



ENGLISH BALBHARATI

GRADE SIX



For
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(14416/ 1800-89-14416)**

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24×7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

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The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents and teachers can call this helpline to receive the necessary guidance and counseling.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30. This book has been verified by SCERT, Maharashtra, Pune. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra. Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on May 19, 2026, for use from academic year 2026-27 onwards.

ENGLISH BALBHARATI

Grade Six
(English Medium)

समग्र शिक्षा



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**Maharashtra State Bureau of Textbook Production
and Curriculum Research, Pune.**

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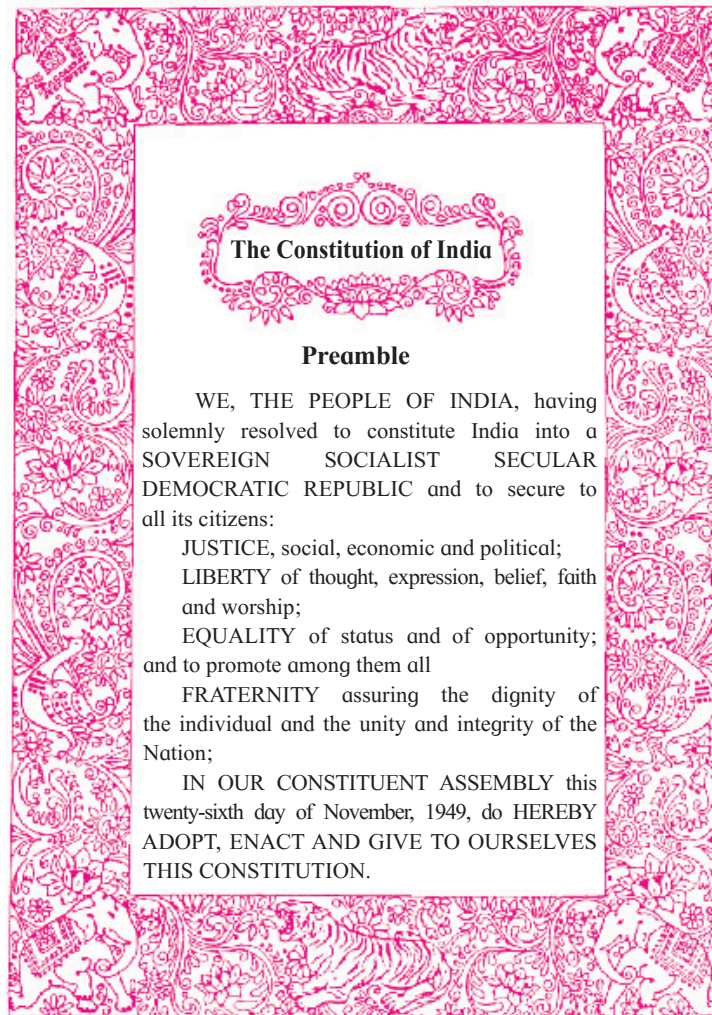
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear learners,

This **Balbharati English** Textbook has been a steady friend through the school years of all learners who choose the State Board curriculum in Maharashtra. It has been an integral part of shaping the learning process of English language and literature. It forms a substantial part of the nostalgia for many adults because it successfully implants in the learner the value of language proficiency.

This sixth standard English textbook for English medium is promising because it hopes to remain in your memory. NEP 2020 has reiterated the need for a holistic approach to studying language and literature. While emphasizing the importance of literature, this book also highlights the joy of learning the English language. Skill-augmenting activities that form the chief cornerstone of NEP 2020 are abundantly used to inculcate the desired skills. Building proficiency through its various activities, this book stresses on the value of listening, speaking, reading and writing. The goal of this textbook is to bolster the four aforementioned skills while encapsulating the spirit of NEP 2020 in every page by highlighting the core-competencies, local relevance, inclusion and equity.

