

ಕರ್ನಾಟಕ ಸರ್ಕಾರ



ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

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

ಪಾಠ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕನ ಸಾಮಗ್ರಿ

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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.ಸೌಮ್ಯಲಕ್ಷ್ಮಿ, ಸ ಉ ಹಿ ಪ್ರಾ ಶಾಲೆ ನಾಗವಾರ 2.ರೇಷ್ಮ ಎ, ಸ ಉ ಮಾ ಪ್ರಾ ಶಾಲೆ, ಜಿಯಾ ಸ್ಟ್ರೀಟ್ 3.ರುತ್ ಸೋನಿಯಾ, ಸ ಮಾ ಪ್ರಾಶಾಲೆ, ತಿಂಡು 4. ಅರ್ಪಿತಾ ಫಿರೋಜ್ ಸ ಹಿ ಪ್ರಾ ಶಾಲೆ, ಗಾಂಧಿನಗರ	
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 – Three Questions (Prose)

Learning Outcomes

Students will be able to:

- Read and comprehend moral stories.
- Identify key characters, events, and morals.
- Understand vocabulary in context.
- Answer comprehension questions (short & long).
- Apply grammar in meaningful contexts.
- Develop values of wisdom, patience, and compassion.

A. Question Bank

1. MCQs (10)

1. Who wrote “Three Questions”?

- a) Charles Dickens
- b) Leo Tolstoy
- c) Ruskin Bond
- d) William Blake

🔑 **Answer: b) Leo Tolstoy**

2. What did the king want to know?

- a) Three answers to his questions
- b) How to become rich
- c) How to win wars
- d) How to be happy

🔑 **Answer: a) Three answers to his questions**

3. The first question of the king was:

- a) How to learn medicine?
- b) What is the right time to begin everything?
- c) Who are true friends?
- d) How to punish criminals?

🔑 **Answer: b) What is the right time to begin everything?**

4. Whom did the king finally meet for answers?

- a) A soldier
- b) A hermit
- c) A minister
- d) A queen

🔑 **Answer: b) A hermit**

5. What was the hermit doing when the king came?

- a) Reading
- b) Digging the ground
- c) Sleeping
- d) Teaching

🔑 **Answer: b) Digging the ground**

6. Who was the bearded man?

- a) A thief
- b) An enemy of the king
- c) A soldier
- d) A farmer

🔑 **Answer: b) An enemy of the king**

7. What happened to the bearded man?

- a) He attacked the king

- b) He was wounded
- c) He killed the hermit
- d) He ran away

🔑 **Answer: b) He was wounded**

8. Who saved the wounded man?
- a) The hermit
 - b) The king
 - c) The soldiers
 - d) The villagers

🔑 **Answer: b) The king**

9. What did the bearded man do after being saved?
- a) Fought again
 - b) Thanked the king and became his friend
 - c) Ran away
 - d) Complained to others

🔑 **Answer: b) Thanked the king and became his friend**

10. What is the moral of the story?
- a) Time is money
 - b) Kindness and right actions matter most
 - c) War brings peace
 - d) Friends are enemies

🔑 **Answer: b) Kindness and right actions matter most**

2. Fill in the Blanks (10)

1. The story "Three Questions" was written by _____. → Leo Tolstoy
2. The king wanted answers to _____ questions. → three
3. The first question was about the right _____. → time
4. The king met a wise _____. → hermit
5. The hermit was digging the _____. → ground
6. The bearded man was the king's _____. → enemy
7. The king _____ the wounded man. → saved
8. The bearded man asked for the king's _____. → forgiveness
9. The king learnt that kindness brings _____. → peace
10. The most important time is _____. → now

3. True/False (10)

1. The king wanted answers to five questions. → False
2. The hermit gave answers in words. → False
3. The hermit was digging the ground. → True
4. The bearded man was a friend of the king. → False
5. The king saved the bearded man's life. → True
6. The bearded man thanked the king. → True
7. The king killed the hermit. → False
8. The most important person is the one you are with. → True
9. The most important time is the past. → False
10. The story teaches us kindness. → True

4. Synonyms/Antonyms (10)

1. Hermit – (synonym) → Sage / Monk
2. Wounded – (synonym) → Injured
3. Enemy – (antonym) → Friend
4. Important – (antonym) → Unimportant

5. Forgive – (synonym) → Pardon
6. Kind – (antonym) → Cruel
7. Save – (synonym) → Rescue
8. Present – (antonym) → Past
9. Time – (synonym) → Moment
10. Peace – (antonym) → War

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

1. Change into past tense: “The king saves the man.” → The king saved the man.
2. Make negative: “The hermit answered quickly.” → The hermit did not answer quickly.
3. Make a question: “The hermit was digging the ground.” → Who was digging the ground?
4. Combine using “because”: The king helped the man. The man was wounded. → The king helped the man because he was wounded.
5. Fill with correct verb: The king ____ (ask) three questions. → asked

6. Short Comprehension Questions (10 × 2–3 sentences)

1. What was the king’s first question? → About the right time to begin everything.
2. Who was the hermit? → A wise man living in a forest.
3. Why did the king go to the hermit? → To seek answers to his three questions.
4. Who was the bearded man? → An enemy of the king.
5. What happened to the bearded man? → He was wounded.
6. Who saved the wounded man? → The king.
7. What did the man do after being saved? → Thanked the king and became his friend.
8. What did the king learn about the right time? → The most important time is now.
9. Who is the most important person? → The one you are with.
10. What is the most important action? → To do good.

7. Long Comprehension Questions (10 × 5–6 sentences)

1. Narrate the story of the king’s three questions.
 The king wanted answers to three questions. He met a hermit who was digging the ground. A wounded man came, who was the king’s enemy. The king saved him. The man thanked him. The king realized that the present moment, the person before you, and doing good are most important.
2. What was the first question of the king and how was it answered?
 The first question was about the right time. The hermit showed that the most important time is now. The present is the only time when we can act. The past and future are not in our hands. So, we must value the present.
3. How did the king help the wounded man?
 The man was badly wounded. The king cleaned and bandaged his wound. He gave him water. He stayed with him till he recovered. This kindness saved the man’s life.
4. Why did the bearded man become the king’s friend?
 The bearded man was saved by the king. He realized the king’s kindness. His hatred turned into respect. He thanked the king. He promised to serve him.
5. What did the king learn about important people?
 The hermit taught that the most important person is the one you are with. We cannot help people who are far away. Helping the present person is our duty. This makes life meaningful.
6. What is the most important action according to the hermit?
 The most important action is to do good. Helping others brings peace. Anger and revenge destroy life. Kindness builds friendship. Doing good is the highest duty.

7. How did the hermit teach the king without speaking?
 ☞ The hermit kept digging the ground. He showed the importance of the present work. He made the king help the wounded man. Through these actions, the king learnt the answers. This silent teaching was powerful.
8. How did the story change the king's life?
 ☞ The king realized the value of kindness. He understood that living in the present is important. He promised to follow the hermit's teachings. This made him wiser and better.
9. What lesson do we learn from the story?
 ☞ We learn that kindness and presence are most important. Life becomes peaceful with compassion. Revenge is useless. We must respect the present and people around us. Doing good is the best way to live.
10. How are time, people, and action connected in this story?
 ☞ The present time, the person before us, and the good we do are connected. They shape our life. If we use time well, help people, and act kindly, we succeed. These three make life meaningful.

Picture Reading (3 pictures × 3–5 questions each)

Picture 1 – The King with the Hermit (digging ground)

1. Who is digging the ground? → The hermit
2. Who is watching him? → The king
3. What tool is being used? → A spade
4. Why is the king with the hermit? → To seek answers
5. What does this show? → Wisdom lies in simplicity

Picture 2 – The King helping the Wounded Man

1. Who is lying on the ground? → The wounded bearded man
2. Who is helping him? → The king
3. What is the king doing? → Bandaging wounds
4. How does the wounded man feel? → Grateful
5. What does this show? → Compassion changes enemies into friends

Picture 3 – The Hermit with King and Wounded Man together

1. Who are sitting together? → The king, hermit, and bearded man
2. Why are they together? → To learn the answers
3. What lesson is taught? → The present, people, and kindness are most important
4. How is the atmosphere now? → Peaceful
5. What is the moral? → Wisdom is shown through action

Unseen Passages (Extended: 10–15 sentences each, with Qs & answers)

Passage 1 – Story

Once there was a wise teacher in a village. People came to him with problems. One day, a farmer asked, "When is the best time to sow seeds?" The teacher replied, "Now, today is the right time." Another man asked, "Who is the most important person?" The teacher said, "The one who needs you at this moment." Finally, a child asked, "What is the best action?" The teacher answered, "To do good to the one in front of you." The villagers understood that life is about using time wisely, caring for people around us, and doing good whenever possible.

Questions:

1. Who came to the wise teacher? → Villagers
2. What did the farmer ask? → When to sow seeds
3. Who is the most important person? → The one who needs you now

4. What is the best action? → To do good
5. What is the moral? → Use time well, care for people, do good

Passage 2 – Factual

Time is one of the most valuable resources in life. Once gone, it never comes back. Wise people always say that the best time is the present. We cannot change the past, and the future is uncertain. Therefore, we must use the present to do good work. Helping those who are with us right now is more important than worrying about those far away. When we act with kindness in the present, we create a peaceful future for ourselves and others.

Questions:

1. What is the most valuable resource? → Time
2. Which time is the best? → The present
3. Why can we not rely on the past? → It cannot be changed
4. What should we do in the present? → Do good work
5. What does kindness in the present create? → A peaceful future

Passage 3 – Moral Story

A young boy always wasted time. He kept saying, “I will study tomorrow. I will help tomorrow.” One day, his grandfather told him a story. He said, “Once there was a farmer who delayed sowing seeds, and when the rains came, he had nothing to plant. He lost his harvest.” The boy understood that waiting for tomorrow is dangerous. He promised to act today, not tomorrow. The story changed his life forever.

Questions:

1. Who wasted time? → A young boy
2. What did he keep saying? → I will do it tomorrow
3. Who taught him a lesson? → His grandfather
4. What did the farmer lose? → His harvest
5. What did the boy promise? → To act today

Model Question Paper (20 Marks)

Section A – MCQs ($4 \times 1 = 4$)

1. Who wrote “Three Questions”?
2. Who was the bearded man?
3. What was the hermit doing?
4. What is the most important time?

Section B – Fill in the blanks ($4 \times 1 = 4$)

5. The king asked _____ questions.
6. The hermit was digging the _____.
7. The bearded man was the king’s _____.
8. The king saved the man by _____ him.

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

9. The hermit lived in a palace. ()
10. The king realized kindness is most important. ()

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

11. Change into past tense: “The king saves the man.”
12. Make a question: The hermit was digging the ground.

Section E – Short Answer ($2 \times 2 = 4$)

13. What was the king’s first question?
14. What is the moral of the story?

Section F – Long Answer ($1 \times 4 = 4$)

15. Narrate how the king found answers to his three questions.

Total = 20 Marks

Blueprint – Three Questions (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall & understanding	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Application	Medium
Short Answers	2	4	Comprehension	Medium
Long Answer	1	4	Analysis & Expression	Medium–Hard
Total	–	20	Balanced coverage	–

UNIT 1 – Poem: The Squirrel
(By Mildred Bowers Armstrong)

Learning Outcomes (NEP-linked)

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

- Enjoy and appreciate the playful description of a squirrel.
- Understand poetic imagery and similes.
- Expand vocabulary related to animals and nature.
- Answer comprehension questions (short & long).
- Interpret illustrations connected to the poem.
- Write unseen comprehension passages based on nature and observation.

A. Question Bank

1. MCQs (10)

1. Who is the poet of The Squirrel?

- a) Robert Frost
- b) Mildred Bowers Armstrong
- c) Ruskin Bond
- d) Walt Whitman

👉 **Answer: b) Mildred Bowers Armstrong**

2. Where does the squirrel sit?

- a) On a tree
- b) On a fence
- c) On the ground
- d) In a burrow

👉 **Answer: b) On a fence**

3. What is the squirrel's tail compared to?

- a) A stick
- b) A broom
- c) A bushy question mark
- d) A sword

👉 **Answer: c) A bushy question mark**

4. What does the squirrel eat?

- a) Fruits
- b) Leaves
- c) Nuts
- d) Insects

👉 **Answer: c) Nuts**

5. What happens when someone comes too close to the squirrel?

- a) It jumps away
- b) It hides in a hole
- c) It runs to the other side of the tree
- d) It climbs down

👉 **Answer: c) It runs to the other side of the tree**

6. How is the squirrel's nature?

- a) Playful and carefree
- b) Angry and cruel
- c) Serious and quiet
- d) Lazy

👉 **Answer: a) Playful and carefree**

7. **What color is the squirrel's body described as?**

- a) Brownish-gray
- b) Black
- c) White
- d) Golden

👉 **Answer: a) Brownish-gray**

8. **Which poetic device is used in "tail like a question mark"?**

- a) Metaphor
- b) Simile
- c) Personification
- d) Alliteration

👉 **Answer: b) Simile**

9. **What is the central theme of the poem?**

- a) Fear of animals
- b) Beauty and playfulness of nature
- c) Importance of work
- d) The forest's dangers

👉 **Answer: b) Beauty and playfulness of nature**

10. **How does the poet see the squirrel?**

- a) As an enemy
- b) With amusement and joy
- c) With fear
- d) With anger

👉 **Answer: b) With amusement and joy**

2. Fill in the Blanks (10)

- 1. The poem is written by _____. → Mildred Bowers Armstrong
- 2. The squirrel sits on a _____. → fence
- 3. The squirrel's tail is compared to a _____. → bushy question mark
- 4. The squirrel loves to eat _____. → nuts
- 5. When someone comes close, the squirrel runs to the _____ of the tree. → other side
- 6. The squirrel's nature is _____. → playful
- 7. The squirrel's color is _____. → gray-brown
- 8. The poem describes the squirrel in a _____ mood. → carefree
- 9. The squirrel's movements are quick and _____. → light
- 10. The poem celebrates the _____ of small creatures. → joy/playfulness

3. True/False (10)

- 1. The squirrel is described as a lazy animal. → **False**
- 2. Its tail looks like a bushy question mark. → **True**
- 3. The squirrel hides when people come near. → **False**
- 4. The squirrel runs to the other side of the tree. → **True**
- 5. The poet sees the squirrel with fear. → **False**
- 6. The squirrel is playful in nature. → **True**
- 7. The squirrel eats nuts. → **True**
- 8. The poem uses a metaphor for the tail. → **False (simile)**
- 9. The squirrel is cruel in the poem. → **False**
- 10. The poem shows joy in observing nature. → **True**

4. Synonyms/Antonyms (10)

1. Playful – (synonym) → **Cheerful / Lively**
2. Carefree – (antonym) → **Worried / Serious**
3. Fence – (synonym) → **Barrier / Rail**
4. Quick – (antonym) → **Slow**
5. Joy – (synonym) → **Happiness / Delight**
6. Hide – (antonym) → **Show / Reveal**
7. Bushy – (synonym) → **Thick / Fluffy**
8. Run – (antonym) → **Walk / Stop**
9. Amusement – (synonym) → **Fun / Entertainment**
10. Small – (antonym) → **Big / Large**

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

1. Change into past tense: “*The squirrel sits on the fence.*” → **The squirrel sat on the fence.**
2. Make negative: “*The squirrel is lazy.*” → **The squirrel is not lazy.**
3. Make a question: “*The squirrel eats nuts.*” → **What does the squirrel eat?**
4. Combine using “but”: *The squirrel is small. It is active.* → **The squirrel is small but active.**
5. Fill with correct verb: *The squirrel _____ (run) to the other side.* → **runs**

6. Short Comprehension Questions (10 × 2–3 sentences)

1. Where does the squirrel sit? → **On a fence.**
2. How is its tail described? → **Like a bushy question mark.**
3. What does the squirrel eat? → **Nuts.**
4. What does it do when someone comes near? → **Runs to the other side of the tree.**
5. How is its nature? → **Playful and carefree.**
6. Who is the poet? → **Mildred Bowers Armstrong.**
7. What color is the squirrel? → **Gray-brown.**
8. What poetic device is used in the poem? → **Simile.**
9. How does the poet view the squirrel? → **With joy and amusement.**
10. What is the theme? → **Playfulness of small creatures.**

7. Long Comprehension Questions (10 × 5–6 sentences)

1. Describe the squirrel’s appearance.
 The squirrel is small, with a gray-brown body. It has a bushy tail shaped like a question mark. It is quick and playful in its movements.
2. How does the squirrel behave when someone comes near?
 The squirrel does not fight or hide. Instead, it quickly runs to the other side of the tree. This shows its clever and playful nature.
3. How is the squirrel’s tail described?
 The poet compares it to a bushy question mark. This simile shows its curved and fluffy appearance. It adds humor to the poem.
4. What qualities of the squirrel does the poet admire?
 The poet admires its playfulness, carefree mood, and lively movements. It seems full of joy and energy.
5. What lesson does the poem teach us?
 The poem teaches us to enjoy small things in nature. It shows beauty in ordinary creatures. Observing them can bring joy.
6. Why is the squirrel playful?
 The squirrel has a light and lively nature. It enjoys running, eating nuts, and escaping playfully. Its actions reflect freedom.
7. What is the central theme of the poem?
 The central theme is the playfulness of nature. Even a small creature like a squirrel can bring joy. It shows beauty in simplicity.

8. How does the poet's tone affect the poem?
 ☞ The poet writes with amusement and affection. This makes the poem light and cheerful. Readers also feel joy in observing the squirrel.
9. What poetic device is used in the poem?
 ☞ The simile "tail like a question mark" is used. It creates a humorous and vivid picture of the squirrel.
10. How does the poem encourage observation?
 ☞ The poem makes us notice small details, like the squirrel's tail, food habits, and movements. It teaches us to appreciate nature closely.

8. Picture Reading (3 pictures × 3–5 Qs each)

Picture 1 – Squirrel sitting on a fence

1. Where is the squirrel? → **On a fence**
2. What is it doing? → **Sitting quietly**
3. How does it look? → **Small and playful**
4. Why is the fence important? → **It is its favorite place**
5. What does this picture show? → **Nature's beauty**

Picture 2 – Squirrel eating a nut

1. What is the squirrel eating? → **A nut**
2. How is it holding the nut? → **With its tiny paws**
3. Why does it eat nuts? → **They are its food**
4. What does this show? → **Its habit and lifestyle**
5. What lesson does it give? → **Enjoy simple joys**

Picture 3 – Squirrel running to the other side of a tree

1. What is the squirrel doing? → **Running quickly**
2. Why is it running? → **Someone came close**
3. How is its movement? → **Fast and playful**
4. What does it show? → **Its active nature**
5. What lesson does it teach? → **Freedom and alertness**

9. Unseen Passages (3 × 10–15 sentences)

Passage 1 – Story

Anu was playing in the garden when she saw a squirrel. It was sitting on the fence and nibbling a nut. She went close to it, but the squirrel quickly ran to the other side of the tree. Anu laughed at its playful behavior. She noticed its bushy tail curled like a question mark. The squirrel seemed happy and carefree. Anu realized how small creatures also add joy to our lives.

Qs:

1. Who saw the squirrel? → **Anu**
2. What was it eating? → **A nut**
3. What did it do when Anu came close? → **Ran to the other side**
4. How was its tail? → **Like a question mark**
5. What did Anu realize? → **Small creatures bring joy**

Passage 2 – Factual

Squirrels are small animals found almost everywhere. They usually have bushy tails and eat nuts and seeds. They are very quick and active. Squirrels are playful in nature and often run to the other side of a tree when chased. They live in nests or tree holes. They are loved by children and are often described in poems and stories as cheerful creatures.

Qs:

1. What do squirrels eat? → **Nuts and seeds**
2. What is special about their tails? → **Bushy**

3. What do they do when chased? → **Run to the other side**
4. Where do they live? → **Nests or tree holes**
5. How are they described in stories? → **Cheerful creatures**

Passage 3 – Moral Story

Ravi was sad because he had no toys to play with. One day, he saw a squirrel jumping and running on the trees. It seemed to be enjoying itself without any toys. Ravi realized that joy can be found in nature. He stopped complaining and started spending more time outdoors. Watching squirrels, birds, and butterflies made him happy.

Qs:

1. Why was Ravi sad? → **No toys**
2. What did he see? → **A squirrel**
3. How was the squirrel enjoying itself? → **By running and jumping**
4. What did Ravi realize? → **Joy is in nature**
5. How did he feel later? → **Happy**

10. Model Question Paper (20 Marks)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *The Squirrel*?
2. Where does the squirrel sit?
3. What is its tail compared to?
4. What does it eat?

Section B – Fill in the blanks (4 × 1 = 4)

5. The squirrel's tail looks like a _____.
6. It sits on a _____.
7. The squirrel is _____ in nature.
8. The poet sees it with _____.

