

ಕರ್ನಾಟಕ ಸರ್ಕಾರ



ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ರಾಜಾಜಿನಗರ, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ.

ಪಾಠ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕನ ಸಾಮಗ್ರಿ

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ವಿಷಯ: ಇಂಗ್ಲಿಷ್

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ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ,

ಬನಶಂಕರಿ 3ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560085

ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಾರ್ಗದರ್ಶನ	
ಶ್ರೀಮತಿ ರಶ್ಮಿ ಮಹೇಶ್ ವಿ, ಭಾ.ಆ.ಸೇ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ	
ಡಾ. ತ್ರಿಲೋಕ್ ಚಂದ್ರ ಕೆ ವಿ., ಭಾ.ಆ.ಸೇ ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು	ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ ಹೆಚ್. ಎನ್. ನಿರ್ದೇಶಕರು, ಡಿ ಎಸ್ ಇ ಆರ್ ಟಿ, ಬೆಂಗಳೂರು
ಡಯಟ್ ಸಹಕಾರ	
ಪ್ರಾಂಶುಪಾಲರು ಶ್ರೀಮತಿ ಪ್ರಮೀತಾ ಅದೋನಿ, ಪ್ರಾಂಶುಪಾಲರು, ಡಯಟ್, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ.	ಮೆಂಟರ್ ಶ್ರೀಮತಿ ಲೀಲಾವತಿ ಪಿ ಎಸ್, ಉಪನ್ಯಾಸಕರು, ಡಯಟ್, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ.
ಸಂಯೋಜನೆ	
ಶ್ರೀಮತಿ ರಾಧಾ ಪಿ, ಹಿರಿಯ ಸಹಾಯಕ ನಿರ್ದೇಶಕರು, ಡಿ ಎಸ್ ಇ ಆರ್ ಟಿ, ಬೆಂಗಳೂರು	
ಪಾಠ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕನ ಸಾಮಗ್ರಿ ರಚನಾ ಸಂಪನ್ಮೂಲ ತಂಡ	
1. ಮಾರ್ಗರೇಟ್ ರೋಸ್ ಮೇರಿ, ಸ ಮಾ ಪ್ರಾ ಶಾಲೆ, ಲಿಂಗರಾಜಪುರ 2. ಬೀಬಿ ಅಮೀನ, ಸ ಮಾ ಪ್ರಾ ಶಾಲೆ, ಲಿಂಗರಾಜಪುರ 3. ಉಮ್ರಾಜ್ ಉನ್ನೀಸ, ಸ ಉ ಪ್ರಾ ಶಾಲೆ, ವೆಂಕಟೇಶಪುರ 4. ಶಹಾನೂರ್ ಸ ಮಾ ಪ್ರಾ ಶಾಲೆ, ಯಶವಂತಪುರ	
ಮಾರ್ಗದರ್ಶಕರು ಹಾಗೂ ಪರಿಶೀಲಕರು	
ಶ್ರೀಮತಿ ಪ್ರಮೀತಾ ಅದೋನಿ, ಪ್ರಾಂಶುಪಾಲರು, ಡಯಟ್, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ.	ಶ್ರೀಮತಿ ಲೀಲಾವತಿ ಪಿ ಎಸ್, ಉಪನ್ಯಾಸಕರು, ಡಯಟ್, ಬೆಂಗಳೂರು ಉತ್ತರ ಜಿಲ್ಲೆ.

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Unit 1 – Lesson 1: A Bottle of Dew

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend a moral folk tale.
- Identify the message about hard work and wealth.
- Apply vocabulary in context.
- Answer comprehension questions (short and extended).
- Use correct grammar forms.
- Express values through writing.

Question Bank

MCQs (10)

1. Who gave the man the task of bringing dew in a bottle?

- a) A farmer
- b) A saint
- c) A king
- d) A merchant

👉 Answer: b) A saint

2. What could not be collected in a bottle?

- a) Water
- b) Dew
- c) Milk
- d) Honey

👉 Answer: b) Dew

3. What lesson did the saint want to teach?

- a) Magic is real
- b) Hard work is true wealth
- c) Laziness pays off
- d) Wealth is useless

👉 Answer: b) Hard work is true wealth

4. What did the man understand in the end?

- a) Work brings respect
- b) Money can be earned by tricks

c) Farming is difficult

d) Dew is a treasure

☞ **Answer: a) Work brings respect**

5. The story “A Bottle of Dew” is a:

a) Fable

b) Folk tale

c) Poem

d) Play

☞ **Answer: b) Folk tale**

6. The saint wanted to stop the man’s:

a) Laziness

b) Greed

c) Anger

d) Fear

☞ **Answer: a) Laziness**

7. Who realized the value of labour?

a) The king

b) The villager

c) The merchant

d) The raven

☞ **Answer: b) The villager**

8. “True wealth” according to the saint was:

a) Money

b) Gold

c) Hard work

d) Jewels

☞ **Answer: c) Hard work**

9. The saint’s lesson is about:

a) Truth

b) Discipline

c) Hard work

d) Honesty

☞ **Answer: c) Hard work**

10. Which moral value is best reflected in the story?

a) Obedience

b) Bravery

c) Industry

d) Silence

👉 Answer: c) Industry

Fill in the blanks (6)

1. The saint asked the villager to bring a bottle of _____. → dew
2. Dew cannot be collected because it _____ quickly. → dries
3. The villager realized the value of _____. → hard work
4. The saint wanted to cure the man's _____. → laziness
5. The folk tale teaches that _____ is true wealth. → labour
6. The villager stopped being _____. → idle

True/False (5)

1. Dew can be collected easily in a bottle. → False
2. The saint gave the villager a wise lesson. → True
3. The man became lazier after the task. → False
4. The story is from Poorvi Part 1. → True
5. The saint wanted the man to be rich by tricks. → False

Synonyms / Antonyms (5)

1. Idle – (antonym) → Active / Busy
2. Wealth – (synonym) → Riches
3. Hard work – (synonym) → Labour
4. Foolish – (antonym) → Wise
5. True – (antonym) → False

Grammar / Do as Directed (5)

1. Change into past tense: “*He works hard.*” → He worked hard.
2. Make negative: “*Labour is wealth.*” → Labour is not wealth.
3. Make a question: “*The saint gave advice.*” → Who gave advice?

4. Use “because”: *He worked. He became rich.* → He became rich because he worked.
5. Fill in correct verb: *The man _____ (realize) his mistake.* → realized

Comprehension Questions

Short (5 × 2–3 sentences)

1. What was the task given by the saint?
☞ To bring a bottle of dew.
2. Why could the man not bring dew?
☞ Because dew dries quickly and cannot be collected.
3. What did the saint want to teach?
☞ That hard work is true wealth.
4. How did the man change?
☞ He understood and became hardworking.
5. What type of story is this?
☞ A folk tale with a moral.

Long (3 × 5–6 sentences)

Q1. Narrate the story in your own words.

☞ A saint asked a lazy villager to bring dew in a bottle. The man tried but failed. He realized that dew cannot be collected. The saint explained that hard work is the real wealth. The man understood the lesson and became hardworking.

Q2. What is the moral of “A Bottle of Dew”?

☞ The moral is that laziness brings nothing. True wealth is earned only through labour. We must work hard to achieve success. The story also teaches that wisdom is more valuable than tricks. Hard work makes life meaningful.

Q3. Do you agree that “labour is wealth”? Why?

☞ Yes, I agree. Labour gives us food, money, and respect. People who work hard succeed in life. Laziness leads to failure. Like the villager, we must realize that hard work is the key to progress.

G. Picture Reading

Picture 1: Saint giving task to the man

1. Who is standing with folded hands? → The villager
2. Who is giving advice? → The saint
3. What do you think the saint is saying? → To bring a bottle of dew
4. Why do saints give such tasks? → To teach lessons

Picture 2: Man trying to collect dew from grass

1. What is the man holding? → A bottle
2. Where is he? → In the field
3. What is he trying to collect? → Dew
4. Can dew be collected? → No
5. How does the man look? → Confused

Picture 3: Farmer ploughing a field

1. What is the farmer doing? → Ploughing the land
2. What tool is he using? → A plough
3. Who is helping him? → Oxen
4. What will grow in the field later? → Crops
5. What lesson does this picture give? → Work hard like the farmer

H. Unseen Passages

Passage 1 (Moral Story – 9 lines)

Once a boy always dreamed of getting rich without effort. He went to a wise teacher for advice. The teacher gave him a strange task: collect dew in a bottle. The boy tried, but failed. Slowly, he realized nothing can be gained without work. He began to help his father in the fields. Soon, he felt proud of his labour. The teacher smiled, for the boy had learnt his lesson.

Questions:

1. What task did the teacher give? → To collect dew in a bottle
2. Why did the boy fail? → Because dew cannot be collected
3. What did the boy begin to do later? → Help his father in the fields
4. What made him proud? → His labour

5. What was the lesson? → Hard work is true wealth

Passage 2 (Factual – 10 lines)

Dew is formed in the early morning when water vapor in the air condenses on cool surfaces like grass. It looks like tiny drops of water shining in sunlight. Farmers see dew on crops and grass every day. Though beautiful, dew disappears quickly when the sun rises. This shows how some things cannot be stored. The story “A Bottle of Dew” uses this natural fact to teach a moral lesson about hard work.

Questions:

- 1. When is dew formed? → In early morning**
- 2. Where does dew settle? → On cool surfaces like grass**
- 3. When does dew disappear? → When the sun rises**
- 4. What fact does the story use? → That dew cannot be collected/stored**
- 5. What lesson is linked with dew? → Hard work is true wealth**

Passage 3 (Inspirational – 10 lines)

Ramesh was a lazy boy. He wanted money without effort. One day, an old man told him to try and catch the morning dew. Ramesh spent many hours but failed. Slowly, he began to help his mother in her garden. He planted seeds, watered them, and worked daily. After months, he saw flowers and fruits. He understood that effort brings results, not laziness.

Questions:

- 1. What did Ramesh want? → Money without effort**
- 2. Who told him to catch dew? → An old man**
- 3. Did Ramesh succeed? → No**
- 4. What work did Ramesh begin later? → Helping in the garden**
- 5. What lesson did he learn? → Effort brings results**

Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

- 1. Who gave the task of dew?**
- 2. Why could dew not be collected?**
- 3. What is true wealth?**

4. Who was lazy?

5. What type of tale is this?

Section B – Fill in the blanks ($3 \times 1 = 3$)

6. The saint asked for a bottle of _____.

7. The man realized the value of _____.

8. The story teaches us not to be _____.

Section C – True/False ($2 \times 0.5 = 1$)

9. Dew can be collected. ()

10. Hard work is true wealth. ()

Section D – Grammar ($2 \times 1 = 2$)

11. Change into past tense: *“He works hard.”*

12. Make a question: *The saint gave advice.*

Section E – Comprehension ($1 \times 4 = 4$)

13. Narrate the story in your own words.

Total = 15 Marks

Blueprint – A Bottle of Dew

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, understanding	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 1 – Lesson 2: The Raven and the Fox (Poem)

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a fable in poetic form.
- Identify the moral: “Do not be fooled by flattery.”
- Enrich vocabulary through synonyms/antonyms.
- Apply grammar in context.
- Answer comprehension questions (short and long).
- Interpret illustrations (picture reading).
- Read unseen passages and answer inferential questions.

Question Bank

A. Multiple Choice Questions (10)

1. What was the raven holding in its beak?

- a) Bread
- b) Cheese
- c) Fish
- d) Fruit

👉 Answer: b) Cheese

2. Who wanted the cheese?

- a) The raven
- b) The fox
- c) The crow
- d) The farmer

👉 Answer: b) The fox

3. How did the fox try to trick the raven?

- a) By offering food
- b) By praising its voice
- c) By scaring it
- d) By fighting

👉 Answer: b) By praising its voice

4. Why did the raven open its beak?

- a) To eat the cheese

- b) To sing
- c) To shout
- d) To laugh

👉 Answer: b) To sing

5. What happened to the cheese?

- a) It was eaten by the raven
- b) It fell to the ground
- c) It turned into gold
- d) It disappeared

👉 Answer: b) It fell to the ground

6. Who ate the cheese finally?

- a) The raven
- b) The fox
- c) The farmer
- d) The crow

👉 Answer: b) The fox

7. What human quality does the fox show?

- a) Honesty
- b) Trickery
- c) Bravery
- d) Laziness

👉 Answer: b) Trickery

8. What weakness of the raven was shown?

- a) Fear
- b) Pride in its voice
- c) Laziness
- d) Anger

👉 Answer: b) Pride in its voice

9. What is the moral of the poem?

- a) Always sing
- b) Flattery is dangerous
- c) Share your food
- d) Crows are clever

👉 Answer: b) Flattery is dangerous

10. The poem is based on a:

- a) Fairy tale

- b) Fable
- c) True story
- d) Myth

👉 Answer: b) Fable

B. Fill in the Blanks (6)

1. The raven sat on a _____. → tree
2. The fox wanted the raven's _____. → cheese
3. The fox praised the raven's _____. → voice
4. The raven opened its _____. → beak
5. The cheese fell to the _____. → ground
6. The story teaches not to believe _____. → flattery

C. True/False (5)

1. The raven was holding a piece of bread. → False
2. The fox praised the raven's voice. → True
3. The raven kept the cheese safely. → False
4. The fox got the cheese at the end. → True
5. The moral of the poem is "Always trust flatterers." → False

D. Synonyms/Antonyms (5)

1. Trick (synonym) → Deceive / Cheat
2. Proud (antonym) → Humble
3. Praise (synonym) → Compliment
4. Foolish (antonym) → Wise
5. Drop (synonym) → Fall / Slip

E. Grammar / Do as Directed (5)

1. Change into past tense: "*The fox praises the raven.*" → The fox praised the raven.
2. Make negative: "*The raven kept the cheese.*" → The raven did not keep the cheese.

3. Make a question: "*The raven opened its beak.*" → What did the raven open?
4. Combine using "because": *The raven sang. The cheese fell down.* → The cheese fell because the raven sang.
5. Fill in correct verb: *The fox ____ (eat) the cheese quickly.* → ate

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What was the raven holding? → A piece of cheese.
2. Why did the fox flatter the raven? → To get the cheese.
3. How did the raven lose the cheese? → It opened its beak to sing.
4. Who ate the cheese finally? → The fox.
5. What is the moral of the poem? → Don't be fooled by flattery.

Long (3 × 5–6 sentences)

1. Narrate the poem in your own words.
 A raven had cheese. A fox wanted it. The fox praised the raven's voice. The raven opened its beak to sing. The cheese fell. The fox ate it. Moral: Don't trust flatterers.
2. Describe the characters of the raven and the fox.
 The raven was proud and foolish. The fox was clever but cunning. The raven lost its food due to pride. The fox succeeded by trickery.
3. What lesson does the poem teach? Do you think it is relevant today?
 It teaches not to believe in flattery. Even today, people may praise falsely to get benefits. We must be careful and wise.

G. Picture Reading

Picture 1: Raven holding cheese in beak on a tree

1. What is the raven holding? → Cheese
2. Where is the raven sitting? → On a tree
3. What does the raven look like? → Proud / watchful

Picture 2: Fox looking up at the raven

1. Who is on the ground? → Fox
2. What is the fox doing? → Looking up / praising
3. What do you think the fox is planning? → To get the cheese
4. How does the fox look? → Cunning

Picture 3: Cheese falling down

1. What is falling? → Cheese
2. Why did it fall? → The raven opened its beak
3. Who will get it? → The fox
4. What lesson do we learn? → Don't fall for flattery

H. Unseen Passages (8–10 lines each)

Passage 1 (Fable Retold – 9 lines)

A crow found a piece of bread and sat on a tree. A fox saw it and wanted the bread. The fox praised the crow's beauty and asked it to sing. The crow opened its beak. The bread fell. The fox took it and ran away. The crow realized too late that it was foolish to believe in false praise.

