



DEPARTMENT OF SCHOOL
EDUCATION AND LITERACY

LEARNING OUTCOMES BASED ASSESSMENT - LBA

2026-2027

ENGLISH - SECOND LANGUAGE

REVISED

7

BETTER LEARNING
BRIGHTER FUTURE

Department of State Educational Research and Training,
Banashankari 3rd Stage, Bengaluru-560085

DISTRICT INSTITUTE OF
EDUCATION AND TRAINING,
MYSURU



Department of School Education and Literacy
Learning Outcomes Based Assessment(LBA) Question Bank

2026-27

Subject: English Second Language
Class: 7th Standard

Department of State Educational Research and Training,
Banashankari 3rd Stage, Bengaluru-560085
and
District Institute of Education and Training, Mysuru

ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಾರ್ಗದರ್ಶನ / Concept and Guidance	
ಶ್ರೀಮತಿ ರಶ್ಮಿ ಮಹೇಶ್.ವಿ, ಭಾ.ಆ.ಸೇ ಅಪರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ	
ಶ್ರೀಮತಿ. ಡಾ. ಕೆ. ವಿದ್ಯಾಕುಮಾರಿ, ಭಾ.ಆ.ಸೇ ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು	ಶ್ರೀಮತಿ ಅನಿತಾ ನಾಜರೆ ನಿರ್ದೇಶಕರು, DSERT, ಬೆಂಗಳೂರು
ಡಯೆಟ್ ಸಹಕಾರ / DIET CO-OPERATION	
ಪ್ರಾಂಶುಪಾಲರು ಶ್ರೀಯುತ ಉದಯಕುಮಾರ್ ಡಿ ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ ಮತ್ತು ಅಭಿವೃದ್ಧಿ) ಮೈಸೂರು	ನೋಡಲ್ ಅಧಿಕಾರಿ ಶ್ರೀಮತಿ ಭಾಗ್ಯಲಕ್ಷ್ಮಿ ಎ ಉಪನ್ಯಾಸಕರು, ಡಯೆಟ್ ಮೈಸೂರು
ಸಂಯೋಜನೆ / CO-ORDINATION	
ಶ್ರೀಮತಿ ರಾಧಾ P, ಹಿರಿಯ ಸಹಾಯಕ ನಿರ್ದೇಶಕರು, DSERT, ಬೆಂಗಳೂರು	
ರಚನಾ ಸಂಪನ್ಮೂಲ ತಂಡ	ಪರಿಷ್ಕರಣಾ ಸಂಪನ್ಮೂಲ ತಂಡ
1. ಶ್ರೀ ಸಿದ್ದರಾಜು ಎಂ, ಪದವೀಧರ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ ಕೂಡ್ಲಾಪುರ, ನಂಜನಗೂಡು, ಮೈಸೂರು 2. ಶ್ರೀಮತಿ ರೂಪ ಕೆ ಆರ್, ಸಹ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ವಿನಾಯಕನಗರ ಮೈಸೂರು ಉತ್ತರ ವಲಯ 3. ಶ್ರೀಮತಿ ಅಶ್ವಿನಿ, ಪದವೀಧರ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ಲಲಿತಾದ್ರಿಪುರ, ಮೈಸೂರು ಗ್ರಾಮಾಂತರ 4. ಶ್ರೀಮತಿ ರೂಪ ಕೆ ಆರ್, ಸಹ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ಹೆಬ್ಬಾಳು, ಮೈಸೂರು ಉತ್ತರ ವಲಯ	1. ಶ್ರೀಮತಿ ಲಕ್ಷ್ಮಿ ಬಿ. ಟಿ, ಸಹ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ಎನ್ ಜಿ ಕೆ ಬ್ಲಾಕ್ ಮೈಸೂರು ಉತ್ತರ ವಲಯ 2. ಶ್ರೀಮತಿ ತಾಷಿಯಾ ಅಮೀನ್, ಪದವೀಧರ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ಹತ್ವಾಳು, ಹೆಚ್ ಡಿ ಕೋಟೆ, ಮೈಸೂರು 3. ಶ್ರೀಮತಿ ಕ್ಲಾರಾ ಸೌಮ್ಯ, ಪದವೀಧರ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರು, ಸ.ಹಿ.ಪ್ರಾ ಶಾಲೆ, ಬಿಳಿಕೆರೆ, ಹುಣಸೂರು, ಮೈಸೂರು
ಮಾರ್ಗದರ್ಶಕರು / MENTORS	ಪರಿಶೀಲಕರು / REVIEWERS

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-centered 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

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. 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.

1. 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.

2. Integrating Learning Outcomes into Classroom Processes

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

3. Learning Outcomes and Learning Outcome-Based Assessment (LBA)

Assessments are intended to provide evidence of learners' progress towards achieving the LOs. 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 LBA Question Bank that assess the intended Learning Outcomes developed through that lesson.

4. Using Learning Outcome-Based Assessment (LBA) for Formative and Summative Assessment

Learning Outcome-Based Assessment (LBA) provides teachers with ready-to-use assessment questions that can be used for both **Formative Assessment** and **Summative Assessment**. The choice of questions depends on the purpose of assessment and the language domains being assessed.

5. Formative Assessment

Formative Assessment is an ongoing classroom process used to monitor learners' progress and provide timely feedback for improvement. In English language learning, the **Listening and Speaking domains** are best assessed continuously during classroom transactions.

Teachers may use the Listening and Speaking questions from the LBA Question Bank while teaching each lesson to assess learners' ability to:

- listen to instructions, stories, conversations and announcements;
- respond appropriately to oral questions;
- participate in pair work, group discussions and role plays;
- express ideas, opinions and experiences confidently;
- retell stories, describe pictures and make oral presentations; and
- demonstrate pronunciation, fluency, confidence and effective communication.

Evidence collected through observation, oral responses, discussions, presentations and classroom activities should be used to provide feedback, identify learners requiring support and plan suitable remediation and enrichment activities. The emphasis should be on improving language proficiency rather than assigning marks alone.

6. Summative Assessment

Summative Assessment is conducted periodically to determine the extent to which learners have achieved the expected Learning Outcomes by the end of a unit, term or academic year.

The **Reading and Writing domain** questions from the LBA Question Bank may be selected while preparing Summative Assessments. These questions assess learners' ability to:

- read and comprehend prose, poetry and other texts;
- interpret, analyse and evaluate information presented in different forms;
- infer meaning, identify themes and respond critically to texts;
- demonstrate vocabulary and appropriate language use;
- apply grammar in meaningful contexts; and
- produce different forms of writing such as paragraphs, essays, letters, reports, notices, articles and creative compositions.

Teachers should select assessment questions that align with the Learning Outcomes addressed through the completed lessons and ensure an appropriate balance of question types and cognitive levels.

7. Integrating Formative and Summative Assessment

Although Listening and Speaking are primarily assessed through **Formative Assessment**, and Reading and Writing are largely assessed through **Summative Assessment**, all four language skills are interconnected. Teachers should therefore use the LBA Question Bank flexibly throughout the year to assess, monitor and strengthen all language competencies.

8. Using Assessment Analysis

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.

CLASS 7

CURRICULAR GOAL 1: Uses Language for Communication, Inquiry and Expression

Competency C-1.1: Identifies Main Ideas and Summarises Oral and Written Texts

Class	Curricular Goal	Competency	Learning Outcomes
Class7	CG-1: Uses Language for Communication, Inquiry and Expression	C-1.1 Identifies main ideas and summarises oral and written texts	1. Analyses the central idea, supporting details and organisational pattern in oral and written texts. 2. Compares information from different sources and prepares structured notes and summaries in own words. 3. Responds to literal, inferential and analytical questions using evidence from the text. 4. Distinguishes facts from opinions and identifies the purpose of different texts. 5. Demonstrates purposeful listening and reading by interpreting information accurately and communicating it effectively.

Competency C-1.2: Plans and Conducts Interviews

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-1: Uses Language for Communication, Inquiry and Expression	C-1.2 Plans and conducts interviews	6. Designs relevant interview questions to gather information on academic, social and community issues. 7. Conducts interviews confidently using appropriate communication skills, etiquette and active listening. 8. Records, classifies and analyses responses using suitable formats such as notes, tables and charts. 9. Presents interview findings through organised oral presentations and written reports supported by relevant evidence. 10. Demonstrates confidence, curiosity and ethical behaviour while interacting with individuals and groups.

Competency C-1.3: Raises Questions and Expresses Ideas on Social Experiences

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-1: Uses Language for Communication, Inquiry and Expression	C-1.3 Raises questions and expresses ideas on social experiences	11. Observes social, cultural and environmental situations and frames relevant questions to investigate issues. 12. Analyses experiences and expresses informed opinions using appropriate vocabulary and language structures. 13. Supports viewpoints with logical reasons, examples and evidence drawn from personal experiences and texts. 14. Participates actively in discussions by listening respectfully, responding thoughtfully and building on others' ideas. 15. Demonstrates confidence in communicating ideas for collaborative learning and problem-solving.

Competency C-1.4: Writes Letters, Essays and Reports

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-1: Uses Language for Communication, Inquiry and Expression	C-1.4 Writes letters, essays and reports	16. Writes formal and informal letters, essays and reports using appropriate formats and conventions. 17. Develops ideas logically with relevant supporting details, examples and clear paragraph organisation. 18. Uses appropriate grammar, vocabulary, cohesive devices and punctuation to communicate effectively. 19. Reviews and refines written work to improve coherence, accuracy and style. 20. Demonstrates increasing independence while writing for academic, personal and social purposes.

Competency C-1.5: Creates Audio-Visual Presentations

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-1: Uses Language for Communication, Inquiry and Expression	C-1.5 Creates audio-visual presentations	21. Designs informative posters, charts, digital presentations and multimedia resources to communicate ideas effectively. 22. Integrates spoken explanations with visuals, graphics and other media to enhance presentations. 23. Selects appropriate digital and print resources to support inquiry and presentations. 24. Presents information confidently using appropriate voice modulation, eye contact and audience engagement strategies. 25. Demonstrates responsible, ethical and effective use of technology for communication and learning.

CURRICULAR GOAL 2 : Appreciates Language, Literature and Cultural Heritage**Competency C-2.1: Appreciates Different Forms of Literature**

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-2: Appreciates Language, Literature and Cultural Heritage	C-2.1 Appreciates different forms of literature	26. Reads and analyses a variety of literary texts such as short stories, poems, plays, biographies and travelogues with understanding and appreciation. 27. Examines the development of characters, plot, setting, themes and conflicts using evidence from the text. 28. Interprets values, emotions and cultural perspectives reflected in literary works and relates them to contemporary life. 29. Compares literary texts of different genres based on themes, characters and style. 30. Demonstrates appreciation of literature by participating actively in literary discussions, storytelling and classroom activities.

Competency C-2.2: Identifies and Uses Literary Devices

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-2: Appreciates Language, Literature and Cultural Heritage	C-2.2 Identifies and uses literary devices	31. Identifies and explains the use of simile, metaphor, personification, imagery, alliteration and repetition in literary texts. 32. Interprets how literary devices contribute to meaning, mood and aesthetic appreciation. 33. Uses figurative language purposefully while composing poems, narratives and dialogues. 34. Experiments with different literary techniques to enhance creative expression. 35. Demonstrates creativity by producing original literary pieces using appropriate literary devices.

CURRICULAR GOAL 3 ; Recognises Linguistic Aspects and Uses Them in Expression**Competency C-3.1: Understands and Applies Grammar and Language Conventions**

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-3: Recognises Linguistic Aspects and Uses Them in Expression	C-3.1 Understands and applies grammar and language conventions	36. Applies grammatical structures accurately while communicating in a variety of academic and social contexts. 37. Uses simple, compound and complex sentence structures effectively in oral and written communication. 38. Demonstrates appropriate use of tense forms, subject–verb agreement, punctuation and cohesive devices to improve clarity. 39. Analyses and edits written work independently to improve grammatical accuracy and language use. 40. Demonstrates increasing fluency, precision and confidence while communicating ideas.

Competency C-3.2: Writes Prose, Poetry and Drama

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-3: Recognises Linguistic Aspects and Uses Them in Expression	C-3.2 Writes prose, poetry and drama	41. Writes narratives, descriptive and reflective compositions, poems and dialogues using appropriate structure and style. 42. Develops ideas logically by incorporating relevant details, examples and creative language. 43. Uses literary devices, descriptive vocabulary and varied sentence structures to enrich written expression. 44. Revises, edits and refines written work to improve organisation, coherence and effectiveness. 45. Demonstrates originality and confidence while producing imaginative and purposeful creative writing.

CURRICULAR GOAL 4 ; Develops Ability to Review and Use Information Resources**Competency C-4.1: Reads, Responds to and Reviews Books**

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-4: Develops Ability to Review and Use Information Resources	C-4.1 Reads, responds to and reviews books	46. Reads a wide range of literary and informational texts independently and responds thoughtfully by referring to themes, characters and key ideas. 47. Analyses the development of characters, events, themes and author's purpose while reviewing literary texts. 48. Writes well-organised book reviews by expressing informed opinions supported with relevant evidence from the text. 49. Compares books, authors and genres by identifying similarities and differences in themes, style and presentation. 50. Demonstrates sustained reading habits and participates confidently in book discussions, reading circles and literary activities.

Competency C-4.2: Uses Books and Media Resources Effectively

Class	Curricular Goal	Competency	Learning Outcomes
Class 7	CG-4: Develops Ability to Review and Use Information Resources	C-4.2 Uses books and media resources effectively	51. Locates, selects and organises relevant information from print, digital and multimedia resources for academic tasks and projects. 52. Compares information gathered from different sources to identify relevant and reliable ideas. 53. Uses dictionaries, encyclopaedias, glossaries, library catalogues and digital reference tools independently to support learning. 54. Organises and presents information using notes, charts, tables, concept maps and digital presentations. 55. Demonstrates responsible, ethical and safe use of information sources while acknowledging authorship and respecting intellectual property.