Section C – True/False (2 × 1 = 2)

9. The squirrel hides in a burrow. ()
10. The squirrel is playful. ()

Section D – Grammar (2 × 1 = 2)

11. Change to past tense: *The squirrel runs to the other side.*
12. Make a question: *The squirrel eats nuts.*

Section E – Short Answer (2 × 2 = 4)

13. How does the squirrel behave when people come near?
14. What is the theme of the poem?

Section F – Long Answer (1 × 4 = 4)

15. Describe the appearance and behavior of the squirrel.

Total = 20 Marks

11. Blueprint – The Squirrel (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall & Understanding	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Application	Medium
Short Answers	2	4	Comprehension	Medium
Long Answer	1	4	Analysis & Expression	Medium–Hard
Total	–	20	Balanced coverage	–

UNIT 2 – Prose: A Gift of Chappals

Learning Outcomes

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

- Read and comprehend humorous and realistic prose.
- Identify the values of empathy and kindness in children's actions.
- Build vocabulary related to everyday life and family.
- Answer comprehension questions (short & long).
- Apply grammar in context.
- Appreciate humor and moral lessons in storytelling.

A. Question Bank

1. MCQs (10)

1. Who is the author of *A Gift of Chappals*?
 - a) Ruskin Bond
 - b) R.K. Narayan
 - c) Leo Tolstoy
 - d) Rabindranath Tagore

✍ **Answer: b) R.K. Narayan**

2. Who were the main children in the story?
 - a) Ravi, Meena, Mridu
 - b) Arjun, Meena, Rekha
 - c) Ravi, Mridu, Meena
 - d) Ravi, Meena, Lalli

✍ **Answer: c) Ravi, Mridu, Meena**

3. What did Ravi find in the backyard?
 - a) A kitten
 - b) A puppy
 - c) A shoe
 - d) A chappal

✍ **Answer: a) A kitten**

4. What did Ravi feed the kitten?
 - a) Rice
 - b) Milk
 - c) Water
 - d) Fish

✍ **Answer: b) Milk**

5. Where did Ravi hide the milk?
 - a) In a coconut shell
 - b) In a glass
 - c) In a bowl
 - d) In a steel tumbler

✍ **Answer: a) In a coconut shell**

6. Whose chappals were given away?
 - a) The beggar's
 - b) The music teacher's
 - c) The postman's
 - d) The servant's

✍ **Answer: b) The music teacher's**

7. Who gave the chappals to the beggar?
 - a) Ravi
 - b) Meena
 - c) Mridu
 - d) The children together

✍ **Answer: d) The children together**
8. Why did the children give away the chappals?
 - a) They felt pity for the beggar
 - b) They wanted to play
 - c) They hated the music teacher
 - d) They were angry

✍ **Answer: a) They felt pity for the beggar**
9. How did the music teacher react?
 - a) He was happy
 - b) He was angry
 - c) He laughed
 - d) He ignored

✍ **Answer: b) He was angry**
10. What does the story teach us?
 - a) To be cruel
 - b) To show kindness and empathy
 - c) To fight with elders
 - d) To avoid teachers

✍ **Answer: b) To show kindness and empathy**

2. Fill in the Blanks (10)

1. *A Gift of Chappals* was written by _____. → **R.K. Narayan**
2. Ravi and Meena were _____ of Mridu. → **cousins**
3. Ravi found a _____ in the backyard. → **kitten**
4. The kitten was fed with _____. → **milk**
5. The milk was kept in a _____. → **coconut shell**
6. The beggar had no _____. → **chappals**
7. The children gave away the _____ teacher's chappals. → **music**
8. The music teacher became very _____. → **angry**
9. The children acted out of _____. → **kindness**
10. The story highlights _____. → **empathy**

3. True/False (10)

1. Ravi was Mridu's brother. → **False**
2. The children found a puppy. → **False**
3. They fed the kitten with milk. → **True**
4. The milk was kept in a glass. → **False**
5. The beggar had torn feet. → **True**
6. The music teacher's chappals were given away. → **True**
7. The teacher appreciated the children's act. → **False**
8. The children felt pity for the beggar. → **True**
9. Mridu was angry with the teacher. → **False**
10. The story ends with a lesson of kindness. → **True**

4. Synonyms/Antonyms (10)

1. Kindness – (synonym) → **Compassion**
2. Angry – (antonym) → **Calm**
3. Beggar – (synonym) → **Mendicant**
4. Small – (antonym) → **Big**
5. Empathy – (synonym) → **Understanding**
6. Cruel – (antonym) → **Kind**
7. Teacher – (synonym) → **Instructor**
8. Quiet – (antonym) → **Noisy**
9. Happy – (synonym) → **Joyful**
10. Poor – (antonym) → **Rich**

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

1. Change into past tense: “*The children give chappals to the beggar.*” → **The children gave chappals to the beggar.**
2. Make negative: “*The teacher was happy.*” → **The teacher was not happy.**
3. Make a question: “*The kitten was drinking milk.*” → **What was the kitten drinking?**
4. Combine using “because”: *The beggar was barefoot. The children gave him chappals.* → **The children gave the beggar chappals because he was barefoot.**
5. Fill with correct verb: Ravi _____ (*find*) a kitten. → **found**

6. Short Comprehension Questions (10 × 2–3 sentences)

1. Who were Ravi and Meena? → **Mridu’s cousins.**
2. What did Ravi find in the backyard? → **A kitten.**
3. How did the children feed the kitten? → **With milk in a coconut shell.**
4. Who came begging near the house? → **A beggar.**
5. Why did the children pity the beggar? → **He had no chappals and his feet were blistered.**
6. Whose chappals were given away? → **The music teacher’s.**
7. Who gave the idea of giving chappals? → **The children together.**
8. How did the music teacher react? → **He was very angry.**
9. What lesson does the story teach? → **Kindness and empathy.**
10. What is the tone of the story? → **Humorous yet moral.**

7. Long Comprehension Questions (10 × 5–6 sentences)

1. Narrate the story of the children and the beggar.
✍ The children found a beggar near their house. They saw his feet were blistered as he had no chappals. Feeling pity, they decided to help him. They gave away the music teacher’s chappals. The teacher became angry when he saw this. The story shows children’s kindness and innocence.
2. How did Ravi and the others take care of the kitten?
✍ Ravi found the kitten in the backyard. The children decided to feed it milk. They poured milk into a coconut shell. The kitten drank from it. They cared for the kitten secretly with love.
3. Why did the children give away the teacher’s chappals?
✍ They saw the beggar’s feet full of blisters. Out of kindness, they wanted to help. They found the teacher’s chappals and decided to give them to the beggar. They did this out of empathy.
4. How did the music teacher react?
✍ The teacher was shocked to see his chappals missing. He became angry. He complained loudly. The children got scolded. This reaction added humor to the story.

5. What lesson do we learn from this story?

✍ The story teaches kindness and empathy. Even children understand others' pain. Helping the poor is important. Innocence and compassion can guide our actions.

8. Picture Reading (3 pictures × 3–5 Qs each)

Picture 1 – Ravi feeding the kitten

1. Who is feeding the kitten? → **Ravi**
2. What is it drinking from? → **Coconut shell**
3. Where is this happening? → **Backyard**
4. How does the kitten look? → **Hungry and small**
5. What does this show? → **Children's care for animals**

Picture 2 – The beggar sitting outside

1. Who is sitting outside? → **The beggar**
2. How are his feet? → **Blistered**
3. Why is he sad? → **He has no chappals**
4. What do the children see? → **His suffering**
5. What does this show? → **Poverty and need for kindness**

Picture 3 – Music teacher angry

1. Who is shouting? → **The music teacher**
2. Why is he angry? → **His chappals are missing**
3. Who gave away the chappals? → **The children**
4. How does this look funny? → **Because the children acted innocently**
5. What lesson is here? → **Adults and children see problems differently**

H. Unseen Passages (3 × 10–15 sentences, with Qs & keys)

Passage 1 – Story (Children's kindness)

One hot afternoon, a beggar came limping to Ravi's house. His feet were full of blisters as he had no slippers. The children, Ravi, Meena, and Mridu, felt very sorry for him. They saw him sitting under the hot sun, stretching out his hand for alms. Suddenly, they thought of giving him a pair of chappals. They looked around and found the music teacher's chappals lying outside. The children quickly gave them to the beggar. He was so happy that he blessed them before walking away.

Questions:

1. Why was the beggar limping? → **His feet had blisters.**
2. Who were the children? → **Ravi, Meena, and Mridu.**
3. Whose chappals were given away? → **The music teacher's.**
4. How did the beggar feel after receiving the chappals? → **He was happy and blessed the children.**
5. What quality of the children is shown here? → **Kindness and empathy.**

Passage 2 – Factual (Empathy and kindness)

Kindness is a quality that makes the world a better place. Even small acts of kindness bring great happiness. When we share what we have with those in need, we spread joy. In the story *A Gift of Chappals*, the children gave the beggar a pair of chappals. Though the chappals did not belong to them, they wanted to help him. This shows that children have pure hearts and feel the pain of others. Adults can learn from them that true happiness lies in giving, not in receiving.

Questions:

1. What is kindness? → **A quality that makes the world better.**
2. What happens when we share? → **We spread joy.**
3. What did the children give the beggar? → **A pair of chappals.**
4. What does this act show about children? → **They have pure hearts and empathy.**
5. What lesson can adults learn? → **Happiness lies in giving.**

Passage 3 – Moral Story (Humor and lesson)

Ravi and his cousins loved playing together. One day, they discovered a hungry kitten in the backyard. They secretly fed it milk from a coconut shell. Later, they saw a beggar with bare feet. Out of pity, they gave him the music teacher's chappals. The beggar was happy, but the teacher became furious when he found his chappals missing. Everyone laughed at the situation. The incident taught the children that kindness is important, but it must be done carefully.

Questions:

1. What did the children discover in the backyard? → **A kitten.**
2. How did they feed it? → **Milk in a coconut shell.**
3. Why did they give away chappals? → **Out of pity for the beggar.**
4. How did the teacher react? → **He became furious.**
5. What lesson did the children learn? → **Kindness is important but must be thoughtful.**

I. Model Question Paper (20 Marks, with keys)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *A Gift of Chappals*?
☞ R.K. Narayan
2. What did Ravi find in the backyard?
☞ A kitten
3. What was the milk kept in?
☞ A coconut shell
4. Whose chappals were given to the beggar?
☞ The music teacher's

Section B – Fill in the blanks (4 × 1 = 4)

5. The children felt pity for the _____. → beggar
6. The kitten was drinking _____. → milk
7. The music teacher became very _____. → angry
8. The beggar blessed the _____. → children

Section C – True/False (2 × 1 = 2)

9. The children gave away their own chappals. () → False
10. The beggar was happy with the gift. () → True

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The children give the beggar chappals.*"

☞ The children gave the beggar chappals.

12. Make a question: "*The kitten was drinking milk.*"

☞ What was the kitten drinking?

Section E – Short Answer (2 × 2 = 4)

13. Why did the children give the beggar chappals?

☞ They saw his blistered feet and felt pity.

14. How did the music teacher react?

☞ He was furious and shouted at the children.

Section F – Long Answer (1 × 4 = 4)

15. Narrate the incident of the beggar receiving the chappals.

☞ The beggar came barefoot to the house. His feet were blistered, and he sat begging in the hot sun. The children felt pity and wanted to help him. They found the music teacher's chappals and gave them to the beggar. He was happy and blessed the children, though the teacher was angry later. The story shows the innocence and empathy of children.

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, memory recall	Easy
True/False	2	2	Concept clarity, understanding	Easy
Grammar	2	2	Application of grammar	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 2 – Poem: The Rebel

Learning Outcomes

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

- Read and understand a humorous poem about rebellious behaviour.
- Identify contrasts used by the poet.
- Build vocabulary related to habits, behaviour, and personality.
- Appreciate humour in poetry.
- Answer comprehension questions (short & long).
- Connect poetry to real-life behaviour and individuality.

A. Question Bank

1. MCQs (10)

1. Who is the poet of *The Rebel*?

- a) Ruskin Bond
- b) D.J. Enright
- c) Robert Frost
- d) Mildred Armstrong

🔑 **Answer: b) D.J. Enright**

2. What is the poem about?

- a) Obedient children
- b) A person who always does the opposite
- c) A soldier
- d) A strict teacher

🔑 **Answer: b) A person who always does the opposite**

3. What does the rebel do when everyone has short hair?

- a) Keeps long hair
- b) Cuts his hair shorter
- c) Wears a cap
- d) Shaves his head

🔑 **Answer: a) Keeps long hair**

4. What does the rebel do when others wear uniforms?

- a) Refuses to dress
- b) Wears colorful clothes
- c) Wears torn clothes
- d) Wears the same

🔑 **Answer: b) Wears colorful clothes**

5. When everyone talks during a lesson, what does the rebel do?

- a) Laughs loudly
- b) Keeps silent
- c) Leaves the room
- d) Shouts

🔑 **Answer: b) Keeps silent**

6. When all keep quiet, the rebel ____.

- a) Sings loudly
- b) Shouts
- c) Laughs
- d) Starts talking

🔑 **Answer: d) Starts talking**

7. How does the poet describe the rebel's behavior?

- a) Rude
- b) Strange and amusing

- c) Helpful
- d) Dangerous

☞ **Answer: b) Strange and amusing**

8. What lesson does the poem indirectly teach?
 - a) Everyone must be a rebel
 - b) We must accept differences in people
 - c) Rebels are bad
 - d) We should not study
9. ☞ **Answer: b) We must accept differences in people**
10. What does the rebel do when others wear colourful clothes?
 - a) Wears plain dress
 - b) Wears uniforms
 - c) Refuses to dress
 - d) Runs away

☞ **Answer: a) Wears plain dress**

11. What is the tone of the poem?
 - a) Serious
 - b) Humorous
 - c) Angry
 - d) Sad

☞ **Answer: b) Humorous**

2. Fill in the Blanks (10)

1. *The Rebel* is written by _____. → **D.J. Enright**
2. The rebel does the _____ of what others do. → **opposite**
3. When others have short hair, the rebel keeps _____. → **long hair**
4. When others wear colourful clothes, the rebel wears _____. → **plain dress**
5. The rebel talks when everyone is _____. → **silent**
6. The rebel keeps quiet when everyone is _____. → **talking**
7. The rebel is different in _____. → **every way**
8. The poem is written in a _____ tone. → **humorous**
9. The rebel is described as _____ and amusing. → **strange**
10. The poem shows acceptance of _____. → **differences**

3. True/False (10)

1. The rebel always follows the rules. → **False**
2. The rebel does exactly the opposite of others. → **True**
3. When people wear uniforms, the rebel also wears a uniform. → **False**
4. When people are silent, the rebel talks. → **True**
5. The rebel's behaviour is dangerous. → **False**
6. The poet uses humour in the poem. → **True**
7. The rebel is always obedient. → **False**
8. The poem makes fun of the rebel. → **True**
9. The rebel wears colourful clothes when others wear uniforms. → **True**
10. The rebel is a symbol of individuality. → **True**

4. Synonyms/Antonyms (10)

1. Rebel – (synonym) → **Nonconformist**
2. Opposite – (synonym) → **Reverse / Contrary**
3. Quiet – (antonym) → **Noisy**
4. Plain – (antonym) → **Colourful**
5. Amusing – (synonym) → **Funny / Entertaining**
6. Strange – (antonym) → **Normal / Usual**
7. Lesson – (synonym) → **Teaching**

8. Short – (antonym) → **Long**
9. Talk – (antonym) → **Silent**
10. Accept – (synonym) → **Agree / Approve**

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

1. Change into past tense: “*The rebel wears colourful clothes.*” → **The rebel wore colourful clothes.**
2. Make negative: “*The rebel follows others.*” → **The rebel does not follow others.**
3. Make a question: “*The rebel talks when people are silent.*” → **When does the rebel talk?**
4. Combine using “but”: *The rebel keeps long hair. Others keep short hair.* → **The rebel keeps long hair but others keep short hair.**
5. Fill with correct verb: *The rebel always _____ (do) the opposite.* → **does**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who is described in the poem? → **The rebel, a person who always does the opposite.**
2. What does the rebel do when others wear uniforms? → **He wears colourful clothes.**
3. What does he do when people are silent? → **He starts talking.**
4. How does the rebel behave in class? → **He keeps silent when others talk, and talks when others are quiet.**
5. What does the rebel wear when others are colourful? → **A plain dress.**
6. What does the rebel’s behaviour show? → **Nonconformity and difference.**
7. What is the tone of the poem? → **Humorous.**
8. What lesson does the poem indirectly give? → **We must accept differences in people.**
9. How does the poet describe the rebel’s actions? → **Strange but amusing.**
10. Why is the rebel different? → **Because he always acts in contrast to others.**

Long (10 × 5–6 sentences)

1. Describe the rebel’s behaviour with examples.
 ☞ The rebel always does the opposite of others. If people keep short hair, he keeps long hair. If others wear colourful clothes, he wears plain ones. When everyone is silent, he talks. When everyone talks, he keeps quiet. His behaviour is strange but funny.
2. What is the poet’s attitude towards the rebel?
 ☞ The poet does not criticize the rebel harshly. He presents the rebel in a humorous way. The poet shows how the rebel is different but also amusing. His tone is light and playful.
3. How does the rebel behave in matters of dress?
 ☞ When people wear uniforms, the rebel wears colourful clothes. When people wear bright clothes, he wears plain ones. His style is always opposite. This shows individuality.
4. What is the theme of the poem?
 ☞ The theme is individuality and nonconformity. People like the rebel always do the opposite. While it may seem funny, it also shows diversity in society.
5. Is the rebel good or bad? Explain.
 ☞ The rebel is not bad. He is simply different. His actions may disturb people, but

they add variety. The poet shows that all types of people exist, and we must accept them.

G. Picture Reading

Picture 1 – Students in uniform, rebel in colourful dress

1. Who looks different? → **The rebel**
2. What is he wearing? → **Colourful clothes**
3. What are others wearing? → **Uniforms**
4. Why is he different? → **He always does the opposite**
5. What does this show? → **Individuality**

Picture 2 – Class silent, rebel talking

1. What are the students doing? → **Silent**
2. What is the rebel doing? → **Talking**
3. Why is this unusual? → **He breaks silence**
4. How might others feel? → **Disturbed**
5. What does this show? → **Nonconformity**

Picture 3 – Others with short hair, rebel with long hair

1. How is the rebel's hair? → **Long**
2. How is others' hair? → **Short**
3. Why is he different? → **To oppose the majority**
4. How does this look? → **Strange but funny**
5. What is the poet teaching? → **Acceptance of differences**

H. Unseen Passages (3 × 10–15 sentences, with Qs & answers)

Passage 1 – Story

Arjun was different from his classmates. If they wore white shirts, he wore a red one. If they played cricket, he preferred football. His friends laughed at him, calling him a rebel. But Arjun did not mind. He believed in doing things differently. One day, his teacher explained that diversity makes life interesting. Arjun realized being different was not wrong. It showed individuality.

Qs:

1. Who was different? → **Arjun**
2. What game did he prefer? → **Football**
3. What did friends call him? → **A rebel**
4. What did the teacher say? → **Diversity makes life interesting**
5. What did Arjun realize? → **Being different shows individuality**

Passage 2 – Factual

Some people always think differently from the crowd. They are called rebels. They may act against common practices. For example, if people eat spicy food, a rebel might eat bland food. If people are quiet, a rebel might talk. Such people sometimes disturb others, but they also bring change. Many great leaders were once called rebels, but their ideas helped society grow.

Qs:

1. Who are rebels? → **People who act differently**
2. What food might a rebel eat? → **Bland food**
3. How do rebels disturb others? → **By acting opposite**
4. What is the good side of rebels? → **They bring change**
5. What happened to many great leaders? → **They were called rebels**

Passage 3 – Moral Story

Rani was always opposite to her sister. If her sister studied, she played. If her sister wore a uniform, she wore bright clothes. Her parents got annoyed. One day, her grandmother said,

“Rani, it is fine to be different, but not always. Sometimes, we must adjust with others too.”
Rani understood and promised to balance her individuality with cooperation.

Qs:

1. Who was opposite? → **Rani**
2. How did her parents feel? → **Annoyed**
3. Who advised her? → **Her grandmother**
4. What did she say? → **Balance individuality with cooperation**
5. What did Rani promise? → **To adjust sometimes**

I. Model Question Paper (20 Marks)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *The Rebel*?
☞ **D.J. Enright**
2. What does the rebel wear when others wear uniforms?
☞ **Colourful clothes**
3. What does he do when people are silent?
☞ **Talks**
4. What is the tone of the poem?
☞ **Humorous**

Section B – Fill in the blanks (4 × 1 = 4)

5. The rebel does the _____ of others. → **opposite**
6. The rebel talks when others are _____. → **silent**
7. The rebel wears _____ when others wear colourful clothes. → **plain dress**
8. The poem shows acceptance of _____. → **differences**

Section C – True/False (2 × 1 = 2)

9. The rebel always follows rules. () → **False**
10. The rebel adds humour to life. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The rebel wears colourful clothes.*”

☞ **The rebel wore colourful clothes.**

12. Make a question: “*The rebel talks when people are silent.*”

☞ **When does the rebel talk?**

Section E – Short Answer (2 × 2 = 4)

13. What does the rebel do in class?
☞ **Keeps silent when others talk, and talks when others are silent.**
14. What is the theme of the poem?