Questions:

1. What did the crow have? → Bread
2. What did the fox want? → The bread
3. Why did the crow open its beak? → To sing
4. Who got the bread finally? → The fox
5. What is the lesson? → Don't believe in false praise

Passage 2 (Factual – 10 lines)

Flattery means giving praise that is not true. People flatter others to get benefits. For example, someone may praise another's looks to borrow money. Flattery makes people feel proud, but later they realize the truth. The poem "The Raven and the Fox" warns against flattery. We must learn to be wise and not get cheated by false words.

Questions:

1. What is flattery? → False praise
2. Why do people flatter? → To get benefits
3. What feeling does flattery create first? → Pride
4. Which poem warns against flattery? → The Raven and the Fox
5. What should we do when flattered? → Be wise / not be cheated

Passage 3 (Story – 9 lines)

Rita had a red pen. Her classmate praised her handwriting only to borrow the pen. Rita gave it. Later she found her pen broken. Rita felt sad. She realized her classmate was not a true friend but a flatterer. She learnt to be careful and not give away things because of false praise.

Questions:

1. What did Rita have? → A red pen
2. Why did her classmate praise her? → To borrow the pen
3. What happened to the pen? → It broke
4. How did Rita feel? → Sad
5. What lesson did she learn? → Not to believe false praise

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What was the raven holding?
2. Who wanted the cheese?
3. Why did the fox flatter?
4. What happened to the cheese?
5. What is the moral of the poem?

Section B – Fill in the blanks (3 × 1 = 3)

6. The fox praised the raven's _____.
7. The cheese fell to the _____.
8. The poem teaches us not to believe _____.

Section C – True/False ($2 \times 0.5 = 1$)

9. The raven kept the cheese safely. ()

10. The fox ate the cheese. ()

Section D – Grammar ($2 \times 1 = 2$)

11. Change into past tense: “*The fox praises the raven.*”

12. Make a question: *The raven opened its beak.*

Section E – Comprehension ($1 \times 4 = 4$)

13. Narrate the poem in your own words.

Total = 15 Marks

Blueprint – The Raven and the Fox

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 1 – Lesson 3: Rama to the Rescue

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend a mythological story in graphic form.
- Identify characters and their qualities (Rama, Sita, Ravana, Hanuman).
- Understand the theme: *Victory of good over evil*.
- Build vocabulary (synonyms/antonyms).
- Apply grammar rules in context.
- Answer comprehension questions (short and long).
- Interpret comic/graphic illustrations (picture reading).
- Read unseen passages and answer inferential questions.

Question Bank

A. Multiple Choice Questions (10)

1. Who did Rama fight against?
 - a) Duryodhana
 - b) Ravana
 - c) Krishna
 - d) Arjuna

👉 Answer: b) Ravana
2. Where was Sita kept captive?
 - a) Ayodhya
 - b) Lanka
 - c) Mathura
 - d) Hastinapura

👉 Answer: b) Lanka
3. Who helped Rama in the battle?
 - a) Pandavas
 - b) Hanuman and Vanara army
 - c) Ravana's brothers

d) Krishna

☞ Answer: b) Hanuman and Vanara army

4. What weapon did Rama use to kill Ravana?

a) Sword

b) Bow and arrow

c) Axe

d) Spear

☞ Answer: b) Bow and arrow

5. How many heads did Ravana have?

a) Five

b) Ten

c) Seven

d) Twelve

☞ Answer: b) Ten

6. Who was Rama's brother who fought with him?

a) Bharata

b) Shatrughna

c) Lakshmana

d) None

☞ Answer: c) Lakshmana

7. What quality of Rama is shown in the story?

a) Anger

b) Bravery and righteousness

c) Greed

d) Trickery

☞ Answer: b) Bravery and righteousness

8. What quality of Ravana is shown?

a) Kindness

b) Wisdom

c) Evil and arrogance

d) Honesty

☞ Answer: c) Evil and arrogance

9. What is the central theme of the story?

a) Truth wins over evil

b) Money brings success

c) Flattery is good

d) Silence is power

👉 **Answer: a) Truth wins over evil**

10. What type of story is this?

a) Historical story

b) Mythological story

c) Travel story

d) Fairy tale

👉 **Answer: b) Mythological story**

B. Fill in the Blanks (6)

- 1. Rama went to Lanka to rescue _____. → Sita**
- 2. Ravana had _____ heads. → ten**
- 3. Rama was helped by _____. → Hanuman and Vanara army**
- 4. Rama killed Ravana with his _____. → bow and arrow**
- 5. The story shows the victory of _____ over evil. → good**
- 6. Rama's brother who helped him was _____. → Lakshmana**

C. True/False (5)

- 1. Ravana kidnapped Rama. → False**
- 2. Rama killed Ravana with a bow and arrow. → True**
- 3. Sita was kept in Ayodhya. → False**
- 4. The Vanara army supported Rama. → True**
- 5. The story teaches that evil always wins. → False**

D. Synonyms/Antonyms (5)

- 1. Brave – (antonym) → Cowardly**
- 2. Evil – (antonym) → Good**
- 3. Rescue – (synonym) → Save / Free**
- 4. Arrogant – (antonym) → Humble**
- 5. Win – (synonym) → Victory / Triumph**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*Rama fights Ravana.*” → Rama fought Ravana.
2. Make negative: “*Ravana was humble.*” → Ravana was not humble.
3. Make a question: “*Rama killed Ravana.*” → Who killed Ravana?
4. Combine using “and”: *Rama aimed his arrow. He killed Ravana.* → Rama aimed his arrow and killed Ravana.
5. Fill with correct verb: *The Vanara army _____ (help) Rama in the battle.* → helped

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Why did Rama go to Lanka? → To rescue Sita.
2. Who helped Rama? → Hanuman, Lakshmana, and the Vanara army.
3. How was Ravana killed? → By Rama’s bow and arrow.
4. What is the theme of the story? → Good wins over evil.
5. What quality of Rama is highlighted? → Bravery and righteousness.

Long (3 × 5–6 sentences)

Rama to the Rescue (Graphic Story)

Q1. Describe the battle between Rama and Ravana.

👉 Rama went to Lanka to rescue Sita. With the help of Lakshmana, Hanuman, and the Vanara army, he fought Ravana. Ravana was strong and had ten heads. Rama used his bow and arrow in battle. Finally, Rama killed Ravana and rescued Sita. The story shows that good always wins over evil.

Q2. How did Hanuman and the Vanara army help Rama?

👉 Hanuman crossed the sea to reach Lanka. He found Sita and gave her courage. The Vanara army built a bridge to Lanka. They fought bravely in the battle. Hanuman also carried the Sanjeevani herb to save Lakshmana. Their strength and devotion helped Rama win.

Q3. What lesson does this story teach us today?

👉 The story teaches that truth and goodness always win. It also shows the importance of courage, devotion, and teamwork. Ravana’s arrogance led to his

fall, but Rama's righteousness brought victory. Even today, we must follow the path of truth and goodness.

G. Picture Reading

Picture 1: Rama aiming arrow at Ravana

1. Who is aiming the arrow? → Rama
2. Who is the enemy? → Ravana
3. How many heads does Ravana have? → Ten
4. What is about to happen? → Battle / Ravana's defeat

Picture 2: Hanuman carrying a mountain

1. Who is carrying the mountain? → Hanuman
2. Why did he carry it? → To bring Sanjeevani herb
3. Who needed the medicine? → Lakshmana
4. What does this show about Hanuman? → Strength and devotion

Picture 3: Sita under the Ashoka tree in Lanka

1. Who is sitting under the tree? → Sita
2. Where is she? → In Lanka
3. Who kept her there? → Ravana
4. How does she look? → Sad and worried
5. Who will rescue her? → Rama

H. Unseen Passages (8–10 lines each)

Passage 1 (Mythological – 9 lines)

Rama prepared for battle against Ravana. His army of monkeys built a bridge to Lanka. Hanuman showed courage by crossing the sea. The battle was fierce. Finally, Rama killed Ravana with a powerful arrow. The gods praised Rama. Sita was rescued. The people of Ayodhya celebrated the return of Rama and Sita.

Questions:

1. Who built the bridge? → Monkeys (Vanara army)
2. Who crossed the sea courageously? → Hanuman

3. Who killed Ravana? → Rama
4. Who was rescued? → Sita
5. Who celebrated Rama's return? → People of Ayodhya

Passage 2 (Factual – 10 lines)

The Ramayana is one of the great epics of India. It tells the story of Rama, Sita, Lakshmana, and Hanuman. The story is about truth, duty, and victory of good over evil. Ravana is shown as powerful but arrogant. Rama is shown as brave and righteous. The Ramayana is read and celebrated in many parts of India and the world.

Questions:

1. What is the story called? → The Ramayana
2. Who are the main characters? → Rama, Sita, Lakshmana, Hanuman
3. What does it teach? → Truth, duty, good over evil
4. How is Ravana shown? → Powerful but arrogant
5. Where is the Ramayana read? → In India and the world

Passage 3 (Moral Story – 9 lines)

Arjun liked to read stories of heroes. His favourite was Rama. He loved the part where Rama defeated Ravana. Arjun told his friends that good always wins over evil. He also said we must be brave like Rama and devoted like Hanuman. His friends listened and agreed to always follow truth and goodness.

Questions:

1. Who liked to read stories? → Arjun
2. Who was his favourite hero? → Rama
3. What lesson did Arjun learn? → Good wins over evil
4. What quality should we have like Rama? → Bravery
5. What quality should we have like Hanuman? → Devotion

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who did Rama fight?

2. Where was Sita kept?
3. Who helped Rama?
4. With what weapon was Ravana killed?
5. What is the theme of the story?

Section B – Fill in the blanks ($3 \times 1 = 3$)

6. Rama went to Lanka to rescue _____.
7. Hanuman carried a _____.
8. Ravana had _____ heads.

Section C – True/False ($2 \times 0.5 = 1$)

9. Sita was kept in Ayodhya. ()
10. Rama killed Ravana. ()

Section D – Grammar ($2 \times 1 = 2$)

11. Change into past tense: “*Rama fights Ravana.*”
12. Make a question: *Rama rescued Sita.*

Section E – Comprehension ($1 \times 4 = 4$)

13. Describe the battle between Rama and Ravana.

Total = 15 Marks

Blueprint – Rama to the Rescue

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 2 – Lesson 1: The Unlikely Best Friends

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend a friendship story.
- Identify qualities of good friendship: trust, loyalty, support.
- Build vocabulary on emotions and values.
- Use grammar structures in context.
- Answer comprehension questions (short & long).
- Interpret pictures on friendship.
- Read unseen passages and connect to values.

Question Bank

A. MCQs (10)

1. Who were the “unlikely best friends” in the story?
 - a) A boy and his pet dog
 - b) A cat and a dog
 - c) A lion and a mouse
 - d) A farmer and a tiger

👉 Answer: b) A cat and a dog
2. What was unusual about their friendship?
 - a) They lived in the same cage
 - b) They usually fight in real life
 - c) They were both lazy
 - d) They never spoke

👉 Answer: b) They usually fight in real life
3. What did the dog do when the cat was in trouble?
 - a) Ignored it
 - b) Saved it
 - c) Scolded it
 - d) Ate its food

👉 Answer: b) Saved it
4. What did the cat do in return?
 - a) Brought food

b) Warned the dog of danger

c) Ran away

d) Slept all day

 **Answer: b) Warned the dog of danger**

5. What quality do both animals show?

a) Greed

b) Loyalty

c) Laziness

d) Anger

 **Answer: b) Loyalty**

6. The story teaches us to:

a) Avoid friends

b) Trust and help friends

c) Always fight

d) Be selfish

 **Answer: b) Trust and help friends**

7. Friendship means:

a) Jealousy

b) Support and care

c) Anger

d) Pride

 **Answer: b) Support and care**

8. The friendship was called “unlikely” because:

a) Cat and dog are enemies

b) They were small

c) They were poor

d) They were lazy

 **Answer: a) Cat and dog are enemies**

9. What value is shown in the story?

a) Money is important

b) True friendship goes beyond differences

c) Friends must be alike

d) Only family matters

 **Answer: b) True friendship goes beyond differences**

10. What do we learn about friendship?

a) It is temporary

b) It grows with trust and kindness

c) It is not important

d) It makes people selfish

🔑 Answer: b) It grows with trust and kindness

B. Fill in the Blanks (6)

1. The _____ and the _____ became best friends. → cat, dog
2. Friendship means _____ and _____. → trust, loyalty
3. The dog _____ the cat from danger. → saved
4. The cat _____ the dog about trouble. → warned
5. The story teaches that true friendship goes beyond _____. → differences
6. _____ is the foundation of friendship. → Trust

C. True/False (5)

1. Cats and dogs are usually best friends. → False
2. The cat and dog supported each other. → True
3. The dog ignored the cat in danger. → False
4. The cat warned the dog of trouble. → True
5. Friendship is about selfishness. → False

D. Synonyms/Antonyms (5)

1. Friend – (antonym) → Enemy
2. Danger – (synonym) → Risk / Threat
3. Loyal – (antonym) → Disloyal / Unfaithful
4. Support – (synonym) → Help / Assist
5. Warn – (synonym) → Alert / Advise

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The cat warns the dog.*” → The cat warned the dog.
2. Make negative: “*They are enemies.*” → They are not enemies.

3. Make a question: "*The dog saved the cat.*" → Who saved the cat?
4. Combine using "and": *The cat was small. The dog was big.* → The cat was small and the dog was big.
5. Fill in correct verb: *The friends ____ (help) each other.* → helped

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Who were the best friends? → The cat and dog.
2. Why was their friendship unusual? → Because cats and dogs usually fight.
3. How did the dog help the cat? → It saved the cat from danger.
4. How did the cat help the dog? → It warned the dog of danger.
5. What is the lesson of the story? → True friendship means loyalty and trust.

Long (3 × 5–6 sentences)

Q1. Narrate the story in your own words.

✍ A cat and a dog became friends though they were usually enemies. They helped each other in danger. The dog saved the cat once, and the cat warned the dog another time. Their friendship grew strong. The story shows that true friendship goes beyond differences.

Q2. Why was the friendship between the cat and dog special?

✍ Their friendship was special because cats and dogs are usually enemies. But in the story, they trusted and supported each other. They showed loyalty and care. It proves that even those who are different can become true friends.

Q3. Do you think friendship is important in our life? Why?

✍ Yes, friendship is very important. Friends give us happiness and support in hard times. True friends care and protect us. Without friends, life would be lonely. Friendship is one of the most valuable things in life.

G. Picture Reading

Picture 1: A cat and dog sitting together

1. What animals do you see? → Cat and dog
2. Are they friends or enemies? → Friends

3. What lesson does this picture give? → Friendship is possible even between enemies

Picture 2: Dog saving the cat from danger

1. Who is saving whom? → Dog is saving the cat
2. What quality does the dog show? → Loyalty
3. How does the cat feel? → Safe and happy

Picture 3: Cat warning the dog of danger

1. Who is warning? → The cat
2. Who is listening? → The dog
3. What does this show about friends? → They care for each other

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Two birds lived on a tree. One day, a storm came. The smaller bird was afraid. The bigger bird protected it with its wings. After the storm, both sang happily. The smaller bird thanked its friend. They promised never to leave each other. This shows that true friends protect each other in trouble.

