D6. CAUSE AND EFFECT Questions 139–140

139. **Cause:** Gajaraj had no friend.
Effect: _____
140. **Cause:** Buntree and Gajaraj were separated.
Effect: _____

PART E: SPEAK AND SHARE**QUESTIONS 141–150****Competencies:** Speaking, Listening, Vocabulary**Difficulty Level:** L2–L3 Average**E1. ORAL RESPONSE****Questions 141–145**

Answer orally.

141. Why are friends important in our lives?
142. What do you like to do with your friends?
143. What do you admire about Gajaraj?
144. What do you admire about Buntree?
145. What does the story teach us about friendship?

E2. PAIR DISCUSSION**Questions 146–147**

146. Discuss: **Can two very different people become best friends? Give reasons.**
147. Discuss: **Who showed greater kindness in the story—Gajaraj or the farmer? Why?**

E3. PICTURE TALK Questions 148–149

Look at a picture showing an elephant and a dog playing together.



148. What do you think the two animals are doing?
149. Why might their friendship be called unusual?

E4. ROLE PLAY**Question 150**

Role-play the following situation:

A farmer discovers that his missing dog has become friends with a royal elephant. The farmer, the mahout and the dog express their feelings about the friendship.

PART F: GUIDED WRITING**QUESTIONS 151–170****Competencies:** Writing, Vocabulary**Difficulty Level:** L2–L3 Average**F1. COMPLETE THE SENTENCE****Questions 151–155**

151. Gajaraj was sad because _____.
152. The stray dog entered _____.
153. Gajaraj shared _____ with Buntree.
154. The farmer took Buntree _____.
155. The farmer finally _____ Buntree free.

F2. MAKE SENTENCES**Questions 156–160**

Make meaningful sentences using the following words.

156. friendship
157. delighted
158. caretaker
159. kindness
160. accompanied

F3. GUIDED PARAGRAPH WRITING**Questions 161–165**

Write 4–5 sentences using the clues.

161. Gajaraj and Buntree

Clues: elephant – lonely – dog – food – friendship

162. A Kind Farmer

Clues: missing dog – found – happy – understood – freedom

163. A True Friend

Clues: care – share – help – understand – support

164. The Unlikely Friendship

Clues: elephant – dog – different – friendship – happiness

165. When Friends Are Separated

Clues: sadness – missing – no food – understanding – reunion

F4. DIALOGUE COMPLETION Questions 166–168

Complete the dialogues.

166. Mahout: Why are you sad, Gajaraj?

Gajaraj: _____.

167. Farmer: Why are you not eating, Buntree?

Buntree: _____.

168. Farmer: I think you miss your friend.

Buntree: _____.

F5. CAPTION WRITING Questions 169–170

Write a suitable caption.

169. Picture of Gajaraj sharing food with Buntree.

170. Picture of Buntree returning to Gajaraj.

PART G: APPLICATION AND LIFE SKILLS QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing **Difficulty Level:** L3 Difficult

G1. SCHOOL SITUATIONS Questions 171–175

171. A new student joins your class and has no friends. What would you do?

172. Two classmates are very different but want to become friends. How would you encourage them?

173. Your friend is sad because everyone in the class is ignoring them. How can you help?

174. Why should we not judge someone only because they are different from us?

175. What can you learn from Gajaraj about including others?

G2. HOME SITUATIONS Questions 176–180

176. Your brother or sister feels lonely. What can you do to make them feel better?

177. Your pet seems sad after being separated from another animal. How would you respond?

178. Why is kindness important when dealing with animals?

179. What would you do if a lost pet came to your house?

180. How can family members show care and friendship towards one another?

G3. COMMUNITY SITUATIONS Questions 181–185

181. Why should people help a lost animal?

182. What should you do if you find someone's missing pet?

183. Why should we respect the bond between people and animals?

184. How can a community help lost animals find their owners?

185. What qualities make a person a good friend?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29

186. What does the story teach us about true friendship?

187. Why is friendship not dependent on appearance?

188. What qualities did Gajaraj show?
189. What qualities did Buntree show?
190. Why was the farmer's decision to free Buntree an act of kindness?
191. How did the mahout show concern for Gajaraj?
192. Why is understanding another person's feelings important?
193. How can differences make friendships special?
194. What does the story teach us about compassion towards animals?
195. How can you apply the lesson of **The Unlikely Best Friends** in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level:** L3 Difficult

I1. POSTER MAKING Question 196

Prepare a poster on:

“FRIENDSHIP HAS NO BOUNDARIES”

Include:

- A suitable drawing
- One slogan
- Two messages about friendship
- A short message about accepting differences

I2. SLOGAN WRITING Question 197

Write a slogan on **true friendship and kindness**.

I3. DRAW AND WRITE Question 198

Draw a picture showing **Gajaraj and Buntree meeting again after their separation**.

Write **two sentences** about your picture.

I4. THINK AND ANSWER Question 199

Imagine that the farmer had never understood Buntree's sadness.

What might have happened to Buntree and Gajaraj? Give reasons.

I5. REFLECTION QUESTION Question 200

If you had a friend who was very different from you, how would you make the friendship strong? Explain with examples.

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. Gajaraj

12. Buntree
13. stable
14. mahout
15. food
16. pond
17. farmer
18. rope
19. friend
20. tears

A3. Complete the Words

21. MAHOUT
22. BUNTEE
23. DELIGHTED
24. ACCOMPANIED
25. CHORES

A4. Jumbled Words

26. GAJARAJ
27. BUNTEE
28. MAHOUT
29. DELIGHTED
30. DISAPPEARED

A5. English-Kannada

31. b
32. a
33. d
34. c
35. e

A6. Word Meanings

36. a
37. a
38. a
39. a
40. a

PART B – UNDERSTANDING THE STORY

B1. MCQs

41. b
42. c
43. b
44. b
45. b
46. b
47. b
48. c
49. c
50. c

B2. True or False

51. True
52. False
53. True

- 54. True
- 55. False
- 56. True
- 57. True
- 58. True
- 59. False
- 60. True

B3. Match the Following

- 61. d
- 62. e
- 63. b
- 64. c
- 65. f
- 66. g
- 67. h
- 68. i
- 69. a
- 70. j

B4. One-Word / Very Short Answers

- 71. An elephant
- 72. Buntree
- 73. The mahout
- 74. A friend
- 75. The royal stable
- 76. Some food
- 77. The farmer
- 78. A rope
- 79. He missed Buntree
- 80. He removed the rope and set Buntree free

B5. Complete the Sentences

- 81. stables
- 82. friends
- 83. trainer
- 84. dog
- 85. food
- 86. tail
- 87. water
- 88. Buntree
- 89. friend
- 90. rope

PART C – GRAMMAR

C1. Opposites

- 91. unhappy
- 92. unkind
- 93. incorrect
- 94. disappear
- 95. disconnect

C2. Prefixes

- 96. unhappy

- 97. incorrect
- 98. disconnect
- 99. misunderstand
- 100. misuse

C3. Past Tense

- 101. shared
- 102. entered
- 103. recognised
- 104. stopped
- 105. removed

C4. Neither...Nor / Either...Or

- 106. b
- 107. a
- 108. a
- 109. a
- 110. a

C5. Complete and Rewrite

- 111. Gajaraj was sad because he had no friend.
- 112. Gajaraj shared his food with Buntree, so Buntree was able to eat.
- 113. The dog was happy, but he was unhappy when he was taken away.
- 114. Neither the farmer nor the mahout noticed the tears.
- 115. We can either talk about our friend or write about our friend.

PART D – READING AND THINKING

D2. Literal Comprehension

- 116. Gajaraj was an elephant.
- 117. He lived in the royal stables.
- 118. He was sad because he had no friend.
- 119. A stray dog entered the stable.
- 120. He shared some of his food.
- 121. They bathed, played with water and enjoyed each other's company.
- 122. A farmer recognised him.
- 123. Buntree.
- 124. He missed Gajaraj.
- 125. He removed the rope and set Buntree free.

D3. MCQs

- 126. b
- 127. a
- 128. b
- 129. b
- 130. b

D4. Inferential Comprehension

- 131. Royal comfort could provide physical needs, but Gajaraj still felt lonely because he had no friend.
- 132. Gajaraj saw that the dog was tired and hungry and showed kindness by sharing his food.
- 133. His behaviour shows that he was kind, caring, friendly and compassionate.
- 134. The farmer realised that Buntree was unhappy and missing Gajaraj, so he decided to set him free.
- 135. It shows that companionship and emotional connection are important for happiness.

D5. Sequencing

- 136. Buntree entered the stable. Gajaraj shared food with the dog. The farmer recognised Buntree.
- 137. The farmer took Buntree home. Buntree stopped eating. The farmer set Buntree free.

138. Gajaraj and Buntree became friends. Buntree returned to the stable. The friends were reunited.

D6. Cause and Effect

139. Gajaraj felt lonely and wished for a friend.

140. Both Gajaraj and Buntree became sad and stopped eating.

PART E – SPEAK AND SHARE E1. Oral Responses

141–145. **Accept relevant, meaningful responses.**

Expected ideas include:

- Friends give companionship and support.
- Friends may play, study, share and help one another.
- Gajaraj showed kindness and generosity.
- Buntree showed loyalty and affection.
- True friendship can exist despite differences.

E2. Pair Discussion

146. Any well-reasoned answer may be accepted.

147. Any well-reasoned answer may be accepted. The farmer showed kindness by understanding Buntree's feelings and freeing him.

E3. Picture Talk

148–149. Accept relevant responses based on observation.

E4. Role Play

150. Accept any suitable dialogue demonstrating:

- understanding
- kindness
- friendship
- appropriate expression
- interaction between characters

PART F – GUIDED WRITING

F1. Complete the Sentences

151. he had no friend

152. the royal stable

153. some of his food

154. home

155. set

F2. Make Sentences

156–160. Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the story.

F4. Dialogue Completion

Possible answers:

166. “I miss my friend Buntree.”

167. “I miss Gajaraj.”

168. “I understand that you miss your friend. I will let you go to him.”

Other contextually appropriate answers may be accepted.

F5. Caption Writing

169. “A Kind Friend Shares.”

170. “Buntree Returns to His Best Friend.”

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

G1. School Situations

171. Welcome the student, talk to them and include them in activities.

172. Encourage them to focus on common interests and respect their differences.
173. Talk to the friend, include them and offer support.
174. People can be different yet have similar feelings, interests and values.
175. We learn to include others and give friendship to someone who feels lonely.

G2. Home Situations

176. Spend time with them, talk to them and involve them in activities.
177. Observe the animal, provide care and seek help from a responsible adult or veterinarian if needed.
178. Animals depend on humans for care and deserve kindness and compassion.
179. Keep the pet safe and inform a responsible adult or appropriate local service so that the owner can be found.
180. Family members can listen, support, help and spend quality time together.

G3. Community Situations

181. The animal may be frightened, hungry or separated from its owner.
182. Keep it safe and inform a responsible adult or appropriate authority/service.
183. Animals can form strong emotional bonds and deserve care and respect.
184. People can share information, contact animal welfare groups and help identify the owner.
185. Kindness, honesty, loyalty, empathy, understanding, sharing and helpfulness.

PART H – VALUES AND CITIZENSHIP

186. True friendship is based on love, care and companionship rather than differences.
187. Appearance does not decide whether people can care for or understand one another.
188. Gajaraj showed kindness, generosity, affection and loyalty.
189. Buntree showed loyalty, affection and love for his friend.
190. He understood Buntree's feelings and allowed him to return to his friend.
191. He cared for Gajaraj, noticed changes in his behaviour and became concerned when Gajaraj stopped eating.
192. Understanding feelings helps us support others and make kind decisions.
193. Differences can make friendships interesting and teach us to respect others.
194. Animals also experience emotions and need care, companionship and kindness.
195. Students may mention accepting differences, helping lonely people, being kind, sharing, supporting friends and showing compassion.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Relevant drawing
- Suitable slogan
- Two meaningful friendship messages
- Clear presentation

197. Slogan Writing

Sample answers:

- **“Different Hearts, One Friendship!”**
- **“Friendship Knows No Boundaries!”**
- **“Be Kind. Be a Friend.”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: Gajaraj and Buntree meeting again.

Sample sentences:

“Buntree returned to his friend Gajaraj. The two friends were very happy to be together again.”

199. Think and Answer

If the farmer had not understood Buntree's sadness, Buntree might have continued to remain unhappy and refuse food. Gajaraj would also have continued to miss his friend. Their friendship might have remained broken because they would not have been reunited.

200. Reflection

Any sensible answer showing:

- acceptance of differences
- kindness
- sharing
- understanding
- loyalty
- spending time together
- helping one another

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

CHAPTER 5: A FRIEND'S PRAYER

PART A: BRIDGE VOCABULARY

Competencies: Vocabulary, Reading

QUESTIONS 1–40

Difficulty Level: L1 – Easy

A1. WORD–MEANING MATCHING Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the poem and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A

1. Friendship
2. Blessed
3. Special
4. Hopes
5. Plans
6. Wishes
7. Realise
8. Judgement
9. Caring
10. Loyal

Column B

- a. wanting good things to happen
- b. faithful and supportive
- c. understanding or becoming aware of something
- d. a close relationship between friends
- e. having a special value or quality
- f. thoughts about what may happen or what one wants
- g. decisions or opinions about someone
- h. showing concern for others
- i. something a person wants to happen
- j. feeling thankful or fortunate

Competency: V, R

Level: L1 Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the poem and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: friendship, blessed, best, hopes, plans, wishes, heart, judgement, caring, loyal

11. The poet wants _____ to be the most important thing to her.
12. The poet feels _____ to have special friends.
13. She wants to give her _____ to her friends.
14. Friends have their own _____ and plans.
15. The poet wants to help make her friends' _____ come true.
16. The poet wants to use her _____ to understand her friends.
17. She does not want to make _____ from afar.
18. A good friend should be _____ towards others.
19. A good friend should remain _____.
20. The poem teaches us the value of true _____.

Competency: V, R

Level: L1 Easy

A3. COMPLETE THE WORDS Questions 21–25

Complete the words.

21. F R I E N D S H _ P
22. B L E S S _ D

23. W I S H _ S
24. C _ R I N G
25. L _ Y A L

Competency: V

Level: L1 Easy

A4. JUMBLED WORDS

Questions 26–30

Unscramble the words.

26. PIFHREND
27. DESSEBL
28. SHWIES
29. RACING
30. LAYOL

Competency: V

Level: L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning.

Column A	Column B
31. Friendship	a. □□□□□□□□
32. Blessed	b. □□□□□□□□
33. Caring	c. □□□□
34. Loyal	d. □□□□□□□□□□□□ / □□□□□□□□
35. Wish	e. □□□□□□ / ಆಶೆಯ

Competency: V

Level: L1 Easy

A6. WORD MEANINGS

Questions 36–40

Choose the correct meaning.

36. **Blessed** means:
a) fortunate b) angry c) worried
37. **Realise** means:
a) understand b) forget c) hide
38. **Loyal** means:
a) faithful b) careless c) selfish
39. **Caring** means:
a) showing concern b) ignoring other c) arguing with others
40. **Judgement** means:
a) an opinion or decision about someone b) a friendship c) a wish

Competency: V, R

Level: L2 Easy

PART B: UNDERSTANDING THE POEM

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension

Difficulty Level: L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify important details, ideas, values and the central theme of the poem.

Choose the correct answer.

41. What is the poem mainly about?
a) School life b) Friendship c) Family d) Games
42. What does the poet want to be the most important thing to her?
a) Success b) Money c) Friendship d) School
43. How does the poet feel about her special friends?
a) Angry b) Blessed c) Lonely d) Afraid
44. What does the poet promise to give her friends?
a) Her very best b) Her toys c) Her books d) Her money
45. What does the poet want to do with her friends' wishes?
a) Ignore them b) Make them come true c) Change them d) Forget them
46. What does the poet want to use to understand her friends?
a) Her eyes b) Her mind c) Her heart d) Her hands
47. What does the poet say she should not make?
a) Friends b) Plans c) Judgements from afar d) Wishes
48. How does the poet want to love her friends?
a) Only when they agree with her b) The way they are
c) Only when they help her d) When they are happy
49. What quality is strongly shown by the speaker?
a) Caring b) Selfishness c) Anger d) Laziness
50. What is the central message of the poem?
a) Friends should always agree.
b) True friendship means caring, understanding and accepting friends.
c) Friends should compete with each other.
d) Friendship is useful only at school.

B2. TRUE OR FALSE Questions 51–60

Write **True** or **False**.

51. The poem is about friendship.
52. The poet considers friendship unimportant.
53. The poet feels blessed to have special friends.
54. The poet wants to give her best to her friends.
55. The poet wants to ignore her friends' wishes.
56. The poet wants to understand her friends with her heart.
57. The poet believes in making judgements from afar.
58. The poet wants to love her friends the way they are.
59. The poem describes qualities of a good friend.
60. The speaker is selfish towards her friends.

B3. MATCH THE FOLLOWING Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28 — Students retrieve and connect ideas, qualities and expressions from the poem.

Column A	Column B
61. Friendship	a. Something a person wants to happen
62. Special friends	b. The most important thing to the poet
63. Blessed	c. Faithful and supportive
64. Very best	d. Fortunate

Column A	Column B
65. Hopes	e. What the poet wants to give
66. Wishes	f. Things friends want to happen
67. Heart	g. Used to understand friends
68. Judgement	h. Opinion about someone
69. Caring	i. Showing concern
70. Loyal	j. Faithful to a friend

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

71. What is the poem about?
72. What does the poet consider most important?
73. How does the poet feel about her special friends?
74. What does she promise to give her friends?
75. What does she want to make come true?
76. What does she use to understand her friends?
77. What does she not want to make from afar?
78. How does she want to love her friends?
79. Name one quality of a good friend mentioned in the textbook activity.
80. Who wrote the poem?

B5. COMPLETE THE SENTENCES Questions 81–90

81. May my _____ always be the most important thing to me.
82. With special friends I feel I'm _____.
83. So let me give my very _____.
84. Friends have their own hopes and _____.
85. The poet wants to make their _____ come true.
86. She wants to use her _____ to see.
87. She does not want to make _____ from afar.
88. She wants to love her friends the way they _____.
89. A good friend should be _____ and caring.
90. The poem teaches us about _____ friendship.

PART C: GRAMMAR IN CONTEXT QUESTIONS 91–115

Competencies: Grammar, Reading, Writing **Difficulty Level:** L1–L2 Easy

For this chapter, the language work is kept closely connected to the poem's vocabulary and sentence structures rather than introducing unrelated grammar. The textbook itself focuses on qualities of friends, word meanings and using those words in context.

C1. NOUNS AND ADJECTIVES Questions 91–95

Identify whether the underlined word is a **noun** or an **adjective**.

91. Friendship is important.
92. She has **special** friends.
93. The poet has many **hopes**.
94. A **caring** friend helps others.
95. Loyalty is a valuable **quality**.

C2. COMPLETE WITH SUITABLE WORDS Questions 96–100

Choose the correct word.

96. My friend is very _____ because she helps me.
a) caring b) careless
97. A good friend should be _____.
a) loyal b) dishonest
98. I feel _____ when I have good friends.
a) blessed b) angry
99. We should not make _____ about people without knowing them.
a) judgements b) friendships
100. A friend should respect others' _____.
a) wishes b) mistakes only

C3. SUBJECT-VERB AGREEMENT

Questions 101–105

Choose the correct verb.

101. Friendship **is** / **are** important.
102. My friend **care** / **cares** for me.
103. Friends **share** / **shares** their hopes.
104. A good friend **help** / **helps** others.
105. My friends **make** / **makes** me happy.

C4. PRONOUNS

Questions 106–110

Choose the correct pronoun.

106. My friend is kind. _____ always helps me.
a) She b) They
107. Rohan is loyal. _____ supports his friends.
a) He b) They
108. My friends are caring. _____ listen to me.
a) They b) It
109. The poem is beautiful. _____ teaches us about friendship.
a) It b) They
110. My friend and I care for each other. _____ are good friends.
a) We b) He

C5. PUNCTUATION

Questions 111–115

Rewrite the sentences using correct punctuation.

111. friendship is important to me
112. my friend is very caring
113. what would you pray for your friend
114. i feel blessed to have special friends
115. may my friend always be happy

PART D: READING AND THINKING

QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning

Difficulty Level: L2–L3 Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27

Read the passage carefully.

True friendship is not only about spending happy moments together. A good friend cares about another person's hopes and wishes. A good friend listens, understands and supports. The speaker in the poem feels blessed to have special friends. She promises to give her very best to them. She wants to do more than simply share their hopes and plans. She wants to try everything a friend can do to make their wishes come

true. She also wants to understand her friends with her heart and not judge them from a distance. Most importantly, she wants to love her friends just the way they are.

D2. LITERAL COMPREHENSION

Questions 116–125

116. What is true friendship not only about?
117. What does a good friend do?
118. How does the speaker feel about her special friends?
119. What does she promise to give her friends?
120. What does she want to do with her friends' wishes?
121. What does she want to use to understand her friends?
122. What does she want to avoid?
123. How does she want to love her friends?
124. Name two qualities of a good friend.
125. What is the main idea of the passage?

D3. CHOOSE THE CORRECT ANSWER

Questions 126–130

126. A good friend should:
 - a) judge others quickly
 - b) understand and support others
 - c) ignore others' wishes
 - d) think only about themselves
127. The speaker feels blessed because:
 - a) she has many toys
 - b) she has special friends
 - c) she wins races
 - d) she is famous
128. “Give my very best” means:
 - a) make the greatest effort
 - b) give away everything
 - c) stop helping
 - d) avoid friends
129. “Use my heart to see” suggests:
 - a) looking carefully with the eyes
 - b) understanding with care and feelings
 - c) judging others
 - d) ignoring emotions
130. The poem encourages us to:
 - a) accept friends as they are
 - b) change our friends
 - c) compete with friends
 - d) avoid friendship

D4. INFERENTIAL COMPREHENSION

Questions 131–135

Think and answer.

131. Why does the speaker want friendship to be important in her life?
132. Why does the speaker want to do “much more” than share her friends' hopes and plans?
133. What does “use my heart to see” tell us about the speaker?
134. Why is making judgements from afar harmful to friendship?
135. What does loving friends “the way they are” mean?

D5. SEQUENCING IDEAS**Questions 136–138**

Arrange the ideas in the order in which they appear in the poem.

136. The poet wants to make friends' wishes come true.
- The poet feels blessed to have special friends.
 - The poet wants friendship to be important.
137. She wants to understand what friends can be.
- She wants to give her very best.
 - She wants to avoid making judgements.
138. She wants to make friends' wishes come true.
- She wants to love friends as they are.
 - She wants to understand them with her heart.

D6. CAUSE AND EFFECT**Questions 139–140**

139. **Cause:** The speaker feels blessed to have special friends.

Effect: _____

140. **Cause:** The speaker does not make judgements from afar.

Effect: _____

PART E: SPEAK AND SHARE**QUESTIONS 141–150**

Competencies: Speaking, Listening, Vocabulary

Difficulty Level: L2–L3 Average

E1. ORAL RESPONSE Questions 141–145

Answer orally.

141. What do you value most in a friendship?
142. What would you pray for your friend?
143. What makes someone a good friend?
144. Why should we listen to our friends?
145. Why is it important to accept friends as they are?

E2. PAIR DISCUSSION**Questions 146–147**

146. Discuss: **Is it more important to have many friends or a few true friends? Give reasons.**
147. Discuss: **Should a good friend always agree with you? Why or why not?**

E3. PICTURE TALK Questions 148–149

Look at a picture showing two friends helping and supporting each other.



148. What do you think the friends are doing?
149. What qualities of friendship can you see in the picture?

E4. ROLE PLAY**Question 150**

Role-play the following situation:

Your friend is worried about an important problem. You listen to your friend, understand their feelings and offer help without judging them.

PART F: GUIDED WRITING

QUESTIONS 151–170

Competencies: Writing, Vocabulary

Difficulty Level: L2–L3 Average

F1. COMPLETE THE SENTENCES

Questions 151–155

- 151. Friendship is important because _____.
- 152. I feel blessed when _____.
- 153. A good friend always _____.
- 154. I would pray for my friend to _____.
- 155. We should love our friends _____.

F2. MAKE SENTENCES

Questions 156–160

Make meaningful sentences using the following words.

- 156. friendship
- 157. blessed
- 158. caring
- 159. loyal
- 160. wishes

F3. GUIDED PARAGRAPH WRITING

Questions 161–165

Write 4–5 sentences using the clues.

- 161. **My Best Friend**
Clues: kind – caring – helpful – loyal – special
- 162. **A Good Friend**
Clues: listen – understand – support – help – care
- 163. **Friendship**
Clues: trust – sharing – happiness – support – love
- 164. **What I Pray for My Friend**
Clues: happiness – health – success – peace – friendship
- 165. **Accepting Friends as They Are**
Clues: differences – understanding – no judgement – respect – love

F4. DIALOGUE COMPLETION

Questions 166–168

Complete the dialogues.

- 166. Friend A: I am worried about my result.
Friend B: _____.
- 167. Friend A: I don't know what to do.
Friend B: _____.
- 168. Friend A: Thank you for understanding me.
Friend B: _____.

F5. CAPTION WRITING

Questions 169–170

Write a suitable caption.

- 169. Picture of two friends helping each other.
- 170. Picture of friends accepting each other's differences.

PART G: APPLICATION AND LIFE SKILLS

QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing

Difficulty Level: L3 Difficult

G1. SCHOOL SITUATIONS Questions 171–175

171. A new student joins your class and feels lonely. What would you do?
172. Your friend makes a mistake in class. How would you respond?
173. Your friend has a different opinion from yours. How can you remain a good friend?
174. Why should we avoid judging a classmate without knowing their situation?
175. How can you show that you care about your friends at school?

G2. HOME SITUATIONS Questions 176–180

176. Your sibling is upset but does not want to talk. How can you show care?
177. A family member makes a mistake. How should you respond as a caring person?
178. Why is listening important in a friendship?
179. How can you support a friend who is going through a difficult time?
180. Give one example of how you can make your friend's wish come true.

G3. COMMUNITY SITUATIONS Questions 181–185

181. Why is it important to respect people who are different from us?
182. How can we show kindness to someone who feels left out?
183. Why should we avoid making judgements about people from a distance?
184. How can friends work together to help someone in need?
185. What qualities should a responsible and caring citizen have?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29

186. What does the poem teach us about true friendship?
187. Why does the poet feel blessed to have special friends?
188. What qualities does the speaker show as a friend?
189. Why is caring important in friendship?
190. Why should we listen to our friends' hopes and plans?
191. Why should we avoid making judgements about others?
192. What does it mean to love a friend “the way they are”?
193. How does understanding make friendship stronger?
194. Why is acceptance an important quality in a friendship?
195. How can you apply the message of **A Friend's Prayer** in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level:** L3 Difficult

I1. POSTER MAKING Question 196

Prepare a poster on:

“BE A TRUE FRIEND”

Include:

- A suitable drawing
- One slogan
- Two qualities of a good friend
- One message about accepting others

I2. SLOGAN WRITING Question 197

Write a slogan on **true friendship**.

I3. DRAW AND WRITE Question 198

Draw a picture showing **two friends helping each other**.
Write **two sentences** about your picture.

I4. THINK AND ANSWER Question 199

Imagine that the speaker in the poem judged her friend without understanding the friend's situation.
How might their friendship be affected? Give reasons.

I5. REFLECTION QUESTION Question 200

If you could say one prayer for your best friend, **what would you pray for and why?**

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. friendship
12. blessed
13. best
14. hopes
15. wishes
16. heart
17. judgement
18. caring
19. loyal
20. friendship

A3. Complete the Words

21. FRIENDSHIP
22. BLESSED
23. WISHES
24. CARING
25. LOYAL

A4. Jumbled Words

26. FRIENDSHIP
27. BLESSED
28. WISHES
29. CARING
30. LOYAL

A5. English–Kannada

31. c
32. d

- 33. b
- 34. a
- 35. e

A6. Word Meanings

- 36. a
- 37. a
- 38. a
- 39. a
- 40. a

PART B – UNDERSTANDING THE POEM

B1. MCQs

- 41. b
- 42. c
- 43. b
- 44. a
- 45. b
- 46. c
- 47. c
- 48. b
- 49. a
- 50. b

B2. True or False

- 51. True
- 52. False
- 53. True
- 54. True
- 55. False
- 56. True
- 57. False
- 58. True
- 59. True
- 60. False

B3. Match the Following

- 61. b
- 62. — **Special friends** – friends who are valuable/important
- 63. d
- 64. e
- 65. — **Hopes** – things one hopes for
- 66. f
- 67. g
- 68. h
- 69. i
- 70. j

Teacher note: For Q62 and Q65, accept the corresponding conceptual meanings from the poem.

B4. One-Word / Very Short Answers

- 71. Friendship
- 72. Friendship
- 73. Blessed
- 74. Her very best

- 75. Her friends' wishes
- 76. Her heart
- 77. Judgements
- 78. The way they are
- 79. Any one: loyal / helpful / kind / caring / honest
- 80. Jill Wolf

B5. Complete the Sentences

- 81. friendships
- 82. blessed
- 83. best
- 84. plans
- 85. wishes
- 86. heart
- 87. judgements
- 88. are
- 89. loyal
- 90. true

PART C – GRAMMAR

C1. Nouns and Adjectives

- 91. Noun
- 92. Adjective
- 93. Noun
- 94. Adjective
- 95. Noun

C2. Complete with Suitable Words

- 96. caring
- 97. loyal
- 98. blessed
- 99. judgements
- 100. wishes

C3. Subject–Verb Agreement

- 101. is
- 102. cares
- 103. share
- 104. helps
- 105. make

C4. Pronouns

- 106. a) She
- 107. a) He
- 108. a) They
- 109. a) It
- 110. a) We

C5. Punctuation

- 111. **Friendship is important to me.**
- 112. **My friend is very caring.**
- 113. **What would you pray for your friend?**
- 114. **I feel blessed to have special friends.**
- 115. **May my friend always be happy.**

PART D – READING AND THINKING

D2. Literal Comprehension

116. It is not only about spending happy moments together.
117. A good friend listens, understands and supports.
118. She feels blessed.
119. Her very best.
120. She wants to try to make them come true.
121. Her heart.
122. Making judgements from afar.
123. The way they are.
124. Any two: caring, loyal, supportive, understanding, helpful.
125. True friendship means caring, understanding, supporting and accepting friends.

D3. MCQs

126. b
127. b
128. a
129. b
130. a

D4. Inferential Comprehension

131. Because she values the love, support and companionship that true friends provide.
132. She wants to be an active and caring friend who supports her friends rather than merely listening to their hopes.
133. It shows that she wants to understand her friends through empathy and feelings.
134. Judging someone without knowing them can lead to misunderstanding and hurt feelings.
135. It means accepting their personality, qualities and differences without trying to change or judge them.

D5. Sequencing

136. The poet wants friendship to be important. The poet feels blessed to have special friends. The poet wants to make friends' wishes come true.
137. She wants to give her very best. She wants to understand what friends can be. She wants to avoid making judgements.
138. She wants to make friends' wishes come true. She wants to understand them with her heart. She wants to love friends as they are.

D6. Cause and Effect

139. **Effect:** She wants to give her very best to her friends.
140. **Effect:** She can understand and accept her friends better without misunderstanding them.

PART E – SPEAK AND SHARE E1. Oral Responses

141–145. **Accept relevant and meaningful responses.**

Expected ideas include:

- trust
- care
- honesty
- support
- understanding
- acceptance

E2. Pair Discussion

146. Accept any well-reasoned response.
147. Accept any well-reasoned response. A good friend need not always agree but should listen, respect and support appropriately.

E3. Picture Talk

148–149. Accept relevant responses based on observation.

E4. Role Play

150. Accept any suitable dialogue showing:

- listening
- empathy
- understanding
- encouragement
- non-judgemental behaviour

PART F – GUIDED WRITING

F1. Complete the Sentences

151–155. Answers may vary.

Expected ideas:

- 151. we care for and support each other
- 152. I have good friends
- 153. cares and supports me
- 154. be happy and healthy
- 155. the way they are

F2. Make Sentences

156–160. Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the theme of friendship.

F4. Dialogue Completion

Possible answers:

- 166. “Don't worry. I am here to listen to you.”
- 167. “Let's think about it together. I will help you.”
- 168. “You are my friend. I will always try to understand you.”

Other contextually appropriate answers may be accepted.

F5. Caption Writing

- 169. “True Friends Help Each Other.”
- 170. “Different Yet United by Friendship.”

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

G1. School Situations

- 171. Welcome the student, talk to them and include them in activities.
- 172. Encourage them instead of making fun of them.
- 173. Respect the difference of opinion and listen to each other.
- 174. We may not know what another person is experiencing or feeling.
- 175. Listen to them, help them, include them and show kindness.

G2. Home Situations

- 176. Give them space but let them know that you are available to listen and help.
- 177. Be understanding, avoid harsh judgement and help them learn from the mistake.
- 178. Listening helps us understand our friends' feelings and needs.
- 179. Listen to them, encourage them and offer practical help.
- 180. Any appropriate example, such as helping with a task or supporting them when they are worried.

G3. Community Situations

- 181. Everyone deserves respect regardless of differences.
- 182. Include them, speak kindly and offer support.
- 183. We may misunderstand people when we do not know their circumstances.
- 184. They can communicate, share responsibilities and support one another.
- 185. Kindness, honesty, empathy, responsibility, respect and helpfulness.

PART H – VALUES AND CITIZENSHIP

186. True friendship involves care, understanding, support and acceptance.
187. Because she values their friendship and feels fortunate to have them.
188. She shows care, loyalty, understanding, acceptance and willingness to help.
189. Caring makes friends feel valued and supported.
190. Listening helps us understand what our friends feel and need.
191. Judging without knowing someone can cause misunderstanding and hurt.
192. It means accepting their qualities and differences without trying to change them.
193. Understanding builds trust and reduces misunderstandings.
194. Acceptance allows people to be themselves and strengthens relationships.
195. Students may mention listening to friends, helping them, avoiding judgement, respecting differences and supporting them.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Appropriate drawing
- Relevant slogan
- Two qualities of a good friend
- Message about acceptance

197. Slogan Writing

Sample answers:

- “A True Friend Cares, Shares and Understands!”
- “Accept. Support. Love. Be a Friend.”
- “True Friendship Begins with Understanding.”

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: two friends helping/supporting each other.

Sample:

“True friends help each other in difficult times. They care for and support one another.”

199. Think and Answer

If the speaker judged her friend without understanding the situation, the friend might feel hurt, misunderstood or rejected. Their friendship could become weaker because trust and understanding are important for a strong friendship.

200. Reflection

Any sensible answer that expresses a genuine wish for the friend's:

- happiness
- health
- success
- safety
- peace
- confidence
- well-being

With a suitable reason should be accepted.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy

Part	Questions	Main Competency	Difficulty
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

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CHAPTER 6 : THE CHAIR
PART A: BRIDGE VOCABULARY QUESTIONS 1–40
Competencies: Vocabulary, Reading Difficulty: L1–L2

A1. WORD-MEANING MATCHING Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the text and demonstrate understanding of a literary text.

Match Column A with Column B.

Column A	Column B
1. Companion	a. A person who helps another
2. Buddy	b. A person who spends time with another
3. Invisible	c. A close or informal friend
4. Attic	d. Unable to be seen
5. Special	e. A room or space under the roof
6. Tricky	f. Difficult to deal with
7. Bet	g. An agreement to risk something on an outcome
8. Proud	h. Feeling pleased about oneself
9. Determined	i. Having made up one's mind firmly
10. Genuine	j. Real or true

Competency: V, R **Level:** L1 Easy

A2. FILL IN THE BLANKS Questions 11–20

Choose suitable words from the box.

Word Box: Mario, grandfather, chair, invisible, school, friends, attic, Guneet, Asma, Deepa

11. The boy in the story was called _____.
12. Mario's _____ challenged him about his friends.
13. The special chair was _____.
14. The chair was kept in the _____.
15. Mario took the chair to _____.
16. Mario wanted to find out who his real _____ were.
17. _____ was one of Mario's true friends.
18. _____ was another true friend of Mario.
19. _____ was the third true friend.
20. The _____ helped Mario discover his true friends.

Competency: V, R **Level:** L1 Easy

A3. COMPLETE THE WORDS Questions 21–25

Complete the words.

21. F R I E N _
22. C O M P A N I _ N
23. I N V I S I B _ E
24. G R A N D F A T H E _
25. D E T E R M I N _ D

Competency: V **Level:** L1 Easy

A4. JUMBLED WORDS**Questions 26–30**

Unscramble the words.

26. RIFEND
27. DIBUDE
28. VIBISENIL
29. TTAIC
30. DTEREMINED

Competency: V **Level:** L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

Column A	Column B
31. Friend	a. □□□□□
32. Invisible	b. □□□□□
33. Special	c. □□□□□□
34. Help	d. □□□□
35. True	e. □□□□□□

Competency: V, R

Level: L1 Easy

A6. CHOOSE THE CORRECT MEANING

Questions 36–40

36. **Buddies** means:
 - a) enemies
 - b) friends
 - c) teachers
 - d) neighbours
37. **Invisible** means:
 - a) very beautiful
 - b) cannot be seen
 - c) very large
 - d) very old
38. **Determined** means:
 - a) confused
 - b) firmly decided
 - c) frightened
 - d) careless
39. **Genuine** means:
 - a) false
 - b) real
 - c) temporary
 - d) unknown
40. **Companion** means:
 - a) someone who spends time with us
 - b) someone who teaches us
 - c) someone who lives far away
 - d) someone who dislikes us

Competency: V, R

Level: L2 Easy

PART B: UNDERSTANDING THE STORY

QUESTIONS 41–90

Competencies: Reading, Comprehension, Retrieval **Difficulty:** L1–L2

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

41. What did Mario love to have?
 - a) Books
 - b) Toys
 - c) Lots of friends
 - d) Pets
42. Why did Mario think he had many friends?
 - a) He spent time with everyone.
 - b) He often talked about how friendly he was.

- c) His grandfather told him so.
d) His teachers told him so.
43. Who challenged Mario's belief about his friends?
a) His teacher b) His father c) His grandfather d) His friend
44. What did Mario's grandfather bet him?
a) A book b) A fruit chaat c) A toy d) A bicycle
45. Where did Grandpa get the special chair?
a) School b) Market c) Attic d) Garden
46. Why was the chair difficult to sit on?
a) It was broken. b) It was invisible.
c) It was very small. d) It was too heavy.
47. Where did Mario take the chair?
a) Home b) Park c) School d) Playground
48. What happened when Mario first tried to sit on the chair?
a) He sat comfortably. b) He fell down.
c) He ran away. d) He broke the chair.
49. Who helped Mario finally stay up?
a) His teacher b) His grandfather c) Guneet, Asma and Deepa d) All his classmates
50. What did Mario learn?
a) Having many classmates means having many true friends.
b) True friends support us when we need help.
c) We should never trust anyone.
d) Friends should always agree with us.

Competency: R

Level: L1–L2

B2. TRUE OR FALSE

Questions 51–60

Write **True** or **False**.

51. Mario was proud of having many friends.
52. Mario's grandfather agreed that all his classmates were true friends.
53. Grandpa gave Mario an invisible chair.
54. Mario immediately managed to sit on the chair.
55. Mario's classmates laughed when he fell.
56. Mario gave up after his first attempt.
57. Guneet helped Mario.
58. Asma and Deepa were also among Mario's true friends.
59. The chair helped Mario understand the difference between true friends and companions.
60. Mario learned nothing from the experience.

B3. MATCH THE FOLLOWING

Questions 61–70

Column A	Column B
61. Mario	a. Helped Mario
62. Grandpa	b. One of Mario's true friends
63. Invisible chair	c. Thought he had many friends
64. School	d. A test of friendship
65. Guneet	e. Place where Mario tested the chair
66. Asma	f. One of Mario's true friends
67. Deepa	g. One of Mario's true friends

Column A	Column B
68. Classmates	h. Many laughed at Mario
69. True friends	i. Support us when needed
70. Companions	j. People who may simply spend time with us

Competency: V, R **Level:** L1 Easy

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

71. Who was Mario's grandfather?
72. What did Mario love to have?
73. What did Grandpa give Mario?
74. Where was the chair kept?
75. What was special about the chair?
76. Where did Mario take the chair?
77. Name one friend who helped Mario.
78. How many true friends did Mario discover through the test?
79. What happened when Mario fell?
80. What did Mario learn about friendship?

Competency: R **Level:** L2

B5. COMPLETE THE SENTENCES Questions 81–90

81. Mario loved to have _____ friends.
82. Mario often _____ about how many friends he had.
83. Grandpa challenged Mario with a _____.
84. The chair was kept in the _____.
85. The chair was _____, so Mario could not see it.
86. Mario took the chair to _____.
87. Mario kept _____ when he tried to sit on the chair.
88. His classmates mostly _____ at him.
89. Guneet, Asma and Deepa _____ Mario.
90. Mario realised who his _____ friends were.

Competency: R, W **Level:** L2

PART C: READING COMPREHENSION QUESTIONS 91–115

C1. READ THE EXTRACT AND ANSWER Questions 91–95

Read the following extract:

“Take it. It’s a very special chair. As it’s invisible, it’s rather tricky to sit on it. But if you take it to school and manage to sit on it, then the magic will work and you’ll be able to tell who your real friends are.”

91. Who said these words?
92. What was special about the chair?
93. Why was it tricky to sit on?
94. Where did Mario have to take it?
95. What would Mario discover if the magic worked?

Competency: Reading Comprehension **Level:** L2

C2. READ THE EXTRACT AND ANSWER Questions 96–100

“Wait, wait, just a slight technical problem,” he said, trying again. But again, he missed the seat, causing more surprised looks and laughter. Mario wouldn’t give up.

96. Who said “just a slight technical problem”?
97. What had happened to him?
98. How did the classmates react?
99. What quality did Mario show by trying again?
100. What does “Mario wouldn’t give up” tell us about his character?

Competency: R, Critical Thinking **Level:** L2

C3. READ AND ANSWER

Questions 101–105

Mario looked around and saw Guneet, Asma and Deepa holding him up so that he would not fall.

101. Name the three friends.
102. What were they doing?
103. Why were they helping Mario?
104. What does their action show?
105. Why they were different from many of Mario’s other classmate?

Competency: R, Inference **Level:** L2

C4. SHORT ANSWERS

Questions 106–110

106. Why was Mario proud of having many friends?
107. Why did Grandpa think Mario did not have as many real friends as he believed?
108. Why did Mario ask Grandpa for help?
109. Why did Grandpa use the invisible chair to teach Mario?
110. How did Mario's understanding of friendship change?

Competency: R, Critical Thinking **Level:** L2

C5. CAUSE AND EFFECT Questions 111–115

111. **Cause:** Mario thought he had many friends.
Effect: _____
112. **Cause:** The chair was invisible.
Effect: _____
113. **Cause:** Mario repeatedly fell while trying to sit.
Effect: _____
114. **Cause:** Guneet, Asma and Deepa supported Mario.
Effect: _____
115. **Cause:** Mario experienced the behaviour of his classmates.
Effect: _____

PART D: GRAMMAR IN CONTEXT

QUESTIONS 116–140

D1. ROOT WORDS AND SUFFIXES

Questions 116–120

Separate the root word and suffix.

Word	Root Word	Suffix
116. friendly		
117. suddenly		
118. talking		

Word	Root Word	Suffix
119. carrying		
120. called		

D2. ADD SUITABLE SUFFIXES

Questions 121–125

Add a suitable suffix to form a new word.

121. friend + _____ = friendly
122. sudden + _____ = suddenly
123. talk + _____ = talking
124. call + _____ = called
125. wonder + _____ = wonderful

D3. IDENTIFY THE ADJECTIVE

Questions 126–130

Underline the adjective in each sentence.

126. Mario was a **proud** boy.
127. Grandpa gave him a **special** chair.
128. The chair was **invisible**.
129. Mario was **brave** and determined.
130. Guneet was a **helpful** friend.

D4. CHOOSE THE CORRECT ADJECTIVE

Questions 131–135

131. Mario did not give up. He was _____.
a) determined b) lazy
132. The chair could not be seen. It was _____.
a) visible b) invisible
133. Grandpa wanted to teach Mario an _____ lesson.
a) important b) careless
134. Guneet, Asma and Deepa were _____ friends.
a) helpful b) selfish
135. Mario showed a _____ attitude after learning his lesson.

- a) thoughtful b) careless

D5. SENTENCE TRANSFORMATION

Questions 136–140

Rewrite using the word given in brackets.