☞ **Individuality and acceptance of differences.**

Section F – Long Answer (1 × 4 = 4)

15. Describe the rebel’s behaviour with examples.

☞ **The rebel always does the opposite of others. If people wear uniforms, he wears colourful clothes. If people keep quiet, he talks. If others have short hair, he keeps long hair. His actions are funny but also show individuality.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, understanding	Easy–Medium
Fill in the blanks	4	4	Vocabulary, memory recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 3 – Prose: Gopal and the Hilsa Fish

Learning Outcomes

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

- Read and understand humorous prose with a moral.
- Identify wit, wisdom, and presence of mind in problem-solving.
- Build vocabulary related to everyday life and humor.
- Answer comprehension questions (short & long).
- Apply grammar in meaningful contexts.
- Appreciate humor and intelligence as tools for success.

A. Question Bank

1. MCQs (10)

1. Who is the main character of the story?
 - a) The king
 - b) The minister
 - c) Gopal
 - d) The fish seller
2. What kind of fish was everyone talking about?
 - a) Catfish
 - b) Hilsa fish
 - c) Goldfish
 - d) Tuna fish

✍ **Answer: c) Gopal**

3. What challenge did the king give to Gopal?
 - a) To buy hilsa fish without talking about it
 - b) To cook hilsa fish
 - c) To sell hilsa fish
 - d) To catch hilsa fish

✍ **Answer: a) To buy hilsa fish without talking about it**

4. What did Gopal do to distract people?
 - a) He dressed in rags and smeared ash on his body
 - b) He danced in the street
 - c) He gave a speech
 - d) He shouted loudly

✍ **Answer: a) He dressed in rags and smeared ash on his body**

5. How did people react to Gopal's appearance?
 - a) They ignored him
 - b) They laughed and followed him
 - c) They gave him money
 - d) They punished him

✍ **Answer: b) They laughed and followed him**

6. Where did Gopal go with the fish?
 - a) To the market
 - b) To the king's palace
 - c) To the river
 - d) To his home

✍ **Answer: b) To the king's palace**

7. What did the guards think of Gopal?
 - a) He was a madman
 - b) He was a wise man

- c) He was a thief
- d) He was a saint

☞ **Answer: a) He was a madman**

8. How did the king react when Gopal explained his trick?
- a) He was angry
 - b) He laughed and praised Gopal
 - c) He punished him
 - d) He ignored him

☞ **Answer: b) He laughed and praised Gopal**

9. What quality of Gopal is highlighted in the story?
- a) Laziness
 - b) Wit and intelligence
 - c) Cruelty
 - d) Anger

☞ **Answer: b) Wit and intelligence**

10. What is the moral of the story?
- a) Wealth is power
 - b) Wit and presence of mind solve problems
 - c) Fish is delicious
 - d) People are foolish

☞ **Answer: b) Wit and presence of mind solve problems**

2. Fill in the Blanks (10)

1. The story is about _____. → **Gopal**
2. People were crazy about _____ fish. → **hilsa**
3. The king gave Gopal a _____. → **challenge**
4. Gopal smeared his body with _____. → **ash**
5. He wore _____ clothes. → **rags**
6. People _____ at Gopal. → **laughed**
7. The guards thought Gopal was a _____. → **madman**
8. Gopal carried a _____ fish. → **hilsa**
9. The king finally _____ Gopal's intelligence. → **praised**
10. The moral is to use _____ of mind. → **wit/presence**

3. True/False (10)

1. People were discussing hilsa fish. → **True**
2. The king was happy about it. → **False**
3. Gopal accepted the challenge. → **True**
4. Gopal wore fine clothes. → **False**
5. People laughed at Gopal's appearance. → **True**
6. The guards welcomed him happily. → **False**
7. The king scolded Gopal. → **False**
8. Gopal explained his plan. → **True**
9. The king praised Gopal. → **True**
10. The story is humorous. → **True**

4. Synonyms/Antonyms (10)

1. Challenge – (synonym) → **Task / Dare**
2. Ash – (synonym) → **Dust / Powder**
3. Mad – (antonym) → **Sane**

4. Laugh – (synonym) → **Giggle / Chuckle**
5. Praise – (antonym) → **Blame / Criticize**
6. Rags – (synonym) → **Torn clothes**
7. Trick – (synonym) → **Plan / Strategy**
8. Crowd – (antonym) → **Alone / Empty**
9. Humorous – (synonym) → **Funny / Amusing**
10. Intelligent – (antonym) → **Foolish**

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

1. Change into past tense: “*People talk about hilsa fish.*” → **People talked about hilsa fish.**
2. Make negative: “*The guards allowed Gopal inside.*” → **The guards did not allow Gopal inside.**
3. Make a question: “*Gopal smeared his face with ash.*” → **What did Gopal smear his face with?**
4. Combine using “but”: *The people laughed. Gopal did not care.* → **The people laughed but Gopal did not care.**
5. Fill with correct verb: *The king _____ (praise) Gopal’s wit.* → **praised**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who was Gopal? → **A witty and intelligent man in the king’s court.**
2. What was special about the hilsa fish? → **People were obsessed with it.**
3. What challenge did the king give Gopal? → **To buy hilsa fish without anyone talking about it.**
4. How did Gopal disguise himself? → **He wore rags and smeared ash on his body.**
5. Why did people laugh at Gopal? → **Because he looked strange.**
6. What did the guards think of Gopal? → **That he was mad.**
7. Where did Gopal go with the fish? → **To the king’s palace.**
8. How did the king react? → **He laughed and praised Gopal.**
9. What qualities did Gopal show? → **Wit and presence of mind.**
10. What is the moral? → **Wisdom and humor solve problems.**

Long (10 × 5–6 sentences)

1. Narrate the story in brief.
 People were obsessed with hilsa fish. The king gave Gopal a challenge to buy it without anyone talking about it. Gopal disguised himself in rags and smeared ash. People laughed and followed him. He reached the palace and explained. The king praised his wit.
2. How did Gopal prepare for the challenge?
 He wore shabby clothes and smeared ash. He looked like a madman. This made people focus on his appearance, not the fish. His clever disguise helped him succeed.
3. How did people react to Gopal’s appearance?
 They laughed loudly. They followed him to the palace. They thought he was mad. They ignored the hilsa fish in his hand.
4. What happened at the palace gate?
 The guards refused to let him in. They thought he was crazy. Gopal insisted on meeting the king. Finally, he entered the palace.
5. How did Gopal prove his intelligence?
 He diverted attention from the fish to himself. He tricked the people into forgetting the fish. His wit solved the problem. The king admired his intelligence.

6. What lesson do we learn from the story?
 ☞ Wit and humor can solve big problems. We must think differently. Presence of mind is important. Gopal's intelligence shows that wisdom is better than force.
7. Why was the king annoyed at first?
 ☞ Everyone was talking only about hilsa fish. The king was irritated. He wanted someone to stop the craze. That is why he gave Gopal the challenge.
8. What was the funniest part of the story?
 ☞ Gopal's disguise was funny. People followed him, laughing. The guards thought he was crazy. Even the king laughed when he saw Gopal.
9. How does humor make the story interesting?
 ☞ The story has funny situations. Gopal's disguise, people's reactions, and the guards' refusal make us laugh. Humor makes the story light and enjoyable.
10. What qualities make Gopal a special character?
 ☞ He is witty, humorous, and intelligent. He has presence of mind. He can solve problems cleverly. These qualities make him unique.

G. Picture Reading

Picture 1 – People buying hilsa fish in the market

1. What are they buying? → **Hilsa fish**
2. How do they look? → **Excited**
3. Why are they crazy? → **Hilsa season**
4. What does this show? → **Public craze**
5. Who observes them? → **The king**

Picture 2 – Gopal smeared with ash, in rags

1. Who is this man? → **Gopal**
2. Why does he look strange? → **Ash and rags**
3. How do people react? → **They laugh**
4. What is he holding? → **Hilsa fish**
5. What does this show? → **Humor and wit**

Picture 3 – Gopal with the king

1. Who is standing before the king? → **Gopal**
2. What is he holding? → **A hilsa fish**
3. How does the king react? → **Laughs**
4. Why is the king happy? → **Gopal's wit**
5. What is the moral? → **Presence of mind wins**

H. Unseen Passages (3 × 10–15 lines, with Qs & answers)

Passage 1 – Story

It was the season of hilsa fish. Everyone in the town was talking about it. The king grew tired of hearing the same word again and again. To test Gopal, his witty courtier, the king gave him a challenge. Gopal had to buy a hilsa fish and bring it to the palace without anyone asking or talking about it. Gopal accepted the challenge. He smeared ash on his body, wore rags, and acted like a madman. People followed him, laughing, but no one asked about the fish. Gopal reached the palace and won the challenge.

Qs:

1. What was everyone talking about? → **Hilsa fish**
2. Who gave Gopal the challenge? → **The king**
3. What did Gopal smear on his body? → **Ash**
4. Why did people follow him? → **He looked funny**
5. Did Gopal succeed? → **Yes**

Passage 2 – Factual

Humor is an important quality in life. It helps us face challenges with a smile. People who are witty can turn problems into solutions. In the story *Gopal and the Hilsa Fish*, Gopal used humor and intelligence to fulfill the king's challenge. Instead of fighting or arguing, he made people laugh. This changed the focus from the fish to his appearance. His wit helped him succeed and earned the king's praise.

Qs:

1. What is important in life? → **Humor**
2. What do witty people do? → **Turn problems into solutions**
3. How did Gopal succeed? → **By using humor and intelligence**
4. What did people focus on? → **His appearance**
5. Who praised Gopal? → **The king**

Passage 3 – Moral Story

A teacher once told his students, "Wisdom is better than strength." To prove this, he gave them a task. One student used force but failed. Another used cleverness and succeeded easily. Everyone realized that wit and presence of mind can solve problems more effectively than anger or force. This is also the lesson we learn from Gopal's story.

Qs:

1. What did the teacher say? → **Wisdom is better than strength**
2. What did one student use? → **Force**
3. What did another student use? → **Cleverness**
4. Which one succeeded? → **The clever one**
5. What is the lesson? → **Wit is better than strength**

I. Model Question Paper (20 Marks, with keys)

Section A – MCQs ($4 \times 1 = 4$)

1. Who was the witty courtier? → **Gopal**
2. What were people crazy about? → **Hilsa fish**
3. What did Gopal smear on his body? → **Ash**
4. Who praised Gopal? → **The king**

Section B – Fill in the blanks ($4 \times 1 = 4$)

5. People laughed at _____. → **Gopal**
6. The guards thought he was a _____. → **Madman**
7. Gopal wore _____. → **Rags**
8. The king gave Gopal a _____. → **Challenge**

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

9. Gopal wore fine clothes. () → **False**
10. Gopal succeeded in the challenge. () → **True**

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

11. Change into past tense: "*The people laugh at Gopal.*"

☞ **The people laughed at Gopal.**

12. Make a question: "*The king gave Gopal a challenge.*"

☞ **What did the king give Gopal?**

Section E – Short Answer ($2 \times 2 = 4$)

13. Why was the king annoyed?

☞ **Everyone kept talking about hilsa fish.**

14. How did Gopal succeed in the challenge?

☞ **He disguised himself and diverted attention.**

Section F – Long Answer (1 × 4 = 4)

15. Narrate the story of Gopal and the hilsa fish in your own words.

☞ **People were crazy about hilsa fish. The king challenged Gopal to buy it without anyone mentioning it. Gopal smeared ash, wore rags, and looked funny. People laughed at him but ignored the fish. At the palace, the king laughed and praised his wit.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, writing expression	Medium–Hard
Total	—	20	Balanced across skills	—

Unit 3 – Poem: The Shed

Learning Outcomes (NEP-linked)

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

- Read and understand a narrative poem about fear and courage.
- Identify imagery and personification in the poem.
- Build vocabulary related to old buildings and emotions.
- Answer comprehension questions (short & long).
- Reflect on overcoming unnecessary fears.
- Appreciate the theme of courage in everyday life.

A. Question Bank

1. MCQs (10)

1. Who is the poet of *The Shed*?
 - a) Frank Flynn
 - b) D.J. Enright
 - c) R.K. Narayan
 - d) Robert Frost

✍ **Answer: a) Frank Flynn**

2. What is a “shed”?
 - a) A palace
 - b) A small, simple building
 - c) A cave
 - d) A classroom

✍ **Answer: b) A small, simple building**

3. What is in the shed?
 - a) A bed
 - b) A spider’s web
 - c) A cupboard
 - d) A table

✍ **Answer: b) A spider’s web**

4. What does the window have?
 - a) Glass panes
 - b) Broken panes with dusty cobwebs
 - c) Curtains
 - d) Posters

✍ **Answer: b) Broken panes with dusty cobwebs**

5. Who told the child that a ghost lived inside?
 - a) Father
 - b) Brother
 - c) Mother
 - d) Friend

✍ **Answer: b) Brother**

6. What did the brother say would happen if he went in?
 - a) He would find treasure
 - b) The ghost would chop off his head
 - c) He would fall asleep
 - d) Nothing

✍ **Answer: b) The ghost would chop off his head**

7. Did the poet really believe in the ghost?
 - a) Yes, completely

- b) No, he didn't
- c) He wasn't sure
- d) His mother told him

🔑 **Answer: c) He wasn't sure**

8. What is the mood of the poem?
- a) Angry
 - b) Humorous and suspenseful
 - c) Sad
 - d) Romantic

🔑 **Answer: b) Humorous and suspenseful**

9. What lesson does the poem teach?
- a) Always fear ghosts
 - b) Overcome unnecessary fears
 - c) Stay away from sheds
 - d) Obey your brother

🔑 **Answer: b) Overcome unnecessary fears**

10. What is the poet planning to do at the end?
- a) Stay away
 - b) Run away
 - c) Go into the shed someday
 - d) Tell his mother

🔑 **Answer: c) Go into the shed someday**

2. Fill in the Blanks (10)

1. The poem *The Shed* was written by _____. → **Frank Flynn**
2. The shed had a spider's _____. → **web**
3. The window had broken _____. → **panes**
4. The floor was covered with _____. → **dust**
5. The brother said there was a _____ inside. → **ghost**
6. The ghost would chop off the poet's _____. → **head**
7. The poet did not _____ his brother completely. → **believe**
8. The poet wants to go in _____. → **someday**
9. The shed is old and _____. → **scary**
10. The poem teaches us to overcome _____. → **fear**

3. True/False (10)

1. The shed was bright and clean. → **False**
2. The window had broken panes. → **True**
3. The poet's brother said a ghost lived inside. → **True**
4. The ghost was friendly. → **False**
5. The poet believed his brother fully. → **False**
6. The shed was dusty and dark. → **True**
7. The poet was too scared to go in. → **True**
8. The mood of the poem is humorous. → **True**
9. The shed is a symbol of fear. → **True**
10. The poem encourages us to keep fearing ghosts. → **False**

4. Synonyms/Antonyms (10)

1. Shed – (synonym) → **Hut / Cabin**
2. Broken – (antonym) → **Repaired / Whole**

3. Dusty – (synonym) → **Dirty / Filthy**
4. Fear – (antonym) → **Courage**
5. Believe – (antonym) → **Doubt**
6. Ghost – (synonym) → **Spirit / Phantom**
7. Dark – (antonym) → **Bright / Light**
8. Scary – (synonym) → **Frightening / Terrifying**
9. Chop – (synonym) → **Cut / Slice**
10. Old – (antonym) → **New**

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

1. Change into past tense: “*The poet thinks about going into the shed.*” → **The poet thought about going into the shed.**
2. Make negative: “*The poet believes his brother.*” → **The poet does not believe his brother.**
3. Make a question: “*The shed has broken window panes.*” → **What does the shed have?**
4. Combine using “because”: *The shed is dusty. Nobody cleans it.* → **The shed is dusty because nobody cleans it.**
5. Fill with correct verb: *The poet _____ (plan) to go inside someday.* → **plans**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. What is a shed? → **A small, simple building.**
2. How does the shed look? → **Old, dusty, dark, with broken window panes.**
3. What is in the shed? → **A spider’s web and dust.**
4. Who told the poet about the ghost? → **His brother.**
5. What did the brother say? → **That a ghost lived inside who would chop off his head.**
6. Did the poet believe in the ghost? → **He wasn’t sure.**
7. What does the poet plan to do? → **Go into the shed someday.**
8. What is the tone of the poem? → **Suspenseful and humorous.**
9. What lesson does it give? → **Overcome unnecessary fears.**
10. Who wrote the poem? → **Frank Flynn.**

Long (10 × 5–6 sentences)

1. Describe the appearance of the shed.
 The shed is old and dusty. It has cobwebs and a spider’s web. The window panes are broken. The floor is covered with dust. It looks dark and scary.
2. What did the brother say about the shed?
 He told the poet that a ghost lived inside. He said the ghost would chop off his head if he went in. This was meant to scare him.
3. Did the poet believe his brother?
 The poet was doubtful. He didn’t completely believe him. He thought it might be a trick. Still, he was afraid to go in.
4. What does the poet plan to do someday?
 The poet plans to go inside the shed. He wants to check if the ghost is real. He is slowly gathering courage.
5. What is the central idea of the poem?
 The poem teaches us not to fear unnecessarily. Ghosts are often imaginary. We must be brave. Courage helps us discover truth.

G. Picture Reading

Picture 1 – Old shed with broken window

1. What is this place? → **A shed**
2. How does it look? → **Old and broken**
3. What is on the window? → **Cobwebs**
4. Why does it look scary? → **Dark and dirty**
5. What does this show? → **Fear of neglected places**

Picture 2 – Brother scaring the poet

1. Who is speaking? → **Brother**
2. What does he say? → **A ghost lives inside**
3. How does the poet feel? → **Afraid**
4. Is the brother telling the truth? → **No**
5. What does this show? → **How fear spreads**

Picture 3 – Poet peeping into the shed

1. Who is peeping? → **The poet**
2. Why is he curious? → **To see inside**
3. What does he want to do? → **Go inside someday**
4. What does this show? → **Courage building up**
5. What is the theme? → **Overcoming fear**

H. Unseen Passages (3 × 10–15 sentences)

Passage 1 – Story

Ramesh lived near an old shed. Everyone said it was haunted. His brother told him a ghost lived inside. At first, Ramesh was scared and never went near. But one day, he decided to be brave. He went inside and found nothing but dust, cobwebs, and an old chair. He realized the ghost was only in his imagination. From that day, he stopped fearing the shed.

Qs:

1. Where did Ramesh live? → **Near a shed**
2. Who told him about a ghost? → **His brother**
3. What did he find inside? → **Dust and cobwebs**
4. Was there a ghost? → **No**
5. What did he learn? → **Fear was only in his mind**

Passage 2 – Factual

Fear is often created by stories. Children are sometimes told about ghosts to stop them from going to certain places. But most of the time, there are no ghosts. Old buildings may look scary because they are dark and dirty. The poem *The Shed* shows how a child overcomes fear. The child learns that courage is stronger than imagination.

Qs:

1. What creates fear? → **Stories**
2. Why are children told about ghosts? → **To stop them from going to places**
3. Why do old buildings look scary? → **They are dark and dirty**
4. What does the poem show? → **Overcoming fear**
5. What is stronger than imagination? → **Courage**

Passage 3 – Moral Story

Maya was afraid of the store room in her house. Her brother told her that a ghost lived there. She never went inside. But one day, her mother asked her to bring a box from the store. Maya

was nervous, but she went in. To her surprise, she found nothing scary. It was only a dusty room. Maya realized that her fear was baseless.

Qs:

1. Who was afraid of the store room? → **Maya**
2. Who scared her? → **Her brother**
3. What did her mother ask for? → **A box**
4. What did she find inside? → **Nothing scary**
5. What did she realize? → **Her fear was baseless**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *The Shed*? → **Frank Flynn**
2. What was in the shed? → **Spider's web**
3. Who said there was a ghost? → **Brother**
4. What is the poem's theme? → **Overcoming fear**

Section B – Fill in the blanks (4 × 1 = 4)

5. The shed had broken _____. → **panes**
6. The floor was full of _____. → **dust**
7. The ghost would chop off the poet's _____. → **head**
8. The poet wants to go in _____. → **someday**

Section C – True/False (2 × 1 = 2)

9. The poet completely believed in the ghost. () → **False**
10. The shed looked scary. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The poet thinks of going inside.*" → **The poet thought of going inside.**
12. Make a question: "*The shed has broken panes.*" → **What does the shed have?**

Section E – Short Answer (2 × 2 = 4)

13. How did the brother scare the poet? → **By saying a ghost lived inside who would chop off his head.**
14. What is the lesson of the poem? → **We must overcome unnecessary fears.**

Section F – Long Answer (1 × 4 = 4)

15. Describe the shed and explain how the poet overcomes fear.

☞ **The shed is old, dusty, and dark. It has cobwebs and broken window panes. The poet's brother scares him with ghost stories. At first, he is afraid. But later, he decides to enter someday, showing courage. The poem teaches us not to believe baseless fears.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, expression, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 4 – Prose: The Ashes That Made Trees Bloom

Learning Outcomes (NEP-linked)

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

- Understand and appreciate a Japanese folktale.
- Identify values of kindness, honesty, and compassion.
- Differentiate between good and evil characters.
- Build vocabulary related to folktales, nature, and culture.
- Answer short and long comprehension questions.
- Apply grammar in meaningful contexts.
- Derive morals from stories.