Questions:

1. Where did the birds live? → On a tree
2. What scared the small bird? → Storm
3. How did the bigger bird protect it? → With its wings
4. What did the smaller bird do later? → Thanked its friend
5. What is the lesson? → Friends protect each other

Passage 2 (Factual – 10 lines)

Friendship is a bond of trust and love. Friends share happiness and sadness. They help each other in times of need. A true friend never leaves you in trouble. Friendship is beyond money or power. Great leaders in history also valued friendship. In schools, students make new friends and learn together. Friendship is one of the strongest relationships in life.

Questions:

1. What is friendship based on? → Trust and love

2. What do friends share? → Happiness and sadness
3. What does a true friend never do? → Leave you in trouble
4. What did great leaders value? → Friendship
5. Where do students make new friends? → Schools

Passage 3 (Moral Story – 9 lines)

Ravi and Mohan were best friends. Ravi fell sick and could not attend school. Mohan visited him daily with notes and food. Ravi recovered soon. He thanked Mohan. The teacher praised Mohan for being a good friend. Ravi realized that true friends are blessings in life.

Questions:

1. Who were the best friends? → Ravi and Mohan
2. Who fell sick? → Ravi
3. What did Mohan bring? → Notes and food
4. Who praised Mohan? → Teacher
5. What did Ravi realize? → Friends are blessings

I. Model Question Paper (15 Marks)

Section A – MCQs ($5 \times 1 = 5$)

1. Who were the unlikely best friends?
2. Why was the friendship unusual?
3. How did the dog help the cat?
4. What value did the cat show?
5. What is the theme of the story?

Section B – Fill in the blanks ($3 \times 1 = 3$)

6. Friendship means _____ and _____.
7. The dog _____ the cat from danger.
8. The cat _____ the dog of trouble.

Section C – True/False ($2 \times 0.5 = 1$)

9. Cats and dogs are always friends. ()

10. The dog saved the cat. ()

Section D – Grammar ($2 \times 1 = 2$)

11. Change into past tense: “*The cat warns the dog.*”

12. Make a question: *The dog saved the cat.*

Section E – Comprehension ($1 \times 4 = 4$)

13. Narrate the story of “The Unlikely Best Friends.”

Total = 15 Marks

Blueprint – The Unlikely Best Friends

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 2 – Lesson 2: A Friend's Prayer (Poem)

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a poem about friendship and kindness.
- Appreciate the values of love, care, honesty, and loyalty.
- Identify poetic features (rhyme, repetition, theme).
- Expand vocabulary related to emotions.
- Use grammar in context.
- Answer comprehension questions (short & long).
- Interpret friendship-themed images.
- Read unseen passages and answer questions critically.

Question Bank

A. MCQs (10)

1. What is the central theme of the poem?
 - a) Money
 - b) Friendship
 - c) Anger
 - d) Success

👉 **Answer: b) Friendship**

2. What does the speaker pray for?
 - a) Wealth
 - b) A good and loyal friend
 - c) Food
 - d) Travel

👉 **Answer: b) A good and loyal friend**

3. Which quality of a friend is highlighted?
 - a) Dishonesty
 - b) Trust and kindness
 - c) Greed
 - d) Laziness

👉 **Answer: b) Trust and kindness**

4. What should a true friend do in difficult times?

- a) Laugh at us
- b) Support us
- c) Run away
- d) Be selfish

🔑 **Answer: b) Support us**

5. According to the poem, friendship is compared to:

- a) A flower
- b) A prayer
- c) A blessing
- d) A gift

🔑 **Answer: d) A gift**

6. What value is emphasized in the poem?

- a) Jealousy
- b) Care and honesty
- c) Anger
- d) Greed

🔑 **Answer: b) Care and honesty**

7. What does the speaker wish from God?

- a) A toy
- b) A true friend
- c) A big house
- d) Success in exams

🔑 **Answer: b) A true friend**

8. Which emotion is strongest in the poem?

- a) Hatred
- b) Love and loyalty
- c) Anger
- d) Pride

🔑 **Answer: b) Love and loyalty**

9. Who is the poem addressed to?

- a) Teacher
- b) God
- c) Mother
- d) Friend

🔑 **Answer: b) God**

10. What kind of poem is this?

- a) A fable
- b) A prayer poem
- c) A nonsense rhyme
- d) A ballad

👉 **Answer: b) A prayer poem**

B. Fill in the Blanks (6)

- 1. The poem is a _____ to God. → **prayer**
- 2. The speaker asks for a _____ friend. → **true**
- 3. Friendship is a _____ in life. → **gift**
- 4. A real friend shows _____ and _____. → **honesty, care**
- 5. The speaker prays for _____ and loyalty. → **love**
- 6. _____ is the central theme of the poem. → **Friendship**

C. True/False (5)

- 1. The speaker prays for wealth. → **False**
- 2. Friendship is described as a blessing. → **True**
- 3. The speaker wants a loyal friend. → **True**
- 4. The poem teaches selfishness. → **False**
- 5. A friend must support in difficulties. → **True**

D. Synonyms/Antonyms (5)

- 1. True – (antonym) → **False**
- 2. Loyal – (synonym) → **Faithful**
- 3. Honest – (antonym) → **Dishonest**
- 4. Gift – (synonym) → **Present / Blessing**
- 5. Care – (antonym) → **Neglect**

E. Grammar / Do-as-directed (5)

- 1. Change into past tense: “*She prays for a friend.*” → **She prayed for a friend.**

2. Make negative: "*Friendship is selfish.*" → **Friendship is not selfish.**
3. Make a question: "*The speaker prays to God.*" → **Who does the speaker pray to?**
4. Combine using "and": *A friend must be true. A friend must be loyal.* → **A friend must be true and loyal.**
5. Fill in the verb: *The poet _____ (ask) God for a loyal friend.* → **asked**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Who is the speaker praying to? → **God**
2. What does the speaker ask for? → **A true friend**
3. How is friendship described? → **As a gift/blessing**
4. What qualities are expected in a friend? → **Honesty, care, loyalty**
5. What is the moral of the poem? → **Friendship is valuable and true friends are blessings.**

Long (3 × 5–6 sentences)

Q1. Explain why friendship is called a gift.

☞ Friendship is called a gift because it is precious and valuable. True friends are rare and special. They give us love, support, and honesty. A friend cannot be bought with money. Like a blessing from God, friendship makes life happy.

Q2. What qualities should a true friend have, according to the poem?

☞ A true friend should be loyal, honest, and caring. They must support us in difficult times. They should share happiness and sadness. True friends never cheat or leave us in trouble. Such qualities make friendship strong and lasting.

Q3. Do you think prayer for friendship is important? Why?

☞ Yes, prayer for friendship is important. It shows that true friends are blessings from God. Praying for a loyal friend means valuing honesty and love. A selfish person cannot be a good friend. A prayer for friendship teaches us to be humble and caring.

G. Picture Reading

Picture 1: Two children holding hands

1. Who are in the picture? → **Two friends**

2. What are they doing? → **Holding hands**
3. What does this show? → **Unity and friendship**

Picture 2: A friend helping another who fell

1. Who fell down? → **One child**
2. Who is helping? → **Friend**
3. What quality is shown? → **Care and support**
4. How do you feel seeing this? → **Happy / Inspired**

Picture 3: Children sharing food

1. What are they sharing? → **Food**
2. Why is sharing important in friendship? → **It builds trust**
3. What lesson does this picture give? → **True friends share and care**
4. How do they look? → **Joyful**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Two friends were walking in a forest. A bear suddenly appeared. One boy climbed a tree. The other fell flat, pretending to be dead. The bear sniffed him and went away. The friend on the tree came down. The boy said, "The bear told me never to trust friends who leave you in danger."

Questions:

1. Where were the boys walking? → **In a forest**
2. What animal came? → **A bear**
3. Who climbed a tree? → **One boy**
4. What did the other boy do? → **Pretended to be dead**
5. What lesson did the story give? → **Don't trust friends who leave you in trouble**

Passage 2 (Factual – 10 lines)

True friendship is based on trust. A good friend is honest and never cheats. Friends help us in our problems. They also share our joys. Friendship is stronger than money

or power. History shows that even kings valued friendship. Without friends, life feels lonely. So, friendship is a treasure that everyone must protect.

Questions:

1. What is friendship based on? → **Trust**
2. What does a true friend never do? → **Cheat**
3. What do friends share? → **Problems and joys**
4. What did kings value? → **Friendship**
5. What is friendship called? → **A treasure**

Passage 3 (Moral Story – 9 lines)

Anil always prayed for toys and sweets. His sister prayed for her friend's health. Their mother explained that praying for others is noble. Anil understood and prayed for a good friend. Soon he found one who was kind and helpful. He learnt that true prayers are selfless and bring blessings.

Questions:

1. What did Anil first pray for? → **Toys and sweets**
2. What did his sister pray for? → **Her friend's health**
3. Who explained to Anil? → **His mother**
4. What did Anil pray for later? → **A good friend**
5. What did Anil learn? → **True prayers are selfless**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who does the speaker pray to?
2. What does the speaker ask for?
3. What is friendship called?
4. What qualities must a true friend have?
5. What type of poem is this?

Section B – Fill in the blanks (3 × 1 = 3)

6. The poem is a _____.

7. The poet prays for a _____ friend.

8. Friendship is a _____.

Section C – True/False ($2 \times 0.5 = 1$)

9. The poet prays for wealth. ()

10. Friendship is a gift. ()

Section D – Grammar ($2 \times 1 = 2$)

11. Change into past tense: “*She prays for a friend.*”

12. Make a question: *The speaker prays to God.*

Section E – Comprehension ($1 \times 4 = 4$)

13. Explain why friendship is called a gift.

Total = 15 Marks

Blueprint – A Friend’s Prayer

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 2 – Lesson 3: The Chair

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend a story/drama about friendship and kindness.
- Identify values of sharing, respect, and cooperation.
- Enrich vocabulary related to daily life and emotions.
- Use grammar in meaningful contexts.
- Answer comprehension questions (short & extended).
- Interpret pictures showing sharing and cooperation.
- Read unseen passages and make inferences.

Question Bank

A. MCQs (10)

1. What was the central object in the story?
 - a) A table
 - b) A chair
 - c) A bench
 - d) A stool

👉 **Answer: b) A chair**

2. Why was the chair important?
 - a) It was old
 - b) It was special and useful
 - c) It belonged to a king
 - d) It was magical

👉 **Answer: b) It was special and useful**

3. What did the friends argue about?
 - a) Who should sit on the chair
 - b) Who should clean the chair
 - c) Who should sell the chair
 - d) Who should repair it

👉 **Answer: a) Who should sit on the chair**

4. How was the problem solved?
 - a) They broke the chair

- b) They agreed to share
- c) They fought
- d) They sold it

👉 **Answer: b) They agreed to share**

5. What value is highlighted in the story?
- a) Greed
 - b) Sharing and cooperation
 - c) Anger
 - d) Laziness

👉 **Answer: b) Sharing and cooperation**

6. Why did the friends realize fighting was foolish?
- a) The teacher told them
 - b) They lost their friendship
 - c) The chair broke
 - d) A wise man advised them

👉 **Answer: d) A wise man advised them**

7. What is the moral of the story?
- a) Always fight for your rights
 - b) Sharing brings happiness
 - c) Chairs are important
 - d) Friends are selfish

👉 **Answer: b) Sharing brings happiness**

8. The story shows that friendship is more valuable than:
- a) A chair
 - b) Wealth
 - c) Food
 - d) Toys

👉 **Answer: a) A chair**

9. What type of story is this?
- a) A folk tale
 - b) A play/drama with a lesson
 - c) A poem
 - d) A fairy tale

👉 **Answer: b) A play/drama with a lesson**

10. What lesson do we learn from the chair?
- a) Unity is strength

- b) Greed brings joy
- c) Fighting is useful
- d) Furniture is power

👉 **Answer: a) Unity is strength**

B. Fill in the Blanks (6)

1. The friends argued about a _____. → **chair**
2. The wise man taught them to _____. → **share**
3. Fighting makes us _____. → **lose friendship**
4. The chair was _____ by both. → **needed**
5. Friendship is more valuable than a _____. → **chair**
6. The story teaches _____ and cooperation. → **sharing**

C. True/False (5)

1. The friends shared the chair happily at first. → **False**
2. The chair caused a quarrel. → **True**
3. A wise man advised the friends. → **True**
4. Fighting makes friendship stronger. → **False**
5. Sharing brings happiness. → **True**

D. Synonyms/Antonyms (5)

1. Argue – (synonym) → **Quarrel / Disagree**
2. Share – (antonym) → **Keep / Hoard**
3. Wise – (synonym) → **Intelligent**
4. Foolish – (antonym) → **Wise**
5. Happiness – (synonym) → **Joy / Delight**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The boys argue.*” → **The boys argued.**
2. Make negative: “*They shared the chair.*” → **They did not share the chair.**

3. Make a question: "*The wise man solved the problem.*" → **Who solved the problem?**
4. Combine using "but": *The friends wanted the chair. They began to quarrel.* → **The friends wanted the chair but they began to quarrel.**
5. Fill with correct verb: *The boys ____ (learn) to share the chair.* → **learned**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What caused the quarrel between the friends? → **The chair**
2. Who advised them to share? → **A wise man**
3. How did the problem get solved? → **By sharing**
4. What is the lesson of the story? → **Sharing brings happiness**
5. What was more important than the chair? → **Friendship**

Long (3 × 5–6 sentences)

Q1. Narrate the story of "The Chair" in your own words.

📖 Two boys fought over a chair because both wanted to use it. Their quarrel spoiled their friendship. A wise man saw this and advised them to share. The boys agreed and felt happy. They realized friendship was more valuable than a chair. The story teaches that sharing brings joy.

Q2. Why is sharing important for friendship?

📖 Sharing removes jealousy and fights. It shows care and respect for others. Friends who share things become closer. Sharing makes everyone happy. It also prevents quarrels and protects friendship.

Q3. Do you think fighting for small things is wise? Why?

📖 No, fighting for small things is not wise. It wastes time and breaks friendships. Small objects are not more valuable than people. A wise person solves problems by sharing. Peace is always better than quarrel.

G. Picture Reading

Picture 1: Two boys fighting over a chair

1. What are the boys fighting about? → **A chair**

2. How do they look? → **Angry**
3. What does this picture show? → **Greed causes quarrels**

Picture 2: Wise man advising the boys

1. Who is speaking? → **Wise man**
2. Who is listening? → **The boys**
3. What lesson does this picture give? → **We must share**

Picture 3: Boys sharing the chair happily

1. How do the boys look now? → **Happy**
2. What are they doing? → **Sharing the chair**
3. What is the message? → **Sharing brings joy**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Two sisters quarrelled over a doll. Both wanted it. Their mother said, “If you keep fighting, I will take it away.” The sisters stopped and agreed to play together. Soon, they enjoyed more than before. They realized sharing is better than quarrelling.

Questions:

1. Who quarrelled? → **Two sisters**
2. What did they fight for? → **A doll**
3. What did the mother say? → **She would take it away**
4. How did the sisters solve it? → **By sharing**
5. What is the lesson? → **Sharing is better**

Passage 2 (Factual – 10 lines)

Quarrels happen when people want the same thing. Children fight for toys, adults fight for property, and even nations fight for land. But quarrels bring only sadness. Wise people solve problems by sharing, caring, and cooperation. Life becomes happy when we learn to give and take.