136. Mario did not give up. Use **determined**.
137. The chair could not be seen. Use **invisible**.
138. Guneet helped Mario. Use **helpful**.
139. Grandpa gave Mario a chair that was special. Use **special**.
140. Mario behaved bravely. Use **brave**.

PART E: VOCABULARY AND LANGUAGE APPLICATION

QUESTIONS 141–155

E1. WORDS RELATED TO FRIENDSHIP

Questions 141–145

Write a suitable word.

141. A person with whom you do activities together — _____
142. An informal word for friends — _____
143. A person you spend a lot of time with — _____
144. Children who study in the same class — _____
145. A person who helps and supports you — _____

The textbook itself introduces **partner, buddies, companion and classmates** as words related to “friend

E2. OPPOSITES

Questions 146–150

Write the opposites.

146. visible × _____
147. true × _____
148. proud × _____
149. special × _____
150. difficult × _____

E3. USE THE WORDS IN SENTENCES

Questions 151–155

Make meaningful sentences using:

151. companion
152. buddies
153. determined
154. invisible
155. genuine

Competency: Vocabulary & Writing

Level: L2

PART F: THINK AND REFLECT

QUESTIONS 156–175

Competencies: Critical Thinking, Inference, Values

Difficulty: L2–L3

F1. INFERENTIAL QUESTIONS

156. Why do you think Mario liked to show off about his friends?
157. Why did Grandpa choose not to simply tell Mario that some of his friends were not genuine?
158. What did the invisible chair help Mario understand?
159. Why do you think Mario continued trying even after his classmates laughed?
160. Why are Guneet, Asma and Deepa called true friends?
161. What does the story tell us about the difference between popularity and true friendship?
162. Why is helping someone in difficulty a sign of true friendship?
163. What does Mario's experience teach us about judging people?
164. Why do actions sometimes tell us more about friendship than words?
165. How did Grandpa act as a wise guide for Mario?

F2. VALUE-BASED QUESTIONS

166. Is having many friends always the same as having true friends? Give a reason.
167. What would you do if your friend failed in front of the whole class?
168. Should we laugh at someone when they make a mistake? Why?
169. How can you show that you are a true friend?
170. Why is it important to support friends during difficult times?

F3. APPLICATION

171. Suppose a new student joins your class and no one talks to them. What would you do?
172. Your friend is unable to complete a class activity. How would you help?
173. Your friend makes a mistake and everyone laughs. How would you react?
174. A student claims to have many friends but never helps anyone. What can you learn from Mario's story?
175. Write two qualities that you think a true friend should have and explain one of them.

PART G: SPEAKING AND LISTENING

QUESTIONS 176–185

The textbook includes listening and speaking activities connected with friendship and understanding people. Speak for one minute about your best friend.

176. Tell your partner two qualities of a true friend.
177. What would you say to a friend who is feeling lonely?
178. What would you do if your friend made a mistake?
179. Describe Mario in three words.
180. Describe Grandpa in three words.
181. Describe Guneet, Asma and Deepa in three words.
182. Do you think Mario was a good friend before the chair test? Give a reason.
183. Which character in the story do you admire most? Why?
184. If you had an invisible chair like Mario, how would you use it?

PART H: GUIDED WRITING

QUESTIONS 186–195

Competencies: Writing, Creativity, Communication

Difficulty: L2–L3

H1. COMPLETE THE SENTENCES

186. A true friend is someone who _____.
187. I can be a good friend by _____.
188. I would help my friend when _____.
189. Friendship becomes strong when _____.
190. I think Mario learned that _____.

H2. PARAGRAPH WRITING

191. Write **4–5 sentences** on “**A True Friend**”.

Clues: caring – helpful – honest – supportive – loyal

192. Write **4–5 sentences** on “**What Mario Learned**”.

Clues: many friends – invisible chair – classmates laughed – three friends helped – true friendship

193. Write **4–5 sentences** on “**My Best Friend**”.

Clues: name – qualities – how we help each other – why special

H3. DIALOGUE WRITING

194. Complete the dialogue.

Mario: Grandpa, I thought I had so many friends.

Grandpa: _____.

195. Write a short dialogue between **two friends** where one friend helps the other during a difficult situation.

PART I: CREATIVE AND CRITICAL THINKING

QUESTIONS 196–200

I1. POSTER MAKING

196. Prepare a poster on:

“A TRUE FRIEND IS THERE WHEN YOU FALL”

Include:

- One slogan
- Two qualities of a true friend
- A suitable drawing

LO: LO 21, LO 22, LO 24, LO 25, LO 35

Competency: Creative & Visual Communication

Level: L3

I2. SLOGAN WRITING

197. Write a slogan on **true friendship**.

LO: LO 33, LO 34, LO 35, LO 42

Competency: Creative Writing

Level: L3

I3. DRAW AND WRITE

198. Draw the scene where **Guneet, Asma and Deepa help Mario**.

Write **two sentences** about your drawing.

LO: LO 21, LO 22, LO 33, LO 35

Competency: Visual & Written Expression

Level: L3

I4. THINK AND ANSWER

199. Imagine that Guneet, Asma and Deepa had also laughed when Mario fell.

How would the ending of the story have been different? Explain.

LO: LO 3, LO 12, LO 13, LO 28, LO 29

Competency: Critical Thinking & Inference

Level: L3

I5. REFLECTION

200. If you could give one piece of advice to Mario after his experience with the chair, **what would you tell him and why?**

LO: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45

Competency: Reflection & Life Skills

Level: L3

ANSWER KEY

PART A

A1

1-b

2-c

3-d

4-e

5-h

6-f

7-g

8-h

9-i

10-j

A2

11. Mario

12. grandfather

13. invisible

14. attic

15. school

16. friends

17. Guneet

18. Asma

19. Deepa

20. chair

A3

21. FRIEND

22. COMPANION

23. INVISIBLE

24. GRANDFATHER

25. DETERMINED

A4

26. FRIEND

- 27. BUDDIE
- 28. INVISIBLE
- 29. ATTIC
- 30. DETERMINED

A5

- 31-a
- 32-c
- 33-b
- 34-d
- 35-e

A6

- 36-b
- 37-b
- 38-b
- 39-b
- 40-a

PART B

B1

- 41-c
- 42-b
- 43-c
- 44-b
- 45-c
- 46-b
- 47-c
- 48-b
- 49-c
- 50-b

B2

- 51. True
- 52. False
- 53. True
- 54. False
- 55. True
- 56. False
- 57. True
- 58. True
- 59. True
- 60. False

B3

- 61-c
- 62-d
- 63-d
- 64-e
- 65-a
- 66-f
- 67-g
- 68-h

69-i

70-j

B4

71. Grandpa / Grandfather
72. Friends
73. A special chair
74. Attic
75. It was invisible and could help him discover his true friends.
76. School
77. Guneet / Asma / Deepa
78. Three
79. His classmates laughed at him.
80. True friends support us when we need them.

B5

81. many/lots of
82. showed off
83. bet
84. attic
85. invisible
86. school
87. falling
88. laughed
89. helped
90. true/genuine

PART C

C1

91. Mario's grandfather
92. It was invisible and could reveal who Mario's real friends were.
93. Because it was invisible.
94. School.
95. He would discover who his real friends were.

C2

96. Mario.
97. He missed the invisible chair and fell.
98. They looked surprised and laughed.
99. Determination / perseverance.
100. He was brave and determined and did not give up.

C3

101. Guneet, Asma and Deepa.
102. They held Mario up so that he would not fall.
103. They cared about him and wanted to help him.
104. They were caring and supportive true friends.
105. They helped Mario instead of laughing at him.

C4

106. He was proud because he believed he was friendly with everyone and had many friends.
107. Grandpa understood that some people around Mario were only companions and not genuine friends.
108. Mario did not know how to test whether his schoolmates were real friends.
109. The chair gave Mario an experience through which he could discover the truth himself.
110. He realised that true friends are identified by their actions, especially when we need help.

C5

- 111. He wanted to prove that he really had many friends.
- 112. Mario could not see where to sit.
- 113. His classmates laughed at him.
- 114. Mario finally experienced the “magic” and discovered his true friends.
- 115. He understood the difference between true friends and people who were merely companions.

PART D

D1

- 116. friend + ly
- 117. sudden + ly
- 118. talk + ing
- 119. carry + ing
- 120. call + ed

D2

- 121. -ly
- 122. -ly
- 123. -ing
- 124. -ed
- 125. -ful

D3

- 126. proud
- 127. special
- 128. invisible
- 129. brave / determined
- 130. helpful

D4

- 131. a) determined
- 132. b) invisible
- 133. a) important
- 134. a) helpful
- 135. a) thoughtful

D5

- 136. Mario was **determined** and did not give up.
- 137. The chair was **invisible**.
- 138. Guneet was a **helpful** friend.
- 139. Grandpa gave Mario a **special** chair.
- 140. Mario was **brave**.

PART E

E1

- 141. Partner
- 142. Buddies
- 143. Companion
- 144. Classmates
- 145. Friend / true friend

E2

- 146. visible
- 147. false

148. humble / modest
149. ordinary / common (*context dependent*)
150. easy

E3

151–155. Any grammatically correct and meaningful sentences.

PART F Suggested Answers

156. Mario liked showing off because he was proud of being popular and believed that having many friends made him special.
157. Grandpa wanted Mario to discover the truth through his own experience rather than simply being told.
158. It helped him understand who genuinely cared for him.
159. He was determined and wanted to prove himself.
160. They supported him when he was struggling instead of laughing at him.
161. Being popular or having many companions does not necessarily mean having true friends.
162. A true friend cares about us and supports us when we face difficulty.
163. We should not judge friendship only by words or by how many people are around us.
164. Actions show whether a person genuinely cares.
165. Grandpa created a situation that allowed Mario to learn an important lesson himself.
166–175. Accept any relevant, logical and age-appropriate responses.

PART G

176–185. **Open-ended responses.**

Accept responses that demonstrate:

- confidence in speaking
- understanding of the story
- appropriate vocabulary
- logical reasoning
- understanding of true friendship

PART H

H1

186. cares and supports us.
187. helping, listening and caring for others.
188. they need my support.
189. there is trust, care and understanding.
190. true friends help us when we need them.

H2

191–193. Accept well-organised paragraphs using the given clues.

H3

194. Sample:

Grandpa: “You have many companions, Mario, but this experience will help you discover who your true friends are.”

195. Any meaningful dialogue showing **support, empathy and friendship.**

PART I

196. Poster

Expected:

- Relevant title
- Appropriate drawing
- Slogan
- Two qualities such as **caring, helpful, loyal, supportive**

197. Sample slogans

- “True Friends Lift You When You Fall.”
- “A True Friend Stands Beside You.”
- “Friendship Is Proved Through Actions.”

198. Sample response

“Guneet, Asma and Deepa helped Mario when he was falling. Their actions showed that they were his true friends.”

199. Expected answer

If Guneet, Asma and Deepa had also laughed at Mario, he would not have discovered any genuine friends through the chair test. He might have felt lonely and disappointed. The story would show that Mario needed to look for people who truly cared about him.

200. Sample answer

“I would tell Mario not to measure friendship by the number of friends he has. He should value the people who genuinely care for and support him.”

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1–L2
B	41–90	Reading & Comprehension	L1–L2
C	91–115	Reading & Inference	L2
D	116–140	Grammar & Language	L1–L2
E	141–155	Vocabulary & Writing	L2
F	156–175	Critical Thinking & Life Skills	L2–L3
G	176–185	Speaking & Listening	L2–L3
H	186–195	Writing	L2–L3
I	196–200	Creative & Critical Thinking	L3

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UNIT 3 – NURTURING NATURE**CHAPTER 7 – NEEM BABA****PART A – BRIDGE VOCABULARY**

Competencies: Vocabulary, Reading

QUESTIONS 1–40

Difficulty: L1–L2

A1. WORD-MEANING MATCHING**Questions 1–10**

Match Column A with Column B.

Column A	Column B
1. Neem	a. Water that does not flow
2. Twig	b. A tree known for many uses
3. Measles	c. Small thin branch
4. Itching	d. A disease with fever and red spots
5. Breed	e. Feeling the need to scratch
6. Stagnant	f. To grow or reproduce
7. Locusts	g. Insects that damage crops
8. Termites	h. Insects that damage wood and buildings
9. Purify	i. Remove harmful particles
10. Grace	j. Blessing

LO: LO 1, LO 5, LO 26**Competency:** Vocabulary & Reading**Difficulty:** L1**A2. FILL IN THE BLANKS****Questions 11–20**

Choose suitable words from the box.

Word Box: Amber, Neem Baba, Iranians, Nimb, Arishta, twigs, leaves, bark, seeds, termites

11. The girl who talks to the neem tree is _____.
12. Amber calls the neem tree _____.
13. The name 'Neem' was given by the _____.
14. In Hindi, neem is called _____.
15. One Sanskrit name of neem is _____.
16. People use neem _____ to clean their teeth.
17. Neem _____ are used to protect clothes.
18. Neem _____ can be used to make medicines.
19. Neem _____ are useful to farmers.
20. Neem wood furniture is not eaten by _____.

LO: LO 1, LO 18, LO 36**Competency:** Vocabulary & Reading**Difficulty:** L1**A3. COMPLETE THE WORDS****Questions 21–25**

21. N _ E M
22. T W I _
23. M E A S L _ S
24. S T A G N A _ T
25. P U R I F _

LO: LO 18, LO 37**Competency:** Vocabulary**Difficulty:** L1**A4. JUMBLED WORDS****Questions 26–30**

Unscramble the words.

26. MEEN
27. GITW
28. KLOCSTS
29. TERMITES
30. RUPIFY

LO: LO 18, LO 37

Competency: Vocabulary

Difficulty: L1

A5. MATCH THE WORD WITH ITS DESCRIPTION

Questions 31–35

Word	Description
31. Arishta	a. Hindi name
32. Nimb	b. Sanskrit name meaning one who cures diseases
33. Locust	c. Insect that damages crops
34. Stagnant water	d. Water that is not flowing
35. Neem oil	e. Used to make soaps and toothpaste

LO: LO 5, LO 26

Competency: Vocabulary & Reading

Difficulty: L1

A6. CHOOSE THE CORRECT MEANING

Questions 36–40

36. **Thought-provoking** means:
a) boring b) interesting and making us think c) frightening d) funny
37. **Cost-effective** means:
a) very expensive b) giving a good result with fewer resources c) difficult to use d) harmful
38. **Purifies** means:
a) makes dirty b) removes harmful particles c) increases pollution d) destroys trees
39. **Stagnant** means:
a) flowing quickly b) not flowing c) very clean d) very deep
40. **Grace** means:
a) blessing b) disease c) insect d) medicine

LO: LO 5, LO 26

Competency: Vocabulary

Difficulty: L2

PART B – UNDERSTANDING THE TEXT

QUESTIONS 41–90

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

41. Who talks to Neem Baba?
a) Ravi b) Amber c) Meena d) Anu
42. Where did Amber sit?
a) In a classroom b) Under the neem tree in her courtyard
c) In a park d) Near a river
43. When did Amber play in the shade of the neem tree?
a) During her childhood b) Last week c) At school d) At night
44. Where was neem believed to have been born?
a) South India b) North India or Myanmar c) Africa d) America
45. Who gave the tree the name 'Neem'?
a) Indians b) Scientists c) Iranians d) Americans
46. What is one Sanskrit name of neem?
a) Nimb b) Arishta c) Leemba d) Nimori
47. Why is neem well known?
a) It is very tall. b) People find it useful.
c) It has colourful flowers. d) It grows only in India.
48. What do people commonly use neem twigs for?
a) Making furniture b) Cleaning teeth
c) Cooking food d) Making clothes
49. Which part of neem is used to protect clothes?
a) Flowers b) Leaves c) Roots d) Fruits
50. What does neem wood protect furniture from?

a) Rain

b) Termites

c) Sunlight

d) Dust

B2. TRUE OR FALSE

Questions 51–60

51. Amber spoke to the neem tree in her courtyard.
52. Neem Baba was a young tree.
53. Neem was born millions of years ago.
54. Neem is found only in India.
55. The Iranians gave the tree the name Neem.
56. Arishta means “the one who cures diseases”.
57. Scientists call neem “nature’s gift to man”.
58. Neem leaves cannot be used for medicines.
59. Neem seeds are useful to farmers.
60. Neem purifies the air.

B3. MATCH THE FOLLOWING Questions 61–70

Column A	Column B
61. Amber	a. Gives shade
62. Neem Baba	b. Talks to Amber
63. Iranians	c. Gave the name Neem
64. Arishta	d. One who cures diseases
65. Twigs	e. Clean teeth
66. Leaves	f. Protect clothes
67. Neem bark	g. Used in medicines
68. Neem seeds	h. Useful to farmers
69. Neem oil	i. Used to make soaps and toothpaste
70. Neem wood	j. Resistant to termites

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

71. Who is the main child character in the lesson?
72. What tree does Amber talk to?
73. Where did Amber sit?
74. What did Amber feel the tree was doing?
75. Name one Sanskrit name of neem.
76. What is the Hindi name of neem?
77. Who gave neem the name ‘Neem’?
78. What do people use neem twigs for?
79. Which part of neem is used to protect clothes?
80. What does neem purify?

B5. COMPLETE THE SENTENCES

Questions 81–90

81. Amber returned from _____.
82. She sat in the _____ of the neem tree.
83. Neem Baba said he was born _____ of years ago.
84. Neem can be found in Asian and _____ countries.
85. The name Neem was given by the _____.

86. In Hindi, neem is called _____.
87. Neem leaves have chemical properties that destroy _____.
88. Neem leaves give comfort to people suffering from _____.
89. Neem seed powder can help protect crops from _____.
90. Neem oil is used to make _____ and toothpaste.

PART C – READING COMPREHENSION

QUESTIONS 91–115

C1. EXTRACT-BASED QUESTIONS

Read the extract and answer.

“I am very old. I was born millions of years ago somewhere in North India or Myanmar. Soon, my family spread outside India.”

91. Who is the speaker?
92. How old is the speaker?
93. Where was the speaker born?
94. What happened to the speaker's family?
95. Name two regions outside India where neem is found.

LO: LO 3, LO 27

Competency: Reading Comprehension

Difficulty: L2

C2. EXTRACT-BASED QUESTIONS

“We become well known for what we do. People find us useful and that is why they know us.”

96. Who says these words?
97. Why is neem well known?
98. What does this statement tell us about the value of usefulness?
99. Name one use of neem mentioned in the lesson.
100. What lesson can we learn from these words?

LO: LO 4, LO 28, LO 29

Competency: Inferential Reading

Difficulty: L2

C3. EXTRACT-BASED QUESTIONS

“Neem leaves have chemical properties that destroy germs. Measles causes itching all over the body.”

101. Which part of neem is being discussed?
102. What do neem leaves destroy?
103. Why do neem leaves give comfort during measles?
104. What happens if germs are allowed to breed?
105. Name any three parts of the neem tree that can be used to make medicines.

LO: LO 3, LO 27

Competency: Reading & Information Retrieval

Difficulty: L2

C4. SHORT ANSWER QUESTIONS

Questions 106–110

106. Why did Amber want to talk to Neem Baba?
107. Why did Neem Baba remember Amber?
108. Why does the chapter call neem a “nature’s gift to man”?
109. How does neem help people maintain cleanliness?
110. Why does Neem Baba warn Amber about using remedies?

C5. CAUSE AND EFFECT

Questions 111–115

111. **Cause:** Neem leaves have properties that destroy germs.

Effect: _____

112. **Cause:** Neem seed powder is used in rice fields.

Effect: _____

113. **Cause:** Neem wood is resistant to termites.

Effect: _____

114. **Cause:** Neem oil is useful.

Effect: _____

115. **Cause:** Neem purifies the air.

Effect: _____

PART D – NEEM AND ITS USES QUESTIONS 116–135

D1. COMPLETE THE TABLE

Questions 116–120

Part of Neem	Use
116. Twigs	_____
117. Leaves	_____
118. Seeds	_____
119. Oil	_____
120. Wood	_____

D2. ANSWER IN 1–2 SENTENCES

121. How is neem useful to farmers?
122. How does neem help prevent mosquitoes from breeding?
123. How does neem protect crops from termites?
124. How can neem seed powder protect stored grains?
125. What are two products made using neem oil?
126. Why is neem wood useful for making furniture?
127. How does neem help in protecting clothes?
128. How does neem help in maintaining clean air?
129. Why is neem called a “magic tree”?
130. Why do you think neem is called “nature’s gift to man”?

D3. THINK AND CONNECT

131. Neem is useful to both people and farmers. Explain.
132. Which use of neem mentioned in the lesson did you find most interesting? Why?
133. How does the lesson show that trees are valuable to human beings?
134. What would happen if people stopped protecting useful trees like neem?
135. How can we show care for trees in our daily lives?

PART E – GRAMMAR IN CONTEXT

QUESTIONS 136–160

The textbook specifically introduces **compound words**, **present and past forms of verbs**, and **personification** in this chapter.

E1. COMPOUND WORDS

Questions 136–140

Identify whether each is an **open**, **closed** or **hyphenated compound word**.

136. neem oil
137. childhood
138. thought-provoking
139. seed powder
140. well-known

E2. MAKE COMPOUND WORDS

Questions 141–145

Combine the words to form compound words.

- 141. neem + oil = _____
- 142. seed + powder = _____
- 143. grand + mother = _____
- 144. well + known = _____
- 145. thought + provoking = _____

E3. PRESENT AND PAST VERBS

Questions 146–150

Write the past form.

- 146. become → _____
- 147. find → _____
- 148. make → _____
- 149. discover → _____
- 150. tell → _____

E4. CHOOSE THE CORRECT VERB

Questions 151–155

- 151. Amber _____ under the neem tree.
a) sit b) sat
- 152. Neem Baba _____ Amber about its history.
a) tells b) told
- 153. Neem _____ many benefits.
a) has b) had
- 154. Amber _____ many questions.
a) asks b) asked
- 155. People _____ neem seeds to protect crops.
a) use b) used

E5. PERSONIFICATION

Questions 156–160

- 156. What is personification?
- 157. Why is Neem Baba treated like a person?
- 158. Identify the personification:
“The leaves whispered in the wind.”
- 159. Write one sentence in which you give a tree a human quality.
- 160. Why is personification suitable for the lesson “Neem Baba”?

LO: LO 18, LO 36, LO 40

Competency: Grammar & Creative Language

Difficulty: L2–L3

PART F – THINK AND REFLECT

QUESTIONS 161–180

Competencies: Critical Thinking, Reflection, Environmental Awareness

Difficulty: L2–L3

- 161. Why do you think Amber was curious about Neem Baba?
- 162. Why did Neem Baba speak about his different names?
- 163. What does the sentence “We become well known for what we do” mean?
- 164. Why is usefulness more important than simply being famous?
- 165. Why do you think the lesson presents the neem tree as a speaking character?
- 166. What can we learn from the many uses of neem?
- 167. Why should we protect trees even when we do not immediately see their benefits?
- 168. How does neem help both humans and the environment?
- 169. Why should home remedies not be used without proper knowledge?
- 170. What does Neem Baba's final question to Amber encourage her to do?

F2. VALUE-BASED QUESTIONS

171. A tree in your neighbourhood is going to be cut down. What would you do?
172. Your friend says trees are useful only for giving shade. How would you explain that this is not true?
173. How can students help protect trees in their school?
174. Why should we avoid wasting natural resources?
175. What responsibility do humans have towards nature?

F3. APPLICATION QUESTIONS

176. Your school wants to plant five trees. Which qualities would you consider before choosing the trees?
177. How would you create awareness about the importance of neem among younger children?
178. If there were no trees around your house, how might your surroundings change?
179. Design three simple ways in which your family can care for trees.
180. Imagine you are Amber. Write two questions you would ask Neem Baba.

PART G – SPEAKING AND LISTENING QUESTIONS 181–188

These activities are aligned with the textbook's **listening and speaking tasks**, including identifying tree leaves their uses and presenting the process of making a leaf card.

181. Name three trees that you see around you.
182. Which tree is your favourite? Why?
183. Tell your partner two uses of neem.
184. Speak for one minute about the importance of trees.
185. Describe a tree in your neighbourhood.
186. Collect a dry leaf and identify the tree it belongs to.
187. Tell the class one use of that tree.
188. Explain how you made a leaf card.

PART H – GUIDED WRITING QUESTIONS 189–195

H1. COMPLETE THE SENTENCES

189. Trees are important because _____.
190. Neem is special because _____.
191. I can protect trees by _____.
192. My favourite tree is _____ because _____.
193. I learnt from Neem Baba that _____.

H2. PARAGRAPH WRITING

194. Write 4–5 sentences on “The Importance of Trees”.

Clues: oxygen – shade – medicines – shelter – environment

195. Write a paragraph about a tree in your neighbourhood.

Include:

- Where it is
- How it looks
- What it is used for
- Why you like it

PART I – CREATIVE AND CRITICAL THINKING

QUESTIONS 196–200

196. POSTER MAKING

Prepare a poster on:

“SAVE TREES – SAVE LIFE”

Include:

- One slogan

- Two uses of trees
- One message for people

LO: LO 21, LO 22, LO 24, LO 35 **Competency:** Creative & Visual Communication **Difficulty:** L3

197. SLOGAN WRITING

Write a slogan on “Protect Trees”.

LO: LO 33, LO 34, LO 35 **Competency:** Creative Writing **Difficulty:** L3

198. IMAGINATIVE WRITING

Imagine that you are **Neem Baba**.

Write 5–6 sentences introducing yourself to a child.

LO: LO 16, LO 17, LO 20, LO 35 **Competency:** Creative Writing **Difficulty:** L3

199. THINK AND ANSWER

Neem Baba says that there are still many qualities of neem yet to be discovered.

What does this statement tell us about nature and scientific discovery?

Give two reasons.

LO: LO 28, LO 29, LO 45 **Competency:** Critical Thinking **Difficulty:** L3

200. REFLECTION

After reading “Neem Baba”, write **three things you can do to care for trees and nature**.

LO: LO 12, LO 13, LO 15, LO 29, LO 35

Competency: Environmental Awareness & Life Skills **Difficulty:** L3

ANSWER KEY

PART A

A1

- 1-b
- 2-c
- 3-d
- 4-e
- 5-f
- 6-a
- 7-g
- 8-h
- 9-i
- 10-j

A2

11. Amber
12. Neem Baba
13. Iranians
14. Nimb
15. Arishta
16. twigs
17. leaves
18. bark
19. seeds
20. termites

A3

21. NEEM
22. TWIG
23. MEASLES
24. STAGNANT
25. PURIFY

A4

26. NEEM
27. TWIG
28. LOCUSTS
29. TERMITES
30. PURIFY

A5

- 31-b
- 32-a
- 33-c
- 34-d
- 35-e

A6

- 36-b
- 37-b
- 38-b
- 39-b
- 40-a

PART B

B1

- 41-b
- 42-b
- 43-a
- 44-b
- 45-c
- 46-b
- 47-b
- 48-b
- 49-b
- 50-b

B2

51. True
52. False
53. True
54. False
55. True
56. True
57. True
58. False
59. True
60. True

B3

61-a
62-b
63-c
64-d
65-e
66-f
67-g
68-h
69-i
70-j

B4

71. Amber
72. Neem tree
73. In the shade of the neem tree in her courtyard
74. Whispering
75. Arishta / Nimba / Nimbaca
76. Nimb
77. Iranians
78. Cleaning teeth
79. Leaves
80. Air

B5

81. school
82. shade
83. millions
84. African
85. Iranians
86. Nimb
87. germs
88. measles
89. insects/termites/locusts
90. soaps

PART C – ANSWERS

C1

91. Neem Baba / the neem tree
92. Millions of years old
93. North India or Myanmar
94. It spread outside India.
95. Asian and African countries; some parts of America.

C2

96. Neem Baba
97. Because people find neem useful.
98. We become known because of the useful things we do.
99. Any relevant use from the lesson.
100. We should try to be useful rather than simply seek fame.

C3

101. Neem leaves
102. Germs

- 103. They give comfort and do not allow germs to breed.
- 104. They can grow and cause problems/disease.
- 105. Leaves, bark, flowers, fruits, roots — any three.

C4

- 106. She was curious to know more about the neem tree.
- 107. She had played in its shade during her childhood.
- 108. Neem has many useful properties and benefits for people.
- 109. Its twigs are used for cleaning teeth and its leaves have germ-destroying properties.
- 110. Neem Baba warns her because remedies should be used only by trained and experienced people.

C5

- 111. They can help provide comfort and prevent germs from breeding.
- 112. It stops mosquito breeding and helps increase crop yield.
- 113. Furniture made from it is not easily eaten by termites.
- 114. It is used to make products such as soaps and toothpaste.
- 115. It helps remove harmful particles from the air.

PART D – ANSWERS

- 116. Cleaning teeth
- 117. Protecting clothes / medicines
- 118. Protecting crops / stored grains
- 119. Making soaps and toothpaste
- 120. Making furniture resistant to termites
- 121. Neem seed powder mixed with water can be sprayed on crops. It helps protect crops from locusts, termites and other insects and can increase crop yield.
- 122. Neem seed powder used in standing water can stop mosquitoes from breeding.
- 123. It protects crops from termites that eat their roots.
- 124. Neem seed powder can be added to stored grains to protect them from insects.
- 125. Soaps and toothpaste.
- 126. Neem wood is not easily eaten by termites.
- 127. Neem leaves are used to protect clothes.
- 128. Neem purifies the air by removing harmful particles.
- 129. Because it has many useful properties and benefits.
- 130. Because it provides many benefits to people, including medicinal and everyday uses.

131–135. Accept logical, text-based answers.

PART E – ANSWERS

E1

- 136. Open
- 137. Closed
- 138. Hyphenated
- 139. Open
- 140. Hyphenated

E2

- 141. neem oil
- 142. seed powder
- 143. grandmother
- 144. well-known
- 145. thought-provoking

E3

- 146. became
- 147. found
- 148. made
- 149. discovered
- 150. told

E4

- 151. b) sat
- 152. b) told
- 153. a) has
- 154. b) asked
- 155. a) use

E5

- 156. Personification is giving human qualities or actions to non-human things.
- 157. Neem Baba is personified because the neem tree speaks, remembers and gives advice like a human being.
- 158. **“The leaves whispered in the wind.”**
- 159. Example: **“The old tree welcomed the children with its wide branches.”**
- 160. It makes the neem tree more engaging and allows it to share its knowledge directly with Amber.

PART F – SUGGESTED ANSWERS

- 161. Amber was curious and wanted to learn more about the familiar neem tree.
- 162. The different names show the tree's history and presence in different places.
- 163. It means that people become known because of the useful things they do.
- 164. Usefulness benefits others, while fame alone does not necessarily help anyone.
- 165. It makes the lesson interesting and allows the tree to share its knowledge.
- 166. We learn that nature provides many resources and benefits.
- 167. Trees provide long-term benefits to people and the environment.
- 168. It provides medicines, protects crops, purifies air and has many everyday uses.
- 169. Some remedies require proper knowledge and experience and should not be used carelessly.
- 170. It encourages Amber to explore and discover more about nature when she grows up.

171–180. **Accept relevant, logical and age-appropriate responses.**

PART G – ANSWERS

181–188 are **oral/activity-based questions**. Accept meaningful responses based on the student's observations.

PART H – SAMPLE ANSWERS

189 Trees are important because they provide oxygen, shade, medicines and shelter.

190 Neem is special because almost every part of it has useful properties.

191 I can protect trees by not damaging them and by planting more trees.

192 My favourite tree is the neem tree because it provides shade and has many uses.

193 I learnt that trees are extremely useful to people, farmers and the environment.

194 – Sample

Trees are very important for life. They give us oxygen and shade. Some trees provide fruits and medicines. Trees also give shelter to birds and animals. We must protect trees for a healthy environment.

195 The Neem Tree near My School

There is a neem tree near my school. It is tall and has many green leaves. It gives us cool shade. Neem has many medicinal and other useful properties. I like the tree because it is useful to people and nature.

PART I – SAMPLE ANSWERS

196 Slogan: “Plant Trees Today, Breathe Better Tomorrow!”

197 “Protect a Tree, Protect Your Future.”

198 – Sample

“Namaste! I am Neem Baba. I am millions of years old. I was born somewhere in North India or Myanmar. People use my twigs, leaves, bark, flowers, fruits, roots and seeds in many ways. I help people, farmers and the environment.”

199 It shows that nature still has many secrets for us to discover. It also encourages children to learn about nature and science. We should observe nature carefully and use knowledge responsibly.

200 Plant and care for trees.

- Avoid damaging leaves, branches and bark.
- Encourage others to protect trees.
- **CHAPTER-WISE COMPETENCY COVERAGE**

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1–L2 easy
B	41–90	Reading & Comprehension	L1–L2 easy
C	91–115	Extract & Inferential Reading	L2 easy
D	116–135	Information + Application	L2–L3 average
E	136–160	Grammar & Language	L1–L3 average
F	161–180	Critical Thinking & Environmental Awareness	L2–L3 average
G	181–188	Speaking & Listening	L1–L3 average
H	189–195	Writing	L2–L3 difficult
I	196–200	Creative & Critical Thinking	L3 difficult

CHAPTER 8 : WHAT A BIRD THOUGHT

PART A: BRIDGE VOCABULARY

Competencies: Vocabulary, Reading

A1. WORD–MEANING MATCHING

QUESTIONS 1–40

Difficulty Level: L1 – Easy

Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the poem and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Pale	a. Work or activities done by grown-ups
2. Shell	b. To move lightly and quickly
3. Nest	c. Light in colour
4. Straw	d. A structure where a bird lives and lays eggs
5. Nestled	e. The hard outer covering of an egg
6. Fluttered	f. Dry stalks of grain
7. Length	g. Comfortable and safe in a place
8. Grown-up	h. An adult
9. Labours	i. A measure or extent of distance/time
10. Neighbours	j. People living near one another

Competency: V, R

Level: L1 Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 18, LO 36, LO 40

Choose suitable words from the box.

Word Box: shell, nest, mother, straw, leaves, fluttered, tree, grown-up, labours, neighbours

11. The bird first lived in a little _____.
12. The bird's first world was made of a pale, blue _____.
13. The bird next lived in a little _____.
14. The nest was made of _____.
15. The baby bird was nestled by its _____.
16. One day, the bird _____ from its nest.
17. The bird saw _____ when it came out of the nest.
18. The bird later flew beyond the _____.
19. The bird became fit for _____ labours.
20. The bird said that it did not know how the world was made, and neither did its _____.

A3. COMPLETE THE WORDS Questions 21–25

Complete the words.

21. P _ L E
22. S H _ L L
23. N _ S T
24. S T R _ W
25. L _ A V E S

Competency: V

Level: L1 Easy

A4. JUMBLED WORDS Questions 26–30

Unscramble the words.

26. ELPA
27. LESLH
28. TSNE
29. WSTRA

30. VLAEEES

Competency: V

Level: L1 Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

Column A	Column B
31. Shell	a. □□□□□□
32. Nest	b. □□□□
33. Straw	c. □□□□□□□□
34. Leaves	d. □□□□□□ / □□□□□□□
35. Pale	e. □□□□□□□□□□□□□□

Competency: V

Level: L1 Easy

A6. WORD MEANINGS

Questions 36–40

Choose the correct meaning.

36. **Pale** means:
a) very dark b) light in colour c) very bright
37. **Nestled** means:
a) rested comfortably b) flew away c) shouted loudly
38. **Fluttered** means:
a) moved lightly and quickly b) slept quietly c) walked slowly
39. **Labours** means:
a) games b) work c) food
40. **Neighbours** are:
a) people living nearby b) people living far away c) birds living in nests

PART B: UNDERSTANDING THE POEM

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension

Difficulty Level: L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS **Questions 41–50**

Choose the correct answer.

41. Where did the bird live first?
a) In a tree b) In a little house c) In a large nest d) In a forest
42. What did the bird think the world was at first?
a) Large and green b) Small and round c) Wide and blue d) Full of leaves
43. What was the bird's first house made of?
a) Straw b) Leaves c) Pale, blue shell d) Wood
44. Who was with the bird in its second home?
a) Its father b) Its neighbours c) Its mother d) Its friends
45. What was the second home made of?
a) Leaves b) Straw c) Wood d) Mud
46. What did the bird do one day?
a) It slept in the nest. b) It fluttered from its nest.
c) It built another nest. d) It called its neighbours.
47. What did the bird see when it came out of its nest?
a) Clouds b) Leaves c) Houses d) People

48. What did the bird realise after seeing the leaves?
 a) It had been very blind. b) It was hungry.
 c) It needed another nest. d) It should return to its mother.
49. Where did the bird fly at length?
 a) Beyond the tree b) Into the nest c) Under the tree d) Into the shell
50. What does the bird say at the end?
 a) It knows everything about the world. b) It knows how the world is made.
 c) It does not know how the world is made. d) Its mother knows everything.

B2. TRUE OR FALSE Questions 51–60

Write **True** or **False**.

51. The bird first lived in a little house.
 52. The first house was made of straw.
 53. The bird thought its first world was small and round.
 54. The bird lived happily with its mother in the nest.
 55. The second home was made of leaves.
 56. The bird fluttered from its nest one day.
 57. The bird saw leaves after coming out of its nest.
 58. The bird flew beyond the tree when it became grown-up.
 59. The bird says that it knows everything about the world.
 60. The bird's understanding of the world changed as it grew.

B3. MATCH THE FOLLOWING Questions 61–70

Column A	Column B
61. First house	a. Leaves
62. Second house	b. Beyond the tree
63. First world	c. Straw
64. Mother	d. Pale, blue shell
65. One day	e. Nestled the bird
66. Third stage	f. Fluttered from the nest
67. At length	g. Grown-up labours
68. Bird's second world	h. Small and round
69. Bird's discovery	i. World was larger than it thought
70. Neighbours	j. Did not know how the world was made

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

71. Where did the bird live first?
 72. What colour was the first shell?
 73. What was the shape of the first house?
 74. What was the bird's second home?
 75. What was the nest made of?
 76. Who nestled the baby bird?
 77. What did the bird see when it fluttered out?
 78. Where did the bird fly at length?
 79. What did the bird say it was when it could not see beyond the leaves?
 80. What did the bird say about its neighbours?

B5. COMPLETE THE SENTENCES Questions 81–90

81. I lived first in a little _____.
82. The bird thought the world was small and _____.
83. The first world was made of pale, _____ shell.
84. The bird next lived in a little _____.
85. The bird was nestled by its _____.
86. The nest was made of _____.
87. One day, the bird _____ from its nest.
88. The bird said the world was made of _____.
89. At length, the bird flew beyond the _____.
90. The bird did not know how the _____ was made.

PART C: GRAMMAR IN CONTEXT

QUESTIONS 91–115

Competencies: Grammar, Reading, Writing **Difficulty Level:** L1–L2 Easy

C1. ADJECTIVES

Questions 91–95

Identify the adjective in each sentence.

91. The bird lived in a **little** house.
92. The shell was **pale** and blue.
93. The bird lived in a **small** nest.
94. The bird became a **grown-up** bird.
95. The bird saw the **green** leaves.

C2. NOUNS Questions 96–100

Identify the nouns in the following sentences.

96. The bird lived in a little house.
97. The mother nestled the baby bird.
98. The bird fluttered from the nest.
99. The leaves covered the tree.
100. The neighbours did not know the answer.

C3. SIMPLE PAST TENSE

Questions 101–105

Fill in the blanks with the correct past-tense form of the verb.

101. The bird _____ (live) in a little house.
102. It _____ (think) that the world was small.
103. The bird _____ (flutter) from its nest.
104. It _____ (see) the leaves.
105. The bird _____ (fly) beyond the tree.

C4. PRONOUNS

Questions 106–110

Choose the correct pronoun.

106. The bird lived in a nest. _____ was happy.
a) He b) It c) They
107. The bird and its mother were together. _____ lived in the nest.
a) They b) It c) He
108. The mother bird nestled the baby. _____ cared for it.
a) She b) It c) They
109. The bird flew away. _____ explored the world.
a) It b) They c) We
110. The neighbours did not know the answer. _____ were also unsure.
a) He b) They c) It

C5. PUNCTUATION Questions 111–115

Rewrite the sentences using correct punctuation.

- 111. the bird lived in a little house
- 112. what a small world
- 113. where did the bird fly
- 114. the nest was made of straw
- 115. do you want to fly like a bird

PART D: READING AND THINKING QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning

Difficulty Level: L2–L3 Average

D1. READING PASSAGE

Read the passage carefully.

The bird first lived in a little house and thought the world was small, round and made of pale, blue shell. Later, it lived in a little nest made of straw, where it was nestled by its mother. It thought that the world was made of straw. One day, the bird fluttered from its nest to see what it could find. It saw leaves and thought the world was made of leaves. As it grew older, it flew beyond the tree and became fit for grown-up labours. Finally, the bird admitted that it did not know how the world was made, and neither did its neighbours.

D2. LITERAL COMPREHENSION

Questions 116–125

- 116. Where did the bird first live?
- 117. What did the bird think the world was made of at first?
- 118. What was the bird's second home?
- 119. Who was with the bird in the nest?
- 120. What was the nest made of?
- 121. What did the bird do one day?
- 122. What did the bird see when it came out of the nest?
- 123. Why did the bird think the world was made of leaves?
- 124. Where did the bird fly when it became older?
- 125. What did the bird say about its knowledge of the world?

D3. CHOOSE THE CORRECT ANSWER

Questions 126–130

- 126. The bird's understanding of the world changed mainly because it:
a) became hungry b) had new experiences c) lost its mother d) built a new nest
- 127. The bird's first world was limited by:
a) the tree b) the shell c) the leaves d) the sky
- 128. The bird's second understanding of the world came from:
a) living in the straw nest b) flying beyond the tree
c) meeting its neighbours d) seeing people
- 129. The word “**blind**” in the poem suggests that the bird:
a) could not physically see b) did not understand the larger world
c) had hurt its eyes d) was sleeping
- 130. The ending of the poem suggests that:
a) nobody can learn anything b) the world is simple
c) there is always more to learn and discover d) birds know less than people

D4. INFERENTIAL COMPREHENSION

Questions 131–135

Think and answer.

131. Why did the bird think its first small world was the whole world?
132. Why did the bird's idea of the world change after it left the nest?
133. What does the bird's journey from the shell to the wider world show about growing up?
134. Why does the bird say, "I have been very blind"?
135. What does the last stanza tell us about the limits of our knowledge?

D5. SEQUENCING EVENTS

Questions 136–138

Arrange the events in the correct order.

136. The bird flew beyond the tree.

- The bird lived in a pale, blue shell.
- The bird lived in a straw nest.

137. The bird saw leaves.

- The bird fluttered from the nest.
- The bird thought the world was made of straw.

138. The bird became fit for grown-up labours.

- The bird lived with its mother.
- The bird thought the world was small and round.

D6. CAUSE AND EFFECT

Questions 139–140

139. **Cause:** The bird fluttered from its nest.

Effect: _____

140. **Cause:** The bird flew beyond the tree.

Effect: _____

PART E: SPEAK AND SHARE

QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabulary

Difficulty Level: L2–L3 Average

E1. ORAL RESPONSE

Questions 141–145

Answer orally.

141. What do you think a baby bird feels when it first leaves its nest?
142. Why is it important to explore the world around us?
143. What do you admire about the bird in the poem?
144. Can our understanding of the world change as we grow? Give an example.
145. What does the poem teach you about learning?

E2. PAIR DISCUSSION

Questions 146–147

146. Discuss: Why did the bird's understanding of the world change at different stages of its life?
147. Discuss: Is experience more important than simply hearing about the world? Give reasons.

E3. PICTURE TALK

Questions 148–149



Look at a picture showing a baby bird leaving its nest and flying into the open sky.

148. What do you think the bird is discovering?

149. What might the bird feel when it sees the world outside the nest?

E4. ROLE PLAY

Question 150

Role-play a conversation between a **mother bird** and a **young bird** before the young bird leaves the nest.

The conversation should show:

- curiosity
- courage
- care
- excitement about discovering the world

PART F: GUIDED WRITING

Competencies: Writing, Vocabulary

QUESTIONS 151–170

Difficulty Level: L2–L3 Average

F1. COMPLETE THE SENTENCES

Questions 151–155

151. The bird first lived in a little _____.
152. It thought the world was small and _____.
153. The bird next lived in a little _____ made of straw.
154. One day, the bird _____ from its nest.
155. At length, the bird flew _____ the tree.

F2. MAKE SENTENCE

Questions 156–160

Make meaningful sentences using the following words.

156. shell
157. nest
158. fluttered
159. leaves
160. neighbours

F3. GUIDED PARAGRAPH WRITING

Questions 161–165

Write 4–5 sentences using the clues.