CONTENT

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Blueprint Based on Objectives

Sl No	Objectives	Weightage (%)
01	Knowledge (Recall, facts, spellings)	20%
02	Comprehension (Understanding content)	30%
03	Application (Grammar, usage)	20%
04	Expression/ Creativity (Writing skills)	30%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Types of Questions	Weightage (%)
01	Easy	30%
02	Average	50%
03	Difficult	20%
Total		100%

UNIT-1: HEALTHY LIFE (Prose)

Blueprint Based on Objectives

Sl No	Objectives	Weightage (%)
01	Knowledge (Recall, facts, spellings)	14%
02	Comprehension (Understanding content)	42%
03	Application (Grammar Usage)	37%
04	Expression / Creativity (Writing Skills)	07%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	25	36%
02	Average	38	54%
03	Difficult	07	10%
Total		70	100%

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

- One who drinks the potion would lose the desire to **(Easy) (LO 3)**
 - die
 - play
 - live
 - work
- While collecting energy a witch made a mistake in **(Easy) (LO 3)**
 - collecting resources
 - uttering words
 - destroying forest
 - making potion
- All the witches were changed into tiny creatures like **(Easy) (LO 3)**
 - germs
 - snails
 - monsters
 - animals

4. The doctor could understand that witches could not tolerate **(Easy) (LO 3)**
 - A) joy and happy
 - B) wellbeing
 - C) patience
 - D) torture
5. In the lesson, the result of explosion led to **(Easy) (LO 3)**
 - A) peace
 - B) non-violence
 - C) misery
 - D) destruction

II. Answer the following questions in a sentence each: (1 Mark)

6. What did the people eat during ancient days? **(Average) (LO 3)**
7. The witches were furious. Why? **(Average) (LO 3)**
8. What is the meaning of potion? **(Average) (LO 53)**
9. Give reason for the potion to go wrong. **(Average) (LO 3, 5)**
10. Where did the boy find the liquid? **(Average) (LO 3, 5)**
11. Mention the worst disease that is caused due to the potion? **(Average) (LO 3, 5)**
12. List out any two things the boy liked to eat after drinking potion. **(Average) (LO 3)**
13. What was the remedy prescribed by the doctor? **(Average) (LO 3, 5)**
14. Give a synonym for 'very angry' from the lesson. **(Easy) (LO 18, 38)**
15. What word describes an area of soft wet land? **(Average) (LO 18, 38)**

III. Answer the following questions in two sentences each: (2 Marks)

16. Name any three ways for exercise. **(Difficult) (LO 13, 18)**
17. Why is exercise good for us? **(Difficult) (LO 13, 28)**
18. Mention any four examples for healthy food. **(Easy) (LO 13)**
19. What is the message of the lesson Healthy Life? **(Difficult) (LO 1, 28)**
20. What lesson do we learn from the transformation of people in the story? **(Average) (LO 28, 47)**

IV. Read the following extracts and answer the questions given below: (3 Marks)

21. She suggested all the witches come together. **(Average) (LO 3, 27)**
 - a) Who is 'she' here?
 - b) Why were they called together?
 - c) Where did they gather?

22. He stopped going out of the house. **(Average) (LO 3, 27)**

- a) Who is he referred to?
- b) What did he continue to do?
- c) Why did he do so?

23. "People were suffering from the disease of wasting life." **(Average) (LO 3, 27)**

- a) What were the people suffering from?
- b) Who was suffering from the disease?
- c) Was it a serious problem?

V. Fill in the blanks using suitable words from the words given in brackets. (1 Mark each)

24. Many years ago, everyone was _____ and healthy. (weak /strong) **(Easy)**
(LO 3, 38)

25. One who drinks the potion would lose the _____ to live. (desire/ disgust) **(Easy)**
(LO 3, 28)

26. The meaning of the word explosion is _____. (outburst/ implosion) **(Easy)**
(LO 18, 38)

27. All the witches turned into _____ creatures. (big/tiny) **(Easy) (LO 3, 38)**

28. The boy _____ the potion fully. (swallowed/spilled) **(Easy) (LO 3, 38)**

VI. 29. Find out the words in the word grid using the clues given: (Average) (LO 51, 8)
(5 Marks)

- a) A red heart shaped fruit.
- b) A fruit with Vitamin C.
- c) A protein booster -hen lays.
- d) A berry.
- e) A vegetable with green beads.

O	S	P	S	Y	S	A	E	Y	T
R	P	R	F	W	D	S	D	Y	H
A	L	E	H	Z	G	T	H	S	U
N	B	G	A	P	P	L	E	G	T
G	M	H	K	X	S	T	R	Q	U
E	N	J	M	A	X	Y	C	V	E
N	K	I	E	C	A	D	Q	Y	G
L	Y	P	L	B	T	V	H	K	G
O	P	D	F	N	M	S	M	L	M
B	L	U	E	B	E	R	R	Y	B

VII 30. Write a few sentences about hobbies given below. (1 Mark each) (Difficult) (LO 41, 17)

Swimming

Dancing

Playing

Reading books

Telling stories

Watching TV

Painting

VIII 31. Read the paragraph and underline the action words and make your own sentences using them: (2 Marks each) (Average) (LO 36, 37)

The best earning of life is staying healthy. Staying healthy means being physically, mentally and socially fit and stable. Suppose people know how to have control over their health, then they know how to lead a successful life. If a person is healthy, he/she will always be ready to work and be productive at work. If one wants to lead a healthy life, one must eat well and maintain the sleep cycle. One can stay fit by exercising daily and maintaining a proper timetable for everything. Keeping a healthy life will definitely encourage you towards a wealthy life.

E.g.: eat: I eat healthy food.

IX 32. List of words are given in the box, identify the correct pair of opposite words and write in the space provided: (5 Marks) (Average) (LO 18, 38)

less, short, heavy, waste, disadvantage, after, worst, unhealthy, start,
late, weak, sad, big, early, strong, joy, best, tiny, light, stop

	X	
	X	
	X	
	X	
	X	

X 33. Write the correct plural forms of the given words in the appropriate columns: (5 Marks) (Average)(LO 36, 38)

Words	s	Es	ies	Ves
basket				
Calf				
Knife				
Watch				
Story				

XI 34. Write about yourself using the following clues: (4 Marks) (Difficult) (LO 20, 41)

Wake up

Exercise

Fruits and vegetables

Balanced food

XII. Application-level question.

35. If the witches' potion existed today what unhealthy habits do you think it would encourage us? **(2 Marks) (Average) (LO 12, 45)**

36. If you eat fruits and vegetables every day, how will it help you? **(1 Mark)(Easy) (LO 13)**

37. What should you do to avoid watching TV? **(1 Mark) (Average) (LO 12, 13)**

38. If your friend refuses to eat vegetables, what advice will you give? **(1 Mark) (Average) (LO 12, 15)**

39. Why should children play outdoor games regularly? **(1 Mark) (Average) (LO 13)**

40. What can happen if a person eats only junk food? **(1 Mark)(Easy) (LO 12, 13)**

41. If you want to avoid the "disease of wasting life," what should you do?

(1 Mark)(Average) (LO 28)

42. What would you do if you feel lazy and tired every day? **(1 Mark)(Average) (LO 12)**

43. How can you help your family lead a healthy life? **(1 Mark)(Average) (LO 15, 20)**

44. Why did Dr. Fitton-Healthy advice people to exercise? **(1 Mark)(Easy) (LO 3, 13)**

45. If your school organizes a health club, why would you join it?

(1 Mark)(Average) (LO 12)

46. What is the best cure for wasting life disease? **(1 Mark) (Easy) (LO 3)**
47. Name two healthy habits. **(1 Mark) (Easy) (LO 13)**
48. Who discovered the cure? **(1 Mark) (Easy) (LO 3)**
49. The message the story gives is not only for children, but also for the grown-ups. Do you agree? Justify. **(2 Marks) (Easy) (LO 13)**
50. What made people strong and healthy in olden days? **(2 Marks) (Average) (LO 3)**

THE GYMNASTIC CLOCK (Poem)

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark each)

1. The poet says that the little clock is _____ with me. **(Easy) (LO 3, 26)**
 - A) coming
 - B) friend
 - C) playing
 - D) father
2. In the poem, the clock does the exercise _____ **(Easy) (LO 3)**
 - A) once in a day
 - B) in the morning
 - C) at night
 - D) all day
3. The clock can swing its arms _____ **(Easy) (LO 3)**
 - A) round
 - B) back
 - C) front
 - D) far
4. The clock looks at me and I look _____ **(Easy) (LO 3)**
 - A) dark
 - B) around
 - C) back
 - D) front
5. The clock says that it wouldn't boast of it like _____ **(Easy) (LO 3)**
 - A) mother
 - B) the poet
 - C) others
 - D) people

II. Answer the following in a phrase or sentence each: (1 Mark each)

6. Who wrote the poem 'The Gymnastic Clock'? **(Average) (LO 3, 26, 49)**
7. Name the two characters in the poem gymnastic clock. **(Average) (LO 27)**
8. What does the clock tell the speaker each morning? **(Average) (LO 3)**
9. What similarity do the speaker and the clock share? **(Average) (LO 3, 29, 49)**
10. Is it necessary to do exercise every day? **(Average) (LO 12, 28)**

III. Answer the following in two sentences each: (2 Marks)

11. Make a list of rhyming words from the poem. **(Easy) (LO 31, 32)**
12. Compare your daily routine with the clock, share your opinion. **(Difficult) (LO 12, 28)**
13. What lesson do we learn from the clock's movement? **(Average) (LO 1, 28)**
14. Why is time considered more valuable than money in relation to the clock?
(Difficult) (LO 13, 28)

IV. Read the following extracts and answer the questions that follow: (3 Marks)

15. "Oh! Don't get tired and stop, that way!" (Average) (LO 3, 27)

- a) Who said this?
- b) To whom was this said?
- c) Why was it said?

16. "Now, don't forget your exercises" (Average) (LO 3, 13)

- a) Who is the speaker in this line?
- b) Whom does it tell about exercises?
- c) Will you agree with the given line, if yes explain?

17. "The clock says tick-tock all day long." (Average) (LO 3, 31)

- a) What does the clock say?
- b) When does it say tick-tock?
- c) What kind of sound does a clock make?

18. "It never stops its daily work." (Average) (LO 3, 27)

- a) What never stops?
- b) What is its daily work?
- c) Does the clock stop working?

V. 19. Complete the poem using the clues given below:(4 Marks) (Average) (LO 3, 38)

(exercises, it talks, friends, each morning)

The little clock is _____ with me,

_____ as plain as can be,

And says _____ as it rises,

"Now, don't forget your _____!"

VI. 20. Project work: (Average) (LO 21, 24)

Prepare a model of a clock by using the available resources/ things in your surroundings and present it in the classroom.

UNIT -2: AVOID PLASTICS (Prose)

Blueprint Based on Objectives

Sl.No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	17%
02	Comprehension (Understanding content)	44%
03	Application (Grammar Usage)	33%
04	Expression / Creativity (Writing Skills)	06%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	15	25%
02	Average	40	65%
03	Difficult	06	10%
Total		61	100%

Four alternatives are given for I. I. Each of the following. Choose the correct alternative.
(1 Mark)

1. The leading plastic polluter country is _____. (Average) (LO 3, 46)

A) United Kingdom

B) United States of America

C) China

D) India
2. A plastic bottle takes_____ to decompose. (Average) (LO 3)
A) 150 years
B) 450 years
C) 300 years
D) 200 years.

3. One of the following practices can help in reducing plastic pollution.
(Average)(LO 3, 11)
 - A) using steel, glass or bamboo straw
 - B) using plastic bags
 - C) throwing plastic litter
 - D) buying plastic items

4. The common and wide use of plastic is mainly because it is _____.
(Average) (LO 3)
 - A) expensive
 - B) costly
 - C) disposable
 - D) cheap

5. Meaning of the word hazards is _____(Average) (LO 18, 38)
 - A) dangerous
 - B) helpful
 - C) huge
 - D) very large

II. 6. Match the following: (4 Marks) (Average) (LO 3, 54)

Column A	Column B
a) Plastic waste	Eco-friendly material
b) Waste separation	Three R's
c) Reduce, reuse, and recycle	Biodegradable, recyclable and non-recyclable
d) Stainless steel	Threat to environment

III. Answer the following questions in a phrase or a sentence each: (1 Mark)

7. Is plastic biodegradable? (Easy) (LO 3)
8. How does plastic affect the air? (Average) (LO 3, 11)
9. Plastic pollutes land. Justify your answer. (Average) (LO 13, 3, 4)
10. What can you use instead of a plastic bag when you go shopping? (Easy) (LO 3)
11. What is global warming? (Average) (LO 3, 18)
12. Why is plastic widely used today? (Average) (LO 3)

13. What does biodegradable mean? **(Average) (LO 18, 38)**

14. Write two ways of creating a healthy future. **(Difficult) (LO 12, 13)**

IV. 15. Rewrite the given words adding prefixes and suffixes. (1 Mark each) (Average) (LO 18, 36)

Add prefixes

- a) un---- do, fold.
- b) im---- polite, mature
- c) in--- tolerant, discipline
- d) il--- logical, legible
- e) ir--- regular, irresponsible
- f) de--- code, stress
- g) re--- do, reappear
- h) dis--- interested, obedient
- i) mis--- understand, interpret

Add suffixes

- a) (y) ---- honest, noise
- b) (ly) ---- quick, soft
- c) (ty) ----loyal, sincere
- d) (ry) ----- brave, mocker
- e) (full) ----- truth, fruit
- f) (ment) ----ship, base
- g) (ness) --- happy, blind
- h) (able) ---- bear, eat
- i) (less) ---fear, base

V. 16. Fill in the blanks with suitable question words: (1 Mark) (Easy) (LO 36, 38)

- a) _____ is your name?
- b) _____ book do you want?
- c) _____ do you go now?
- d) _____ will you come to school?
- e) _____ old are you?

VI. 17. Write the noun forms of the words given below: (5 Marks) (Average) (LO 18, 36)

Educate	
Develop	
Decorate	
Attract	
Pollute	

VII. Fill in the blanks (Modal verbs) (1 Mark) (Average) (LO 36, 38)

- (should / must / can / should not)
- 18. We ___ avoid using plastic bags.
 - 19. People ___ throw plastic waste in rivers.
 - 20. We ___ use cloth bags instead.
 - 21. Everyone ___ keep the environment clean.
 - 22. Children ___ learn about pollution.

VIII. Choose the correct verb form. (1 Mark) (Present Simple) (Easy) (LO 36)

- 23. Plastic ___ (cause/causes) pollution.
- 24. People ___ (use/uses) plastic daily.
- 25. Animals ___ (suffer/suffers) due to plastic.

IX. 26. Rearrange the words in alphabetical order. (1 Mark each)(Average)(LO 18, 53)

- a) pen, bat, work, church.
- b) father, clinic, house, story.
- c) happy, sad, good, bad.
- d) play, eat, sing, run.
- e) apple, animal, arrange, accept.

X. Choose the correct article and fill in the blanks. (1 Mark) (a/an/the)
(Average)

(LO 36, 38)

27. Plastic is ___ harmful material.
28. We should use a ___ cloth bag.
29. It is ___ important message.
30. ___ environment is getting polluted.
31. We saw ___ plastic bottle on the road.
32. She is eating ___ apple.
33. It is ___ useful habit.
34. ___ Earth needs protection.
35. He gave me ___ idea to avoid plastic.
36. This is ___ easy solution.