A. Question Bank

1. MCQs (10)

1. What type of story is *The Ashes That Made Trees Bloom*?
 - a) Fable
 - b) Folktale
 - c) Myth
 - d) Poem

🔑 **Answer: b) Folktale**

2. Who were kind to the little dog?
 - a) Rich couple
 - b) Poor farmer and his wife
 - c) Soldiers
 - d) Merchants

🔑 **Answer: b) Poor farmer and his wife**

3. What was the name of the dog?
 - a) Pochi
 - b) Kittu
 - c) Shiro
 - d) Moti

🔑 **Answer: c) Shiro**

4. What did the dog help the farmer find?
 - a) Gold
 - b) A hidden treasure
 - c) Silver
 - d) Diamonds

🔑 **Answer: b) A hidden treasure**

5. What did the greedy neighbors do to the dog?
 - a) Fed it
 - b) Killed it
 - c) Played with it
 - d) Sold it

🔑 **Answer: b) Killed it**

6. What grew from the dog's ashes?
 - a) A flower
 - b) A tree that bloomed
 - c) A gold plant
 - d) Nothing

🔑 **Answer: b) A tree that bloomed**

7. What did the kind farmer make from the mortar?
 - a) Rice-cakes

- b) Fish
- c) Money
- d) Clothes

🔑 **Answer: a) Rice-cakes**

8. How were the greedy neighbors punished?
- a) They were rewarded
 - b) They were punished by the daimio
 - c) They found gold
 - d) They became rich

🔑 **Answer: b) They were punished by the daimio**

9. What qualities did the kind couple have?
- a) Greed and anger
 - b) Love and kindness
 - c) Cruelty
 - d) Laziness

🔑 **Answer: b) Love and kindness**

10. What is the moral of the story?
- a) Greed always wins
 - b) Kindness is rewarded, greed is punished
 - c) Dogs are dangerous
 - d) Ashes are magical

🔑 **Answer: b) Kindness is rewarded, greed is punished**

2. Fill in the Blanks (10)

1. The story is a _____ folktale. → **Japanese**
2. The kind farmer had a dog named _____. → **Shiro**
3. Shiro helped the farmer find a hidden _____. → **treasure**
4. The greedy neighbors _____ the dog. → **killed**
5. From the dog's ashes grew a _____. → **blooming tree**
6. The daimio saw the tree covered with beautiful _____. → **blossoms**
7. The greedy neighbors were finally _____. → **punished**
8. The mortar helped make _____. → **rice-cakes**
9. The couple was always _____ to the dog. → **kind**
10. The story teaches us not to be _____. → **greedy**

3. True/False (10)

1. The story is a Japanese folktale. → **True**
2. The dog's name was Pochi. → **False**
3. The kind farmer and wife loved their dog. → **True**
4. The greedy neighbors cared for the dog. → **False**
5. The dog helped find treasure. → **True**
6. The ashes were ordinary, not magical. → **False**
7. Blossoms grew from the ashes. → **True**
8. The daimio rewarded the greedy couple. → **False**
9. The story contrasts kindness with greed. → **True**
10. The greedy neighbors lived happily ever after. → **False**

4. Synonyms/Antonyms (10)

1. Greedy – (antonym) → **Generous**
2. Kind – (synonym) → **Gentle / Loving**
3. Reward – (antonym) → **Punishment**

4. Treasure – (synonym) → **Wealth / Riches**
5. Bloom – (antonym) → **Wither**
6. Honest – (synonym) → **Truthful**
7. Cruel – (antonym) → **Compassionate**
8. Punish – (synonym) → **Penalize**
9. Neighbor – (antonym) → **Stranger**
10. Ashes – (synonym) → **Dust / Remains**

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

1. Change into past tense: “*The dog shows the farmer a treasure.*” → **The dog showed the farmer a treasure.**
2. Make negative: “*The neighbors loved the dog.*” → **The neighbors did not love the dog.**
3. Make a question: “*The dog helped the farmer.*” → **Who did the dog help?**
4. Combine using “because”: *The farmer was kind. The dog loved him.* → **The dog loved the farmer because he was kind.**
5. Fill with correct verb: *The blossoms _____ (cover) the tree.* → **covered**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who were the kind couple? → **A poor farmer and his wife.**
2. What was the dog’s name? → **Shiro.**
3. How did the dog help the farmer? → **By finding treasure.**
4. What did the greedy neighbors do? → **They killed the dog.**
5. What grew from the ashes? → **A blooming tree.**
6. Who saw the blossoms? → **The daimio.**
7. How did the daimio react? → **He praised the kind farmer.**
8. What did the greedy couple try to do? → **Imitate the farmer, but failed.**
9. How were they punished? → **By the daimio.**
10. What is the moral? → **Kindness is rewarded, greed is punished.**

Long (10 × 5–6 sentences)

1. Narrate the story briefly.
 A kind farmer and his wife had a dog named Shiro. It helped them find treasure. The greedy neighbors killed it. From its ashes grew a blooming tree. The daimio rewarded the kind farmer. The greedy couple was punished.
2. How did the dog help the farmer?
 The dog led the farmer to treasure. It was loyal and loving. It showed gratitude for kindness. This made the couple’s life better.
3. What did the greedy neighbors do to the dog?
 They killed it out of jealousy. They hoped to find treasure. Instead, they failed. Their cruelty was punished.
4. What miracle happened with the ashes?
 The ashes were scattered. They turned into blossoms. The tree bloomed magically. This impressed the daimio.
5. What lesson does the story give us?
 The story teaches kindness. Greed and cruelty bring punishment. Honest and loving people are rewarded. Compassion always wins.

G. Picture Reading

Picture 1 – Farmer with dog Shiro

1. Who is in the picture? → **The farmer and Shiro**
2. What are they doing? → **Walking together**
3. How does Shiro look? → **Loyal and happy**
4. What does this show? → **Friendship between man and dog**
5. What value does it teach? → **Love animals**

Picture 2 – Greedy neighbors hurting the dog

1. Who are these people? → **Greedy neighbors**
2. What are they doing? → **Hurting/killing Shiro**
3. Why are they doing it? → **Greed**
4. What is their nature? → **Cruel**
5. What lesson does this teach? → **Greed leads to downfall**

Picture 3 – Blossoms from ashes

1. What is happening? → **Tree is blooming**
2. What was sprinkled? → **Ashes**
3. Who is watching? → **The daimio**
4. How does he react? → **Amazed and happy**
5. What does this show? → **Kindness brings reward**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

A kind old man had a pet dog named Shiro. The dog was loyal and always helped its master. One day, Shiro led the farmer to treasure buried in the ground. The greedy neighbors tried to do the same but failed. In their anger, they killed the dog. Later, from Shiro's ashes grew a tree that bloomed beautifully. The daimio was impressed and rewarded the farmer, while the greedy neighbors were punished.

Qs:

1. Who was Shiro? → **A loyal pet dog**
2. What did Shiro show the farmer? → **Treasure**
3. What did the greedy neighbors do? → **Killed the dog**
4. What grew from the ashes? → **A blooming tree**
5. Who was punished? → **The greedy neighbors**

Passage 2 – Factual

Japanese folktales are full of moral lessons. They often show how good people are rewarded and bad people punished. *The Ashes That Made Trees Bloom* is one such story. It contrasts kindness and greed through the characters of the farmer, his wife, and their neighbors. Shiro, the dog, symbolizes loyalty and gratitude. The story teaches us that compassion and honesty always bring blessings.

Qs:

1. What do Japanese folktales teach? → **Moral lessons**
2. What is the name of the story? → **The Ashes That Made Trees Bloom**
3. What two qualities are contrasted? → **Kindness and greed**
4. What does Shiro symbolize? → **Loyalty and gratitude**
5. What is the lesson? → **Compassion brings blessings**

Passage 3 – Moral Story

A rich man and a poor man once lived in a village. The poor man was kind, the rich one greedy. The kind man had a dog that loved him. It helped him find treasure. The greedy man

tried to copy but failed. He even harmed the dog. In the end, the kind man became happy and respected, while the greedy man was punished and ashamed.

Qs:

1. Who lived in the village? → **A rich man and a poor man**
2. Which one was kind? → **The poor man**
3. What helped the kind man? → **His dog**
4. What happened to the greedy man? → **He was punished**
5. What is the moral? → **Kindness wins, greed loses**

I. Model Question Paper (20 Marks)

Section A – MCQs (4 × 1 = 4)

1. What was the dog's name? → **Shiro**
2. Who killed the dog? → **The greedy neighbors**
3. What grew from the ashes? → **A blooming tree**
4. What is the story's moral? → **Kindness is rewarded, greed is punished**

Section B – Fill in the blanks (4 × 1 = 4)

5. The story is a _____ folktale. → **Japanese**
6. The kind couple loved their _____. → **dog**
7. The daimio rewarded the _____ farmer. → **kind**
8. The neighbors were finally _____. → **punished**

Section C – True/False (2 × 1 = 2)

9. The greedy neighbors were rewarded. () → **False**
10. Blossoms grew from the ashes. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: "*The farmer loves the dog.*" → **The farmer loved the dog.**
12. Make a question: "*The neighbors killed the dog.*" → **Who killed the dog?**

Section E – Short Answer (2 × 2 = 4)

13. How did the dog help the farmer? → **It led him to treasure.**
14. Why was the daimio impressed? → **The ashes made trees bloom.**

Section F – Long Answer (1 × 4 = 4)

15. Narrate the story and explain the moral.

👉 **The kind farmer had a dog, Shiro. It helped him find treasure. The greedy neighbors killed it. From its ashes grew blossoms, which impressed the daimio. The greedy neighbors failed and were punished. The story teaches kindness is rewarded, greed is punished.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, expression, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 4 – Poem: Chivvy

Learning Outcomes

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

- Understand the style and theme of a list poem.
- Identify the repeated use of commands as a poetic device.
- Recognize the feelings of children when constantly ordered by adults.
- Build vocabulary related to everyday life, commands, and behavior.
- Answer comprehension questions (short & long).
- Reflect on the need for freedom and balanced guidance.

A. Question Bank

1. MCQs (10)

1. Who wrote the poem *Chivvy*?

- a) Robert Frost
- b) Michael Rosen
- c) D.J. Enright
- d) Ruskin Bond

✍ **Answer: b) Michael Rosen**

2. What does the word “Chivvy” mean?

- a) To laugh loudly
- b) To scold or nag continuously
- c) To run quickly
- d) To dance joyfully

✍ **Answer: b) To scold or nag continuously**

3. What kind of instructions are given in the poem?

- a) Friendly requests
- b) Orders and commands
- c) Suggestions
- d) Stories

✍ **Answer: b) Orders and commands**

4. What do adults tell children to do?

- a) Speak loudly
- b) Speak properly, take shoes off, sit up straight
- c) Sleep all day
- d) Play outside always

✍ **Answer: b) Speak properly, take shoes off, sit up straight**

5. What do adults tell children not to do?

- a) Don't drag feet
- b) Don't slurp
- c) Don't talk with mouth full
- d) All of these

✍ **Answer: d) All of these**

6. What is the tone of the poem?

- a) Serious and angry
- b) Humorous and realistic
- c) Sad and lonely
- d) Romantic

✍ **Answer: b) Humorous and realistic**

7. What do the commands in the poem reflect?

- a) Adults' concern and authority

- b) Children's freedom
- c) The poet's laziness
- d) The school rules only

☞ **Answer: a) Adults' concern and authority**

8. What happens to children when they hear too many orders?
- a) They feel free
 - b) They feel confused and restricted
 - c) They feel proud
 - d) They enjoy

☞ **Answer: b) They feel confused and restricted**

9. What poetic device is mainly used in the poem?
- a) Simile
 - b) Repetition / Listing
 - c) Personification
 - d) Rhyme

☞ **Answer: b) Repetition / Listing**

10. What is the central theme of the poem?
- a) Adults are always right
 - b) Constant nagging irritates children
 - c) Rules make life fun
 - d) Commands are funny stories

☞ **Answer: b) Constant nagging irritates children**

2. Fill in the Blanks (10)

1. The poem *Chivvy* is written by _____. → **Michael Rosen**
2. The word "Chivvy" means to _____ or nag. → **scold**
3. The adults tell the children to sit up _____. → **straight**
4. They say, "Speak _____." → **properly**
5. They warn, "Don't drag your _____." → **feet**
6. They say, "Take your _____ off the table." → **elbows**
7. Adults say, "Don't _____ when you eat." → **slurp**
8. The poem is _____ in tone. → **humorous**
9. The repeated commands create a feeling of _____. → **nagging**
10. The poem reflects the _____ of children. → **irritation**

3. True/False (10)

1. The poem is about children playing happily. → **False**
2. The poet lists many commands given by adults. → **True**
3. Adults tell children to sit up straight. → **True**
4. Adults never say "Don't." → **False**
5. The poem shows children's freedom. → **False**
6. The commands are realistic. → **True**
7. The tone is humorous. → **True**
8. The poem is serious and sad. → **False**
9. The word "Chivvy" means to scold or nag. → **True**
10. Children enjoy constant nagging. → **False**

4. Synonyms/Antonyms (10)

1. Chivvy – (synonym) → **Nag / Scold**
2. Properly – (antonym) → **Improperly**
3. Straight – (antonym) → **Crooked / Bent**
4. Drag – (synonym) → **Pull / Trail**
5. Slurp – (synonym) → **Sip noisily**
6. Quiet – (antonym) → **Noisy**

7. Sit – (antonym) → **Stand**
8. Always – (antonym) → **Never**
9. Command – (synonym) → **Order / Instruction**
10. Irritation – (synonym) → **Annoyance**

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

1. Change into past tense: “*The adults say, ‘Speak properly.’*” → **The adults said, ‘Speak properly.’**
2. Make negative: “*Children enjoy being nagged.*” → **Children do not enjoy being nagged.**
3. Make a question: “*Adults give commands.*” → **What do adults give?**
4. Combine using “because”: *Children feel irritated. Adults scold them often.* → **Children feel irritated because adults scold them often.**
5. Fill with correct verb: *Adults _____ (nag) the children constantly.* → **nag**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. What does the word “Chivvy” mean? → **To scold or nag repeatedly.**
2. Who is giving commands in the poem? → **Adults.**
3. How do children feel when constantly ordered? → **Annoyed and restricted.**
4. What instructions do adults give about talking? → **Speak properly, don’t talk with your mouth full.**
5. What do they say about sitting? → **Sit up straight, don’t lean.**
6. What are children told not to do while eating? → **Don’t slurp, don’t talk with mouth full.**
7. What is the tone of the poem? → **Humorous and realistic.**
8. What poetic device is used in listing commands? → **Repetition.**
9. What is the poem’s theme? → **Nagging irritates children.**
10. What is the poet trying to highlight? → **The need for balance between guidance and freedom.**

Long (10 × 5–6 sentences)

1. What is the poem *Chivvy* about?
 ☞ It lists the constant commands children hear from adults. The poet shows how adults nag children with do’s and don’ts. These include instructions like “Speak properly,” “Don’t slurp,” or “Sit up straight.” The poem humorously reflects children’s irritation.
2. How does the poet create humor in the poem?
 ☞ The poet uses repetition of nagging commands. The endless “do this” and “don’t do that” make the situation funny. The tone is playful, though it points out a real problem.
3. How do children feel about being chivvied?
 ☞ Children feel restricted. They lose freedom. They become irritated with constant scolding. The poem reflects their frustration.
4. What lesson does the poem give?
 ☞ The poem suggests that constant nagging is not the right way to guide children. Adults must give space. Balanced guidance is better than endless scolding.
5. Why is the poem relatable to students?
 ☞ Students often face the same commands from parents and teachers. They are told to sit properly, speak correctly, and behave in certain ways. The poem captures their everyday experience in a humorous way.

G. Picture Reading

Picture 1 – Parent scolding child at table

1. Who is scolding? → **Parent**

2. What is the child doing? → **Eating**
3. Why is the parent angry? → **Child not sitting properly**
4. How does the child feel? → **Annoyed**
5. What does this show? → **Nagging at meals**

Picture 2 – Teacher giving orders

1. Who is speaking? → **Teacher**
2. What is she saying? → **Sit up straight, don't talk**
3. How do students react? → **Silent, unhappy**
4. Why is this shown? → **Example of nagging**
5. What does this reflect? → **School life reality**

Picture 3 – Child thinking alone

1. Who is sitting alone? → **Child**
2. What might he be thinking? → **About freedom**
3. Why is he upset? → **Too many orders**
4. What does this show? → **Children's feelings**
5. What lesson is here? → **Need for balance**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

Rahul was always told what to do. His parents said, "Do your homework, sit properly, don't play too much." His teachers said, "Don't talk, keep quiet, write neatly." Rahul became tired of hearing orders everywhere. One day, his grandmother said, "You should also choose what you like. Freedom is important." Rahul realized that guidance is good, but too many orders are not.

Qs:

1. Who was always ordered around? → **Rahul**
2. What did parents say? → **Do homework, sit properly, don't play too much**
3. What did teachers say? → **Don't talk, keep quiet, write neatly**
4. Who gave good advice? → **Grandmother**
5. What did Rahul learn? → **Freedom is important**

Passage 2 – Factual

Nagging means giving repeated orders. Children often face nagging at home and school. While instructions help in discipline, too many orders irritate children. The poem *Chivvy* shows this in a humorous way. It lists commands like "Speak properly" and "Don't slurp." The message is that children need guidance but also freedom to grow.

Qs:

1. What does nagging mean? → **Giving repeated orders**
2. Where do children face nagging? → **At home and school**
3. Why are instructions given? → **For discipline**
4. What is the poem's message? → **Guidance with freedom**
5. Give one example of command from the poem. → **"Speak properly" / "Don't slurp"**

Passage 3 – Moral Story

A boy named Amit was always told, "Stand straight, don't laugh loudly, eat slowly." He felt upset. One day, his uncle said, "You are not wrong. But learn to balance freedom with respect for rules." Amit understood that both discipline and freedom are needed. He followed rules but also enjoyed life freely.

Qs:

1. Who was always told orders? → **Amit**
2. What were some commands? → **Stand straight, don't laugh loudly, eat slowly**
3. Who explained balance? → **His uncle**

4. What did Amit learn? → **Discipline with freedom is important**
5. How did Amit feel later? → **Happy and balanced**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *Chivvy*? → **Michael Rosen**
2. What does “Chivvy” mean? → **To scold or nag**
3. What do adults tell children while eating? → **Don’t slurp**
4. What is the theme of the poem? → **Nagging irritates children**

Section B – Fill in the blanks (4 × 1 = 4)

5. The poem is written in a _____ style. → **list/repetition**
6. Adults say, “Sit up _____.” → **straight**
7. The tone of the poem is _____. → **humorous**
8. Children feel _____ by constant nagging. → **irritated**

Section C – True/False (2 × 1 = 2)

9. The poem is about joyful games. () → **False**
10. Adults give many commands. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “Adults say, ‘Don’t slurp.’” → **Adults said, ‘Don’t slurp.’**
12. Make a question: “Adults nag children.” → **Who do adults nag?**

Section E – Short Answer (2 × 2 = 4)

13. What commands irritate children in the poem? → **Do this, don’t do that (e.g., sit up straight, don’t slurp).**

14. What lesson does the poem teach? → **Guidance should balance with freedom.**

Section F – Long Answer (1 × 4 = 4)

15. Explain how the poem *Chivvy* shows the effect of nagging on children.

☞ The poem lists the endless commands given to children, such as “Speak properly” or “Don’t drag your feet.” These repeated orders irritate children. The tone is humorous but realistic. It shows that while guidance is important, too much nagging makes children unhappy. The message is to allow freedom with discipline.

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	—	20	Balanced across skills	—

Unit 5 – Prose: Quality

Learning Outcomes

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

- Understand the theme of craftsmanship vs. commercialism.
- Recognize values of honesty, dedication, and hard work.
- Identify contrasts between quality and quantity.
- Build vocabulary related to shoemaking and professions.
- Answer comprehension questions (short & long).
- Reflect on the importance of sincerity in work.