161. The First World

Clues: little house – pale blue – small – round – shell

162. The Straw Nest

Clues: little nest – straw – mother – comfortable – safe

163. The Bird's Discovery

Clues: fluttered – nest – leaves – new experience – world

164. Flying Beyond the Tree

Clues: grew older – flew – tree – grown-up labours – wider world

165. What I Learn from the Bird

Clues: experience – explore – learn – change – grow

F4. DIALOGUE COMPLETION

Questions 166–168

Complete the dialogues.

166. Mother Bird: You are ready to leave the nest.

Young Bird: _____.

167. Young Bird: I can see many leaves outside!

Mother Bird: _____.

168. Young Bird: I do not know how the world is made.

Neighbour Bird: _____.

F5. CAPTION WRITING

Questions 169–170

Write a suitable caption.

169. Picture of a baby bird sitting safely inside its nest.

170. Picture of a grown bird flying beyond a tree into the open world.

PART G: APPLICATION AND LIFE SKILLS QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing **Difficulty Level:** L3 – Difficult

G1. SCHOOL SITUATIONS

Questions 171–175

171. You learn something new that changes what you believed earlier. What would you do?

172. A classmate is afraid to try something new. How would you encourage them?

173. Your teacher gives you a difficult activity that you have never done before. How can you learn from the bird's experience?

174. Why is it important to accept that we may not know everything?

175. How can new experiences help students understand the world better?

G2. HOME SITUATIONS

Questions 176–180

176. Your parents tell you something you do not understand. What can you do to learn more?

177. You try something new at home and make a mistake. What can you learn from it?

178. Why should children be curious about the world around them?

179. How can parents help children explore and learn safely?

180. Give one example of something you understood differently after gaining more experience.

G3. COMMUNITY SITUATIONS QUESTIONS 181–185

181. Why should we respect people whose experiences are different from ours?

182. How can travelling to new places broaden our understanding?

183. Why is it important to learn about nature by observing it?

184. How can people in a community learn from one another?

185. What qualities help a person become a lifelong learner?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29

186. What does the poem teach us about curiosity?

187. Why should we be open to new experiences?

188. What qualities do the bird show as it grows?
189. Why is learning a continuous process?
190. What does the bird's changing idea of the world teach us about growing up?
191. Why should we not assume that our first understanding is always correct?
192. How can experience help us overcome limited thinking?
193. What does the last stanza teach us about humility?
194. Why is it important to accept that even our neighbours may not know everything?
195. How can you apply the lesson of **“What a Bird Thought”** in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING

Competencies: Creative Thinking, Critical Thinking, Writing

QUESTIONS 196–200

Difficulty Level: L3 – Difficult

I1. POSTER MAKING Question 196

Prepare a poster on:

“EXPLORE – LEARN – GROW”

Include:

- a suitable drawing
- one slogan
- two messages about learning and exploring

I2. SLOGAN WRITING Question 197

Write a slogan on:

“Learning Changes the Way We See the World.”

I3. DRAW AND WRITE Question 198

Draw a picture showing the bird flying beyond the tree and discovering the wider world.

Write **two sentences** about your picture.

I4. THINK AND ANSWER Question 199

Imagine that the bird had never left its nest.

How would its understanding of the world have remained limited? Give reasons.

I5. REFLECTION QUESTION Question 200

If you were the bird in the poem, what would you want to discover after flying beyond the tree? Why?

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. shell

12. shell
13. nest
14. straw
15. mother
16. fluttered
17. leaves
18. tree
19. grown-up
20. neighbours

A3. Complete the Words

21. PALE
22. SHELL
23. NEST
24. STRAW
25. LEAVES

A4. Jumbled Words

26. PALE
27. SHELL
28. NEST
29. STRAW
30. LEAVES

A5. English–Kannada

31. e
32. b
33. d
34. a
35. c

A6. Word Meanings

36. b
37. a
38. a
39. b
40. a

PART B – UNDERSTANDING THE POEM

B1. MCQs

41. b
42. b
43. c
44. c
45. b
46. b
47. b
48. a
49. a
50. c

B2. True or False

51. True
52. False
53. True

- 54. True
- 55. False
- 56. True
- 57. True
- 58. True
- 59. False
- 60. True

B3. Match the Following

- 61. d
- 62. c
- 63. h
- 64. e
- 65. f
- 66. a
- 67. b
- 68. c
- 69. i
- 70. j

B4. One-Word / Very Short Answers

- 71. In a little house/shell.
- 72. Pale blue.
- 73. Small and round.
- 74. A little nest.
- 75. Straw.
- 76. Its mother.
- 77. Leaves.
- 78. Beyond the tree.
- 79. Blind.
- 80. They also did not know how the world was made.

B5. Complete the Sentences

- 81. house
- 82. round
- 83. blue
- 84. nest
- 85. mother
- 86. straw
- 87. fluttered
- 88. leaves
- 89. tree
- 90. world

PART C – GRAMMAR

C1. Adjectives

- 91. little
- 92. pale
- 93. small
- 94. grown-up
- 95. green

C2. Nouns

- 96. bird, house

- 97. mother, bird
- 98. bird, nest
- 99. leaves, tree
- 100. neighbours, answer

C3. Simple Past Tense

- 101. lived
- 102. thought
- 103. fluttered
- 104. saw
- 105. flew

C4. Pronouns

- 106. b – It
- 107. a – They
- 108. a – She
- 109. a – It
- 110. b – They

C5. Punctuation

- 111. The bird lived in a little house.
- 112. What a small world!
- 113. Where did the bird fly?
- 114. The nest was made of straw.
- 115. Do you want to fly like a bird?

PART D – READING AND THINKING

D2. Literal Comprehension

- 116. In a little house/a pale blue shell.
- 117. It thought the world was made of pale, blue shell.
- 118. A little nest.
- 119. Its mother.
- 120. Straw.
- 121. It fluttered from its nest.
- 122. Leaves.
- 123. Because the leaves were what it could see outside its nest.
- 124. Beyond the tree.
- 125. It said that it did not know how the world was made, and neither did its neighbours.

D3. MCQs

- 126. b
- 127. b
- 128. a
- 129. b
- 130. c

D4. Inferential Comprehension

- 131. Because the shell was the only world the bird knew at that stage.
- 132. It gained a new experience by leaving the nest and seeing the leaves outside.
- 133. It shows that as we grow and experience new things, our understanding becomes wider.
- 134. It means that the bird had earlier understood the world only from its limited surroundings.
- 135. It shows that the world is vast and that there is always more to learn and understand.

D5. Sequencing

- 136. The bird lived in a pale, blue shell. The bird lived in a straw nest. The bird flew beyond the tree.
- 137. The bird thought the world was made of straw. The bird fluttered from the nest. The bird saw leaves.

138. The bird lived with its mother. The bird thought the world was small and round. The bird became fit for grown-up labours.

D6. Cause and Effect

139. The bird discovered the leaves outside the nest.
140. The bird entered a wider world and became ready for grown-up labours.

PART E – SPEAK AND SHARE E1. Oral Responses

141. Accept responses showing curiosity, excitement or nervousness about exploring.
142. Exploration gives us new experiences and helps us learn.
143. The bird is curious, brave and willing to explore.
144. Yes. Our understanding changes when we gain knowledge and experience.
145. The poem teaches us to remain curious, explore, learn and accept that we do not know everything.

E2. Pair Discussion

146. The bird experienced different surroundings as it grew, so its idea of the world changed.
147. Accept any well-reasoned response. Experience gives us direct understanding and helps us discover things ourselves.

E3. Picture Talk

148–149. Accept relevant responses based on observation, imagination and understanding of the poem.

E4. Role Play

150. Accept any meaningful dialogue showing care, curiosity, encouragement and willingness to explore.

PART F – GUIDED WRITING F1. Complete the Sentences

151. house
152. round
153. nest
154. fluttered
155. beyond

F2. Make Sentences

156–160. Accept any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Accept any meaningful 4–5 sentence paragraphs using the clues and correctly connected to the poem.

F4. Dialogue Completion

Possible answers:

166. “I am excited to see what is outside.”
167. “You are discovering a bigger world.”
168. “We all learn more as we grow and explore.”

Other contextually appropriate answers may be accepted.

F5. Caption Writing

169. “Safe and happy in my little nest!”
170. “The world is bigger than I imagined!”

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS G1. School Situations

171. Accept responses showing willingness to learn and reconsider earlier ideas.
172. Encourage the classmate and help them take small, safe steps.
173. Try the activity, ask questions, learn from mistakes and gain experience.
174. Accepting that we do not know everything helps us remain curious and willing to learn.
175. New experiences expose students to new ideas and help them understand things better.

G2. Home Situations

176. Ask questions, listen carefully and seek clarification.

177. Mistakes can teach us what to improve and help us gain experience.
178. Curiosity helps children observe, ask questions and learn about their surroundings.
179. Parents can encourage exploration while providing guidance and safety.
180. Any suitable personal example may be accepted.

G3. Community Situations

181. Different experiences give people different perspectives.
182. Travelling exposes us to different people, places, cultures and ways of living.
183. Observation helps us understand nature directly.
184. People can share their knowledge, experiences and skills.
185. Curiosity, openness, patience, observation and willingness to learn.

PART H – VALUES AND CITIZENSHIP

186. Curiosity encourages us to ask questions and discover new things.
187. New experiences help us learn and broaden our understanding.
188. The bird shows curiosity, courage, independence and willingness to explore.
189. The world is vast and our knowledge continues to grow through experience.
190. It teaches us that growing up involve discovering and understanding more.
191. Our first understanding may be based only on limited experience.
192. New experiences help us see beyond what we already know.
193. It teaches us to be humble and accept that we may not know everything.
194. Everyone has limited knowledge, so we should remain open to learning.
195. Students may write about trying new things, asking questions, learning from experience and accepting that learning never ends.

PART I – CREATIVE AND CRITICAL THINKING 196. Poster Making

Expected elements:

- Appropriate drawing
- Relevant slogan
- Two messages about learning/exploration
- Clear presentation

197. Slogan Writing

Sample answers:

- “Explore More, Learn More!”
- “Every New Experience Teaches Something New!”
- “Open Your Wings Open Your Mind!”

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: A bird flying beyond a tree into the wider world.

Sample sentences:

“The bird has flown beyond the tree to explore the world. It is ready to learn from new experiences.”

Any relevant sentences may be accepted.

199. Think and Answer

If the bird had never left its nest, its understanding would have remained limited. It would continue to think that the nest was the whole world because it would have no new experience to change its idea.

200. Reflection

Any sensible answer showing:

- curiosity
- willingness to explore
- desire to learn
- openness to new experiences
- Understanding that the world is larger than what we already know should be accepted.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

CHAPTER 9: SPICES THAT HEAL US

PART A: BRIDGE VOCABULARY

QUESTIONS 1–40

Competencies: Vocabulary, Reading **Difficulty Level:** L1 – Easy / L2 – Understanding

A1. WORD–MEANING MATCHING

Questions 1–10

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Spice	a. A plant product used to add taste or colour to food
2. Turmeric	b. A feeling of discomfort or pain
3. Digestion	c. A spice also called haldi
4. Remedy	d. The process of breaking down food in the body
5. Relief	e. A treatment that helps an illness or problem
6. Toothache	f. Pain in a tooth
7. Respiratory	g. Related to breathing
8. Congestion	h. A blocked condition, especially in the nose or chest
9. Affectionately	i. In a loving and caring manner
10. Elder	j. An older person who can guide others

Competency: V, R

Level: L1 Easy

A2. FILL IN THE BLANKS

Questions 11–20

Choose suitable words from the box.

Word Box: turmeric, fenugreek, cumin, ginger, asafoetida, cinnamon, clove, black pepper, fennel, cardamom

11. Haldi is called _____ in English.
12. Methi is called _____ in English.
13. Jeera is called _____ in English.
14. Heeng is called _____ in English.
15. Dalchini is called _____ in English.
16. Laung is called _____ in English.
17. Adrak is called _____ in English.
18. Kali mirch is called _____ in English.
19. Saunf is called _____ in English.
20. Elaichi is called _____ in English.

A3. COMPLETE THE WORDS

Questions 21–25

Complete the words.

21. T U R M _ R I C
22. F E N U G R _ E K
23. G I N G _ R
24. C I N N _ M O N
25. C A R D A M _ M

A4. JUMBLED WORDS

Questions 26–30

Unscramble the letters.

26. C I R T U M E R
27. G I N R E G
28. V E C O L
29. R A C K B P E L P E
30. D A M O R C A M

A5. MATCH ENGLISH AND KANNADA WORDS**Questions 31–35**

Match Column A with Column B.

Column A	Column B
31. Turmeric	a. □□□□□
32. Ginger	b. □□□□□□
33. Clove	c. □□□□□□
34. Cardamom	d. □□□□
35. Black pepper	e. □□□□□□□□

A6. WORD MEANINGS**Questions 36–40**

Choose the correct meaning.

36. **Remedy** means:
 a) A type of food b) A treatment that helps c) A spice box
37. **Digestion** means:
 a) Breaking down food in the body b) Cooking food c) Buying food
38. **Relief** means:
 a) More pain b) Reduction of pain or discomfort c) A type of spice
39. **Affectionately** means:
 a) Angrily b) Lovingly c) Quickly
40. **Elder** means:
 a) A younger child b) An older person c) A spice seller

PART B: UNDERSTANDING THE LESSON**QUESTIONS 41–90****Competencies:** Reading, Vocabulary, Comprehension **Difficulty Level:** L1–L2**B1. MULTIPLE CHOICE QUESTIONS****Questions 41–50**

Choose the correct answer.

41. Who wrote the letter?
 a) Vikram b) Vaibhavi c) Daadi d) A doctor
42. To whom was the letter written?
 a) Daadi's friends b) Vikram and Vaibhavi c) The doctor d) The neighbours
43. Why was Daadi happy at the beginning of the letter?
 a) The children had returned home. b) Vikram and Vaibhavi were better.
 c) They had bought spices. d) They had gone to school.
44. From whom did Daadi learn the natural cures?
 a) Her teacher b) Her mother c) Her grandmother d) Her friend
45. What does haldi mean in English?
 a) Ginger b) Turmeric c) Cumin d) Cardamom
46. Which spice does Daadi soak overnight and drink the water of in the morning?
 a) Methi b) Clove c) Ginger d) Cardamom
47. Which spice is mentioned as helping with toothache?
 a) Fennel b) Cinnamon and clove c) Cumin d) Fenugreek
48. Which spice has been used in cooking for more than 4000 years?
 a) Ginger b) Cardamom c) Turmeric d) Clove
49. Which spices are served at the end of a meal because they help digestion?

- a) Turmeric and ginger
c) Cinnamon and clove
b) Fennel seeds and carom seeds
d) Fenugreek and cumin
50. What was Daadi's final advice?
a) Eat more spices.
b) Avoid all spices.
c) Consult an elder before using them.
d) Give spices to friends.

B2. TRUE OR FALSE

Questions 51–60

Write **True** or **False**.

51. Daadi wrote the letter to Vikram and Vaibhavi.
52. Vikram and Vaibhavi were still very ill when Daadi wrote the letter.
53. Daadi learnt natural cures from her grandmother.
54. Turmeric is also called haldi.
55. Fenugreek is also called methi.
56. Cumin seeds can help improve digestion.
57. Cinnamon and clove can give relief from toothache.
58. Ginger has been used in cooking for more than 400 years.
59. Fennel seeds and carom seeds are served after meals.
60. Daadi advised the children to consult an elder before using the spices.

B3. MATCH THE FOLLOWING Questions 61–70

Column A	Column B
61. Turmeric	a. Toothache
62. Fenugreek	b. Digestion and sleeplessness
63. Cumin	c. Sugar level and body weight
64. Asafoetida	d. Energy, digestion and body pain
65. Cinnamon and clove	e. Cough and cold
66. Ginger	f. Cough, cold and pain
67. Black pepper	g. Digestion and body pain
68. Fennel seeds	h. Digestion
69. Cardamom	i. Digestion, respiratory troubles and bad breath
70. Daadi	j. Passed traditional knowledge to the children

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

71. Who wrote the letter?
72. Name the two children who received the letter.
73. What is haldi called in English?
74. What is methi called in English?
75. What is jeera called in English?
76. What is heeng called in English?
77. Which spice can give relief from toothache?
78. Which spice has been used in cooking for more than 4000 years?
79. Which seeds are served at the end of a meal to help digestion?
80. Whom should children consult before using the spices?

B5. COMPLETE THE SENTENCES

Questions 81–90

81. Daadi was happy because Vikram and Vaibhavi were _____.
82. Daadi learnt the natural cures from her _____.
83. Turmeric helps improve energy level and _____.
84. Fenugreek helps keep sugar level and body _____ in control.
85. Cumin seeds can help cure _____.
86. Asafoetida can help control _____ and cold.
87. Cinnamon and clove give relief from _____.
88. Ginger has been used in cooking for more than _____ years.
89. Fennel seeds and carom seeds help in the _____ of food.
90. Cardamom can help with digestion, respiratory troubles and bad _____.

PART C: GRAMMAR IN CONTEXT

Competencies: Grammar, Language Usage

C1. MODAL VERBS – MATCHING

Match the modal/helping verbs with their functions.

QUESTIONS 91–115

Difficulty Level: L1–L2

Questions 91–96

Column A	Column B
91. may	a. Past habit
92. should	b. Suggestion
93. can	c. Compulsion
94. must	d. Advice
95. need to	e. Ability
96. used to	f. Necessity

C2. CHOOSE THE CORRECT MODAL

Choose the suitable modal.

Questions 97–101

97. You _____ consult an elder before using the spices.
a) must b) used to c) may
98. You _____ share the natural cures with your friends.
a) may b) used to c) must
99. Ginger _____ help with cough and cold.
a) can b) used to c) must
100. You _____ remember these natural cures.
a) should b) used to c) can
101. I _____ put heeng water on your tummy when you were babies.
a) used to b) must c) may

C3. VERB FORMS

Fill in the blanks with the correct form of the verb.

Questions 102–106

102. Daadi _____ (learn) the cures from her grandmother.
103. Turmeric _____ (help) in improving digestion.
104. Ginger _____ (give) relief from pain.
105. The children _____ (recover) from their illness.
106. Fennel seeds _____ (help) in the digestion.

C4. SUBJECT–VERB AGREEMENT

Questions 107–110

Choose the correct verb.

107. Turmeric **help** / **helps** in the digestion.
108. Ginger **give** / **gives** relief from pain.

109. Fennel seeds **is / are** served after meals.
 110. Cardamom **help / helps** with bad breath

C5. PUNCTUATION

Questions 111–115

Rewrite the sentences using correct punctuation.

111. dear vikram and vaibhavi
 112. turmeric helps in digestion
 113. can ginger help with cough and cold
 114. you must consult an elder
 115. my love and aashirwaad to both of you

PART D: READING AND THINKING

QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning **Difficulty Level:** L2–L3 Average

D1. READING PASSAGE

Read the passage carefully.

Daadi wrote a letter to Vikram and Vaibhavi after hearing that they were better. She told them that the natural cures she had shared came from her grandmother. She explained that many common kitchen spices have useful properties. Turmeric can help with energy, digestion and body pain. Fenugreek can help in keeping sugar level and body weight in control. Cumin can help digestion and sleeplessness. Ginger can help with cough, cold and pain. Fennel seeds and carom seeds help in digestion, while cardamom helps with digestion, respiratory troubles and bad breath. Daadi ended her letter by asking the children to identify the spices in their kitchen and to consult an elder before using them.

D2. LITERAL COMPREHENSION

Questions 116–125

116. Who wrote the letter?
 117. Why did Daadi write the letter?
 118. From whom had Daadi learnt the natural cures?
 119. Name one benefit of turmeric mentioned in the passage.
 120. What does fenugreek help to keep in control?
 121. What can cumin help with?
 122. What can ginger help with?
 123. Why are fennel seeds and carom seeds served after meals?
 124. What are two benefits of cardamom?
 125. What advice did Daadi give at the end?

D3. CHOOSE THE CORRECT ANSWER

Questions 126–130

126. The main purpose of Daadi's letter is to:
 a) teach the children how to cook b) share knowledge about spices and their uses
 c) ask the children to buy spices d) tell them about her childhood games
127. The knowledge in the letter was passed to Daadi by:
 a) her teacher b) her doctor c) her grandmother d) her friend
128. Which spice is associated with controlling sugar level and body weight?
 a) Fenugreek b) Ginger c) Cardamom d) Clove
129. Why does Daadi mention consulting a dentist when talking about toothache?
 a) To replace all natural remedies
 b) To show that professional advice may still be needed
 c) Because spices are dangerous
 d) Because children cannot eat spices
130. The letter mainly shows that traditional knowledge:

- a) should never be shared
c) is only useful in the kitchen

- b) can be passed from one generation to another
d) is meant only for adults

D4. INFERENTIAL COMPREHENSION

Questions 131–135

Think and answer.

131. Why was Daadi's grandmother important in passing on knowledge about natural cures?
132. Why do you think Daadi asked Vikram and Vaibhavi to share the cures with their friends?
133. What does the letter tell us about Daadi's relationship with Vikram and Vaibhavi?
134. Why is it important to consult an elder before using the spices for remedies?
135. What does the chapter teach us about knowledge passed between generations?

D5. SEQUENCING EVENTS

Questions 136–138

Arrange the events in the correct order.

136. Daadi shared the benefits of spices.
• Vikram and Vaibhavi became better.
• Daadi told them about her grandmother.
137. Daadi advised them to consult an elder.
• Daadi explained the uses of turmeric.
• Daadi explained the uses of other spices.
138. Daadi learnt natural cures from her grandmother.
• Daadi shared them with Vikram and Vaibhavi.
• Daadi asked them to share the cures with their friends.

D6. CAUSE AND EFFECT

Questions 139–140

139. **Cause:** Daadi learnt natural cures from her grandmother.

Effect: _____

140. **Cause:** Fennel seeds and carom seeds are served at the end of a meal.

Effect: _____

PART E: SPEAK AND SHARE

QUESTIONS 141–150

Competencies: Speaking, Listening, Communication **Difficulty Level:** L2–L3

E1. ORAL RESPONSE

Questions 141–145

Answer orally.

141. Name three spices that you know and use at home.
142. Which spice mentioned in the chapter did you find most interesting? Why?
143. What did you learn from Daadi's letter?
144. Why should we listen to elders when they share useful knowledge?
145. How can traditional knowledge be preserved?

E2. PAIR DISCUSSION

Questions 146–147

146. Discuss how knowledge about natural cures can pass from grandparents to grandchildren.
147. Discuss why spices are important not only for cooking but also for their traditional uses.

E3. PICTURE TALK

Questions 148–149



Look at a picture showing different spices in a kitchen.

148. Identify any five spices you know.
149. Describe how spices are commonly stored and used in a kitchen.

E4. ROLE PLAY

Question 150

Role-play a conversation between **Daadi and Vikram/Vaibhavi** in which Daadi explains why they should consult an elder before using spices for natural cures.

PART F: GUIDED WRITING

QUESTIONS 151–170

Competencies: Writing, Vocabulary, Communication

Difficulty Level: L2–L3 Average

F1. COMPLETE THE SENTENCES

Questions 151–155

151. Daadi wrote a _____ to Vikram and Vaibhavi.
152. Daadi learnt natural cures from her _____.
153. Turmeric is also called _____.
154. Ginger has been used in cooking for more than _____ years.
155. Children must consult an _____ before using the spices.

F2. MAKE SENTENCES

Questions 156–160

Make meaningful sentences using the following words.

156. turmeric
157. remedy
158. digestion
159. elder
160. grandmother

F3. GUIDED PARAGRAPH WRITING

Questions 161–165

Write 4–5 sentences using the clues.

161. Daadi's Letter

Clues: Vikram – Vaibhavi – better – natural cures – letter

162. My Favourite Spice

Clues: name – colour – taste – use – why I like it

163. Traditional Knowledge

Clues: grandmother – natural cures – experience – learning – generations

164. Spices in My Kitchen

Clues: turmeric – cumin – ginger – cardamom – uses

165. What I Learn from Daadi

Clues: listen – elders – learn – share – safety

F4. DIALOGUE COMPLETION

Questions 166–168

Complete the dialogues.

166. Vikram: Daadi, where did you learn about these natural cures?

Daadi: _____.

167. Vaibhavi: Can we use these spices whenever we want?

Daadi: _____.

168. Vikram: Why should we share these cures with our friends?

Daadi: _____.

F5. LETTER WRITING

Questions 169–170

169. Write a short letter to your grandmother/grandfather thanking them for sharing useful traditional knowledge with you.

170. Write a short letter to your friend telling them about one useful spice you know and its use mentioned in the chapter.

PART G: APPLICATION AND LIFE SKILLS QUESTIONS 171–185

Competencies: Application, Life Skills, Speaking, Writing **Difficulty Level:** L3 – Difficult

G1. SCHOOL SITUATIONS

Questions 171–175

171. Your teacher asks you to identify five spices in the school kitchen/garden activity. How would you do it?

172. A classmate shares a home remedy with you. What should you do before trying it?

173. Your grandmother tells you something useful that you have never heard before. How can you preserve that knowledge?

174. Your friend believes that traditional knowledge is not important. How would you explain its value?

175. How can students learn about local plants and spices safely?

G2. HOME SITUATIONS

Questions 176–180

176. Your grandmother knows several traditional remedies. How can you learn and record them responsibly?

177. You find an unfamiliar spice in your kitchen. What should you do before using it?

178. Your family uses spices regularly in cooking. How can you learn more about them?

179. Why should children not use natural remedies without guidance from an elder?

180. How can you share useful traditional knowledge without misusing it?

G3. COMMUNITY SITUATIONS

Questions 181–185

181. Why is traditional knowledge valuable to a community?

182. How can grandparents and elders help younger generations learn about local plants and spices?

183. How can schools preserve traditional knowledge?

184. Why is it important to respect knowledge passed down through generations while also seeking appropriate professional advice?

185. Suggest one activity through which your class can learn about spices used in Indian kitchens.

PART H: VALUES AND CITIZENSHIP

QUESTIONS 186–195

Competencies: Values, Reflection, Critical Thinking

Difficulty Level: L3 – Difficult

186. What value do you learn from Daadi's relationship with her grandmother?

187. Why should we respect the knowledge of elders?

188. How does the chapter show the importance of sharing knowledge?

189. Why is it important to preserve traditional knowledge?

190. What does the chapter teach us about caring for others?

191. Why should useful knowledge be passed from one generation to another?

192. What does Daadi's advice about consulting an elder teach us about responsibility?
193. How can curiosity help children learn about nature?
194. Why should we learn about the uses of plants and spices responsibly?
195. What is the main message you take away from “Spices That Heal Us”?

PART I: CREATIVE AND CRITICAL THINKING

QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing

Difficulty Level: L3 – Difficult

I1. CHART MAKING Question 196

Prepare a chart titled:

“SPICES IN MY KITCHEN”

Include:

- Name of the spice
- Name in your language
- Colour
- Taste
- Part of the plant
- One use mentioned in the chapter

I2. SLOGAN WRITING Question 197

Write a suitable slogan on:

“Traditional Knowledge – A Treasure Passed Through Generations”

I3. CREATIVE WRITING Question 198

Imagine that Daadi visits your classroom.

Write **5–6 sentences** describing what you would ask her about spices and traditional knowledge.

I4. THINK AND ANSWER Question 199

Imagine that Daadi had never shared the knowledge she learnt from her grandmother.

What might have happened to that traditional knowledge? Explain.

I5. REFLECTION Question 200

If you could preserve **one piece of traditional knowledge** from your family for the next generation, what would it be and why?

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. turmeric
12. fenugreek
13. cumin

14. asafoetida
15. cinnamon
16. clove
17. ginger
18. black pepper
19. fennel
20. cardamom

A3. Complete the Words

21. TURMERIC
22. FENUGREEK
23. GINGER
24. CINNAMON
25. CARDAMOM

A4. Jumbled Words

26. TURMERIC
27. GINGER
28. CLOVE
29. BLACK PEPPER
30. CARDAMOM

A5. English–Kannada

31. b
32. a
33. d
34. c
35. e

A6. Word Meanings

36. b
37. a
38. b
39. b
40. b

PART B – UNDERSTANDING THE LESSON

B1. MCQs

41. c
42. b
43. b
44. c
45. b
46. a
47. b
48. a
49. b
50. c

B2. True or False

51. True
52. False
53. True
54. True

55. True
56. True
57. True
58. False
59. True
60. True

B3. Match the Following

61. d
62. c
63. b
64. e
65. a
66. f
67. g
68. h
69. i
70. j

B4. One-Word / Very Short Answers

71. Daadi
72. Vikram and Vaibhavi
73. Turmeric
74. Fenugreek
75. Cumin
76. Asafoetida
77. Cinnamon/clove
78. Ginger
79. Fennel seeds and carom seeds
80. An elder

B5. Complete the Sentences

81. better
82. grandmother
83. digestion
84. weight
85. sleeplessness
86. cough
87. toothache
88. 4000
89. digestion
90. breath

PART C – GRAMMAR

C1. Modal Verbs

91. b
92. d
93. e
94. c
95. f
96. a

C2. Choose the Correct Modal

97. must

98. may
99. can
100. should
101. used to

C3. Verb Forms

102. learnt
103. helps
104. gives
105. recovered
106. help

C4. Subject–Verb Agreement

107. helps
108. gives
109. are
110. helps

C5. Punctuation

111. Dear Vikram and Vaibhavi,
112. Turmeric helps in digestion.
113. Can ginger help with cough and cold?
114. You must consult an elder.
115. My love and aashirwaad to both of you!

PART D – READING AND THINKING

D2. Literal Comprehension

116. Daadi.
117. She wanted to share the natural cures and benefits of spices with Vikram and Vaibhavi.
118. From her grandmother.
119. It can help improve energy level/digestion/reduce body pain.
120. Sugar level and body weight.
121. Digestion and sleeplessness.
122. Cough cold and pain.
123. They help in the digestion of food.
124. Digestion and respiratory troubles; it also helps cure bad breath.
125. They should consult an elder before using the spices.

D3. MCQs

126. b
127. c
128. a
129. b
130. b

D4. Inferential Comprehension

131. Her grandmother passed useful traditional knowledge to her.
132. So that the useful knowledge could reach more people and continue to be shared.
133. She has a loving, caring and affectionate relationship with them.
134. An elder can guide children and help them use such remedies safely and appropriately.
135. Useful knowledge can be preserved and passed from grandparents to parents and children.

D5. Sequencing

136. Vikram and Vaibhavi became better. Daadi told them about her grandmother. Daadi shared the benefits of spices.
137. Daadi explained the uses of turmeric. Daadi explained the uses of other spices. Daadi advised them to consult an elder.
138. Daadi learnt natural cures from her grandmother. Daadi shared them with Vikram and Vaibhavi. Daadi asked them to share the cures with their friends.

D6. Cause and Effect

139. Daadi received traditional knowledge about natural cures and later passed it on to Vikram and Vaibhavi.
140. They are served because they help in the digestion of food.

PART E – SPEAK AND SHARE E1. Oral Responses

141–145. Accept relevant responses demonstrating understanding of the chapter, clear speech and appropriate reasoning.

E2. Pair Discussion

146–147. Accept responses showing understanding of intergenerational learning and the uses of spices.

E3. Picture Talk

148. Any five relevant spices may be identified.
149. Accept relevant descriptions based on the learner's observation and experience.

E4. Role Play

150. The dialogue should include Daadi's advice to consult an elder before using the spices.

PART F – GUIDED WRITING

F1. Complete the Sentences

151. letter
152. grandmother
153. turmeric
154. 4000
155. elder

F2. Make Sentences

156–160. Accept any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraph Writing

161–165. Accept any meaningful 4–5 sentence paragraphs using the clues and connected appropriately to the chapter.

F4. Dialogue Completion

Possible answers:

166. “I learnt them from my grandmother.”
167. “You must consult an elder before using them.”
168. “Because useful knowledge should be shared and remembered.”

Other contextually appropriate answers may be accepted.

F5. Letter Writing

169–170. Award marks for:

- Appropriate format
- Relevant content
- Organisation
- Grammar and vocabulary

PART G – APPLICATION AND LIFE SKILLS

171–185. Answers should demonstrate:

- Safe decision-making
- Respect for elders
- Curiosity and observation
- Responsible use of traditional knowledge
- Willingness to learn
- Appropriate guidance-seeking

PART H – VALUES AND CITIZENSHIP

186. Respect and gratitude towards elders.
187. Elders may possess valuable knowledge and experience.
188. Daadi shares what she learnt from her grandmother with the children.
189. It prevents useful knowledge from being forgotten.
190. Daadi shows care by sharing knowledge that may help the children.
191. It keeps valuable knowledge alive.
192. It teaches children to seek guidance and use knowledge responsibly.
193. Curiosity encourages observation, questions and learning.
194. We should understand information carefully and seek guidance before using remedies.
195. The chapter teaches us to value nature, appreciate traditional knowledge, learn from elders, share useful knowledge and act responsibly.

PART I – CREATIVE AND CRITICAL THINKING

196. Chart Making

Expected elements:

- Correct spice names
- Appropriate local names
- Correct colours
- Relevant taste
- Correct plant part where applicable
- Use based on the chapter

197. Slogan Writing

197. Sample:

“Learn from the Past, Preserve Knowledge for the Future!”

Other meaningful original slogans may be accepted.

198. Creative Writing

Answers should include relevant questions about spices, their uses, traditional knowledge and safe use.

199. Think and Answer

The knowledge might have been forgotten or become less known because it would not have been passed to the next generation.

200. Reflection

Any thoughtful answer is acceptable if it identifies a piece of traditional knowledge and gives a relevant reason for preserving it.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1–L2
B	41–90	Reading & Comprehension	L1–L2
C	91–115	Grammar & Language Usage	L1–L2

Part	Questions	Main Competency	Difficulty
D	116–140	Reading, Inference & Critical Thinking	L2–L3
E	141–150	Speaking & Communication	L2–L3
F	151–170	Writing & Communication	L2–L3
G	171–185	Application & Life Skills	L3
H	186–195	Values & Citizenship	L3
I	196–200	Creative & Critical Thinking	L3
Total	200		

UNIT 4: SPORTS AND WELLNESS
CHAPTER 10: CHANGE OF HEART

PART A: BRIDGE VOCABULARY

Competencies: Vocabulary, Reading

A1. WORD-MEANING MATCHING

QUESTIONS 1–40

Difficulty Level: L1 – Easy / L2 – Understanding

Questions 1–10

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Defeat	a. A person who competes against another
2. Opponent	b. A loss in a game
3. Significant	c. Very unhappy
4. Conducted	d. Important
5. Phenomenon	e. Organised or carried out
6. Tally	f. Someone with special or remarkable qualities
7. Scoreboard	g. A count or total of points
8. Hopeless	h. A board showing the score of a game
9. Enjoyment	i. Having no skill in something
10. Sporting spirit	j. Happiness or pleasure in an activity

Competency: V, R **Level:** L1

A2. FILL IN THE BLANKS

Questions 11–20

Choose suitable words from the box.

Word Box: Prabhat, Surya, badminton, opponent, scoreboard, defeat, Friday, coach, basketball, sporting spirit

11. _____ always wanted to win.
12. Surya was an excellent _____ player.
13. The coach conducted friendly matches on the last _____ of the month.
14. Prabhat was responsible for keeping the _____.
15. Surya was Prabhat's _____ in the badminton match.
16. Prabhat could not bear _____.
17. Surya enjoyed playing _____ even though he was not good at it.
18. The _____ conducted friendly matches.
19. Prabhat changed the _____ while Surya was looking elsewhere.
20. Other students said that Prabhat had developed a great _____.

A3. COMPLETE THE WORDS

Questions 21–25

Complete the words.

21. D E F E _ T
22. O P P O N _ N T
23. S C O R E B O A _ D
24. E N J O Y M E _ T
25. P H E N O M E N _ N

Competency: V

Level: L1

A4. JUMBLED WORDS

Questions 26–30

Unscramble the letters.

26. TEFDEA
27. NOPPONENT
28. LALT Y
29. YEDONMENT
30. TIRPONS GIPRIT

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

Match Column A with Column B.

Column A	Column B
31. Defeat	a. □□□□□□□
32. Opponent	b. □□□□
33. Enjoyment	c. □□□□□□□□
34. Scoreboard	d. □□□□
35. Sporting spirit	e. □□□□□□□□

A6. CHOOSE THE CORRECT MEANING

Questions 36–40

36. **Defeat** means:
 - a) Victory
 - b) Loss
 - c) Practice
37. **Opponent** means:
 - a) A teammate
 - b) A person who competes against you
 - c) A coach
38. **Tally** means:
 - a) A record or count
 - b) A racket
 - c) A team
39. **Hopeless** means:
 - a) Very skilled
 - b) Having no skill in something
 - c) Very happy
40. **Sporting spirit** means:
 - a) Winning at any cost
 - b) Being fair and respecting each player
 - c) Avoiding games

PART B: UNDERSTANDING THE STORY

QUESTIONS 41–90

Competencies: Reading, Comprehension

Difficulty Level: L1–L2

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

Choose the correct answer.

41. What did Prabhat always want?
 - a) To lose
 - b) To win
 - c) To become a coach
 - d) To avoid games
42. What happened when Prabhat thought he would lose?
 - a) He played harder.
 - b) He asked Surya for help.
 - c) He would not play the game
 - d) He laughed.
43. Which game was Prabhat particularly good at?
 - a) Basketball
 - b) Cricket
 - c) Badminton
 - d) Football
44. Who was the new student in Prabhat's school?
 - a) Vani
 - b) Surya
 - c) Hitesh
 - d) Nupur
45. What was Surya good at?
 - a) Badminton
 - b) Chess
 - c) Kho-kho
 - d) Football
46. When were the friendly matches conducted?
 - a) Every Monday
 - b) The first Friday of the month
 - c) The last Friday of the month
 - d) Every Sunday
47. Who was responsible for keeping the score?

- a) Surya b) The coach c) Prabhat d) A teacher
48. How did Prabhat win the badminton match?
 a) By playing better b) By cheating and changing the scoreboard
 c) By asking Surya to stop d) By scoring honestly
49. How did Surya react after losing?
 a) He became angry. b) He cried.
 c) He remained cheerful and suggested playing again. d) He stopped playing games.
50. What did Prabhat finally learn?
 a) Winning is everything. b) Games should be enjoyed for their own sake.
 c) Only badminton is enjoyable. d) Losing should be avoided.

B2. TRUE OR FALSE

Questions 51–60

Write **True** or **False**.

51. Prabhat could easily accept defeat.
 52. Prabhat would play a game only when he was sure of winning.
 53. Surya was an excellent badminton player.
 54. The coach conducted friendly matches on the last Friday of the month.
 55. Surya was very nervous before the badminton match.
 56. Prabhat was responsible for keeping the score.
 57. Prabhat changed the scoreboard while Surya was looking elsewhere.
 58. Surya became angry when he lost the match.
 59. Surya enjoyed playing basketball even though he was not good at it.
 60. Prabhat eventually developed a great sporting spirit.

B3. MATCH THE FOLLOWING

Questions 61–70

Column A	Column B
61. Prabhat	a. Excellent badminton player
62. Surya	b. Conducted friendly matches
63. Coach	c. Could not bear losing
64. Last Friday	d. Changed the scoreboard
65. Badminton	e. Friendly matches were held
66. Scoreboard	f. Shows points in a match
67. Basketball	g. Surya enjoyed playing it
68. Sporting spirit	h. Fairness and respect
69. Defeat	i. Loss
70. Opponent	j. Person competing against another

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

71. Who always wanted to win?
 72. Name the new student in Prabhat's school.
 73. Which sport was Surya excellent at?
 74. When were friendly matches conducted?
 75. Who kept the score?
 76. What did Prabhat change during the badminton match?
 77. Who was Prabhat's opponent?

78. Which game did Surya play the next day?
79. What did Prabhat observe in Surya?
80. What did Prabhat develop by the end of the story?

B5. COMPLETE THE SENTENCES

Questions 81–90

81. Prabhat thought losing was the _____ thing that could happen to anyone.
82. Prabhat would not play a game if he sensed that he would _____.
83. Surya was an excellent _____ player.
84. The coach conducted friendly matches during the _____ period.
85. Prabhat was given the responsibility of keeping the _____.
86. Surya seemed _____ before the match.
87. Prabhat managed to change the _____ while Surya was looking elsewhere.
88. Prabhat won the match by _____.
89. Surya said that the game had been _____.
90. Prabhat realised that one did not need a scoreboard to enjoy a _____.

PART C: READING COMPREHENSION

QUESTIONS 91–120

Competencies: Reading, Inferential Thinking

Difficulty Level: L2 – Average

C1. READ AND ANSWER

Read the following extract-based situations and answer the questions. **Questions 91–95**

Prabhat always wanted to win. He could not bear losing, not even at marbles. If he sensed that he would lose a game, he would not play it. He took part only when he was sure of winning.

91. What does this behaviour tell us about Prabhat?
92. Why did Prabhat avoid games in which he might lose?
93. What did Prabhat think about losing?
94. How did his fear of losing affect his participation in games?
95. Was Prabhat enjoying games at this stage? Give a reason.

Questions 96–100

Surya was relaxed before the badminton match. He smiled, joked and did not seem worried about the result. During the match, he continued laughing and enjoying himself.

96. How was Surya different from Prabhat?
97. What does Surya's relaxed behaviour show about his attitude towards games?
98. Why do you think Surya could enjoy the match?
99. How did Surya's attitude contrast with Prabhat's?
100. What could Prabhat learn from Surya at this stage?

Questions 101–105

Prabhat managed to change the scoreboard while Surya was looking elsewhere. He won the match by cheating. Although he made a big thing of his win, Surya was not upset.

101. How did Prabhat win the match?
102. Was Prabhat's victory honest? Why?
103. Why did Surya not become upset?
104. Why do you think Prabhat was not truly happy after winning?
105. What does this incident teach us about winning through unfair means?

Questions 106–110

Surya played basketball the next day. He was unable to score a basket for ten minutes, yet he continued to enjoy the game.

106. Why was Prabhat surprised to see Surya playing basketball?
107. Was Surya good at basketball?
108. What did Surya's behaviour show?
109. What did Prabhat begin to understand by observing Surya?
110. Why was Surya's attitude important in changing Prabhat?

Questions 111–115

Prabhat realised that to enjoy a game, one did not need a scoreboard. One did not have to worry about winning or losing. What mattered was trying to do well and enjoying every moment.

111. What did Prabhat realise about the scoreboard?
112. What did he realise about winning and losing?
113. According to the story, what matters most while playing?
114. How did Prabhat's understanding of games change?
115. What is the central message of the story?

C2. THINK AND ANSWER

Questions 116–120

116. Why do you think Prabhat cheated even though he was good at badminton?
117. Why was Surya a better example of sporting spirit than Prabhat?
118. Why did Prabhat's victory not give him the happiness he expected?
119. How did observation help Prabhat change?
120. Why is the title “**Change of Heart**” suitable for the story?

PART D: CHARACTER AND CRITICAL THINKING

QUESTIONS 121–140

Competencies: Critical Thinking, Character Analysis, Reasoning

Difficulty Level: L2–L3

D1. CHARACTER COMPARISON

Questions 121–125

Complete the table.

Prabhat	Surya
121. Wanted to _____.	Enjoyed the _____.
122. Was afraid of _____.	Did not worry about _____.
123. Took winning very _____.	Remained _____.
124. Cheated by changing the _____.	Played with _____.
125. Changed and developed sporting _____.	Already showed sporting _____.

D2. ANSWER IN 2–3 SENTENCES

Questions 126–130

126. How did Prabhat's attitude towards winning and losing affect his enjoyment of games in the beginning?
127. Why do you think Prabhat cheated in the badminton match?
128. How did Surya's attitude differ from Prabhat's?
129. Do you think Prabhat's approach to games was healthy? Why or why not?
130. Why is sporting spirit important?

D3. HIGHER-ORDER THINKING

Questions 131–135

131. If Prabhat had not observed Surya playing basketball, do you think he would have changed? Give a reason.
132. What would have happened if Surya had become angry after losing?
133. What does Prabhat's sleeplessness after the match reveal about his feelings?
134. Why is enjoying the process sometimes more important than the result?
135. How can losing help a person grow?

D4. CAUSE AND EFFECT

Questions 136–140

Complete the cause-and-effect relationship.

136. **Cause:** Prabhat could not bear losing.

Effect: _____

137. **Cause:** Surya paid little attention to the scoreboard.

Effect: _____

138. **Cause:** Prabhat cheated and changed the scoreboard.

Effect: _____

139. **Cause:** Prabhat observed Surya playing different games.