XI. Application-level questions. (2 Marks)

37. If your school organizes a “Plastic Free Day”, what steps will you take?

(Average) (LO 11, 15)

38. How will you convince your family to avoid plastic? **(Average) (LO 12, 20)**

39. How can shops help in reducing plastic pollution? **(Easy) (LO 13)**

40. How does plastic cause environmental hazards? **(Difficult) (LO 3, 13)**

41. What are the problems caused by recycling plastic? **(Difficult) (LO 3)**

42. How does the use of plastic have a bad impact on the earth? **(Difficult) (LO 3)**

XII. 43. Make a word chain of nouns. (10 words) Each noun should begin with the last letter of the previous words. (5 Marks) (Easy) (LO 18)

Plastic – Cloth – Hazard - _____

- 44. Project work:** Collect the pictures related to different types of pollution and prepare a scrap book.
(Average) (LO 2, 21, 25, 51, 54)

- 45. Write few slogans to save mother earth and explain any one slogan. (English or Kannada)**
(4 Marks) (Average) (LO 25)

AWARENESS (Poem)

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. Broken bottles are tossed on **(Easy) (LO 3, 26)**
 - A) earth
 - B) table
 - C) grass
 - D) floor
2. According to the poet _____ is sprayed on our food. **(Easy) (LO 3)**
 - A) insecticide
 - B) powder
 - C) colour
 - D) water
3. Mills pumping out iron expels _____ fumes. **(Easy) (LO 3)**
 - A) red
 - B) black
 - C) white
 - D) yellow
4. This poem is written by _____ **(Easy) (LO 3, 26)**
 - A) Eleanor Farjeon
 - B) Sylvia Stults
 - C) M. C. Davies
 - D) Leigh Hunt
5. The word that does not rhyme with sight is _____ **(Easy) (LO 31, 32)**
 - A) fight
 - B) bright
 - C) insect
 - D) might

II. 6. Read the following lines from the poem and answer the questions that follow: (Average) (2 Marks)

There has to be something that someone can do
Like raise the awareness to those around you
That if we don't heed the problem at hand
It's your life that's at stake – the destruction of man.

Questions:

- a) In this context, what can be done to solve the problem? **(LO 3, 11)**
- b) If we don't react, what problem do we face in future? **(LO 1, 28)**

III. Answer the following questions.

7. Who has written the poem Awareness? **(1 Mark) (Easy) (LO 3, 26)**
8. How is our food contaminated? **(2 Marks) (Average) (LO 3)**
9. What message does the poem give? **(2 Marks) (Difficult) (LO 1, 28)**
10. What is sprayed on our food? **(1 Mark) (Average) (LO 3)**

11. How do you create awareness among people? **(2 Marks) (Difficult) (LO 11, 15)**
12. How can you create awareness about cleanliness in your school? **(2 Marks) (Average) (LO 12, 15)**
13. If you find plastic waste on the road what will you do?**(1 Mark)(Average) (LO 11, 12)**
14. How can you help in protecting the environment? **(2 Marks) (Average) (LO 13, 28)**

IV. 15. Match the following. (5 Marks) (Easy) (LO 23, 51, 54)

- a) March 22nd - World Cancer Day
- b) February 4th - Environment Day
- c) April 22nd - National Farmers' Day
- d) December 23rd - Earth Day
- e) June 5th - World

V. 16. Project Work: Write at least 5 environmental awareness statements displayed in public places. (Average) (LO 25)

UNIT-3

EKALAVYA (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	17%
02	Comprehension (Understanding content)	42%
03	Application (Grammar Usage)	33%
04	Expression / Creativity (Writing Skills)	08%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	26	32%
02	Average	49	61%
03	Difficult	06	07%
Total		81	100%

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. Meaning of the word fawn is _____(Easy) (LO 18, 38)
A) deer
B) young deer
C) rabbit
D) young rabbit
2. Hiranya Dhanush was a _____ (Easy) (LO 3)
A) hunter
B) farmer
C) teacher
D) pupil
3. Arjuna's guru was _____ (Easy) (LO 3)
A) Eklavya
B) Hiranya Dhanush
C) Drona
D) Sahadeva

4. Don't take hasty _____ (Easy) (LO 18, 36)
 - A) decide
 - B) decision
 - C) decided
 - D) deciding
5. Guru Dakshina given by Ekalavya to Drona was _____ (Easy)(LO 3)
 - A) money
 - B) eyes
 - C) thumb
 - D) hand

II. Answer the following questions in one or two sentences each: (1 Mark)

6. Who was Dronacharya? (Easy) (LO 3)
7. Why Ekalavya wanted to learn archery. (Average) (LO 3)
8. Who is Ekalavya's father? (Easy) (LO 3)
9. List out the names of Pandavas. (Easy) (LO 3)
10. Whom did Drona teach archery to? (Easy) (LO 3)
11. What was the blessing of Drona to Ekalavya? (Difficult) (LO 3)
12. Why was Ekalavya not accepted as Drona's pupil? (Difficult) (LO 3, 27)
13. How, according to Drona, Ekalavya became a good Archer? (Difficult) (LO 3)
14. How did Ekalavya learn archery without a teacher? (Average) (LO 3)
15. What sacrifice did Ekalavya make for his guru? (Average) (LO 3, 28)
16. What art does Arjuna say Drona hasn't taught them yet? (Easy) (LO 3)
17. Which is the most skilful trick in archery according to Drona? (Easy) (LO 3)
18. What does the word 'prostrate' mean? (Average) (LO 18, 38)
19. What is a fawn? (Average) (LO 18, 38)
20. Why did the deer run to Ekalavya? (Average) (LO 3)
21. What does whine mean? (Average) (LO 18, 38)

III. Read the following extracts and answer the questions given below:

(2 Marks) (Average)

22. "Practise them well." (LO 3, 27)
 - a. Who said this?
 - b. Why did the speaker say this?
23. "Take pity on the poor animals." (LO 3, 28)
 - a. Who said this?
 - b. Which animal is spoken about?
24. "My vow binds me, my boy." (LO 3, 18)
 - a. What does 'vow' mean?
 - b. What vow is the speaker talking about?

25. “What a skill you have gained in archery in this short period!” (LO 3, 27)

- a. Who said this?
- b. What skill is the speaker talking about?

IV. Do as directed:

Fill in the blanks with suitable opposites of the underlined word: (1 Mark) (LO 18, 38)

26. There was a rich man but his friend was _____. (Average)
27. I can answer both short answer questions and _____ answer questions in English. (Average)
28. A person who is kind will never be _____. (Average)
29. I will accept your application, but the management may _____. (Average)
30. Tom was very strong whereas Sam was very _____. (Average)

V. State true or false. (1 Mark) (Easy) (LO 3, 4)

31. Drona had already taught the Pandavas the art of Shabdavedhi.
32. Arjuna could shoot at an object without seeing it.
33. Ekalavya wanted to learn archery to become a great warrior like Arjuna.
34. Ekalavya practised archery before Drona’s idol for two years.
35. Drona came to the forest with Arjuna and other princes.

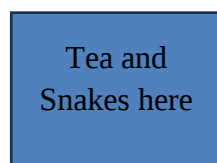
VI. Fill in the blanks: (1 Mark) (Average) (LO 3)

36. Shabdavedhi means aiming at an object merely by the _____.
37. Drona is surrounded by the _____ and the _____.
38. Ekalavya prostrates before Drona to show his _____.
39. The wolves troubled the _____ in Ekalavya’s forest.

VII. Analogy: (1 Mark) (Average) (LO 18, 38)

40. Dog: Barks:: Wolf: _____.
41. Wicked : Evil :: Abode : _____
42. Cruel : Kind :: Humble : _____
43. Decide : Decision :: Correct : _____.

VIII. 44. Look at the following headings, identify the mistakes and write the correct answers: (3 Marks) (Average) (LO 19, 39)



IX. 45. Read the following conversation, identify the nouns and write them:

(2 Marks) (Average) (LO 36, 38)

The boy: “Great Acharya Ekalavya the son of Hiranya Dhanush prostrates before you”.

Drona: “Long live boy Hiranya Dhanush is he not the hunter chief of the southern forest Eklavya”.

X. 46. Read the list of words given below and write the appropriate noun forms.

(5 Marks) (Average) (LO 18, 36)

Verb form	Noun form
Collect	
apply	
educate	
dedicate	
meditate	

XI. 47. Complete the conversation. (4 Marks) (Difficult) (LO 16, 24, 41)

Student: “May I come in mam?”

Teacher: Yes, why are you late?”

Student: _____

Teacher: _____

Student: _____

Teacher: _____

XII. Answer the following questions in two or three sentences each: (2 Marks)

48. How did Ekalavya learn archery? **(Average) (LO 3, 17)**

49. Ekalavya gives guru Dakshina to Drona. Why? **(Average) (LO 3, 28)**

50. Write about the innocence of Ekalavya. **(Difficult)(LO 12, 27)**

51. Acharya was astonished at Ekalavya’s skill. Describe. **(Difficult) (LO 3, 17)**

52. How can you apply Ekalavya’s qualities in your life? **(Average) (LO 28, 13)**

53. Mention any skills that you or your friend has learnt independently?

(Average) (LO 28, 13)

54. What made Drona appreciate Ekalavya’s skill? **(Average) (LO 3, 26, 27)**

55. Why is it important for students to honour their teachers? **(Difficult) (LO 12, 13, 28)**

XIII. Read the following extracts and answer the questions that follow:

(3 Marks) (LO 3, 27)

56. “Do not accuse the great Acharya, Oh, prince! I cannot bare it”. **(Average)**

- a) Who is the speaker?
- b) Who is the prince referred to?
- c) Why did he say so?

57. “Arise, my boy! God bless you! What a skill you have!”. **(Average)**

- a) Who said this?
- b) What is the skill in this context?
- c) Whom was this said to?

**XIV. 58. Read the following passage and answer the questions that follow: (4 Marks)
(LO 3, 35, 51, 50)**

The Chakravyuh represents the most intricate Battle Formation. It was this very ‘formation’ that Abhimanyu had learned to break into while still in his mother’s womb! Many years later, Abhimanyu, now a sixteen-year-old, fought on the thirteenth day of the Great War. He easily reached the centre of the circular formation and found himself face-to-face with Duryodhana. At once several of the Kauravas rushed in to defend Duryodhana. Abhimanyu fought valiantly and killed many of them but could not escape. After all, he hadn’t devised a way to ‘exit’ the Chakravyuh!

- a) When did Abhimanyu learn the art of breaking into the Chakravyuh? **(Average)**
- b) How old was Abhimanyu when he fought the great war? **(Average)**
- c) What is Chakravyuh? **(Average)**
- d) Whom did Abhimanyu meet at the centre of the Chakravyuh? **(Average)**

XV. 59. Identify the silent letter in each word and underline it. (5 Marks) (Easy)(LO 18)

Knife, Climb, Debt, Write, Comb, Knock, Tomb, Doubt, Knob, Wriggle.

XVI. 60. Punctuate the given sentences and name the kinds of sentences.

(5 Marks) (Average) (LO 18)

- 1. Did you have your breakfast
- 2. We had been to Kerala last Monday
- 3. Please maintain silence
- 4. Oh what a pleasant day
- 5. Since it was raining yesterday, I could not go to school

XVII. 61. Project work: Prepare bow and arrows using the available materials and use them during role play in your class. (Average) (LO 21, 30)

WHY GOD MADE TEACHERS (Poem)

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. By creating teachers God gave us (Easy) (LO 3, 26)
 - A) siblings
 - B) enemies
 - C) gifts
 - D) special friends
2. The rhyming word for strong is _____(Easy)(LO 31)
 - A) long
 - B) short
 - C) big
 - D) beautiful
3. Choose the correctly spelt word. (Easy)(LO 18, 38)
 - A) techer
 - B) teachre
 - C) teacher
 - D) taearhar

II. Answer the following questions in one sentence each: (1 Mark)

4. Who created teachers? (Easy) (LO 3)
5. What quality of your teacher do you like the most? (Average) (LO 12, 28)
6. 'We can change the world with the help of teachers', justify.
(Difficult) (LO 13, 28)
7. Who wrote the poem 'Why God Made Teachers'? (Easy) (LO 3, 26)
8. What did God give us when he created teachers? (Average) (LO 3)
9. What do teachers help us understand? (Average) (LO 3)
10. What do we become after discovering the beauty and wonder of this world?
(Easy) (LO 3, 28)

III. State true or false: (1 Mark) (Easy) (LO 3, 4)

11. God created teachers to help us make our world a better and wiser place.
12. Teachers help us understand the beauty and wonder of everything we see.
13. The poet says teachers teach us to choose wrong instead of right.

IV. Read the following extract and answer the following: (2 Marks) (Average)

14. "He gave us special friends to help us understand His world." (LO 3, 38)
 - a. Who does 'He' refer to?
 - b. Why is 'H' in capital letters in 'His' world?

15. “To show us ways in which to grow, so we can all decide” (LO 3, 28)

- a. Who shows us ways to grow?
- b. What do they help us decide?

V. Fill in the blanks: (1 Mark) (a/an/the) (Average) (LO 36, 38)

- 16. A teacher is _____important person.
- 17. She is _____guide for students.
- 18. _____teacher helps us learn new things.
- 19. It is _____honour to have good teachers.