A. Question Bank

1. MCQs (10)

1. Who is the author of *Quality*?

- a) R.K. Narayan
- b) John Galsworthy
- c) Rabindranath Tagore
- d) Ruskin Bond

🔑 **Answer: b) John Galsworthy**

2. Who were the main characters in the story?

- a) Two shoemakers
- b) Gessler brothers
- c) Cobbler and customer
- d) Tailor and customer

🔑 **Answer: b) Gessler brothers**

3. What was the profession of the Gessler brothers?

- a) Tailors
- b) Shoemakers
- c) Carpenters
- d) Goldsmiths

🔑 **Answer: b) Shoemakers**

4. What was special about their work?

- a) Cheap price
- b) High quality
- c) Fast delivery
- d) Advertising

🔑 **Answer: b) High quality**

5. Why did they face problems in business?

- a) They charged too much
- b) They did not advertise and could not compete with big firms
- c) They were dishonest
- d) They closed their shop

🔑 **Answer: b) They did not advertise and could not compete with big firms**

6. What happened to the elder Gessler brother?

- a) He became rich
- b) He died of starvation and hard work
- c) He left the city
- d) He opened a big factory

🔑 **Answer: b) He died of starvation and hard work**

7. What was the narrator's opinion of their work?

- a) Cheap but poor
- b) Durable and beautiful

- c) Fast but ordinary
- d) Useless

✍ **Answer: b) Durable and beautiful**

8. What does the story highlight?
- a) Importance of quantity
 - b) Value of advertisements
 - c) Dedication to quality work
 - d) Fun in shoemaking

✍ **Answer: c) Dedication to quality work**

9. How did the brothers respond to poor quality?
- a) Ignored it
 - b) Repaired it without charge
 - c) Blamed others
 - d) Sold it again

✍ **Answer: b) Repaired it without charge**

10. What is the moral of the story?
- a) Success comes from cheating
 - b) Dedication to quality is more valuable than money
 - c) Advertisement is everything
 - d) Work less, earn more

✍ **Answer: b) Dedication to quality is more valuable than money**

2. Fill in the Blanks (10)

1. *Quality* was written by _____. → **John Galsworthy**
2. The main characters are the _____ brothers. → **Gessler**
3. Their profession was _____. → **shoemaking**
4. They focused on _____ in their work. → **quality**
5. They did not believe in _____. → **advertisements**
6. Their shoes lasted for a _____ time. → **long**
7. The elder Gessler brother _____. → **died of starvation**
8. The narrator admired their _____. → **dedication**
9. The brothers repaired shoes without _____. → **charge**
10. The story teaches the value of _____. → **sincerity in work**

3. True/False (10)

1. The Gessler brothers were tailors. → **False**
2. They made high-quality shoes. → **True**
3. They believed in advertising. → **False**
4. The narrator trusted their work. → **True**
5. The brothers became rich quickly. → **False**
6. Their work was honest and sincere. → **True**
7. The elder Gessler brother died comfortably. → **False**
8. They valued money more than quality. → **False**
9. The narrator respected their craftsmanship. → **True**
10. The story praises dedication to quality. → **True**

4. Synonyms/Antonyms (10)

1. Quality – (antonym) → **Inferiority**
2. Honest – (synonym) → **Truthful / Sincere**
3. Starvation – (antonym) → **Satisfaction / Plenty**
4. Durable – (synonym) → **Long-lasting**
5. Compete – (synonym) → **Rival / Challenge**
6. Advertisement – (antonym) → **Silence / Ignoring promotion**
7. Dedication – (synonym) → **Commitment**

8. Cheap – (antonym) → **Expensive / Valuable**
9. Customer – (synonym) → **Client**
10. Hard work – (antonym) → **Laziness**

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

1. Change into past tense: “*The Gessler brothers make shoes.*” → **The Gessler brothers made shoes.**
2. Make negative: “*The shoes were of poor quality.*” → **The shoes were not of poor quality.**
3. Make a question: “*The brothers worked hard.*” → **Who worked hard?**
4. Combine using “although”: *The brothers worked sincerely. They could not compete with big firms.* → **Although the brothers worked sincerely, they could not compete with big firms.**
5. Fill with correct verb: *The narrator always ____ (admire) their work.* → **admired**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who were the Gessler brothers? → **Shoemakers dedicated to quality.**
2. What was special about their work? → **Shoes were durable and beautiful.**
3. Did they believe in advertisements? → **No, they trusted their skill.**
4. How did customers feel about their work? → **They respected and admired it.**
5. Why did they face difficulties? → **They couldn’t compete with big firms.**
6. What happened to the elder Gessler? → **He died of starvation and overwork.**
7. What did the narrator feel about their shoes? → **They were of the best quality.**
8. Did the Gesslers cheat customers? → **No, they repaired free if needed.**
9. What values are shown in the story? → **Honesty, sincerity, and dedication.**
10. What is the main theme? → **Quality vs. commercialism.**

Long (10 × 5–6 sentences)

1. Describe the Gessler brothers’ profession.
 They were shoemakers. They worked hard with dedication. They focused on quality. Their shoes lasted long. They did not advertise but trusted their skill.
2. How did the narrator view their work?
 The narrator admired their sincerity. He found their shoes durable and well-crafted. He respected their honesty. Their work showed dedication.
3. Why did the brothers struggle in business?
 They lacked advertisement. Big firms took over the market. They could not match commercial speed. Customers shifted to mass-produced shoes.
4. What happened to the elder brother?
 He worked hard all his life. He sacrificed comfort for quality. He died of starvation. His end was tragic.
5. What is the moral of the story?
 Dedication to quality is more valuable than money. True craftsmanship is noble. Greed and commercialism destroy values. Sincerity in work is inspiring.

G. Picture Reading

Picture 1 – Shoemaker at work

1. Who is working? → **Shoemaker**
2. What is he making? → **Shoes**
3. How does he look? → **Focused**
4. What does this show? → **Dedication**
5. What value does it teach? → **Sincerity in work**

Picture 2 – Customers in shop

1. Who are standing? → **Customers**
2. What are they buying? → **Shoes**

3. Why do they come? → **Quality**
4. How do they feel? → **Satisfied**
5. What does this show? → **Trust in craftsmanship**

Picture 3 – Gessler brothers struggling

1. Who are they? → **Gessler brothers**
2. Why are they sad? → **No customers**
3. Who are their competitors? → **Big firms**
4. What is happening? → **Loss in business**
5. What lesson is here? → **Struggles of honest workers**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

The Gessler brothers were shoemakers. They never advertised their work. Instead, they trusted their skill. Their shoes were durable and beautiful. Customers respected them. But big firms sold cheaper shoes with advertisements. Slowly, the brothers lost business. The elder Gessler worked so hard that he died of starvation. The story shows the tragedy of true craftsmen in a commercial world.

Qs:

1. Who were the Gessler brothers? → **Shoemakers**
2. What was special about their shoes? → **Durable and beautiful**
3. Who competed with them? → **Big firms**
4. How did the elder Gessler die? → **Of starvation**
5. What does the story highlight? → **Craftsmanship vs. commercialism**

Passage 2 – Factual

True craftsmanship values quality over profit. Craftsmen spend time and energy making things perfect. In the story *Quality*, the Gessler brothers show this value. They repair without charge if their work is poor. They never cheat customers. Unfortunately, in today's world, mass production often replaces craftsmanship. This story reminds us to respect honest workers.

Qs:

1. What does true craftsmanship value? → **Quality over profit**
2. Who shows this in the story? → **Gessler brothers**
3. What do they do if work is poor? → **Repair free**
4. What replaces craftsmanship today? → **Mass production**
5. What must we respect? → **Honest workers**

Passage 3 – Moral Story

A tailor worked in a small shop. He made clothes with care. His customers loved his work. But big companies sold cheap readymade clothes. Slowly, his shop closed. Still, people remembered his honesty. Like the Gessler brothers, he valued quality more than money. His life showed that sincerity is greater than success.

Qs:

1. Who worked in the shop? → **A tailor**
2. What was special about his clothes? → **Carefully made**
3. Who competed with him? → **Big companies**
4. What happened to his shop? → **It closed**
5. What is the moral? → **Sincerity is greater than success**

I. Model Question Paper (20 Marks)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *Quality*? → **John Galsworthy**
2. What was the profession of Gessler brothers? → **Shoemakers**
3. Why did they struggle? → **No advertisements**
4. What happened to the elder brother? → **He died of starvation**

Section B – Fill in the blanks (4 × 1 = 4)

5. The Gessler brothers were dedicated _____. → **shoemakers**
 6. Their shoes were _____ and beautiful. → **durable**
 7. They never believed in _____. → **advertisements**
 8. The narrator admired their _____. → **work**

Section C – True/False (2 × 1 = 2)

9. The Gessler brothers were dishonest. () → **False**
 10. The narrator respected their shoes. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The Gesslers make quality shoes.*” → **The Gesslers made quality shoes.**
 12. Make a question: “*The elder brother died of starvation.*” → **Who died of starvation?**

Section E – Short Answer (2 × 2 = 4)

13. Why did the brothers face difficulties? → **They couldn’t compete with big firms.**
 14. What values are shown in the story? → **Honesty, sincerity, and dedication.**

Section F – Long Answer (1 × 4 = 4)

15. Narrate the story and explain its moral.

☞ **The Gessler brothers made quality shoes. They never advertised, only trusted skill. Their shoes lasted long. But they lost customers to big firms. The elder died of starvation. The story teaches dedication to quality is more valuable than money.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, expression, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 5 – Poem: Trees

Learning Outcomes

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

- Read and understand a simple poem about the uses of trees.
- Identify how trees support humans, animals, and the environment.
- Build vocabulary related to nature, plants, and ecology.
- Answer short and long comprehension questions.
- Reflect on environmental values like protection and conservation of trees.
- Appreciate poetry with rhyme and rhythm.

A. Question Bank

1. MCQs (10)

1. Who wrote the poem *Trees*?

- a) Frank Flynn
- b) Shirley Bauer
- c) Robert Frost
- d) John Galsworthy

✍ **Answer: b) Shirley Bauer**

2. What is the poem about?

- a) Birds
- b) Trees and their uses
- c) Rivers
- d) Houses

✍ **Answer: b) Trees and their uses**

3. Who plays under the trees?

- a) Adults
- b) Birds
- c) Children
- d) Farmers

✍ **Answer: c) Children**

4. Who sits in the shade of trees?

- a) Children
- b) Adults
- c) Birds
- d) Dogs

✍ **Answer: b) Adults**

5. Where do birds build their nests?

- a) In houses
- b) In trees
- c) On mountains
- d) In the ground

✍ **Answer: b) In trees**

6. What do kites get caught in?

- a) Telephone wires
- b) Trees
- c) Rooftops
- d) Sky

✍ **Answer: b) Trees**

7. Who finds food in the trees?

- a) Cows

- b) Birds
- c) Children
- d) Dogs

☞ **Answer: b) Birds**

8. What is the tone of the poem?
- a) Angry
 - b) Humorous
 - c) Joyful and appreciative
 - d) Sad

☞ **Answer: c) Joyful and appreciative**

9. What lesson does the poem give?
- a) Don't cut trees
 - b) Trees are useful to all living beings
 - c) Birds are dangerous
 - d) Children shouldn't play outside

☞ **Answer: b) Trees are useful to all living beings**

10. What do children do under trees?
- a) Dance
 - b) Play
 - c) Sleep
 - d) Cry

☞ **Answer: b) Play**

2. Fill in the Blanks (10)

1. The poem *Trees* was written by _____. → **Shirley Bauer**
2. _____ play under the trees. → **Children**
3. _____ sit in their shade. → **Adults**
4. _____ build nests in the trees. → **Birds**
5. _____ get caught in trees. → **Kites**
6. Birds find _____ in trees. → **Food**
7. Trees give us _____ and shade. → **fresh air**
8. The poem is _____ in tone. → **joyful**
9. Trees are a home for _____. → **birds**
10. Trees are _____ to everyone. → **useful**

3. True/False (10)

1. The poem is about rivers. → **False**
2. Children play under trees. → **True**
3. Adults sit in their shade. → **True**
4. Birds build nests on rooftops. → **False**
5. Kites often get caught in trees. → **True**
6. Trees are harmful. → **False**
7. Birds find food in trees. → **True**
8. The poem is joyful in tone. → **True**
9. Trees are only useful to children. → **False**
10. Trees support life. → **True**

4. Synonyms/Antonyms (10)

1. Shade – (synonym) → **Shadow / Shelter**
2. Joyful – (antonym) → **Sad**
3. Build – (synonym) → **Construct / Make**

4. Food – (antonym) → **Hunger**
5. Play – (synonym) → **Enjoy / Amuse**
6. Useful – (antonym) → **Useless**
7. Home – (synonym) → **Dwelling / Nest**
8. Adults – (antonym) → **Children**
9. Caught – (synonym) → **Trapped / Snagged**
10. Fresh – (antonym) → **Stale**

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

1. Change into past tense: “*Children play under trees.*” → **Children played under trees.**
2. Make negative: “*Trees are useless.*” → **Trees are not useless.**
3. Make a question: “*Birds build nests in trees.*” → **Where do birds build nests?**
4. Combine using “because”: *Birds live in trees. They find food there.* → **Birds live in trees because they find food there.**
5. Fill with correct verb: *Adults ____ (sit) in the shade of trees.* → **sit**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. What is the poem about? → **The usefulness of trees.**
2. Who plays under trees? → **Children.**
3. Who sits in the shade of trees? → **Adults.**
4. Where do birds build nests? → **In trees.**
5. What gets caught in trees? → **Kites.**
6. What do birds find in trees? → **Food.**
7. What do trees provide humans? → **Fresh air and shade.**
8. What is the tone of the poem? → **Joyful and appreciative.**
9. Who benefits from trees? → **Humans, birds, and children.**
10. What lesson do we learn? → **Trees are useful and must be protected.**

Long (10 × 5–6 sentences)

1. What activities happen under trees?
 Children play, adults rest, and birds build nests in trees. Kites also get caught in trees. The poem shows trees are useful for everyone.
2. How are trees important for birds?
 Trees provide food and shelter for birds. They build nests on branches. Trees are homes for many birds. Without trees, birds would suffer.
3. How do humans use trees?
 Children enjoy playing under them. Adults rest in their shade. Trees give fresh air and comfort. They are essential for human life.
4. What message does the poet give?
 The poet highlights the importance of trees. Trees are useful to everyone. They must be respected and protected. Conservation is necessary.
5. Why is the tone joyful?
 The poem describes happy scenes. Children play, adults relax, birds live freely. This creates a cheerful and thankful tone.

G. Picture Reading

Picture 1 – Children playing under trees

1. Who is in the picture? → **Children**
2. What are they doing? → **Playing**

3. Where are they playing? → **Under trees**
4. How do they look? → **Happy**
5. What does this show? → **Joy of trees**

Picture 2 – Birds in nests

1. What is shown? → **Birds**
2. Where are they sitting? → **Nests in trees**
3. What are they doing? → **Caring for young**
4. Why are trees important here? → **Home for birds**
5. What value does it show? → **Shelter of nature**

Picture 3 – Adults resting under shade

1. Who is sitting? → **Adults**
2. What are they enjoying? → **Shade**
3. How does this help them? → **Gives comfort**
4. Why is shade important? → **Protects from sun**
5. What does this show? → **Trees are useful**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

Rita loved to play under the big banyan tree near her house. Her grandfather often sat in its shade. Birds chirped happily from their nests. Sometimes her kite got caught in the branches. Rita realized the tree was like a friend to everyone. It gave shelter, food, and joy.

Qs:

1. Who loved to play under the tree? → **Rita**
2. Who sat in its shade? → **Grandfather**
3. Who chirped in the tree? → **Birds**
4. What got caught in the branches? → **Kite**
5. What did Rita realize? → **Tree was a friend to all**

Passage 2 – Factual

Trees are important for life on Earth. They provide oxygen, shade, food, and shelter. Children play under trees, and adults rest in their shade. Birds live in trees and build nests. Without trees, life would be difficult. Protecting trees means protecting life.

Qs:

1. What do trees provide? → **Oxygen, shade, food, shelter**
2. Who plays under trees? → **Children**
3. Who builds nests in trees? → **Birds**
4. What happens without trees? → **Life becomes difficult**
5. Why must we protect trees? → **To protect life**

Passage 3 – Moral Story

A village once cut down all its trees. The birds flew away. The children had no place to play, and adults had no shade to rest in. The people soon realized their mistake. They planted new trees. Slowly, the village became green and joyful again.

Qs:

1. What did the villagers cut down? → **Trees**
2. Who flew away? → **Birds**
3. Who lost a place to play? → **Children**
4. What did villagers do later? → **Planted trees**
5. How did the village become? → **Green and joyful**

I. Model Question Paper (20 Marks)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *Trees*? → **Shirley Bauer**
2. Who plays under trees? → **Children**
3. Who rests in their shade? → **Adults**
4. Where do birds build nests? → **In trees**

Section B – Fill in the blanks (4 × 1 = 4)

5. _____ get caught in trees. → **Kites**
6. Trees provide fresh _____. → **air**
7. The tone of the poem is _____. → **joyful**
8. Trees are useful to _____. → **everyone**

Section C – True/False (2 × 1 = 2)

9. Trees are harmful. () → **False**
10. Birds find food in trees. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*Children play under trees.*” → **Children played under trees.**
12. Make a question: “*Adults sit in the shade.*” → **Who sits in the shade?**

Section E – Short Answer (2 × 2 = 4)

13. What do birds do in trees? → **They build nests and find food.**
14. What lesson does the poem give? → **Trees are useful to all and must be protected.**

Section F – Long Answer (1 × 4 = 4)

15. Explain how the poem shows trees’ importance to all living beings.

☞ **The poem describes how children play under trees, adults rest in their shade, and birds live in them. Kites get caught in branches, showing trees are part of daily life. Trees provide food, shelter, and joy. The poem teaches us to respect and protect trees.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, expression, writing	Medium–Hard
Total	—	20	Balanced across skills	—

Unit 6 – Prose: Expert Detectives

Learning Outcomes

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

- Understand a humorous narrative involving children's curiosity.
- Identify key characters and their role in the story.
- Build vocabulary related to observation, suspicion, and investigation.
- Develop skills of inference and comprehension.
- Reflect on the innocence of childhood and imaginative thinking.