Effect: _____

140. **Cause:** Prabhat began enjoying games instead of focusing only on winning.

Effect: _____

PART E: SEQUENCING AND REASONING

QUESTIONS 141–150

Competencies: Reading, Reasoning

Difficulty Level: L2 – Average

E1. ARRANGE THE EVENTS

Questions 141–145

Arrange the following events in the correct order.

141. Prabhat and Surya played badminton.
 - Surya joined Prabhat's school.
 - Prabhat observed Surya playing basketball.
142. Prabhat changed the scoreboard.
 - Prabhat won the match.
 - Surya continued enjoying the game.
143. Prabhat realised that games could be enjoyed without a scoreboard.
 - Prabhat observed Surya.
 - Prabhat changed his attitude.
144. Prabhat began playing hide and seek.
 - Prabhat developed sporting spirit.
 - Prabhat was afraid of losing.
145. Friendly matches were conducted.
 - Prabhat was made scorekeeper.
 - Prabhat and Surya were chosen to play against each other.

E2. COMPLETE THE LOGICAL CHAIN

Questions 146–150

146. Fear of losing → avoiding games → _____
147. Cheating to win → victory without honesty → _____
148. Observing Surya → understanding enjoyment → _____
149. Enjoying games → less focus on winning → _____
150. Change in attitude → better sporting spirit → _____

PART F: GRAMMAR – PAST PERFECT TENSE

QUESTIONS 151–165

Competencies: Grammar, Language Usage

Difficulty Level: L1–L2

The chapter introduces the **Past Perfect Tense** to show an action that happened before another action in the past. The structure is:

Subject + had + past participle form of the verb

The textbook uses examples such as **had played, had won and had not felt**.

F1. IDENTIFY THE PAST PERFECT VERB

Questions 151–155

Identify the verb in the Past Perfect Tense.

151. Prabhat **had played** the match before the coach arrived.
152. Surya **had won** several points before Prabhat changed the scoreboard.

153. Prabhat **had finished** his preparation before the match.
 154. Surya **had not felt** bad about losing.
 155. The students **had discussed** the match before Prabhat went home.

F2. FILL IN THE BLANKS

Questions 156–160

Use the Past Perfect form of the verb in brackets.

156. Prabhat _____ already _____ his homework before going to the badminton match. (finish)
 157. Surya _____ basketball for years before joining the school's badminton team. (play)
 158. Surya _____ already _____ several matches before Prabhat arrived. (win)
 159. Prabhat _____ never _____ such a relaxed player before. (meet)
 160. The match _____ already _____ when the teacher arrived. (begin)

F3. CHOOSE THE CORRECT FORM

Questions 161–165

161. Prabhat _____ the game before he went home.
 a) had won b) has won c) will win
 162. Surya _____ already _____ the points before Prabhat changed the score.
 a) had / scored b) has / score c) will / score
 163. Prabhat _____ not _____ happy after the match.
 a) had / felt b) has / feel c) will / felt
 164. The coach _____ the teams before Friday.
 a) had decided b) has decide c) will decided
 165. Surya _____ already _____ badminton before Prabhat met him.
 a) had played b) has play c) will played

PART G: WORD FORMATION AND LANGUAGE

QUESTIONS 166–175

G1. WORD FORMATION

Questions 166–170

Make smaller words using consecutive letters without changing their order.

166. BADMINTON → _____
 167. PHENOMENON → _____
 168. BASKETBALL → _____
 169. SCOREBOARD → _____
 170. OPPONENT → _____

G2. IDENTIFY THE VERBS

Questions 171–175

Circle or underline the verbs in the following sentences.

171. Everyone was discussing their game.
 172. Prabhat had played very well.
 173. He had won the game.
 174. Surya did not feel bad about losing.
 175. Prabhat started joking while playing badminton.

PART H: SPEAKING AND COMMUNICATION

QUESTIONS 176–185

Competencies: Speaking, Listening, Communication

Difficulty Level: L2–L3

H1. SPEAK AND SHARE

Questions 176–180

176. Which games or sports do you play for fun?
 177. Which games or sports do you play for competition?
 178. How do you feel when you win a game?
 179. How do you feel when you lose a game?
 180. What does good sporting spirit mean to you?

H2. RESPONDING TO APOLOGIES

Questions 181–185

How would you respond in the following situations?

181. Someone tells you, "I'm sorry."

182. Someone apologises when you are still hurt.
183. You behaved badly with someone and want to apologise.
184. You have committed a mistake and want to accept it.
185. Someone says, "Sorry for asking." Give a polite response.

PART I: GUIDED WRITING QUESTIONS 186–195

Competencies: Writing, Communication

Difficulty Level: L2–L3

I1. DIARY WRITING Questions 186–187

186. Imagine you are **Prabhat**. Write a diary entry about the badminton match with Surya, your cheating, and how you felt that night.
187. Imagine you are **Surya**. Write a diary entry about the badminton match, your enjoyment of the game and how you felt after losing.

I2. PARAGRAPH WRITING Questions 188–190

188. Write a paragraph on "**The Importance of Sporting Spirit.**"

Clues: fairness – respect – enjoyment – winning – losing

189. Write a paragraph on "**What I Learn from Surya.**"

Clues: relaxed – enjoy – effort – accept defeat – fair play

190. Write a paragraph on "**My Favourite Sport.**"

Clues: name – how I play – why I like it – benefits – feelings

I3. CHARACTER DESCRIPTION Questions 191–193

191. Write a short character sketch of **Prabhat before his change of heart.**
192. Write a short character sketch of **Surya.**
193. Write a short character sketch of **Prabhat after his change of heart.**

I4. MESSAGE WRITING Questions 194–195

194. Write a short message to your friend encouraging them not to feel bad after losing a game.
195. Write a short message thanking a teammate for showing good sporting spirit.

PART J: APPLICATION, VALUES AND CREATIVE THINKING QUESTIONS 196–200

Competencies: Application, Critical Thinking, Values, Creativity **Difficulty Level:** L3 – Difficult

196. Your friend refuses to participate in a competition because they are afraid of losing. What would you tell them?
197. You win a game because your opponent made a mistake. How would you behave as a good sportsperson?
198. Imagine Prabhat had never met Surya. What lesson might he have missed?
199. How can you apply the lesson of "Change of Heart" in your school life?
200. Complete the statement and explain your answer:
"A real winner is not always the person who gets the highest score because _____."

ANSWER KEY

PART A

A1

1. b
2. a
3. d
4. e
5. f
6. g

7. h
8. i
9. j
10. Sporting spirit – fairness and respect while playing

A2

11. Prabhat
12. badminton
13. Friday
14. scoreboard
15. opponent
16. defeat
17. basketball
18. coach
19. scoreboard
20. sporting spirit

A3

21. DEFEAT
22. OPPONENT
23. SCOREBOARD
24. ENJOYMENT
25. PHENOMENON

A4

26. DEFEAT
27. OPPONENT
28. TALLY
29. ENJOYMENT
30. SPORTING SPIRIT

A5

31. b
32. a
33. d
34. e
35. c

A6

36. b
37. b
38. a
39. b
40. b

PART B

B1

41. b
42. c
43. c
44. b
45. a
46. c
47. c
48. b

49. c

50. b

B2

51. False

52. True

53. True

54. True

55. False

56. True

57. True

58. False

59. True

60. True

B3

61. c

62. a

63. b

64. e

65. a

66. f

67. g

68. h

69. i

70. j

B4

71. Prabhat

72. Surya

73. Badminton

74. The last Friday of the month

75. Prabhat

76. The scoreboard

77. Surya

78. Basketball

79. Surya's enjoyment and sporting attitude

80. Sporting spirit

B5

81. worst

82. lose

83. badminton

84. games

85. score

86. relaxed

87. scoreboard

88. cheating

89. fun

90. game

PART C

C1

91. He was afraid of losing and cared too much about winning.

92. He did not want to experience defeat.
93. He thought losing was the worst thing that could happen.
94. He avoided games whenever he thought he might lose.
95. No. His fear of losing prevented him from enjoying many games.
96. Surya was relaxed and enjoyed playing, while Prabhat was serious and focused on winning.
97. He played for enjoyment rather than only for victory.
98. He did not worry about the result.
99. Surya enjoyed the process; Prabhat focused on the outcome.
100. He could learn to enjoy the game and accept both winning and losing.
101. He changed the scoreboard while Surya was looking elsewhere.
102. No. He cheated to win.
103. Surya cared more about enjoying the game than the result.
104. He knew that his victory was not honest.
105. Winning unfairly does not give true satisfaction.
106. Surya was playing a game in which he was not skilled.
107. No. He was unable to score a basket for ten minutes.
108. He enjoyed games even when he was not good at them.
109. He understood that enjoyment was more important than the scoreboard.
110. Surya showed Prabhat what true sporting spirit looked like.
111. He realised that a scoreboard was not necessary for enjoying a game.
112. He realised that he did not have to worry constantly about either.
113. Trying to do well and enjoying every moment.
114. He changed from being obsessed with winning to enjoying the game.
115. Games should be played with enjoyment, effort, fairness and sporting spirit.

C2

116. He was afraid of losing and wanted to protect his winning record.
117. Surya remained fair, relaxed and happy regardless of the result.
118. He knew that he had won by cheating.
119. By watching Surya, he understood that enjoyment does not depend on winning.
120. Prabhat's attitude changed from being obsessed with winning to enjoying games and showing sporting spirit.

PART D

D1

121. win / game
122. losing / winning or losing
123. seriously / relaxed
124. scoreboard / enjoyment
125. spirit / spirit

D2

126. His fear of losing made him avoid games and prevented him from enjoying them.
127. He was afraid of losing and wanted to win at any cost.
128. Surya enjoyed the game regardless of the result, whereas Prabhat was focused mainly on winning.
129. No. It was unhealthy because he could not accept defeat and could not enjoy games freely.
130. Sporting spirit teaches fairness, respect, effort and acceptance of both success and failure.

D3

131–135. Answers should demonstrate logical reasoning and understanding of the story. Accept relevant responses.

D4

136. He avoided playing games when he thought he might lose.
137. He remained focused on enjoying the game rather than the score.
138. He won but did not feel genuinely happy.
139. He understood that games could be enjoyed regardless of skill or result.
140. He became happier and developed good sporting spirit.

PART E

E1

141. Surya joined Prabhat's school. Prabhat and Surya played badminton. Prabhat observed Surya playing basketball.
142. Prabhat changed the scoreboard. Prabhat won the match. Surya continued enjoying the game.
143. Prabhat observed Surya. Prabhat realised that games could be enjoyed without a scoreboard. Prabhat changed his attitude.
144. Prabhat was afraid of losing. Prabhat began playing hide and seek. Prabhat developed sporting spirit.
145. Friendly matches were conducted. Prabhat was made scorekeeper. Prabhat and Surya were chosen to play.

E2

146. He missed opportunities to enjoy games.
147. He did not feel genuinely happy.
148. He changed his attitude towards games.
149. Greater enjoyment and sporting spirit.
150. He became a happier and better sportsperson.

PART F

F1

151. had played
152. had won
153. had finished
154. had not felt
155. had discussed

F2

156. had already finished
157. had played
158. had already won
159. had never met
160. had already begun

F3

161. a) had won
162. a) had / scored
163. a) had / felt
164. a) had decided
165. a) had played

PART G

G1

Possible answers:

166. BADMINTON → BAD, ADMIN, MINT, IN, TON, ON
167. PHENOMENON → PHONE, MEN, ONE, NO, ON
168. BASKETBALL → BASKET, ASK, TALL, ALL, BALL
169. SCOREBOARD → SCORE, BOARD, ORE, BOARD
170. OPPONENT → OP, OPPONENT, ONE, PENT.

G2

- 171. was discussing
- 172. had played
- 173. had won
- 174. did feel / losing
- 175. started, joking, playing

PART H

H1

176–180. Accept individual responses that are relevant and clearly expressed.

H2

181–185. Accept polite, context-appropriate responses demonstrating respectful communication.

PART I

I1

186. Diary should include:
- Date/day/place
 - Description of the match
 - Cheating/changing the scoreboard
 - Feelings after winning
 - Realisation and regret
 - Decision to change
187. Diary should include:
- Description of the match
 - Enjoyment while playing
 - Feelings after losing
 - Positive attitude towards the game

I2

188–190. Award marks for:

- Relevant content
- Organisation
- Vocabulary
- Grammar

I3

- 191. Prabhat was initially competitive, afraid of defeat and obsessed with winning.
- 192. Surya was relaxed, cheerful, skilled, accepting and showed sporting spirit.
- 193. Prabhat became relaxed, cheerful, fair and began enjoying games.

I4

194–195. Accept meaningful and polite messages.

PART J

- 196. The response should encourage participation, learning from mistakes and accepting defeat.
- 197. A good sportsperson should respect the opponent and behave fairly.
- 198. He might not have realised that games can be enjoyed without worrying about winning.
- 199. Answers may include accepting mistakes, participating without fear, respecting others and enjoying activities.
- 200. **Sample:**
“A real winner is not always the person who gets the highest score because a true winner also shows fairness, effort, respect and sporting spirit.”

LO & COMPETENCY COVERAGE

Part	Questions	Major Competencies	Difficulty
A	1–40	Vocabulary, Reading	L1–L2
B	41–90	Reading & Comprehension	L1–L2
C	91–120	Reading, Inference	L2
D	121–140	Critical Thinking & Character Analysis	L2–L3
E	141–150	Reading & Reasoning	L2
F	151–165	Grammar & Language Usage	L1–L2
G	166–175	Vocabulary & Grammar	L1–L2
H	176–185	Speaking & Communication	L2–L3
I	186–195	Writing & Communication	L2–L3
J	196–200	Application, Values & Creativity	L3
Total	200		

CHAPTER 11: THE WINNER

PART A – VOCABULARY AND WORD WORK

QUESTIONS 1–40

Competencies: Vocabulary, Reading

Difficulty: Easy / Average

A1. WORD-MEANING MATCHING**Questions 1–10**

Match Column A with Column B.

Column A	Column B
1. Creek	a. To move slowly or appear to move slowly
2. Neighbour	b. A small stream
3. Breath	c. A person living nearby
4. Dark	d. Air taken into or expelled from the lungs
5. Ache	e. Lack of light
6. Creep	f. To have a continuous dull pain
7. Field	g. An open area of land
8. Evening	h. The time between afternoon and night
9. Game	i. An activity played for enjoyment
10. Wins	j. Becomes victorious

A2. FILL IN THE BLANKS**Questions 11–20**

Choose the correct words from the box.

Word Box: creek, field, evening, ball, breath, blue, black, grass, feet, night

11. The children play _____ in their neighbour's field.
12. They play next to the _____.
13. The children play in the _____.
14. They run so fast that the speaker cannot catch her _____.
15. The sky changes from _____ to black.
16. The children play in their neighbour's _____.
17. The cold _____ aches their feet.
18. Their _____ begin to ache.
19. The children continue playing until _____.
20. The poem ends with "Night _____!"

A3. CHOOSE THE CORRECT MEANING**Questions 21–30**

21. **Creek** means:
a) A large river b) A small body of water c) A playground d) A road
22. **Catch my breath** means:
a) To stop breathing b) To breathe normally after running c) To hold one's breath d) To sing loudly
23. **Creep close** means:
a) Move or seem to move slowly and quietly b) Run quickly
c) Jump high d) Walk away
24. **Aches** means:
a) Feels painful b) Feels cold c) Feels happy d) Feels light
25. **Night wins** means:
a) Night plays a game b) Night becomes brighter
c) Darkness ends the children's game d) Children win the game
26. **Neighbour's field** refers to:
a) A school ground b) An open area belonging to a nearby person
c) A forest d) A park
27. **Blue dark turns to black** refers to:

- a) Morning b) Afternoon c) Evening becoming night d) Sunrise
28. **Game's over** means:
 a) The game is beginning b) The game has ended
 c) The children are winning d) The children are changing games
29. **Cold grass aches our feet** means:
 a) The grass is soft b) The children's feet hurt because of the cold grass
 c) The grass is moving d) The children are barefoot in the morning
30. **Catch my breath** shows that the speaker is:
 a) tired after running b) sleepy c) hungry d) frightened

A4. COMPLETE THE WORDS

Questions 31–35

31. C R E _ K
 32. B R E A _ H
 33. G R A _ S
 34. E V E N I _ G
 35. N I G _ T

A5. WORD FORMATION

Questions 36–40

Make smaller words using consecutive letters from the given words.

36. EVENINGS → _____, _____
 37. CREEK → _____, _____
 38. NEIGHBOUR → _____, _____
 39. BLACK → _____, _____
 40. GRASS → _____, _____

PART B – UNDERSTANDING THE POEM

QUESTIONS 41–80

Competencies: Reading, Comprehension

Difficulty: Easy / Average

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

41. What do the children play?
 a) Cricket b) Ball c) Football d) Basketball
42. Where do the children play?
 a) In a school playground b) In their neighbour's field c) In a park d) Near their house
43. What is near the place where they play?
 a) A lake b) A river c) A creek d) A mountain
44. Why can't the speaker catch her breath?
 a) She is sleeping. b) She has been running fast. c) She is singing. d) She is walking slowly.
45. What colour does the sky turn from?
 a) Red b) Green c) Blue d) White
46. What does the blue dark turn into?
 a) Grey b) Black c) Red d) White
47. What aches the children's feet?
 a) Stones b) Mud c) Cold grass d) Water
48. What seems to creep close?
 a) Houses b) Clouds c) Trees d) Children
49. What brings the game to an end?
 a) Rain b) Hunger c) Night d) Tiredness
50. Who is declared the winner at the end?
 a) The children b) The speaker c) The fastest runner d) Night

B2. TRUE OR FALSE

Questions 51–60

51. The children play in the morning.

52. The children play next to a creek.
53. They play in their neighbour's field.
54. The speaker runs very slowly.
55. The speaker becomes breathless.
56. The sky changes from blue to black.
57. The grass becomes cold.
58. The children stop playing when night comes.
59. The trees seem to creep close.
60. The poem ends with "Day wins!"

B3. FILL IN THE BLANKS

Questions 61–70

61. In the evenings, the children play _____.
62. They play next to the _____.
63. They play in their _____'s field.
64. They run so _____ that the speaker cannot catch her breath.
65. The blue dark turns to _____.
66. The _____ grass aches their feet.
67. The _____ seem to creep close.
68. Finally, the _____ is over.
69. The children stop playing because it is _____.
70. The poem ends with the words "_____ wins!"

B4. ANSWER IN ONE WORD / PHRASE

Questions 71–80

71. What do the children play?
72. Where do they play?
73. What is next to the field?
74. What does the speaker fail to catch?
75. What colour does the sky turn?
76. What aches the children's feet?
77. What seems to creep close?
78. What is over?
79. What follows the evening?
80. Who wins at the end?

PART C – READING COMPREHENSION

Competencies: Reading, Interpretation, Inference

C1. EXTRACT-BASED QUESTIONS

Read the lines:

**"Evenings,
we play ball
next to the creek
in our neighbour's field."**

81. When do the children play?
82. What do they play?
83. Where do they play?
84. What is next to the place where they play?
85. What does the setting tell us about the children's surroundings?

Questions 86–90

Read the lines:

"We run so fast

I

can't

QUESTIONS 81–120

Difficulty: Average

Questions 81–85

even
catch
my
breath.”

86. Why is the speaker unable to catch her breath?
87. What does the word “fast” tell us about the game?
88. How does the arrangement of the words “I can't even catch my breath” affect the reader?
89. What does the short arrangement of the lines make us imagine?
90. What does this part of the poem tell us about the children's energy?

Questions 91–95 Read the lines:

**“When blue dark turns to black,
cold grass aches our feet,
trees creep close—
game's over.”**

91. What happens to the colour of the sky?
92. Why does the grass ache the children's feet?
93. Why do the trees seem to creep close?
94. What does “game's over” mean?
95. What change in the surroundings brings the game to an end?

Questions 96–100 Read the final line:

“Night wins!”

96. Who is described as the winner?
97. Why does Night win?
98. Is Night a real participant in the game? Explain.
99. What does the line suggest about the power of nature and time?
100. Why is the final line effective?

C2. COMPLETE THE SENTENCES

Questions 101–110

101. The children play ball _____.
102. They play in their _____ field.
103. They run so fast that the speaker becomes _____.
104. The sky changes from _____ to _____.
105. The grass becomes _____.
106. The children's _____ begin to ache.
107. The trees seem to _____ close.
108. The children have to stop because the _____ has come.
109. The poem presents an evening of _____ and play.
110. At the end, _____ wins.

C3. ANSWER IN 2–3 SENTENCES

Questions 111–120

111. Describe the place where the children play.
112. Why do you think the children run so fast?
113. What does “I can't even catch my breath” tell us about the game?
114. Why does the poet describe the changing colour of the sky?
115. Why does the grass ache the children's feet?
116. Why do the trees seem to creep close?
117. Why do the children have to stop playing?
118. What is unusual about calling Night the “winner”?
119. What is the central idea of the poem?
120. Why is the title “**The Winner**” suitable for the poem?

PART D – POETIC DEVICES AND POETRY APPRECIATION

QUESTIONS 121–145

Competencies: Literary Appreciation, Critical Thinking

Difficulty: Average / Difficult

D1. IMAGERY Questions 121–125

121. Which words help you imagine the children playing outdoors?
122. Which words create a picture of the evening sky?
123. Which expression helps you feel the coldness of the grass?
124. Which words make the trees appear almost alive?
125. How does the poet use nature to show that the game is ending?

D2. PERSONIFICATION Questions 126–130

126. What is personification?
127. Which line gives human-like action to the trees?
128. How does the expression “trees creep close” affect the picture of evening?
129. Why does the poet say “Night wins”?
130. How is Night treated like a person or competitor?

D3. THINK AND ANSWER Questions 131–135

131. Why do you think the poem does not mention who actually wins the ball game?
132. What is more important in the poem—the score of the game or the experience of playing? Give reason.
133. Why does the poet make “Night” the winner?
134. What does the poem suggest about the passing of time?
135. What feelings does the poem create in the reader?

D4. POETIC STRUCTURE Questions 136–140

136. Why are the words in “I / can't / even / catch / my / breath” written separately?
137. What effect does the short line structure create?
138. How does the structure imitate the speaker's breathing?
139. Why are the final words “Night wins!” short and strong?
140. How does the poem's structure make the experience more vivid?

D5. COMPARE AND THINK Questions 141–145

141. How is the beginning of the poem different from its ending?
142. How does the atmosphere change from the beginning to the end?
143. How does the children's feelings change as evening become night?
144. What role does nature play in the poem?
145. What makes the poem enjoyable to read?

PART E – REASONING AND HIGHER-ORDER THINKING

QUESTIONS 146–160

Competencies: Critical Thinking, Reasoning, Interpretation

Difficulty: Difficult

146. Why do you think the children continue playing even when it is getting dark?
147. What does their breathlessness tell us about how involved they are in the game?
148. If the sky had remained bright, would the game have ended? Give a reason.
149. Why does the poet describe the trees as if they are moving closer?
150. What might the “winner” represent besides Night?
151. Can time be considered a “winner”? Explain using the poem.
152. What does the poem teach us about enjoying outdoor play?
153. Why is the natural setting important to the poem?
154. How does the poem show that playtime cannot continue forever?
155. What would change if the children were playing indoors?
156. Imagine that the children refused to go home. What might happen?

157. Which is stronger in the poem—human desire to play or nature's power to end the game? Give reason.
158. What message about childhood does the poem convey?
159. Why do you think the poet chose a simple game of ball rather than a competitive sports match?
160. If you had to give another title to the poem, what would it be? Give a reason.

PART F – SPEAKING AND COMMUNICATION

QUESTIONS 161–170

Competencies: Speaking, Listening, Communication

Difficulty: Easy / Average

161. What outdoor games do you play in the evening?
162. Who do you usually play with?
163. Where do you usually play?
164. What is your favourite outdoor game?
165. Why do you enjoy playing it?
166. What time do you usually stop playing?
167. How do you feel when you have to leave the playground?
168. Describe an evening when you enjoyed playing with your friends.
169. What would you do if your friend wanted to continue playing after dark?
170. Why is outdoor play important for children?

PART G – WRITING

QUESTIONS 171–185

Competencies: Writing, Communication

Difficulty: Average / Difficult

G1. DESCRIPTIVE WRITING

Questions 171–175

171. Write 5–6 sentences describing children playing outdoors in the evening.
172. Describe your favourite place to play.
173. Write about an evening when you played with your friends.
174. Describe how a playground looks when evening changes into night.
175. Write a paragraph on **“Why I Love Playing Outdoors.”**

G2. CREATIVE WRITING

Questions 176–180

176. Imagine you are one of the children in the poem. Write a diary entry about the evening game.
177. Imagine that Night could speak. Write what Night would say to the children.
178. Write a short story beginning with:
“We were having so much fun that we forgot to look at the sky...”
179. Imagine that the children played until morning. Continue the poem in your own words.
180. Write four lines of your own poem about playing with friends.

G3. SHORT RESPONSES

Questions 181–185

181. Write a message to your friend asking them to join you for an evening game.
182. Write a short notice inviting students to an outdoor games event.
183. Write four sentences on **“Playtime with Friends.”**
184. Write four sentences on **“Evening in Nature.”**
185. Write a short paragraph explaining why children should spend some time outdoors.

PART H – APPLICATION AND VALUES

QUESTIONS 186–200

Competencies: Application, Values, Creativity, Critical Thinking

Difficulty: Difficult

186. Your friend spends all their free time using a mobile phone. What would you tell them about outdoor play?
187. Your friends want to continue playing after it becomes dark. What would you suggest?
188. How can playing outdoors help children stay healthy?
189. Why is playing with friends important?
190. What values can children learn through outdoor games?

191. How can you balance studies and play?
192. Why should children respect nature while playing outdoors?
193. What can happen if children ignore signs from nature, such as darkness or cold?
194. How does the poem show that nature influences human activities?
195. If you were one of the children, would you feel sad when Night “wins”? Why?
196. What does the poem teach us about enjoying the present moment?
197. What is your interpretation of the word “**winner**” in this poem?
198. How would you explain the poem to a younger child in your own words?
199. Write one lesson you learn from the poem and explain it.
200. Complete the statement:

“The real winner in the poem is _____ because _____.”

ANSWER KEY

Part A

1. b
2. c
3. d
4. e
5. f
6. a
7. g
8. h
9. i
10. j
11. ball
12. creek
13. evening
14. breath
15. blue
16. field
17. grass
18. feet
19. night
20. wins
21. b
22. b
23. a
24. a
25. c
26. b
27. c
28. b
29. b
30. a
31. CREEK
32. BREATH
33. GRASS
34. EVENING
35. NIGHT

36–40. Accept appropriate smaller words formed from consecutive letters without changing their order.

Part B

- 41. b
- 42. b
- 43. c
- 44. b
- 45. c
- 46. b
- 47. c
- 48. c
- 49. c
- 50. d
- 51. False
- 52. True
- 53. True
- 54. False
- 55. True
- 56. True
- 57. True
- 58. True
- 59. True
- 60. False
- 61. ball
- 62. creek
- 63. neighbour's
- 64. fast
- 65. black
- 66. cold
- 67. trees
- 68. game
- 69. night
- 70. Night
- 71. Ball
- 72. In their neighbour's field
- 73. A creek
- 74. Her breath
- 75. Black
- 76. Cold grass
- 77. Trees
- 78. The game
- 79. Night
- 80. Night

PART C – SUGGESTED ANSWERS

- 81. In the evenings.
- 82. Ball.
- 83. In their neighbour's field.
- 84. A creek.
- 85. It shows that the children play in a natural outdoor setting.
- 86. She has been running very fast.
- 87. It shows that the children are energetic and excited.

88. It makes the reader pause between the words.
89. It makes us imagine someone breathing heavily after running.
90. They are energetic and deeply involved in the game.
91. It changes from blue/dark to black.
92. Because the evening has become cold.
93. The darkness makes the trees and their shadows appear closer.
94. It means the children must stop playing.
95. The arrival of night.
96. Night.
97. Because darkness ends the children's play.
98. No. Night is presented imaginatively as the winner.
99. It shows that time and nature can bring activities to an end.
100. It gives the poem a playful and memorable ending.
101. next to the creek
102. neighbour's
103. breathless
104. blue / black
105. cold
106. feet
107. creep
108. night
109. joyful play
110. Night
111. The children play ball in their neighbour's field next to a creek.
112. They are excited and deeply involved in the game.
113. It shows that they are running very fast and becoming breathless.
114. It shows the passing of time from evening to night.
115. The grass becomes cold as night approaches.
116. The darkness makes the trees appear closer.
117. Night has arrived and it is no longer safe or suitable to continue playing.
118. Night is not a player, yet it ends the game, so the poet calls it the winner.
119. The poem shows children enjoying outdoor play until darkness and nature bring the game to an end.
120. The title is suitable because Night ultimately "wins" by ending the children's game.

PART D – SUGGESTED ANSWERS

121. "play ball", "neighbour's field", "next to the creek".
122. "blue dark turns to black".
123. "cold grass aches our feet".
124. "trees creep close".
125. Nature changes as evening becomes night, forcing the children to stop playing.
126. Personification is giving human qualities or actions to non-human things.
127. "trees creep close".
128. It makes the trees appear alive and creates a picture of darkness surrounding the children.
129. Because Night brings the game to an end.
130. Night is presented as though it is a competitor that defeats the children and their game.
131. The poem is not really about competition or the score; it is about the joy of playing and the arrival of night.
132. The experience of playing is more important because the poem focuses on the children's movement, breathlessness and surroundings rather than a score.
133. Night ends their play.

134. It shows that time passes even when we are enjoying ourselves.
135. It creates feelings of joy, excitement and a gentle sadness when playtime ends.
136. The separate words imitate the speaker's breathlessness.
137. It slows the reader down and creates the feeling of heavy breathing.
138. The reader has to pause between words just as the speaker pauses while breathing.
139. They make the ending sudden, strong and memorable.
140. It allows the reader to experience the children's excitement and breathlessness.
141. The beginning is bright and active, while the ending is dark and quiet.
142. The setting changes from an enjoyable evening to cold darkness.
143. They move from energetic enjoyment to stopping the game.
144. Nature controls the setting and finally ends the game.
145. It's simple language, imagery, rhythm and playful ending make it enjoyable.

PART E – SUGGESTED ANSWERS

146–160. Answers should be logically connected to the poem. Students should refer to the children's enjoyment, passing of time, darkness, nature and the symbolic “victory” of Night.

Sample key points:

146. They are enjoying themselves and do not notice how quickly time is passing.
147. It shows their excitement, energy and involvement.
148. The game might continue longer because darkness is what finally ends it.
149. The darkness makes the trees and their shadows appear closer.
150. Time, darkness or nature may also be interpreted as the “winner”.
151. Yes. Time passes regardless of whether we want an activity to continue.
152. Outdoor play can be joyful, energetic and memorable.
153. The natural setting creates the atmosphere and finally ends the game.
154. Darkness gradually arrives and forces the children to stop.
155. The changing sky, cold grass and trees would not have the same role.
156. They might find it difficult or unsafe to continue.
157. Nature's power is stronger because Night finally ends the game.
158. Childhood is full of simple joy, friendship, energy and memorable outdoor experiences.
159. A simple ball game represents ordinary childhood enjoyment rather than formal competition.
160. Accept suitable titles with valid reasons.

PART F – SPEAKING

161–170. **Accept individual responses.**

Responses should be:

- Relevant to the question
- Grammatically understandable
- Expressed in complete sentences
- Appropriate to the student's experience

PART G – WRITING

171–185. Award marks based on:

- Content – 2 marks
- Organisation – 1 mark
- Vocabulary – 1 mark
- Grammar – 1 mark

For diary/creative writing, also consider:

- Creativity
- Appropriate tone
- Connection with the poem

PART H – APPLICATION AND VALUES

186–200. Accept relevant responses supported by reasoning.

Sample answers:

186. Outdoor games keep us active, healthy and socially connected. We should balance screen time with physical activity.
187. We should stop playing and return home safely when it becomes dark.
188. Outdoor play keeps the body active and improves physical fitness.
189. Playing with friends develops cooperation, communication and friendship.
190. Children can learn teamwork, sharing, discipline, cooperation and respect.
191. We can make a timetable that gives enough time for both studies and play.
192. Nature should be respected because outdoor spaces belong to everyone and need to be protected.
193. They may face discomfort or safety problems.
194. The changing sky, cold grass and darkness affect when the children can play.
195. Sample: Yes, I might feel sad because I would want to continue playing, but I would understand that it is time to go home.
196. We should enjoy the present moment because time passes quickly.
197. “Winner” represents Night because it finally defeats playtime.
198. The poem describes children happily playing in the evening until darkness arrives and ends their game.
199. **Sample:** We should enjoy time with friends because happy moments pass quickly.
200. **Sample:** “The real winner in the poem is Night because it finally brings the children’s joyful game to an end.”

LO & COMPETENCY COVERAGE

Part	Questions	Major Competencies	Difficulty
A	1–40	Vocabulary & Reading	Easy–Average
B	41–80	Reading & Comprehension	Easy–Average
C	81–120	Reading & Inference	Average
D	121–145	Literary Appreciation & Critical Thinking	Average–Difficult
E	146–160	Higher-Order Thinking & Reasoning	Difficult
F	161–170	Speaking & Communication	Easy–Average
G	171–185	Writing & Creativity	Average–Difficult
H	186–200	Application, Values & Creativity	Difficult
Total	200		

CHAPTER 12: YOGA – A WAY OF LIFE**PART A: BRIDGE VOCABULARY****QUESTIONS 1–40**

Competencies: Vocabulary, Reading

Difficulty Level: L1 – Easy

A1. WORD–MEANING MATCHING**Questions 1–10**

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from an informational text and demonstrate understanding of key ideas.
Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Yoga	a. disturbances
2. Originated	b. ability to continue without giving up
3. Harmony	c. started
4. Distractions	d. a state of overall health and happiness
5. Holistic	e. balance
6. Endurance	f. connected with the whole
7. Anxiety	g. increase
8. Boost	h. worry
9. Meditation	i. a practice that helps calm and focus the mind
10. Flexibility	j. ability to bend or move easily

Competency: V, R

Level: L1 – Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the chapter and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: India, yuj, Patanjali, asanas, flexibility, stress, sleep, WHO, breath, distractions

- Yoga originated in ancient _____.
- The word Yoga comes from the Sanskrit root _____.
- Sage _____ presented the ancient tradition of yoga systematically.
- Yoga postures are called _____.
- Yoga helps increase _____ of the body.
- Breathing techniques can help reduce _____.
- Yoga can improve the quality of _____.
- The World Health Organisation launched the _____ mYoga app.
- Yoga practice coordinates the body with the _____.
- Yoga should be practised without _____.

Competency: V, R

Level: L1 – Easy

A3. COMPLETE THE WORDS Questions 21–25

LO Coverage: LO 18, LO 37, LO 40 — Students apply correct spelling and language conventions while developing accuracy in written communication.

Complete the words.

- Y _ G A
- H _ R M O N Y
- M E D I T _ T I O N
- A S _ N A S
- F L E X I B _ L I T Y

Competency: V

Level: L1 – Easy

A4. JUMBLED WORDS Questions 26–30

LO Coverage: LO 18, LO 37, LO 40 — Students reconstruct and spell key vocabulary accurately.

Unscramble the words.

26. GOYA
27. JYU
28. TANJALIPA
29. NIOATITMED
30. YXELBIFLIT

Competency: V

Level: L1 – Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning and demonstrate accurate understanding of words used in the chapter.

Column A	Column B
31. Yoga	a. □□□□□□
32. Harmony	b. □□□□□
33. Meditation	c. □□□
34. Stress	d. □□□□□
35. Balance	e. □□□□□□□ / □□□□□□

Competency: V

Level: L1 – Easy

A6. WORD MEANINGS

Questions 36–40

LO Coverage: LO 1, LO 3, LO 18, LO 40 — Students understand vocabulary in context and respond appropriately using information from the chapter.

Choose the correct meaning.

36. **Originated** means:
a) ended b) started c) stopped
37. **Harmony** means:
a) balance b) confusion c) disturbance
38. **Distractions** means:
a) exercises b) disturbances c) benefits
39. **Endurance** means:
a) ability to continue without giving up b) ability to sleep c) ability to run quickly
40. **Anxiety** means:
a) happiness b) worry c) strength

Competency: V, R

Level: L1 – Easy

PART B: UNDERSTANDING THE TEXT

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension

Difficulty Level: L1–L2 Easy

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify important details, key ideas, facts and benefits presented in an informational text.

Choose the correct answer.

41. Where did yoga originate?
a) China b) Ancient India c) Greece d) Egypt
42. What does the Sanskrit root ‘yuj’ mean?

- a) To stretch b) To breathe c) To join or unite d) To exercise
43. Who presented the ancient tradition of yoga systematically?
a) Sage Valmiki b) Sage Patanjali c) Sage Vyasa d) Sage Vishwamitra
44. Yoga symbolises the unity of:
a) mind and body b) food and exercise c) sleep and work d) games and studies
45. What do yoga postures help to strengthen?
a) Muscles b) Hair c) Teeth d) Eyes
46. Which of the following can yoga help reduce?
a) Stress and anxiety b) Height c) Knowledge d) Hunger
47. What can yoga improve?
a) Quality of sleep b) Noise c) Pollution d) Traffic
48. Who launched the WHO mYoga app?
a) UNESCO b) WHO c) UNICEF d) Government of India
49. What does the WHO mYoga app contain?
a) Games and stories b) Videos and audio files c) Songs and poems d) Sports equipment
50. When does yoga become a yogic practice?
a) When we practise without awareness b) When we only stretch the body
c) When stretches are coordinated with breath and awareness d) When we practise very quickly

B2. TRUE OR FALSE Questions 51–60

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students identify important information and distinguish correct information from incorrect information while reading.

Write **True** or **False**.

51. Yoga originated in ancient India.
52. The word Yoga comes from the Sanskrit root ‘yuj’.
53. ‘Yuj’ means to sleep.
54. Sage Patanjali presented yoga systematically in the Yoga Sutras.
55. Yoga is only a physical practice.
56. Yoga can improve flexibility and balance.
57. Breathing techniques and meditation can calm the mind.
58. Yoga can help improve the quality of sleep.
59. The WHO mYoga app was launched in 2021.
60. Yoga should be practised with distractions around us.

B3. MATCH THE FOLLOWING Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28 — Students retrieve and connect people, concepts, practices, benefits and ideas from the text.

Column A	Column B
61. Yoga	a. Worry
62. ‘Yuj’	b. Systematic tradition of yoga
63. Sage Patanjali	c. To join or unite
64. Asanas	d. Physical, mental and spiritual practice
65. Meditation	e. Yoga postures
66. Anxiety	f. Helps calm the mind
67. Endurance	g. Capacity to continue without giving up
68. WHO mYoga	h. App with videos and audio files

Column A	Column B
69. Harmony	i. Balance
70. Distractions	j. Disturbances

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28 — Students retrieve specific information and identify important concepts and facts from the informational text.

71. Where did yoga originate?
72. What does 'yuj' mean?
73. Who presented yoga systematically?
74. What is the name of Patanjali's text?
75. What are yoga postures called?
76. Name one benefit of asanas.
77. Name one benefit of breathing exercises.
78. What can meditation help to reduce?
79. What app did WHO launch?
80. What two things should be coordinated with each stretch to make the practice yogic?

B5. COMPLETE THE SENTENCES

Questions 81–90

LO Coverage: LO 1, LO 3, LO 18, LO 27, LO 40 — Students recall important information and use appropriate vocabulary and sentence structures accurately.

81. Yoga is a _____, mental and spiritual practice.
82. Yoga originated in ancient _____.
83. The word Yoga comes from the Sanskrit root _____.
84. 'Yuj' means to _____ or unite.
85. Sage _____ presented yoga systematically.
86. Yoga can increase flexibility, endurance and _____.
87. Breathing techniques and meditation can calm the _____.
88. Yoga can improve the quality of _____.
89. WHO launched the _____ mYoga app.
90. Yoga should be practised without _____.

PART C: GRAMMAR IN CONTEXT

QUESTIONS 91–115

Competencies: Grammar, Reading, Writing **Difficulty Level:** L1–L2 Easy

C1. PRACTICE AND PRACTISE

Questions 91–96

LO Coverage: LO 18, LO 36, LO 40 — Students distinguish between the noun **practice** and the verb **practise** and use them appropriately.

Fill in the blanks with **practice** or **practise**.

91. I _____ yoga every morning.
92. Regular yoga _____ can improve health.
93. We should _____ deep breathing every day.
94. Good _____ helps us improve our skills.
95. My teacher asked me to _____ the asanas regularly.
96. Daily _____ of yoga can become a healthy habit.

C2. ADVICE AND ADVISE

Questions 97–100

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students distinguish between words with related meanings and different grammatical functions.

Choose the correct word.

97. My teacher gave me good _____ about practising yoga.
a) advice b) advise

98. I would _____ you to practise regularly.
a) advice b) advise
99. The doctor gave him some useful _____.
a) advice b) advise
100. I would _____ you to avoid distractions while practising.
a) advice b) advise

C3. PRESENT SIMPLE TENSE

Questions 101–105

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students identify and use the present simple tense appropriately in context.

Fill in the blanks with the correct form of the verb.

101. Yoga _____ (improve) flexibility.
102. Asanas _____ (strengthen) muscles.
103. Meditation _____ (calm) the mind.
104. Yoga _____ (help) reduce stress.
105. We _____ (practise) yoga every morning.

C4. SUBJECT–VERB AGREEMENT

Questions 106–110

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply correct subject–verb agreement in sentences.

Choose the correct verb.

106. Yoga **helps** / **help** the body and mind.
107. Asanas **increase** / **increases** flexibility.
108. Meditation **calm** / **calms** the mind.
109. Breathing exercises **reduce** / **reduces** stress.
110. The app **contains** / **contain** videos and audio files.

C5. PUNCTUATION Questions 111–115

LO Coverage: LO 18, LO 19, LO 37, LO 39, LO 40 — Students apply punctuation and sentence conventions accurately.

Rewrite the sentences using correct punctuation.

111. what is yoga
112. yoga originated in ancient india
113. who was sage patanjali
114. practise yoga without distractions
115. what a healthy practice yoga is

PART D: READING AND THINKING

QUESTIONS 116–140

Competencies: Reading, Critical Thinking, Reasoning

Difficulty Level: L2–L3 Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27 — Students read purposefully, identify important information and understand the central ideas of an informational text.

Read the passage carefully.

Yoga is an ancient practice that originated in India. The word Yoga comes from the Sanskrit root ‘yuj’, meaning ‘to join’ or ‘to unite’. Yoga brings harmony between the mind and body and between thought and action. Sage Patanjali presented the ancient tradition of yoga systematically in the Yoga Sutras of Patanjali. Yoga includes asanas, breathing techniques and meditation. Asanas help strengthen muscles and improve flexibility, endurance and balance. Breathing exercises and meditation help calm the mind, reduce stress and improve concentration. Yoga can also improve sleep and promote overall well-being. The WHO launched the WHO mYoga app in 2021 to encourage people around the world to practise yoga.

D2. LITERAL COMPREHENSION

Questions 116–125

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students identify central information and supporting details and answer questions using evidence from the passage.

- 116. Where did yoga originate?
- 117. What does the word ‘yuj’ mean?
- 118. What does yoga bring between the mind and body?
- 119. Who presented yoga systematically?
- 120. Name the text associated with Sage Patanjali.
- 121. Name any two practices included in yoga.
- 122. What do asanas help strengthen?
- 123. What do breathing exercises and meditation help to do?
- 124. What did WHO launch in 2021?
- 125. Why was the WHO mYoga app launched?

D3. CHOOSE THE CORRECT ANSWER

Questions 126–130

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students retrieve and distinguish important information from the text and respond accurately.

- 126. Yoga is described as:
 - a) only a physical exercise
 - b) a physical, mental and spiritual practice
 - c) only a breathing exercise
 - d) a competitive sport
- 127. The word ‘yuj’ represents:
 - a) competition
 - b) unity
 - c) speed
 - d) sleep
- 128. Asanas can improve:
 - a) flexibility and balance
 - b) noise and speed
 - c) memory only
 - d) appetite
- 129. Meditation helps:
 - a) increase anxiety
 - b) calm the mind
 - c) reduce flexibility
 - d) create distractions
- 130. Yoga should be practised:
 - a) with distractions
 - b) without awareness
 - c) with coordination of breath and awareness
 - d) only for competition

D4. INFERENTIAL COMPREHENSION Questions 131–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students make inferences, express ideas and opinions, support responses with reasons and relate the chapter’s ideas to real-life situations. Think and answer.