The following eclectic mix of themes namely gender equality, patriotism, cultural awareness, sports, environmental-consciousness, courage under pressure or danger, friendship, cuisine-culture, mindfulness, media literacy, fantasy underscore the need of the 21st century life skills and values. Since you are at a formative stage of your lives, the textbook has incorporated stories of inspirational figures from contemporary India and ancient India thus bridging the gap between modern and ancient Indian knowledge systems. Further, this textbook fosters an interdisciplinary and multidisciplinary approach to learning and thus constructs you to be ready to face the challenges of the 21st century. Additionally, the pleasure of reading and studying the English language will also motivate you to understand English literature and literatures in other languages.

The beautiful illustrations in the textbook will appeal to your aesthetic and imaginative tenor. You will surely be excited to browse through this textbook repeatedly. The words and visuals complement each other to provide an entertaining and educative experience to both the learner and the facilitator. Hence, may this visually and content-wise appealing textbook be a vista to many more experiences with the written and the spoken word in English.

Pune

Date : 1 May 2026

Indian Solar Year :

Vaishakh 11, Shake 1948,
Maharashtra Din



(Anuradha Oak)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

English Balbharati : Grade Six - Mapping and Scope of Learning Outcomes

C.G. No.	Comp. No.	L.O. No.	Statements	Subunits where L.O. is covered
CG. 1	C - 1.1	06.01	Listens carefully to news, online talks and podcasts and communicates the main points.	1.3, 3.2, 4.4, 5.2, 5.3
		06.02	Reads the news, articles and identifies main points.	1.3, 3.4, 4.2, 4.3, 4.4, 5.3
	C - 1.2	06.03	Listens to the formal interviews actively and tries to plan accordingly.	2.4, 3.2, 4.5, 6.3
	C - 1.3	06.04	Asks informal questions based on social experiences. (e.g. celebration of festivals, attending social and cultural events, etc.)	1.3, 2.2, 4.3, 6.2, 6.5
		06.05	Participates in discussions about various social events happening in the area and shares own experiences with appropriate language.	2.1, 3.2, 3.4, 4.4, 6.2
	C - 1.4	06.06	Writes informal letters, short essays with appropriate language style.	1.5, 2.4, 3.2, 5.3
		06.07	Maintains clarity and coherence in writing (combines sentences by using linking and sequencing words).	1.5, 3.2, 3.4, 3.5, 5.2, 6.5
	C - 1.5	06.08	Records audio stories, poems, songs for presentations on small topics.	2.1, 2.4, 3.1, 4.2, 6.2
		06.09	Prepares charts, posters, pictures and flipbook. (e.g. tree plantation.)	2.1, 2.4, 2.5, 4.3, 4.5, 5.5, 6.2, 6.3
CG. 2	C - 2.1	06.10	Introduces writers, poets and dramatists from different cultures and periods.	2.1, 3.5, 4.2, 5.1
		06.11	Reads and collects poems, songs and skits from different cultures and time periods.	2.1, 3.4, 4.2, 5.1, 6.2
	C - 2.2	06.12	Introduces simile, alliteration and metaphor with relevant examples.	1.1, 2.1, 3.1, 4.1, 5.1, 6.1
		06.13	Reads and uses phrases, proverbs and solves puzzles.	1.2, 1.5, 3.2, 4.2, 5.2, 6.4
	C - 2.3	06.14	Participates and performs in different social and cultural activities organised by school and other organisations.	1.4, 3.4, 4.3, 6.2
		06.15	Writes Do's and Don'ts on various aspects of social and cultural surroundings. (e.g. gender equality, school discipline, etc.)	2.4, 4.1, 4.4, 5.5