A. Question Bank

1. MCQs (10)

1. Who wrote *Expert Detectives*?

- a) Ruskin Bond
- b) Sharada Dwivedi
- c) John Galsworthy
- d) R.K. Narayan

✍ **Answer: b) Sharada Dwivedi**

2. Who are the “detectives” in the story?

- a) Adults
- b) Nishad and Maya
- c) Mr. Nath and Mr. Mehra
- d) Teachers

✍ **Answer: b) Nishad and Maya**

3. What is Nishad's nickname?

- a) Seven
- b) Lucky
- c) Detective N
- d) Shadow

✍ **Answer: a) Seven**

4. Who was Mr. Nath?

- a) A schoolteacher
- b) A neighbor who looked mysterious
- c) A shopkeeper
- d) A policeman

✍ **Answer: b) A neighbor who looked mysterious**

5. Why did the children think Mr. Nath was mysterious?

- a) He never laughed
- b) He had scars and lived simply
- c) He was rich and famous
- d) He never paid rent

✍ **Answer: b) He had scars and lived simply**

6. What did Mr. Nath always eat at the restaurant?

- a) Rice and dal
- b) Chapati and vegetables
- c) Curry and rice
- d) Tea and biscuits

✍ **Answer: a) Rice and dal**

7. Who often visited Mr. Nath on Sundays?

- a) His brother

- b) His friend
- c) A tall, fair man
- d) Maya

🔑 **Answer: c) A tall, fair man**

8. What did Nishad feel about Mr. Nath?

- a) He was a criminal
- b) He was kind and lonely
- c) He was a teacher
- d) He was rich

🔑 **Answer: b) He was kind and lonely**

9. What did Maya feel about Mr. Nath?

- a) He was innocent
- b) He was a criminal hiding from police
- c) He was a beggar
- d) He was a writer

🔑 **Answer: b) He was a criminal hiding from police**

10. What is the central idea of the story?

- a) Children enjoy reading
- b) Childhood imagination and curiosity lead to funny judgments
- c) Adults are always suspicious
- d) Detectives always solve cases

🔑 **Answer: b) Childhood imagination and curiosity lead to funny judgments**

2. Fill in the Blanks (10)

1. *Expert Detectives* was written by _____. → **Sharada Dwivedi**
2. Nishad's nickname was _____. → **Seven**
3. Maya was Nishad's _____. → **sister**
4. They suspected their neighbor _____. → **Mr. Nath**
5. Mr. Nath had scars on his _____. → **face**
6. He lived a _____ life. → **lonely/simple**
7. He always ate _____ at the restaurant. → **rice and dal**
8. A tall, fair man visited him every _____. → **Sunday**
9. Nishad thought Mr. Nath was _____. → **kind and lonely**
10. Maya thought he was a _____. → **criminal**

3. True/False (10)

1. Nishad was also called Seven. → **True**
2. Maya was Nishad's cousin. → **False** (She was his sister)
3. Mr. Nath lived a rich life. → **False**
4. He always ate rice and dal. → **True**
5. Nishad thought Mr. Nath was lonely. → **True**
6. Maya thought he was a criminal. → **True**
7. A tall man visited Mr. Nath every Sunday. → **True**
8. Mr. Nath had no scars. → **False**
9. The children were real detectives. → **False**
10. The story is humorous. → **True**

4. Synonyms/Antonyms (10)

1. Detective – (synonym) → **Investigator / Spy**
2. Lonely – (antonym) → **Friendly / Social**
3. Mystery – (synonym) → **Puzzle / Secret**

4. Innocent – (antonym) → **Guilty**
5. Curious – (synonym) → **Inquisitive / Eager**
6. Simple – (antonym) → **Complicated / Fancy**
7. Scar – (synonym) → **Mark / Wound**
8. Kind – (antonym) → **Cruel**
9. Suspect – (synonym) → **Doubt / Distrust**
10. Tall – (antonym) → **Short**

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

1. Change into past tense: “*Mr. Nath eats rice and dal.*” → **Mr. Nath ate rice and dal.**
2. Make negative: “*Maya thinks Mr. Nath is innocent.*” → **Maya does not think Mr. Nath is innocent.**
3. Make a question: “*A tall man visits Mr. Nath.*” → **Who visits Mr. Nath?**
4. Combine using “but”: *Nishad thought Mr. Nath was kind. Maya thought he was a criminal.* → **Nishad thought Mr. Nath was kind, but Maya thought he was a criminal.**
5. Fill with correct verb: *The children ____ (observe) Mr. Nath carefully.* → **observed**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who were the “expert detectives”? → **Nishad and Maya, two curious siblings.**
2. Who was Mr. Nath? → **Their neighbor, a man with scars who lived simply.**
3. Why did the children think he was mysterious? → **He had scars and lived a lonely life.**
4. What did Mr. Nath eat at the restaurant? → **Rice and dal.**
5. Who visited him every Sunday? → **A tall, fair man.**
6. What did Maya suspect about Mr. Nath? → **That he was a criminal.**
7. What did Nishad feel about him? → **That he was lonely but kind.**
8. Did the children prove anything? → **No, they only imagined.**
9. What is the tone of the story? → **Humorous and light.**
10. What does the story show? → **Childhood imagination and curiosity.**

Long (10 × 5–6 sentences)

1. Who was Mr. Nath and why was he mysterious?
 ☞ Mr. Nath was a neighbor of Nishad and Maya. He had scars on his face and lived simply. He never mixed with people. He ate the same food every day. This made the children curious and suspicious.
2. What did Maya think about Mr. Nath?
 ☞ Maya thought he was a criminal. She believed he was hiding from the police. She thought the tall man was his partner. Her imagination made her suspicious.
3. What did Nishad think about Mr. Nath?
 ☞ Nishad felt pity for him. He thought Mr. Nath was lonely and kind. He wanted to befriend him. He believed he was innocent.
4. How did the children act like detectives?
 ☞ They observed Mr. Nath carefully. They made notes and asked questions. They discussed his habits. They even guessed his past. Their curiosity made them act like detectives.
5. What is the central theme of the story?
 ☞ The story shows children’s imagination. It highlights curiosity, suspicion, and innocence. It shows how children interpret life humorously. It contrasts kindness and suspicion.

G. Picture Reading

Picture 1 – Mr. Nath eating rice and dal

1. Who is in the picture? → **Mr. Nath**
2. What is he eating? → **Rice and dal**
3. Where is he sitting? → **Restaurant**
4. How does he look? → **Lonely**
5. What does this show? → **His simple life**

Picture 2 – Nishad and Maya whispering

1. Who are they? → **Nishad and Maya**
2. What are they doing? → **Discussing Mr. Nath**
3. Why are they curious? → **They think he is mysterious**
4. How do they behave? → **Like detectives**
5. What does this show? → **Childhood imagination**

Picture 3 – Tall man visiting Mr. Nath

1. Who is visiting? → **Tall, fair man**
2. Whom is he visiting? → **Mr. Nath**
3. When does he come? → **Sundays**
4. Why is this important? → **Adds mystery**
5. What do children think? → **He is Mr. Nath's partner**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

Two children lived in a colony. Their neighbour was a lonely man with scars on his face. He spoke little and ate the same food every day. The children thought he was hiding a secret. They whispered, observed him, and made plans. But in reality, he was just a quiet man. Their curiosity made life exciting.

Qs:

1. Who lived in the colony? → **Two children and a lonely man**
2. How did the neighbour look? → **He had scars**
3. What did the children think? → **He was hiding a secret**
4. What was the truth? → **He was just quiet**
5. What made life exciting? → **Children's curiosity**

Passage 2 – Factual

Children are often curious about people around them. They observe details and make stories in their minds. In *Expert Detectives*, Nishad and Maya suspect their neighbor. Maya thinks he is a criminal, while Nishad feels he is lonely. This shows the difference between suspicion and empathy.

Qs:

1. What do children often do? → **Observe and imagine stories**
2. Who are the children in the story? → **Nishad and Maya**
3. Who do they suspect? → **Their neighbor, Mr. Nath**
4. What does Maya think? → **He is a criminal**
5. What does Nishad think? → **He is lonely and kind**

Passage 3 – Moral Story

Two boys saw a stranger in their street. One boy thought he was a thief. The other felt he was just poor. They argued for days. Finally, they spoke to the stranger. He was indeed poor but honest. They learned that suspicion without proof is unfair.

Qs:

1. Who did the boys see? → **A stranger**

2. What did one boy think? → **He was a thief**
3. What did the other think? → **He was poor**
4. What was the truth? → **He was poor but honest**
5. What is the lesson? → **Don't suspect without proof**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *Expert Detectives*? → **Sharada Dwivedi**
2. Who were the detectives? → **Nishad and Maya**
3. What food did Mr. Nath always eat? → **Rice and dal**
4. Who visited him on Sundays? → **A tall, fair man**

Section B – Fill in the blanks (4 × 1 = 4)

5. Nishad was also called _____. → **Seven**
6. Maya thought Mr. Nath was a _____. → **criminal**
7. Mr. Nath had _____ on his face. → **scars**
8. Nishad thought he was _____. → **lonely and kind**

Section C – True/False (2 × 1 = 2)

9. The children proved Mr. Nath was a criminal. () → **False**
10. The story is humorous. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “Mr. Nath eats rice and dal.” → **Mr. Nath ate rice and dal.**
12. Make a question: “A tall man visited Mr. Nath.” → **Who visited Mr. Nath?**

Section E – Short Answer (2 × 2 = 4)

13. Why did the children think Mr. Nath was mysterious? → **He had scars and lived a lonely life.**
14. What is the theme of the story? → **Childhood imagination and curiosity.**

Section F – Long Answer (1 × 4 = 4)

15. Compare Nishad's and Maya's opinions about Mr. Nath.

✍️ **Nishad thought Mr. Nath was lonely and kind. He wanted to be his friend. Maya thought he was a criminal hiding from police. Their views show empathy vs. suspicion. The story highlights childhood imagination.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Analysis, expression, writing	Medium–Hard
Total	—	20	Balanced across skills	—

Unit 6 – Poem: Mystery of the Talking Fan

Learning Outcomes

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

- Understand how simple machines can be personified in poetry.
- Identify poetic devices like personification and imagery.
- Recognize the connection between poetry and everyday objects.
- Answer comprehension questions (short & long).
- Appreciate humor and creativity in poetry.

A. Question Bank

1. MCQs (10)

1. Who wrote *Mystery of the Talking Fan*?
 - a) Shirley Bauer
 - b) Maude Rubin
 - c) Michael Rosen
 - d) Ruskin Bond

✍ **Answer: b) Maude Rubin**

2. What object is personified in the poem?
 - a) A bird
 - b) A fan
 - c) A tree
 - d) A chair

✍ **Answer: b) A fan**

3. What did the fan sound like?
 - a) Whispering
 - b) Talking in broken words
 - c) Singing
 - d) Laughing

✍ **Answer: b) Talking in broken words**

4. Why did the fan make a noise?
 - a) It was old and rusty
 - b) It was new
 - c) It was very fast
 - d) It was broken

✍ **Answer: a) It was old and rusty**

5. What made the fan stop “talking”?
 - a) Cleaning
 - b) Oil was applied to it
 - c) Replacement
 - d) It was switched off

✍ **Answer: b) Oil was applied to it**

6. What does the poem compare the fan’s noise to?
 - a) A ghost
 - b) A person stammering
 - c) A crying child
 - d) A dog barking

✍ **Answer: b) A person stammering**

7. What poetic device is used in the poem?
 - a) Simile

- b) Personification
- c) Rhyme only
- d) Hyperbole

🔑 **Answer: b) Personification**

8. What did the fan become after oiling?
- a) Silent and smooth
 - b) Louder
 - c) Rusty again
 - d) Dead

🔑 **Answer: a) Silent and smooth**

9. What is the mood of the poem?
- a) Serious
 - b) Humorous and light
 - c) Sad
 - d) Angry

🔑 **Answer: b) Humorous and light**

10. What is the central idea of the poem?
- a) Machines must always be replaced
 - b) Even objects can be humorous if personified
 - c) Fans are useless
 - d) Silence is scary

🔑 **Answer: b) Even objects can be humorous if personified**

2. Fill in the Blanks (10)

1. The poem *Mystery of the Talking Fan* is written by _____. → **Maude Rubin**
2. The object described in the poem is a _____. → **fan**
3. The fan seemed to be _____. → **talking**
4. Its speech was compared to _____. → **stammering**
5. The fan was noisy because it was _____. → **rusty**
6. The fan stopped talking after _____. → **oiling**
7. The poetic device used is _____. → **personification**
8. The poem has a _____ tone. → **humorous**
9. The fan became smooth and _____ after oiling. → **silent**
10. The central idea is to find _____ in ordinary objects. → **humor/poetry**

3. True/False (10)

1. The poem is about a talking parrot. → **False**
2. The fan seemed to talk. → **True**
3. The fan's voice was smooth and clear. → **False**
4. The fan sounded like stammering. → **True**
5. The fan was rusty. → **True**
6. The fan stopped talking after being oiled. → **True**
7. The poem uses simile, not personification. → **False**
8. The tone is humorous. → **True**
9. The fan kept talking after oiling. → **False**
10. The poem finds poetry in everyday life. → **True**

4. Synonyms/Antonyms (10)

1. Rusty – (antonym) → **Shiny / Polished**
2. Talking – (synonym) → **Speaking / Chattering**
3. Smooth – (antonym) → **Rough**

4. Humorous – (synonym) → **Funny / Amusing**
5. Silent – (antonym) → **Noisy**
6. Broken – (synonym) → **Damaged / Faulty**
7. Personify – (synonym) → **Give human qualities**
8. Oiling – (antonym) → **Drying**
9. Stammer – (synonym) → **Stutter / Hesitate**
10. Ordinary – (antonym) → **Extraordinary**

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

1. Change into past tense: “*The fan talks noisily.*” → **The fan talked noisily.**
2. Make negative: “*The fan was silent.*” → **The fan was not silent.**
3. Make a question: “*The fan stopped after oiling.*” → **When did the fan stop?**
4. Combine using “because”: *The fan was rusty. It made noise.* → **The fan made noise because it was rusty.**
5. Fill with correct verb: *The mechanic _____ (oil) the fan yesterday.* → **oiled**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. What is the poem about? → **A fan that seemed to talk.**
2. How did the fan “talk”? → **It made a noisy, stammering sound.**
3. Why did the fan make noise? → **Because it was rusty.**
4. What happened after oiling? → **The fan stopped talking and became smooth.**
5. What was the fan compared to? → **A person stammering.**
6. Who is the poet? → **Maude Rubin.**
7. What poetic device is used? → **Personification.**
8. What is the mood of the poem? → **Humorous and light.**
9. How did the fan become silent? → **It was oiled.**
10. What is the central message? → **Poetry and humor can be found in everyday objects.**

Long (10 × 5–6 sentences)

1. Describe the “talking fan.”
 The fan was noisy and rusty. It made sounds like stammering words. The poet personified it as if it were talking. It amused the listener. This made the poem humorous.
2. What caused the fan to stop talking?
 The fan was noisy because of rust. It made a stammering sound. After someone oiled it, the noise stopped. It became silent and smooth. This ended the “mystery.”
3. How does the poet personify the fan?
 The poet gives it human quality of talking. Its noise is compared to stammering. This makes it funny. It turns a machine into a character.
4. What lesson can we learn from the poem?
 The poem teaches us to notice humor in ordinary life. Even a rusty fan can inspire poetry. Machines need care, like oiling. Creativity makes life joyful.
5. Why is the poem humorous?
 The fan’s noise is compared to stammering speech. It seems like the fan is trying to talk. The simple act of oiling solves the “mystery.” The light tone makes it amusing.

G. Picture Reading

Picture 1 – Old rusty fan

1. What is shown? → **A fan**

2. How does it look? → **Old and rusty**
3. What does it produce? → **Noise**
4. How is it personified? → **As talking**
5. What does this show? → **Humor in ordinary objects**

Picture 2 – Mechanic oiling the fan

1. Who is in the picture? → **Mechanic**
2. What is he doing? → **Oiling the fan**
3. Why is he doing it? → **To stop the noise**
4. What happens after? → **Fan becomes silent**
5. What lesson does it show? → **Maintenance is important**

Picture 3 – Fan working smoothly

1. What is shown? → **A running fan**
2. How does it work now? → **Smoothly and silently**
3. What solved the problem? → **Oiling**
4. How do people feel? → **Comfortable**
5. What is the theme? → **Simple solutions bring joy**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

An old fan in Rina’s house made loud noises. It sounded as if it was trying to speak. Her brother laughed and called it the “talking fan.” Finally, their father oiled it. The fan stopped making noise and worked smoothly. The children missed its funny sounds but enjoyed the cool breeze.

Qs:

1. Whose fan was noisy? → **Rina’s**
2. What did it sound like? → **As if it was speaking**
3. Who called it the “talking fan”? → **Her brother**
4. How was the problem solved? → **By oiling**
5. What did the children enjoy later? → **The cool breeze**

Passage 2 – Factual

Fans are common machines in houses. Sometimes old fans make noise when they are rusty. Oiling the machine makes it smooth again. In the poem *Mystery of the Talking Fan*, the poet imagines the fan as if it were talking. This is an example of personification, a poetic device that gives human qualities to objects.

Qs:

1. What is a common machine in houses? → **Fan**
2. Why do fans make noise? → **They are rusty**
3. How can the noise stop? → **By oiling**
4. What poetic device is used in the poem? → **Personification**
5. What does personification mean? → **Giving human qualities to objects**

Passage 3 – Moral Story

One day, a boy named Ravi heard a strange sound. He thought someone was whispering. But soon he realized it was the fan in his room. The fan was rusty and noisy. His father oiled it, and the sound stopped. Ravi laughed at how he had imagined it talking. He understood that sometimes imagination makes simple things exciting.

Qs:

1. Who heard the strange sound? → **Ravi**
2. What did he think at first? → **Someone was whispering**
3. What was actually making noise? → **The fan**
4. How did the sound stop? → **Father oiled it**

5. What did Ravi learn? → **Imagination makes simple things exciting**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

- Who wrote *Mystery of the Talking Fan*? → **Maude Rubin**
- What object is personified? → **Fan**
- What was the fan compared to? → **Stammering person**
- How did the fan become smooth? → **By oiling**

Section B – Fill in the blanks (4 × 1 = 4)

- The fan was old and _____. → **rusty**
- The fan seemed to _____. → **talk**
- After oiling, the fan became _____. → **silent**
- The poetic device used is _____. → **personification**

Section C – True/False (2 × 1 = 2)

- The poem is about a noisy fan. () → **True**
- The fan kept talking after oiling. () → **False**

Section D – Grammar (2 × 1 = 2)

- Change into past tense: “*The fan talks like a stammering person.*” → **The fan talked like a stammering person.**
- Make a question: “*The fan stopped after oiling.*” → **When did the fan stop?**

Section E – Short Answer (2 × 2 = 4)

- Why did the fan make noise? → **Because it was rusty.**
- What is the theme of the poem? → **Finding humor in ordinary life.**

Section F – Long Answer (1 × 4 = 4)

- Explain how the fan is personified in the poem.

☞ **The fan is described as if it could talk. Its noise is compared to stammering words. This makes the fan seem alive. The poet adds humor to an ordinary object. The fan stops talking after oiling, ending the “mystery.”**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 7 – Prose: The Invention of Vita-Wonk

Learning Outcomes

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

- Understand a humorous fantasy by Roald Dahl.
- Identify creativity, imagination, and exaggeration in storytelling.
- Build vocabulary related to invention, experiments, and age.
- Distinguish between reality and fantasy in literature.
- Answer comprehension questions (short & long).
- Reflect on human desire for youth and immortality.

A. Question Bank

1. MCQs (10)

1. Who wrote *The Invention of Vita-Wonk*?

- a) Ruskin Bond
- b) Roald Dahl
- c) R.K. Narayan
- d) John Galsworthy

✍ **Answer: b) Roald Dahl**

2. Who was the scientist in the story?

- a) Nishad
- b) Mr. Nath
- c) Willy Wonka
- d) Kit Wright

✍ **Answer: c) Willy Wonka**

3. What had Willy Wonka already invented before Vita-Wonk?

- a) Boots
- b) Wonka-Vite
- c) Chocolate bars
- d) Talking fans

✍ **Answer: b) Wonka-Vite**

4. What happened to people who took too much Wonka-Vite?

- a) They became very old
- b) They vanished
- c) They became young babies
- d) They slept for days

✍ **Answer: c) They became young babies**

5. Why did Willy Wonka invent Vita-Wonk?

- a) To make people younger
- b) To make people older
- c) To make trees grow
- d) To make chocolates sweeter

✍ **Answer: b) To make people older**

6. What unusual ingredients did he use?

- a) Silver and gold
- b) Old things like a 200-year-old tortoise and 400-year-old tree
- c) Iron and copper
- d) Milk and honey

✍ **Answer: b) Old things like a 200-year-old tortoise and 400-year-old tree**

7. Who listened to Willy Wonka's story?

- a) Grandpa Joe

- b) Charlie
- c) Maya
- d) Nishad

🔑 **Answer: b) Charlie**

8. What was the effect of Vita-Wonk?

- a) It made people younger
- b) It made people older instantly
- c) It cured diseases
- d) It made people disappear

🔑 **Answer: b) It made people older instantly**

9. What was the tone of the story?

- a) Serious
- b) Humorous and imaginative
- c) Sad
- d) Angry

🔑 **Answer: b) Humorous and imaginative**

10. What is the theme of the story?

- a) Science is dangerous
- b) Greed for immortality and the fun of imagination
- c) Nature is useless
- d) Chocolate is harmful

🔑 **Answer: b) Greed for immortality and the fun of imagination**

2. Fill in the Blanks (10)

1. The story was written by _____. → **Roald Dahl**
2. The scientist was _____. → **Willy Wonka**
3. He had earlier invented _____. → **Wonka-Vite**
4. Too much Wonka-Vite made people _____. → **babies**
5. Vita-Wonk was invented to make people _____. → **older**
6. One ingredient was a 200-year-old _____. → **tortoise**
7. Another ingredient was a 400-year-old _____. → **tree**
8. Willy Wonka told the story to _____. → **Charlie**
9. Vita-Wonk made people older _____. → **instantly**
10. The story is full of _____. → **imagination**

3. True/False (10)

1. Willy Wonka was a shoemaker. → **False**
2. He had invented Wonka-Vite earlier. → **True**
3. Too much Wonka-Vite made people disappear. → **False**
4. Vita-Wonk was invented to make people older. → **True**
5. The ingredients were ordinary things. → **False**
6. A 200-year-old tortoise was used. → **True**
7. Charlie listened to the story. → **True**
8. Vita-Wonk made people younger. → **False**
9. The tone of the story is humorous. → **True**
10. The story is by Roald Dahl. → **True**

4. Synonyms/Antonyms (10)

1. Invent – (synonym) → **Create / Discover**
2. Old – (antonym) → **Young / New**
3. Instantly – (synonym) → **Immediately**

4. Vanish – (antonym) → **Appear**
5. Fantasy – (synonym) → **Imagination**
6. Serious – (antonym) → **Humorous**
7. Greed – (synonym) → **Desire / Craving**
8. Strange – (antonym) → **Normal**
9. Humorous – (synonym) → **Funny / Comical**
10. Ancient – (antonym) → **Modern**

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

1. Change into past tense: “*Willy Wonka invents Vita-Wonk.*” → **Willy Wonka invented Vita-Wonk.**
2. Make negative: “*Vita-Wonk makes people younger.*” → **Vita-Wonk does not make people younger.**
3. Make a question: “*Charlie listened to the story.*” → **Who listened to the story?**
4. Combine using “so”: *Willy Wonka wanted to make people older. He invented Vita-Wonk.* → **Willy Wonka wanted to make people older, so he invented Vita-Wonk.**
5. Fill with correct verb: *He ____ (use) a 200-year-old tortoise in his formula.* → **used**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who was Willy Wonka? → **A funny scientist and inventor.**
2. What had he invented earlier? → **Wonka-Vite.**
3. What happened if too much Wonka-Vite was taken? → **People became babies.**
4. Why did he invent Vita-Wonk? → **To make people older.**
5. What unusual ingredients did he use? → **Ancient plants and animals.**
6. Who listened to the story? → **Charlie.**
7. What was the effect of Vita-Wonk? → **It made people older instantly.**
8. What is the tone of the story? → **Humorous and imaginative.**
9. What does the story highlight? → **Human greed for age control.**
10. Who is the author? → **Roald Dahl.**

Long (10 × 5–6 sentences)

1. What is the story of Vita-Wonk?
 ☞ Willy Wonka was an inventor. Earlier he created Wonka-Vite to make people younger. But too much of it made them babies. So, he created Vita-Wonk. He used old ingredients like a tortoise and tree. It made people older instantly.
2. Why is Willy Wonka considered humorous?
 ☞ He tells stories in a funny way. His inventions are strange. He uses imagination. He exaggerates results. His tone is playful.
3. How is Vita-Wonk different from Wonka-Vite?
 ☞ Wonka-Vite made people younger. Vita-Wonk made them older. Both were strange inventions. Both show creativity. Vita-Wonk solved the problem of too much youth.
4. What do the ingredients of Vita-Wonk show?
 ☞ They were taken from very old living things. This shows the theme of age. It makes the invention funny. It exaggerates oldness.
5. What is the theme of the story?
 ☞ The story highlights human greed. People want to control age. It shows imagination. It contrasts youth and old age. The lesson is humor and creativity.