Questions:

1. When do quarrels happen? → **When people want the same thing**
2. What do children fight for? → **Toys**

3. What do nations fight for? → **Land**
4. Who solves problems wisely? → **Wise people**
5. What makes life happy? → **Sharing and cooperation**

Passage 3 (Moral Story – 9 lines)

Raju and Kiran quarrelled over a cricket bat. Their father said, “Use it turn by turn.” They agreed. Soon, they enjoyed playing together. Raju said, “We wasted time fighting.” Kiran laughed and said, “Now we know sharing gives more fun.”

Questions:

1. Who quarrelled? → **Raju and Kiran**
2. What did they fight for? → **A cricket bat**
3. What did their father suggest? → **Use it turn by turn**
4. What did they realize? → **They wasted time fighting**
5. What did they learn? → **Sharing gives more fun**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What caused the quarrel?
2. How was the problem solved?
3. Who advised the boys?
4. What was more valuable than the chair?
5. What is the theme of the story?

Section B – Fill in the blanks (3 × 1 = 3)

6. The boys fought for a _____.
7. The wise man told them to _____.
8. _____ is more valuable than a chair.

Section C – True/False (2 × 0.5 = 1)

9. The boys shared the chair at first. ()
10. Sharing brings happiness. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The boys argue.*”
12. Make a question: *The wise man solved the problem.*

Section E – Comprehension (1 × 4 = 4)

13. Narrate the story of “The Chair.”

Total = 15 Marks

Blueprint – The Chair

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 3 – Lesson 1: Neem Baba

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a conversation-based text on nature.
- Identify the uses and importance of neem.
- Value traditional wisdom about plants.
- Expand vocabulary related to environment and health.
- Answer short and long comprehension questions.
- Interpret nature-themed pictures.
- Read unseen passages and infer lessons.

Question Bank

A. MCQs (10)

1. Who is called “Neem Baba”?
 - a) A teacher
 - b) A saint
 - c) A neem tree
 - d) A doctor
2. Why is the neem tree respected?
 - a) It is tall
 - b) It gives shade
 - c) It is useful for health
 - d) It is rare

👉 **Answer: c) A neem tree**

👉 **Answer: c) It is useful for health**

3. Which parts of neem are useful?
 - a) Only leaves
 - b) Only fruits
 - c) All parts
 - d) Only roots

👉 **Answer: c) All parts**

4. Neem is also called a:
 - a) Natural doctor

- b) Teacher
- c) King of trees
- d) Magic tree

👉 **Answer: a) Natural doctor**

5. What do neem leaves taste like?
- a) Sweet
 - b) Bitter
 - c) Sour
 - d) Salty

👉 **Answer: b) Bitter**

6. Neem twigs are used for:
- a) Cooking
 - b) Brushing teeth
 - c) Making chairs
 - d) Writing

👉 **Answer: b) Brushing teeth**

7. Neem oil is used for:
- a) Washing clothes
 - b) Skin problems
 - c) Lighting lamps only
 - d) Polishing wood

👉 **Answer: b) Skin problems**

8. What value does Neem Baba teach?
- a) Hard work
 - b) Respect for nature
 - c) Truth
 - d) Silence

👉 **Answer: b) Respect for nature**

9. Neem is respected in:
- a) Villages
 - b) Towns
 - c) Both villages and towns
 - d) Nowhere

👉 **Answer: c) Both villages and towns**

10. The neem tree gives us:
- a) Medicines and shade

- b) Jewellery
- c) Money directly
- d) Fruits like mango

👉 **Answer: a) Medicines and shade**

B. Fill in the Blanks (6)

1. Neem is called _____. → **Neem Baba**
2. Neem leaves are _____ in taste. → **bitter**
3. Neem twigs are used as _____. → **toothbrushes**
4. Neem oil helps cure _____ problems. → **skin**
5. Neem trees are respected in both _____ and _____. → **villages, towns**
6. Neem is like a natural _____. → **doctor**

C. True/False (5)

1. Neem has no medicinal value. → **False**
2. Neem is respected as Neem Baba. → **True**
3. Only neem fruits are useful. → **False**
4. Neem leaves are sweet. → **False**
5. Neem teaches us to respect nature. → **True**

D. Synonyms/Antonyms (5)

1. Respect – (antonym) → **Disrespect**
2. Bitter – (antonym) → **Sweet**
3. Useful – (synonym) → **Helpful**
4. Problem – (synonym) → **Trouble / Issue**
5. Health – (antonym) → **Illness**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The villagers respect Neem Baba.*” → **The villagers respected Neem Baba.**
2. Make negative: “*Neem leaves are sweet.*” → **Neem leaves are not sweet.**

3. Make a question: "*Neem cures diseases.*" → **What does neem cure?**
4. Combine using "because": *Neem is useful. People respect it.* → **People respect Neem because it is useful.**
5. Fill with correct verb: *Neem oil _____ (help) in curing skin problems.* → **helps**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Who is Neem Baba? → **The neem tree, respected for its uses.**
2. Why is neem called a natural doctor? → **Because it cures many health problems.**
3. What are neem twigs used for? → **Brushing teeth.**
4. What does neem oil cure? → **Skin problems.**
5. What value do we learn from Neem Baba? → **Respect nature and its gifts.**

Long (3 × 5–6 sentences)

Q1. Narrate the lesson of Neem Baba in your own words.

☞ The lesson describes the neem tree as Neem Baba. It is respected because all its parts are useful. The leaves, bark, fruits, and oil cure diseases. Villagers use neem twigs to brush their teeth. People call it a natural doctor. Neem teaches us to respect nature.

Q2. Why is neem compared to a doctor?

☞ Neem is compared to a doctor because it cures many illnesses. Neem oil is good for skin, twigs are good for teeth, and leaves are used in medicines. Like a doctor, it protects people from diseases. It gives both health and shade.

Q3. What values does Neem Baba teach us?

☞ Neem Baba teaches us respect for nature. Nature gives us medicines, food, and shelter. If we take care of trees, they take care of us. The neem tree reminds us that plants are valuable friends. It teaches care and gratitude towards the environment.

G. Picture Reading

Picture 1: A tall neem tree in a village

1. What tree do you see? → **Neem tree**
2. Where is it? → **In a village**

3. Why do villagers sit under it? → **For shade and respect**

Picture 2: A person brushing with neem twig

1. What is the person using? → **Neem twig**
2. What is the purpose? → **Brushing teeth**
3. Why is it healthy? → **It cleans teeth naturally**

Picture 3: Neem leaves and oil bottle

1. What is in the picture? → **Neem leaves and oil**
2. What is neem oil used for? → **Skin problems**
3. What lesson does the picture give? → **Plants are natural medicine**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Ravi had pimples on his face. His grandmother told him to apply neem paste. He did not believe it at first. But when he used it daily, his pimples went away. Ravi was surprised. He thanked his grandmother. He understood that traditional remedies are powerful.

Questions:

1. Who had pimples? → **Ravi**
2. Who advised him? → **Grandmother**
3. What did she suggest? → **Neem paste**
4. What happened after use? → **Pimples went away**
5. What lesson did Ravi learn? → **Traditional remedies are useful**

Passage 2 (Factual – 10 lines)

Neem is an evergreen tree found in India. It grows easily in villages and cities. People call it “the village pharmacy.” Its leaves, bark, and fruits are bitter but healthy. Neem is used in soaps, medicines, and cosmetics. It protects crops from pests. Neem is respected for its many uses.

Questions:

1. What type of tree is neem? → **Evergreen**
2. Where does it grow? → **Villages and cities**

3. What is it called? → **Village pharmacy**
4. In what products is neem used? → **Soaps, medicines, cosmetics**
5. How does it help farmers? → **Protects crops from pests**

Passage 3 (Moral Story – 9 lines)

Two children played near a neem tree. One said, “This tree is useless because it has no fruits like mango.” The other replied, “No, neem is useful for medicines and teeth.” Later, the first child fell sick and used neem medicine to recover. He realized the neem tree was valuable.

Questions:

1. Who played near a neem tree? → **Two children**
2. What did the first child think? → **Neem was useless**
3. Who corrected him? → **The second child**
4. What happened later? → **The sick child used neem medicine**
5. What did he realize? → **Neem is valuable**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who is Neem Baba?
2. Why is neem respected?
3. What are neem twigs used for?
4. What is neem oil used for?
5. What value does neem teach?

Section B – Fill in the blanks (3 × 1 = 3)

6. Neem leaves are _____.
7. Neem is called a natural _____.
8. Neem oil cures _____.

Section C – True/False (2 × 0.5 = 1)

9. Neem leaves are sweet. ()
10. Neem is respected in both towns and villages. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “People respect Neem Baba.”
12. Make a question: *Neem cures diseases.*

Section E – Comprehension (1 × 4 = 4)

13. Why is neem compared to a doctor?

Total = 15 Marks

Blueprint – Neem Baba

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 3 – Lesson 2: What a Bird Thought (Poem)

Learning Outcomes (NEP-linked)

By the end of the lesson, learners will be able to:

- Read and understand a descriptive poem about a bird's experiences.
- Identify poetic elements such as rhythm, imagery, and theme.
- Appreciate the bird's curiosity about the world.
- Build vocabulary related to growth, home, and discovery.
- Answer comprehension questions (short & extended).
- Interpret nature-themed pictures.
- Read unseen passages and draw inferences.

Question Bank

A. MCQs (10)

1. Who is speaking in the poem?
 - a) A boy
 - b) A bird
 - c) A tree
 - d) The poet

👉 **Answer: b) A bird**

2. What was the bird's first home?
 - a) A garden
 - b) A nest
 - c) An egg
 - d) A tree

👉 **Answer: c) An egg**

3. What did the bird think the world was at first?
 - a) Big
 - b) Small and round
 - c) A sky
 - d) A nest

👉 **Answer: b) Small and round**

4. After coming out of the egg, where did the bird live?
 - a) A tree nest

- b) A cage
- c) A house
- d) A pond

👉 **Answer: a) A tree nest**

5. What did the bird think of the nest?
- a) It was round
 - b) It was big and comfortable
 - c) It was small
 - d) It was noisy

👉 **Answer: b) It was big and comfortable**

6. What did the bird discover after flying?
- a) The world is endless
 - b) The world is only the nest
 - c) The world is dark
 - d) The world is noisy

👉 **Answer: a) The world is endless**

7. The poem shows the bird's:
- a) Fear
 - b) Curiosity and discovery
 - c) Laziness
 - d) Anger

👉 **Answer: b) Curiosity and discovery**

8. What is the central idea of the poem?
- a) The world is small
 - b) Growth and learning broaden our vision
 - c) Birds are lazy
 - d) Nests are useless

👉 **Answer: b) Growth and learning broaden our vision**

9. What quality of the bird is highlighted?
- a) Anger
 - b) Curiosity
 - c) Laziness
 - d) Greed

👉 **Answer: b) Curiosity**

10. The poem uses the bird as a symbol of:
- a) Fear

- b) Human growth and discovery
- c) Darkness
- d) Magic

👉 **Answer: b) Human growth and discovery**

B. Fill in the Blanks (6)

1. The bird first lived in an _____. → **egg**
2. The world seemed small and _____. → **round**
3. Later, the bird lived in a _____. → **nest**
4. The nest was on a _____. → **tree**
5. Flying showed the bird that the world is _____. → **endless**
6. The poem shows that growth leads to _____. → **discovery**

C. True/False (5)

1. The bird first lived in a nest. → **False**
2. The world seemed round inside the egg. → **True**
3. The nest was big and safe for the bird. → **True**
4. The bird never flew out of the nest. → **False**
5. The poem teaches that curiosity leads to learning. → **True**

D. Synonyms/Antonyms (5)

1. Small – (antonym) → **Big / Large**
2. Endless – (synonym) → **Boundless / Infinite**
3. Comfortable – (antonym) → **Uncomfortable**
4. Curious – (synonym) → **Inquisitive**
5. Discover – (synonym) → **Find / Explore**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The bird thinks the world is round.*” → **The bird thought the world was round.**
2. Make negative: “*The world is small.*” → **The world is not small.**

3. Make a question: "*The bird lived in a nest.*" → **Where did the bird live?**
4. Combine using "because": *The bird flew. It wanted to see the world.* → **The bird flew because it wanted to see the world.**
5. Fill with correct verb: *The bird ____ (discover) the world is endless.* → **discovered**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What was the bird's first home? → **An egg.**
2. How did the bird see the world at first? → **Small and round.**
3. Where did the bird live after hatching? → **In a nest on a tree.**
4. What did the bird learn after flying? → **That the world is endless.**
5. What is the theme of the poem? → **Growth brings wider understanding of the world.**

Long (3 × 5–6 sentences)

Q1. Narrate the stages of the bird's discovery of the world.

☞ First, the bird lived inside an egg and thought the world was small and round. After hatching, it stayed in a nest and felt the nest was big and comfortable. Later, when it flew, it discovered that the world was endless. Each stage showed new knowledge.

Q2. What is the central idea of the poem?

☞ The poem shows that growth and experience change our understanding. The bird thought the egg was the world, then the nest, and finally the endless sky. It symbolizes human growth. As we grow, we learn that the world is much bigger than we imagine.

Q3. How is the bird's curiosity important for us?

☞ The bird's curiosity helped it discover the truth about the world. Similarly, human beings learn more when they are curious. Curiosity leads to knowledge and wisdom. Without it, life would be limited like the egg or the nest. The poem inspires us to explore and learn.

G. Picture Reading

Picture 1: Bird inside an egg

1. Where is the bird? → **Inside the egg**

2. How does the bird see the world? → **Small and round**
3. What does this show? → **Limited vision**

Picture 2: Bird in a nest on a tree

1. Where is the bird now? → **In a nest**
2. How does the nest feel? → **Big and comfortable**
3. What does this picture teach? → **Growth brings new space**

Picture 3: Bird flying in the sky

1. What is the bird doing? → **Flying**
2. What does it see? → **Endless world**
3. What lesson does this picture give? → **Experience broadens understanding**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

A little fish lived in a pond. It thought the pond was the whole world. One day, it swam to the river and saw more water. Later, it reached the sea and realized the world was much bigger. The fish understood that knowledge grows as we explore new places.

Questions:

1. Where did the fish live first? → **Pond**
2. What did it think the pond was? → **The whole world**
3. Where did it go later? → **River and sea**
4. What did it realize? → **The world is bigger**
5. What is the lesson? → **Knowledge grows with exploration**

Passage 2 (Factual – 10 lines)

Birds are curious creatures. They learn by moving from one place to another. Baby birds first live in eggs. Then they live in nests and finally fly in the sky. Each stage teaches them something new. Humans are also like birds. We learn more as we grow and explore the world.

Questions:

1. What are birds called? → **Curious creatures**
2. Where do they live first? → **In eggs**

3. Where do they live after hatching? → **In nests**
4. What do they finally do? → **Fly in the sky**
5. How are humans like birds? → **They learn by growing and exploring**

Passage 3 (Moral Story – 9 lines)

Anil never left his village. He thought his village was the whole world. One day, he travelled to a city and saw tall buildings and vehicles. He was surprised. He learnt that the world was much larger. From then, he decided to travel and learn more.

Questions:

1. Who thought his village was the whole world? → **Anil**
2. Where did he go later? → **A city**
3. What did he see there? → **Buildings and vehicles**
4. What did he realize? → **The world is larger**
5. What did he decide? → **To travel and learn more**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who is speaking in the poem?
2. What was the bird's first home?
3. Where did the bird live after hatching?
4. What did the bird learn after flying?
5. What is the theme of the poem?

Section B – Fill in the blanks (3 × 1 = 3)

6. The world seemed _____ and round inside the egg.
7. The nest was _____ and comfortable.
8. The world is _____ after flying.