19. Re-arrange the given lines as you find in the poem: (3 Marks)

(Average)(LO 3, 26)

How to live and how to do
To show us ways in which to grow
He gave us special guides
When God created teachers,
So we can all decide

20. Project work: Collect pictures of your teachers and prepare an album.

(Average) (LO 21, 54, 55)

UNIT-4: LEG TRAP (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	18%
02	Comprehension (Understanding content)	42%
03	Application (Grammar Usage)	32%
04	Expression / Creativity (Writing Skills)	08%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	27	51%
02	Average	18	34%
03	Difficult	08	15%
Total		53	100%

I. Four alternatives are given for each of the following. Choose the correct alternative.

(1 Mark) (Easy)

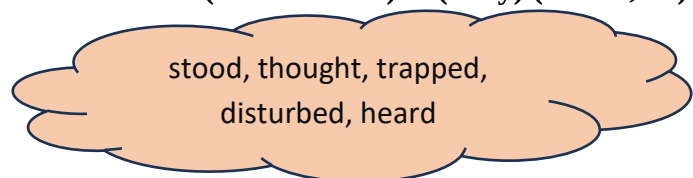
- Past tense form of the word "work" is _____ (LO 18, 36)
A) working
B) worked
C) work
D) works
- Dhira was a _____ (LO 3)
A) hard working boy
B) lazy boy
C) neglected boy
D) rich boy
- The thief stole gold _____ (LO 3)
A) ring
B) necklace
C) earring
D) chain

4. Dhira took _____ decision. **(LO 18, 38, 44)**
 A) write
 B) right
 C) wright
 D) rite
5. The customer was wearing **(LO 3)**
 A) blue shirt and red tie
 B) black shirt and red tie
 C) pink shirt and red tie
 D) red shirt and red type
6. Dhira worked as a _____. **(LO 3)**
 a. Milkman
 b. Shoeshine boy
 c. Watchman
 d. Newspaper boy
7. Dhira sat to earn a living near a _____. **(LO 3)**
 a. School
 b. Bus stand
 c. Cinema Hall
 d. Park

II. 8. Choose the correct past tense form of the word from the cloud:

(1 Mark each) (Easy) (LO 18, 36)

- a) trap - _____
 b) hear - _____
 c) think - _____
 d) disturb - _____
 e) stand - _____



III. 9. Fill in the blanks using suitable articles: (1 Mark each) (a, an, the) (LO 36, 38)

- a) I saw _____ accident of a car. **(Easy)**
 b) _____ brown cat climbed on the table. **(Easy)**
 c) I read for half _____ hour every day in _____ evening. **(Easy)**
 d) _____ apple fell down from _____ basket. **(Easy)**
 e) _____ customer looked like _____ rich man. **(Easy)**

IV. 10. Find and write the eight hidden words in the maze: (4 Marks)

(Average) (LO 18, 38)

B	T	A	B	L	E	S	F
Y	H	Q	F	E	R	G	S
H	I	Z	G	G	D	O	H
B	E	N	D	T	G	L	I
M	F	X	M	R	K	D	R
P	S	G	Y	A	N	Z	T
F	D	H	P	P	W	B	I
C	O	S	T	U	M	E	R

V. 11. Read the given story and rewrite it in the form of a dialogue and practice role play: (4 Marks) (Difficult) (LO 16, 41)

One day, a nut fell on Funny Bunny. "Ouch! The sky is going to fall!" said Funny Bunny. "I must tell the King. "On the way, he met Henny Penny. "The sky is going to fall, "said Funny Bunny. "I'm going to tell the King." "I'll come too," said Henny Penny. And off they went to find the King. Soon they met Cocky Locky.

VI. Answer the following questions in one or two sentences each: (1 Mark)

12. Who is Dhira? **(Easy)(LO 3)**
13. When did Dhira lose his father? **(Easy)(LO 3)**
14. What was Dhira doing under a tree? **(Easy)(LO 3)**
15. Who helped the police to catch the thief? **(Easy)(LO 3)**
16. Dhira started earning at a very young age, give reason. **(Average)(LO 3)**
17. How did the customer show his impatience? **(Difficult)(LO 3, 27)**
18. Describe the appearance of the customer in two sentences. **(Difficult)(LO 3, 17)**
19. How did Dhira help the police to catch the thief? **(Average)(LO 3, 27)**
20. Who was Dhira living with? **(Easy)(LO 3)**
21. What kind of a boy was Dhira? **(Easy)(LO 3, 27)**
22. From where did the thief escape? **(Easy)(LO 3)**
23. When did Dhira lose his father? **(Easy)(LO 3)**

VI. Read the following extracts and answer the questions that follow:

(2 Marks) (Average)(LO 3, 27)

24. "You silly boy! You're not doing your job well."

- a. Who said this?
- b. When did the speaker say this?

25. "He must be an influential man. He may even complain about me to the policeman."

- a. Who thought this?
- b. Why was Dhira disturbed?

26. "What can it be? My goodness!"

- a. Who said this?
- b. When did he say this?

VII. 27. Who said these sentences? Write your answers in the space provided:
(Average) (1 Mark each) (LO 3)

- a) "A thief has just robbed." _____
- b) "Boy polish my shoes nicely." _____
- c) "You, silly boy! you are not doing your job well." _____
- d) "Yes, he was the gold thief". _____

IX. 28. Match the following: (5 Marks) (Average) (LO 18, 38)

A	B
a) glance	anger
b) temper	a quick look
c) shout	stealing
d) theft	search
e) fumble	yell

X. 29. Identify the positive and negative words and write them in the respective boxes:
(5 Marks) (Average) (LO 18, 38)

(hardwork, thief, robber, quickly, complain, temper, timesense, truthfulness, achievement, presence of mind)

Positive	Negative

XI. 30. Read the following passage carefully and identify the prepositions and write them in the box provided: (2 Marks) (Average) (LO 36, 38)

Funny! Dhira said to himself. A moment ago, he was in no hurry but now he is in a great hurry Dhira dusted the shoe quickly and applied some polish to it. As he was about to shine it with the cloth he found something sticking on it at the back.

--

XII. 31. Write the given words in alphabetical order: (Average)(1 Mark each) (LO 18, 51)

- a) bubble, labour, goal, courage
- b) feeble, trouble, kind, seeking
- c) manage, simple, bring, count
- d) neat, light, zero, finish
- e) clear, yellow, shame, hate

XIII. 32. Find the error and rewrite. (1 Mark each) (Average) (LO 19, 39)

- a. The customer wear a pink shirt.
- b. Dhira find something sticking out.
- c. He bended his head to take a closer look.

XIV. Answer in 3 or 4 sentences each: (3 Marks)

- 33. Do you agree that it takes courage to do the right thing. Discuss keeping Dhira as an example. **(Difficult) (LO 13, 28)**
- 34. What do you understand from Dhira's story? **(Difficult) (LO 1, 27)**
- 35. How was Dhira rewarded and honoured for his bravery? **(Average) (LO 3, 27)**

XIII. 36. Project work: Collect information about the children who received bravery awards on Children's day for the courage they have shown in some particular situation. (Average) (LO 2, 51, 52)

FROTH AND BUBBLE (Poem)

**I. Four alternatives are given for each of the following. Choose the correct alternative.
(1 Mark) (Easy)**

1. The poem Froth and Bubble is written by _____ (LO 3, 26)
 - a) Willam Wordsworth
 - b) Adam Lindsay Gordon
 - c) Sylvia Stults
 - d) M.C Davies

2. In the poem, 'feeble' means _____ (LO 18, 38)
 - a) helpless
 - b) strong
 - c) weak
 - d) bold

3. According to the poet 'Life is mostly' _____ (LO 3, 26)
 - a) Froth and bubble
 - b) God's gift
 - c) certain
 - d) beautiful

4. The poem tells us not to depend on: _____ (LO 3, 28)
 - a) Nature
 - b) Education
 - c) Material things
 - d) Books

5. The tone of the poem is: _____ (LO 26, 32, 33)
 - a) Humorous
 - b) Inspirational
 - c) Angry
 - d) Fearful

6. What should people focus on according to the poet? (LO 3, 28)
 - a) Temporary pleasures
 - b) Fame and success
 - c) Duty and responsibility
 - d) Luxury and comfort

7. "Two things stand like stone" refers to: **(LO 3, 28)**
- a) Wealth and fame
 - b) Love and friendship
 - c) Kindness and courage
 - d) Duty and courage
8. "The phrase "helping another" shows the value of: **(LO 28)**
- a) Selfishness
 - b) Courage
 - c) Kindness
 - d) Wealth

II. 9. Identify the different pairs of rhyming words given below : (Easy) (LO 31)

**labour, won, neighbour, one,
bubble, stone, trouble, own**

- III. Answer the following questions in one or two sentences each: (1 Mark)**
- 10. What is gentle emotion compared to in the poem? **(Average)(LO 3, 26)**
 - 11. According to the poet what is life? **(Difficult)(LO 3, 28)**
 - 12. Write synonyms for the following words: goal, labour, seek, courage
(Average)(LO 18, 38)
 - 13. How do you respond to others' trouble? **(Difficult)(LO 12, 28)**
 - 14. What lesson does the poem teach us? **(Average) (LO 28)**
 - 15. Are pleasure and sorrow permanent in our life? **(Easy)(LO 3, 28)**
 - 16. Why do you think the poet has compared life to froth and bubble?
(2 Marks) (Average) (LO 31, 32)
- IV. 17. Read the following poem and write the theme of the poem in your mother tongue: (3 Marks) (Average)(LO 28, 33, 48)**
- Question not, but live and labour
Till your goal be won,
Helping every feeble neighbour,
Seeking help from none;
Life is mostly froth and bubble,
Two things stand like stone:
Kindness in another's trouble,
Courage in your own.
-

UNIT-5: THE WONDER BOWL (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	21%
02	Comprehension (Understanding content)	46%
03	Application (Grammar Usage)	29%
04	Expression / Creativity (Writing Skills)	04%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	22	40%
02	Average	28	51%
03	Difficult	05	09%
Total		55	100%

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. The old couple lived in a _____(Easy) (LO 3)
A) bungalow
B) hut
C) prison
D) forest
2. One evening, the couple sat after finishing_____ (Easy) (LO 3)
A) breakfast
B) lunch
C) dinner
D) supper
3. Baucis placed_____on the table. (Easy) (LO 3)
A) coffee
B) water
C) milk
D) tea

4. The couple together decided that the strangers were_____ (Easy) (LO 3)
A) angels
B) beggars
C) visitors
D) neighbours
5. Philemon took the strangers to_____ (Easy)(LO 3)
A) a hotel
B) his cottage
C) the temple
D) the hospital

II. Answer the following questions in a word or a sentence each. (1 Mark) (LO 3)

6. What did the couple hear one evening? (Average)
7. What did Philemon say to his wife? (Average)
8. What did Baucis whisper to her husband? (Average)
9. Why could the couple hardly sleep? (Average)
10. What was the couple's wish? (Average)

III. Answer the following questions in 2-3 sentences. (2 Marks) (LO 3, 27)

11. What made the couple think that the strangers were not ordinary people? (Average)
12. How did God's messengers bless the couple? (Difficult)

IV. Answer the following question in 4-5 sentences. (3 Marks)

13. Describe the hospitality of the old couple in your own words. (Difficult) (LO 3, 17)
14. What is the main message of "The Wonder Bowl"? (Difficult) (LO 28)

V. Read the following extracts and answer the questions that follow. (3 Marks)

15. "Don't worry, good lady" (Average) (LO 3, 27)
a) Who said this?
b) Who is the 'lady'?
c) When did the speaker say so?
16. "We are very pleased with your kindness". (Average) (LO 3, 27)
a) Who does the word 'we' refer to?
b) Who was it said to?
c) When did the speaker say so?

17. "Welcome, friends, we are poor, but we will share whatever we have."

(Average) (LO 3, 28)

- a) Who said these words?
- b) To whom were these words spoken?
- c) What quality of Baucis is shown here?

18. "Your kindness has pleased us greatly." (Average) (LO 3, 27)

- a) Who said these words?
- b) To whom were these words spoken?
- c) Why were they pleased?

19. "We have little, but we gladly share it with you." (Average) (LO 3, 28)

- a) Who said this?
- b) What does "little" refer to?
- c) What value is highlighted in this statement?

VI. Do as directed

Fill in the blanks with suitable opposite words for the underlined words.

(Easy) (1 Mark) (LO 18, 38)

- 20. Tea is hot but ice cream is _____
- 21. The elephant is a big animal and the mouse is a _____ animal.
- 22. Satish is a tall boy and his father is a _____ man.
- 23. They are not ordinary men, they are very _____.
- 24. Some students in the class are very bright but some are _____.

VII. 25. Add suffixes to the following words. (ness, ful, ment, able)

(5 Marks) (Easy) (LO 18, 36)

- a) beauty b) kind c) help d) develop e) comfort

VIII. 26. Rearrange the jumbled words to make meaningful sentences.

(1 Mark each) (Average) (LO 36, 38)

- a) tired/ the/ very/ guests/ were
- b) goes/ school/bus/he/to/by
- c) lived/ couple/the old/ in/ hut/ a
- d) saw/ the cat/a/bowl/milk/of
- e) can/ get/water/cup/you/a/of/me/?

IX. 27. Fill in the blanks with the adverb form of the word given in the brackets.

(1 Mark each) (Easy) (LO 18, 36)

- a) She writes _____. (neat)
- b) He sings _____. (melodious)
- c) They walk _____. (quick)
- d) They went back home _____. (happy)

- e) I read the article very _____. (careful)

X. 28. Underline the adjectives in the following sentences.

(1 Mark each) (Average) (LO 36, 38)

- a) The meal was delicious.
- b) It was a difficult exam.
- c) I saw a beautiful garden.
- d) My friend is very clever.
- e) Wild animals are very dangerous.

XI. 29. Rearrange these words in dictionary order. (1 Mark each) (Easy) (LO 18, 51)

- a) site, same, step, ship
- b) bite, beat, band, boat
- c) lead, late, life, load
- d) hide, hunt, heat, hate

XII. 30. Choose the correct word (homophones)

(1 Mark each)(Average)(LO 18, 38)

- a) There are seven days in a ____ (week / weak).
- b) The strangers asked for a ____ (peace / piece) of bread.
- c) The couple showed ____ (their / there) kindness.
- d) Tanu writes ____ regularly. (diary/ dairy).
- e) The villagers did not ____ (accept / except) the travellers.

XIII. 31. Fill in the blanks with the correct prepositions:

(1 Mark each) (Average) (LO 36, 38)

- a) The strangers came ____ the house.
- b) Food was served ____ the bowl.
- c) The couple lived ____ a village.
- d) The guests sat ____ the table.
- e) The Philemon walked ____ the strangers.

XIV. 32. Read the following paragraph and answer the questions that follow.

(4 Marks)(Average) (LO 3, 51)

I am Meena. I love my school very much. It is a place where I learn new things every day. My school has a big playground where my friends and I play. We have a library filled with many books. Our classrooms are bright and colourful, making learning fun. My favourite subject is English because I enjoy singing rhymes. My teacher, Mr Raju, is very kind and helps us to understand lessons.

Questions:

- a) Which is Meena's favourite subject?
- b) How does Meena describe the classrooms?
- c) What is the name of the teacher mentioned in the paragraph?
- d) Give one word from the passage for 'a collection of books for reading'.