G. Picture Reading

Picture 1 – Willy Wonka in lab

1. Who is in the picture? → **Willy Wonka**
2. What is he doing? → **Inventing**
3. What does he look like? → **Funny and creative**
4. What does this show? → **Science with imagination**
5. What is the theme? → **Fantasy invention**

Picture 2 – Charlie listening

1. Who is sitting? → **Charlie**
2. Who is speaking? → **Willy Wonka**
3. What is Charlie doing? → **Listening**
4. How does he feel? → **Curious**
5. What does this show? → **Childhood wonder**

Picture 3 – Tortoise and tree

1. What is shown? → **Tortoise and tree**
2. Why are they important? → **Ingredients of Vita-Wonk**
3. What do they symbolize? → **Old age**
4. How are they used? → **In formula**
5. What lesson does it show? → **Imagination in storytelling**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

Willy Wonka loved to invent. He once created Wonka-Vite, a medicine to make people young. But those who took too much became babies. So, he decided to invent Vita-Wonk. He used the oldest things he could find, like a 200-year-old tortoise. Vita-Wonk made people older instantly. Charlie listened to the story with wonder.

Qs:

1. Who was the inventor? → **Willy Wonka**
2. What did Wonka-Vite do? → **Made people young**
3. What was the problem? → **Too much made them babies**
4. What did Vita-Wonk do? → **Made people older**
5. Who listened to the story? → **Charlie**

Passage 2 – Factual

Science is about experiments, but in literature, experiments can be exaggerated. Roald Dahl's *The Invention of Vita-Wonk* is a humorous fantasy. It shows Willy Wonka creating a medicine to make people older. He uses unusual ingredients like ancient animals and plants. The story reflects creativity, humor, and human desire for control over age.

Qs:

1. What is science about? → **Experiments**
2. Who wrote the story? → **Roald Dahl**
3. What does Willy Wonka invent? → **Vita-Wonk**
4. What are the ingredients? → **Ancient animals and plants**
5. What is the theme? → **Creativity and human desire**

Passage 3 – Moral Story

A king wanted to live forever. He asked his wise men for a medicine of immortality. They tried but failed. In the end, the king realized that life is natural. No medicine can stop age. Like Willy Wonka's funny story, the lesson is that imagination entertains but real life is different.

Qs:

1. What did the king want? → **To live forever**
2. Whom did he ask? → **Wise men**

3. Did they succeed? → **No**
4. What did the king realize? → **Life is natural**
5. What lesson does it teach? → **Imagination vs reality**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

1. Who wrote *The Invention of Vita-Wonk*? → **Roald Dahl**
2. Who was the scientist? → **Willy Wonka**
3. What was used in Vita-Wonk? → **Old animals and plants**
4. Who listened to the story? → **Charlie**

Section B – Fill in the blanks (4 × 1 = 4)

5. Willy Wonka had earlier invented _____. → **Wonka-Vite**
6. Too much Wonka-Vite made people _____. → **babies**
7. Vita-Wonk made people _____. → **older**
8. The story is _____ in tone. → **humorous**

Section C – True/False (2 × 1 = 2)

9. Vita-Wonk made people younger. () → **False**
10. The story shows imagination. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*Charlie listens to Willy Wonka.*” → **Charlie listened to Willy Wonka.**
12. Make a question: “*Willy Wonka invented Vita-Wonk.*” → **What did Willy Wonka invent?**

Section E – Short Answer (2 × 2 = 4)

13. Why did Willy Wonka invent Vita-Wonk? → **To make people older.**
14. What lesson does the story give? → **Human greed and the fun of imagination.**

Section F – Long Answer (1 × 4 = 4)

15. Describe Willy Wonka’s invention of Vita-Wonk.

✍️ **Willy Wonka wanted to solve the problem of Wonka-Vite. He created Vita-Wonk using the oldest things like a tortoise and tree. It made people older instantly. The story is humorous and imaginative. It shows creativity and human desire for control.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	—	20	Balanced across skills	—

Unit 7 – Poem: Dad and the Cat and the Tree

Learning Outcomes

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

- Understand humor in poetry through everyday situations.
- Identify rhyme, rhythm, and repetition in a comic poem.
- Recognize themes of overconfidence, problem-solving, and family fun.
- Build vocabulary related to actions, climbing, and accidents.
- Answer comprehension questions (short & long).
- Appreciate humor in simple family stories.

A. Question Bank

1. MCQs (10)

1. Who wrote *Dad and the Cat and the Tree*?
 - a) Roald Dahl
 - b) Kit Wright
 - c) Michael Rosen
 - d) Shirley Bauer

✍ **Answer: b) Kit Wright**

2. What was stuck in the tree?
 - a) A dog
 - b) A cat
 - c) A kite
 - d) A bird

✍ **Answer: b) A cat**

3. Who wanted to rescue the cat?
 - a) The children
 - b) The mother
 - c) The dad
 - d) The neighbors

✍ **Answer: c) The dad**

4. How did Dad describe himself?
 - a) Brave and strong
 - b) Old and weak
 - c) Shy and nervous
 - d) Busy and lazy

✍ **Answer: a) Brave and strong**

5. What happened when Dad tried his first plan?
 - a) He succeeded
 - b) He fell off the ladder
 - c) The cat jumped down
 - d) He climbed easily

✍ **Answer: b) He fell off the ladder**

6. What happened in the second attempt?
 - a) He slipped and fell
 - b) He rescued the cat
 - c) He stayed safe
 - d) He gave up

✍ **Answer: a) He slipped and fell**

7. What happened in the third attempt?
 - a) He rescued the cat
 - b) The branch broke and he fell
 - c) The cat jumped safely
 - d) He called the firemen

✍ **Answer: b) The branch broke and he fell**
8. What did the cat do in the end?
 - a) Stayed stuck
 - b) Jumped down safely
 - c) Got rescued by Dad
 - d) Called for help

✍ **Answer: b) Jumped down safely**
9. What is the tone of the poem?
 - a) Serious
 - b) Humorous and playful
 - c) Sad
 - d) Angry

✍ **Answer: b) Humorous and playful**
10. What is the moral of the poem?
 - a) Overconfidence leads to failure
 - b) Cats cannot climb trees
 - c) Ladders are dangerous
 - d) Family should never help

✍ **Answer: a) Overconfidence leads to failure**

2. Fill in the Blanks (10)

1. The poem *Dad and the Cat and the Tree* was written by _____. → **Kit Wright**
2. A _____ was stuck in the tree. → **cat**
3. _____ wanted to rescue it. → **Dad**
4. Dad was full of _____ in himself. → **confidence**
5. In the first plan, Dad used a _____. → **ladder**
6. In the second plan, he tried to _____. → **climb directly**
7. In the third plan, he climbed a _____. → **branch**
8. Each time, Dad _____. → **fell**
9. Finally, the cat _____ safely. → **jumped down**
10. The poem is _____ in tone. → **humorous**

3. True/False (10)

1. The cat was stuck on the roof. → **False**
2. Dad wanted to rescue the cat. → **True**
3. Dad was nervous and afraid. → **False**
4. Dad first used a ladder. → **True**
5. The first plan worked well. → **False**
6. Dad fell each time he tried. → **True**
7. The cat stayed stuck forever. → **False**
8. The cat finally jumped down. → **True**
9. The poem is comic in tone. → **True**
10. The story shows Dad's wisdom. → **False**

4. Synonyms/Antonyms (10)

1. Brave – (antonym) → **Cowardly**

2. Confidence – (synonym) → **Self-belief**
3. Fall – (synonym) → **Drop / Slip**
4. Rescue – (antonym) → **Abandon**
5. Strong – (antonym) → **Weak**
6. Humorous – (synonym) → **Funny / Comic**
7. Failure – (antonym) → **Success**
8. Jump – (synonym) → **Leap / Hop**
9. Ladder – (synonym) → **Steps**
10. Overconfidence – (antonym) → **Humility**

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

1. Change into past tense: “*Dad climbs the tree.*” → **Dad climbed the tree.**
2. Make negative: “*Dad saved the cat.*” → **Dad did not save the cat.**
3. Make a question: “*The cat jumped down.*” → **Who jumped down?**
4. Combine using “but”: *Dad was confident. He failed three times.* → **Dad was confident, but he failed three times.**
5. Fill with correct verb: *The cat ____ (sit) on the tree quietly.* → **sat**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who wrote the poem? → **Kit Wright.**
2. Who was stuck in the tree? → **A cat.**
3. Who tried to rescue it? → **Dad.**
4. How did Dad describe himself? → **Brave and strong.**
5. What happened in the first attempt? → **He fell off the ladder.**
6. What happened in the second attempt? → **He slipped and fell.**
7. What happened in the third attempt? → **The branch broke and he fell.**
8. What did the cat do in the end? → **Jumped down safely.**
9. What is the tone of the poem? → **Humorous.**
10. What is the moral? → **Overconfidence leads to failure.**

Long (10 × 5–6 sentences)

1. Describe Dad’s three attempts to save the cat.
 Dad first used a ladder but fell. Then he tried climbing directly but slipped. Finally, he climbed a branch, but it broke, and he fell again. Each plan failed.
2. How does the poet create humour?
 The humour comes from Dad’s confidence and repeated failures. The rhyme and rhythm make it lively. The cat’s safe jump at the end adds to the comedy.
3. Why is Dad overconfident?
 He believed he was brave and strong. He thought saving the cat was easy. But each attempt proved him wrong. His overconfidence caused failure.
4. What is the role of the cat in the poem?
 The cat remains calm in the tree. It does not panic. In the end, it jumps down easily. This makes Dad’s efforts look funny.
5. What is the moral of the poem?
 The poem teaches not to be overconfident. Simple problems may not need complicated solutions. Patience is important. Overconfidence leads to failure.

G. Picture Reading

Picture 1 – Cat on tree branch

1. What is on the branch? → **A cat**

2. How does it look? → **Calm**
3. Why is it stuck? → **Climbed up, afraid to come down**
4. Who is worried? → **The family**
5. What does this show? → **Common problem**

Picture 2 – Dad with ladder

1. Who is climbing? → **Dad**
2. What is he holding? → **A ladder**
3. What happens? → **He falls**
4. How does he look? → **Confident first, then shocked**
5. What does this show? → **Failure of plan**

Picture 3 – Cat jumping down

1. Who is jumping? → **The cat**
2. From where? → **Tree**
3. How does it land? → **Safely**
4. Who failed? → **Dad**
5. What does this show? → **Cats are independent**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

A cat was stuck on a tree. The family worried about it. Dad was full of confidence. He tried a ladder, then climbing, then a branch. Each time he fell. In the end, the cat jumped down safely. Everyone laughed at Dad's efforts.

Qs:

1. Who was stuck? → **A cat**
2. Who tried to rescue it? → **Dad**
3. What happened to Dad? → **He fell each time**
4. What did the cat do? → **Jumped down**
5. How did the family react? → **They laughed**

Passage 2 – Factual

Cats often climb trees and cannot come down easily. People try many ways to rescue them. In the poem *Dad and the Cat and the Tree*, Dad tries three times but fails. Finally, the cat jumps down on its own. The poem is comic and shows overconfidence.

Qs:

1. What do cats often do? → **Climb trees**
2. What problem do they face? → **Cannot come down**
3. Who tries to rescue in the poem? → **Dad**
4. How many attempts are made? → **Three**
5. What is the poem's theme? → **Humor and overconfidence**

Passage 3 – Moral Story

Once, a farmer's goat was stuck on a roof. He climbed to rescue it but slipped. His son laughed and said, "Goats know how to come down." Soon, the goat came down safely. The farmer realized he should not risk too much. The story teaches that patience is better than overconfidence.

Qs:

1. What was stuck? → **A goat**
2. Who tried to rescue it? → **The farmer**
3. What happened to him? → **He slipped**
4. Who laughed? → **His son**
5. What is the lesson? → **Patience is better than overconfidence**

I. Model Question Paper (20 Marks, with answers)**Section A – MCQs (4 × 1 = 4)**

1. Who wrote the poem? → **Kit Wright**
2. What was stuck in the tree? → **A cat**
3. How many attempts did Dad make? → **Three**
4. What did the cat do in the end? → **Jumped down**

Section B – Fill in the blanks (4 × 1 = 4)

5. Dad was full of _____. → **confidence**
6. In the first plan, he used a _____. → **ladder**
7. In the second plan, he tried to _____. → **climb directly**
8. The poem is _____ in tone. → **humorous**

Section C – True/False (2 × 1 = 2)

9. Dad successfully rescued the cat. () → **False**
10. The cat jumped down safely. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*Dad climbs the tree.*” → **Dad climbed the tree.**
12. Make a question: “*The cat jumped down.*” → **Who jumped down?**

Section E – Short Answer (2 × 2 = 4)

13. Why did Dad fail each time? → **He was overconfident and careless.**
14. What is the moral of the poem? → **Overconfidence leads to failure.**

Section F – Long Answer (1 × 4 = 4)

15. Narrate the poem in your own words.

🏠 A cat was stuck in a tree. Dad was confident he could save it. He tried three times with a ladder, climbing, and a branch. Each time he fell. In the end, the cat jumped down on its own. The poem humorously teaches not to be overconfident.

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 7 – Poem: Garden Snake

Learning Outcomes

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

- Read and understand a short, simple poem about a garden snake.
- Identify the difference between fear and knowledge.
- Recognize the theme: snakes can be harmless too.
- Build vocabulary related to animals and emotions.
- Answer short and long comprehension questions.
- Develop respect for creatures in nature.

A. Question Bank

1. MCQs (10)

1. Who wrote *Garden Snake*?
 - a) Kit Wright
 - b) Muriel L. Sonne
 - c) Roald Dahl
 - d) Maude Rubin

✍ **Answer: b) Muriel L. Sonne**
2. What creature is described in the poem?
 - a) A lizard
 - b) A garden snake
 - c) A frog
 - d) A bird

✍ **Answer: b) A garden snake**
3. What did the child do on first seeing the snake?
 - a) Played with it
 - b) Screamed and ran away
 - c) Caught it
 - d) Laughed

✍ **Answer: b) Screamed and ran away**
4. Who told the child that the garden snake was harmless?
 - a) His mother
 - b) His father
 - c) His teacher
 - d) His friend

✍ **Answer: a) His mother**
5. What does the snake eat?
 - a) Frogs
 - b) Rats
 - c) Insects
 - d) Plants

✍ **Answer: c) Insects**
6. How did the child's feeling change after learning the truth?
 - a) He still feared
 - b) He became curious and watched it
 - c) He caught the snake
 - d) He ignored it

✍ **Answer: b) He became curious and watched it**

7. What is the tone of the poem?
 - a) Sad
 - b) Humorous
 - c) Simple and thoughtful
 - d) Angry

✍ **Answer: c) Simple and thoughtful**
8. What is the central idea of the poem?
 - a) All snakes are dangerous
 - b) Knowledge removes fear
 - c) Snakes are pets
 - d) Snakes are useless

✍ **Answer: b) Knowledge removes fear**
9. How does the child feel in the end?
 - a) Afraid
 - b) Curious and calm
 - c) Angry
 - d) Sad

✍ **Answer: b) Curious and calm**
10. What lesson does the poem teach?
 - a) Always run from animals
 - b) Learn the truth before fearing something
 - c) Snakes are dangerous pets
 - d) Only parents know best

✍ **Answer: b) Learn the truth before fearing something**

2. Fill in the Blanks (10)

1. The poem *Garden Snake* is written by _____. → **Muriel L. Sonne**
2. The child screamed when he saw a _____. → **snake**
3. His _____ told him the snake was harmless. → **mother**
4. The snake eats _____. → **insects**
5. The child was no longer _____. → **afraid**
6. He watched the snake with _____. → **curiosity**
7. The poem is _____ in tone. → **simple and thoughtful**
8. The garden snake is _____ to people. → **harmless**
9. The child's fear turned into _____. → **interest**
10. The poem teaches that _____ removes fear. → **knowledge**

3. True/False (10)

1. The child loved snakes from the beginning. → **False**
2. The garden snake was poisonous. → **False**
3. The child screamed when he first saw the snake. → **True**
4. The snake ate insects. → **True**
5. The child's father explained about the snake. → **False** (It was the mother)
6. The child stopped being afraid. → **True**
7. The poem is humorous. → **False**
8. The poem is simple and thoughtful. → **True**
9. The child ended up watching the snake. → **True**
10. The poem teaches respect for creatures. → **True**

4. Synonyms/Antonyms (10)

1. Fear – (antonym) → **Courage**

2. Scream – (synonym) → **Shout / Cry**
3. Harmless – (antonym) → **Harmful**
4. Insects – (synonym) → **Bugs**
5. Curious – (antonym) → **Uninterested**
6. Calm – (synonym) → **Peaceful**
7. Dangerous – (antonym) → **Safe**
8. Learn – (synonym) → **Understand / Know**
9. Knowledge – (antonym) → **Ignorance**
10. Simple – (synonym) → **Easy / Plain**

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

1. Change into past tense: “*I scream when I see a snake.*” → **I screamed when I saw a snake.**
2. Make negative: “*The garden snake is dangerous.*” → **The garden snake is not dangerous.**
3. Make a question: “*The snake eats insects.*” → **What does the snake eat?**
4. Combine using “because”: *I was afraid. I thought the snake was poisonous.* → **I was afraid because I thought the snake was poisonous.**
5. Fill with correct verb: *The child _____ (watch) the snake with curiosity.* → **watched**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who wrote the poem? → **Muriel L. Sonne.**
2. What did the child see? → **A garden snake.**
3. How did he react? → **He screamed and ran.**
4. Who explained about the snake? → **His mother.**
5. What does the snake eat? → **Insects.**
6. Is the garden snake harmful? → **No, it is harmless.**
7. How did the child feel after knowing this? → **Curious and calm.**
8. What is the tone of the poem? → **Simple and thoughtful.**
9. What is the central idea? → **Knowledge removes fear.**
10. What lesson does it teach? → **Don’t fear without knowing the truth.**

Long (5 × 5–6 sentences)

1. Describe the child’s first reaction to the snake.
 ☞ He saw a snake in the garden. He thought it was dangerous. He screamed loudly and ran away. This shows natural fear of snakes.
2. What explanation did the mother give?
 ☞ The mother told him the snake was harmless. It ate only insects. She said it would not hurt him. This made the child calm.
3. How did the child’s feelings change?
 ☞ At first, he was afraid. Then he learned the truth. His fear disappeared. He began to watch with curiosity.
4. What is the theme of the poem?
 ☞ The poem shows that fear comes from ignorance. Knowledge removes fear. It teaches respect for creatures. Even snakes can be harmless.
5. Why is the poem important for children?
 ☞ Children often fear animals. This poem shows snakes in a new light. It encourages curiosity. It teaches respect for nature.