CG. 3	C - 3.1	06.16	Identifies the types of sentences based on its functions. (e.g. Assertive, Imperative, Interrogative, Exclamatory, etc.)	2.4, 3.4, 4.5, 6.5
		06.17	Identifies the words in various context. (e.g. prefixes and suffixes, gender and numbers).	1.2, 2.2, 2.5, 4.3, 5.2, 5.4, 6.2
		06.18	Reads and applies linguistic aspects such as parts of speech, tenses, punctuation marks and spelling in notes, short paragraphs, etc.	1.2, 1.3, 1.4, 1.5, 2.3, 2.5, 4.2, 4.5, 5.4, 6.4
	C - 3.2	06.19	Reads literary forms such as essays, poems, stories, skits, etc. to understand different characteristics of them. (e.g. characters, imagination, figurative language, etc.)	1.2, 3.1, 3.4, 5.3
		06.20	Understands the uniqueness and styles of literary genres. (e.g. narrative, descriptive, creative, rhythm and meter, etc.)	1.2, 2.2, 3.4, 4.1, 5.1, 5.2
	C - 3.3	06.21	Writes small dialogues for skits, drama, stories with the help of given words, points, outline, characters, etc.	1.4, 2.1, 2.3, 3.4, 5.2, 6.1, 6.2, 6.3
		06.22	Uses small and simple sentences to express ideas for creative writing.	1.2, 1.4, 3.2, 3.3, 4.3, 4.4, 5.2, 5.3, 6.1, 6.3
CG. 4	C - 4.1	06.23	Reads the text closely and responds to the main ideas.	1.2, 1.3, 1.4, 2.4, 3.2, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3, 6.4, 6.5
		06.24	Writes short reviews on different books.	1.4, 3.5, 4.2, 5.4
	C - 4.2	06.25	Identifies relevant information from books and other media resources and uses them in self studies and projects. (e.g. environment, festivals, etc.)	1.2, 2.5, 3.3, 5.3
		06.26	Recognises basic resources and uses them effectively for collecting information. (e.g. Dictionaries, reference books, encyclopedias, websites, etc.)	1.2, 2.5, 3.3, 3.5, 4.2, 4.4, 5.2, 5.5
	C - 4.3	06.27	Reads newspapers, magazines and periodicals to identify the key elements to develop an interest in current issues.	1.2, 1.4, 3.3, 4.4, 5.3, 5.5, 6.1
		06.28	Expresses simple, informed opinions about current events and shares thoughts in group discussions.	1.2, 3.3, 4.1, 5.2, 5.5, 6.3
CG. 5	C - 5.1	06.29	Recognises familiar and unfamiliar sounds, stress and intonation patterns.	2.2, 3.2, 4.4, 6.5
		06.30	Listens and understand audio-video clips in English language from language experts.	1.3, 3.2, 4.2, 5.2, 5.3, 6.3
		06.31	Identifies the vowel and consonant sounds and articulates and applies them with proper stress and intonations.	1.4, 2.2, 3.2, 4.2, 4.4, 6.2
	C - 5.2	06.32	Identifies rhyming words and uses them to construct sentences.	1.1, 2.1, 3.1, 4.1, 5.1
		06.33	Participates in word games for vocabulary building. (e.g. Homophones)	2.1, 3.2, 3.3, 4.3, 4.4, 6.4
		06.34	Defines pun and recites poems and tongue twisters. (e.g. Red lorry, yellow lorry.)	1.1, 2.1, 3.1, 3.3, 4.1, 5.1, 6.4
	C - 5.3	06.35	Forms new words and phrases using given letters or clues.	2.1, 2.2, 3.5, 5.4, 6.4
		06.36	Solves and enjoys language games on anagrams and simple crosswords. (e.g. leaf/flea.)	1.3, 2.3, 4.3, 4.5, 5.3, 6.2
	C - 5.4	06.37	Creates and solves different language games.	2.3, 3.2, 4.4, 5.4, 6.2
		06.38	Creates own riddles, jokes, exercises on word building. (e.g. antonyms and synonyms, rearrange jumbled words, making new words by adding a suffix or prefix.)	1.3, 3.4, 4.1, 5.5, 6.4

Instructions for Facilitator and Parents

English Balbharati for sixth standard is a fulfilling textbook. With the inalienable support of the facilitators and the parents it will be an instrument for paving success in the learner's life. The following is a guideline that may be useful in assisting the learners develop interest in English language and literature.