- 131. Why is yoga described as a holistic approach to health and well-being?
- 132. Why is it important to keep the mind with the body while practising yoga?
- 133. Why might practising yoga without distractions be more beneficial?
- 134. What does the worldwide popularity of yoga suggest about its benefits?
- 135. Why do you think the WHO wanted the mYoga app to be easy to use and free?

D5. CAUSE AND EFFECT Questions 136–140

LO Coverage: LO 1, LO 3, LO 13, LO 27, LO 28 — Students connect events, practices and outcomes logically.

Complete the effects.

- 136. **Cause:** Yoga postures stretch and strengthen muscles.
Effect: _____
- 137. **Cause:** Breathing techniques and meditation are practised.
Effect: _____
- 138. **Cause:** Yoga is practised with coordination of breath and awareness.
Effect: _____
- 139. **Cause:** Yoga can improve sleep and reduce stress.
Effect: _____

140. **Cause:** WHO launched the WHO mYoga app.

Effect: _____

PART E: SPEAK AND SHARE

QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabulary

Difficulty Level: L2–L3 Average

E1. ORAL RESPONSE Questions 141–145

LO Coverage: LO 12, LO 13, LO 15, LO 29 — Students express personal experiences and opinions clearly, give reasons and relate the chapter's ideas to their own lives.

Answer orally.

141. What do you know about yoga?

142. Why do you think yoga is called a way of life?

143. Which benefit of yoga interests you the most? Why?

144. Why is concentration important while practising yoga?

145. How can yoga help students in their daily lives?

E2. PAIR DISCUSSION Questions 146–147

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15 — Students raise questions, express opinions with reasons and participate respectfully in pair discussions.

146. Discuss: **Is yoga only a physical exercise? Give reasons.**

147. Discuss: **Should students include yoga in their daily routine? Why or why not?**

E3. PICTURE TALK

Questions 148–149

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 21 — Students observe, raise relevant questions and express ideas clearly using visual material.

Look at a picture showing children practising yoga together.



148. What do you think the children are doing?

149. What benefits might they get from practising yoga regularly?

E4. ROLE PLAY Question 150

LO Coverage: LO 12, LO 14, LO 15, LO 33, LO 34 — Students communicate confidently, interact respectfully and use appropriate language in a creative dialogue.

150. **Role-play the following situation:**

One student is feeling worried before an examination. Another student explains how breathing exercises and yoga can help the student feel calm and focused.

PART F: GUIDED WRITING

QUESTIONS 151–170

Competencies: Writing, Vocabulary

Difficulty Level: L2–L3 Average

F1. COMPLETE THE SENTENCES Questions 151–155

LO Coverage: LO 17, LO 18, LO 36, LO 38, LO 40 — Students organise ideas, use appropriate grammar and communicate accurately in writing.

151. Yoga originated in _____.

152. The Sanskrit word 'yuj' means _____.
153. Sage Patanjali presented yoga in a systematic way in the _____.
154. Asanas improve flexibility, endurance and _____.
155. Yoga should be practised with breath and _____.

F2. MAKE SENTENCES Questions 156–160

LO Coverage: LO 18, LO 36, LO 38, LO 40, LO 42 — Students construct meaningful sentences using appropriate vocabulary and sentence patterns.

Make meaningful sentences using the following words.

156. yoga
157. harmony
158. meditation
159. flexibility
160. concentration

F3. GUIDED PARAGRAPH WRITING Questions 161–165

LO Coverage: LO 16, LO 17, LO 18, LO 20, LO 41, LO 43 — Students organise ideas logically and write descriptive/informative paragraphs using appropriate language.

Write 4–5 sentences using the clues.

161. **Yoga – A Healthy Practice**
Clues: ancient India – mind and body – health – regular practice
162. **Benefits of Asanas**
Clues: muscles – flexibility – endurance – balance – fitness
163. **Yoga and the Mind**
Clues: breathing – meditation – calm – stress – concentration
164. **WHO mYoga App**
Clues: WHO – 2021 – videos – audio – free tool
165. **Yoga in My Daily Life**
Clues: morning – practice – concentration – healthy – peaceful

F4. DIALOGUE COMPLETION Questions 166–168

LO Coverage: LO 12, LO 14, LO 18, LO 33, LO 41, LO 42 — Students communicate appropriately through dialogue and use suitable vocabulary and sentence patterns.

Complete the dialogues.

166. **A:** Why do you practise yoga?
B: _____.
167. **A:** I feel worried before examinations.
B: _____.
168. **A:** What should we remember while practising yoga?
B: _____.

F5. CAPTION WRITING Questions 169–170

LO Coverage: LO 18, LO 21, LO 22, LO 41, LO 42 — Students communicate ideas concisely and connect written expression with visual material.

Write a suitable caption.

169. Picture of children sitting calmly and practising yoga.
170. Picture of a person practising breathing exercises with complete concentration.

PART G: APPLICATION AND LIFE SKILLS

QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing **Difficulty Level:** L3 – Difficult

G1. SCHOOL SITUATIONS Questions 171–175

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students apply the ideas and values of the chapter to familiar situations and express opinions with reasons.

171. You feel very nervous before an examination. How could you use what you learnt from the chapter?

172. Your friend is unable to concentrate while studying. What healthy suggestion could you give?
173. Your class is organising a wellness activity. Why would you suggest including yoga?
174. Why is it important to avoid distractions while practising yoga?
175. How can yoga help students balance physical fitness and mental well-being?

G2. HOME SITUATIONS Questions 176–180

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 29 — Students relate the ideas and benefits of yoga to personal and family situations.

176. How can you encourage your family members to practise yoga?
177. Why might breathing exercises be useful when someone feels worried?
178. How can regular yoga practice become a healthy family habit?
179. Why is concentration important during a yoga session at home?
180. Give one example of how yoga could help you handle a stressful situation.

G3. COMMUNITY SITUATIONS Questions 181–185

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students relate the chapter's ideas to community health and wellness.

181. Why can yoga be useful for people of different age groups?
182. How can a community encourage people to practise yoga?
183. Why is it useful that the WHO mYoga app is free?
184. How can International Yoga Day create awareness about yoga?
185. Why is yoga recognised internationally as a practice for overall well-being?

PART H: VALUES AND CITIZENSHIP QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29 — Students express ideas and opinions, support them with reasons and relate the values and ideas of the chapter to personal and contemporary situations.

186. What does yoga teach us about harmony?
187. Why is balance important in life?
188. How can yoga help us develop self-discipline?
189. Why should we practise yoga with awareness rather than mechanically?
190. How can yoga contribute to mental well-being?
191. Why is it important to reduce stress and anxiety in our daily lives?
192. What does the global popularity of yoga tell us about its value?
193. How can yoga help us become more focused?
194. Why should we make healthy practices a regular part of our lives?
195. How can you apply the message of “Yoga – A Way of Life” in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level:** L3 – Difficult

I1. POSTER MAKING Question 196

LO Coverage: LO 21, LO 22, LO 24, LO 25, LO 35 — Students create a visual presentation and integrate written and visual communication.

196. Prepare a poster on:
“YOGA – A WAY OF LIFE”

Include:

- A suitable drawing
- One slogan
- Three benefits of yoga
- One message encouraging regular practice

I2. SLOGAN WRITING Question 197

LO Coverage: LO 33, LO 34, LO 35, LO 42, LO 45 — Students experiment with creative language and produce original expressions.

197. Write a creative slogan on the benefits of yoga.

I3. DRAW AND WRITE Question 198

LO Coverage: LO 21, LO 22, LO 33, LO 35, LO 41, LO 42 — Students combine visual and written expression creatively.

198. Draw a picture showing a child practising yoga peacefully.

Write **two sentences** explaining your picture.

I4. THINK AND ANSWER Question 199

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students interpret the central idea of the text, express an opinion, support it with reasoning and connect the theme to real-life situations.

199. Imagine that a student practises yoga only by copying the physical movements but does not pay attention to breathing or awareness.

Would this be a complete yogic practice? Give reasons.

I5. REFLECTION QUESTION Question 200

LO Coverage: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45 — Students reflect on the central idea of the chapter and connect learning to their own lives.

200. **If you decided to make yoga a part of your daily life, what changes would you make in your routine? Why?**

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. India
12. yuj
13. Patanjali
14. asanas
15. flexibility
16. stress
17. sleep
18. WHO
19. breath
20. distractions

A3. Complete the Words

21. YOGA
22. HARMONY
23. MEDITATION
24. ASANAS
25. FLEXIBILITY

A4. Jumbled Words

26. YOGA

27. YUJ
28. PATANJALI
29. MEDITATION
30. FLEXIBILITY

A5. English–Kannada

31. c
32. e
33. b
34. d
35. a

A6. Word Meanings

36. b
37. a
38. b
39. a
40. b

PART B – UNDERSTANDING THE TEXT

B1. MCQs

41. b
42. c
43. b
44. a
45. a
46. a
47. a
48. b
49. b
50. c

B2. True or False

51. True
52. True
53. False
54. True
55. False
56. True
57. True
58. True
59. True
60. False

B3. Match the Following

61. d
62. c
63. b
64. e
65. f
66. a
67. g
68. h
69. i

70. j

B4. One-Word / Very Short Answers

- 71. Ancient India
- 72. To join or unite
- 73. Sage Patanjali
- 74. Yoga Sutras of Patanjali
- 75. Asanas
- 76. Any one: strength / flexibility / endurance / balance
- 77. Any one: calming the mind / reducing stress / improving concentration
- 78. Stress and anxiety
- 79. WHO mYoga
- 80. Breath and awareness

B5. Complete the Sentences

- 81. physical
- 82. India
- 83. yuj
- 84. join
- 85. Patanjali
- 86. balance
- 87. mind
- 88. sleep
- 89. WHO
- 90. distractions

PART C – GRAMMAR

C1. Practice and Practise

- 91. practise
- 92. practice
- 93. practise
- 94. practice
- 95. practise
- 96. practice

C2. Advice and Advise

- 97. advice
- 98. advise
- 99. advice
- 100. advise

C3. Present Simple

- 101. improves
- 102. strengthen
- 103. calms
- 104. helps
- 105. practise

C4. Subject–Verb Agreement

- 106. helps
- 107. increase
- 108. calms
- 109. reduce
- 110. contains

C5. Punctuation

111. What is yoga?
112. Yoga originated in ancient India.
113. Who was Sage Patanjali?
114. Practise yoga without distractions.
115. What a healthy practice yoga is!

PART D – READING AND THINKING

D2. Literal Comprehension

116. Ancient India.
117. To join or unite.
118. Harmony.
119. Sage Patanjali.
120. *Yoga Sutras of Patanjali*.
121. Any two: asanas, breathing techniques, meditation.
122. Muscles.
123. Calm the mind, reduce stress and improve concentration.
124. The WHO mYoga app.
125. To provide an easy-to-use and free tool to teach and support yoga practice and encourage people around the world to practise yoga.

D3. MCQs

126. b
127. b
128. a
129. b
130. c

D4. Inferential Comprehension

131. Because yoga supports physical, mental and spiritual well-being and creates harmony between different aspects of life.
132. It helps coordinate the movement of the body with awareness and breath.
133. It allows a person to concentrate fully on the body, breath and mind.
134. It suggests that people around the world recognise its benefits for health and well-being.
135. So that people across the world can easily access it and be encouraged to practise yoga.

D5. Cause and Effect

136. It can improve physical fitness and reduce body pain.
137. They can calm the mind, reduce stress and anxiety and improve concentration.
138. The practice becomes a yogic practice.
139. It promotes overall well-being.
140. It provided a free and easy-to-use tool to encourage people around the world to practise yoga.

PART E – SPEAK AND SHARE

E1. Oral Responses

141–145. **Answers may vary.** Responses should be relevant, clear and supported with suitable reasons.

E2. Pair Discussion

146. **Expected response:** No. Yoga is a physical, mental and spiritual practice. It involves postures, breathing techniques and meditation and promotes harmony between mind and body.
147. **Expected response:** Yes, because yoga can support physical fitness, concentration, calmness and overall well-being. Reasoned alternative responses may also be accepted.

E3. Picture Talk

148–149. Accept relevant responses based on observation and understanding of yoga.

E4. Role Play

150. Accept any appropriate dialogue showing:

- understanding of yoga
- use of breathing exercises
- calmness
- concentration
- appropriate expression and interaction

PART F – GUIDED WRITING

F1. Complete the Sentences

151. ancient India
152. to join or unite
153. Yoga Sutras of Patanjali
154. balance
155. awareness

F2. Make Sentences

156–160. Any grammatically correct and meaningful sentences using the given words.

F3. Guided Paragraphs

161–165. Any meaningful paragraph using the given clues and correctly connected to the chapter.

F4. Dialogue Completion

Possible answers:

166. I practise yoga because it keeps my body and mind healthy.
167. You can try some breathing exercises to help yourself feel calm.
168. We should practise with awareness and coordinate our movements with our breath.

Other contextually appropriate answers may be accepted.

F5. Caption Writing

169. “Yoga for a Healthy Body and Peaceful Mind!”
170. “Breathe, Focus and Stay Calm!”

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

G1. School Situations

171. Practise breathing exercises or yoga to calm the mind and improve concentration.
172. Suggest regular yoga or breathing exercises and encourage the student to practise without distractions.
173. Yoga can improve physical fitness, concentration and overall well-being.
174. Avoiding distractions helps us coordinate the mind, body, breath and awareness.
175. Yoga supports both physical fitness and mental well-being.

G2. Home Situations

176. Explain its benefits and encourage family members to practise together.
177. Breathing exercises can calm the mind and reduce stress and anxiety.
178. The family can set aside a regular time for yoga practice.
179. Concentration helps the person practise safely and coordinates movements with breathing and awareness.
180. Any suitable example showing the use of yoga or breathing exercises to become calm and focused.

G3. Community Situations

181. Yoga can support physical and mental well-being and can be practised by people of different age groups.
182. Communities can organise yoga sessions, awareness programmes and International Yoga Day activities.
183. It allows people around the world to access yoga resources without cost.
184. It spreads awareness about yoga and its benefits.
185. Because yoga promotes overall physical, mental and spiritual well-being.

PART H – VALUES AND CITIZENSHIP

186. Yoga teaches harmony and balance between mind and body, thought and action, and humans and nature.
187. Balance helps us maintain a healthy and peaceful life.
188. Regular practice develops discipline and healthy habits.
189. Awareness allows us to coordinate the body, mind and breath.
190. It can calm the mind, reduce stress and anxiety and improve sleep and concentration.
191. Reducing stress and anxiety supports better mental well-being.
192. It shows that yoga has benefits that are valued by people across the world.
193. Breathing exercises and meditation can improve concentration.
194. Regular healthy practices help us maintain long-term well-being.
195. Students may write about regular practice, mindful breathing, staying calm, improving concentration and maintaining a healthy routine.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Appropriate drawing
- Relevant slogan
- Three benefits of yoga
- Message encouraging regular practice
- Clear presentation

197. Slogan Writing

Sample answers:

- **“Yoga Today, Healthy Tomorrow!”**
- **“Breathe Deep, Stay Calm, Live Well!”**
- **“Yoga: Unite Your Mind and Body!”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: A child practising yoga peacefully.

Sample response:

“The child is practising yoga with concentration. Yoga helps keep the body healthy and the mind calm.”

Other relevant responses may be accepted.

199. Think and Answer

Expected answer: No. It would not be a complete yogic practice because the chapter explains that yoga is not merely about stretching the body. The mind has to be with the body, and each stretch should be coordinated with breath and awareness.

200. Reflection

Any sensible answer showing:

- regular yoga practice
- healthy routine
- awareness
- concentration
- breathing exercises
- physical and mental well-being
- reduction of distractions

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy

Part	Questions	Main Competency	Difficulty
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

UNIT 5: CULTURE AND TRADITION

CHAPTER 13: HAMARA BHARAT – INCREDIBLE INDIA!

PART A: BRIDGE VOCABULARY**QUESTIONS 1–40****Competencies:** Vocabulary, Reading**Difficulty Level:** L1 – Easy**A1. WORD–MEANING MATCHING****Questions 1–10**

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the text and demonstrate understanding of an informational and cultural text.

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Diverse	a. A traditional form of art
2. Unison	b. A substance used to give colour
3. Heritage	c. Different or varied
4. Culture	d. Together or at the same time
5. Craft	e. Traditions and cultural practices passed down through generations
6. Folk	f. The ideas, customs and traditions of a society
7. Carve	g. To make a design using a sharp tool
8. Biodegradable	h. Related to traditional people or culture
9. Dyes	i. Able to break down naturally
10. Prosper	j. To grow, develop or become successful

Competency: V, R **Level:** L1 – Easy

A2. FILL IN THE BLANKS **Questions 11–20**

LO Coverage: LO 1, LO 18, LO 36, LO 40 — Students identify relevant information from the chapter and use appropriate vocabulary and grammatical structures in context.

Choose suitable words from the box.

Word Box: Bharat, diversity, unison, Aipan, Dhokra, Kerala, Kondapalli, craft, heritage, prosper

11. _____ has been known worldwide as a land of wise and heroic individuals.
12. India is known for its unity in _____.
13. The people of Bharat live in _____.
14. _____ is a folk art of Uttarakhand.
15. _____ is a very old metal craft practised by a tribe in Odisha.
16. Chitra is from _____.
17. Balamurali speaks about _____ toys.
18. Coconut shell _____ is described as biodegradable.
19. Traditional arts are an important part of our cultural _____.
20. We should work hard to help our country _____.

Competency: V, R **Level:** L1 – Easy

A3. COMPLETE THE WORDS **Questions 21–25**

LO Coverage: LO 18, LO 37, LO 40 — Students apply correct spelling and language conventions while developing accuracy in written communication.

Complete the words.

21. D I V E R S _ T Y
22. C U L T _ R E
23. H E R I T _ G E
24. B I O D E G R A D _ B L E
25. T R A D I T I _ N

Competency: V

Level: L1 – Easy

A4. JUMBLED WORDS

Questions 26–30

LO Coverage: LO 18, LO 37, LO 40 — Students reconstruct and spell key vocabulary accurately. Unscramble the words.

26. RSEVIED
27. NOISUN
28. FTRAC
29. VERCAR
30. GRAEHETI

Competency: V

Level: L1 – Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

LO Coverage: LO 1, LO 5, LO 40 — Students connect familiar vocabulary with meaning and demonstrate accurate understanding of words used in the chapter.

Column A	Column B
31. Culture	a. □□□□□□□□
32. Diversity	b. □□□□□□
33. Heritage	c. □□□□□□□□
34. Craft	d. □□□ / □□□□□□
35. Prosper	e. □□□□□□□□□□□□□□□□

Competency: V

Level: L1 – Easy

A6. WORD MEANINGS

Questions 36–40

LO Coverage: LO 1, LO 3, LO 18, LO 40 — Students understand vocabulary in context and respond appropriately using information from the text.

Choose the correct meaning.

36. **Diverse** means:
a) different or varied b) similar c) small
37. **Unison** means:
a) separately b) together c) silently
38. **Heritage** means:
a) something passed down through generations b) a new invention c) a modern machine
39. **Carve** means:
a) to paint b) to design with a sharp tool c) to wash
40. **Prosper** means:
a) to grow and become successful b) to disappear c) to stop working

Competency: V, R

Level: L1 – Easy

PART B: UNDERSTANDING THE TEXT

Competencies: Reading, Vocabulary, Comprehension

B1. MULTIPLE CHOICE QUESTIONS

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students identify important details, people, places, cultural practices and central ideas from the text.

Choose the correct answer.

QUESTIONS 41–90

Difficulty Level: L1–L2 Easy

Questions 41–50

Column A	Column B
65. Aipan	e. Dhokra
66. Dhokra	f. Coconut shell craft
67. Coconut shell craft	g. Kondapalli
68. Kondapalli	h. Folk art
69. Makku	i. Tamarind seed powder and sawdust
70. Geru	j. Red clay used as colour

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28 — Students retrieve specific information and identify important people, places, art forms and concepts.

71. What is the name of the programme in the chapter?
72. What does the programme celebrate?
73. Which state is Akanksha from?
74. What is the folk art of Uttarakhand called?
75. Which state is Priyaranjan from?
76. How old is Dhokra metal craft?
77. Which state is Chitra from?
78. What material is used in coconut shell craft?
79. Which state is Balamurali from?
80. What is the paste used to join Kondapalli toy parts called?

B5. COMPLETE THE SENTENCES

Questions 81–90

LO Coverage: LO 1, LO 3, LO 18, LO 27, LO 40 — Students recall important information and use appropriate vocabulary and sentence structures accurately.

81. Bharat is known worldwide as a land of wise and _____ individuals.
82. Its rich and diverse culture has attracted numerous _____ since ancient times.
83. The people of Bharat live in _____.
84. The people present to the world _____ in diversity.
85. The students gathered for the programme called Ek Bharat, _____ Bharat.
86. Aipan is a traditional folk art of _____.
87. Dhokra is a _____-year-old metal craft.
88. Coconut shell craft is a _____ craft.
89. Kondapalli toys are made from _____ wood.
90. Makku is made from tamarind seed powder and _____.

PART C: GRAMMAR IN CONTEXT

QUESTIONS 91–115

Competencies: Grammar, Reading, Writing

Difficulty Level: L1–L2 Easy

C1. ARTICLES – A, AN, THE

Questions 91–95

LO Coverage: LO 18, LO 36, LO 40 — Students identify and use appropriate articles in context.

Fill in the blanks with **a, an or the**.

91. Bharat is _____ diverse country.
92. Aipan is _____ traditional folk art.
93. Dhokra is _____ ancient metal craft.
94. Chitra makes useful objects from _____ coconut shell.
95. Kondapalli is _____ village known for its traditional toys.

C2. PREPOSITIONS**Questions 96–100**

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students use appropriate prepositions to express relationships of place, time and association.

Fill in the blanks with suitable prepositions.

96. Akanksha is _____ Uttarakhand.
97. Priyaranjan is _____ Odisha.
98. Chitra is _____ Kerala.
99. Balamurali is _____ Andhra Pradesh.
100. The students gathered _____ the big hall.

C3. SIMPLE PRESENT TENSE**Questions 101–105**

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students identify and use the simple present tense appropriately in context.

Fill in the blanks with the correct form of the verb.

101. Bharat _____ (have) a rich culture.
102. People _____ (live) in unison.
103. Aipan _____ (reflect) cultural traditions.
104. Coconut shells _____ (make) useful household items.
105. Kondapalli toys _____ (depict) rural life.

C4. SUBJECT-VERB AGREEMENT**Questions 106–110**

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply correct subject–verb agreement in sentences.

Choose the correct verb.

106. Bharat **is** / **are** a diverse country.
107. The people **live** / **lives** in unison.
108. Aipan **reflects** / **reflect** cultural traditions.
109. Coconut shells **is** / **are** biodegradable.
110. Makku **is** / **are** used to join the pieces.

C5. PUNCTUATION**Questions 111–115**

LO Coverage: LO 18, LO 19, LO 37, LO 39, LO 40 — Students apply punctuation and sentence conventions accurately.

Rewrite the sentences using correct punctuation.

111. what is unity in diversity
112. akanksha is from uttarakhand
113. what a beautiful craft
114. where is chitra from
115. bharat has a rich and diverse culture

PART D: READING AND THINKING**QUESTIONS 116–140**

Competencies: Reading, Critical Thinking, Reasoning

Difficulty Level: L2–L3 Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27 — Students read purposefully, identify important information and understand the central idea and supporting details of an informational text.

Read the passage carefully.

Bharat is known worldwide for its rich and diverse culture. People belonging to different regions follow different traditions, speak different languages and practise different art forms, yet they live together in unison. This is the beauty of unity in diversity. The chapter introduces students to the Ek Bharat, Shreshtha Bharat programme through a video in which children from different states share information about traditional art forms. Akanksha from Uttarakhand speaks about Aipan. Priyaranjan from Odisha

introduces Dhokra, a very old metal craft. Chitra from Kerala explains how coconut shells are made into useful objects. Balamurali from Andhra Pradesh describes the 400-year-old Kondapalli toy-making tradition. These art forms are different, but together they show the richness of India's cultural heritage.

D2. LITERAL COMPREHENSION Questions 116–125

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students identify central information and supporting details and answer questions using evidence from the passage.

116. What is Bharat known for?
117. What do people from different regions practise?
118. What does the phrase “unity in diversity” mean in the passage?
119. What programme is introduced in the chapter?
120. Which art form does Akanksha describe?
121. Which state is Priyaranjan from?
122. What does Chitra explain?
123. How old is the Kondapalli toy-making tradition?
124. Which state is Balamurali from?
125. What do the different art forms show about India?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students retrieve, interpret and distinguish important information from the text.

126. The main idea of the chapter is:
 - a) India has only one culture
 - b) India's diversity makes its unity special
 - c) Traditional arts are no longer useful
 - d) All states have the same traditions
127. Aipan is associated with:
 - a) Kerala
 - b) Odisha
 - c) Uttarakhand
 - d) Andhra Pradesh
128. Which craft uses molten brass?
 - a) Aipan
 - b) Dhokra
 - c) Coconut shell craft
 - d) Kondapalli
129. Which craft uses coconut shells to make useful objects?
 - a) Dhokra
 - b) Aipan
 - c) Coconut shell craft
 - d) Kondapalli
130. What is common among the art forms presented in the chapter?
 - a) They all use metal
 - b) They all come from the same state
 - c) They represent India's cultural richness
 - d) They are all modern crafts

D4. INFERENTIAL COMPREHENSION Questions 131–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students make inferences, express ideas and opinions, support responses with reasons and relate the chapter's ideas to real-life situations. Think and answer.

131. Why is India's diversity described as a strength rather than a weakness?
132. Why is it important for children to learn about art forms from other states?
133. What can we infer about the people who preserve traditional art forms?
134. Why can traditional crafts be called an important part of cultural heritage?
135. How does the Ek Bharat, Shreshtha Bharat programme help promote unity?

D5. CAUSE AND EFFECT Questions 136–140

LO Coverage: LO 1, LO 3, LO 13, LO 27, LO 28 — Students connect ideas and events logically and explain relationships between causes and effects. Complete the effects.

136. **Cause:** People from different regions live together in unison.
Effect: _____
137. **Cause:** Children learn about traditional art forms of different states.
Effect: _____

138. **Cause:** Coconut shells are reused to make useful objects.
Effect: _____
139. **Cause:** Traditional crafts are passed from one generation to another.
Effect: _____
140. **Cause:** Students participate in the Ek Bharat, Shreshtha Bharat programme.
Effect: _____

PART E: SPEAK AND SHARE

Competencies: Speaking, Listening, Vocabulary

E1. ORAL RESPONSE

LO Coverage: LO 12, LO 13, LO 15, LO 29 — Students express personal experiences and opinions clearly, give reasons and relate the chapter's ideas to their own lives.

Answer orally.

141. What do you like most about India's diversity?
142. Why should we respect the traditions of different states?
143. Which art form in the chapter interests you the most? Why?
144. What does “unity in diversity” mean to you?
145. How can students help preserve India's cultural heritage?

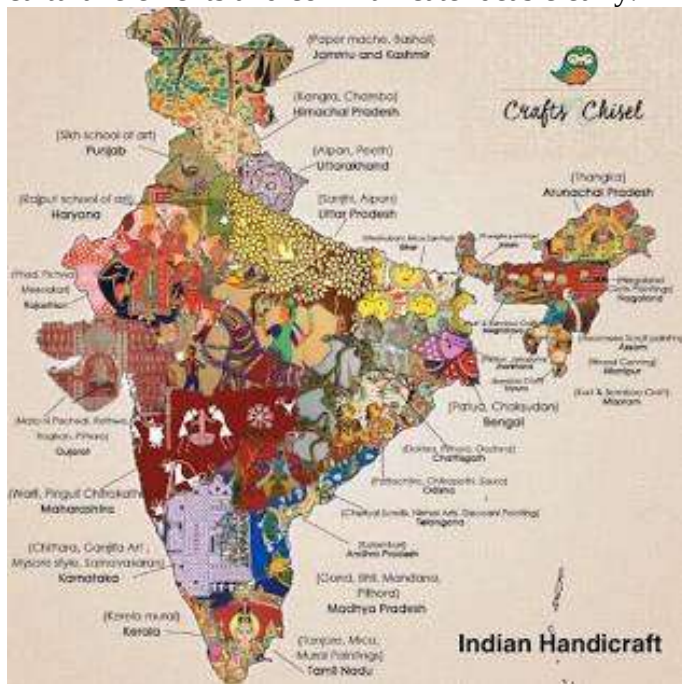
E2. PAIR DISCUSSION

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15 — Students raise questions, express opinions with reasons and participate respectfully in pair discussions.

146. Discuss: **“India's diversity makes it a stronger nation.” Give reasons.**
147. Discuss: **Should traditional art forms be taught in schools? Why?**

E3. PICTURE TALK

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 21 — Students observe visual material, identify cultural elements and communicate ideas clearly.



Look at a picture showing traditional Indian handicrafts from different states.

148. What different things do you notice in the picture?
149. What does the picture tell you about India's cultural diversity?

E4. ROLE PLAY

LO Coverage: LO 12, LO 14, LO 15, LO 33, LO 34 — Students communicate confidently, interact respectfully and use appropriate language in a creative dialogue.

150. Role-play the following situation:

Two students are discussing the **Ek Bharat, Shreshtha Bharat** programme. One student explains the meaning of unity in diversity, while the other talks about a traditional art form from their state.

PART F: GUIDED WRITING QUESTIONS 151–170

Competencies: Writing, Vocabulary **Difficulty Level:** L2–L3 Average

F1. COMPLETE THE SENTENCES Questions 151–155

LO Coverage: LO 17, LO 18, LO 36, LO 38, LO 40 — Students organise ideas, use appropriate grammar and communicate accurately in writing.

- 151. Bharat is known for its rich and _____ culture.
- 152. People living in unison show _____ in diversity.
- 153. Aipan is a folk art from _____.
- 154. Dhokra is a _____-year-old metal craft.
- 155. Kondapalli toys are made from _____ wood.

F2. MAKE SENTENCES Questions 156–160

LO Coverage: LO 18, LO 36, LO 38, LO 40, LO 42 — Students construct meaningful sentences using appropriate vocabulary and sentence patterns.

Make meaningful sentences using the following words.

- 156. diversity
- 157. heritage
- 158. Aipan
- 159. biodegradable
- 160. tradition

F3. GUIDED PARAGRAPH WRITING Questions 161–165

LO Coverage: LO 16, LO 17, LO 18, LO 20, LO 41, LO 43 — Students organise ideas logically and write descriptive and informative paragraphs using appropriate language.

Write **4–5 sentences** using the clues.

- 161. **Unity in Diversity**
Clues: different cultures – traditions – live together – one nation – unity
- 162. **Aipan**
Clues: Uttarakhand – folk art – women – family functions – festivals
- 163. **Dhokra**
Clues: Odisha – 4000 years – clay – wax – brass
- 164. **Coconut Shell Craft**
Clues: Kerala – coconut shell – useful objects – jewellery – biodegradable
- 165. **Kondapalli Toys**
Clues: Andhra Pradesh – 400 years – soft wood – makku – folk stories

F4. DIALOGUE COMPLETION Questions 166–168

LO Coverage: LO 12, LO 14, LO 18, LO 33, LO 41, LO 42 — Students communicate appropriately through dialogue and use suitable vocabulary and sentence patterns.

Complete the dialogues.

- 166. **A:** What is Ek Bharat, Shreshtha Bharat?
B: _____.
- 167. **A:** Which traditional art form would you like to learn?
B: _____.
- 168. **A:** Why should we preserve traditional crafts?
B: _____.

F5. CAPTION WRITING**Questions 169–170**

LO Coverage: LO 18, LO 21, LO 22, LO 41, LO 42 — Students communicate ideas concisely and connect written expression with visual material.

Write a suitable caption.

169. Picture showing children from different Indian states together.

170. Picture showing different traditional Indian crafts.

PART G: APPLICATION AND LIFESKILLS**QUESTIONS 171–185**

Competencies: Life Skills, Application, Speaking, Writing

Difficulty Level: L3 – Difficult

G1. SCHOOL SITUATIONS**Questions 171–175**

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students apply the ideas and values of the chapter to familiar situations and express opinions with reasons.

171. Your school is organising a cultural programme. How can you use the lesson of the chapter while planning it?

172. A new student from another state joins your class and speaks a different language. How would you make the student feel welcome?

173. Your class has to present one traditional art form from another state. What would you do to learn about it respectfully?

174. Why should students learn about cultures that are different from their own?

175. How can a school help preserve India's traditional arts?

G2. HOME SITUATIONS Questions 176–180

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 29 — Students relate cultural values and heritage to personal and family situations.

176. Ask a family member about one traditional art or craft from your region. What would you like to know?

177. How can families help children learn about their cultural traditions?

178. Why is it important to respect traditions even when they are different from our own?

179. If your family has an old traditional craft or art practice, how could you help preserve it?

180. Give one example of how your family can celebrate both your own culture and the cultures of others.

G3. COMMUNITY SITUATIONS Questions 181–185

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15, LO 29 — Students observe social and cultural situations and relate the chapter's ideas to contemporary community life.

181. How can communities support local artisans?

182. Why should traditional crafts be protected from disappearing?

183. How can cultural festivals promote unity?

184. How can young people help traditional artists and craftspeople?

185. Why is cultural diversity important for a country?

PART H: VALUES AND CITIZENSHIP**QUESTIONS 186–195**

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29 — Students express ideas and opinions, support them with reasons and relate the values of the chapter to personal and contemporary situations.

186. What does “unity in diversity” teach us?

187. Why should we respect people whose customs are different from ours?

188. What can we learn from traditional crafts?

189. Why is cultural heritage important?

190. How does diversity make Bharat special?

191. Why should traditional knowledge be passed on to younger generations?

192. How can learning about different states reduce misunderstandings among people?

193. Why is it important to preserve crafts made using natural materials?

194. What responsibility do we have as citizens towards India's cultural heritage?
195. How can you apply the message of **Hamara Bharat – Incredible India!** in your everyday life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing **Difficulty Level:** L3 – Difficult

I1. POSTER MAKING Question 196

LO Coverage: LO 21, LO 22, LO 24, LO 25, LO 35 — Students create a visual presentation, integrate written and visual communication and demonstrate creativity.

196. Prepare a poster on:

“UNITY IN DIVERSITY – INCREDIBLE INDIA!”

Include:

- A suitable drawing
- One slogan
- Three examples of India's diversity
- One message promoting unity

I2. SLOGAN WRITING Question 197

LO Coverage: LO 33, LO 34, LO 35, LO 42, LO 45 — Students experiment with creative language and produce original expressions.

197. Write a creative slogan on **India's unity in diversity**.

I3. DRAW AND WRITE Question 198

LO Coverage: LO 21, LO 22, LO 33, LO 35, LO 41, LO 42 — Students combine visual and written expression creatively to communicate an idea.

198. Draw a picture showing **four traditional art forms from different Indian states**.

Write **two sentences** explaining how the picture represents India's diversity.

I4. THINK AND ANSWER Question 199

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students interpret the central idea of the text, express an opinion, support it with reasoning and connect the theme to real-life situations.

199. Imagine that people in India stopped practising and teaching their traditional art forms.

What might happen to India's cultural heritage? Give reasons.

I5. REFLECTION QUESTION Question 200

LO Coverage: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45 — Students reflect on the chapter's central theme and connect learning to their own lives.

200. **If you had an opportunity to introduce one tradition or art form from your state to children from another state, what would you choose and why?**

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. Bharat

12. diversity
13. unison
14. Aipan
15. Dhokra
16. Kerala
17. Kondapalli
18. craft
19. heritage
20. prosper

A3. Complete the Words

21. DIVERSITY
22. CULTURE
23. HERITAGE
24. BIODEGRADABLE
25. TRADITION

A4. Jumbled Words

26. DIVERSE
27. UNISON
28. CRAFT
29. CARVER
30. HERITAGE

A5. English–Kannada

31. c
32. a
33. b
34. d
35. e

A6. Word Meanings

36. a
37. b
38. a
39. b
40. a

PART B – UNDERSTANDING THE TEXT

B1. MCQs

41. b
42. a
43. a
44. a
45. a
46. b
47. b
48. c
49. a
50. b

B2. True or False

51. True

- 52. True
- 53. False
- 54. True
- 55. True
- 56. True
- 57. True
- 58. False
- 59. True
- 60. True

B3. Match the Following

- 61. c
- 62. d
- 63. a
- 64. b
- 65. h
- 66. e
- 67. f
- 68. g
- 69. i
- 70. j

B4. One-Word / Very Short Answers

- 71. Ek Bharat, Shreshtha Bharat
- 72. Unity in diversity
- 73. Uttarakhand
- 74. Aipan
- 75. Odisha
- 76. 4000 years
- 77. Kerala
- 78. Brown coconut shell
- 79. Andhra Pradesh
- 80. Makku

B5. Complete the Sentences

- 81. heroic
- 82. travellers
- 83. unison
- 84. unity
- 85. Shreshtha
- 86. Uttarakhand
- 87. 4000
- 88. biodegradable
- 89. soft
- 90. sawdust

PART C – GRAMMAR

C1. Articles

- 91. a
- 92. a
- 93. an
- 94. a
- 95. a

C2. Prepositions

- 96. from
- 97. from
- 98. from
- 99. from
- 100. in

C3. Simple Present Tense

- 101. has
- 102. live
- 103. reflects
- 104. make
- 105. depict

C4. Subject–Verb Agreement

- 106. is
- 107. live
- 108. reflects
- 109. are
- 110. is

C5. Punctuation

- 111. What is unity in diversity?
- 112. Akanksha is from Uttarakhand.
- 113. What a beautiful craft!
- 114. Where is Chitra from?
- 115. Bharat has a rich and diverse culture.

PART D – READING AND THINKING**D2. Literal Comprehension**

- 116. Bharat is known for its rich and diverse culture and wise and heroic individuals.
- 117. They follow different traditions, speak different languages and practise different art forms.
- 118. It means that people with different cultures and traditions live together as one nation.
- 119. Ek Bharat, Shreshtha Bharat.
- 120. Aipan.
- 121. Odisha.
- 122. She explains coconut shell craft and how useful objects are made from coconut shells.
- 123. 400 years.
- 124. Andhra Pradesh.
- 125. They show the richness and diversity of India's cultural heritage.

D3. MCQs

- 126. b
- 127. c
- 128. b
- 129. c
- 130. c

D4. Inferential Comprehension

- 131. India's different cultures and traditions make the country rich and unique while people continue to live together as one nation.
- 132. It helps children understand, respect and appreciate the diversity of India's cultural heritage.
- 133. They are skilled, dedicated and value their cultural traditions.
- 134. Traditional crafts carry the knowledge, skills and customs passed down through generations.

135. It helps people from different states understand one another and appreciate India's unity in diversity.

D5. Cause and Effect

136. It shows unity in diversity.

137. They develop respect and appreciation for other cultures.

138. It makes useful products and supports an environmentally friendly craft.

139. Cultural traditions and skills continue to survive.

140. They learn about India's diversity and develop a stronger sense of unity.

PART E – SPEAK AND SHARE

E1. Oral Responses

141–145. **Answers may vary.** Students should express clear, relevant opinions with suitable reasons.

E2. Pair Discussion

146. **Expected response:** Yes. Different languages, traditions, art forms and customs make India culturally rich, while people remain united as one nation.

147. **Expected response:** Yes. It helps children understand, appreciate and preserve India's cultural heritage. Well-reasoned alternative responses may also be accepted.

E3. Picture Talk

148–149. Accept relevant responses based on observation and understanding of cultural diversity.

E4. Role Play

150. Accept any appropriate dialogue showing:

- understanding of Ek Bharat, Shreshtha Bharat
- understanding of unity in diversity
- knowledge of a traditional art form
- respectful communication
- appropriate expression and interaction

PART F – GUIDED WRITING

F1. Complete the Sentences

151. diverse

152. unity

153. Uttarakhand

154. 4000

155. soft

F2. Make Sentences

156–160. **Any grammatically correct and meaningful sentences using the given words.**

F3. Guided Paragraphs

161–165. **Any meaningful paragraph using the given clues and correctly connected to the chapter.**

F4. Dialogue Completion

Possible answers:

166. **It is a programme that promotes unity in diversity and helps people understand the cultures of different parts of India.**

167. **I would like to learn Aipan because it is a beautiful traditional folk art of Uttarakhand.**

168. **We should preserve traditional crafts because they are an important part of our cultural heritage.**

F5. Caption Writing

169. **“Different States, One India!”**

170. **“Celebrating India's Rich Cultural Heritage!”**

Other relevant captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

G1. School Situations

171. Students can include traditional art, music, dance, food or crafts from different states and present them respectfully.
172. Welcome the student warmly, help them communicate and show interest in their language and culture.
173. Read reliable information, ask questions respectfully and avoid making assumptions about the culture.
174. It helps us appreciate diversity, respect others and develop unity.
175. Schools can organise cultural programmes, exhibitions, craft activities and talks by local artists.

G2. Home Situations

176. Students may ask about the name, origin, materials, importance and occasions connected with the craft.
177. Families can tell stories, teach traditional practices and participate in cultural celebrations.
178. Respecting different traditions promotes understanding and harmony.
179. Learn the craft, practise it, document it and teach it to younger family members.
180. Families can celebrate their own festivals while respectfully participating in or learning about other cultures.

G3. Community Situations

181. Communities can buy local products, organise exhibitions and provide opportunities for artisans to demonstrate their skills.
182. If traditional crafts disappear, valuable cultural knowledge and skills may also be lost.
183. Festivals bring people together and provide opportunities to learn about different traditions.
184. Young people can learn crafts, share information about them and support artisans.
185. Cultural diversity makes society richer and helps people learn from one another.

PART H – VALUES AND CITIZENSHIP

186. It teaches us that people with different cultures can live together peacefully as one nation.
187. Different customs are part of India's cultural diversity, and respecting them promotes harmony.
188. We can learn patience, creativity, skill, dedication and respect for tradition.
189. It connects us with our past and preserves the knowledge and traditions of earlier generations.
190. India's diversity gives it a rich variety of languages, traditions, arts and ways of life.
191. So that valuable knowledge, skills and traditions do not disappear.
192. It develops understanding, respect and appreciation for different ways of life.
193. Natural-material crafts can preserve traditional skills while also making use of environmentally friendly materials.
194. We should respect, learn about and help preserve India's cultural traditions and heritage.
195. Students may write about respecting different cultures, learning traditional arts, participating in cultural activities and promoting unity in diversity.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Appropriate drawing
- Relevant slogan
- Examples of India's diversity
- Message promoting unity
- Clear presentation

197. Slogan Writing

Sample answers:

- **“Many Cultures, One India!”**
- **“Different Traditions, One Nation!”**
- **“Unity in Diversity – India's True Beauty!”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: Different traditional art forms representing different Indian states.

Sample response:

“These art forms show the cultural diversity of India. Though the traditions are different, they together form the rich heritage of one nation.”

Other relevant responses may be accepted.

199. Think and Answer

If traditional art forms were no longer practised or taught, many valuable skills, knowledge and cultural traditions could gradually disappear. Future generations might not know about the heritage of different communities and regions. Therefore, preserving traditional arts is important.

200. Reflection

Answers may vary. A suitable response could mention **Aipan, Dhokra, coconut shell craft, Kondapalli toys or another appropriate traditional art/craft from the student's state**, along with a reason explaining its cultural importance.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy
C	91–115	Grammar & Language Conventions	L1–L2 Easy
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

CHAPTER -14

POEM: THE KITES – DAPHNE LISTER

PART A: BRIDGE VOCABULARY

Competencies: Vocabulary, Reading

A1. WORD–MEANING MATCHING

QUESTIONS 1–40

Difficulty Level: L1 – Easy

Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 — Students identify and understand important vocabulary from the poem and demonstrate understanding of poetic language.
Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Whipped	a. Roofs of houses
2. Drift	b. Moved slowly and lightly
3. Sail	c. Moved forcefully through the air
4. Rooftops	d. To travel smoothly through air
5. Stare	e. To look at something for a long time
6. Air	f. The mixture of gases around the Earth
7. Wings	g. Parts that help a bird or kite move through air
8. Coloured	h. Having different colours
9. Wind	i. Moving air
10. Park	j. An open public place with grass and trees

Competency: V, R

Level: L1 – Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 5, LO 18, LO 36 — Students identify vocabulary from the poem and use it appropriately in context.

Choose suitable words from the box.