XV. Application-level questions.

(Average) (1 Mark)

- 33. What lesson do we learn from Philemon and Baucis? **(LO 28)**
- 34. How can you show hospitality to guests in your home? **(LO 13, 12)**
- 35. If a stranger comes to your house asking for help, what would you do? **(LO 12, 28)**
- 36. Do you think kindness is more important than wealth, why? **(LO 12, 13)**
- 37. What would you do if you had a wonder bowl? **(LO 12)**
- 38. Why should we not judge people by their appearance? **(LO 28)**

XVI. 39. Observe the picture and describe in your own words. (4 Marks) (Average)
(LO 17, 21, 43, 45)



XVII. 40. Project work: Collect pictures depicting the act of generosity and prepare a scrapbook. (Average) (LO 21, 54)

ABOU BEN ADHEM (Poem)

I. Choose the correct answer. (1 Mark) (Easy)

1. Meaning of the word tribe is _____. (LO 18, 38)
 - A) angel
 - B) people
 - C) friend
 - D) family

2. One night the poet woke up from a deep dream of _____. (LO 3)
 - A) fear
 - B) peace
 - C) love
 - D) confusion

3. Choose the word that rhymes with 'light' _____. (LO 31)
 - A) plate
 - B) fit
 - C) event
 - D) Bright

4. What was Abou Ben Adhem doing when the angel appeared? (LO 3)
 - A) Sleeping
 - B) Praying
 - C) Reading
 - D) Traveling

5. What did Abou Ben Adhem represent? (LO 28)
 - A) Wealth
 - B) Power
 - C) Love for humanity
 - D) Fame

II. Answer the following questions. (1 Mark)

6. Who is the poet of the poem Abou Ben Adhem? (Easy) (LO 3, 26)
7. Who was writing in a book of gold? (Easy) (LO 3)
8. Mention the characters in this poem. (Easy) (LO 3, 26)
9. List out the rhyming words in the given stanza. (Easy) (LO 31)

Abou Ben Adhem (may his tribe increase!
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold: —
Exceeding peace had made Ben Adhem bold,

And to the Presence in the room he said
'What writest thou?'—The vision raised its head,

III. 10. Answer the following question in 3-4 sentences. (4 Marks) (LO 17, 28)

Write a story which is similar to the theme of the poem. **(Difficult)**

IV. 11. Match the meanings. (2 Marks) (Average) (LO 18, 38)

A	B
a) Thou	write
b) writest	your
c) blest	you
d) thy	blessed

V. 12. Rearrange the following sentences to form a summary:

(4 Marks) (Difficult) (LO 3, 26)

- a) Abou Ben Adhem saw an angel writing in a golden book.
- b) He was sleeping peacefully in his room one night.
- c) The angel returned the next night with the same book.
- d) Abou asked if his name was in the list of those who love God.
- e) The angel wrote and vanished.
- f) Abou requested to be written as one who loves his fellow men.
- g) His name was placed at the top of the list.

VI. Read the following extract and answer the questions that follow.

(3 Marks) (Average)

13. "What writest thou?" (LO 3, 18)

- a) Who said this?
- b) Who was it said to?
- c) What is the meaning of 'thou'?

14. "And lo! Ben Adhem's name led all the rest." (LO 3, 28)

- a) What does "lo" mean?
- b) What was special about his name?
- c) Why was his name first?

VII. 14. Look at the example given for simile and fill in the blanks.

(3 Marks) (Average) (LO 31, 33)

1. As big as an elephant.



2. As _____ as a _____



3. As _____ as a _____



4. As _____ as a _____



21. 15. Project work: Collect poems of similar themes in English or in your mother tongue.
(Average) (LO 28, 54)

UNIT-6: JOURNEY TO THE TOP (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	17%
02	Comprehension (Understanding content)	43%
03	Application (Grammar Usage)	34%
04	Expression / Creativity (Writing Skills)	06%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	12	25%
02	Average	28	58%
03	Difficult	08	17%
Total		48	100%

**I. Four alternatives are given for each of the following. Choose the correct alternative.
(1 Mark)**

1. Bachendri pal was born in _____(Easy) (LO 3)
A) Bhopal
B) Nakuri
C) Delhi
D) Chennai
2. Bachendri pal's father was a _____(Easy) (LO 3)
A) coach
B) lawyer
C) tradesman
D) trainer

3. The highest sports award given in India is _____(Easy) (LO 3)
 - A) Ashoka Chakra
 - B) Arjuna Award
 - C) Gold Medal
 - D) Dronacharya Award
4. Bachendri pal studied M.A in _____ (Easy) (LO 3)
 - A) Sanskrit
 - B) English
 - C) Urdu
 - D) Hindi
5. The Nepali name for the highest peak in the world is _____ (Easy) (LO 3)
 - A) Dhaulagiri
 - B) Kanchan ganga
 - C) Sagarmatha
 - D) Annapurna

II. Answer the following questions in a word or a sentence each: (1 Mark)

6. Who was Bachendri pal? (Easy) (LO 3)
7. How did she earn money when she was a student? (Average) (LO 3)
8. Mention Bachendri Pal's educational qualification. (Average) (LO 3)
9. Which mountains did Bachendri climb during her time at NIM? (Easy) (LO 3)
10. When was Bachendri selected for the Indian Everest Expedition? (Easy) (LO 3)
11. What quality is needed to become successful like Bachendri Pal?
(Average) (LO 3, 28)
12. How should we respond to challenges in life? (Difficult) (LO 12, 28)
13. What lesson do we learn from Bachendri Pal? (Average) (LO 28)
14. What will you do if you fail in your first attempt? (Average) (LO 12, 13)
15. What would you do if people discouraged you from your goal?
(Average) (LO 12, 28)

III. Answer the following questions in 2-3 sentences each: (2 Marks)

16. Describe Bachendri Pal's childhood. (Difficult) (LO 3, 35, 17)
17. What challenges did the team face in 1984 Everest Expedition?
(Difficult) (LO 3, 27)

18. How should you face difficulties in life? **(Difficult) (LO 12, 28)**
19. How can you develop confidence like Bachendri Pal? **(Average) (LO 13, 28)**

IV. Answer the following question in 4-5 sentences. (3 Marks)

20. Name the awards given to Bachendri Pal. **(Average) (LO 51)**

V. Do as directed. (1 Mark each)

21. Underline the relative pronouns in the following sentences.

- a) He is the teacher who taught me English. **(Average) (LO 36, 38)**
- b) This is a place where I was born. **(Average)**
- c) The pen that I bought yesterday has been lost. **(Average)**
- d) She is the lady whom I met two years ago. **(Average)**
- e) The book which you have is mine. **(Average)**

22. Add prefixes to make the word mean opposite: **(1 Mark each) (Easy) (LO 18, 36)**

- a) experience
- b) lock
- c) advantage
- d) load
- e) possible

23. Expand the following abbreviations. **(1 Mark each) (Average) (LO 18, 38)**

- a) P.U.C
- b) M.A
- c) B.Com
- d) B.E
- e) S.S.L.C

24. Use these describing words in your own sentences.

(1 Mark each) (Average) (LO 18, 36)

- a) active
- b) beautiful
- c) tall
- d) brave
- e) Sweet

25. Fill in the blanks with suitable relative pronouns.

(1 Mark each) (Average) (LO 36, 38)

- a) The boy _ won the prize is my friend.
- b) The book _ I bought yesterday is interesting.

- c) The teacher _ teaches us English is kind.
- d) The girl _ father is a doctor and is my classmate.
- e) This is the house _ I visited last year.

26. Give one word for the following: (Average) (1 Mark each)

- a. The highest point of a mountain - S_____
- b. An experienced and trusted adviser - M_____
- c. A mass of snow and ice, tumbling rapidly down a mountain -A_____
- d. A personal account of one's own life - A_____
- e. A journey or a voyage for a particular purpose, especially exploration, scientific research or war - E_____

VI. 27. Read the following passage and answer the questions that follow. (4 Marks) (Average) (LO 3, 51)

Arunima Sinha is an Indian mountaineer and sportswoman. She is a former national-level volleyball player who became India's first female amputee to scale Mount Everest. She was born on 20th July 1989 in Ambedkar Nagar, Uttar Pradesh. She lost her left leg in a tragic incident. Arunima decided to scale Mount Everest while she was on the hospital bed. Bachendri pal trained Arunima. Her expedition to Mount Everest was full of challenges. She struggled all through the expedition. She had problems with her artificial leg but she didn't care. She continued the expedition. At last, she reached the top of Mount Everest. A girl with an amputated leg had scaled Everest. What an achievement indeed!

Questions:

- a) Who is Arunima Sinha?
- b) When was she born?
- c) Who trained Arunima?
- d) What happened to Arunima Sinha in a tragic incident?

VII. 28. Identify the picture and answer the questions given below referring any source.
(5 Marks)(Average)(LO 3, 21, 52)



- a) What is the full name of the person?
- b) Where was he born?
- c) What is he popularly known as?
- d) What was his profession before becoming the President of India?
- e) What are his famous books?

VIII.29. Observe the picture and write a few lines about it.

(3 Marks) (Difficult) (LO 17, 21, 22)



(Picture of Water Rafting)

IX. 30. Project work: Collect pictures of things used by mountaineers and prepare an album.
(Average) (LO 21, 54)

31. Project work: Conduct an interview with a person who has made an achievement in their own field in your locality and report it to your teacher. **(Average) (LO 6, 7, 8, 9)**

MOUNTAIN CLIMBING (Poem)

I. Choose the correct answer. (1 Mark)

1. The poet was _____ to walk over stones and dust **(Average) (LO 3)**
 - A) eager
 - B) bored
 - C) tired
 - D) happy
2. A cloud of moisture in the air is called **(Average) (LO 18,38)**
 - A) dust
 - B) ice
 - C) mist
 - D) waste
3. The poet's legs were _____ while climbing **(Average) (LO 3)**
 - A) swelling
 - B) aching
 - C) shivering
 - D) tired
4. The poet's _____ grew numb. **(Average) (LO 3)**
 - A) muscles
 - B) head
 - C) eyes
 - D) legs
5. The poet was fascinated by _____ **(Average) (LO 3)**
 - A) stones
 - B) clouds
 - C) apex
 - D) sky

II. Answer the following questions. (1 Mark)

6. Who has written the poem Mountain Climbing? **(Easy) (LO 3, 26)**

7. How was the road to the mountain? **(Average) (LO 3)**
8. How did the poet feel when he reached the top? **(Average) (LO 3)**
9. List out the -ing form of words given in the poem. **(Easy) (LO 36, 38)**
10. What do difficulties represent in the poem? **(Average) (LO 26,28)**
11. Mention the two difficulties faced by the climbers. **(Easy) (3, 26)**

III. Answer the following question in 3-4 sentences. (2 Marks) (Difficult)

12. Describe the poet's experiences while climbing the mountain in your own words.

(LO 3, 17)

13. How is the poem mountain climbing compared to life? **(LO 26, 28)**

14. If you had a chance to go on an adventure, what would you choose to do and why?
(Difficult) (LO 12, 13, 45)

IV. 15. Complete the given stanza of the poem: (2 Marks) (Average) (LO 3)

Through the _____
Up the _____ road
To the _____ high
I did _____

**V. 16. Write the meanings of these words with the help of a dictionary. (1 Mark each)
(Average) (LO 18, 51)**

- a) aching
- b) breathless
- c) muscles
- d) beneath
- e) conquer

VI. 17. Project work: Collect pictures of Himalayan range and a few peaks and prepare a chart. **(Average) (LO 21, 54)**

UNIT 7: NEST WITH GRANDPARENTS (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	19%
02	Comprehension (Understanding content)	44%
03	Application (Grammar Usage)	31%
04	Expression / Creativity (Writing Skills)	06%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	17	40%
02	Average	22	51%
03	Difficult	04	09%
Total		43	100%

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark each)

1. "You can accommodate your things elsewhere" -the word accommodate means _____ (Easy) (LO 18, 38)

- A) throw
- B) arrange
- C) feel sorry
- D) clean

2. Anjali and her family lived in _____ (Easy) (LO 3)

- A) Delhi
- B) Bengaluru
- C) Bombay
- D) Pune

3. Anjali was too afraid of her father's wrath. The word 'wrath' means _____ **(Easy)**
(LO 18, 38)
 - A) size
 - B) colour
 - C) great anger
 - D) politeness
4. The word relating to God or heaven is _____ **(Easy)** **(LO 18, 38)**
 - A) divine
 - B) threat
 - C) lust
 - D) proud
5. Anjali got into the habit of reading the newspaper. The person who was responsible for her habit was _____ **(Easy)** **(LO 3)**
 - A) Dada
 - B) Dadi
 - C) Father
 - D) mother

II. Answer the following questions in one or two sentences each: (2 Marks)

6. How did Anjali live before her grandparents started living with them?
(Average) **(LO 3, 27)**
7. Why did Anjali behave rudely with her grandparents? **(Average)** **(LO 3, 27)**
8. What was the change in Anjali's family after her grandparents went to Rita's place?
(Difficult) **(LO 3, 27)**
9. Explain the reasons for the change in Anjali by the end of the story.
(Difficult) **(LO 3, 27)**
10. How was Dadi involved in Anjali's family? **(Average)** **(LO 3)**
11. How is your relationship with your grandparents in your family? **(Difficult)**
(LO 12, 13)
12. Anjali's grandparents came to live with her family. Give reasons. **(Difficult)**
(LO 3, 27)
13. How were grandparents helpful to Anjali in her daily work? **(Average)** **(LO 3)**
14. What would you do if your grandparents needed help? **(Average)** **(LO 12, 28)**
15. What lesson do you learn from Anjali's life? **(Average)** **(LO 28)**
16. How can grandparents influence your personality? **(Average)** **(LO 12, 28)**
17. How different was the lifestyle of Anjali from that of her grandparents? **(Average)**

III. Read the following extracts and answer the questions that follow: (3 Marks)

(Average)

18. “But, Ma, where will my things go?” (LO 3, 27)

- a) Who is the speaker?
- b) What did Ma reply?
- c) When was this said?

19. They would not go with them to eat out at restaurants. (LO 3, 27)

- a) Who is ‘they’?
- b) who does ‘them’ refer to?
- c) Why wouldn’t they eat outside?

20. “She learned many values from them.” (LO 3, 28)

- a) Who is ‘she’ in the extract?
- b) From whom did she learn values?
- c) What are the values imbibed?

21. Anjali loved her grandparents very much and enjoyed staying with them.”

(LO 3, 27)

- a) Who loved her grandparents?
- b) What did she enjoy?
- c) What does this show about Anjali?