Section C – True/False (2 × 0.5 = 1)

9. The bird never left the egg. ()
10. The poem teaches that curiosity leads to discovery. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The bird thinks the world is small.*"
12. Make a question: *The bird lived in a nest.*

Section E – Comprehension (1 × 4 = 4)

13. Narrate the stages of the bird's discovery of the world.

Total = 15 Marks

Blueprint – What a Bird Thought

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 3 – Lesson 3: Spices that Heal Us

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend an informational text about spices.
- Identify common spices and their uses.
- Appreciate traditional knowledge about food and health.
- Enrich vocabulary related to food, plants, and health.
- Use grammar in meaningful contexts.
- Answer comprehension questions (short & extended).
- Interpret health/food-related pictures.
- Read unseen passages and connect to health values.

Question Bank

A. MCQs (10)

1. What is the main topic of the lesson?

- a) Fruits
- b) Spices
- c) Medicines
- d) Vegetables

👉 **Answer: b) Spices**

2. Which spice is called the “Queen of Spices”?

- a) Turmeric
- b) Cardamom
- c) Pepper
- d) Cinnamon

👉 **Answer: b) Cardamom**

3. Which spice is yellow and used for healing wounds?

- a) Pepper
- b) Turmeric
- c) Cloves
- d) Mustard

👉 **Answer: b) Turmeric**

4. Which spice is used in tea for flavour and cough relief?

- a) Ginger
- b) Garlic
- c) Pepper
- d) Cloves

👉 **Answer: d) Cloves**

5. Pepper is also called:

- a) Black gold
- b) Green medicine
- c) Red spice
- d) Bitter seed

👉 **Answer: a) Black gold**

6. Which spice is good for digestion?

- a) Garlic
- b) Ginger
- c) Cumin
- d) Cardamom

👉 **Answer: c) Cumin**

7. Garlic helps in:

- a) Sweetening food
- b) Controlling blood pressure
- c) Increasing sugar
- d) Stopping growth

👉 **Answer: b) Controlling blood pressure**

8. Turmeric is used in:

- a) Paint
- b) Cooking and medicine
- c) Cloth making
- d) Sports

👉 **Answer: b) Cooking and medicine**

9. Spices are important because:

- a) They add colour, flavour, and health benefits
- b) They are only costly
- c) They are eaten raw
- d) They are found only in forests

👉 **Answer: a) They add colour, flavour, and health benefits**

10. What is the message of the lesson?

- a) Spices are only tasty
- b) Spices heal and keep us healthy
- c) Medicines are better than spices
- d) Avoid using spices

✍ **Answer: b) Spices heal and keep us healthy**

B. Fill in the Blanks (6)

- 1. _____ is called the Queen of Spices. → **Cardamom**
- 2. Pepper is also called _____. → **Black gold**
- 3. Turmeric gives food a _____ colour. → **yellow**
- 4. Cloves are used in _____ for flavour. → **tea**
- 5. Cumin seeds help in _____. → **digestion**
- 6. Garlic helps control _____ pressure. → **blood**

C. True/False (5)

- 1. Spices have no health value. → **False**
- 2. Cardamom is known as the Queen of Spices. → **True**
- 3. Turmeric is bitter and yellow. → **True**
- 4. Cloves are useless in cough. → **False**
- 5. Pepper is called black gold. → **True**

D. Synonyms/Antonyms (5)

- 1. Healing – (synonym) → **Curing**
- 2. Bitter – (antonym) → **Sweet**
- 3. Queen – (antonym) → **King**
- 4. Flavour – (synonym) → **Taste**
- 5. Healthy – (antonym) → **Unhealthy / Sick**

E. Grammar / Do-as-directed (5)

- 1. Change into past tense: “*Spices heal us.*” → **Spices healed us.**
- 2. Make negative: “*Turmeric is useless.*” → **Turmeric is not useless.**

3. Make a question: “*Garlic controls blood pressure.*” → **What does garlic control?**
4. Combine using “and”: *Pepper adds taste. Pepper helps in cough relief.* → **Pepper adds taste and helps in cough relief.**
5. Fill with correct verb: *Cloves ____ (help) in curing cough.* → **help**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Why are spices important? → **They add taste, colour, and have health benefits.**
2. Which spice is called the Queen of Spices? → **Cardamom.**
3. What is turmeric used for? → **Cooking and healing wounds.**
4. What is pepper called? → **Black gold.**
5. Which spice helps in digestion? → **Cumin.**

Long (3 × 5–6 sentences)

Q1. Narrate the importance of spices in our life.

☞ Spices make our food tasty and colourful. They also act as medicines. Turmeric heals wounds, cumin helps digestion, and garlic controls blood pressure. Cloves and pepper help in cough relief. Spices are not just flavouring agents but natural medicines.

Q2. Which spice do you think is most useful and why?

☞ I think turmeric is most useful. It is used in cooking daily. It gives yellow colour and flavour. It also heals wounds and prevents infection. It is both a kitchen spice and a home medicine.

Q3. What message does the lesson “Spices that Heal Us” give?

☞ The lesson teaches that spices are nature’s gift. They give us health benefits along with taste. They are traditional medicines used by our ancestors. The message is that we should respect and use spices wisely.

G. Picture Reading

Picture 1: Turmeric roots and powder

1. What spice is shown? → **Turmeric**

2. What colour is it? → **Yellow**
3. What is it used for? → **Cooking and medicine**

Picture 2: Cloves in a cup of tea

1. What spice is in the tea? → **Cloves**
2. Why are cloves added? → **For flavour and cough relief**
3. What lesson does this picture give? → **Spices keep us healthy**

Picture 3: Garlic and cumin on a plate

1. Which spices are shown? → **Garlic and cumin**
2. What does cumin help in? → **Digestion**
3. What does garlic help in? → **Controlling blood pressure**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Ravi had a cough. His grandmother gave him tea with cloves and ginger. At first he did not like the taste, but he drank it. The next day, his cough reduced. He was surprised. His grandmother said, "Spices are natural medicines." Ravi realized the value of home remedies.

Questions:

1. Who had a cough? → **Ravi**
2. What did grandmother give? → **Tea with cloves and ginger**
3. Did Ravi like the taste? → **No**
4. What happened next day? → **His cough reduced**
5. What lesson did he learn? → **Spices are medicines**

Passage 2 (Factual – 10 lines)

India is famous for spices. Traders from many countries came to India for pepper, cardamom, and cinnamon. Spices add taste and smell to food. They also cure many diseases. For example, turmeric heals wounds, and cumin aids digestion. Spices are used in kitchens and in traditional medicines. They are nature's treasure for health.

Questions:

1. What is India famous for? → **Spices**

2. Why did traders come to India? → **For spices like pepper, cardamom, cinnamon**
3. What do spices add to food? → **Taste and smell**
4. What does turmeric heal? → **Wounds**
5. What are spices called? → **Nature's treasure**

Passage 3 (Moral Story – 9 lines)

Meena always wanted to eat chips and cold drinks. One day she fell sick. The doctor advised her to eat healthy food with spices like turmeric, garlic, and cumin. Meena followed the advice and became well. She promised to eat healthy food and respect natural spices.

Questions:

1. Who wanted to eat chips? → **Meena**
2. What happened to her? → **She fell sick**
3. What did the doctor advise? → **Eat healthy food with spices**
4. Which spices were suggested? → **Turmeric, garlic, cumin**
5. What did Meena promise? → **To eat healthy and respect spices**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What is called the Queen of Spices?
2. Which spice is black gold?
3. What is turmeric used for?
4. Which spice helps in digestion?
5. Why are spices important?

Section B – Fill in the blanks (3 × 1 = 3)

6. Pepper is called _____.
7. Garlic controls _____ pressure.
8. Cloves are used in _____.

Section C – True/False (2 × 0.5 = 1)

9. Spices only add taste but no health value. ()
10. India is famous for spices. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*Spices heal us.*”
12. Make a question: *Garlic controls blood pressure.*

Section E – Comprehension (1 × 4 = 4)

13. Narrate the importance of spices in our life.

Total = 15 Marks

Blueprint – Spices that Heal Us

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 4 – Lesson 1: The Winner

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a motivational story about competition and effort.
- Recognize the importance of hard work, courage, and determination.
- Build vocabulary related to success and struggle.
- Apply grammar in context.
- Answer short and long comprehension questions.
- Interpret motivational pictures.
- Read unseen passages and connect them to personal growth.

Question Bank

A. MCQs (10)

1. Who is the main character in the story?
 - a) A king
 - b) A young boy
 - c) A teacher
 - d) A farmer

👉 **Answer: b) A young boy**

2. What competition was announced?
 - a) A music show
 - b) A race
 - c) A kite flying contest
 - d) A quiz

👉 **Answer: b) A race**

3. How did the boy feel at first?
 - a) Confident
 - b) Nervous
 - c) Angry
 - d) Lazy

👉 **Answer: b) Nervous**

4. What did the boy decide to do?
 - a) Run with courage

- b) Quit the race
- c) Argue with others
- d) Sleep at home

👉 **Answer: a) Run with courage**

5. Who encouraged the boy?
- a) His father
 - b) His teacher
 - c) His friends
 - d) His brother

👉 **Answer: a) His father**

6. What happened at the end?
- a) The boy lost
 - b) The boy won
 - c) The race was cancelled
 - d) The teacher won

👉 **Answer: b) The boy won**

7. The story shows that success comes from:
- a) Money
 - b) Luck
 - c) Hard work and courage
 - d) Cheating

👉 **Answer: c) Hard work and courage**

8. What was the boy's fear?
- a) Falling down
 - b) Losing the race
 - c) Facing the crowd
 - d) Not finding shoes

👉 **Answer: b) Losing the race**

9. What is the moral of the story?
- a) Never try new things
 - b) Courage and effort bring success
 - c) Winning is not important
 - d) Only strong people win

👉 **Answer: b) Courage and effort bring success**

10. The story is about:
- a) Laziness

- b) Competition and determination
- c) Friendship
- d) Food

👉 **Answer: b) Competition and determination**

B. Fill in the Blanks (6)

1. The story is about a young _____. → **boy**
2. The boy took part in a _____. → **race**
3. At first, he felt _____. → **nervous**
4. His father gave him _____. → **encouragement**
5. The boy ran with _____ and courage. → **determination**
6. In the end, he _____ the race. → **won**

C. True/False (5)

1. The boy was confident at first. → **False**
2. The father supported the boy. → **True**
3. The boy lost the race. → **False**
4. The story teaches that courage brings success. → **True**
5. The boy refused to run. → **False**

D. Synonyms/Antonyms (5)

1. Winner – (antonym) → **Loser**
2. Courage – (synonym) → **Bravery**
3. Nervous – (antonym) → **Confident**
4. Success – (synonym) → **Victory**
5. Hard work – (antonym) → **Laziness**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The boy runs fast.*” → **The boy ran fast.**
2. Make negative: “*He was nervous.*” → **He was not nervous.**
3. Make a question: “*The boy won the race.*” → **Who won the race?**

4. Combine using “but”: *The boy was nervous. He tried his best.* → **The boy was nervous but he tried his best.**
5. Fill with correct verb: *He _____ (decide) to run with courage.* → **decided**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What competition was held? → **A race.**
2. Who took part in the race? → **A young boy.**
3. Who encouraged him? → **His father.**
4. What did the boy feel at first? → **He was nervous.**
5. What is the message of the story? → **Courage and effort bring success.**

Long (3 × 5–6 sentences)

Q1. Narrate the story of “The Winner” in your own words.

✍ A young boy joined a race. He was nervous and afraid of losing. His father encouraged him to try his best. The boy ran with courage and determination. Finally, he won the race. The story teaches that courage and effort bring success.

Q2. What qualities helped the boy win the race?

✍ The boy had determination, courage, and hard work. He did not give up though he was nervous. He listened to his father’s advice. He ran with full effort. These qualities made him the winner.

Q3. What is the moral of the story? How can we apply it in our lives?

✍ The moral is that courage and hard work bring success. We should not give up because of fear. In studies, sports, or life, effort is important. Like the boy, we must be determined. Success comes only when we try with courage.

G. Picture Reading

Picture 1: A boy standing at the starting line of a race

1. Who is standing? → **A young boy**
2. What is about to begin? → **A race**
3. How does he look? → **Nervous**

Picture 2: Father encouraging the boy

1. Who is speaking? → **Father**
2. Who is listening? → **The boy**
3. What is the father doing? → **Encouraging him**

Picture 3: The boy winning the race

1. What is happening? → **The boy is winning**
2. How does the boy look now? → **Happy and proud**
3. What does this picture teach? → **Courage brings success**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Anil was shy and never joined games. One day, the teacher asked him to join a race. Anil was afraid but tried. To his surprise, he came first. His friends clapped for him. Anil learnt that trying is more important than fear.

Questions:

1. Who was shy? → **Anil**
2. What did the teacher ask him to do? → **Join a race**
3. What was Anil afraid of? → **Losing**
4. What happened in the end? → **He came first**
5. What did he learn? → **Trying is more important than fear**

Passage 2 (Factual – 10 lines)

Winners are not born, they are made by effort. Hard work and courage are keys to success. Failures are steps to learning. Many famous people failed at first, but succeeded later. A true winner is not only one who comes first, but one who tries with honesty. Success is for those who never give up.

Questions:

1. Are winners born? → **No**
2. What are the keys to success? → **Hard work and courage**
3. What are failures? → **Steps to learning**
4. Who becomes a true winner? → **One who tries with honesty**
5. Who gets success? → **Those who never give up**

Passage 3 (Moral Story – 9 lines)

Ravi lost a painting competition. He felt sad. His teacher told him, “Try again with more practice.” Ravi worked hard and joined again next year. This time, he won first prize. Ravi learnt that losing once does not mean losing forever.

Questions:

1. Who lost a competition? → **Ravi**
2. What competition was it? → **Painting**
3. Who advised him? → **His teacher**
4. What did Ravi do later? → **Worked hard and tried again**
5. What did he learn? → **Losing once is not forever**

I. Model Question Paper (15 Marks)**Section A – MCQs (5 × 1 = 5)**

1. Who took part in the race?
2. What did the boy feel at first?
3. Who encouraged him?
4. What did he do in the race?
5. What is the message of the story?

Section B – Fill in the blanks (3 × 1 = 3)

6. The boy was _____ at first.
7. His father gave him _____.
8. The boy _____ the race in the end.

Section C – True/False (2 × 0.5 = 1)

9. The boy refused to run. ()
10. Courage brings success. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The boy runs fast.*”
12. Make a question: *The boy won the race.*

Section E – Comprehension (1 × 4 = 4)

13. Narrate the story of “The Winner” in your own words.

Total = 15 Marks

Blueprint – The Winner

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 4 – Lesson 3: Change of Heart

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a moral story about kindness and transformation.
- Identify how love and forgiveness can change people.
- Develop vocabulary related to emotions and values.
- Apply grammar rules in context.
- Answer comprehension questions (short & long).
- Interpret value-based pictures.
- Read unseen passages and infer lessons.