Word Box: kites, birds, air, climb, sail, wind, wings, park, rooftops, stare

11. The poet sees the _____ flying up in the sky.
12. The kites are compared to coloured _____.
13. The child wishes to be as light as _____.
14. The child wishes to _____ on a kite.
15. The child imagines that they would _____ up in the sky.
16. The child would hear the songs of the wild _____.
17. The poet refers to the kite as having paper _____.
18. The child would look over the _____.
19. The child would see the _____ of the town from above.
20. The people below would stand and _____.

A3. COMPLETE THE WORDS Questions 21–25

LO Coverage: LO 18, LO 37, LO 40 — Students apply spelling conventions to vocabulary from the poem.

21. C _ L O U R E D
22. W _ N D
23. D R _ F T
24. R O O F T _ P S
25. S T _ R E

A4. JUMBLED WORDS Questions 26–30

LO Coverage: LO 18, LO 37, LO 40 — Students reconstruct and spell important vocabulary accurately.
Unscramble the words.

26. TIKES
27. RI A
28. DRIFT

29. KPAR

30. WNID

A5. MATCH THE WORD WITH ITS CONTEXT Questions 31–35

LO Coverage: LO 1, LO 5, LO 26 — Students understand vocabulary through context.

Column A	Column B
31. Coloured birds	a. People watching from below
32. Light as air	b. The kites
33. Paper wings	c. Very light
34. Wild wind	d. Kites
35. People below	e. Strong-moving air

A6. CHOOSE THE CORRECT MEANING Questions 36–40

LO Coverage: LO 1, LO 5, LO 26 — Students interpret vocabulary used in a poetic context.

36. **Drift** means:

- a) move slowly and lightly b) run quickly c) fall heavily d) jump

37. **Stare** means:

- a) glance quickly b) look for a long time c) close one's eyes d) move away

38. **Rooftops** means:

- a) doors of houses b) windows of houses c) tops of houses d) gardens

39. **Sail** means:

- a) travel smoothly through the air b) walk slowly c) fall down d) stand still

40. **Whipped** in “wind-whipped sky” suggests:

- a) gently painted b) strongly moved by the wind c) covered by clouds d) brightly coloured

PART B: UNDERSTANDING THE POEM QUESTIONS 41–90

Competencies: Reading, Comprehension, Vocabulary

Difficulty Level: L1–L2

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students identify details, understand the speaker's thoughts and interpret the poem.

Choose the correct answer.

41. Where are the kites flying?

- a) Over the sea b) Up in the air c) Inside a park d) On rooftops

42. What do the kites look like?

- a) Coloured flowers b) Coloured birds c) Clouds d) Stars

43. What does the child wish to be?

- a) Big and strong b) Small and light c) Tall and heavy d) Fast and loud

44. Why does the child want to be light as air?

- a) To run faster b) To climb on a kite and fly c) To hide from people d) To play in the park

45. What does the child imagine as the kite's wings?

- a) Cloth wings b) Paper wings c) Bird wings d) Wooden wings

46. What would the child hear while flying?

- a) Songs of the birds b) Songs of the wild wind c) Songs of people d) Songs from rooftops

47. What would the child look down upon?

- a) A river and forest b) A park and rooftops of the town c) Mountains and sea d) Houses and roads

48. Who would stand and stare?

- a) Birds b) The people below c) Other kites d) The wind

49. What would the people below wish?

- a) To fly like the child b) To become birds c) To climb a tree d) To go home
50. Which feeling is strongest in the poem?

a) Fear b) Joy and freedom c) Anger d) Sadness

B2. TRUE OR FALSE Questions 51–60

LO Coverage: LO 1, LO 3, LO 4, LO 5 — Students distinguish factual and inferential statements from the poem.

Write **True** or **False**.

51. The child is looking at kites.
52. The kites look like birds of different colours.
53. The poem describes a rainy day.
54. The child wishes to climb on a kite.
55. The child wants to ride the kite.
56. The child imagines hearing the wild wind.
57. The child wants to look down from the kite.
58. The child imagines looking at the rooftops of the town.
59. The people below would ignore the child.
60. The people below would wish they were like the child.

B3. COMPLETE THE SENTENCES Questions 61–70

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 18 — Students recall and organise important details from the poem.

61. The kites fly in the _____.
62. The kites are like coloured _____.
63. The child wishes to be small and light as _____.
64. The child would _____ on a kite.
65. The child would _____ up there.
66. The child would drift upon the paper _____.
67. The child would hear the songs that the wild _____ sings.
68. The child would look over the _____.
69. The people below would stand and _____.
70. The people would wish they were _____.

B4. ONE-WORD / VERY SHORT ANSWERS Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27 — Students retrieve specific information from the poem.

71. Who is the poet of “The Kites”?
72. What flies in the sky?
73. What are the kites compared to?
74. What does the child wish to be as light as?
75. What does the child want to climb on?
76. What are the kite's wings made of in the child's imagination?
77. What does the wild wind sing?
78. What place does the child want to look over?
79. What part of the town does the child want to see?
80. Who would stand and stare at the child?

B5. ANSWER IN ONE OR TWO SENTENCES Questions 81–90

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28 — Students answer comprehension questions using information and ideas from the poem.

81. How does the poet describe the kites in the first stanza?
82. Why does the child wish to be small?
83. Why does the child want to be light as air?

84. What does the child imagine doing on the kite?
85. What would the child hear while flying?
86. What does the child imagine seeing from the sky?
87. Why would looking down from the sky be fun for the child?
88. How would the people below react to seeing the child?
89. What does the poem tell us about the child's imagination?
90. What is the central idea of the poem?

PART C: POETIC DEVICES AND LANGUAGE

QUESTIONS 91–125

Competencies: Literary Appreciation, Vocabulary, Grammar **Difficulty Level:** L1–L2

C1. SIMILE Questions 91–100

LO Coverage: LO 2, LO 5, LO 26, LO 30 — Students identify and interpret similes and understand how comparisons create images.

91. What are the kites compared to?
92. Which word is used to compare the kites with birds?
93. What is the child compared to when the poet says “light as air”?
94. Which word is used in the expression “light as air”?
95. Identify the simile in: “**Like coloured birds**”.
96. Identify the simile in: “**light as air**”.
97. Why does the poet compare the kites to coloured birds?
98. How does the simile “light as air” help us understand the child's wish?
99. Write one sentence using **like** as a simile.
100. Write one sentence using **as...as** as a simile.

C2. ALLITERATION Questions 101–110

LO Coverage: LO 2, LO 5, LO 30, LO 33 — Students identify repeated consonant sounds and create examples of alliteration.

101. What is alliteration?
102. Find the pair of words in the poem that begins with the same consonant sound in the first stanza.
103. Which consonant sound is repeated in the pair from the first stanza?
104. Find the pair of words in the third stanza that begins with the same consonant sound.
105. Which consonant sound is repeated in the third stanza?
106. Why do poets use alliteration?
107. Write a set of three words beginning with the sound **b**.
108. Write a set of three words beginning with the sound **f**.
109. Write a set of three words beginning with the sound **s**.
110. Create your own four-word alliterative phrase.

C3. RHYMING WORDS Questions 111–120

LO Coverage: LO 2, LO 5, LO 30, LO 33 — Students identify rhyming words and appreciate sound patterns in poetry.

111. Find a rhyming word for **fly** from the poem.
112. Find a rhyming word for **air** from the poem.
113. Find a rhyming word for **wings** from the poem.
114. Find a rhyming word for **down** from the poem.
115. Find a rhyming word for **stare** from the poem.
116. What are rhyming words?
117. Why do poets use rhyme?
118. Write two words that rhyme with **sky**.
119. Write two words that rhyme with **air**.
120. Write two words that rhyme with **town**.

C4. REPETITION AND IMAGERY

Questions 121–125

LO Coverage: LO 2, LO 5, LO 26, LO 30 — Students identify repetition and visual imagery and explain their effect.

- 121. Which words are repeated in the last stanza?
- 122. Why does the poet repeat these words?
- 123. What picture comes to your mind when you read “wind-whipped sky”?
- 124. What picture do you imagine from “paper wings”?
- 125. How does the poet make the scene of flying kites vivid for the reader?

PART D: READING, THINKING AND INFERENCE

QUESTIONS 126–150

Competencies: Reading, Inference, Critical Thinking

Difficulty Level: L2–L3

D1. THINK AND ANSWER

Questions 126–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students infer meaning, express opinions and support responses with reasons.

- 126. Why does the child want to become small and light?
- 127. Why does the child imagine riding a kite rather than simply watching it?
- 128. What does flying high in the sky represent for the child?
- 129. Why does the child think flying would be fun?
- 130. What does the child's wish tell us about their personality?
- 131. Why do you think the poet describes the wind as “wild”?
- 132. Why are the kites compared to birds?
- 133. How does the height of the kite change the child's view of the world?
- 134. Why would the people below wish they were the child?
- 135. What does the poem suggest about freedom?

D2. CAUSE AND EFFECT

Questions 136–140

LO Coverage: LO 3, LO 4, LO 13, LO 28 — Students establish logical relationships between ideas in the poem.

- 136. **Cause:** The child wishes to be light as air.

Effect: _____

- 137. **Cause:** The child climbs onto a kite.

Effect: _____

- 138. **Cause:** The kite rises high in the sky.

Effect: _____

- 139. **Cause:** The child is high above the ground.

Effect: _____

- 140. **Cause:** The people see the child flying high.

Effect: _____

D3. MOOD AND FEELING

Questions 141–145

LO Coverage: LO 12, LO 13, LO 28, LO 29 — Students identify emotions and interpret the mood created by poetic language.

- 141. What feeling does the poem create in the reader?
- 142. Which word in the poem strongly expresses enjoyment?
- 143. How does the image of coloured kites create a cheerful mood?
- 144. How does the description of the wind add movement to the poem?
- 145. Which stanza gives the strongest feeling of freedom? Why?

D4. HIGHER-ORDER THINKING

Questions 146–150

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students interpret, analyse and evaluate ideas from the poem.

- 146. Do you think the child actually flies on a kite? Give a reason for your answer.
- 147. Why is imagination important in the poem?
- 148. If the child could really fly, what new things might they see?

149. How would the poem change if the kites were flying on a rainy day?
 150. What do you think the poet wants readers to feel after reading the poem?

PART E: SPEAK AND SHARE QUESTIONS 151–160

Competencies: Speaking, Listening, Personal Expression **Difficulty Level:** L2–L3

E1. PERSONAL RESPONSE

Questions 151–155

LO Coverage: LO 11, LO 12, LO 13, LO 15 — Students share personal experiences, express opinions and give reasons.

151. Have you ever flown a kite or watched someone fly one? Describe the experience.
 152. What kind of kite would you like to fly? Why?
 153. What would you like to see if you could fly high in the sky?
 154. Would you like to experience what the child imagines in the poem? Why?
 155. What makes kite flying enjoyable?

E2. DISCUSSION Questions 156–158

LO Coverage: LO 11, LO 12, LO 13, LO 14, LO 15 — Students participate in discussions and express ideas respectfully.

156. Discuss: “Imagination can take us anywhere.”
 157. Discuss: “Flying a kite is a simple activity, but it can create great happiness.”
 158. Discuss: “Children should spend more time playing outdoors.”

E3. ROLE PLAY Questions 159–160

LO Coverage: LO 12, LO 14, LO 15, LO 33, LO 34 — Students communicate confidently and appropriately in imaginative situations.

159. Imagine that you are the child in the poem. Describe to your friend what you saw while flying high above the town.
 160. Imagine that you are a kite. Describe your journey through the sky.

PART F: GUIDED WRITING QUESTIONS 161–175

Competencies: Writing, Creative Expression **Difficulty Level:** L2–L3

F1. MAKE SENTENCES Questions 161–165

LO Coverage: LO 18, LO 36, LO 40, LO 42 — Students construct meaningful sentences using vocabulary from the poem.

Make meaningful sentences using:

161. colourful
 162. drift
 163. rooftops
 164. wind
 165. sail

F2. COMPLETE THE SENTENCES Questions 166–170

LO Coverage: LO 17, LO 18, LO 36, LO 38, LO 40 — Students organise ideas and use appropriate grammar.

166. If I were as light as air, I would _____.
 167. If I could fly like a kite, I would _____.
 168. Looking down from the sky would be _____.
 169. The wind makes the kites _____.
 170. Kite flying is enjoyable because _____.

F3. SHORT PARAGRAPH WRITING Questions 171–175

LO Coverage: LO 16, LO 17, LO 18, LO 20, LO 41, LO 43 — Students organise ideas and write short descriptive and imaginative texts.

Write 4–5 sentences on the following.

171. **A Colourful Kite**
 172. **If I Could Fly**

173. **A Day of Kite Flying**
174. **What I Would See from the Sky**
175. **The Joy of Flying a Kite**

PART G: APPLICATION AND LIFESKILLS

QUESTIONS 176–185

Competencies: Application, Life Skills, Critical Thinking

Difficulty Level: L3 – Difficult

G1. REAL-LIFE SITUATIONS

Questions 176–180

LO Coverage: LO 11, LO 12, LO 13, LO 15, LO 29 — Students apply the poem's ideas to real-life situations.

176. Your friend is afraid to try flying a kite. How would you encourage them?
177. Your kite gets stuck in a tree. What would you do?
178. You are organising a kite-flying activity in your school. What safety rules would you include?
179. A child spends all their free time indoors using electronic devices. How would you encourage them to enjoy outdoor activities?
180. Your friend says kite flying is a waste of time. How would you explain its benefits?

G2. IMAGINATION AND DECISION-MAKING

Questions 181–185

LO Coverage: LO 12, LO 13, LO 15, LO 28, LO 29 — Students use imagination, make choices and explain their reasoning.

181. If you could fly anywhere on a kite, where would you go? Why?
182. If you were a kite, would you fly very high or stay close to the ground? Give a reason.
183. If you could add one more thing to the sky scene in the poem, what would it be?
184. If you could hear one sound while flying, what would you choose?
185. If you could look down from the sky, what would you want to observe?

PART H: VALUES AND REFLECTION

QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 15, LO 28, LO 29 — Students reflect on emotions, freedom, imagination and appreciation of simple joys.

186. What does the poem teach us about the joy of simple activities?
187. Why is it important to have imagination?
188. How can outdoor activities make us happy?
189. What does freedom mean to you?
190. Why should children spend time observing nature?
191. How can imagination help us solve problems?
192. What can we learn from the child's curiosity?
193. Why is it good to dream about things we have not experienced?
194. How can we enjoy simple moments without spending money?
195. What is the most important message you take from “The Kites”?

PART I: CREATIVE AND CRITICAL THINKING

QUESTIONS 196–200

Competencies: Creative Thinking, Literary Appreciation, Writing

Difficulty Level: L3 – Difficult

I1. POEM CREATION Question 196

LO Coverage: LO 33, LO 34, LO 35, LO 42, LO 45 — Students experiment with creative language and produce original poetic expressions.

196. Write **four lines of your own poem** about flying a kite.

I2. POSTER MAKING Question 197

LO Coverage: LO 21, LO 22, LO 24, LO 25, LO 35 — Students combine visual and written communication creatively.

197. Design a poster with the theme:

“FLY HIGH WITH YOUR DREAMS!”

Include:

- A kite
- A slogan

- A short motivational message

I3. IMAGINATIVE WRITING Question 198

LO Coverage: LO 16, LO 17, LO 20, LO 33, LO 35, LO 41 — Students create an imaginative narrative using ideas from the poem.

198. Imagine that you suddenly become as light as air and climb onto a kite.

Write **6–8 sentences** describing your journey.

I4. COMPARE AND THINK Question 199

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29 — Students compare perspectives and express reasoned responses.

199. The child looks at the world **from above**, while people below look **up at the child**.

How does changing the viewpoint change the way we see the world?

I5. CREATIVE REFLECTION Question 200

LO Coverage: LO 12, LO 13, LO 15, LO 29, LO 35, LO 45 — Students reflect creatively on the poem and connect it to personal aspirations.

200. Complete the statement and explain your answer:

“If my dreams were kites, I would let them fly towards _____ because _____.”

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

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

A2. Fill in the Blanks

11. kites
12. birds
13. air
14. climb
15. sail
16. wind
17. wings
18. park
19. rooftops
20. stare

A3. Complete the Words

21. COLOURED
22. WIND
23. DRIFT
24. ROOFTOPS
25. STARE

A4. Jumbled Words

26. KITES

- 27. AIR
- 28. DRIFT
- 29. PARK
- 30. WIND

A5. Match the Context

- 31. b
- 32. c
- 33. d
- 34. e
- 35. a

A6. Word Meanings

- 36. a
- 37. b
- 38. c
- 39. a
- 40. b

PART B – UNDERSTANDING THE POEM

B1. MCQs

- 41. b
- 42. b
- 43. b
- 44. b
- 45. b
- 46. b
- 47. b
- 48. b
- 49. a
- 50. b

B2. True or False

- 51. True
- 52. True
- 53. False
- 54. True
- 55. True
- 56. True
- 57. True
- 58. True
- 59. False
- 60. True

B3. Complete the Sentences

- 61. air
- 62. birds
- 63. air
- 64. climb
- 65. sail
- 66. wings
- 67. wind
- 68. park
- 69. stare

70. me

B4. One-Word Answers

- 71. Daphne Lister
- 72. Kites
- 73. Coloured birds
- 74. Air
- 75. A kite
- 76. Paper
- 77. Songs
- 78. The park
- 79. Rooftops
- 80. The people below

B5. Short Answers

- 81. The poet describes the kites as colourful birds flying in the wind-whipped sky.
- 82. The child wishes to be small so that they can climb onto a kite.
- 83. The child wants to be light as air so that they can fly on a kite.
- 84. The child imagines climbing on a kite, sailing up, drifting on its paper wings and looking down at the world.
- 85. The child would hear the songs of the wild wind.
- 86. The child imagines seeing the park and the rooftops of the town.
- 87. It would be fun because the child could see the world from a completely different height.
- 88. They would stand and stare and wish they were like the child.
- 89. The child has a vivid imagination and dreams of experiencing the freedom of flying.
- 90. The poem expresses the joy, freedom and wonder of imagining oneself flying high in the sky.

PART C – POETIC DEVICES

C1. Simile

- 91. Coloured birds
- 92. Like
- 93. Air
- 94. As
- 95. “Like coloured birds”
- 96. “light as air”
- 97. Because the kites fly through the sky like birds.
- 98. It shows that the child wants to be extremely light so that they can fly.

99–100. Answers may vary; the comparison must be meaningful.

C2. Alliteration

- 101. Alliteration is the repetition of the same consonant sound at the beginning of nearby words.
- 102–105. Answers should identify the appropriate pairs from the poem and the repeated consonant sounds.
- 106. It creates rhythm, musicality and emphasis.
- 107–110. Answers may vary.

C3. Rhyming Words

- 111. sky
- 112. air
- 113. sings
- 114. town
- 115. stare
- 116. Rhyming words are words that have similar ending sounds.
- 117. Rhyme gives a poem rhythm and makes it pleasant to read or listen to.

118–120. Answers may vary.

C4. Repetition and Imagery

121. **“High, high”**

122. The repetition emphasises how high the kite is flying.

123. It creates an image of a sky strongly moved by the wind.

124. It makes us imagine the kite's paper surface as wings carrying the child through the sky.

125. The poet uses comparisons, descriptive words, sound patterns and vivid images of the sky, wind, kites, parks and rooftops.

PART D – READING AND THINKING

D1. Think and Answer

126. To climb onto a kite and experience flying.

127. The child wants to experience the freedom and excitement of flying.

128. It represents freedom, adventure and the joy of seeing the world from a new perspective.

129. The child imagines flying above the park and rooftops while listening to the wind.

130. The child is imaginative, curious and adventurous.

131. “Wild” suggests the strong, energetic and uncontrolled movement of the wind.

132. Because the colourful kites fly through the sky like birds.

133. From above, the child can see the park, rooftops and people below.

134. They would want to experience the freedom and excitement of flying.

135. The poem presents freedom as the ability to move freely, explore and see the world from above.

D2. Cause and Effect

136. The child can imagine climbing on a kite and flying.

137. The child imagines sailing up into the sky.

138. The child gets a view of the world from above.

139. The child can look down over the park and rooftops.

140. They stand and stare and wish they were the child.

D3. Mood and Feeling

141. Joy, excitement, wonder and freedom.

142. **Fun**

143. It creates a bright, lively and cheerful picture.

144. The wind makes the kites move and adds energy to the scene.

145. Answers may vary if supported with a reason.

D4. Higher-Order Thinking

146. No. The poem presents the child's imagination and wish rather than an actual flight.

147. Imagination allows the child to experience something that is not physically possible.

148–150. Answers may vary, provided they are logical and connected to the poem.

PART E – SPEAK AND SHARE

151–155. **Answers may vary** according to students' personal experiences and opinions.

156–158. **Any relevant, well-reasoned response should be accepted.**

159–160. Students should demonstrate imaginative thinking, appropriate vocabulary and clear oral expression.

PART F – GUIDED WRITING

F1. Make Sentences

161–165. Any grammatically correct and meaningful sentences using the given words.

F2. Complete the Sentences

166–170. Answers may vary.

F3. Short Paragraph Writing

171–175. Answers should:

- remain relevant to the topic,
- contain 4–5 meaningful sentences,
- use appropriate vocabulary,

- demonstrate logical organisation.

PART G – APPLICATION AND LIFE SKILLS

176. Encourage the friend patiently and show them how to hold and control the kite safely.
177. Avoid climbing dangerous places. Seek adult help to retrieve the kite safely.
178. Students may mention open spaces, avoiding roads and electric wires, adult supervision and safe kite-flying practices.
179. Encourage outdoor activities such as kite flying, walking, cycling or playing games.
180. Kite flying provides outdoor exercise, enjoyment, social interaction and an opportunity to appreciate nature.
- 181–185. Answers may vary, but should demonstrate imagination and give appropriate reasons.

PART H – VALUES AND REFLECTION

186. Simple activities can bring happiness and create memorable experiences.
187. Imagination helps us explore possibilities and think creatively.
188. Outdoor activities allow us to move, enjoy nature and spend time away from screens.
189. Answers may vary. Freedom can mean being able to explore, express oneself and enjoy life without unnecessary restrictions.
190. Nature can help us relax, observe the world and develop curiosity.
191. Imagination helps us look at problems from different perspectives and find new possibilities.
192. Curiosity encourages us to explore and learn.
193. Dreams and imagination encourage us to think beyond what we already know.
194. We can enjoy nature, spend time with family and friends, play games and appreciate simple activities.
195. Answers may vary, but should reflect the poem's ideas of imagination, freedom, joy and wonder.

PART I – CREATIVE AND CRITICAL THINKING

196. Answers will vary. The poem should have four meaningful lines and may include rhyme or imagery.
197. Poster should contain the given theme, a kite, a suitable slogan and a motivational message.
198. Answers will vary. The response should describe the imagined flight clearly in 6–8 sentences.
199. Changing viewpoint changes what we notice and how we understand the world. From above, the child sees the park, rooftops and people as smaller objects; from below, people see the child as someone enjoying the freedom of the sky.
200. Answers will vary. The response should express a meaningful dream and give a suitable reason.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 – Easy
B	41–90	Reading & Comprehension	L1–L2
C	91–125	Poetic Devices & Language	L1–L2
D	126–150	Inference & Critical Thinking	L2–L3
E	151–160	Speaking & Listening	L2–L3
F	161–175	Guided Writing	L2–L3
G	176–185	Application & Life Skills	L3 – Difficult
H	186–195	Values & Reflection	L3 – Difficult
I	196–200	Creative & Critical Thinking	L3 – Difficult

CHAPTER 15: ILA SACHANI – EMBROIDERING DREAMS WITH HER FEET

PART A: BRIDGE VOCABULARY

QUESTIONS 1–40

Competencies: Vocabulary (V), Reading (R) **Difficulty Level:** L1 – Easy / L2 – Understanding

A1. MATCH THE WORDS WITH THEIR MEANINGS Questions 1–10

Match Column A with Column B.

Column A	Column B
1. Tiny	a. Fame
2. Wonderful	b. Difficulties
3. Challenge	c. Very small
4. Single-minded	d. Determination
5. Determination	e. Focused
6. Awestruck	f. Amazing
7. Popularity	g. Amazed
8. Independence	h. Skill in making decorative designs
9. Embroidery	i. Freedom to manage one's life
10. Creativity	j. Ability to produce new ideas

Competency: V, R

Level: L1

A2. FILL IN THE BLANKS

Questions 11–20

Choose suitable words from the box.

Word Box: embroidery, Gujarat, feet, challenge, determination, family, exhibition, awards, income, creativity

11. Ila Sachani was born in _____.
12. Ila became skilled in _____.
13. Ila used her _____ to create beautiful embroidery.
14. Ila accepted her _____ with determination.
15. Ila received support from her _____.
16. Her work was displayed at a state _____.
17. Ila received many _____ and honours.
18. Her skill helped her earn a regular _____.
19. Ila's _____ helped her create beautiful designs.
20. Ila never gave up despite the _____ she faced.

Competency: V, R

Level: L1

A3. COMPLETE THE WORDS

Questions 21–25

21. E M B R O I D _ R Y
22. D E T E R M I N A T I _ N
23. C R E A T I V I T _
24. I N D E P E N D E N C _
25. P O P U L A R I T _

Competency: V

Level: L1

A4. JUMBLED WORDS

Questions 26–30

Unscramble the words.

26. LYTN I
27. YRDEOBRME
28. TDEEMRINAINTO
29. XHEIIBOTIN
30. RYVETICIA

Competency: V

Level: L1

A5. MATCH THE WORD WITH THE CORRECT DESCRIPTION

Questions 31–35

Column A	Column B
31. Kathiawar	a. Amazed
32. Awestruck	b. A traditional embroidery style
33. Determination	c. Fame
34. Popularity	d. Willpower
35. Independence	e. Ability to manage one's life

Competency: V, R

Level: L1

A6. CHOOSE THE CORRECT MEANING

Questions 36–40

36. **Tiny** means:
 a) Very large b) Very small c) Very old d) Very bright
37. **Awestruck** means:
 a) Angry b) Amazed c) Sad d) Tired
38. **Determination** means:
 a) Willpower b) Fear c) Confusion d) Laziness
39. **Popularity** means:
 a) Failure b) Fame c) Silence d) Weakness
40. **Independence** means:
 a) Depending completely on others b) Freedom to manage one's own life
 c) Avoiding work d) Living alone

PART B: UNDERSTANDING THE LESSON

QUESTIONS 41–90

Competencies: Reading (R), Vocabulary (V), Comprehension **Difficulty Level:** L1–L2

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

Choose the correct answer.

41. Where was Ila Sachani born?
 a) Surat b) Amreli, Gujarat c) Delhi d) Mumbai
42. Ila was born into a:
 a) Business family b) Farmer's family c) Teacher's family d) Artist's family
43. What challenge did Ila face from birth?
 a) She could not walk b) She could not hear
 c) She could not use her hands in the usual way d) She could not speak
44. Which traditional art did Ila learn?
 a) Madhubani b) Kathiawar embroidery c) Warli d) Phulkari
45. Who taught Ila embroidery?
 a) Her teachers b) Her friends c) Her mother and grandmother d) Her neighbours
46. With which part of her body did Ila create embroidery?
 a) Hands b) Feet c) Mouth d) Head
47. What was difficult for Ila to learn initially?
 a) Drawing b) Threading a needle c) Walking d) Reading
48. Which embroidery styles did Ila learn from outside Gujarat?
 a) Kachhi, Kashmiri and Lucknawi b) Madhubani and Warli
 c) Phulkari and Kalamkari d) Pattachitra and Gond
49. Where was Ila's embroidery first displayed by the government?
 a) At a national exhibition b) At a state exhibition
 c) At her school d) At a village fair
50. What medal did Ila receive?
 a) National Art Medal b) President's Medal c) State Craft Medal d) Children's Medal

B2. TRUE OR FALSE

Questions 51–60

Write **True** or **False**.

51. Ila was born in Amreli, Gujarat.
52. Ila belonged to a farmer's family.
53. Ila could use her hands like other children.
54. Ila's mother and grandmother knew Kathiawar embroidery.
55. Ila refused to learn embroidery.
56. Threading a needle was difficult for Ila.
57. Ila's younger brother and sister also helped her.
58. Ila learned only one style of embroidery.
59. Her work was displayed at a state exhibition.
60. Ila eventually became a celebrated artist.

B3. COMPLETE THE SENTENCES **Questions 61–70**

61. Ila Sachani was born in _____.
62. She was born into a _____ family.
63. Ila could not use her _____ in the usual way.
64. Her mother and grandmother taught her _____ embroidery.
65. Ila created beautiful patterns using her _____.
66. Her parents helped her learn to eat and _____ her hair.
67. Threading a _____ was hard for Ila.
68. Embroidery became a way for Ila to _____ herself.
69. Her work was displayed at a state _____.
70. Ila became the receiver of the _____ Medal.

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

71. Who is the main character of the chapter?
72. In which state was Ila born?
73. What was Ila's family's occupation?
74. Which traditional art did Ila learn?
75. Who were Ila's first embroidery teachers?
76. Which body part did Ila use for embroidery?
77. What was difficult for Ila to learn?
78. Name one embroidery style Ila learned.
79. Where did the government display samples of her embroidery?
80. What did Ila earn through her skill?

B5. ANSWER IN ONE OR TWO SENTENCES

Questions 81–90

81. What was special about Ila Sachani's embroidery?
82. What challenge did Ila face in her childhood?
83. Why did Ila feel different from other children?
84. How did Ila's mother and grandmother help her?
85. Why was embroidery difficult for Ila?
86. How did Ila's younger brother and sister support her?
87. Why did Ila first make embroidery designs for family and friends?
88. How did people in the village come to know about Ila's talent?
89. What happened after the government displayed Ila's embroidery?
90. What does the title **“Embroidering Dreams with Her Feet”** suggest?

PART C: TEXTUAL DETAILS AND SEQUENCING**QUESTIONS 91–115****Competencies:** Reading comprehension, sequencing, information organisation **Difficulty Level:** L1–L2**C1. ARRANGE IN THE CORRECT ORDER****Questions 91–95**

Arrange the events in the correct sequence.

91. a) Ila received national recognition.
b) Ila learned embroidery from her mother and grandmother.
c) Ila's work became known in her village.
d) Ila was born in Amreli.
92. a) Her embroidery was displayed at a state exhibition.
b) She learned to use her feet for embroidery.
c) People began buying her creations.
d) Her talent became famous.
93. a) Ila learned to thread a needle.
b) Her family encouraged her.
c) She became an expert.
d) She learned different embroidery styles.
94. a) Ila earned a regular income.
b) She participated in exhibitions.
c) She received awards and honours.
d) She became a celebrated artist.
95. a) Ila faced challenges in childhood.
b) She accepted the challenge with determination.
c) She learned embroidery.
d) She achieved independence.

C2. WHO / WHAT AM I? Questions 96–100

96. I am a traditional embroidery style that Ila was very good at. Who am I?
97. I helped Ila learn embroidery along with her grandmother. Who am I?
98. I was difficult for Ila to thread. What am I?
99. I was awarded to Ila for her art, willpower and creativity. What am I?
100. I gave Ila regular earnings and joy through her skill. What am I?

C3. MATCH THE EVENT WITH THE RESULT Questions 101–105

Event	Result
101. Ila learned embroidery	a. She gained national recognition
102. Her family and friends saw her work	b. She developed a special skill
103. Government displayed her work	c. People became amazed by her talent
104. People bought her creations	d. Her talent became famous
105. Ila participated in more exhibitions	e. She earned income

C4. CAUSE AND EFFECT**Questions 106–110**

106. **Cause:** Ila's mother and grandmother knew Kathiawar embroidery.

Effect: _____

107. **Cause:** Ila practised embroidery with determination.

Effect: _____

108. **Cause:** Her family and friends admired her work.

Effect: _____

109. **Cause:** Her work was displayed at a state exhibition.

Effect: _____

110. **Cause:** Ila developed her embroidery skill.

Effect: _____

C5. COMPLETE THE FLOW CHART

Questions 111–115

Complete the journey:

Challenge → **Family Support** → _____ → **Recognition** → _____

111. What comes after family support?

112. What comes after learning the skill?

113. What helped Ila become famous?

114. What did she receive at the national level?

115. What was the final result of her skill?

PART D: GRAMMAR AND LANGUAGE

QUESTIONS 116–135

Competencies: Grammar, vocabulary usage, sentence construction **Difficulty Level:** L1–L2

D1. NOUNS AND VERBS Questions 116–120

Identify the noun/verb as directed.

116. Ila **created** beautiful designs. Identify the verb.

117. Her **embroidery** became famous. Identify the noun.

118. Ila **learned** many styles. Identify the verb.

119. Her **creativity** impressed people. Identify the noun.

120. People **purchased** her creations. Identify the verb.

D2. CHOOSE THE CORRECT WORD

Questions 121–125

121. Ila _____ many embroidery styles.

a) learn b) learned c) learning

122. Her work _____ people.

a) impressed b) impress c) impressing

123. Ila _____ a regular income.

a) earn b) earned c) earning

124. Her family _____ her.

a) supported b) support c) supporting

125. People _____ her creations.

a) purchased b) purchase c) purchasing

D3. USE THE WORDS IN SENTENCES

Questions 126–130

Make meaningful sentences using:

126. determination

127. creativity

128. challenge

129. embroidery

130. independence

D4. SYNONYMS

Questions 131–135

Write a synonym for:

131. tiny

132. wonderful
133. difficult
134. amazed
135. famous

PART E: READING AND INFERENCE

QUESTIONS 136–155

Competencies: Reading, inference, critical thinking

Difficulty Level: L2–L3

E1. THINK AND ANSWER

Questions 136–145

136. Why did Ila want to do the things other children could do?
137. What does Ila's decision to learn embroidery tell us about her character?
138. Why was family support important in Ila's journey?
139. Why did Ila not give up when threading a needle was difficult?
140. How did embroidery become a form of self-expression for Ila?
141. Why did people become awestruck by Ila's work?
142. How did the state exhibition change Ila's life?
143. Why was recognition important for Ila?
144. How did Ila's skill help her become independent?
145. What qualities helped Ila turn her challenge into a success?

E2. INFERENCE QUESTIONS

Questions 146–150

146. What can you infer about Ila's relationship with her family?
147. What can you infer from the fact that Ila learned embroidery styles from outside Gujarat?
148. Why can Ila's story be called a story of transformation?
149. What does the phrase “**hidden talent**” suggest about Ila before her recognition?
150. Why does the chapter say that art can rise above physical boundaries?

E3. CRITICAL THINKING

Questions 151–155

151. Do you think determination is more important than natural ability? Discuss with reference to Ila.
152. How can family support help person overcome challenges?
153. Why should society recognise the abilities of persons who face physical challenges?
154. What would have happened if Ila had given up when embroidery was difficult?
155. What is the most inspiring quality you find in Ila? Give a reason.

PART F: VALUES AND LIFE SKILLS

QUESTIONS 156–175

Competencies: Values, empathy, application, communication **Difficulty Level:** L2–L3

F1. PERSONAL RESPONSE

Questions 156–160

156. What do you learn from Ila's determination?
157. How can you show determination when you face a difficult task?
158. Why should we appreciate people for their abilities rather than focus only on their limitations?
159. How can creativity help people overcome challenges?
160. What does independence mean to you?

F2. REAL-LIFE SITUATIONS

Questions 161–165

161. Your classmate finds a task difficult and wants to give up. What would you tell them?
162. A student with a physical challenge joins your class. How would you make them feel included?
163. Your friend says that they cannot learn a new skill. How would you encourage them?
164. Someone laughs at another student because they do something differently. What would you do?
165. Your school is organising an exhibition of student talents. How would you encourage everyone to participate?

F3. VALUE-BASED QUESTIONS

Questions 166–170

166. Why is perseverance important in life?
167. Why should we value traditional art forms such as Kathiawar embroidery?
168. How can traditional skills provide opportunities for independence?

169. Why is it important to give people opportunities to display their talents?
 170. What does Ila's story teach us about turning difficulties into opportunities?

F4. DISCUSS AND EXPRESS Questions 171–175

171. Discuss: “A limitation does not define a person's ability.”
 172. Discuss: “Success comes through hard work and determination.”
 173. Discuss: “Family support can change a person's life.”
 174. Discuss: “Everyone has a special talent.”
 175. Discuss: “Traditional art is an important part of our culture.”

PART G: WRITING SKILLS QUESTIONS 176–190

Competencies: Writing, creative expression, organisation of ideas **Difficulty Level:** L2–L3

G1. COMPLETE THE SENTENCES Questions 176–180

176. Ila Sachani inspires me because _____.
 177. If I face a difficult challenge, I will _____.
 178. A person becomes successful when _____.
 179. Family support is important because _____.
 180. Traditional art should be preserved because _____.

G2. SHORT PARAGRAPH WRITING Questions 181–185

Write 4–5 sentences on the following:

181. Ila Sachani – An Inspiration
 182. The Importance of Determination
 183. A Person Who Inspires Me
 184. The Value of Traditional Art
 185. Overcoming Challenges

G3. CREATIVE WRITING Questions 186–190

186. Imagine that you meet Ila Sachani. Write **five questions** you would like to ask her.
 187. Write a short motivational message for someone who is facing a difficult challenge.
 188. Write a diary entry about a day when you successfully completed something that was difficult for you.
 189. Write a short paragraph beginning with:
 “I realised that I should never give up when...”
 190. Write a short story based on the idea:
 “A challenge became an opportunity.”

PART H: APPLICATION AND HIGHER-ORDER THINKING QUESTIONS 191–200

Competencies: Critical Thinking, Creativity, Application, Values **Difficulty Level:** L3 – Difficult

H1. ANALYSE AND RESPOND Questions 191–195

191. Ila's success was not achieved in one day. Explain the stages of her journey from childhood challenge to independence.
 192. How did different members of Ila's family contribute to her development?
 193. Explain how Ila's embroidery changed from a family activity into a source of recognition and income.
 194. Why is Ila's success important not only for her but also for society?
 195. How does the chapter show that creativity can overcome limitations?

H2. CREATIVE AND CRITICAL THINKING Questions 196–200

196. Imagine that Ila had never learned embroidery. How might her life have been different?
 197. If you had to give Ila an award, what would you name it and why?
 198. Create a slogan based on Ila's life.
 199. Complete and explain:
 “My challenge today can become my _____ tomorrow because _____.”
 200. The chapter ends with the idea that art can rise above physical boundaries. Explain this idea in your own words.

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1

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

A2

11. Gujarat
12. embroidery
13. feet
14. challenge
15. family
16. exhibition
17. awards
18. income
19. creativity
20. challenge

A3

21. EMBROIDERY
22. DETERMINATION
23. CREATIVITY
24. INDEPENDENCE
25. POPULARITY

A4

26. TINY
27. EMBROIDERY
28. DETERMINATION
29. EXHIBITION
30. CREATIVITY

A5

31. b
32. a
33. d
34. c
35. e

A6

36. b
37. b
38. a
39. b
40. b

PART B – UNDERSTANDING THE LESSON

B1 – MCQs

41. b
42. b
43. c
44. b
45. c
46. b
47. b
48. a
49. b
50. b

B2 – True or False

51. True
52. True
53. False
54. True
55. False
56. True
57. True
58. False
59. True
60. True

B3 – Complete the Sentences

61. Amreli, Gujarat
62. farmer's
63. hands
64. Kathiawar
65. feet
66. comb
67. needle
68. express
69. exhibition
70. President's

B4 – Very Short Answers

71. Ila Sachani
72. Gujarat
73. Farming
74. Kathiawar embroidery
75. Her mother and grandmother
76. Her feet
77. Threading a needle
78. Any one: Kachhi / Kashmiri / Lucknawi
79. At a state exhibition
80. A regular income

B5 – Short Answers

81. Ila created beautiful and intricate embroidery using her feet.
82. She was born with her hands hanging loose by her sides and could not use them in the usual way.
83. She could not perform many activities that other children could do with their hands.
84. Her mother and grandmother taught her Kathiawar embroidery and encouraged her to use her feet.

85. She had to learn to perform a skill normally done with the hands, including threading a needle.
86. They helped and supported her while she learned and developed her embroidery skills.
87. She initially made designs for people close to her who appreciated her talent.
88. Her family and friends spoke about her designs, and admiration for her work spread through the village.
89. Her work gained wider recognition, people bought her creations, and she became famous.
90. It suggests that Ila used her feet to create embroidery while pursuing her dreams and becoming successful.

PART C – TEXTUAL DETAILS

C1 – Sequence

91. $d \rightarrow b \rightarrow c \rightarrow a$
92. $b \rightarrow a \rightarrow c \rightarrow d$
93. $b \rightarrow a \rightarrow d \rightarrow c$
94. $b \rightarrow c \rightarrow d \rightarrow a$
95. $a \rightarrow b \rightarrow c \rightarrow d$

C2

96. Kathiawar embroidery
97. Her mother
98. A needle
99. President's Medal
100. Embroidery

C3

101. b
102. c
103. d
104. e
105. a

C4 – Cause and Effect

106. They could teach Ila the traditional skill of Kathiawar embroidery.
107. She became skilled and eventually an expert.
108. Word about her talent spread to others.
109. She gained wider recognition and people purchased her creations.
110. She gained recognition, income and independence.

C5

111. Learning embroidery with her feet
112. Recognition / appreciation
113. Her work being displayed at exhibitions and people appreciating it
114. Awards and honours, including the President's Medal
115. Financial independence, joy and recognition

PART D – GRAMMAR AND LANGUAGE

D1

116. created
117. embroidery
118. learned
119. creativity
120. purchased

D2

121. b) learned
122. a) impressed
123. b) earned

- 124. a) supported
- 125. a) purchased

D3

126–130. Answers may vary. Sentences should be meaningful and grammatically correct.

D4 – Synonyms

- 131. small
- 132. fantastic / amazing
- 133. tough / hard
- 134. amazed
- 135. famous / popular

PART E – READING AND INFERENCE

- 136. She wanted to participate in activities like other children and be able to express herself.
- 137. It shows that she was determined, courageous and willing to learn.
- 138. Her family encouraged her, taught her new skills and helped her become independent.
- 139. She was determined to learn and did not allow difficulty to stop her.
- 140. Through embroidery she could express her creativity and communicate through her art.
- 141. They were amazed by the beauty and skill of designs created with her feet.
- 142. It brought her work wider recognition and created opportunities to sell her creations.
- 143. Recognition helped people discover her talent and opened new opportunities.
- 144. Her skill gave her regular income and allowed her to enjoy what she loved doing.
- 145. Determination, focus, hard work, creativity, positivity and perseverance.

146–150. Answers should be based on the text and supported with logical reasoning.

151–155. Open-ended responses; accept relevant, well-reasoned answers.

PART F – VALUES AND LIFE SKILLS

156–160. Answers may vary but should demonstrate understanding of determination, creativity, independence and positive thinking.

- 161. Encourage the classmate to keep trying, break the task into smaller steps and offer support.
- 162. Include the student in activities, respect their needs and focus on their abilities rather than limitations.
- 163. Encourage the friend to practise patiently and remind them that new skills take time.
- 164. Stop the unkind behaviour and support the student being teased.
- 165. Encourage all students to participate and appreciate different talents.
- 166. Perseverance helps us continue working even when something is difficult.
- 167. Traditional art carries cultural knowledge and skills passed down through generations.
- 168. Traditional skills can become sources of work, income and self-expression.
- 169. Recognition gives talented people confidence and opportunities to develop their skills.
- 170. Ila's story shows that difficulties can become opportunities when we respond with determination, creativity and hard work.

171–175. Answers should include relevant arguments and examples.

PART G – WRITING

176–180. Answers may vary.

181–185. Responses should be relevant, logically organised and grammatically correct.

- 186. Questions may include Ila's feelings, learning process, challenges, family support and achievements.
- 187. Any appropriate motivational message.

188. Diary entry should include an event, feelings and reflection.
189. Answers may vary.
190. Story should clearly show how a difficult situation becomes an opportunity through effort or creativity.

PART H – HIGHER-ORDER THINKING

191. Ila moved from facing limitations in childhood, to receiving family support, learning embroidery with her feet, gaining local recognition, participating in exhibitions, receiving awards and finally achieving financial independence.
192. Her mother and grandmother taught her embroidery; her parents helped her learn everyday activities using her legs; her younger brother and sister also supported her.
193. Initially she created designs for family and friends. Their admiration spread her reputation, the government displayed her work, people bought her creations, and eventually she participated in state and national exhibitions.
194. Her success challenges stereotypes, highlights ability rather than limitation, preserves traditional art and inspires others.
195. Ila used creativity to adapt a traditional skill to her circumstances and turned it into a source of expression, recognition and income.

196–200. **Open-ended questions.** Accept answers that are relevant to the chapter, demonstrate logical thinking and communicate the student's own ideas clearly.