Listening

- Encourage learners to actively listen to the poems, short stories, plays and every aspect of the textbook.
- Promote the learner to listen acutely to sentence stress, intonations, phonetic sounds.
- Support the learner to understand the basics of any given text in terms of the themes and character.
- Encourage students to engage with grammar and vocabulary.
- Promote listening to stress, intonation, phonetic sounds produced by the speaker.
- Assist the learners to listen to podcasts, Ted Talks and similar



Speaking

- Encourage the learners to speak in English with the facilitators and among themselves
- Provide the opportunity to speak in English while responding to questions.
- Persuade the learners to ask questions in English.
- Promote the use of English in daily classroom interactions.
- Assist in articulating and pronouncing new vocabulary.
- Enable them to speak in a grammatically -structured and coherent manner.
- Foster the use of the right pitch and tone in speaking.
- Promote consciousness about pause, speed, clarity in a conversation.
- Encourage use of role plays, characters' speeches, monologues and rhymes.
- Classroom must be a safe space for the learner to speak about his or her learning.



Reading

- Assist the learners to read the poems, short stories, plays and every activity inorder to understand it.
- Make them conscious of the pronunciation of words with the help of dictionaries.
- Promote the reading of texts outside the curriculum.
- Incentivise reading in creative ways so that learners

feel motivated to read.

- Assist them in comprehending the structure, grammar, rhymes, figures of speech, spellings of the short story or play or poem.
- Enable them to interpret and analyse the texts that they read.
- Engage them in critical reading of the texts to evaluate short stories, poems, plays.



Writing

- Assist the learners to be conscious of grammar, spellings, sentence structures while writing short messages or essays.
- Enable them to write creatively with various guided essays and short messages.
- Engage the learners in developing clear and coherent writing with suitable use of grammar and vocabulary.
- Encourage the learners to use the dictionary to help in focusing on contextual vocabulary.
- Provide practise in informal letter writing, rhymes, dialogues.



Pedagogical Awareness



- Practise a learner-friendly and learner-centric approach.
- Encourage an interactive class with the freedom to speak and write on relevant topics.
- Encourage the learners to become independent readers, speakers and writers.
- Promote confidence of the learner by avoiding a mistake-centric or error-centric approach to teaching-learning.



Parental Care

- Support your ward with an open and friendly ecosystem for listening, speaking, reading and writing.
- Cultivate an interest in reading books outside the syllabus.
- Ensure that each L.O. is focussed and ample practice is given to the learners.

Note : Use sign language and other pedagogical strategies for Children With Special Needs (CWSN) to communicate the content and acknowledge their responses.

Logos used in the Textbook



Listen/see



Speak/ Discuss



Sing a song



Listen/see and act



Read



Do



Sign Language



Word Basket



See and do



Enact



Write



Activity



Dictionary



For the Teacher

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1.1 The School Bell Rings Again...



Warm-up :

• Think and write.

New things I want to learn this year.

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1. Read and recite.

A new school year and a brand new start,
A year in which we will all take part.

So “**buckle up**” and off we’ll go,
There are so many things we want to know!

Now that we are in Grade Six,
New things will be added to the learning mix.

Difficult calculations, forms of writing;
Each term will be so exciting!
I think that as a classroom **clan**,
Our motto should be, “Yes, we can!”
So let’s begin, **commence**, get cracking;
Just remember there should be no **slacking**!

-Anonymous



Word Basket :

- **buckle up** : to get ready or prepare for something intense, exciting
- **clan** : a group of families who are related to each other
- **commence** : to start or begin
- **slacking** : decrease or reduce in intensity, quantity or speed

2. Read the following questions and tick ☒ the correct answer.

(i) What does the poem describe at the start?