IV. 22. Find the following kinship terms in the word grid given below: (4 Marks)

(Average) (LO 18, 51)

*FATHER	*NIECE
*UNCLE	*NEPHEW
*COUSIN	*SIBLING
*AUNT	*PARENTS

F	D	H	R	Y	E	D	P	R	H	S	G
A	U	N	T	S	K	F	A	S	K	H	H
T	N	F	W	I	C	O	R	A	H	S	F
H	C	G	A	U	O	A	E	D	A	I	Q
E	L	W	S	P	G	F	N	E	N	R	E
R	E	I	P	E	P	R	T	A	F	R	A
W	H	L	O	C	S	E	S	N	S	K	S
C	D	C	L	W	U	I	E	C	E	I	N
U	W	O	W	E	A	Y	W	A	R	S	E
M	I	U	E	A	G	K	O	P	A	Y	P
Q	E	S	I	B	I	L	I	N	G	S	H
E	G	I	R	N	U	N	U	J	J	A	E
K	U	N	I	H	W	T	I	Z	B	V	W

G	D	R	Y	Z	V	E	R	B	N	Z	D
T	R	A	H	W	F	U	F	A	U	Y	R

V. Fill in the blanks with suitable words given in the brackets: (1 Mark) (LO 18, 38)

(niece, siblings, aunt, grandparents, uncle)

23. Parent's parents are called _____. (Easy)

24. My sister and brother are called _____. (Easy)

25. Mother's sister is called _____. (Easy)

26. Brother's daughter is called _____. (Easy)

27. Dad's brother is called _____. (Easy)

VI. 28. Fill in the blanks with the suitable prepositions given in the box:

(1 Mark each) (LO 36, 38)

* in	*about
* by	*below
* above	*for
* between	*from

a) Please tell me _____ your village. (Easy)

b) The school begins _____ today. (Easy)

c) The boy was admired _____ the teacher. (Easy)

d) He lives _____ Delhi. (Easy)

e) I shall not be there _____ an hour. (Easy)

VII. 29. Read the given passage and answer the following questions.

(5 Marks) (LO 3, 51)

Family Bonding

Grandma visited her grandkids for the weekend. They eagerly awaited her arrival. As soon as she walked in, "Grandma's here!" they scream happily. She brought story books, cookies, and games. Together, they baked, laughed, and shared tales. "Tell us about when you were little," they requested. Grandma's eyes sparkled as she talks about her childhood.

In that moment, love and connection filled the room. As the afternoon passed, Grandma taught them traditional family recipes. They worked together, measuring ingredients and mixing batter.

"These smells just like Grandma's house!" they exclaimed.

After baking, they sat around the table, sharing stories and laughter. The kids asked about family history, and Grandma shared tales of ancestors.

"Grandma, what's your favourite family tradition?" one asked.

"Spending time with grandchildren"

Uncle Rohan, who'd just returned from a trip, brought exciting gifts for everyone. The kids cheered.

Grandpa smiled, watching the commotion. Grandma served homemade treats, and they shared stories. Uncle Rohan told tales of his adventures. The kids asked Grandma about family recipes. She taught them traditional dishes. Grandpa added, "And don't forget the secret ingredient – love!"

The evening ended with laughter, full bellies, and warm memories.

Answer the following questions

- a) How did the children welcome the grandparents? **(Average)**
- b) Describe how grandma and children spent time in kitchen. **(Average)**
- c) What was grandma's family tradition? **(Average)**
- d) What was the secret ingredient? **(Average)**
- e) List out a few words from the above passage that makes family bonding strong. **(Average)**

VIII. Project work: (Average) (LO 21, 54)

30. Collect photographs of your family members and relatives and mention your relationship with them and prepare an album.

31. Collect pictures of your family members and prepare a family Tree

32. Make a small project about your grandparents. **(LO 17, 21, 42)**

My Grandparents Profile

- a) Names and age
- b) What they like
- c) What you like about them
- d) A small photo or drawing

DEAR GRANDMA AND GRANDPA (Poem)

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. In the poem, grandchildren always have fun when they are with____(Easy) (LO 3)
 - A) friends
 - B) grandparents
 - C) teachers
 - D) parents
2. According to the poet kindness lies in____(Easy) (LO 3)
 - A) sweetness
 - B) anger
 - C) good qualities
 - D) smiles
3. In the poem, poet says that his heart belongs to____(Easy) (LO 3)
 - A) grandma and grandpa
 - B) mother
 - C) father
 - D) sister

II. Answer the following questions in one or two sentences each: (1 Mark)

4. Who are the special ones to grandparents? (Easy) (LO 3)
5. What are the best things that grandparents can give? (Average) (LO 3)
6. How do you spend time with your grandparents? (Average) (LO 12, 13)
7. What good qualities do you learn from your grandparents?
(Average) (LO 14, 28)
8. What will you do to keep a strong bond with your grandparents?
(Average) (LO 13, 14, 28)
9. How do you express your love for your grandparents? (Average) (LO 12, 13, 28)

III. 10. Write two rhyming words for the given words: (1 Mark each) (LO 18, 31)

- a) fun, _____, _____(Easy)
- b) call, _____, _____(Easy)
- c) tell, _____, _____ (Easy)

IV. 11. Pick out any one line from the given stanza that you like and give reason:

(2 Marks) (Easy) (LO 12, 26, 46)

Giving hugs is what grandparents do best,
And do it better than all the rest!
Here is a secret, and it is true-
Grandma and grandpa, our hearts belong to you!

UNIT-8: WEALTH AND VALUES (Prose)

Blueprint Based on Objectives

Sl No	Objective	Weightage (%)
01	Knowledge (Recall, facts, spellings)	16%
02	Comprehension (Understanding content)	39%
03	Application (Grammar Usage)	35%
04	Expression / Creativity (Writing Skills)	10%
Total		100%

Blueprint Based on Difficulty Level

Sl No	Objective	No of Questions	Weightage (%)
01	Easy	14	32%
02	Average	26	59%
03	Difficult	04	09%
Total		44	100%

**I. Four alternatives are given for each of the following. Choose the correct alternative.
(1 Mark)**

1. Balaji lived in a palatial house. The word palatial means ____ (Easy) (LO 53)
- A) small
 - B) neat
 - C) like a palace
 - D) peaceful

2. Rahul has come back. - one word for 'come back' is ____ (Easy) (LO 53)

- A) reply
- B) return
- C) trigger
- D) rest

3. "In _____ there is happiness and peace". (Easy) (LO 1, 3)

- A) ignorance
- B) stupidity
- C) forgiveness
- D) jealousy

4. Rahul spends money _____ and leads a luxurious life. (Easy) (LO 1, 3)

- A) lavishly
- B) reasonably
- C) modestly
- D) miserly

5. "I realized my mistake, forgive my foolish behaviour" - the above sentence was uttered by _____ (Easy) (LO 1, 3)

- A) Gagan
- B) Rahul
- C) father
- D) friends

II. Answer the following questions in one or two sentences each: (2 Marks)

6. How was Rahul and Gagan different from each other? (Average) (LO 29)

7. How did Rahul wish to spend his share? (Average) (LO 1, 3)

8. How important is forgiveness according to you? (Difficult)

(LO 12, 13, 28)

9. Write a note on Rahul's condition after he spent all his money. (Average) (LO 1, 3)

10. Did Rahul's friends help him when he was in need of money? (Average) (LO 3)

11. How did father welcome when Rahul when he returned? (Average) (LO 3)

12. What would be your reaction if you were in Gagan's place? (Difficult) (LO 12, 13)

13. List out any four values you would like to imbibe after reading this lesson.

(Average) (LO 28)

14. If you were Gagan, what is your advice to Rahul? (Average) (LO 13, 27, 28)

15. What value did Rahul show when he fell at his father's feet? **(Average) (LO 28)**

16. In your opinion, is money more important than values? **(Difficult) (LO 12, 13, 28)**

III. Read the following extracts and answer the questions that follow: (3 Marks)

17. "I need my share. I want to visit places all over the world". **(Average) (LO 1, 3)**

- a) Who is 'I' referred to?
- b) Whom was it said to?
- c) Whom is he expecting the share from?

18. "Your brother has come back; your father is celebrating his return". **(Average)**

(LO 1, 3)

- a) Who said this?
- b) Whom was it said to?
- c) Who has come back?

19. "Gagan, come in. Rahul has come home. Come let's join the feast." **(Average)**

(LO 1, 3)

- a) Who said this?
- b) To whom was it said?
- c) Why did the speaker invite Gagan to the feast?

20. "Shouldn't we forgive your brother as he realised his mistake? 'To err is human, to forgive is divine'. **(Average) (LO 1, 3, 28)**

- a) Who is 'your brother' referred to here?
- b) What does the proverb 'To err is human, to forgive is divine' mean?
- c) What quality of Balaji is revealed here?

IV. 21. Pick out the hidden words from the following words. (1 Mark each) (Easy) (LO 18)

- a) superintendent
- b) automobile
- c) carpenter
- d) vegetable
- e) chimpanzee

V. 22. Identify the adjectives in the given sentences: (1 Mark each) (LO 18)

- a) Mother served hot coffee to all guests. **(Average)**
- b) The colourful flowers bloomed in the garden. **(Average)**
- c) The happy dog wagged his tail. **(Average)**
- d) The bright sun shone in the sky. **(Average)**
- e) The loud bell rang in the morning. **(Average)**
- f) The big lion was roaring. **(Average)**

VI.23. Frame questions and answers using the following words: (2 Marks each) (Average) (LO 34)

One is done for you

Q: What is a pencil used for?

A: It is used to draw pictures.

- a) towel
- b) ball
- c) broom
- d) jug
- e) scale
- f) cupboard

VII. Fill in the blanks with verbs in the present continuous tense. (1 Mark) (LO 38)

- 24. The dog is _____(bark) from half an hour. **(Average)**
- 25. The ladies are _____(go) for a movie. **(Average)**
- 26. We are _____(plant) saplings in our garden. **(Average)**
- 27. Girls are _____(swim) in the lake. **(Average)**
- 28. Sania is not _____(read) a magazine. **(Average)**
- 29. Preetham is _____(cover) his notebook. **(Average)**

VIII. 30. Read the following conversation between father and daughter and complete the conversation in your own words. (2 Marks) (Difficult) (LO 10, 24)

a) Father: Look, sweetie! A beautiful butterfly!

Daughter: Wow! It's so colourful!

Father: Isn't it? Nature is full of surprises.

Daughter: Can we follow it and see where it goes?

Father: Let's see! Maybe it'll lead us to a secret garden.

Daughter: Daddy, look! I found a ladybug!

Father: Ah, great job! Let it crawl on your hand.

Daughter: It's so tiny and cute!

Father: _____

Daughter: _____

IX. 31. Fill in the blanks with the plurals of the words underlined. (1 Mark each) (Easy) (LO 18)

- a. One box on the table, neat and square,
add some more _____, now we have pair!
- b. One baby was crying, oh what a sound!
Two _____ came from all around.
- c. One knife in the kitchen, sharp and bright,
we need more _____ to cut just right.

IX. 32. Project work: Prepare two boxes and name them as positive and negative value box. Make chits with the values given below and put them in the right box.

(Average) (LO 8, 28)

obedience	encouragement	beauty	respect
politeness	honesty	kindness	disrespect
Love	punishment	health	bad
dedication	good	repentance	ugly
truthfulness	brightness	truthfulness	falsehood
forgiveness	compassion	hatred	illness
cruelty	rudeness	sorrow	strength

THE QUARREL (Poem)

I. Four alternatives are given for each of the following. Choose the correct alternative. (1 Mark)

1. The word quarrel means _____ (Easy) (LO 53)

- A) friendship
- B) sympathy
- C) argument
- D) forgiveness

2. The afternoon turned _____ (Easy) (LO 3)

- A) yellow
- B) black
- C) red
- D) white

3. At the end of the poem _____ (Easy) (LO 3)

- A) I was wrong
- B) Brother was wrong
- C) Both were right
- D) Both were wrong

II. Answer the following questions in one or two sentences each: (1 Mark)

4. What was the reason for the quarrel in the poem? (Average) (LO 1, 13)

5. Who are the two characters in the poem? (Easy) (LO 3)

6. Have you ever quarrelled? Explain how the quarrel starts?

(Average) (LO 12, 13)

7. With whom do you quarrel the most in your class? (Average) (LO 12)

8. How should the quarrel end according to you? (Average) (LO 28)

9. What message does the poem give? (Average) (LO 1, 26)

10. Who accepted the mistake in the fight? (Easy) (LO 3, 27)

III.11. Match the meanings. (5 Marks) (Easy) (LO 53)

A	B
1. quarrelled	strong
2. slight	disagreement
3. fell out	very little
4. intense	dislike
5. hate	strong

IV. 12. Rearrange the lines of the poem in correct order:

(3 Marks) (Easy) (LO 17, 26)

He said he was right,
The afternoon turned black.
The end of it was strong,
We hated one another.
I knew he was wrong!

Answer Key

UNIT-1: HEALTHY LIFE

I

1. C) live
2. B) uttering words
3. A) germs
4. A) joy and happy life
5. D) destruction of forest

II. 6. They ate varieties of food and loved fruits and vegetables.

7. Earth was the healthiest place and both adults and children were full of joy and were in good moods.

They used to exercise daily. All these made witches furious.

8. The meaning of potion is, a liquid with healing magical or poisonous properties.

9. All the furious witches gathered together to prepare a potion. In this process during the collection of energy one of the witches made a mistake in uttering the words. So, the potion went wrong.

10. The boy found the liquid near the forest.

11. The worst disease that is caused due to potion: The disease of wasting life

12. After drinking the potion, the boy wanted to eat pizza, burger, etc.

13. A little bit of effort to eat some fruits and vegetables and to do some exercises was the remedy prescribed by the doctor.

14. The word very 'angry' means furious.

15. The word 'swamp' describes an area of soft, wet land.

III.

16. Running, jumping, walking, playing, etc

17. Exercises keep our body and mind healthy.

18. Eating fruits and vegetables, nuts, fish spinach, etc

19. Making healthy choices keeps our body and mind healthy. To get good health, eat balanced

food, fruits and vegetables.

20. We learn that good habits can completely change our health. A small change in lifestyle can make people active and happy.

IV.

21. a) One of the witches

b) To prepare potion

c) In a forest

22. a) the boy

b) He started wasting time

c) he swallowed the potion

23. a) People were suffering from the disease of wasting time.

b) People were suffering from the disease.

c) Yes, it was.

V.

24) strong

25) desire

26) outburst

27) tiny

28) swallowed

VI. 29.

a. APPLE

b. ORANGE

c. EGG

d. BLUEBERRY

e. PEAS

VII. 30. Individual responses

VIII 31. Staying, knows, lead, work, lead, eat, maintain, sleep, exercising, maintaining, keeping, encourage

a. My father encourages me to study well.

b. I stay fit by doing exercise.

c. My mother leads the home.