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Language Awareness	L1–L2
B	41–90	Reading & Comprehension	L1–L2
C	91–115	Sequencing & Textual Understanding	L1–L2
D	116–135	Grammar & Vocabulary Usage	L1–L2
E	136–155	Inference & Critical Thinking	L2–L3
F	156–175	Values, Empathy & Application	L2–L3
G	176–190	Writing & Creative Expression	L2–L3
H	191–200	Higher-Order & Critical Thinking	L3

CHAPTER 16: NATIONAL WAR MEMORIAL

PART A: BRIDGE VOCABULARY

Competencies: Vocabulary, Reading

A1. WORD–MEANING MATCHING

QUESTIONS 1–40

Difficulty Level: L1 – Easy

Questions 1–10

LO Coverage: LO 1, LO 5, LO 26 – Students identify and understand important vocabulary from the poem and demonstrate understanding of a literary text.

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. Memorial	a. Deep respect
2. Honour	b. A place built to remember a person/event
3. Courage	c. Great bravery
4. Sacrifice	d. To show respect
5. Pride	e. Giving up something valuable for a greater cause
6. Respect	f. A feeling of satisfaction and honour
7. Eternal	g. Existing forever
8. Homage	h. Respect or honour shown publicly
9. Etched	i. Engraved or carved
10. Remembrance	j. The act of remembering

Competency: V, R

Level: L1 – Easy

A2. FILL IN THE BLANKS Questions 11–20

LO Coverage: LO 1, LO 5, LO 18, LO 40

Choose suitable words from the box.

Word Box: Bharat, soldiers, Memorial, pride, courage, sacrifice, flame, oceans, respect, February

11. The National War Memorial is in _____.
12. The National War Memorial was established in _____ 2019.
13. It honours our brave _____.
14. Each name is _____ on the stone.
15. The soldiers showed great _____.
16. The eternal _____ glows in silence.
17. The soldiers stood for _____ side by side.
18. Their _____ is remembered forever.
19. We should remember the soldiers with _____ and respect.
20. The National War _____ is a national monument.

Competency: V, R

Level: L1 – Easy

A3. COMPLETE THE WORDS Questions 21–25

LO Coverage: LO 18, LO 37, LO 40

Complete the words.

21. M _ M O R I A L
22. C _ U R A G E
23. S _ C R I F I C E
24. R _ S P E C T
25. E T _ R N A L

Competency: V

Level: L1 – Easy

A4. JUMBLED WORDS Questions 26–30

LO Coverage: LO 18, LO 37, LO 40

Unscramble the words.

26. LAIMREMO
27. EGARUCO
28. CEFIRSAC

29. TCESPRE
30. LRAETEN

Competency: V

Level: L1 – Easy

A5. MATCH ENGLISH AND KANNADA WORDS

Questions 31–35

LO Coverage: LO 1, LO 5, LO 40

Column A	Column B
31. Memorial	a. □□□□□
32. Courage	b. □□□□□□
33. Sacrifice	c. □□□□
34. Respect	d. □□□□□ / □□□□□
35. Soldiers	e. □□□□□□□

Competency: V

Level: L1 – Easy

A6. WORD MEANINGS

Questions 36–40

LO Coverage: LO 1, LO 3, LO 18, LO 40

Choose the correct meaning.

36. **Memorial** means:
a) A place built to remember b) A battlefield c) A school
37. **Courage** means:
a) Fear b) Bravery c) Sadness
38. **Sacrifice** means:
a) Giving up something for a greater cause b) Celebrating c) Winning a game
39. **Eternal** means:
a) Temporary b) Existing forever c) Very small
40. **Homage** means:
a) Respect or honour b) Anger c) Celebration

Competency: V, R

Level: L2 – Easy

PART B: UNDERSTANDING THE POEM

QUESTIONS 41–90

Competencies: Reading, Vocabulary, Comprehension

Difficulty Level: L1–L2 – Easy

B1. MULTIPLE CHOICE QUESTIONS

Questions 41–50

LO Coverage: LO 1, LO 3, LO 4, LO 5, LO 27, LO 28

Choose the correct answer.

41. What is the poem about?
a) A school b) The National War Memorial c) A battlefield d) A museum
42. What does the National War Memorial honour?
a) Scientists b) Artists c) Brave soldiers d) Teachers
43. Where is the National War Memorial?
a) In Bharat's heartland b) In a village c) Near a forest d) On an island
44. What is etched on the stones of the memorial?
a) Poems b) Soldiers' names c) Maps d) Flags
45. What do the names and stones represent?
a) Stories of bravery b) Stories of trade c) Stories of sports d) Stories of travel
46. Where did the soldiers stand for Bharat?
a) Only on land b) Only in the sky c) On battlefields, in the skies and on oceans d) Only in cities

47. What glows in silence at the memorial?
 a) A lamp b) The eternal flame c) A torch d) A star
48. What does the eternal flame pay homage to?
 a) The soldiers' courage b) The soldiers' homes c) The soldiers' families d) The soldiers' uniforms
49. How should we remember the soldiers?
 a) With fear b) With pride and respect c) With anger d) With sadness alone
50. What is the central message of the poem?
 a) We should remember and honour the sacrifice of our soldiers.
 b) We should visit monuments for entertainment.
 c) We should forget the past.
 d) We should avoid remembering wars.

B2. TRUE OR FALSE Questions 51–60

LO Coverage: LO 1, LO 3, LO 4, LO 5

Write **True** or **False**.

51. The National War Memorial honours brave soldiers.
 52. The memorial is described as standing with pride.
 53. The names of soldiers are erased from the stones.
 54. The poem mentions battlefields, skies and oceans.
 55. The soldiers stood for Bharat side by side.
 56. The eternal flame glows in silence.
 57. The eternal flame represents disrespect.
 58. The poem asks us to remember the soldiers' sacrifice.
 59. The poem asks us to remember the soldiers with pride and respect.
 60. The poem suggests that the soldiers' sacrifice should be forgotten.

B3. MATCH THE FOLLOWING

Questions 61–70

LO Coverage: LO 1, LO 3, LO 27, LO 28

Column A	Column B
61. National War Memorial	a. Glows in silence
62. Brave soldiers	b. Are remembered
63. Each name	c. Honour and respect
64. Each stone	d. National monument
65. Battlefields	e. Stories of bravery
66. Skies	f. Where soldiers stood for Bharat
67. Oceans	g. Places where soldiers served
68. Eternal flame	h. Symbol of remembrance
69. Sacrifice	i. Always remembered
70. Pride and respect	j. Feelings with which we remember

B4. ONE-WORD / VERY SHORT ANSWERS

Questions 71–80

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28

71. What is the name of the memorial described in the poem?
 72. What does the memorial honour?
 73. What is etched on the stones?
 74. What do the names and stones tell us?
 75. Name one place where the soldiers stood for Bharat.
 76. What burns at the memorial?

77. How does the eternal flame glow?
78. What does the flame pay homage to?
79. Name one feeling with which we should remember the soldiers.
80. What should we always remember?

B5. COMPLETE THE SENTENCES

Questions 81–90

LO Coverage: LO 1, LO 3, LO 18, LO 27, LO 40

81. The National War Memorial is a _____ monument.
82. It honours our brave _____.
83. Each name is _____ on the stone.
84. Each stone tells a story of _____.
85. The soldiers stood for _____ side by side.
86. The eternal _____ glows in silence.
87. The flame pays homage to their _____.
88. Their sacrifice should always remain in our _____.
89. We should remember their sacrifice with _____ and respect.
90. The poem teaches us to honour the _____ of our soldiers.

PART C: POETIC DEVICES AND LANGUAGE IN CONTEXT

QUESTIONS 91–115

Competencies: Language, Reading, Literary Appreciation

Difficulty Level: L1–L2 – Easy/Average

C1. RHYMING WORDS

Questions 91–95

LO Coverage: LO 18, LO 20, LO 40

Write a word from the poem that rhymes with the given word.

91. behold – _____
92. pride – _____
93. wide – _____
94. glows – _____
95. mind – _____

C2. WORDS FROM THE POEM

Questions 96–100

Find words from the poem that mean:

96. bravery – _____
97. respect – _____
98. forever – _____
99. carved/engraved – _____
100. giving up something for a cause – _____

C3. ADJECTIVES AND NOUNS

Questions 101–105

Identify the adjective in each expression.

101. **grand sight** – _____
102. **brave stories** – _____
103. **eternal flame** – _____
104. **blessed memory** – _____
105. **brave soldiers** – _____

C4. IDENTIFY THE FEELING

Questions 106–110

Choose the feeling expressed.

106. “it stands with pride”
a) pride b) fear c) anger
107. “Paying homage”
a) disrespect b) respect c) jealousy
108. “their sacrifice forever”
a) gratitude and remembrance b) hatred c) amusement

109. “brave stories”
 a) courage b) fear c) confusion
110. “with pride and respect”
 a) honour b) shame c) anger

C5. PUNCTUATION AND SENTENCE CONVENTIONS

Questions 111–115

LO Coverage: LO 18, LO 19, LO 37, LO 39, LO 40

Rewrite with correct punctuation.

111. the national war memorial honours brave soldiers
112. what a grand sight it is
113. remember the soldiers with pride and respect
114. where is the national war memorial
115. the eternal flame glows in silence

PART D: READING AND THINKING

QUESTIONS 116–140

Competencies: Reading, Inference, Critical Thinking **Difficulty Level:** L2–L3 – Average

D1. READING PASSAGE

LO Coverage: LO 1, LO 4, LO 5, LO 26, LO 27

Read the passage carefully.

The National War Memorial stands as a grand tribute to the brave soldiers of Bharat. Each name etched on the stones reminds us of a story of courage. The soldiers served the nation on battlefields, in the skies and across the oceans. At the memorial, an eternal flame glows silently as a mark of homage to their courage. Their sacrifice is remembered with pride and respect. The memorial reminds every citizen that the bravery and sacrifice of the soldiers must never be forgotten.

D2. LITERAL COMPREHENSION

Questions 116–125

116. What does the National War Memorial honour?
117. What is etched on the stones?
118. What does each name remind us of?
119. Where did the soldiers serve the nation?
120. What glows at the memorial?
121. How does the flame glow?
122. What does the eternal flame represent?
123. How should the soldiers’ sacrifice be remembered?
124. What should citizens never forget?
125. What is the memorial a tribute to?

D3. CHOOSE THE CORRECT ANSWER Questions 126–130

126. The memorial mainly represents:
 a) entertainment b) courage and sacrifice c) wealth d) sports
127. The names etched on the stones help us:
 a) remember the soldiers b) forget history c) learn games d) decorate the memorial
128. The eternal flame is connected with:
 a) remembrance and homage b) celebration c) food d) travel
129. The poem creates a feeling of:
 a) pride and respect b) fear and anger c) humour d) confusion
130. The poem encourages citizens to:
 a) forget the past b) honour the sacrifices of soldiers c) avoid memorials d) ignore history

D4. INFERENTIAL COMPREHENSION

Questions 131–135

LO Coverage: LO 3, LO 12, LO 13, LO 28, LO 29

Think and answer.

131. Why do you think each soldier’s name is etched on a stone?
132. Why is the eternal flame described as glowing in silence?

133. What does the phrase “they stand for Bharat, side by side” suggest about the soldiers?
134. Why does the poet use the words “pride and respect” while talking about the soldiers?
135. What might happen if people forget the sacrifices of soldiers?

D5. SEQUENCING EVENTS Questions 136–138

Arrange the ideas in the correct order.

136. The soldiers’ sacrifice is remembered.

- The National War Memorial honours brave soldiers.
- Their names are etched on stones.

137. The eternal flame glows.

- The flame pays homage to the soldiers’ courage.
- We remember their sacrifice.

138. Soldiers served Bharat in different places.

- Their stories of courage are remembered.
- The nation honours them with pride and respect.

D6. CAUSE AND EFFECT Questions 139–140

139. Cause: Soldiers sacrificed their lives for Bharat.

Effect: _____

140. Cause: The names of soldiers are etched on the memorial stones.

Effect: _____

PART E: SPEAK AND SHARE QUESTIONS 141–150

Competencies: Speaking, Listening, Vocabulary **Difficulty Level:** L2–L3 – Average

E1. ORAL RESPONSE Questions 141–145

LO Coverage: LO 12, LO 13, LO 15, LO 29

Answer orally.

141. What do you understand by the word “sacrifice”?
142. Why should we respect soldiers?
143. What feelings arise in your mind when you hear about the National War Memorial?
144. Why are memorials important for a nation?
145. How can young people show respect for the soldiers of the country?

E2. PAIR DISCUSSION Questions 146–147

146. Discuss: **Why should the stories of brave soldiers be remembered by future generations?**
147. Discuss: **Is remembering the sacrifices of soldiers a duty of every citizen? Give reasons.**

E3. PICTURE TALK Questions 148–149

Look at a picture of the National War Memorial.



148. What do you observe in the picture?

149. What feelings does the memorial create in you?

E4. ROLE PLAY Question 150

Imagine that you are visiting the National War Memorial with your classmates. Role-play a conversation between two students discussing the importance of the memorial.

PART F: GUIDED WRITING

QUESTIONS 151–170

Competencies: Writing, Vocabulary

Difficulty Level: L2–L3 – Average

F1. COMPLETE THE SENTENCES

Questions 151–155

151. The National War Memorial honours _____.
152. The names of soldiers are _____ on the stones.
153. The eternal flame _____ in silence.
154. The soldiers showed great _____ and courage.
155. We should remember their sacrifice with _____ and respect.

F2. MAKE SENTENCES

Questions 156–160

Make meaningful sentences using:

156. memorial
157. courage
158. sacrifice
159. respect
160. eternal

F3. GUIDED PARAGRAPH WRITING

Questions 161–165

Write 4–5 sentences using the clues.

161. **The Brave Soldiers**

Clues: soldiers – Bharat – courage – sacrifice – respect

162. **The National War Memorial**

Clues: monument – brave soldiers – names – stones – remembrance

163. **The Eternal Flame**

Clues: flame – glows – silence – homage – courage

164. **Remembering Our Heroes**

Clues: soldiers – sacrifice – pride – respect – never forget

165. **Why We Should Honour Soldiers**

Clues: protect nation – courage – service – sacrifice – gratitude

F4. DIALOGUE COMPLETION

Questions 166–168

166. **Student 1:** What is the National War Memorial?

Student 2: _____.

167. **Student 1:** Why should we visit a war memorial?

Student 2: _____.

168. **Student 1:** What does the eternal flame remind us of?

Student 2: _____.

F5. CAPTION WRITING

Questions 169–170

Write a suitable caption.

169. Picture of the National War Memorial with the eternal flame.

170. Picture of students paying respect to soldiers at a memorial.

PART G: APPLICATION AND LIFE SKILLS

QUESTIONS 171–185

Competencies: Life Skills, Application, Speaking, Writing

Difficulty Level: L3 – Difficult

G1. SCHOOL SITUATIONS

Questions 171–175

171. Your school is organising a programme to honour soldiers. What would you do to make the programme meaningful?

172. Your classmate says that remembering soldiers is unnecessary. How would you explain its importance?

173. Your teacher asks you to prepare a presentation on the sacrifices of soldiers. What points would you include?
174. How can students show gratitude towards people who serve the nation?
175. What values can students learn from the soldiers mentioned in the poem?

G2. HOME SITUATIONS Questions 176–180

176. Your family is discussing the meaning of patriotism. How would you explain it?
177. How can parents help children understand the importance of remembering national heroes?
178. If your family visits a war memorial, what behaviour would show respect?
179. Why should children learn about the sacrifices made by soldiers?
180. Give one example of how you can serve your country in your everyday life.

G3. COMMUNITY SITUATIONS Questions 181–185

181. Why are national memorials important to a community?
182. How can citizens maintain respect for memorials?
183. What can communities do to remember the contributions of soldiers?
184. Why should historical and national monuments be protected?
185. What qualities of soldiers can help us become responsible citizens?

PART H: VALUES AND CITIZENSHIP

QUESTIONS 186–195

LO Coverage: LO 12, LO 13, LO 14, LO 15, LO 28, LO 29

Difficulty Level: L3 – Difficult

186. What does the poem teach us about courage?
187. Why should the sacrifices of soldiers never be forgotten?
188. What values are reflected in the poem?
189. Why is respect important when remembering national heroes?
190. What does the eternal flame symbolically communicate?
191. How does remembering soldiers strengthen our sense of gratitude?
192. Why should younger generations learn about the sacrifices of soldiers?
193. How are courage and sacrifice connected?
194. What does being a responsible citizen mean to you?
195. How can you apply the values of courage, respect and sacrifice in your own life?

PART I: CREATIVE AND CRITICAL THINKING QUESTIONS 196–200

Competencies: Creative Thinking, Critical Thinking, Writing

Difficulty Level: L3 – Difficult

I1. POSTER MAKING Question 196

Prepare a poster on:

“REMEMBER OUR HEROES”

Include:

- A suitable drawing
- One slogan
- Two messages expressing gratitude towards soldiers

I2. SLOGAN WRITING Question 197

Write a slogan expressing respect and gratitude towards the soldiers who sacrificed their lives for the nation.

I3. DRAW AND WRITE Question 198

Draw a picture showing the **National War Memorial with the eternal flame**.

Write **two sentences** explaining your picture.

I4. THINK AND ANSWER Question 199

Imagine that there were no memorials to remind people about the sacrifices of soldiers.

How might this affect future generations? Give reasons.

I5. REFLECTION QUESTION Question 200

If you could speak to a soldier who sacrificed their life for the nation, **what would you say to them and why?**

ANSWER KEY

PART A – BRIDGE VOCABULARY

A1. Word–Meaning Matching

1-b, 2-d, 3-c, 4-e, 5-f, 6-a, 7-g, 8-h, 9-i, 10-j

A2. Fill in the Blanks

11. Bharat
12. February
13. soldiers
14. etched
15. courage
16. flame
17. Bharat
18. sacrifice
19. pride
20. Memorial

A3. Complete the Words

21. MEMORIAL
22. COURAGE
23. SACRIFICE
24. RESPECT
25. ETERNAL

A4. Jumbled Words

26. MEMORIAL
27. COURAGE
28. SACRIFICE
29. RESPECT
30. ETERNAL

A5. English–Kannada

31-b, 32-d, 33-a, 34-c, 35-e

A6. Word Meanings

36-a, 37-b, 38-a, 39-b, 40-a

PART B – UNDERSTANDING THE POEM

B1. MCQs

- 41-b
- 42-c
- 43-a
- 44-b
- 45-a
- 46-c
- 47-b
- 48-a
- 49-b
- 50-a

B2. True/False

51. True
52. True
53. False

- 54. True
- 55. True
- 56. True
- 57. False
- 58. True
- 59. True
- 60. False

B3. Match the Following

- 61-d
- 62-e
- 63-b
- 64-h
- 65-f
- 66-g
- 67-g
- 68-a
- 69-i
- 70-j

Note: For 65–67, contextually appropriate responses referring to the places where soldiers served may be accepted.

B4. One-word / Very Short Answers

- 71. National War Memorial
- 72. Brave soldiers
- 73. Their names
- 74. Stories of courage/bravery
- 75. Battlefields / skies / oceans
- 76. Eternal flame
- 77. In silence
- 78. Their courage
- 79. Pride / respect
- 80. Their sacrifice

B5. Complete the Sentences

- 81. national
- 82. soldiers
- 83. etched
- 84. courage
- 85. Bharat
- 86. flame
- 87. courage
- 88. mind
- 89. pride
- 90. sacrifice

PART C – LANGUAGE

C1. Rhyming Words

- 91. behold
- 92. side
- 93. side
- 94. shows
- 95. remind

C2. Words from the Poem

- 96. courage
- 97. respect
- 98. eternal / forever
- 99. etched
- 100. sacrifice

C3. Adjectives

- 101. grand
- 102. brave
- 103. eternal
- 104. blessed
- 105. brave

C4. Feelings

- 106-a
- 107-b
- 108-a
- 109-a
- 110-a

C5. Punctuation

- 111. The National War Memorial honours brave soldiers.
- 112. What a grand sight it is!
- 113. Remember the soldiers with pride and respect.
- 114. Where is the National War Memorial?
- 115. The eternal flame glows in silence.

PART D – READING AND THINKING**D2. Literal Comprehension**

- 116. The brave soldiers of Bharat.
- 117. The names of soldiers.
- 118. A story of courage.
- 119. On battlefields, in the skies and across the oceans.
- 120. The eternal flame.
- 121. In silence.
- 122. Remembrance/homage to the soldiers and their courage.
- 123. With pride and respect.
- 124. The bravery and sacrifice of the soldiers.
- 125. The brave soldiers and their sacrifice.

D3. MCQs

- 126-b
- 127-a
- 128-a
- 129-a
- 130-b

D4. Inferential Comprehension

- 131. To preserve their memory and remind people of their bravery and sacrifice.
- 132. The silent flame creates a feeling of solemn respect and remembrance.
- 133. It suggests unity, courage and dedication to the nation.
- 134. Because the soldiers served the country bravely and made great sacrifices.
- 135. People may fail to understand the courage and sacrifices that helped protect the nation.

D5. Sequencing

136. The National War Memorial honours brave soldiers. Their names are etched on stones. The soldiers' sacrifice is remembered.
137. The eternal flame glows. The flame pays homage to the soldiers' courage. We remember their sacrifice.
138. Soldiers served Bharat in different places. Their stories of courage are remembered. The nation honours them with pride and respect.

D6. Cause and Effect

139. Their sacrifice helped protect and serve the nation; therefore, they are remembered and honoured.
140. Their names remain recorded so that their courage and sacrifice are remembered.

PART E – SPEAK AND SHARE

E1. Oral Responses

141–145. **Answers may vary.** Responses should demonstrate understanding of sacrifice, respect, gratitude, patriotism and responsible citizenship.

E2. Pair Discussion

146–147. **Any relevant, well-reasoned answer may be accepted.**

E3. Picture Talk

148–149. **Accept relevant observations and feelings based on the picture.**

E4. Role Play

150. **Accept any appropriate dialogue demonstrating respect, remembrance and understanding of the memorial.**

PART F – GUIDED WRITING

F1. Complete the Sentences

151. brave soldiers
152. etched
153. glows
154. courage
155. pride

F2. Make Sentences

156–160. **Any grammatically correct and meaningful sentences may be accepted.**

F3. Guided Paragraphs

161–165. **Any meaningful paragraph using the given clues and connected appropriately to the poem may be accepted.**

F4. Dialogue Completion

Possible answers:

166. "It is a national monument that honours our brave soldiers."
167. "We should visit it to remember and respect the sacrifices of our soldiers."
168. "It reminds us of the courage and sacrifice of our brave soldiers."

Other contextually appropriate answers may be accepted.

F5. Caption Writing

169. **"Remembering Our Brave Heroes."**
170. **"With Pride and Respect, We Remember."**

Other suitable captions may be accepted.

PART G – APPLICATION AND LIFE SKILLS

171–185. Answers should demonstrate:

- respect for soldiers
- gratitude
- responsible citizenship
- patriotism

- awareness of national heritage
- respect for national monuments

Any relevant and well-reasoned answer may be accepted.

PART H – VALUES AND CITIZENSHIP

186. Courage helps people face difficult situations bravely.
187. Their sacrifices helped protect the nation and must therefore be remembered with gratitude.
188. Courage, sacrifice, patriotism, respect, gratitude and remembrance.
189. Respect shows that we value the service and sacrifice of the soldiers.
190. It represents continuous remembrance and homage to the brave soldiers.
191. It makes us recognise and appreciate the sacrifices made for the nation.
192. So that they understand the nation's history and value the courage and sacrifices of its heroes.
193. Courage enables a person to face danger, while sacrifice involves giving up something valuable for a greater cause.
194. Being a responsible citizen means respecting the country, its people, heritage and those who serve it.
195. **Personal responses may vary.** Students may mention showing courage, helping others, respecting the country, being responsible and remembering national heroes.

PART I – CREATIVE AND CRITICAL THINKING

196. Poster Making

Expected elements:

- Relevant drawing
- Suitable slogan
- Two meaningful messages
- Clear presentation

197. Slogan Writing

Possible answers:

- **“Remember the Brave, Honour Their Sacrifice.”**
- **“Their Courage, Our Pride.”**
- **“Salute the Heroes Who Served Bharat.”**

Any meaningful original slogan may be accepted.

198. Draw and Write

Expected drawing: National War Memorial with the eternal flame.

Sample:

The National War Memorial honours our brave soldiers.

The eternal flame reminds us of their courage and sacrifice.

199. Think and Answer

Students may explain that without memorials, future generations might find it harder to remember and understand the sacrifices and courage of soldiers. Any well-reasoned response may be accepted.

200. Reflection

Answers may vary. A suitable response should express:

- gratitude
- respect
- remembrance
- appreciation of sacrifice
- pride in the soldiers' service

CHAPTER-WISE COMPETENCY COVERAGE

Part	Questions	Main Competency	Difficulty
A	1–40	Vocabulary & Reading	L1 Easy / L2 Easy
B	41–90	Reading & Comprehension	L1–L2 Easy

Part	Questions	Main Competency	Difficulty
C	91–115	Language & Literary Appreciation	L1–L2 Easy/Average
D	116–140	Reading, Inference & Critical Thinking	L2–L3 Average
E	141–150	Speaking & Listening	L2–L3 Average
F	151–170	Writing	L2–L3 Average
G	171–185	Application & Life Skills	L3 Difficult
H	186–195	Values & Citizenship	L3 Difficult
I	196–200	Creative & Critical Thinking	L3 Difficult

CLASS 6 – ENGLISH
POORVI – UNIT 1: FABLES AND FOLK TALES
Chapter 1: A Bottle of Dew
Model Question Paper – 20 Marks

BLUEPRINT

S l. N o.	Learning Area / Competency	LOs Assessed	Question Nos.	Mar ks	Cognitive Level
1	Vocabulary & comprehension	LO 1, 3, 5	1(a–c)	3	L1
2	Reading comprehension	LO 1, 3,	2(a–b)	2	L1

S l. N o.	Learning Area / Competency	LOs Assessed	Question Nos.	Marks	Cognitive Level
		4, 5			
3	Grammar & language conventions	LO 36, 38, 40	3(a–c)	3	L1–L2
4	Short answer / comprehension	LO 3, 4, 5, 27, 28	4(a–b)	4	L2
5	Inferential & critical thinking	LO 12, 13, 28, 29	5(a–b)	4	L2–L3
6	Creative / value-based writing	LO 13, 15, 29, 41, 42	6	4	L3
				20	

Marks by cognitive level

Cognitive Level	Marks
L1 – Remember / Understand	8
L2 – Apply / Analyse	8
L3 – Evaluate / Create	4
Total	20

Competency-wise distribution

Competency	Marks
C-1.1 – Main ideas, details, sequencing, summarising	5
C-1.3 – Questions, opinions and expression	4
C-2.1 – Literature appreciation	4
C-3.1 – Grammar and conventions	3
C-3.2 – Creative / narrative writing	4
Total	20

QUESTION PAPER

Q1. Vocabulary

$3 \times 1 = 3$

Choose the correct answer.

a) A sage is a person who is:

i) wealthy ii) wise iii) lazy iv) young

b) Dew means:

i) drops of water formed on cool surfaces ii) juice from a plant
iii) rainwater collected in a pot iv) a kind of soil

c) A plantation is:

i) a place where many plants are grown

iii) a small garden inside a house

ii) a place where gold is stored

iv) a market

Q2. Read and answer.

2 × 1 = 2

Rama Natha believed that a magic potion could turn ordinary things into gold. He spent a great deal of time and money searching for it.

a) What did Rama Natha believe in?

b) Why was Madhumati worried?

Q3. Grammar

3 × 1 = 3

a) Fill in the blank with the correct pronoun:

Madhumati was worried. _____ wanted Rama Natha to stop wasting money. (He / She)

b) Identify the verb in the sentence:

Rama Natha collected dew from the leaves.

c) Rewrite the sentence with correct punctuation:

where is the sage

Q4. Answer the following in 2–3 sentences.

2 × 2 = 4

a) Why did the sage ask Rama Natha to plant banana plants and collect dew?

b) What happened when Rama Natha sprinkled the liquid on the copper vessel?

Q5. Think and answer.

2 × 2 = 4

a) Why do you think Rama Natha did not realise that he was already becoming successful?

b) What would have happened if Rama Natha had continued searching for a magic potion instead of following the sage's instructions?

Q6. Value-based / Creative Writing

4 marks

Write 5–6 sentences on:

“Hard Work is the Real Magic.”

Use the story *A Bottle of Dew* to explain why hard work and patience are more valuable than shortcuts.

ANSWER KEY

Q1. Vocabulary

a) ii) wise

b) i) drops of water formed on cool surfaces

c) i) a place where many plants are grown

Marks: 3

Q2. Reading Comprehension

a) Rama Natha believed that there was a magic potion that could turn ordinary things into gold.

b) Madhumati was worried because Rama Natha was wasting his time and money searching for the magic potion.

Marks: 2

Q3. Grammar

a) She

b) collected

c) Where is the sage?

Marks: 3

Q4. Short Answers

- a) The sage wanted Rama Natha to understand the value of hard work. By making him grow banana plants and collect dew, he made Rama Natha work patiently and use his land productively.
- b) Nothing happened. The copper vessel did not turn into gold, and Rama Natha became angry. The sage then explained that the real magic was the hard work that had created the successful banana plantation.

Marks: 4

Q5. Think and Answer

- a) Rama Natha was so focused on finding the magic potion that he did not notice the success he was creating through his own hard work. His banana plantation was already making him wealthy.
- b) He would probably have continued wasting his time and money without creating any real wealth. He would have missed the opportunity to use his land and abilities productively.

Q6. Value-Based / Creative Writing

Expected Answer

Hard work is the real magic because success does not come through shortcuts. Rama Natha spent a lot of time searching for a magic potion. The sage made him plant banana plants and collect dew. Rama Natha worked patiently for years and developed a successful plantation. The plantation brought him real wealth. The story teaches us that patience, effort and hard work can achieve what magic cannot.

POORVI – UNIT 1: FABLES AND FOLK TALES

Chapter 2: *The Raven and the Fox*

MODEL QUESTION PAPER – 20 MARKS

BLUEPRINT

Q. No.	Type of Question	LO Covered	Competency	Difficulty	Marks
1	MCQ – Vocabulary	LO 1, LO 5, LO 26	Vocabulary & Literary Understanding	Easy	2
2	Short Answer	LO 1, LO 3, LO 4, LO 27, LO 28	Reading Comprehension	Easy	2
3	Grammar	LO 18, LO 36, LO 40	Grammar & Conventions	Easy	3
4	Short Answer	LO 3, LO 4, LO 5, LO 27, LO 28	Literary Comprehension	Average	4
5	Inferential Questions	LO 12, LO 13, LO 28,	Critical Thinking & Application	Average	4

Q. No.	Type of Question	LO Covered	Competency	Difficulty	Marks
		LO 29			
6	Value-based Writing	LO 13, LO 15, LO 29, LO 41, LO 42	Creative / Reflective Writing	Difficult	5
Total					20

Cognitive-Level Distribution

Level	Description	Marks
L1	Remember / Identify / Understand	7
L2	Apply / Analyse	8
L3	Evaluate / Create	5
Total		20

Difficulty Distribution

Difficulty	Marks
Easy	7
Average	8
Difficult	5
Total	20

QUESTION PAPER

Q1. Choose the correct answer.

$2 \times 1 = 2$

LO Coverage: LO 1, LO 5, LO 26 — Students identify important vocabulary and demonstrate understanding of the literary text.

a) What does **morsel mean?**

- i) A large meal
- ii) A small piece of food
- iii) A type of bird
- iv) A branch

b) Who was Reynard?

- i) A Raven
- ii) A King
- iii) A Fox
- iv) A farmer

Q2. Answer in one sentence.

$2 \times 1 = 2$

LO Coverage: LO 1, LO 3, LO 4, LO 27, LO 28 — Students retrieve specific information and identify important characters, events and ideas from the poem.

a) What was the Raven holding in his beak?

Difficulty Level: Easy

b) What did the Fox ask the Raven to do?

Q3. Grammar

$3 \times 1 = 3$

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply appropriate grammar and language conventions accurately in context.

a) Choose the correct pronoun:

The Raven was sitting on a branch. _____ was holding a morsel. (He / She)

b) Identify the verb in the sentence:

The Fox praised the Raven.

c) Rewrite with correct punctuation:

can you sing

Q4. Answer the following in 2–3 sentences.

$2 \times 2 = 4$

LO Coverage: LO 3, LO 4, LO 5, LO 27, LO 28 — Students understand characters, events and the message of the poem and support their responses with information from the text.

a) How did Reynard manage to get the food from the Raven?

b) Why did the Raven lose the food?

Q5. Think and answer.

$2 \times 2 = 4$

LO Coverage: LO 12, LO 13, LO 28, LO 29 — Students make inferences, express opinions with reasons and relate the theme of the poem to real-life situations.

a) Why do you think Reynard praised the Raven instead of trying to take the food by force?

b) What does the Raven's mistake teach us about excessive praise and pride?

Q6. Value-based Writing

5 Marks

LO Coverage: LO 13, LO 15, LO 29, LO 41, LO 42 — Students express ideas with reasons, connect the literary theme to life and communicate their thoughts creatively in writing.

Write **6–8 sentences** on:

“Think Before You Believe.”

Use the lesson from *The Raven and the Fox* and explain how we can protect ourselves from being misled by flattering words.

ANSWER KEY

Q1. MCQs

a) ii) A small piece of food

b) iii) A Fox

Q2. One-Sentence Answers

a) The Raven was holding a morsel/piece of food in his beak.

b) The Fox asked the Raven to sing.

Q3. Grammar

a) He

b) praised

c) Can you sing?

Q4. Short Answers

a) How did Reynard manage to get the food from the Raven?

Reynard used flattery to make the Raven feel proud. He praised the Raven and asked him to sing, knowing that the Raven would have to open his beak.

b) Why did the Raven lose the food?

The Raven became proud because of the Fox's praise. When he opened his beak to sing, the morsel fell down and the Fox took it.

Q5. Think and Answer

a) Why do you think Reynard praised the Raven instead of trying to take the food by force?

Reynard wanted the food but knew that taking it by force might be difficult. He cleverly used the Raven's pride and flattered him so that the Raven would drop the food.

b) What does the Raven's mistake teach us about excessive praise and pride?

It teaches us that we should not be carried away by excessive praise. We should remain humble, think carefully and not allow flattering words to influence our decisions.

Q6. VALUE-BASED WRITING – 5 MARKS

Sample Answer

“Think Before You Believe”

We should not believe everything people say to us. Sometimes people may praise us because they want something from us. In *The Raven and the Fox*, Reynard praises the Raven only to get the food. The Raven becomes proud and opens his beak to sing. As a result, he loses his food. We should listen to praise but also think carefully about the person's intention. Being confident is good, but we should always remain humble and wise.

POORVI – UNIT 1
CHAPTER 3: RAMA TO THE RESCUE
Model Question Paper – 20 Marks
Time: 45 Minutes

Q1. Choose the correct answer.

4 × 1 = 4

LO Coverage: LO 1, LO 3, LO 5, LO 27, LO 28 — Students identify important details, characters and events from the story.

Competency: Reading Comprehension

a) Who entered the house?

- i) Rama
- ii) A thief
- iii) A neighbour
- iv) A friend

b) What did the thief want to know?

- i) Where Rama lived
- ii) Where the jewels were kept
- iii) Where the husband worked
- iv) Where the wife went

c) Who thought of the clever plan?

- i) The husband
- ii) The thief
- iii) The wife
- iv) Rama

d) Who was Rama?

- i) The husband
- ii) The thief
- iii) The village kotwal
- iv) The wife's brother

Q2. Answer the following in one or two sentences.

2 × 2 = 4

LO Coverage: LO 3, LO 4, LO 5, LO 27, LO 28 — Students understand important events and explain characters' actions using information from the text.

Competency: Literary Comprehension

- a) How did the wife manage to call Rama without making the thief suspicious?
- b) Why did the thief get caught?

Q3. Grammar in Context

4 × 1 = 4

LO Coverage: LO 18, LO 36, LO 38, LO 40 — Students apply appropriate grammatical structures and language conventions in context.

Competency: Grammar and Language Conventions

- a) Fill in the blank with the correct form of the verb:

The thief _____ (dig) into the house.

- b) Choose the correct word:

The wife **is** / **are** thinking of a plan.

- c) Write the contracted form:

do not → _____

- d) Punctuate the sentence:

can you help us

Q4. Think and Answer.

2 × 2 = 4

LO Coverage: LO 12, LO 13, LO 28, LO 29 — Students make inferences, express opinions with reasons and connect the story's ideas to real-life situations.

Competency: Critical Thinking and Application

- a) Why was it important for the husband and wife to remain calm when they realised that a thief was entering their house?
- b) What qualities of the wife helped her solve the problem?

Q5. Value-Based / Creative Writing

4 Marks

LO Coverage: LO 13, LO 15, LO 29, LO 41, LO 42 — Students express ideas clearly, apply the message of the story to life and communicate their thoughts in an organised manner.

Competency: Creative and Reflective Writing

“Stay Calm and Think Smart.”

Write 5–6 sentences explaining how this message is reflected in *Rama to the Rescue*. Also mention **one situation in your own life** where staying calm and thinking wisely can help.

BLUEPRINT

Q. No.	Competency	LO Coverage	Difficulty	Marks
Q1	Reading Comprehension	LO 1, 3, 5, 27, 28	Easy	4
Q2	Literary Comprehension	LO 3, 4, 5, 27, 28	Easy	4
Q3	Grammar & Language	LO 18, 36, 38, 40	Easy	4
Q4	Critical Thinking & Application	LO 12, 13, 28, 29	Average	4

Q. No.	Competency	LO Coverage	Difficulty	Marks
Q5	Creative / Reflective Writing	LO 13, 15, 29, 41, 42	Difficult	4
TOTAL				20

Difficulty Distribution

Level	Marks
Easy	12
Average	4
Difficult	4
Total	20

KEY ANSWERS

Q1a) ii) A thief

b) ii) Where the jewels were kept

c) iii) The wife

d) iii) The village kotwal

Q2a) The wife cleverly used the name **Rama** while talking so that the thief would think she was calling someone else. When she called Rama loudly, the kotwal heard her.

b) The thief was caught because Rama, the village kotwal, heard the wife's call and came to the house.

Q3a) is digging

b) is

c) don't

d) Can you help us?

Q4a) It was important for them to remain calm because panic could have made the situation more dangerous. Staying calm helped them think of a clever plan.

b) The wife was **clever, calm, courageous and quick-thinking**. She used her presence of mind to call Rama without alerting the thief.

Q5 – Sample Answer

The story teaches us to stay calm and think smart when we face a difficult situation. The husband and wife did not panic when they realised that a thief was entering their house. The wife used her presence of mind and thought of a clever plan. She called out the name Rama so that the kotwal would come to their rescue. This shows that intelligence can help us solve difficult problems. In my life, if I face a difficult situation, I can stay calm, think carefully and ask the right person for help.

UNIT 2 – FRIENDSHIP CHAPTER 4: THE UNLIKELY BEST FRIENDS MODEL QUESTION PAPER – 20 MARKS

BLUEPRINT

Q. No.	Area / Type of Question	LO	Competency	Difficulty	Marks
1	Vocabulary – Match the following	LO 1, LO 5, LO 26	Vocabulary	L1 Easy	2
2	MCQ – Story	LO 1, LO 3,	Reading &	L1 Easy	2

Q. No.	Area / Type of Question	LO	Competency	Difficulty	Marks
	comprehension	LO 4, LO 5	Comprehension		
3	Fill in the blanks	LO 1, LO 18, LO 36, LO 40	Vocabulary & Language	L1 Easy	2
4	Grammar – Prefixes	LO 18, LO 36, LO 40	Grammar	L1 Easy	2
5	Grammar – Past tense	LO 18, LO 36, LO 40	Grammar	L2 Average	2
6	Short-answer questions	LO 1, LO 3, LO 4, LO 27, LO 28	Reading & Comprehension	L2 Average	4
7	Inferential questions	LO 3, LO 12, LO 13, LO 28, LO 29	Critical Thinking	L2–L3 Average	3
8	Guided writing	LO 16, LO 17, LO 18, LO 20	Writing	L2–L3 Average	3
Total					20

Competency-wise Distribution

Competency	Marks
Vocabulary	4
Reading & Comprehension	6
Grammar	4
Critical Thinking / Inference	3
Writing	3
Total	20

Difficulty-wise Distribution

Difficulty	Marks
L1 – Easy	8
L2 – Average	9
L3 – Difficult	3
Total	20

QUESTION PAPER

Q1. Match the words with their meanings.

(2 × 1 = 2 marks)

Column A	Column B
1. Mahout	a. Very happy

Column A	Column B
2. Delighted	b. An elephant trainer

Q2. Choose the correct answer.

(2 × 1 = 2 marks)

a) Why was Gajaraj sad?

a) He was hungry. b) He had no friend. c) He was ill. d) He was lost.

b) Who recognised Buntree?

a) The king b) The mahout c) A farmer d) A villager

Q3. Fill in the blanks with suitable words.

(2 × 1 = 2 marks)

a) Gajaraj shared some of his _____ with Buntree.

b) The farmer finally removed the _____ and set Buntree free.

Q4. Add suitable prefixes to form the opposites.

(2 × 1 = 2 marks)

a) happy → _____

b) correct → _____

Q5. Fill in the blanks with the correct past-tense form of the verbs given in brackets. (2 × 1 = 2 marks)

a) Gajaraj _____ his food with Buntree. (*share*)

b) The farmer _____ Buntree. (*recognise*)

Q6. Answer the following questions in 1–2 sentences.

(2 × 2 = 4 marks)

a) Why did Gajaraj share his food with Buntree?

b) Why did Buntree stop eating after the farmer took him home?

Q7. Think and answer.

(3 marks)

Why do you think the friendship between Gajaraj and Buntree was special? Give **three reasons**.

Q8. Guided Writing

(3 marks)

Write 4–5 sentences on “Gajaraj and Buntree – Unlikely Best Friends” using the clues:

elephant – lonely – dog – shared food – friendship – happy

ANSWER KEY

Q1. Match

1. **b – An elephant trainer**

2. **a – Very happy**

Q2. MCQs

a) **b) He had no friend.**

b) **c) A farmer**

Q3. Fill in the blanks

a) **food**

b) **rope**

Q4. Prefixes

a) happy → **unhappy**

b) correct → **incorrect**

Q5. Past tense

- a) Gajaraj **shared** his food with Buntree.
- b) The farmer **recognised** Buntree.

Q6. Short Answers

- a) Gajaraj shared his food with Buntree because the dog was tired and hungry. He showed kindness towards him.
- b) Buntree stopped eating because he missed his friend Gajaraj after being taken away from him.

Q7. Think and Answer

Expected answer:

The friendship between Gajaraj and Buntree was special because:

1. They were very different animals.
2. Gajaraj was kind and shared his food with Buntree.
3. They cared deeply for each other and became unhappy when they were separated.

Q8. Guided Writing

Sample answer:

Gajaraj was a lonely elephant who wanted a friend. One day, a stray dog named Buntree came to the stable. Gajaraj shared his food with him. Soon, they became best friends and enjoyed spending time together. They were very happy when they were reunited.

UNIT 2 – FRIENDSHIP
CHAPTER 5: A FRIEND'S PRAYER
MODEL QUESTION PAPER

Q1. Choose the correct answer.

(4 × 1 = 4 marks)

- a) What does the poet consider most important?
a) Success b) Friendship c) Money d) Games
- b) How does the poet feel about having special friends?
a) Sad b) Angry c) Blessed d) Afraid
- c) What does the poet want to use to understand her friends?
a) Her eyes b) Her heart c) Her hands d) Her mind
- d) What does the poet want to avoid?
a) Making friends b) Sharing c) Making judgements from afar d) Helping others

Q2. Fill in the blanks with suitable words from the poem.

(3 × 1 = 3 marks)

- a) Let me give my very _____.
- b) Friends have their own hopes and _____.
- c) I want to love my friends the way they _____.

Q3. Answer the following questions in 1–2 sentences.

(2 × 2 = 4 marks)

- a) Why does the poet feel blessed to have special friends?
- b) What does the poet mean by wanting to “use my heart to see”?

Q4. Read the statement and answer.

(2 × 1 = 2 marks)

“I want to love my friends the way they are.”

- a) What does this line tell us about the poet's attitude towards her friends?
- b) Why is accepting people as they are important in friendship?