- | | |
|---|---|
| (a) The end of the school year ☐ | (b) A holiday trip ☐ |
| (c) A new school year ☐ | (d) A sports day ☐ |

(ii) What does “buckle up” suggest in the poem?

(a) Sit quietly ☐

(b) Get ready for a journey ☐

(c) Wear a uniform ☐

(d) Be careful ☐

(iii) Which Grade are the students in?

(a) Grade Four ☐

(b) Grade Five ☐

(c) Grade Six ☐

(d) Grade Seven ☐

(iv) What new things will be added to the learning mix?

(a) Games and songs ☐

(b) Difficult calculations and writing ☐

(c) Painting and drawing ☐

(d) Dancing and singing ☐

(v) How does the poet feel about each school term?

(a) Boring ☐

(b) Tiring ☐

(c) Exciting ☐

(d) Fearful ☐

3. Discuss in pairs and answer the following.

(i) What is the poem about?

(ii) How does the poet describe each school term?

(iii) How was your first day in the school? Explain in 2 or 3 sentences.

4. Find and write rhyming words from the poem for the following.

(i) start -

(ii) go -

(iii) cracking -

(iv) writing -

5. Complete the following tree diagram.

Two new things you learnt in Grade Five



◆ Poetic Device :

Alliteration

Alliteration is a figure of speech where the same initial consonant sound is repeated in a series of nearby words.

e.g. “A year in which we will all take part.”

6. Find more examples of Alliteration from the poem.



For the Facilitator :

- Explain Alliteration with more examples from other poems.
- Ask the learners to find more poems related to ‘school’ from the school library or E-library.

1.2

Self Help is the Only Way



Warm-up :

- List the things you do yourself.
 - What do you do if nobody helps you when you need it?
- a) You give up b) You cry c) You try yourself

1. Read aloud.



There was a family of larks which lived in a **cozy** nest in a field of ripe corn; they lived happily with all the bonds of love and affection.

One fine morning the mother lark, before going out to find food for her children, said, “The farmer will come soon to **reap** his corn and in that case we shall have to find a new home. So you keep your eyes and ears open today and tell me what you see and hear, when I come home tonight.”

When the lark came home in the evening she found her family very disturbed. “Oh mother!” they cried, “We shall have to leave this place as soon as possible. The farmer came with his sons to make a **survey** of the field.”

The farmer said to his sons, “The corn is ready for cutting. We shall have to call all our neighbours to reap it tomorrow.”

The mother lark gave a patient hearing to her young ones and said with a smile, “There is no danger yet. Be on your alert tomorrow also. Keep your eyes and ears open and tell me everything they discuss. This is very important.”

Next day in the evening when the lark returned, she found the little larks terribly frightened, “We must leave this place by tomorrow at any cost,” they cried. “The farmer had come here again and said this corn needs to be cut at once. If your neighbours don’t come we shall call our relatives. Go and tell your uncles and cousins that we need their help to reap the corn tomorrow.”

The mother lark smiled again and said, “Don’t worry, my little hearts! The relatives of the farmer have their own crops to reap. They will give **priority** to their own work. But we shouldn’t become carefree. Listen to their conversation tomorrow also and let me know everything.”

The next day again she went out. When she returned in the evening, the baby larks cried, “Oh mother! The farmer said today that since his neighbours and relatives were busy in their fields, he himself would come tomorrow to reap the corn. So now there is no point in staying here any more.”

“In that case,” said the mother lark. “We have to be quick. Let us leave this place without any delay. I am saying this because I know, if someone depends on others to do his work it will never be done. But once he takes up his work in his own hands and is **determined** to do it himself, there is no power on earth that can stop him from doing it. So, now this is the right time when we must leave this place.”

Indeed ‘Self-Help’ is always **preferable** to other’s help.



Word Basket :

- **cozy** : warm, comfortable and pleasant
- **reap** : to cut or gather (crops, especially grain)
- **survey** : to examine or inspect (a place or area)
- **priority** : something that is most important and should be dealt with first
- **determined** : having made a firm decision to do something
- **preferable** : more desirable or suitable.