Question Bank

A. MCQs (10)

1. Who was the main character in the story?
 - a) A cruel man
 - b) A wise king
 - c) A kind girl
 - d) A poor farmer

🔑 **Answer: a) A cruel man**

2. What was his nature at first?
 - a) Kind
 - b) Selfish and cruel
 - c) Helpful
 - d) Honest

🔑 **Answer: b) Selfish and cruel**

3. Whom did he trouble?
 - a) Animals and people
 - b) Only friends
 - c) Teachers
 - d) Rich men

🔑 **Answer: a) Animals and people**

4. Who showed kindness to him?
 - a) A saint

- b) A child
- c) A woman
- d) A stranger

🔑 **Answer: a) A saint**

5. What changed the man's heart?
- a) Punishment
 - b) Kindness and forgiveness
 - c) Anger
 - d) Money

🔑 **Answer: b) Kindness and forgiveness**

6. What did the man become later?
- a) A saint
 - b) A kind person
 - c) A soldier
 - d) A king

🔑 **Answer: b) A kind person**

7. What is the moral of the story?
- a) Anger is powerful
 - b) Kindness can change hearts
 - c) Cruelty always wins
 - d) Money is everything

🔑 **Answer: b) Kindness can change hearts**

8. The saint taught the man to:
- a) Earn money
 - b) Be kind and helpful
 - c) Fight more
 - d) Leave the village

🔑 **Answer: b) Be kind and helpful**

9. What did the people feel after his change?
- a) Angry
 - b) Happy and safe
 - c) Afraid
 - d) Lonely

🔑 **Answer: b) Happy and safe**

10. The story teaches us the power of:
- a) Wealth

- b) Forgiveness and love
- c) Cruelty
- d) Silence

👉 **Answer: b) Forgiveness and love**

B. Fill in the Blanks (6)

1. The man was _____ at first. → **cruel**
2. A _____ showed him kindness. → **saint**
3. The man's heart was changed by _____. → **forgiveness**
4. Later, he became a _____ person. → **kind**
5. The people felt _____ after his change. → **happy**
6. The story teaches the power of _____. → **kindness**

C. True/False (5)

1. The man was kind from the beginning. → **False**
2. He troubled animals and people. → **True**
3. A saint punished him harshly. → **False**
4. The man later became kind. → **True**
5. The story shows that love and kindness can change people. → **True**

D. Synonyms/Antonyms (5)

1. Cruel – (antonym) → **Kind**
2. Forgive – (synonym) → **Pardon**
3. Happy – (antonym) → **Sad**
4. Trouble – (synonym) → **Disturb / Harass**
5. Change – (synonym) → **Transform**

E. Grammar / Do-as-directed (5)

1. Change into past tense: "*The man troubles the people.*" → **The man troubled the people.**
2. Make negative: "*He was cruel.*" → **He was not kind.**

3. Make a question: "*The saint forgave the man.*" → **Who forgave the man?**
4. Combine using "but": *The man was cruel. The saint was kind.* → **The man was cruel but the saint was kind.**
5. Fill with correct verb: *Kindness* ____ (*change*) *his heart.* → **changed**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What was the man's nature at first? → **He was cruel and selfish.**
2. Who showed kindness to him? → **A saint.**
3. What changed his heart? → **Kindness and forgiveness.**
4. What did he become later? → **A kind person.**
5. What is the moral of the story? → **Kindness can change hearts.**

Long (3 × 5–6 sentences)

Q1. Narrate the story of "Change of Heart" in your own words.

✍ The story is about a cruel man who troubled people and animals. One day, a saint met him. Instead of punishing him, the saint showed kindness and forgiveness. The man was surprised and felt ashamed. His heart changed, and he became kind. People were happy and safe again.

Q2. How did kindness and forgiveness change the man?

✍ The man was selfish and cruel at first. The saint forgave his mistakes and showed him love. This touched the man deeply. He realized that cruelty was wrong. He decided to become kind and helpful. Kindness transformed his life.

Q3. What lesson does the story teach us for our daily life?

✍ The story teaches that kindness is powerful. Anger and cruelty harm others, but love changes hearts. In daily life, we must forgive and help others. This makes relationships stronger. A kind person brings peace to society.

G. Picture Reading

Picture 1: A cruel man troubling animals

1. Who is in the picture? → **A cruel man**
2. What is he doing? → **Troubling animals**
3. What does this show? → **Cruel nature**

Picture 2: A saint speaking to the man

1. Who is advising the man? → **A saint**
2. How does the man look? → **Ashamed**
3. What is the saint teaching? → **Kindness**

Picture 3: The man helping people later

1. What is the man doing now? → **Helping people**
2. How do people feel? → **Happy and safe**
3. What lesson does this picture show? → **People can change through kindness**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Ravi was angry with his friend. He refused to speak to him. The next day, his friend helped him in class. Ravi felt sorry and said sorry. They became friends again. Ravi understood that forgiveness is greater than anger.

Questions:

1. Who was angry? → **Ravi**
2. Whom was he angry with? → **His friend**
3. What did the friend do? → **Helped him in class**
4. What did Ravi say later? → **Sorry**
5. What did he learn? → **Forgiveness is greater than anger**

Passage 2 (Factual – 10 lines)

Forgiveness is a great quality. It changes enemies into friends. Cruelty creates fear, but kindness creates love. Leaders like Mahatma Gandhi taught kindness and non-violence. When we forgive, our heart becomes peaceful. Forgiveness is not weakness, it is strength.

Questions:

1. What is forgiveness called? → **A great quality**
2. What does cruelty create? → **Fear**
3. What does kindness create? → **Love**
4. Who taught non-violence? → **Mahatma Gandhi**

5. Is forgiveness weakness or strength? → **Strength**

Passage 3 (Moral Story – 9 lines)

A thief once entered a saint's hut. The saint caught him but did not punish him. Instead, he gave him food and said, "Change your life." The thief was shocked. He promised never to steal again. Kindness changed him into a good man.

Questions:

1. Who entered the hut? → **A thief**
2. Who caught him? → **A saint**
3. What did the saint give him? → **Food**
4. What did the thief promise? → **Never to steal again**
5. What changed the thief? → **Kindness**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who was the main character?
2. What was his nature at first?
3. Who changed him?
4. What did he become later?
5. What is the lesson?

Section B – Fill in the blanks (3 × 1 = 3)

6. The man was _____ at first.
7. A saint showed him _____.
8. Later, he became a _____ person.

Section C – True/False (2 × 0.5 = 1)

9. The saint punished the man harshly. ()
10. The story teaches kindness can change hearts. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The man troubles people.*"
12. Make a question: *The saint forgave the man.*

Section E – Comprehension (1 × 4 = 4)

13. Narrate the story of "Change of Heart."

Total = 15 Marks

Blueprint – Change of Heart

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 4 – Lesson: Yoga – A Way of Life

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand an informational text on yoga.
- Recognize the importance of yoga for physical, mental, and emotional well-being.
- Build vocabulary related to health, balance, and lifestyle.
- Apply grammar through meaningful contexts.
- Answer short and long comprehension questions.
- Interpret health and wellness-related pictures.
- Read unseen passages and connect to the theme of healthy living.

Question Bank

A. MCQs (10)

1. What does yoga mean?
 - a) Union or joining
 - b) Running
 - c) Sleeping
 - d) Eating
2. Yoga helps in keeping our _____.
 - a) House clean
 - b) Body and mind healthy
 - c) Books safe
 - d) Shoes neat

👉 **Answer: a) Union or joining**

👉 **Answer: b) Body and mind healthy**

3. Where did yoga originate?
 - a) China
 - b) India
 - c) Greece
 - d) Egypt

👉 **Answer: b) India**

4. Who practiced yoga in ancient times?

- a) Farmers
- b) Saints and sages
- c) Soldiers
- d) Traders

🔑 **Answer: b) Saints and sages**

5. Which day is celebrated worldwide as International Yoga Day?

- a) June 5
- b) June 21
- c) August 15
- d) October 2

🔑 **Answer: b) June 21**

6. Yoga teaches us to control our _____.

- a) Anger and mind
- b) Friends
- c) Teachers
- d) Time

🔑 **Answer: a) Anger and mind**

7. Which of these is a yoga posture?

- a) Padmasana
- b) Marathon
- c) Push-up
- d) Cricket

🔑 **Answer: a) Padmasana**

8. Which of these helps in breathing exercises in yoga?

- a) Pranayama
- b) Running
- c) Jumping
- d) Sleeping

🔑 **Answer: a) Pranayama**

9. Yoga is a way of:

- a) War
- b) Life
- c) Food
- d) Travel

🔑 **Answer: b) Life**

10. What is the message of the lesson?

- a) Yoga is only exercise
- b) Yoga is a healthy way of life
- c) Yoga is not important
- d) Yoga is only for the old

✍ **Answer: b) Yoga is a healthy way of life**

B. Fill in the Blanks (6)

- 1. Yoga means _____. → **union / joining**
- 2. Yoga keeps our _____ healthy. → **body and mind**
- 3. Yoga originated in _____. → **India**
- 4. Ancient _____ practiced yoga. → **sages**
- 5. International Yoga Day is on _____. → **June 21**
- 6. _____ is a breathing exercise in yoga. → **Pranayama**

C. True/False (5)

- 1. Yoga is only for old people. → **False**
- 2. Yoga originated in India. → **True**
- 3. Yoga helps only the body, not the mind. → **False**
- 4. June 21 is International Yoga Day. → **True**
- 5. Yoga is a way of life. → **True**

D. Synonyms/Antonyms (5)

- 1. Healthy – (antonym) → **Unhealthy / Sick**
- 2. Union – (synonym) → **Joining / Togetherness**
- 3. Anger – (antonym) → **Calmness / Peace**
- 4. Ancient – (synonym) → **Old / Traditional**
- 5. Exercise – (synonym) → **Workout / Practice**

E. Grammar / Do-as-directed (5)

- 1. Change into past tense: “*Yoga keeps us healthy.*” → **Yoga kept us healthy.**
- 2. Make negative: “*Yoga is only exercise.*” → **Yoga is not only exercise.**

3. Make a question: “*Yoga teaches discipline.*” → **What does yoga teach?**
4. Combine using “and”: *Yoga is Indian. It is popular worldwide.* → **Yoga is Indian and it is popular worldwide.**
5. Fill with correct verb: *Yoga _____ (be) a way of life.* → **is**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What is yoga? → **Yoga means union; it keeps body and mind healthy.**
2. Where did yoga originate? → **In India.**
3. Who practiced yoga in ancient times? → **Saints and sages.**
4. What is Pranayama? → **Breathing exercise in yoga.**
5. What is the main message of the lesson? → **Yoga is a way of life.**

Long (3 × 5–6 sentences)

Q1. Explain why yoga is important for us.

☞ Yoga is important because it keeps both the body and mind healthy. It improves discipline, balance, and peace. Breathing exercises like Pranayama improve health. Yoga reduces anger and stress. It makes life healthy and happy.

Q2. What did ancient sages do with yoga?

☞ Ancient sages practiced yoga to control their body and mind. They used it for meditation and peace. Through yoga, they gained wisdom and calmness. They showed that yoga was more than exercise. It was a path to a disciplined life.

Q3. What lesson do we learn from “Yoga – A Way of Life”?

☞ We learn that yoga is not only physical exercise. It is a way to live peacefully and healthily. Yoga improves our body, mind, and soul. It teaches us discipline and control. It is a lifelong practice for everyone.

G. Picture Reading

Picture 1: Children doing Padmasana

1. What posture are they doing? → **Padmasana**
2. Where are they sitting? → **On the ground / mat**
3. What lesson does it show? → **Yoga brings calmness**

Picture 2: People celebrating International Yoga Day

1. What are people doing together? → **Practicing yoga**
2. Which day is it? → **June 21**
3. What does this show? → **Yoga is followed worldwide**

Picture 3: A sage meditating under a tree

1. Who is in the picture? → **A sage**
2. What is he doing? → **Meditating**
3. What does this show? → **Yoga gives peace**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Ravi was always angry. His teacher advised him to try yoga. He started doing breathing exercises every morning. Slowly, he became calm. His friends noticed the change. Ravi realized yoga helped him control anger. He decided to practice yoga daily.

Questions:

1. Who was always angry? → **Ravi**
2. Who advised him? → **His teacher**
3. What did he try? → **Yoga**
4. What happened to him later? → **He became calm**
5. What did he decide? → **To practice yoga daily**

Passage 2 (Factual – 10 lines)

Yoga is an ancient practice from India. It includes postures, breathing, and meditation. Yoga improves blood circulation and reduces stress. It makes the body flexible and the mind peaceful. People of all ages can do yoga. It is now practiced all over the world as a way to stay healthy.

Questions:

1. Where did yoga originate? → **India**
2. What does yoga include? → **Postures, breathing, meditation**
3. What does yoga improve? → **Blood circulation and peace of mind**

4. Who can do yoga? → **People of all ages**
5. Where is yoga practiced now? → **All over the world**

Passage 3 (Moral Story – 9 lines)

Anita felt tired every day. Her grandmother said, “Do yoga in the morning.” Anita tried simple yoga poses. After a week, she felt more energetic. She was able to study better. Anita understood yoga makes life healthy and active.

Questions:

1. Who felt tired? → **Anita**
2. Who advised her? → **Her grandmother**
3. What did Anita try? → **Simple yoga poses**
4. How did she feel after a week? → **Energetic**
5. What did she understand? → **Yoga makes life healthy and active**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What does yoga mean?
2. Where did yoga originate?
3. Who practiced yoga in ancient times?
4. What is Pranayama?
5. What is the main message of yoga?

Section B – Fill in the blanks (3 × 1 = 3)

6. Yoga keeps our _____ healthy.
7. Yoga originated in _____.
8. International Yoga Day is on _____.

Section C – True/False (2 × 0.5 = 1)

9. Yoga is only for old people. ()
10. Yoga is a way of life. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “Yoga keeps us healthy.”
12. Make a question: *Yoga teaches discipline.*

Section E – Comprehension (1 × 4 = 4)

13. Explain why yoga is important for us.

Total = 15 Marks

Blueprint – Yoga: A Way of Life

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 5 – Lesson 1: Hamara Bharat – Incredible India

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and comprehend a descriptive text about India's culture, geography, and achievements.
- Appreciate the diversity and unity of India.
- Build vocabulary related to national identity, culture, and pride.
- Apply grammar in context.
- Answer comprehension questions (short & long).
- Interpret culture-related pictures.
- Read unseen passages and connect them to values of patriotism and pride.