- d. I sleep only 7 hours a day.
- e. I keep my things in a proper way.
- f. I eat healthy food.

IX. 32.

Strong	X	Weak
Early	X	Late
Heavy	X	Light
Start	X	stop
Joy	X	Sad

X.33. baskets, calves, knives, watches, stories.

XI. 34. Individual responses

XII. 35. The witches' potion would encourage us to eat junk food, spend too much time on mobile phones, avoid exercise and neglect healthy eating habits.

- 36. It will keep me healthy, strong, and active.
- 37. I can spend more time playing or exercising to avoid watching TV.
- 38. I will tell my friend that vegetables help us grow healthy and prevent diseases.
- 39. Outdoor games keep the body fit and make children energetic.
- 40. The person may become unhealthy and fall sick often.
- 41. I should eat healthy food, exercise daily, and stay happy.
- 42. I would start exercising, eat nutritious food, and follow a healthy routine.
- 43. I can encourage them to eat fruits, vegetables, and exercise regularly.
- 44. Exercise helps people stay healthy and removes unhealthy habits.
- 45. I would join it to learn healthy habits and stay fit.
- 46. Healthy food and regular exercise.
- 47. Eating fruits and exercising.
- 48. Dr. Fitton-Healthy.
- 49. Yes, I agree. The story teaches that both children and adults need to exercise and live a healthy lifestyle.

50. In olden days, everyone was strong and healthy because they ate varieties of fruits and vegetables and did daily exercises.

THE GYMNASTIC CLOCK (Poem)

I.

1. B) friend
2. D) all day
3. A) round
4. C) back
5. B) the poet

II.

6. M C Davis

7. Poet and the clock.

8. The clock reminds the speaker not to forget his daily exercise.

9. Both the speaker and the clock can swing their arms and they both exercise daily.

10. Yes, it is necessary to do exercise daily to keep our body and mind fit.

III.

11. me- be

rise- exercise

way- day

pooh-too

12. Individual response

13. We learn that time is very important and should not be wasted. We should always be active and disciplined.

14. Time cannot be brought back once it is lost, but money can be earned again. The clock reminds us that every second is important.

IV.

15. (a) the clock

(b) the poet

(c) the clock reminding the poet not to stop his regular exercises

16. (a) the clock

(b) the poet

(c) Yes. We should not stop our regular exercise, it keeps our body and mind fit.

17. (a) the clock says tick tock.

(b) all day long.

(c) tick tock sound.

18. (a) It stretches its hands.

(b) They show the time.

(c) The hands of the clock.

V. 19.

friends

it talks

each morning

exercises

VI. 20. Project work:

UNIT -2: AVOID PLASTICS

I

1. C) China

2. B) 450 years

3. A) using steel, glass or bamboo straw

4. D) Cheap

5. A) Dangerous

II. 6.

- | | |
|-------------------------|--|
| a. Plastic waste | threat to environment |
| b. Waste separation | biodegradable, recyclable and non-recyclable |
| c. Reduce reuse recycle | three R's |
| d. Stainless steel | eco-friendly material |

III.

7. No, most conventional plastics are not biodegradable.

8. Plastic affects the air primarily through the release of pollutants when it's burned or produced.

9. Plastics are non-Biodegradable and persist in the environment for centuries disrupting soil health and ecosystems.

10. I can use a cloth, paper or a jute bag.

11. The global warming refers to the long-term increase in the earth's average temperature.

12. Plastic is long lasting and it is easy to make and it is inexpensive.

13. Biodegradable means a substance can be broken down naturally by microorganisms like bacteria and fungi without causing harm to the environment.

14. Track your daily routine and progress, eat balanced food, do exercises,

IV.15.

- a. Un- undo, unfold
- b. Im- impolite, immature
- c. In- intolerant, indiscipline
- d. il- illogical, illegible
- e. ir- irregular, irresponsible
- f. de- decode, distress
- g. re- redo, reappear.
- h. dis- disinterested, disobedient
- i. mis- misunderstand, misinterpret

a) honesty, noisy.

b) quickly, softly

c) loyalty, sincerity

- d) bravery, mockery
- e) fruitful, truthful
- f) shipment, basement
- g) happiness, blindness
- h) bearable, eatable
- i) fearless, baseless

V. 16.

- a. What is your name?
- b. Which book do you want?
- c. Where/why do you go now?
- d. How/When will you come to school?
- e. How old are you?

VI. 17.

Educate- education

Develop -development

Decorate -decoration

Attract- attraction

Pollute -pollution

VII. 18. Should

19. Should not

20. Must

21. Should

22. Must

VIII. 23. Causes

24. Use

25. Suffer

IX. 26.a. bat, church, pen, work.

b. clinic, father, house, story

c. bad, good, happy, sad

d. eat, play, run, sing

e. accept, animal, apple, arrange

X. 27. A

28. A

29. An

30. The

31. A

32. An

33. A

34. The

35. An

36. An

XI. 37. I will carry a cloth bag and avoid using plastic items. I will also encourage my classmates to do the same.

38. I will explain how plastic harms nature and health. I will encourage them to use cloth bags and reusable items.

39. Shops can ban plastic bags. They can encourage customers to carry their own bags.

40. As plastic is cheap and easily available, people dispose plastic everywhere. Plastic stays on the earth's surface for many centuries as it is long-lasting and is impossible to decompose.

41. Recycling degrades the quality of plastic and demands the production of more plastic to make an original product. It also has a bad impact on the food chain.

42. When plastic is thrown after use, they remain in the soil in the same form as they are non-biodegradable therefore has a bad impact on the environment.

XII 43. Students' response.

44. Students' response.

45. Students' response.

AWARENESS (Poem)

I.

1. C) grass
2. A) insecticides
3. D) yellow
4. B) Sylvia Stults
5. C) insect

II. 6. a. Raise awareness.

b. Destruction of mankind.

III.

7. Sylvia Stults wrote the poem awareness

8. The pesticides and the insecticides that are sprayed on the crops will be mixed with our food grains. Oceans are filled with crude oils and sea creatures are contaminated. Thus the terrestrial and seafood gets contaminated

9. We are living in a polluted environment. If we do not take any action we may suffer in future. We are the main cause of pollution to the environment. So, we should correct it. To save ourselves, we should save the environment.

10. Poison and insecticides are sprayed on our food.

11. I create awareness among the farmers by informing them not to spray insecticides on food crops and for the people not to eat junk food.

12. I will make posters and tell my classmates about cleanliness. I will also keep my surroundings clean.

13. I will put it in the bin.

14. Students can plant trees and avoid plastic. They can also keep their surroundings clean.

IV. 15.

- | | | |
|----|--------------------------|--------------------|
| a. | March 22 nd | - World Water Day |
| b. | February 4 th | - World cancer day |
| c. | April 22 nd | - Earth Day |

- d. December 23rd - National farmer's day
- e. June 5th - Environment Day

V. 16. Students' response.

UNIT -3: EKALAVYA

I.

- 1. B) young deer
- 2. A) hunter
- 3. C) Drona
- 4. B) decision
- 5. C) thumb

II.

- 6. Dronacharya was Pandavas' guru.
- 7. Ekalavya wanted to learn archery to protect the fawns.
- 8. Hiranya Dhanush was Ekalavya's father.
- 9. Arjuna, Nakula, Sahadeva, Bhima and Yudhishtira.
- 10. Drona taught archery to the Pandavas
- 11. "God bless you dear boy."
- 12. Ekalavya was not accepted as Drona's pupil because he was not a Kshatriya or a brahmin.
- 13. The devotion of Ekalavya made him a good Archer.
- 14. Ekalavya learnt archery through his devotion and dedication.
- 15. Ekalavya sacrificed his right hand thumb as gurudakshina.
- 16. According to Arjuna, Drona had not yet taught them the art of shooting at an unseen object.
- 17. According to Drona, Shabdavedhi is the most skilful trick in archery.
- 18. Prostrate means to lie flat on the ground before a person to show respect.
- 19. A fawn is a young deer.
- 20. The deer ran to Ekalavya because they were afraid of the sound of dogs.
- 21. Whine means to make a sad crying sound.

III.

22. a. Dronacharya said this.
b. Because he was glad they had learnt the skill well.
23. a. Ekalavya said this.
b. The animal spoken about is the fawn.
24. a. Vow means promise.
b. The vow to teach archery only to Kshatriyas.
25. a. Dronacharya said this.
b. The speaker is talking about Ekalavya's skill of Shabdavedhi.

IV.

26. poor
27. long
28. cruel
29. reject
30. weak

- V. 31. False.
32. False.
33. False.
34. True.
35. True.

VI. 36. Sound.

37. Pandavas , Kauravas.

38. Devotion.

39. Fawns.

VII. 40. Howls.

41. Home.

42. Proud.

43. Correction.

VIII. 44. SNACKS, STOP, IRON

IX. 45. boy, Acharya, Ekalavya, son, Hiranya Dhanush, Drona, hunter, forest

X.46.

collection

application

education

dedication

meditation

XI. 47. Individual response

XII.

48. Ekalavya learnt archery through his devotion and dedication.

49. As Ekalavya accepted Drona as his teacher, Drona demanded guru Dakshina.

50. It was his innocence that he gave his thumb as guru Dakshina without a second thought.

51. Acharya was astonished at Ekalavya's skill. He had mastered the art of shooting arrows by detecting the source of sound.

52. By being disciplined, determined, hardworking and respectful towards my teachers.

53. Students will mention the skills that they/ their friends have acquired.

54. Dronacharya appreciated Ekalavya's skill of Shabdavedi which he acquired through his hardwork and devotion.

55. Honouring teachers is very essential because they not only teach but shape the future of the students and guide the students in the right path.

XIII. 56. a) Ekalavya

b) Arjuna

c) Ekalavya had accepted Drona as his guru.

57. a) Drona

b) archery

c) Ekalavya

XIV 58.

a. Abhimanyu learnt the art of breaking the chakravyuha while still in his mother's womb.

b. Abhimanyu was sixteen years old when he fought the great war.

c. The Chakra yuh represents the most intricate circular formation.

d. Abhimanyu met Duryodhana at the centre of the Chakra yuh.

XV. 59. Knife, Climb, Debt, Write, Comb, Knock, Tomb, Doubt, Knob, Wriggle.

XVI. 60. 1. Did you have your breakfast? – Interrogative Sentence

2. We had been to Kerala last Monday. – Assertive Sentence

3. Please maintain silence. – Imperative Sentence

4. Oh! what a pleasant day. – Exclamatory Sentence

5. Since it was raining yesterday, I could not go to school. – Assertive Sentence

XVII 61. Project work

WHY GOD MADE TEACHERS (Poem)

I.

1. D) Special friends

2. A) Long

3. C) teacher

II.

4. God created teachers.

5. individual opinion

6. individual opinion

7. Kevin William Huff

8. God gave us special friends.
9. Teachers help us understand His world.
10. After discovering the beauty and wonder of this world, we become a better person.

III.

11. True.
12. True.
13. False.

IV. 14a. He' refers to God.

b. 'H' is capital because it refers to God.

15. a. Teachers show us ways to grow.
- b. They help us decide how to live.

V.16. An

17. A

18. The

19. An

VI.20. When God created teachers,

He gave us special guides

To show us ways in which to grow

So we can all decide

VII. 21. Project work

UNIT-4: LEG TRAP

I

1. B) worked
2. A) hard working boy
3. B) necklace
4. B) right
5. C) pink shirt and red tie
6. B) Shoeshine boy
7. C) Cinema Hall

II.8.

- a. trapped
- b. heard
- c. thought
- d. disturbed
- e. stood,

III.9.

- a. an
- b. The
- c. an, the
- d. An , the
- e. The, a

IV. 10. table, thief, leg trap, gold, shirt, costumer, bend

V. 11. Writes dialogues and practises.

VI.

12. Dhira was a shoeshine boy.

13. Dhira lost his father when he was very young.

14. Dhira was sitting under a tree and counting his day's earnings and humming a popular tune.

15. Dhira helped the police to catch the thief.

16. Dhira started earning at a very young age because he lost his father at a very young age.

17. He was looking at his watch frequently and shouting at the boy.

18. The customer wore a pink shirt and a red tie and looked like a rich man.

19. Dhira tied the lace of both the shoes and made the thief fall.

20. Dhira was living with his mother and sister.

21. Dhira was a hardworking boy.

22. The thief escaped from the jewellery shop.

23. Dhira lost his father when he was very young.

VII.24.a. The customer said this.

b. The speaker said this when he saw two policemen approaching.

25. a. Dhira thought this.

b. Dhira was disturbed because the customer suddenly became impatient.

26. a. Dhira said this.

b. He said this when he found something sticking out of the customer's shoe at the back.

VIII. 27.a. Passerby

b. customer/thief

c. customer/thief

d. Policeman

IX..28.

a) a quick look

b) anger

c) yell

d) stealing

e) search

X. 29..

Positive	Negative
hard work, quickly, Time, sense, truthfulness, achievement, presence of mind	thief, robber, complain, temper

XI. 30. to, in, with, on

XII. 31.

a. bubble, courage, goal, labour

b. feeble, kind, seeking, trouble

c. bring, count, manage simple

d. finish, light, neat, zero

e. clear, hate, shame, yellow

XIII. 32. Find the error and rewrite.

a. The customer wore a pink shirt.

b. Dhira found something sticking out.

c. He bent his head to take a closer look.

XIV. 33. Yes, it takes courage to do the right thing as done by Dhira. Even though he was just a young shoeshine boy, he did not panic, but showed presence of mind by cleverly tackling the thief.

34. Dhira's story teaches us how courage and presence of mind can help overcome any dangerous situation. The story inspires young minds to be responsible citizens.

35. Dhira was praised for his presence of mind. He was also rewarded by the police and by the jeweler. His school, too, honoured him with a medal for his bravery.

XV. 36. Project work – Students collect information about the children who receive bravery awards.

FROTH AND BUBBLE (Poem)

I. 1. B) Adam Lindsay Gordon

2. C) weak

3. A) Froth and bubble

4. C) Material things

5. B) Inspirational

6. C) Duty and responsibility

7. C) Kindness and courage

8. C) Kindness

II. 9. labour – neighbour

one - won

bubble- trouble

stone - own

III. 10. Gentle emotions are compared to stone.

11. According to the poet, life is full of froth and bubble.

12. Goal - aim

Labour – hard work

Seek – get

Courage – able to meet danger without fear

13. Individual responses.

14. To remain committed to our duties.

15. No, they are temporary.

16. The poet compares life to ‘froth and bubble’ to show the uncertainty of the world. Earthy things are temporary and short lived.

IV.17. Students will write the theme of the poem in their mother tongue.