2. Read the story carefully and describe the changes in the farmer’s decision.

3.
2.
1. To call

3. Discuss in pair and find the answers.

- (i) Where did the family of larks live?
- (ii) Why did the mother lark go outside?

- (iii) What made the mother lark decide that it was time for them to leave the nest?
- (iv) How can you apply the lesson of ‘Self-Help’ to your studies or personal goals?
- (v) Do you think the farmer would have reaped the corn if he had relied on his neighbours and relatives? Why or why not?

4. Find the main characters from the story and write their qualities.

5. Make sentences with the following phrases.

- (i) keep your eyes and ears open (ii) at any cost

6. Imagine the farmer had decided to reap the corn himself from the beginning. How would the story have been different? Write a short alternative ending.

7. Recent news reports have highlighted the increasing instances of wild animals entering residential areas, causing fear and disruption among locals. Discuss why these wild animals frequently stray into villages/cities? Collect newspaper cuttings and other information from reliable resources.

◆ Articles :

Types of Article	Article	Definition	Example
Indefinite Article	a	“a” is used before a word that begins with a consonant sound and when we talk about any one thing, not specific.	• A cat is sleeping. • A pen is on the table.
Indefinite Article	an	“an” is used before a word that begins with a vowel sound (a, e, i, o, u).	• An apple is red. • An umbrella is useful.
Definite Article	the	“the” is used when we talk about a specific person, place or thing that is already known.	• The sun is bright. • The boy is my friend.

8. Use the correct article (a /an /the) to fill in the blanks.

- (i) I saw elephant walking through the forest.
- (ii) sun rises in the east.
- (iii) She is reading interesting book about wildlife.
- (iv) largest mammal on Earth is the blue whale.
- (v) I’m reading book about the Amazon rainforest.
- (vi) apple a day keeps the doctor away.

9. Prepare a poster on ‘Save birds, Save nature’.

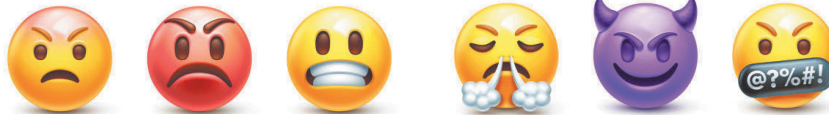
1.3

Mindfulness



Warm-up :

- When do you find people around you with these expressions?



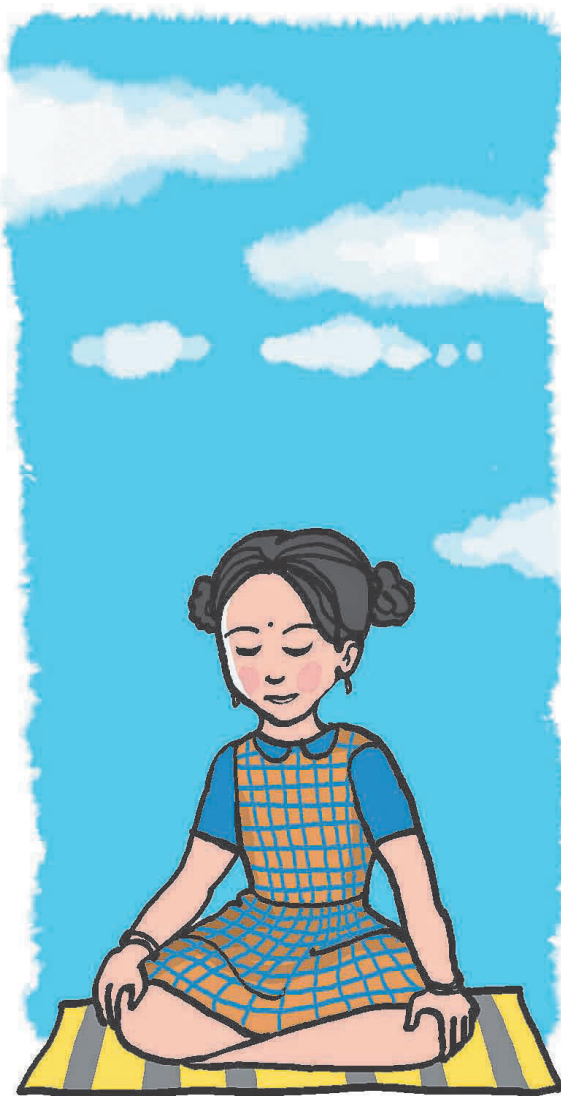
1. Read the article.