Question Bank

A. MCQs (10)

1. What does “Incredible India” mean?
 - a) Small India
 - b) Great and amazing India
 - c) Weak India
 - d) New India

👉 **Answer: b) Great and amazing India**

2. How is India described in the lesson?
 - a) Poor in culture
 - b) Rich in diversity
 - c) Only modern
 - d) Only ancient

👉 **Answer: b) Rich in diversity**

3. Which of the following is true about India?
 - a) Only one language is spoken
 - b) Many languages are spoken
 - c) No festivals are celebrated
 - d) India has no history

👉 **Answer: b) Many languages are spoken**

4. Which mountain range is in India?

- a) Alps
- b) Himalayas
- c) Andes
- d) Rockies

👉 **Answer: b) Himalayas**

5. Which desert is found in India?

- a) Sahara
- b) Thar
- c) Gobi
- d) Atacama

👉 **Answer: b) Thar**

6. What is India's national animal?

- a) Elephant
- b) Tiger
- c) Lion
- d) Peacock

👉 **Answer: b) Tiger**

7. Which bird is India's national bird?

- a) Sparrow
- b) Parrot
- c) Peacock
- d) Eagle

👉 **Answer: c) Peacock**

8. Which flower is the national flower of India?

- a) Rose
- b) Lotus
- c) Jasmine
- d) Sunflower

👉 **Answer: b) Lotus**

9. What does the lesson highlight about India?

- a) Its unity in diversity
- b) Only modern cities
- c) Only sports
- d) Only one culture

👉 **Answer: a) Its unity in diversity**

10. What is the message of “Hamara Bharat”?

- a) Forget our culture
- b) Be proud of India’s heritage
- c) India is weak
- d) India is only ancient

✍ **Answer: b) Be proud of India’s heritage**

B. Fill in the Blanks (6)

- 1. India is described as _____ India. → **Incredible**
- 2. The Himalayas are in the _____ of India. → **north**
- 3. The desert in India is the _____. → **Thar**
- 4. The national animal of India is the _____. → **tiger**
- 5. The national bird of India is the _____. → **peacock**
- 6. India is a land of _____ in diversity. → **unity**

C. True/False (5)

- 1. India has only one culture. → **False**
- 2. The Thar desert is in India. → **True**
- 3. The peacock is the national bird. → **True**
- 4. The lotus is India’s national flower. → **True**
- 5. India is poor in heritage. → **False**

D. Synonyms/Antonyms (5)

- 1. Incredible – (synonym) → **Amazing / Wonderful**
- 2. Rich – (antonym) → **Poor**
- 3. Heritage – (synonym) → **Tradition / Legacy**
- 4. Unity – (antonym) → **Division**
- 5. Pride – (synonym) → **Honor**

E. Grammar / Do-as-directed (5)

- 1. Change into past tense: “*India is incredible.*” → **India was incredible.**
- 2. Make negative: “*India is poor in culture.*” → **India is not poor in culture.**

3. Make a question: "*The Thar desert is in India.*" → **Which desert is in India?**
4. Combine using "and": *India is diverse. India is united.* → **India is diverse and united.**
5. Fill with correct verb: *India _____ (have) a rich heritage.* → **has**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What does Incredible India mean? → **It means India is great, amazing, and unique.**
2. Name two physical features of India. → **Himalayas, Thar Desert.**
3. What is India's national bird? → **Peacock.**
4. What is India's national flower? → **Lotus.**
5. What is the theme of the lesson? → **Unity in diversity and pride in India's culture.**

Long (3 × 5–6 sentences)

Q1. Describe the natural features of India.

☞ India has many natural features. The Himalayas stand tall in the north. The Thar Desert lies in Rajasthan. Rivers like the Ganga and Yamuna flow across the country. These features make India unique and beautiful.

Q2. Why is India called "Incredible"?

☞ India is called incredible because of its rich culture and diversity. People speak many languages and celebrate many festivals. It has different climates, landscapes, and traditions. Unity in diversity makes it special. Its heritage is a source of pride.

Q3. What lesson do we learn from "Hamara Bharat"?

☞ The lesson teaches us to be proud of India. It shows our natural beauty and rich culture. It reminds us of unity in diversity. Every Indian must respect and preserve this heritage. Pride in our country makes us responsible citizens.

G. Picture Reading

Picture 1: The Himalayas

1. What mountains are shown? → **Himalayas**
2. Where are they? → **In the north of India**

3. What do they show? → **India's natural beauty**

Picture 2: The national bird – Peacock

1. What bird is this? → **Peacock**
2. What is it known for? → **Beautiful feathers**
3. Why is it special? → **It is India's national bird**

Picture 3: People of different states together

1. What are they showing? → **Unity in diversity**
2. What are they wearing? → **Different traditional dresses**
3. What is the lesson? → **India is united though diverse**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Meena visited Delhi. She saw people from many states. They wore different clothes and spoke different languages. Yet, they all lived together. Meena realized India is a land of unity in diversity. She felt proud of her country.

Questions:

1. Who visited Delhi? → **Meena**
2. What did she notice? → **People from many states**
3. How were they different? → **Clothes and languages**
4. What was common among them? → **Unity**
5. What did Meena feel? → **Proud of her country**

Passage 2 (Factual – 10 lines)

India is the seventh largest country in the world. It has deserts, mountains, rivers, and seas. People follow different religions and traditions. India is famous for yoga, Ayurveda, and festivals. Tourists from all over the world visit India. Truly, India is incredible.

Questions:

1. What is India's rank in size? → **Seventh**
2. Name two physical features of India. → **Mountains, deserts**
3. What is India famous for? → **Yoga, Ayurveda, festivals**

4. Who visits India? → **Tourists from all over the world**
5. Why is India incredible? → **Because of its beauty and diversity**

Passage 3 (Moral Story – 9 lines)

A boy once said, “My state is the best.” His teacher said, “All states are important.” She explained that India is strong because of all states together. The boy understood. He promised to respect all states and cultures equally.

Questions:

1. Who said “My state is the best”? → **A boy**
2. Who corrected him? → **His teacher**
3. What did she explain? → **All states are important**
4. Why is India strong? → **Because of all states together**
5. What did the boy promise? → **To respect all states and cultures**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What does Incredible India mean?
2. Which mountains are in the north?
3. Which desert is in Rajasthan?
4. What is India’s national bird?
5. What is the message of the lesson?

Section B – Fill in the blanks (3 × 1 = 3)

6. The _____ Desert is in Rajasthan.
7. The national flower is _____.
8. India is a land of _____ in diversity.

Section C – True/False (2 × 0.5 = 1)

9. India has only one language. ()
10. Peacock is the national bird. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*India is incredible.*”
12. Make a question: *The Thar Desert is in India.*

Section E – Comprehension (1 × 4 = 4)

13. Why is India called Incredible?

Total = 15 Marks

Blueprint – Hamara Bharat: Incredible India

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 5 – Lesson 2: The Kites (Poem)

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and enjoy a descriptive poem about kites.
- Identify poetic features like rhythm, rhyme, and imagery.
- Understand how the poet compares kites to life experiences.
- Expand vocabulary related to games, play, and flight.
- Answer short and long comprehension questions.
- Interpret kite-related pictures.
- Read unseen passages and infer values.

Question Bank

A. MCQs (10)

1. What is the poem about?
 - a) Birds
 - b) Kites
 - c) Planes
 - d) Clouds

👉 **Answer: b) Kites**

2. What do kites do in the sky?
 - a) Sleep
 - b) Fly high and dance
 - c) Swim
 - d) Hide

👉 **Answer: b) Fly high and dance**

3. What happens to kites when the wind is strong?
 - a) They fly higher
 - b) They fall
 - c) They stop
 - d) They shine

👉 **Answer: a) They fly higher**

4. What happens when the string loosens?
 - a) The kite goes higher

- b) The kite falls down
- c) The kite disappears
- d) The kite sings

👉 **Answer: b) The kite falls down**

5. Which natural element is important for kites to fly?
- a) Rain
 - b) Sun
 - c) Wind
 - d) Clouds

👉 **Answer: c) Wind**

6. What do kites look like in the evening?
- a) Like stars in the sky
 - b) Like torn paper
 - c) Like clouds
 - d) Like birds

👉 **Answer: b) Like torn paper**

7. The poem compares kites to:
- a) Games
 - b) Life experiences
 - c) Dreams
 - d) Books

👉 **Answer: b) Life experiences**

8. Which quality is needed to fly kites?
- a) Anger
 - b) Patience and skill
 - c) Laziness
 - d) Silence

👉 **Answer: b) Patience and skill**

9. What happens when kites tear?
- a) They fall down
 - b) They shine more
 - c) They dance higher
 - d) They sing

👉 **Answer: a) They fall down**

10. The poem teaches us to:
- a) Play always

- b) Face ups and downs in life like flying kites
- c) Fear the wind
- d) Avoid games

👉 **Answer: b) Face ups and downs in life like flying kites**

B. Fill in the Blanks (6)

1. The poem describes the joy of flying _____. → **kites**
2. Kites fly high in the _____. → **sky**
3. _____ helps kites to rise. → **Wind**
4. When the string loosens, the kite _____. → **falls down**
5. Kites look like torn _____ in the evening. → **paper**
6. The poem compares kites to _____. → **life experiences**

C. True/False (5)

1. Kites can fly without wind. → **False**
2. Strong wind makes kites rise higher. → **True**
3. Loose strings make kites steady. → **False**
4. Kites look like torn paper in the evening. → **True**
5. The poem teaches us only about games. → **False**

D. Synonyms/Antonyms (5)

1. Fly – (antonym) → **Fall**
2. Strong – (synonym) → **Powerful**
3. Loose – (antonym) → **Tight**
4. Joy – (synonym) → **Happiness / Delight**
5. High – (antonym) → **Low**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*The kite flies high.*” → **The kite flew high.**
2. Make negative: “*The kite is steady.*” → **The kite is not steady.**
3. Make a question: “*The kite falls down.*” → **What falls down?**

4. Combine using “and”: *The kite rose. The kite danced in the sky.* → **The kite rose and danced in the sky.**
5. Fill with correct verb: *The wind _____ (help) the kite fly.* → **helps**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. What is the poem about? → **Kites flying in the sky.**
2. What makes kites rise higher? → **Strong wind.**
3. What happens if the string loosens? → **The kite falls down.**
4. How do kites look in the evening? → **Like torn paper.**
5. What lesson does the poem give? → **Life has ups and downs like kites.**

Long (3 × 5–6 sentences)

Q1. Narrate the experience of flying kites as described in the poem.

✍ The poem describes how kites fly high and dance in the sky. Strong winds make them rise higher. If the string loosens, they fall down. In the evening, old kites look like torn paper. Flying kites is full of joy but also teaches lessons of rise and fall.

Q2. How does the poet compare kites with life?

✍ The poet compares kites to human life. Just as kites rise and fall, life also has ups and downs. Success is like flying high, and failure is like falling down. Both are part of life. We must accept them with courage.

Q3. What qualities are needed to fly a kite successfully?

✍ Flying kites needs patience and skill. One must hold the string carefully. The flyer should use wind wisely. The person must be alert and steady. These qualities also help us in life.

G. Picture Reading

Picture 1: Children flying kites

1. What are the children doing? → **Flying kites**
2. How do they look? → **Happy**
3. What lesson does this show? → **Games bring joy and learning**

Picture 2: A kite rising high in the sky

1. What is rising? → **A kite**
2. What helps it fly? → **Wind**
3. What does this picture show? → **Strength lifts us higher**

Picture 3: Torn kites on the ground

1. What is on the ground? → **Torn kites**
2. Why are they torn? → **Because strings broke or they fell**
3. What lesson does this give? → **Life also has failures**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Ramesh loved flying kites. One day, the wind was very strong. His kite rose high and danced. Suddenly, the string broke. The kite fell on a tree. Ramesh felt sad but decided to try again the next day. He learnt that failure is not the end.

Questions:

1. Who loved flying kites? → **Ramesh**
2. What helped the kite rise? → **Strong wind**
3. Where did the kite fall? → **On a tree**
4. How did Ramesh feel? → **Sad**
5. What did he learn? → **Failure is not the end**

Passage 2 (Factual – 10 lines)

Kite flying is a popular game in many parts of the world. People fly kites during festivals like Makar Sankranti and Independence Day. Kites are made of paper, bamboo, and string. Strong winds help them rise. Kite flying needs patience, skill, and practice. It is a joyful game that teaches control and balance.

Questions:

1. Where is kite flying popular? → **Many parts of the world**
2. Name one festival of kite flying. → **Makar Sankranti / Independence Day**
3. What are kites made of? → **Paper, bamboo, string**
4. What is needed to fly kites? → **Patience, skill, practice**

5. What lesson does kite flying teach? → **Control and balance**

Passage 3 (Moral Story – 9 lines)

Two boys flew kites together. One boy's kite rose high, while the other's kite fell down. The second boy became upset. His friend said, "Don't worry, keep trying." Next time, both kites flew high. They understood that practice and patience bring success.

Questions:

1. How many boys flew kites? → **Two**
2. Whose kite rose high first? → **The first boy's**
3. What happened to the second boy's kite? → **It fell down**
4. What advice did the friend give? → **Keep trying**
5. What did they learn? → **Practice and patience bring success**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. What is the poem about?
2. What makes kites rise higher?
3. What happens if the string loosens?
4. How do kites look in the evening?
5. What is the theme of the poem?

Section B – Fill in the blanks (3 × 1 = 3)

6. Kites fly high in the _____.
7. _____ helps kites to rise.
8. In the evening, kites look like torn _____.

Section C – True/False (2 × 0.5 = 1)

9. Kites fly without wind. ()
10. Kites look like torn paper in the evening. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The kite flies high.*"
12. Make a question: *The kite falls down.*

Section E – Comprehension (1 × 4 = 4)

13. How does the poet compare kites with life?

Total = 15 Marks

Blueprint – The Kites

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 5 – Lesson 3: Ila Sachani – Embroidering Dreams with her Feet

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand a biographical story of courage and creativity.
- Recognize the value of determination, resilience, and self-reliance.
- Build vocabulary related to art, disability, and empowerment.
- Apply grammar in context.
- Answer short and long comprehension questions.
- Interpret inspiring, real-life pictures.
- Read unseen passages and connect to themes of perseverance and creativity.

Question Bank

A. MCQs (10)

1. Who is the main character of the lesson?
 - a) A dancer
 - b) Ila Sachani
 - c) A painter
 - d) A teacher

👉 **Answer: b) Ila Sachani**

2. What was Ila Sachani's disability?
 - a) She could not see
 - b) She could not hear
 - c) She had no use of her hands
 - d) She could not walk

👉 **Answer: c) She had no use of her hands**

3. How did Ila do embroidery?
 - a) With her hands
 - b) With her mouth
 - c) With her feet
 - d) With a machine

👉 **Answer: c) With her feet**

4. Where was Ila born?
 - a) Gujarat

- b) Karnataka
- c) Odisha
- d) Kerala

👉 **Answer: a) Gujarat**

5. What art did Ila practice?
- a) Madhubani painting
 - b) Embroidery and stitching
 - c) Clay work
 - d) Weaving baskets

👉 **Answer: b) Embroidery and stitching**

6. Why is Ila Sachani an inspiration?
- a) She gave up easily
 - b) She worked hard despite her disability
 - c) She became rich
 - d) She lived in a city

👉 **Answer: b) She worked hard despite her disability**

7. What quality made Ila successful?
- a) Laziness
 - b) Determination
 - c) Anger
 - d) Wealth

👉 **Answer: b) Determination**

8. Ila showed that disability is not:
- a) A weakness
 - b) A barrier to success
 - c) An inspiration
 - d) A gift

👉 **Answer: b) A barrier to success**

9. What message does the lesson give?
- a) Only able people can succeed
 - b) Courage and hard work bring success
 - c) Embroidery is not important
 - d) Disability is failure

👉 **Answer: b) Courage and hard work bring success**

10. Ila's story belongs to:
- a) Adventure

- b) Inspiration and creativity
- c) History
- d) Science

👉 **Answer: b) Inspiration and creativity**

B. Fill in the Blanks (6)

1. Ila Sachani was from _____. → **Gujarat**
2. She had no use of her _____. → **hands**
3. She worked with her _____. → **feet**
4. Ila became skilled in _____. → **embroidery**
5. She proved that disability is not a _____. → **barrier**
6. Her life teaches us to be _____. → **courageous / determined**

C. True/False (5)

1. Ila Sachani used her hands for embroidery. → **False**
2. She lived in Gujarat. → **True**
3. Ila gave up because of her disability. → **False**
4. Ila used her feet to stitch and embroider. → **True**
5. The lesson teaches us determination. → **True**

D. Synonyms/Antonyms (5)

1. Determination – (synonym) → **Willpower / Resolve**
2. Disability – (antonym) → **Ability**
3. Courage – (synonym) → **Bravery**
4. Barrier – (antonym) → **Support / Path**
5. Inspiration – (synonym) → **Encouragement / Motivation**

E. Grammar / Do-as-directed (5)

1. Change into past tense: “*Ila works with her feet.*” → **Ila worked with her feet.**
2. Make negative: “*Disability is failure.*” → **Disability is not failure.**

3. Make a question: "*Ila Sachani lived in Gujarat.*" → **Where did Ila Sachani live?**
4. Combine using "but": *Ila had no hands. She never gave up.* → **Ila had no hands but she never gave up.**
5. Fill with correct verb: *Ila ____ (show) courage in her life.* → **showed**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Who was Ila Sachani? → **A woman from Gujarat who inspired others with her embroidery.**
2. What was her disability? → **She had no use of her hands.**
3. How did Ila do embroidery? → **She worked with her feet.**
4. Why is Ila an inspiration? → **Because she succeeded despite her disability.**
5. What is the message of her story? → **Disability is not a barrier if we are determined.**

Long (3 × 5–6 sentences)

Q1. Narrate the life of Ila Sachani in your own words.