Q5. Grammar – Choose the correct option.**(2 × 1 = 2 marks)**

- a) A good friend _____ others.
 a) care b) cares
 b) My friends _____ their hopes with me.
 a) share b) shares

Q6. Think and answer.**(2 marks)**

Your friend has made a mistake and is feeling sad. **What would you do to show that you are a good and caring friend?**

Give **two** suitable points.

Q7. Guided Writing**(3 marks)**

Write **4–5 sentences** on:

“What I Would Pray for My Friend”

Use the clues:

happiness – health – success – peace – friendship

BLUEPRINT – 20 MARKS

Q. No.	Question Type	M a r k s	LO	Competency	Difficulty
1	MCQ	4	LO 1, 3, 4, 5, 28	Reading & Comprehension	L1–L2
2	Fill in the blanks	3	LO 1, 5, 18	Vocabulary & Reading	L1
3	Short Answer	4	LO 3, 4, 27, 28, 29	Comprehension & Inference	L2
4	Value-based	2	LO 12, 13, 28, 29	Critical Thinking	L2
5	Grammar	2	LO 18, 36, 40	Language	L1
6	Application	2	LO 12, 13, 28, 29	Life Skills	L3
7	Guided Writing	3	LO 16, 17, 18, 20	Writing	L2
Total		20			

Difficulty Distribution

Level	Marks
L1 – Easy	9
L2 – Average	9
L3 – Difficult	2
Total	20

ANSWER KEY

Q1a) b) Friendship

b) c) Blessed

c) b) Her heart

d) c) Making judgements from afar

Q2a) best

b) plans

c) are

Q3a) The poet feels blessed because she has special friends who are important to her. She values their friendship.

b) "Use my heart to see" means that the poet wants to understand her friends with empathy, care and feelings rather than judging them from the outside.

Q4a) It shows that the poet is accepting and understanding. She wants to love her friends without trying to change them.

b) Accepting people as they are helps build trust, respect and stronger friendships.

Q5a) cares

b) share

Q6

Any two suitable points, such as:

- Listen to my friend without judging.
- Encourage my friend.
- Help them understand their mistake.
- Tell them that I am there for them.
- Support and comfort them.

1 mark for each relevant point.

Q7 – Sample Answer

What I Would Pray for My Friend

I would pray that my friend always remains happy and healthy. I would pray for success in everything they do. I would wish that they have peace in their life. I would also pray that our friendship remains strong and caring forever.

UNIT 2 – FRIENDSHIP CHAPTER: THE CHAIR MODEL QUESTION PAPER

Q1. Choose the correct answer.

(4 × 1 = 4 marks)

a) Who challenged Mario's belief that he had many true friends?

- a) His teacher b) His grandfather c) Guneet d) His father

b) Why was the chair difficult to sit on?

- a) It was broken. b) It was very small. c) It was invisible. d) It was very heavy.

c) Who helped Mario when he was about to fall?

- a) All his classmates b) His teacher c) Guneet, Asma and Deepa d) His grandfather

d) What did Mario learn from the chair experiment?

- a) Everyone in his class was his best friend.
b) True friends support us when we need them.
c) We should never make friends.
d) Having many friends is most important.

Q2. Answer the following in one or two sentences.

(3 × 2 = 6 marks)

- a) Why did Mario think that he had many friends?
 b) Why did Grandpa give Mario the invisible chair?
 c) Why can Guneet, Asma and Deepa be called Mario's true friends?

Q3. Read the statement and answer the questions.

(2 × 1 = 2 marks)

“Mario wouldn’t give up.”

- a) What does this sentence tell us about Mario?
 b) Write one quality shown by Mario in this situation.

Q4. Grammar – Complete the sentences with suitable words.

(2 × 1 = 2 marks)

- a) Mario was a _____ boy who did not give up easily. (*determined / careless*)
 b) The chair was _____ and could not be seen. (*invisible / colourful*)

Q5. Think and answer.

(3 marks)

Imagine that **your friend falls down while performing an activity in class and other students start laughing.**

What would you do? Write any three points.

Q6. Writing

(3 marks)

Write 4–5 sentences on:

“A True Friend”

Use the clues:

helpful – caring – honest – supports me – never laughs at my mistakes

BLUEPRINT – 20 MARKS

Q. No.	Type of Question	Marks	LO	Competency	Difficulty
Q 1	MCQ	4	LO 1, 3, 27, 28, 29	Reading & Comprehension	L1–L2
Q 2	Short Answer	6	LO 3, 12, 13, 27, 28, 29	Comprehension & Inference	L1–L2
Q 3	Extract/Inference	2	LO 4, 28, 29	Character Analysis	L1–L2
Q 4	Grammar/Vocabulary	2	LO 18, 36	Language	L1
Q 5	Application	3	LO 12, 13, 28, 29	Life Skills	L3
Q 6	Writing	3	LO 16, 17, 18, 20	Creative Writing	L2
Total		20			

Difficulty-wise Distribution

Difficulty Level	Marks
L1 – Easy	8

Difficulty Level	Marks
L2 – Average	9
L3 – Difficult	3
Total	20

ANSWER KEY

Q1a) b) His grandfather

b) c) It was invisible

c) c) Guneet, Asma and Deepa

d) b) True friends support us when we need them

Q2a) Mario thought he had many friends because he was friendly with many people and believed that the people around him were his friends.

b) Grandpa gave Mario the invisible chair to help him discover who his real friends were. He wanted Mario to learn through experience rather than simply telling him.

c) Guneet, Asma and Deepa helped Mario when he was falling instead of laughing at him. Their actions showed that they genuinely cared for him.

Q3a) It shows that Mario was determined and did not easily give up even when he failed.

b)Determination / perseverance / courage.

Q4a) determined

b) invisible

Q5 – Sample Answer

I would:

1. Help my friend get up and make sure they are not hurt.
2. Comfort them instead of laughing at them.
3. Encourage them and tell them that making mistakes is okay.

Marking: 1 mark for each relevant point.

Q6 – Sample Answer

A true friend is someone who cares about me. A true friend helps me when I am in trouble. They support me when I make mistakes and never laugh at me. A true friend is honest and always encourages me. I feel happy and safe with a true friend.

UNIT 3 – NURTURING NATURE

CHAPTER 1 – NEEM BABA

MODEL QUESTION PAPER

Q1. Choose the correct answer.(4 × 1 = 4 marks)

a) Who talks to Neem Baba?

- a) Ravi b) Amber c) Guneet d) Deepa

b) Who gave the neem tree the name “Neem”?

- a) Indians b) Iranians c) Scientists d) Farmers

c) Which part of the neem tree is commonly used for cleaning teeth?

- a) Flowers b) Seeds c) Twigs d) Bark

d) Why is neem useful to farmers?

- a) It gives colourful flowers.
- b) Its seed powder can help protect crops from insects.
- c) It grows very quickly.
- d) It provides fruits to farmers.

Q2. Answer the following questions in 1–2 sentences.

(3 × 2 = 6 marks)

- a) Why did Amber call the neem tree “Neem Baba”?
- b) Why is neem called “nature's gift to man”?
- c) How does neem help farmers protect their crops?

Q3. Read the statement and answer.

(2 × 1 = 2 marks)

“We become well known for what we do.”

- a) Who says this in the lesson?
- b) What does this statement teach us?

Q4. Grammar – Answer as directed.

(2 × 1 = 2 marks)

- a) Write the **past form** of: **discover** → _____
- b) Identify the type of compound word: **thought-provoking** → _____

Q5. Think and answer.

(3 marks)

Neem Baba has many uses, but the lesson also reminds us that **we should use remedies carefully and responsibly.**

Why should we not use natural remedies without proper knowledge? Give three reasons/points.

Q6. Writing

(3 marks)

Write **4–5 sentences** about:

“A Tree in My Neighbourhood”

Use the clues:

name of the tree – appearance – uses – how it helps people/animals – how you can protect it

BLUEPRINT – 20 MARKS

Q. No.	Question Type	Marks	LO	Competency	Difficulty
Q 1	MCQ	4	LO 1, 3, 5, 26–28	Reading & Comprehension	L1–L2
Q 2	Short Answer	6	LO 3, 27–29	Comprehension & Application	L1–L2
Q 3	Statement-based	2	LO 3, 28, 29	Inference & Critical Thinking	L1–L2
Q 4	Grammar	2	LO 18, 36, 40	Language & Grammar	L1
Q 5	Think & Answer	3	LO 28, 29, 45	Critical Thinking	L3
Q 6	Writing	3	LO 16, 17, 20, 35	Writing & Expression	L2
TO TAL		20			

Difficulty-wise Distribution

Difficulty	Marks
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Difficulty	Marks
L1 – Easy	8
L2 – Average	9
L3 – Difficult	3
Total	20

ANSWER KEY

Q1a) b) Amber

b) b) Iranians

c) c) Twigs

d) b) Its seed powder can help protect crops from insects

Q2a) Amber called the neem tree “Neem Baba” because she personified the tree and spoke to it like a respected elder.

b) Neem is called “nature's gift to man” because it has many useful properties and its different parts are useful to people in several ways.

c) Neem seed powder can be used to protect crops from insects such as locusts and termites. It can also be useful in protecting stored grains.

Q3a)Neem Baba / the neem tree

b) It teaches us that people become known and respected because of the useful things they do, rather than simply because they seek fame.

Q4a) discover → **discovered**

b) thought-provoking → **hyphenated compound word**

Q5 – Sample Answer

We should not use natural remedies without proper knowledge because:

1. We may use the wrong remedy or the wrong quantity.
2. Some remedies may not be suitable for everyone.
3. Proper knowledge and experience are needed to use remedies safely.

Marking: 1 mark for each relevant point.

Q6 – Sample Answer

There is a large **neem tree** near my neighbourhood. It has a tall trunk and many green leaves. It gives us cool shade and has many useful properties. It is also helpful to birds and insects. We should protect the tree by not damaging its branches and by keeping the area around it clean.

UNIT 3: NURTURING NATURE

Chapter: *What a Bird Thought*

MODEL QUESTION PAPER – 20 MARKS

BLUEPRINT

Q · N o ·	Type of Question	M a r k s	LO	Competency	Difficulty
1	MCQ	1	LO 1, LO 5	Reading & Vocabulary	Easy
2	MCQ	1	LO 1, LO 5	Reading & Comprehension	Easy

Q · N o ·	Type of Question	M a r k s	LO	Competency	Difficulty
3	Fill in the blank	1	LO 1, LO 18	Vocabulary	Easy
4	Match the following	2	LO 1, LO 5	Vocabulary & Reading	Easy
5	Complete the sentence	1	LO 1, LO 18	Comprehension	Easy
6	Short Answer	2	LO 1, LO 4, LO 5	Reading Comprehension	Average
7	Short Answer	2	LO 3, LO 12, LO 13	Inferential Thinking	Average
8	Grammar – Simple Past	2	LO 18, LO 36, LO 40	Grammar	Easy
9	Grammar – Pronouns	2	LO 18, LO 36, LO 40	Grammar	Easy
10	Reading & Sequencing	2	LO 1, LO 4, LO 5, LO 27	Reading & Reasoning	Average
11	Guided Writing	4	LO 16, LO 17, LO 18, LO 20	Writing & Communication	Difficult
T o t a l		20			

Marks Distribution by Competency

Competency	Marks
Vocabulary	3
Reading & Comprehension	6
Grammar	4
Inferential/Critical Thinking	3
Writing	4
Total	20

Difficulty-Level Distribution

Level	Marks	Percentage
L1 – Easy	10	50%
L2 – Average	6	30%
L3 – Difficult	4	20%

Level	Marks	Percentage
Total	20	100%

QUESTION PAPER

I. Choose the correct answer.

2 × 1 = 2 marks

1. What was the bird's first world made of?

- a) Straw b) Leaves c) Pale, blue shell d) Wood

2. What did the bird see when it came out of its nest?

- a) Clouds b) Leaves c) Houses d) People

II. Fill in the blank.

1 × 1 = 1 mark

3. The nest was made of _____.

III. Match the following.

2 × 1 = 2 marks

Column A	Column B
4. First house	a) Straw
5. Second home	b) Pale, blue shell

IV. Complete the sentence.

1 × 1 = 1 mark

6. At length, the bird flew _____ the tree.

V. Answer the following questions.

2 × 2 = 4 marks

7. Why did the bird think its first small world was the whole world?

8. What does the bird's journey from the shell to the wider world show about growing up?

VI. Grammar

A. Fill in the blanks with the correct past-tense form of the verbs. 2 × 1 = 2 marks

9.a) The bird _____ (live) in a little house.

b) The bird _____ (fly) beyond the tree.

B. Choose the correct pronoun.

2 × 1 = 2 marks

10.a) The bird lived in a nest. _____ was happy.

- (i) He (ii) It (iii) They

b) The mother bird nestled the baby. _____ cared for it.

- (i) She (ii) It (iii) They

VII. Reading and Thinking

11. Arrange the following events in the correct order.

2 marks

- The bird flew beyond the tree.
- The bird lived in a pale, blue shell.
- The bird lived in a straw nest.

Write the correct sequence:

- _____
- _____
- _____

VIII. Guided Writing

4 marks

12. Write 4–5 sentences on “What I Learn from the Bird” using the clues given below.

Clues:

experience – explore – learn – change – grow

ANSWER KEY

I. MCQs

1. c) Pale, blue shell
2. b) Leaves

II. Fill in the Blank

3. straw

III. Match the Following

4. b) Pale, blue shell
5. a) Straw

IV. Complete the Sentence

6. beyond

V. Short Answers

7. Because the shell was the only world the bird knew at that stage.
8. It shows that as we grow and experience new things, our understanding becomes wider.

VI. Grammar

9. a) lived
b) flew
10. a) It
b) She

VII. Sequencing

11. The bird lived in a pale, blue shell.

The bird lived in a straw nest.

The bird flew beyond the tree.

VIII. Guided Writing

12. Sample answer:

The bird teaches me that experience helps us learn. We should explore the world around us. Our understanding changes when we have new experiences. We should be curious and ready to learn. We grow when we explore and discover new things.

UNIT 3 – NURTURING NATURE

Chapter: *Spices That Heal Us*

Model Question Paper – 20 Marks

I. Choose the correct answer.

2 × 1 = 2 marks

1. Who wrote the letter?

a) Vikram b) Vaibhavi c) Daadi d) A doctor

2. Which spice is associated with controlling sugar level and body weight?

a) Fenugreek b) Ginger c) Cardamom d) Clove

II. Fill in the blanks.

2 × 1 = 2 marks

3. Daadi learnt the natural cures from her _____.

4. Ginger has been used in cooking for more than _____ years.

III. Match the following.

2 × 1 = 2 marks

Column A	Column B
5. Turmeric	a. Toothache
6. Cinnamon and clove	b. Energy, digestion and body pain

IV. Answer the following questions in 2–3 sentences.

2 × 2 = 4 marks

7. Why was Daadi's grandmother important in passing on knowledge about natural cures?
 8. Why is it important to consult an elder before using the spices for remedies?

V. Grammar

A. Choose the correct modal.

2 × 1 = 2 marks

9. You _____ consult an elder before using the spices.

- a) must b) used to c) may

10. Ginger _____ help with cough and cold.

- a) can b) used to c) must

B. Choose the correct verb.

2 × 1 = 2 marks

11. Turmeric **help** / **helps** in digestion.

12. Fennel seeds **is** / **are** served after meals.

VI. Reading and Thinking

13. Arrange the following events in the correct order.

2 marks

- Daadi shared them with Vikram and Vaibhavi.
- Daadi learnt natural cures from her grandmother.
- Daadi asked them to share the cures with their friends.

Write the correct sequence:

- _____
- _____
- _____

VII. Guided Writing

4 marks

14. Write 4–5 sentences on “What I Learn from Daadi” using the clues given below.

Clues:

listen – elders – learn – share – safety

BLUEPRINT

Q · N o.	Type of Question	M a r k s	LO	Competency	Difficulty
1	MCQ	1	LO 1, LO 5	Reading & Comprehension	Easy
2	MCQ	1	LO 1, LO 5	Reading & Comprehension	Easy
3	Fill in the blank	1	LO 1, LO 5	Reading	Easy
4	Fill in the blank	1	LO 1, LO 5	Reading	Easy
5 – 6	Match the following	2	LO 1, LO 5	Vocabulary & Comprehension	Easy
7	Short Answer	2	LO 3, LO 12, LO 13	Inferential Thinking	Average
8	Short Answer	2	LO 3, LO 12, LO 13	Critical Thinking	Average
9 – 1 0	Grammar – Modals	2	LO 18, LO 36, LO 40	Grammar	Easy
1 1 – 1 2	Grammar – Verb Agreement	2	LO 18, LO 36, LO 40	Grammar	Easy
1	Sequencing	2	LO 1, LO 4, LO 5, LO 27	Reading & Reasoning	Average

Q · N o.	Type of Question	M a r k s	LO	Competency	Difficulty
3					
14	Guided Writing	4	LO 16, LO 17, LO 18, LO 20	Writing & Communication	Difficult
T o t a l		20			

Difficulty Distribution

Difficulty	Marks	Percentage
Easy	10	50%
Average	6	30%
Difficult	4	20%
Total	20	100%

Competency-wise Distribution

Competency	Marks
Reading & Comprehension	6
Vocabulary	2
Grammar	4
Inferential/Critical Thinking	4
Writing & Communication	4
Total	20

ANSWER KEY

- c) Daadi
- a) Fenugreek
- grandmother
- 4000
- b) Energy, digestion and body pain
- a) Toothache
- Daadi's grandmother passed useful traditional knowledge about natural cures to her, which Daadi later shared with the children.
- An elder can guide children and help them use such remedies safely and appropriately.
- must
- can
- helps

12. **are**
13. Daadi learnt natural cures from her grandmother.
Daadi shared them with Vikram and Vaibhavi.
Daadi asked them to share the cures with their friends.

14. **Sample answer:**

We should listen to our elders because they have valuable knowledge and experience. We can learn many useful things from them. We should share useful knowledge with others. At the same time, we must use such knowledge safely and consult an elder before trying remedies.

UNIT 4 – SPORTS AND WELLNESS

Chapter: *Change of Heart*

Model Question Paper – 20 Marks

I. Choose the correct answer.

2 × 1 = 2 marks

1. What did Prabhat always want?

- a) To lose b) To win c) To become a coach d) To avoid games

2. What did Prabhat finally learn?

- a) Winning is everything.
b) Games should be enjoyed for their own sake.
c) Only badminton is enjoyable.
d) Losing should be avoided.

II. Fill in the blanks.

2 × 1 = 2 marks

3. Surya was an excellent _____ player.

4. Prabhat managed to change the _____ while Surya was looking elsewhere.

III. Match the following.

2 × 1 = 2 marks

Column A	Column B
5. Prabhat	a. Excellent badminton player
6. Surya	b. Could not bear losing

IV. Answer the following questions in 2–3 sentences.

2 × 2 = 4 marks

7. How was Surya different from Prabhat?

8. Why do you think Prabhat cheated in the badminton match?

V. Grammar

A. Fill in the blanks using the Past Perfect form of the verbs given in brackets. 2 × 1 = 2 marks

9. Prabhat _____ already _____ his homework before going to the badminton match. (*finish*)

10. Surya _____ already _____ several matches before Prabhat arrived. (*win*)

B. Identify the Past Perfect verb.

2 × 1 = 2 marks

11. Prabhat **had played** the match before the coach arrived.

12. Surya **had not felt** bad about losing.

VI. Reading and Thinking

2 marks

13. Arrange the following events in the correct order.

- Prabhat observed Surya playing basketball.
- Prabhat changed his attitude.
- Prabhat realised that games could be enjoyed without a scoreboard.

Write the correct sequence:

1. _____
2. _____

3.

VII. Guided Writing

4 marks

14. Write 4–5 sentences on “The Importance of Sporting Spirit” using the clues given below.**Clues:** *fairness – respect – enjoyment – winning – losing***BLUEPRINT**

Q. No.	Type of Question	Marks	LO	Competency	Difficulty
1	MCQ	1	LO 1, LO 5	Reading & Comprehension	Easy
2	MCQ	1	LO 3, LO 5	Reading & Comprehension	Easy
3	Fill in the blank	1	LO 1, LO 5	Vocabulary & Reading	Easy
4	Fill in the blank	1	LO 1, LO 5	Reading	Easy
5–6	Match the following	2	LO 1, LO 5	Comprehension	Easy
7	Short Answer	2	LO 3, LO 12	Inferential Thinking	Average
8	Short Answer	2	LO 3, LO 12, LO 13	Critical Thinking	Average
9–10	Grammar – Past Perfect	2	LO 18, LO 36, LO 40	Grammar	Easy
11–12	Grammar – Past Perfect	2	LO 18, LO 36, LO 40	Grammar	Easy
13	Sequencing	2	LO 1, LO 4, LO 5	Reading & Reasoning	Average
14	Guided Writing	4	LO 16, LO 17, LO 18, LO 20	Writing & Communication	Difficult
Total		20			

Difficulty-wise Distribution

Difficulty Level	Marks	Percentage
Easy	10	50%
Average	6	30%
Difficult	4	20%
Total	20	100%

Competency-wise Distribution

Competency	Marks
Reading & Comprehension	6
Vocabulary	2
Grammar	4
Inferential & Critical Thinking	4
Writing & Communication	4
Total	20

ANSWER KEY

1. **b) To win**
2. **b) Games should be enjoyed for their own sake.**
3. **badminton**
4. **scoreboard**
5. **b) Could not bear losing**
6. **a) Excellent badminton player**
7. Surya enjoyed playing games regardless of the result. Unlike Prabhat, he did not worry about winning or losing.
8. Prabhat was afraid of losing and wanted to win at any cost. Therefore, he cheated by changing the scoreboard.
9. **had already finished**
10. **had already won**
11. **had played**
12. **had not felt**
13. **Correct sequence:**
 1. Prabhat observed Surya playing basketball.
 2. Prabhat realised that games could be enjoyed without a scoreboard.
 3. Prabhat changed his attitude.
14. **Sample answer:**

Sporting spirit means playing fairly and respecting others. We should enjoy a game whether we win or lose. Winning is not everything. We should make a sincere effort and accept defeat gracefully. Good sportspersons respect their opponents.

UNIT 4 – SPORTS AND WELLNESS

Chapter: *The Winner*

Model Question Paper – 20 Marks

I. Choose the correct answer.

2 × 1 = 2 marks

1. What do the children play?
a) Cricket b) Ball c) Football d) Basketball
2. Who is described as the winner at the end of the poem?
a) The children b) The speaker c) The fastest runner d) Night

II. Fill in the blanks.

2 × 1 = 2 marks

3. The children play next to the _____.
4. The blue dark turns to _____.

III. Answer the following questions in 2–3 sentences.

2 × 2 = 4 marks

5. What does “I can't even catch my breath” tell us about the game?
6. Why does the poet say “**Night wins!**”?

IV. Read the extract and answer the questions.

4 × 1 = 4 marks

Read the following lines:

*“When blue dark turns to black,
cold grass aches our feet,
trees creep close—
game's over.”*

7. What happens to the colour of the sky?

8. What aches the children's feet?
 9. What seems to creep close?
 10. What does “game's over” mean?

V. Poetry Appreciation

2 × 1 = 2 marks

11. Identify the poetic device used in the expression:

“trees creep close”

- a) Simile b) Personification c) Rhyme d) Metaphor

12. Why are the words in the lines

“I / can't / even / catch / my / breath”

written separately?

- a) To make the poem longer b) To show the speaker's breathlessness
 c) To show that the speaker is sleeping d) To show that the game is over

VI. Answer the following.

1 × 2 = 2 marks

13. Why is the title “The Winner” suitable for the poem?

VII. Creative Writing

4 marks

14. Write 5–6 sentences about an evening when you played with your friends.

You may use these clues:

place – game – friends – fun – evening – going home

BLUEPRINT

Q. No.	Type of Question	Marks	LO	Competency	Difficulty
1	MCQ	1	LO 1, LO 5	Reading & Comprehension	Easy
2	MCQ	1	LO 3, LO 5	Reading & Interpretation	Easy
3	Fill in the blank	1	LO 1	Vocabulary & Reading	Easy
4	Fill in the blank	1	LO 1, LO 5	Reading	Easy
5	Short Answer	2	LO 3, LO 12	Inferential Thinking	Average
6	Short Answer	2	LO 3, LO 12	Interpretation	Average
7–10	Extract-based	4	LO 1, LO 3, LO 5	Reading & Comprehension	Easy–Average
11	Poetic Device	1	LO 7	Literary Appreciation	Average
12	Poetry Structure	1	LO 7, LO 12	Literary Appreciation	Average
13	Short Answer	2	LO 3, LO 12	Critical Thinking	Difficult
14	Creative Writing	4	LO 16, LO 17, LO 20	Writing & Communication	Difficult
Total		20			

Difficulty-wise Distribution

Difficulty Level	Marks	Percentage
Easy	6	30%
Average	10	50%
Difficult	4	20%
Total	20	100%

Competency-wise Distribution

Competency	Marks
Reading & Comprehension	6
Vocabulary	2
Literary Appreciation	2
Inferential & Critical Thinking	6
Writing & Communication	4
Total	20

ANSWER KEY

- b) Ball
 - d) Night
 - creek
 - black
 - It tells us that the speaker and the children are running very fast and are becoming breathless while playing.
 - The poet says “Night wins” because darkness finally comes and forces the children to stop playing.
 - The sky changes from blue/dark to black.
 - The cold grass aches their feet.
 - The trees seem to creep close.
 - It means that the children have to stop playing because night has arrived.
 - b) Personification
 - b) To show the speaker's breathlessness
 - The title is suitable because Night is presented as the winner. It finally ends the children's game when darkness arrives.
 - Answers may vary. Award marks for relevant content, organisation, vocabulary and grammatical accuracy.
- Absolutely. Here is the **20-mark model question paper for “Yoga – A Way of Life”**, using **only the questions already created in the question bank**, with the same pattern we have been following.

UNIT 4: SPORTS AND WELLNESS CHAPTER: YOGA – A WAY OF LIFE MODEL QUESTION PAPER – 20 MARKS

I. VOCABULARY AND READING

A. Choose the correct answer.

4 × 1 = 4 marks

- Where did yoga originate?
a) China b) Ancient India c) Greece d) Egypt
- What does the Sanskrit root ‘yuj’ mean?
a) To stretch b) To breathe c) To join or unite d) To exercise
- Who presented the ancient tradition of yoga systematically?
a) Sage Valmiki b) Sage Patanjali c) Sage Vyasa d) Sage Vishwamitra

4. Which of the following can yoga help reduce?
 a) Stress and anxiety b) Height c) Knowledge d) Hunger

II. UNDERSTANDING THE TEXT

B. Answer the following in one or two sentences.

3 × 2 = 6 marks

5. What are yoga postures called? Name any two benefits of asanas.
 6. What do breathing exercises and meditation help us to do?
 7. What is the WHO mYoga app? Why was it launched?

III. GRAMMAR

C. Fill in the blanks with the correct form of the verbs given in brackets. **2 × 1 = 2 marks**

8. Yoga _____ (improve) flexibility.
 9. Meditation _____ (calm) the mind.

IV. READING AND THINKING

D. Read the statement and answer the questions.

2 × 2 = 4 marks

10. “Yoga brings harmony between the mind and body.”
 a) What does harmony mean in this context?
 b) Why is it important to coordinate the mind and body while practising yoga?
 11. “Yoga should be practised without distractions.”
 a) Why should we avoid distractions while practising yoga?
 b) How can this help us?

V. APPLICATION AND VALUES

E. Answer the following.

2 × 2 = 4 marks

12. You feel very nervous before an examination. How could you use what you learnt from the chapter to feel calm and focused?
 13. If you decided to make yoga a part of your daily life, what changes would you make in your routine? Why?

BLUEPRINT – 20 MARKS

Sl. No.	Learning Area / Competency	Question Nos.	Marks	Difficulty
1	Vocabulary & Reading	1–4	4	Easy
2	Understanding the Text	5–7	6	Easy–Average
3	Grammar	8–9	2	Easy
4	Reading, Inference & Critical Thinking	10–11	4	Average
5	Application, Life Skills & Values	12–13	4	Difficult
Total		13 Questions	20	

BLUEPRINT BY DIFFICULTY LEVEL

Difficulty Level	Marks	Percentage
L1 – Easy	12	60%
L2 – Average	4	20%
L3 – Difficult	4	20%
Total	20	100%

BLUEPRINT BY COMPETENCY

Competency	Marks	Percentage
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Competency	Marks	Percentage
Vocabulary	2	10%
Reading & Comprehension	8	40%
Grammar	2	10%
Critical Thinking & Inference	4	20%
Application & Life Skills	2	10%
Values & Reflection	2	10%
Total	20	100%

ANSWER KEY

Section I

1. **b) Ancient India**
2. **c) To join or unite**
3. **b) Sage Patanjali**
4. **a) Stress and anxiety**

Section II

5. Yoga postures are called **asanas**. They help strengthen muscles and improve flexibility, endurance and balance.
6. Breathing exercises and meditation help **calm the mind, reduce stress and improve concentration**.
7. The **WHO mYoga app** is a free yoga resource launched by WHO in 2021. It was launched to encourage people around the world to practise yoga.

Section III

8. **improves**
9. **calms**

Section IV

10. a) Harmony means **balance or a state of being in agreement**.
b) Coordinating the mind and body helps us practise yoga with **awareness and concentration**.
11. a) We should avoid distractions so that we can concentrate fully on the practice.
b) It helps us coordinate our **body, breath and awareness** better.

Section V

12. The student can practise **breathing exercises or yoga** to calm the mind, reduce nervousness and improve concentration.
13. Answers may vary. A suitable answer could be: *I would set aside some time every morning for yoga. I would practise regularly without distractions because it would help me stay healthy, calm and focused.*

Note: For Questions 12 and 13, other relevant and well-reasoned answers should also be accepted.

UNIT 5: CULTURE AND TRADITION

CHAPTER: HAMARA BHARAT – INCREDIBLE INDIA!

MODEL QUESTION PAPER – 20 MARKS

I. VOCABULARY AND READING

A. Choose the correct answer.

4 × 1 = 4 marks

1. What does the phrase “**unity in diversity**” mean?
 - a) Everyone follows the same traditions
 - b) People with different cultures live together as one nation
 - c) People speak only one language
 - d) People follow only one art form
2. Which folk art is associated with **Uttarakhand**?

- a) Dhokra b) Aipan c) Kondapalli d) Coconut shell craft
3. Which traditional craft is associated with **Odisha**?
- a) Aipan b) Dhokra c) Kondapalli d) Coconut shell craft
4. Which of the following is described as a **biodegradable craft**?
- a) Dhokra b) Aipan c) Coconut shell craft d) Kondapalli

II. UNDERSTANDING THE TEXT

B. Answer the following in one or two sentences.

3 × 2 = 6 marks

5. What is the **Ek Bharat, Shreshtha Bharat** programme?
6. What is **Dhokra**? How old is this traditional craft?
7. What are **Kondapalli toys** made from? What do they depict?

III. GRAMMAR

C. Fill in the blanks with the correct form of the verbs given in brackets. **2 × 1 = 2 marks**

8. Aipan _____ (reflect) cultural traditions.
9. Kondapalli toys _____ (depict) rural life.

IV. READING AND THINKING

D. Answer the following.

2 × 2 = 4 marks

10. Why is India's diversity described as a **strength rather than a weakness**?
11. Why is it important for children to learn about **art forms from other states**?

V. APPLICATION AND VALUES

E. Answer the following.

2 × 2 = 4 marks

12. A new student from another state joins your class and speaks a different language. **How would you make the student feel welcome?**
13. Why should **traditional crafts be protected from disappearing**?

BLUEPRINT – 20 MARKS

Sl. No.	Learning Area / Competency	Question Nos.	Marks	Difficulty
1	Vocabulary & Reading	1–4	4	Easy
2	Understanding the Text	5–7	6	Easy–Average
3	Grammar	8–9	2	Easy
4	Reading, Inference & Critical Thinking	10–11	4	Average
5	Application & Values	12–13	4	Difficult
Total		13 Questions	20	

BLUEPRINT BY DIFFICULTY LEVEL

Difficulty Level	Marks	Percentage
L1 – Easy	12	60%
L2 – Average	4	20%
L3 – Difficult	4	20%
Total	20	100%

BLUEPRINT BY COMPETENCY

Competency	Marks	Percentage
Vocabulary	2	10%
Reading & Comprehension	8	40%
Grammar	2	10%

Competency	Marks	Percentage
Critical Thinking & Inference	4	20%
Application & Life Skills	2	10%
Values & Citizenship	2	10%
Total	20	100%

ANSWER KEY

Section I – Vocabulary & Reading

1. **b) People with different cultures live together as one nation**
2. **b) Aipan**
3. **b) Dhokra**
4. **c) Coconut shell craft**

Section II – Understanding the Text

5. *Ek Bharat, Shreshtha Bharat* is a programme that promotes understanding and appreciation of India's different cultures and encourages **unity in diversity**.

6. Dhokra is a very old traditional **metal craft of Odisha**. It is about **4000 years old**.

7. Kondapalli toys are made from **soft wood**. They depict **folk stories, animals, birds, bullock carts and rural life**.

Section III – Grammar

8. **reflects**
9. **depict**

Section IV – Reading & Thinking

10. India's diversity is a strength because different languages, traditions, cultures and art forms make the country rich and unique, while people continue to live together as one nation.

11. Learning about art forms from other states helps children **understand, respect and appreciate India's cultural diversity and heritage**.

Section V – Application & Values

12. I would welcome the student warmly, help them communicate with others and show interest in their language and culture. I would make sure they feel included in classroom activities.

13. Traditional crafts should be protected because they carry valuable **cultural knowledge, skills and traditions** passed down through generations. If they disappear, an important part of our cultural heritage may also be lost.

UNIT 5: CULTURE AND TRADITION POEM: THE KITES – DAPHNE LISTER MODEL QUESTION PAPER – 20 MARKS

I. VOCABULARY AND COMPREHENSION

A. Choose the correct answer.

4 × 1 = 4 marks

1. What are the kites compared to in the poem?
a) Coloured flowers b) Coloured birds c) Clouds d) Stars
2. What does the child wish to be?
a) Big and strong b) Small and light c) Tall and heavy d) Fast and loud
3. What are the kite's wings made of in the child's imagination?
a) Cloth b) Paper c) Wood d) Plastic
4. What does “**stare**” mean?
a) Glance quickly b) Look for a long time c) Close one's eyes d) Move away

II. UNDERSTANDING THE POEM

B. Answer the following in one or two sentences.

3 × 2 = 6 marks

5. Why does the child wish to be **light as air**?
6. What would the child hear while flying?
7. What does the child imagine seeing from the sky?

III. POETIC DEVICES

C. Answer the following.

2 × 1 = 2 marks

8. Identify the simile in the expression “**light as air.**”
9. Why does the poet compare the kites to coloured birds?

IV. THINK AND ANSWER

D. Answer the following.

2 × 2 = 4 marks

10. What does the child's wish to fly tell us about their personality?
11. Why do you think the poet describes the wind as “**wild**”?

V. CREATIVE AND PERSONAL RESPONSE

E. Answer the following.

2 × 2 = 4 marks

12. If you could fly anywhere on a kite, where would you go? Why?
13. What does the poem teach us about the **joy of simple activities**?

BLUEPRINT – 20 MARKS

Sl. No.	Learning Area / Competency	Question Nos.	Marks	Difficulty
1	Vocabulary & Comprehension	1–4	4	L1 – Easy
2	Understanding the Poem	5–7	6	L1–L2
3	Poetic Devices	8–9	2	L1–L2
4	Thinking & Inference	10–11	4	L2 – Average
5	Creative / Personal Response	12–13	4	L3 – Difficult
Total		13 Questions	20	

BLUEPRINT BY DIFFICULTY LEVEL

Difficulty Level	Marks	Percentage
L1 – Easy	10	50%
L2 – Average	6	30%
L3 – Difficult	4	20%
Total	20	100%

BLUEPRINT BY COMPETENCY

Competency	Marks	Percentage
Vocabulary	2	10%
Reading & Comprehension	8	40%
Literary / Poetic Appreciation	2	10%
Inference & Critical Thinking	4	20%
Creative & Personal Response	4	20%

Competency	Marks	Percentage
Total	20	100%

ANSWER KEY

Section I – Vocabulary & Comprehension

1. b) Coloured birds
2. b) Small and light
3. b) Paper
4. b) Look for a long time

Section II – Understanding the Poem

5. The child wishes to be light as air so that they can climb onto a kite and experience flying.
6. The child would hear the songs of the wild wind.
7. The child imagines seeing the park and the rooftops of the town from above.

Section III – Poetic Devices

8. “light as air” is a simile.
9. The poet compares the kites to coloured birds because they fly through the sky like birds and look colourful.

Section IV – Thinking and Inference

10. The child's wish to fly shows that they are **imaginative, curious and adventurous**.
11. The poet describes the wind as “wild” to show its **strong, energetic and uncontrolled movement**.

Section V – Creative and Personal Response

12. Answers may vary. The student should name a place and give a suitable reason.
13. The poem teaches us that simple activities can bring **joy, excitement, freedom and memorable experiences**.

UNIT 5: CULTURE AND TRADITION

CHAPTER: ILA SACHANI – EMBROIDERING DREAMS WITH HER FEET

MODEL QUESTION PAPER – 20 MARKS

I. VOCABULARY AND COMPREHENSION

A. Choose the correct answer.

4 × 1 = 4 marks

1. Where was Ila Sachani born?
a) Surat b) Amreli, Gujarat c) Delhi d) Mumbai
2. Which traditional art did Ila learn?
a) Madhubani b) Kathiawar embroidery c) Warli d) Phulkari
3. With which part of her body did Ila create embroidery?
a) Hands b) Feet c) Mouth d) Head
4. What does “**determination**” mean?
a) Fear b) Willpower c) Confusion d) Laziness

II. UNDERSTANDING THE LESSON

B. Answer the following in one or two sentences.

3 × 2 = 6 marks

5. What challenge did Ila face in her childhood?
6. How did Ila's mother and grandmother help her?
7. How did embroidery become a form of self-expression for Ila?

III. TEXTUAL UNDERSTANDING

C. Answer the following.**2 × 1 = 2 marks**

8. Who were Ila's first embroidery teachers?
9. Where did the government display samples of her embroidery?

IV. THINK AND ANSWER**D. Answer the following.****2 × 2 = 4 marks**

10. What does Ila's decision to learn embroidery tell us about her character?
11. How did Ila's skill help her become independent?

V. VALUE-BASED / CREATIVE RESPONSE**E. Answer the following.****2 × 2 = 4 marks**

12. What do you learn from Ila's determination?
13. "A limitation does not define a person's ability." Explain this statement with reference to Ila Sachani.

BLUEPRINT – 20 MARKS

Sl. No.	Learning Area / Competency	Question Nos.	Marks	Difficulty
1	Vocabulary & Comprehension	1–4	4	L1 – Easy
2	Understanding the Lesson	5–7	6	L1–L2
3	Textual Understanding	8–9	2	L1 – Easy
4	Thinking & Inference	10–11	4	L2 – Average
5	Value-based / Creative Response	12–13	4	L3 – Difficult
Total		13 Questions	20	

BLUEPRINT BY DIFFICULTY LEVEL

Difficulty Level	Marks	Percentage
L1 – Easy	10	50%
L2 – Average	6	30%
L3 – Difficult	4	20%
Total	20	100%

BLUEPRINT BY COMPETENCY

Competency	Marks	Percentage
Vocabulary	2	10%
Reading & Comprehension	8	40%
Textual Understanding	2	10%
Inference & Critical Thinking	4	20%
Values & Creative Response	4	20%
Total	20	100%

ANSWER KEY

Section I – Vocabulary and Comprehension

1. b) Amreli, Gujarat
2. b) Kathiawar embroidery
3. b) Feet
4. b) Willpower

Section II – Understanding the Lesson

5. Ila faced the challenge of not being able to use her hands in the usual way. This made many everyday activities difficult for her.

6. Her mother and grandmother taught her Kathiawar embroidery and encouraged her to use her feet to develop the skill.

7. Through embroidery, Ila expressed her creativity and created beautiful designs using her feet.

Section III – Textual Understanding

8. Ila's **mother and grandmother** were her first embroidery teachers.

9. The government displayed samples of her embroidery at a **state exhibition**.

Section IV – Thinking and Inference

10. It shows that Ila was **determined, courageous, hardworking and willing to overcome challenges** rather than give up.

11. Her embroidery became a source of income. It helped her earn regularly, gain recognition and become more independent.

Section V – Value-Based / Creative Response

12. Ila teaches us to remain determined and never give up when we face difficulties. With hard work, creativity and perseverance, we can develop our abilities and achieve our goals.

13. Ila's story shows that a physical limitation does not decide what a person can achieve. She could not use her hands in the usual way, but she learnt embroidery with her feet and became a successful and recognised artist.

UNIT 5 – CULTURE AND TRADITION CHAPTER: NATIONAL WAR MEMORIAL MODEL QUESTION PAPER – 20 MARKS

SECTION A – VOCABULARY & COMPREHENSION

Q1. Choose the correct answer.

(1 × 2 = 2)

a) What does the National War Memorial honour?

- i) Artists ii) Brave soldiers iii) Scientists iv) Teachers

b) What glows in silence at the memorial?

- i) A lamp ii) The eternal flame iii) A star iv) A torch

Q2. Fill in the blank with a suitable word.

(1 × 1 = 1)

The names of the soldiers are _____ on the stones.

Q3. Answer the following in one sentence.

(1 × 2 = 2)

a) What does each name on the memorial remind us of?

b) With what feelings should we remember the soldiers?

SECTION B – READING & THINKING

Q4. Read the following passage and answer the questions.

(1 × 3 = 3)

The National War Memorial stands as a tribute to the brave soldiers of Bharat. Their names are etched on the stones. Each name reminds us of a story of courage. The soldiers served the nation on battlefields, in the skies and across the oceans. An eternal flame glows in silence as a mark of homage to their courage.

a) What does the National War Memorial honour?

b) What do the names etched on the stones remind us of?

c) What does the eternal flame represent?

Q5. Think and answer.

(3 marks)

Why is it important for us to remember the sacrifices of our soldiers?

SECTION C – LANGUAGE

Q6. Choose the correct meaning.

(1 × 1 = 1)

The word “**courage**” means:

a) fear

b) bravery

c) sadness

d) anger

Q7. Write the opposite of the following word.

(1 × 1 = 1)

brave – _____

Q8. Rewrite the sentence using correct punctuation.

(1 mark)

where is the national war memorial

Q9. Identify the adjective in the following phrase.

(1 mark)

the eternal flame

SECTION D – VALUES & CREATIVE WRITING

Q10. Answer the following.

(2 marks)

What values can we learn from the brave soldiers mentioned in the poem?

Q11. Write a short paragraph of 4–5 sentences on:

(3 marks)

“Remembering Our Brave Soldiers”

Clues:

soldiers – courage – sacrifice – nation – pride and respect

BLUEPRINT – 20 MARKS

Section	Content / Skill	Question Nos.	Marks	Difficulty
A	Vocabulary & Comprehension	Q1–Q3	5	Easy
B	Reading & Thinking	Q4–Q5	6	Easy–Average
C	Language	Q6–Q9	4	Easy
D	Values & Writing	Q10–Q11	5	Average–Difficult
Total			20	

Competency-wise Distribution

Competency	Marks
Vocabulary	3
Reading & Comprehension	6
Language / Grammar	4
Critical Thinking & Inference	2
Values & Citizenship	2
Writing	3
Total	20

Difficulty-wise Distribution

Level	Marks
L1 – Easy	10
L2 – Average	7

Level	Marks
L3 – Difficult	3
Total	20

ANSWER KEY

Q1.a) ii) **Brave soldiers**

b) ii) **The eternal flame**

Q2.etched

Q3.a) Each name reminds us of a story of **courage**.

b) We should remember them with **pride and respect**.

Q4.a) It honours the **brave soldiers of Bharat**.

b) They remind us of stories of **courage**.

c) The eternal flame is a **mark of homage to the soldiers' courage**.

Q5.We should remember the sacrifices of soldiers because they served and protected the nation with courage. Their sacrifices should never be forgotten and should always be remembered with pride and respect.

Q6.b) **bravery**

Q7.cowardly / **timid**

Q8.Where is the **National War Memorial**?

Q9.eternal

Q10.We can learn **courage, sacrifice, patriotism, responsibility and dedication** from the soldiers.

Q11.**Sample Answer:**

Our brave soldiers serve and protect our nation with courage. They make great sacrifices for Bharat. We should always remember their service and bravery. We must honour them with pride and respect. Their courage inspires us to become responsible citizens.