G. Picture Reading

Picture 1 – Child running from snake

1. Who is running? → **Child**
2. What is on the ground? → **Snake**
3. Why is he running? → **Fear**
4. What does this show? → **Ignorance**
5. What emotion is here? → **Fear**

Picture 2 – Mother teaching child

1. Who is speaking? → **Mother**
2. What is she saying? → **Snake is harmless**
3. How does the child look? → **Listening**
4. What does this show? → **Knowledge removes fear**
5. What lesson is taught? → **Respect for creatures**

Picture 3 – Child watching snake calmly

1. Who is watching? → **Child**
2. What is moving? → **Snake**
3. How does the child look? → **Curious**
4. What is different now? → **No fear**
5. What does this show? → **Learning changes attitude**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

A boy saw a snake in the garden. He screamed and ran. His mother explained it was a harmless garden snake. It ate insects and did not bite people. The boy calmed down. Later, he watched the snake with curiosity. He learned not to fear without reason.

Qs:

1. What did the boy see? → **Snake**
2. How did he react? → **Screamed and ran**
3. Who explained the truth? → **Mother**
4. What does the snake eat? → **Insects**
5. What did the boy learn? → **Not to fear without reason**

Passage 2 – Factual

Many snakes are harmless. Garden snakes, for example, eat insects. They do not bite humans. People often fear snakes because of ignorance. Knowledge helps remove fear. Respecting all creatures is important for nature's balance.

Qs:

1. Are all snakes harmful? → **No**
2. What do garden snakes eat? → **Insects**
3. Do they bite humans? → **No**
4. Why do people fear snakes? → **Ignorance**
5. What is important for balance? → **Respect for creatures**

Passage 3 – Moral Story

Ravi always feared snakes. One day, he saw a garden snake. His teacher explained it was harmless. Ravi stopped fearing and became curious. He watched its movements closely. He realized not all snakes are dangerous. Knowledge gave him courage.

Qs:

1. Who feared snakes? → **Ravi**
2. What did he see? → **Garden snake**
3. Who explained the truth? → **Teacher**
4. How did Ravi feel later? → **Curious**

5. What did he realize? → **Not all snakes are dangerous**

I. Model Question Paper (20 Marks, with answers)

Section A – MCQs (4 × 1 = 4)

- Who wrote *Garden Snake*? → **Muriel L. Sonne**
- What did the child do on first seeing the snake? → **Screamed and ran**
- Who explained it was harmless? → **Mother**
- What does it eat? → **Insects**

Section B – Fill in the blanks (4 × 1 = 4)

- The snake was _____. → **harmless**
- The child stopped being _____. → **afraid**
- The child became _____. → **curious**
- The poem is _____ in tone. → **thoughtful**

Section C – True/False (2 × 1 = 2)

- Garden snakes are poisonous. () → **False**
- Knowledge removes fear. () → **True**

Section D – Grammar (2 × 1 = 2)

- Change into past tense: “*I see a garden snake.*” → **I saw a garden snake.**
- Make a question: “*The snake eats insects.*” → **What does the snake eat?**

Section E – Short Answer (2 × 2 = 4)

- What lesson does the poem give? → **Learn before fearing.**
- How did the child’s feelings change? → **From fear to curiosity.**

Section F – Long Answer (1 × 4 = 4)

- Narrate the child’s change of feelings in the poem.

☞ **At first, the child screamed and ran from the snake. His mother told him it was harmless and ate only insects. This removed his fear. He then watched it calmly with curiosity. The poem shows how knowledge removes fear.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–

Unit 8 – Prose: A Homage to Our Brave Soldiers

Learning Outcomes

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

- Understand the structure and purpose of the prose—a moving tribute through a letter format.
- Develop empathy and respect for soldiers' sacrifices.
- Recognize the symbolism of memorials and gallantry awards.
- Acquire vocabulary related to bravery, remembrance, and patriotism.
- Identify various emotions—pride, gratitude, sadness—through textual cues.
- Express deeper reflections via comprehension and composition.

A. Question Bank

MCQs (10)

1. What form does the lesson take?
 - It's a **letter** describing a visit to the National War Memorial
2. Where is the National War Memorial located?
 - Near **India Gate, New Delhi**, spread across **40 acres**.
3. What is the innermost circle called?
 - The **Amar Chakra** (*Circle of Immortality*) with the **eternal flame**.
4. What does the **Veerta Chakra** represent?
 - The **Circle of Bravery**, with murals showcasing soldiers' courage.
5. What does the **Tyag Chakra** symbolize?
 - The **Circle of Sacrifice**, with tablets honouring fallen heroes.
6. Which is India's highest gallantry award?
 - **Param Vir Chakra**.
7. Which war hero's story inspired the students?
 - **Lance Naik Albert Ekka**, MVC awardee from the 1971 war
8. What feeling did the memorial evoke?
 - A mixture of **awe, pride, sadness, gratitude, and inspiration**
9. What metaphor is used for the eternal flame?
 - It represents the **immortality of a soldier's spirit**.
10. Why should we pay homage to soldiers?
 - Because they **sacrificed their lives** for our freedom—it's our duty to remember and honour them.

B. Fill-in-the-Blanks

1. The prose is written in the form of a **letter**.
2. The **National War Memorial** is located near **India Gate, New Delhi**.
3. The **Amar Chakra** contains the **eternal flame** symbolizing immortal soldiers.
4. The **Veerta Chakra** is known as the **Circle of Bravery**.
5. The **Tyag Chakra** stands for the **Circle of Sacrifice**.
6. Each soldier is honored with a **granite tablet with a golden inscription**.
7. **Param Vir Chakra** is India's highest gallantry award.
8. The prose evokes feelings of **awe, pride, sadness, and gratitude** among readers.

C. True/False

1. The narrative is in letter form. → **True**
2. The National War Memorial is in Mumbai. → **False**
3. The Amar Chakra has the eternal flame. → **True**
4. The Veerta Chakra is the Circle of Sacrifice. → **False** (it's Bravery)
5. The Param Vir Chakra is India's highest award. → **True**
6. The tablets are made of plastic. → **False** (they are **granite** with gold inscriptions)

7. Students felt pride and inspiration visiting the memorial. → **True**

D. Synonyms/Antonyms (10)

1. Immortality – (antonym) **Mortality**
2. Bravery – (synonym) **Courage**
3. Sacrifice – (synonym) **Dedication**
4. Memorial – (synonym) **Monument**
5. Pride – (antonym) **Shame**
6. Gratitude – (synonym) **Thankfulness**
7. Humiliation – (antonym) **Pride**
8. Humbled – (synonym) **Awed**
9. Gallantry – (synonym) **Valor**
10. Inspire – (antonym) **Discourage**

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

1. **Past tense:** “*Students feel awestruck.*” → *Students felt awestruck.*
2. **Negative:** “*The memorial glorifies violence.*” → *The memorial does not glorify violence.*
3. **Question:** “*The eternal flame burns.*” → *What does the eternal flame represent?*
4. Combine with “because”: *I was humbled. I remembered the sacrifices.* → *I was humbled because I remembered the sacrifices.*
5. Fill the verb: *The students ____ (feel) a deep pride in their country.* → **felt**

F. Comprehension Questions

Short (2–3 sentences)

1. Why is the National War Memorial significant?
 - It honours soldiers’ bravery and sacrifices with symbolic structures like the Chakras and eternal flame.
2. What does the eternal flame symbolize?
 - The immortal spirit of fallen soldiers whose courage remains a guiding light.
3. Who was Lance Naik Albert Ekka?
 - A brave soldier awarded the Param Vir Chakra posthumously for his valor in the 1971 war.
4. What emotions did the text evoke?
 - Awe, pride, love for the nation, gratitude, and solemn respect.
 -

Long (1–2 prompts, 5–6 sentences)

1. Describe how the memorial honors soldiers and impacts visitors.
 - The memorial’s concentric circles—the Amar Chakra with its eternal flame, Veerta Chakra with vivid battle murals, and Tyag Chakra with inscribed granite tablets—honour different aspects of soldiers’ sacrifices. Visitors are profoundly moved, feeling deep respect, gratitude, and national pride. The thoughtful design reinforces the message that freedom is safeguarded by valour. These experiences leave visitors inspired and humbled.
2. What responsibilities do citizens have according to the text?
 - Citizens should pay homage, stay aware of national heroes, and preserve their legacy. Creating presentations, visiting memorials, and sharing their stories encourages national unity and keeps the spirit of sacrifice alive.

G. Picture Reading (3 Sets)

Picture 1 – National War Memorial with eternal flame

1. What is this monument? → **The National War Memorial**
2. What burns at its center? → **Eternal flame**

3. What does it symbolize? → **Immortal spirit of soldiers**
4. What emotion might a visitor feel? → **Awe**
5. Why is it important? → **To honour and remember soldiers**

Picture 2 – Concentric walls with tablets

1. What are carved here? → **Names of fallen soldiers**
2. What is the material? → **Granite with golden letters**
3. What does this show? → **Individual recognition**
4. How might a family member feel seeing this? → **Moved and respected**
5. What does it teach? → **Their sacrifice won't be forgotten**

Picture 3 – Students visiting memorial

1. Who is visiting? → **Students**
2. What might they feel? → **Pride and humility**
3. What are they doing? → **Observing closely**
4. Why are they there? → **To pay homage and learn**
5. What value does this instill? → **Gratitude and patriotism**

H. Unseen Passages (3 × 10–12 lines)

Passage 1 – Story

Ananda visited the National War Memorial with her friend Soumya. The concentric circles, the obelisk, and the eternal flame created a solemn, inspiring view. She learned about soldiers who sacrificed their lives. She felt immense pride and gratitude. The visit motivated her to create a tribute collage.

Questions:

1. Who visited the memorial? → **Ananda and Soumya**
2. Name one feature that impressed them. → **The eternal flame**
3. What did they feel? → **Pride and gratitude**
4. What did Ananda plan? → **Create a tribute collage**
5. What does this story emphasize? → **Remembrance through homage**

Passage 2 – Factual

The Param Vir Chakra is awarded for supreme bravery. Major Somnath Sharma was awarded the first PVC posthumously in 1947. These stories inspire young minds to embrace courage. Memorials and gallantry stories instill respect in students. Honouring these heroes keeps their memory alive.

Questions:

1. What is the highest gallantry award? → **Param Vir Chakra**
2. Who got the first PVC? → **Major Somnath Sharma**
3. What do these stories inspire? → **Courage and patriotism**
4. Why tell these stories to students? → **To instill respect**
5. What does honouring heroes achieve? → **Keeps their memory alive**

Passage 3 – Moral Story

A school held a ceremony remembering fallen soldiers. Students shared stories, poems, and letters. They laid wreaths and observed silence. Many were moved, feeling gratitude for lives lost. The ceremony inspired them to work for peace.

Questions:

1. What was the ceremony about? → **Remembering soldiers**
2. What did students do? → **Shared stories, laid wreaths**
3. How did they feel? → **Moved and grateful**
4. What did it inspire? → **To work for peace**
5. Why are such acts important? → **They honour sacrifices**

Unit 8 – Poem: Meadow Surprises

Learning Outcomes

By the end of this poem, learners will be able to:

- Read and enjoy a descriptive poem about the beauty of nature.
- Identify imagery, rhyme, and sensory details in the poem.
- Build vocabulary related to meadows, plants, and animals.
- Recognize the theme of curiosity, observation, and surprise in nature.
- Answer comprehension questions (short and long) with evidence from text.
- Develop respect for the natural world through poetry.

A. Question Bank

1. MCQs (10)

1. Who wrote *Meadow Surprises*?

- a) Lois Brandt Phillips
- b) Kit Wright
- c) Ruskin Bond
- d) Shirley Bauer

✍ **Answer: a) Lois Brandt Phillips**

2. What is the main setting of the poem?

- a) A mountain
- b) A meadow
- c) A forest
- d) A desert

✍ **Answer: b) A meadow**

3. What surprises can be found in the meadow?

- a) Dancing flowers and butterflies
- b) Rabbits, insects, and hidden treasures of nature
- c) Tall buildings
- d) Running machines

✍ **Answer: b) Rabbits, insects, and hidden treasures of nature**

4. What happens when you walk softly in a meadow?

- a) You find hidden surprises
- b) You scare everything away
- c) You lose your way
- d) You see nothing

✍ **Answer: a) You find hidden surprises**

5. What animal often hides in the grass?

- a) Cats
- b) Rabbits
- c) Tigers
- d) Birds

✍ **Answer: b) Rabbits**

6. What does the butterfly do in the meadow?

- a) Sleeps
- b) Rests and flutters
- c) Jumps
- d) Dances on rooftops

✍ **Answer: b) Rests and flutters**

7. What lesson does the poet give?

- a) Meadows are dangerous

- b) One must be observant to see the wonders of nature
- c) Meadows are boring
- d) Surprises are not real

🔑 **Answer: b) One must be observant to see the wonders of nature**

8. What does the poem's tone convey?

- a) Sadness
- b) Joy, curiosity, and wonder
- c) Fear
- d) Anger

🔑 **Answer: b) Joy, curiosity, and wonder**

9. What word best describes the meadow?

- a) Busy
- b) Surprising
- c) Empty
- d) Lonely

🔑 **Answer: b) Surprising**

10. What is the central idea of the poem?

- a) Meadows are ordinary fields
- b) Nature is full of beauty and surprises if we observe carefully
- c) Only children enjoy meadows
- d) Animals are dangerous in meadows

🔑 **Answer: b) Nature is full of beauty and surprises if we observe carefully**

2. Fill in the Blanks (10)

1. The poem *Meadow Surprises* is written by _____. → **Lois Brandt Phillips**
2. The poem describes the beauty of a _____. → **meadow**
3. Rabbits hide in the _____. → **grass**
4. A butterfly often _____ in the meadow. → **rests**
5. The poet tells us to walk _____. → **softly**
6. If we are careful, we will find many _____. → **surprises**
7. The poem creates a sense of _____ and joy. → **wonder**
8. Meadows are full of _____ life. → **hidden**
9. The theme of the poem is _____ observation. → **curiosity and careful**
10. Meadows are _____ places in nature. → **beautiful/surprising**

3. True/False (10)

1. The poem is about a forest. → **False**
2. Rabbits hide in the grass. → **True**
3. The poet advises us to walk softly. → **True**
4. Meadows are empty fields. → **False**
5. Butterflies can be seen in the meadow. → **True**
6. Meadows have no surprises. → **False**
7. The poem encourages curiosity. → **True**
8. Meadows are full of life. → **True**
9. The poet's tone is fearful. → **False**
10. Careful observation brings joy. → **True**

4. Synonyms/Antonyms (10)

1. Meadow – (synonym) **Field / Grassland**
2. Surprise – (synonym) **Wonder / Astonishment**
3. Hide – (antonym) **Reveal / Show**

4. Softly – (synonym) **Gently / Quietly**
5. Curious – (antonym) **Uninterested**
6. Rest – (synonym) **Pause / Relax**
7. Empty – (antonym) **Full / Occupied**
8. Flutter – (synonym) **Fly lightly**
9. Joy – (antonym) **Sadness**
10. Observe – (synonym) **Notice / Watch**

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

1. Change into past tense: “*The rabbit hides in the grass.*” → **The rabbit hid in the grass.**
2. Make negative: “*The meadow is empty.*” → **The meadow is not empty.**
3. Make a question: “*The butterfly rests on a flower.*” → **Where does the butterfly rest?**
4. Combine using “and”: *The meadow is green. It is full of life.* → **The meadow is green and full of life.**
5. Fill with correct verb: *The children ____ (walk) softly in the meadow.* → **walked**

F. Comprehension Questions

Short (10 × 2–3 sentences)

1. Who wrote the poem? → **Lois Brandt Phillips.**
2. What is the poem about? → **The beauty and surprises of a meadow.**
3. What animals hide in the grass? → **Rabbits.**
4. What do butterflies do? → **Rest and flutter.**
5. What advice does the poet give? → **Walk softly to see surprises.**
6. Are meadows empty? → **No, they are full of hidden life.**
7. What is the tone of the poem? → **Joyful and curious.**
8. What must we do to notice surprises? → **Observe carefully.**
9. What is the central theme? → **Nature’s surprises.**
10. How does the poem connect us with nature? → **By teaching us to observe small wonders.**

Long (5 × 5–6 sentences)

1. What surprises can be found in meadows?
 Rabbits hiding in grass, butterflies fluttering, and insects buzzing are some examples. Meadows are full of hidden life. Careful observation reveals many wonders.
2. What lesson does the poem give?
 The poem tells us to be observant. We must walk softly and look carefully. Nature is full of surprises. With curiosity, we discover joy.
3. How does the poet describe the meadow?
 The poet describes it as green, alive, and surprising. Meadows have animals, insects, and flowers. They look simple but hide treasures.
4. Why is the tone joyful?
 The poet describes butterflies, rabbits, and soft steps. These images create happiness. The surprises of nature bring joy.
5. Why are meadows important?
 They are homes for animals and insects. They provide beauty and life. They give joy to people. They teach us observation and respect for nature.

G. Picture Reading

Picture 1 – Green meadow with rabbits

1. What is shown? → **Rabbits in grass**
2. Where are they hiding? → **In the meadow**
3. Why are they hard to see? → **Because of tall grass**
4. What does this show? → **Hidden life**
5. What lesson? → **Observe carefully**

Picture 2 – Butterfly resting on flower

1. What insect is here? → **Butterfly**
2. What is it doing? → **Resting/Fluttering**
3. Where is it? → **In the meadow**
4. How does it look? → **Beautiful**
5. What does this show? → **Beauty of nature**

Picture 3 – Children walking softly

1. Who is walking? → **Children**
2. How are they walking? → **Softly**
3. What do they find? → **Surprises**
4. How do they feel? → **Happy**
5. What is the theme? → **Curiosity in nature**

H. Unseen Passages (3 × 10–15 lines)

Passage 1 – Story

Rita and Arun went for a walk in a meadow. At first, it looked empty. But when they walked softly, they saw rabbits jumping and butterflies fluttering. They heard insects buzzing. They realized the meadow was full of surprises. They returned home with joy and curiosity.

Qs:

1. Who went for a walk? → **Rita and Arun**
2. Where did they go? → **Meadow**
3. What animals did they see? → **Rabbits and butterflies**
4. What sound did they hear? → **Insects buzzing**
5. What did they learn? → **Meadows are full of surprises**

Passage 2 – Factual

Meadows are open grasslands. They are homes for animals, birds, and insects. Rabbits hide in tall grass. Butterflies rest on flowers. Meadows provide food, shelter, and beauty. They are important parts of nature's balance.

Qs:

1. What are meadows? → **Grasslands**
2. Who hides in grass? → **Rabbits**
3. Where do butterflies rest? → **On flowers**
4. What do meadows provide? → **Food, shelter, beauty**
5. Why are they important? → **Balance of nature**

Passage 3 – Moral Story

A boy thought meadows were boring. His sister told him to walk softly. He then saw rabbits, butterflies, and insects. He was surprised and happy. He realized nature has hidden treasures. He promised to respect it.

Qs:

1. Who thought meadows were boring? → **A boy**
2. Who corrected him? → **His sister**
3. What did he see? → **Rabbits, butterflies, insects**
4. How did he feel? → **Surprised and happy**
5. What did he promise? → **To respect nature**

I. Model Question Paper (20 Marks)**Section A – MCQs (4 × 1 = 4)**

1. Who wrote *Meadow Surprises*? → **Lois Brandt Phillips**
2. What animal hides in grass? → **Rabbits**
3. What insect rests on flowers? → **Butterfly**
4. What must we do to see surprises? → **Walk softly**

Section B – Fill in the blanks (4 × 1 = 4)

5. The poem is about a _____. → **meadow**
6. Meadows are full of _____ life. → **hidden**
7. The tone of the poem is _____. → **joyful**
8. The poet tells us to walk _____. → **softly**

Section C – True/False (2 × 1 = 2)

9. Meadows are empty places. () → **False**
10. Butterflies rest in meadows. () → **True**

Section D – Grammar (2 × 1 = 2)

11. Change into past tense: “*The rabbit hides in the meadow.*” → **The rabbit hid in the meadow.**
12. Make a question: “*The butterfly rests on a flower.*” → **Where does the butterfly rest?**

Section E – Short Answer (2 × 2 = 4)

13. What lesson does the poem give? → **Be observant to see nature’s surprises.**
14. How do meadows bring joy? → **Through hidden animals, insects, and beauty.**

Section F – Long Answer (1 × 4 = 4)

15. Explain how the poem describes the meadow’s surprises.

☞ **The poem shows that meadows are full of hidden life. Rabbits hide, butterflies flutter, and insects buzz. By walking softly, we can notice them. The poem encourages curiosity and joy. It teaches respect for nature’s beauty.**

Total = 20 Marks

J. Detailed Blueprint (20 Marks)

Type of Qs	No. of Qs	Marks	Objectives (Skills)	Difficulty Level
MCQs	4	4	Recall, factual detail	Easy–Medium
Fill in the blanks	4	4	Vocabulary, recall	Easy
True/False	2	2	Concept clarity	Easy
Grammar	2	2	Grammar application	Medium
Short Answers	2	4	Comprehension, critical thinking	Medium
Long Answer	1	4	Expression, analysis, writing	Medium–Hard
Total	–	20	Balanced across skills	–