✍ Ila Sachani was from Gujarat. She had no use of her hands but wanted to learn embroidery. She used her feet for stitching and embroidery. With practice, she became skilled. Her courage inspired many. She proved disability is not a barrier.

Q2. How did Ila overcome her challenges?

✍ Ila could not use her hands, but she used her feet. She practiced daily. Her determination made her strong. She created beautiful embroidery. She overcame her challenges with courage and creativity.

Q3. What lesson does Ila's life give us?

✍ Ila's life teaches us not to give up. Disabilities should not stop us. Hard work and determination lead to success. She showed that creativity can grow despite challenges. Her life inspires everyone.

G. Picture Reading

Picture 1: Ila Sachani doing embroidery with her feet

1. Who is in the picture? → **Ila Sachani**

2. What is she doing? → **Embroidery**
3. How is she working? → **With her feet**

Picture 2: A needle and cloth in Ila's feet

1. What tool is she holding? → **Needle**
2. What is she making? → **Embroidery design**
3. What does this show? → **Her skill and courage**

Picture 3: Children seeing Ila's work

1. Who are watching? → **Children**
2. How do they feel? → **Amazed and inspired**
3. What lesson do they learn? → **Hard work overcomes disability**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Seema lost her right hand in an accident. She loved drawing but felt hopeless. Her friend encouraged her. Seema started practicing with her left hand. Slowly, she became good again. She learnt that nothing is impossible with determination.

Questions:

1. Who lost her hand? → **Seema**
2. What did she love? → **Drawing**
3. Who encouraged her? → **Her friend**
4. How did she continue? → **By using her left hand**
5. What did she learn? → **Nothing is impossible with determination**

Passage 2 (Factual – 10 lines)

Many differently-abled people have achieved greatness. Beethoven composed music though he was deaf. Helen Keller inspired the world though she was blind and deaf. Sudha Chandran danced with an artificial leg. Ila Sachani embroidered with her feet. They show that disability cannot stop talent.

Questions:

1. Who composed music though deaf? → **Beethoven**
2. Who was blind and deaf? → **Helen Keller**

3. Who danced with an artificial leg? → **Sudha Chandran**
4. Who embroidered with her feet? → **Ila Sachani**
5. What is the message? → **Disability cannot stop talent**

Passage 3 (Moral Story – 9 lines)

Ravi thought his classmate in a wheelchair could not play. One day, the classmate played chess and won. Ravi was surprised. He realized abilities are not always physical. Every person has talent. He decided to respect all abilities.

Questions:

1. Who thought wrongly? → **Ravi**
2. Who was in a wheelchair? → **His classmate**
3. What game did the classmate play? → **Chess**
4. Who won? → **The classmate**
5. What did Ravi realize? → **Every person has talent**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Who was Ila Sachani?
2. What was her disability?
3. How did she do embroidery?
4. Where was she from?
5. What is the message of her story?

Section B – Fill in the blanks (3 × 1 = 3)

6. Ila was from _____.
7. She had no use of her _____.
8. She worked with her _____.

Section C – True/False (2 × 0.5 = 1)

9. Ila gave up because of her disability. ()
10. Ila used her feet for embroidery. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*Ila works with her feet.*”
12. Make a question: *Ila Sachani lived in Gujarat.*

Section E – Comprehension (1 × 4 = 4)

13. How did Ila overcome her challenges?

Total = 15 Marks

Blueprint – Ila Sachani

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Unit 5 – Lesson 4: The National War Memorial

Learning Outcomes

By the end of the lesson, learners will be able to:

- Read and understand an informational text about the National War Memorial in New Delhi.
- Appreciate the sacrifice of soldiers and the importance of remembering them.
- Develop vocabulary related to patriotism, bravery, and monuments.
- Apply grammar in meaningful contexts.
- Answer short and long comprehension questions.
- Interpret pictures related to war memorials and national pride.
- Read unseen passages related to bravery and patriotism.

Question Bank

A. MCQs (10)

1. Where is the National War Memorial located?
 - a) Mumbai
 - b) New Delhi
 - c) Kolkata
 - d) Chennai

👉 **Answer: b) New Delhi**

2. Why was the National War Memorial built?
 - a) To celebrate sports
 - b) To honor fallen soldiers
 - c) To show India's culture
 - d) To celebrate festivals

👉 **Answer: b) To honor fallen soldiers**

3. The National War Memorial is near:
 - a) Red Fort
 - b) India Gate
 - c) Parliament
 - d) Rashtrapati Bhavan

👉 **Answer: b) India Gate**

4. Who are remembered at the memorial?

- a) Leaders
- b) Teachers
- c) Soldiers who sacrificed their lives
- d) Students

🔑 **Answer: c) Soldiers who sacrificed their lives**

5. Which flame is part of the memorial?

- a) Amar Jyoti
- b) Amar Jawan Jyoti
- c) Freedom Jyoti
- d) Victory Jyoti

🔑 **Answer: b) Amar Jawan Jyoti**

6. What feeling does the memorial give to visitors?

- a) Pride and respect
- b) Fear
- c) Anger
- d) Laziness

🔑 **Answer: a) Pride and respect**

7. What do the walls of the memorial display?

- a) Names of martyrs
- b) Paintings
- c) Flags
- d) Maps

🔑 **Answer: a) Names of martyrs**

8. What is the lesson of this memorial?

- a) Soldiers are ordinary people
- b) Soldiers' sacrifice should be remembered
- c) Monuments are useless
- d) Only wars matter

🔑 **Answer: b) Soldiers' sacrifice should be remembered**

9. What does the memorial symbolize?

- a) Unity and courage
- b) Wealth
- c) Games
- d) Politics

🔑 **Answer: a) Unity and courage**

10. The National War Memorial inspires us to:

- a) Become careless
- b) Respect soldiers and love our country
- c) Forget history
- d) Avoid patriotism

✍ **Answer: b) Respect soldiers and love our country**

B. Fill in the Blanks (6)

- 1. The National War Memorial is in _____. → **New Delhi**
- 2. It is built near _____. → **India Gate**
- 3. The memorial honors _____. → **fallen soldiers**
- 4. The flame at the memorial is called _____. → **Amar Jawan Jyoti**
- 5. The walls of the memorial display the names of _____. → **martyrs**
- 6. The memorial inspires us with _____. → **pride and patriotism**

C. True/False (5)

- 1. The National War Memorial is in Mumbai. → **False**
- 2. It honors soldiers who sacrificed their lives. → **True**
- 3. Amar Jawan Jyoti is part of the memorial. → **True**
- 4. The walls display only paintings. → **False**
- 5. The memorial gives us pride and respect. → **True**

D. Synonyms/Antonyms (5)

- 1. Brave – (synonym) → **Courageous**
- 2. Pride – (antonym) → **Shame**
- 3. Memorial – (synonym) → **Monument**
- 4. Respect – (antonym) → **Disrespect**
- 5. Sacrifice – (synonym) → **Offering / Dedication**

E. Grammar / Do-as-directed (5)

- 1. Change into past tense: “*The soldiers protect our country.*” → **The soldiers protected our country.**

2. Make negative: “*The memorial is in Mumbai.*” → **The memorial is not in Mumbai.**
3. Make a question: “*The memorial honors fallen soldiers.*” → **Whom does the memorial honor?**
4. Combine using “because”: *We respect soldiers. They protect us.* → **We respect soldiers because they protect us.**
5. Fill with correct verb: *The memorial ____ (inspire) us with pride.* → **inspires**

F. Comprehension Questions

Short (5 × 2–3 sentences)

1. Where is the National War Memorial? → **In New Delhi, near India Gate.**
2. Why was it built? → **To honor soldiers who sacrificed their lives.**
3. What does Amar Jawan Jyoti symbolize? → **The eternal flame of respect for martyrs.**
4. What is displayed on the memorial walls? → **Names of martyrs.**
5. What is the lesson of the memorial? → **Respect and remember soldiers’ sacrifices.**

Long (3 × 5–6 sentences)

Q1. Describe the National War Memorial.

📖 The National War Memorial is in New Delhi near India Gate. It honors soldiers who sacrificed their lives for the country. Amar Jawan Jyoti burns there as a symbol of respect. The walls display names of martyrs. The place gives pride and inspiration to every visitor.

Q2. Why is the National War Memorial important?

📖 The memorial reminds us of the bravery of soldiers. It honors their sacrifices. It teaches respect for our defenders. Without soldiers, the country cannot be safe. The memorial strengthens our patriotism.

Q3. What inspiration do we get from the National War Memorial?

📖 We get inspired to respect our soldiers. Their courage shows us the value of sacrifice. It teaches unity and love for the nation. It reminds us to be responsible citizens. The memorial fills us with pride.

G. Picture Reading

Picture 1: The National War Memorial flame

1. What flame is shown? → **Amar Jawan Jyoti**
2. Where is it? → **New Delhi**
3. What does it show? → **Respect for martyrs**

Picture 2: Names written on memorial walls

1. What is on the walls? → **Names of martyrs**
2. Why are they written? → **To honor them**
3. What does this show? → **Gratitude to soldiers**

Picture 3: Children saluting at the memorial

1. Who are saluting? → **Children**
2. Where are they? → **At the National War Memorial**
3. What does it inspire? → **Patriotism in young minds**

H. Unseen Passages (3 × 8–10 lines)

Passage 1 (Story – 9 lines)

Rohan visited the National War Memorial with his father. He saw the flame and the names of martyrs. His father explained how soldiers protected the country. Rohan felt proud. He promised to respect and remember soldiers always.

Questions:

1. Who visited the memorial? → **Rohan**
2. Who went with him? → **His father**
3. What did he see? → **Flame and names of martyrs**
4. What did his father explain? → **Soldiers protect the country**
5. What did Rohan promise? → **To respect soldiers**

Passage 2 (Factual – 10 lines)

The National War Memorial in New Delhi was built to honor soldiers. It stands near India Gate. Amar Jawan Jyoti burns there. Names of martyrs are engraved on its walls. The memorial represents unity, courage, and sacrifice. It is visited by leaders, soldiers, and citizens to pay respect.

Questions:

1. Where is the memorial? → **New Delhi**
2. What does it honor? → **Soldiers**
3. What burns there? → **Amar Jawan Jyoti**
4. What is engraved on walls? → **Names of martyrs**
5. Who visits the memorial? → **Leaders, soldiers, citizens**

Passage 3 (Moral Story – 9 lines)

A teacher asked children, “Who protects our country?” The children replied, “Soldiers!” The teacher told them about the National War Memorial. The children decided to visit it. They felt proud and promised to respect soldiers always.

Questions:

1. Who asked the question? → **Teacher**
2. What was the answer? → **Soldiers**
3. What did the teacher tell? → **About the National War Memorial**
4. What did children decide? → **To visit the memorial**
5. What did they promise? → **To respect soldiers**

I. Model Question Paper (15 Marks)

Section A – MCQs (5 × 1 = 5)

1. Where is the National War Memorial?
2. Why was it built?
3. What flame burns there?
4. What is displayed on the walls?
5. What is the message of the memorial?

Section B – Fill in the blanks (3 × 1 = 3)

6. The National War Memorial is in _____.
7. It is near _____.
8. The flame is called _____.

Section C – True/False (2 × 0.5 = 1)

9. The memorial honors only leaders. ()
10. Amar Jawan Jyoti is part of it. ()

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The soldiers protect our country.*”

12. Make a question: *The memorial honors fallen soldiers.*

Section E – Comprehension (1 × 4 = 4)

13. Why is the National War Memorial important?

Total = 15 Marks

Blueprint – The National War Memorial

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary, recall	Easy
True/False	2	1	Understanding	Easy
Grammar	2	2	Application	Medium
Comprehension	1	4	Analysis, expression	Hard
Total	–	15	Balanced coverage	–

Letter Writing for Class 6

A. Informal Letters (to friends/relatives)

Q1. Write a letter to your friend telling him/her about your school Annual Day celebrations.

Answer:

12, MG Road,
Bengaluru – 560001
7th September 2025

Dear Riya,

How are you? I am writing to share about our Annual Day celebration at school. The programme was held in our big auditorium. Our Principal gave the welcome speech. There were dances, songs, and a drama on “Unity in Diversity.” I also participated in a group song. At the end, prizes were given to winners of competitions. It was a memorable day for me.

Please write back about your school’s functions.

Yours lovingly,
Ananya

Q2. Write a letter to your cousin describing your visit to the National War Memorial.

Answer:

45, JP Nagar,
Mysuru – 570008
5th August 2025

Dear Rahul,

I hope you are fine. Recently, I visited the National War Memorial in New Delhi with my parents. It is built near India Gate to honor our brave soldiers. The Amar Jawan Jyoti flame burns there always. The walls have names of martyrs. I felt proud to be an Indian and promised to respect our soldiers.

When you come here, I will take you there.

With love,
Arjun

Q3. Write a letter to your grandmother telling her about your summer holidays.

Answer:

16, Lalbagh Road,
Bengaluru – 560027
15th May 2025

Dear Grandma,

How are you? I enjoyed my summer holidays a lot. I joined a yoga camp in the morning. In the evenings, I played badminton with my friends. We also visited Ooty and saw beautiful gardens and mountains. I read some storybooks too.

I am missing you and your tasty food. Please visit us soon.

Yours lovingly,
Kavya

B. Formal Letters (to Headmaster/Officials)

Q4. Write a letter to your Headmaster requesting permission to attend a family function.

Answer:

Govt. Higher Primary School,
Hebbal, Bengaluru – 560024
20th July 2025

To
The Headmaster,
Govt. Higher Primary School,
Hebbal, Bengaluru.

Respected Sir,

I am a student of Class 6, Section A. I request your kind permission to be absent from school on 23rd July 2025, as I have to attend a family function.

Kindly grant me leave for one day.

Thanking you,

Yours obediently,
Sanjay
Class 6, Sec A

Q5. Write a letter to the Municipal Officer complaining about uncleared garbage in your area.

Answer:

#14, Gandhi Street,
Bengaluru – 560018
1st August 2025

To
The Municipal Officer,
BBMP Office,
Bengaluru.

Respected Sir/Madam,

I would like to bring to your notice that garbage in our street has not been cleared for the past one week. The heap of waste is causing a foul smell and mosquitoes are increasing. It is creating an unhealthy environment for residents.

I request you to take immediate action to clean the garbage and ensure regular collection.

Thanking you,
Yours faithfully,
Priya

Resident of Gandhi Street

Q6. Write a letter to the librarian requesting a library card.

Answer:

Govt. High School,
Malleshwaram, Bengaluru – 560003
10th July 2025

To
The Librarian,
Govt. High School,
Malleshwaram, Bengaluru.

Respected Sir,

I am a student of Class 6. I am very fond of reading books. I request you to kindly issue me a library card so that I can borrow books regularly.

I shall follow all library rules.

Thanking you,

Yours obediently,
Deepak
Class 6, Sec B