UNIT-5: THE WONDER BOWL

I.

1. B) hut
2. D) supper
3. C) milk
4. A) angels from heaven
5. B) his cottage

II.

6. The couple heard the barking of dogs and shouting of boys in the village.

7. Philemon said to his wife to see if there was any food to give the strangers.

8. Baucis whispered to her husband that the strangers were not ordinary men.

9. The couple could hardly sleep because of the wonder that the strangers had worked with the bowl.

10. The couple wished to die together.

III. 11. The two strangers drank the milk and later one of them asked for more. But there was hardly a drop left in the bowl. Then the guest filled not only his cup but also his friend's. This made the couple think that they were not ordinary people.

12. The God's messengers granted the couple's wish and they turned their poor cottage to a grand mansion.

IV. 13. The old couple treated the guests with kindness and welcomed them with joy. They took the ragged newcomers to their poor cottage. They served the milk and talked with them politely.

14. The story teaches us to be kind, generous, and hospitable to everyone. We should help other even when we have little to share. Good deeds should be done without expecting rewards. The story also tells us not to judge people by their appearance. It shows that kindness and compassion make life meaningful.

V.

15. a) One of the guests said this.

b) The lady is Baucis

c) When Baucis said if the strangers had come earlier, they would have shared their supper with them.

16. a) 'We' refers to the strangers

b) It was said to the couple

c) The speaker said so when they were about to leave.

17. a) One of the guests said this.

b) The lady is Baucis

c) When Baucis said if the strangers had come earlier, they would have shared their supper with them.

18. a) One of the heavenly visitors.

b) To Philemon and Baucis.

c) Because the couple treated them with kindness and respect.

19. a) Philemon and Baucis.

b) Their limited food and resources.

c) Generosity and sharing.

VI.

20. cold

21. small

22. short

23. special

24. dull

VII. 25. a) beautiful

b) kindness

c) helpful

d) development

e) comfortable

VIII. 26. a) The guests were very tired.

b) He goes to school by bus.

c) The old couple lived in a hut.

d) The cat saw a bowl of milk.

e) Can you get me a cup of water?

IX. 27.

a) neatly

b) melodiously

c) quickly

d) happily

e) carefully

X. 28.

a) delicious

b) difficult

c) beautiful

d) clever

e) wild/dangerous

XI. 29.

a. same, site, ship, step.

b. band, beat, bite, boat

c. late, lead, life, load

d. hate, heat, hide, hunt,

XII. 30.

a) There are seven days in a **week**.

b) The strangers asked for a **piece** of bread.

c) The couple showed **their** kindness.

d) Tanu writes **diary** regularly.

e) The villagers did not **accept** the travellers.

XIII. 31. a) to

- b) in
- c) in
- d) at
- e) towards

XIV. 32.

- a. Meena's favourite subject is English.
- b. Classrooms are bright and colourful.
- c. The name of the teacher is Raju.
- d. Library

XV. 33. We learn that we should be kind, helpful, and hospitable to everyone, especially strangers.

34. I can welcome guests politely, offer them food and speak to them kindly.

35. I would treat the strangers respectfully and help him or her as much as possible.

36. Yes. Kindness helps people and brings happiness, while wealth alone cannot make a person good.

37. I would use it to feed hungry people and help the poor.

38. A person's character is more important than their clothes and appearance. The strangers looked poor, but were actually heavenly messengers.

XVI. 39.

The picture shows a beautiful scene of children feeding animals and birds. The children are pouring milk and food into the bowls. Several animals including cats, dogs and birds are enjoying the food. This picture shows the people's generosity by helping and feeding animals and birds outdoor.

XVII. 40. Project work

ABOU BEN ADHEM (Poem)

- I. 1. B) people
- 2. B) peace
- 3. D) bright
- 4. A) sleeping
- 5. C) Love for humanity

- II. 6. Leigh Hunt has written the poem.
 7. An angel was writing in a book of gold.
 8. Abou Ben Adhem, an angel
 9. room-bloom
 gold-bold
 said-head
- III. 10. Students will write a poem on similar theme. (Individual response)
- IV. 11. a. you
 b. write
 c. Blessed
 d. Your
- V. 12. b. He was sleeping peacefully in his room one night.
 a. Abou Ben Adhem saw an angel writing in a golden book.
 d. Abou asked if his name was in the list of those who love God.
 e. The angel wrote and vanished.
 f. Abou requested to be written as one who loves his fellow men.
 c. The angel returned the next night with the same book.
 g. His name was placed at the top of the list.
- VI. 13. a) Abou Ben Adhem said this.
 b) It was said to the angel
 c) thou means 'you' .
14. a) It means 'look' or 'suddenly'
 b) His name was at the top of the list.
 c) Because he loved his fellow beings.
- VII. 14.

1. As big as an Elephant. 
2. As beautiful as a Rose. 
3. As colourful as a Butterfly. 
4. As furious as a Tiger. 

VIII.15. **Project Work:** Collects poems of similar theme of generosity in English or any language.

UNIT-6: JOURNEY TO THE TOP

I.

- 1.b) Nakuri
2. c) tradesman
3. b) Arjuna Award
4. a) Sanskrit
5. c) Sagarmatha

II.

6. Bachendri pal was the first Indian woman to climb the summit of Mt. Everest.
7. She earned money by sewing in her spare time.
8. B.A., M.A., B.Ed
9. She climbed Gangotri and Rudugaira
10. She was selected for the Indian Everest Expedition in 1984..
11. Strong determination.
12. We should face them with courage and confidence.
13. To never give up and work hard to achieve goals.
14. I will try again with more effort.
15. I would ignore negativity and stay focused on my goal.

III.

16. Bachendri pal was a rebellious child. She loved wandering in the snow-clad Garhwal Himalayas. She was an active child did well in her studies at school.
17. They faced many setbacks including an avalanche and injuries in the expedition. A sudden landslide injured the members of the team.
18. Students should face difficulties with courage and confidence. They should not give up easily when problems come. Instead, they should try again and learn from mistakes.
19. I can develop confidence by practicing regularly and believing in myself. I should not fear failure. I should keep trying until I succeed.

IV.

20. Country's highest sports award, the Arjuna Award, Padmashri Award, National Adventure Award, Yash Bharathi Award, Gold Medal by IMF, Lifetime Achievement Award, etc.

V. 21. a) who

b) where

c) that

d) whom

e) which

22. a) inexperience

b) unlock

c) disadvantage

d) unload

e) impossible

23. a) P.U.C- Pre University Course

b) M.A- Master of Arts

c) B.Com- Bachelor of Commerce

d) B.E- Bachelor of Engineering

e) S.S.L.C- Secondary School Leaving Certificate

24. Individual response

25. a. who

b. which/that

c. who

d. whose

e. which/that

26. a. Summit.

b. Mentor.

c. Avalanche.

d. Autobiography.

e. Expedition.

VI.27.

a. Arunima Sinha is India's first female amputee to scale Mount Everest.

b. She was born on 20th July 1989.

c. Bachendri pal trained Arunima Sinha.

- d. She lost her left leg in a tragic incident.

VII.28 a. Avul Pakir Jainulabdeen Abdul Kalam

- b. He was born in Rameshwaram, Tamilnadu.
- c. He is known as the 'Missile Man of India.'
- d. He was a scientist.
- e. Wings of Fire and Ignited Minds.

VIII 29.

This is a picture of Water Rafting. The rafters are wearing safety jackets and yellow helmets. Everyone is shouting with joy. More rafts can be seen in the background. The scenery around the river includes green trees and forest hillside, suggesting a mountainous location. All are enjoying the sport.

IX. 30. Project work

31. Project work

MOUNTAIN CLIMBING (Poem)

I.

- 1. A) eager
- 2. C) mist
- 3. B) aching
- 4. A) muscles
- 5. C) apex

II.

- 6. Laura Howell Horner has written the poem.
- 7. The road to the mountain was winding and filled with stones and dust.
- 8. When he reached the top he felt like he conquered the world and it was under him.
- 9. winding
- aching
- rising
- falling

reaching
searching
stumbling
tackling

10. Steep paths.

11. The mist and the winding roads are the two difficulties faced by the climbers.

III. 12. Students will write the experience of the poet in their own words. (Individual response)

13. Mountain climbing is difficult and needs effort, just like life. We face challenges at every step in both. Success comes only after hard work and patience. So, life is compared to climbing a mountain.

14. Students response.

IV. 15. Through the mist
up the winding road
to the mountain high
I did climb.

V. 16. Students refer to the dictionary and find out the meanings of the words.

VI. 17 Project work

.

UNIT 7: NEST WITH GRAND PARENTS

I

1. B) arrange
2. D) Pune
3. C) great anger
4. A) divine
5. A) Dada

II.

6. Anjali was fussy, irritating bratty and would not talk much, she was not polite and didn't want to share her things.

7. It was because she had to share her room with her grandparents.

8. The family was followed by silence, it was a nuclear family again, there was no one to talk, mother was harassed and overworked with no time. Bustle of big family had faded into silence.

9. Anjali realized how lonely and empty the house felt without the grandparents. She felt the affection, care and guidance her grandparents gave her and she realized the family bonding and affection are more valuable than personal space.

10. Dadi had taken over the kitchen being a fantastic cook, she served divine parathas, mithai, salads. She also took care of Anjali so that her mother could rest her feet.

11. I am very happy to spend time with my grandparents. We enjoy evening walk, pluck flowers, water saplings visit nearby temples. My grandma is my best partner in all my work.

12. They came to live with Anjali's family as they sold their property in the village and they were too old to live independently.

13. Anjali's Dada would help her in her projects especially with the maths and also in reading newspaper. Dadi was helpful in taking care of her and serving with divine food.

14. I would help them immediately with care and respect. I would try my best to make their work easier.

15. We learn to love and respect our grandparents. We also learn to be helpful and caring.

16. They teach us discipline, respect and good manners. Their stories and advice shape our character.

17. Anjali led a comfortable, modern and a self centered life. In contrary, her grandparents followed a simple and traditional life. They believed in family being together.

III.

18. a) Anjali is the speaker
b) You are not giving up everything instead you are going to sleep on the couch in the hall.

c) When Anjali got to know that her grandparents would live in her room.

19. a) Grandparents
b) Anjali's family
c) because it was not good for health

20. a) Anjali.
b) From her grandparents.
c) She learnt to be kind and respectful towards elders.

21. a) Anjali.
b) Staying with her grandparents.
c) She is loving and affectionate.

IV. 22. They will encircle the words

V. 23. Grandparents

24. siblings

25. aunt

26. niece

27. uncle

VI. 28. a) about

b) from

c) by

d) in

e) for

VII. 29.

- a) As soon as grandma entered children happily screamed “grandma is here”.
- b) Grandma and children cooked traditional family recipes, worked together measuring ingredients and mixing batter.
- c) Grandma’s family tradition was spending time with grandchildren.
- d) The secret ingredient was ‘love’.
- e) Eager, laugh, smile, love.

VIII. 30. Project Work.

31. Project Work.

32. Project Work

DEAR GRANDMA AND GRANDPA (Poem)

I.

- 1. B) grandparents
- 2. D) smiles
- 3. A) grandma and grandpa

II.

- 4. Grand children are very special to grandparents.
- 5. Giving hugs is what grandparents can do best.
- 6. Students’ own response
- 7. Students’ own response

8. I will regularly communicate and visit them. I will show love, respect and care always.

9. Student express feelings about their grandparents.

III. 10.

- a) bun, run, nun, sun, etc.
- b) fall, all, ball, small, etc.
- c) bell, fell, sell, hell, etc.

IV. 11. Students will choose a line of their choice and state the reason.

UNIT-8: WEALTH AND VALUES

I. 1. C) like a palace

- 2. B) return
- 3. C) forgiveness
- 4. A) lavishly
- 5. B) Rahul

II.

6. Rahul was very irresponsible always enjoying his time with his friends while Gagan was a responsible boy and always helped his father.

7. Rahul wanted to spend his share by visiting places all over the world.

8. Forgiveness is essential because it heals broken relationships, gives people a second chance to correct their mistakes and brings peace to the heart.

9. Rahul was a poor man and understood the value of money. None of his friends helped him, he wanders desperately and realises the value of his father's advice.

10. No, none of his friends helped him when he was in need of money.

11. Rahul's father was very happy and he ordered his servant to bring best clothes, decorate his finger with a ring, get good shoes for his feet, make delicious meals and celebrated his return.

12. Students' own response.

13. Students' own response.

14. I would tell Rahul that true happiness comes from family, not money. I would remind him that travelling the world with family is better.

15. Rahul showed the value of repentance and humility when he fell at his father's feet. He accepted his foolish behaviour and understood the importance of family.

16. No, money is temporary and cannot buy true happiness or strong relationships, whereas moral values build character and guide us through tough times.

III.

17. a) I refer to Rahul

b) it was said to Gagan

c) He is expecting his share from his father.

18. a) Servant said this.

b) I was said to Gagan.

c) Rahul has come back.

19. a) Mr. Balaji

b) Gagan

c) Because he wanted to celebrate Rahul's return with the whole family.

20. a) Rahul

b) It means making mistakes is natural for humans, but forgiving those mistakes is a noble quality.

c) This reveals Mr. Balaji's quality of forgiveness, wisdom, and love for his children.

IV. 21. a) super, in, ten, end

b) auto, to, mobile, bile

c) car, pen, ten

d) veg, get, table, able

e) chin, pan, man

V. 22.

a) hot

b) Colourful

c) happy

d) bright

e) loud

f) big

VI.23.

a) What is towel used for?

Towel is used to wipe our body

b) What is ball used for?

Ball is used to play.

c) what is broom used for?

Broom is used to sweep the floor.

d) What is jug used for?

The jug is used to fill water

e) What is the scale used for?

Scale is used to draw straight lines.

f) What is a cupboard used for?

The cupboard is used to store things.

VII 24. barking

25. going

26. planting

27. swimming

28. reading

29. covering

VIII 30.

Students will complete the conversation in their own words.

IX. 31.

a. boxes

b. babies

c. knives

X. 32. Project work: Prepares two boxes and names them as positive and negative value box and makes chits with the values given and puts them in the right box.

THE QUARREL (Poem)

- I.** 1. C) an argument
2. B) black
3. A) I was wrong
- II.** 4. There was no reason for quarrel but one thing led to another.
5. Poet and his brother.
6. Students' own response
7. Students' own response
8. Students' own response
- III.** 9. a. an angry argument.
b. very little
c. disagreement.
d. strong.
e. dislike
- IV.** 10.
The end of it was strong,
He said he was right,
I knew he was wrong!
We hated one another.
The afternoon turned black.