Mindfulness is an important tool that helps us handle the challenges of daily life. When we bring our attention to the present moment, we learn to respond to stress and difficult emotions in a calmer and more **thoughtful** way.

One of the main benefits of mindfulness is its ability to reduce stress and **anxiety**. In today's **fast-paced** world, people often worry about the future. Practicing mindfulness helps break this cycle by bringing our focus back to the present. By paying attention to our breath, body and surroundings, we can develop a sense of calm and clarity.

Mindfulness also improves our focus and concentration. It can even have physical health benefits. Research suggests that mindfulness practices such as meditation and *yoga* can reduce blood pressure, improve immunity and decrease chronic pain. It can also help us sleep better, which is important for overall physical and mental health.

So how can we include mindfulness in our daily lives? One way is to set aside time for meditation or *yoga*. But mindfulness can also be practised during everyday activities like walking, eating or washing dishes.



A simple mindfulness exercise is the ‘three-minute breathing space’. To try this, sit comfortably and close your eyes. Focus on your breathing and notice how the air moves in and out of your body. If your mind starts to **wander**, gently bring it back to your breath. After a few minutes, slowly open your eyes and become aware of your surroundings.

Another practice is ‘sensory awareness’, where you pay attention to the sights, sounds, smells, tastes and sensations around you. You can try this while walking, cooking or even sitting in traffic.

Remember, mindfulness is a skill that takes time to learn. It is okay if your mind wanders at first. The important thing is to be patient and kind to yourself. With regular practice, mindfulness can become a powerful tool for managing stress and improving well-being.

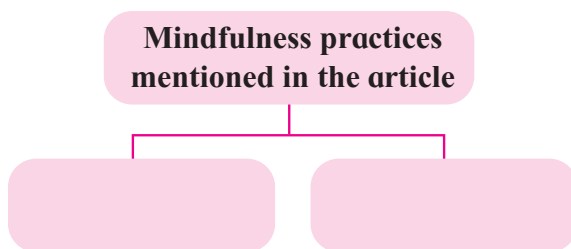


Word Basket :

- **mindfulness** : paying full attention to the present moment
- **thoughtful** : thinking carefully before acting
- **anxiety** : a feeling of worry or fear
- **fast-paced** : happening very quickly
- **wander** : to move away without purpose or to lose focus



2. Read, find and complete.



3. Discuss in pairs and write down the activities of Mindfulness integrated into our daily lives.



4. Complete the word chain by using verbs.

talk - - - -
 help - - - -
 include - - - -
 reduce - - - -

5. Read and list out the benefits of Mindfulness from the article.

- (i)
- (ii)
- (iii)

6. Develop a questionnaire to collect information about ‘Importance of Yoga’ in our daily life.

7. You want to join the Yoga classes in your area. Fill the application form to join the Yoga class :

YOGA CLASS APPLICATION FORM (For Children)

- Name of the Student :
- Gender : Male Female Other
- Age : • Grade :
- School Name :
- Home Address :
- Parent/Guardian Name :
- Contact Number (Parent) :
- Emergency Phone Number :
- Preferred Yoga Batch :

◆ Read and discuss the following chart.

Types of Nouns

Common Nouns

Refers to a general, non-specific person, place, thing or idea (dog, city, book, computer).

Proper Nouns

Refers to a specific, unique person, place, thing or idea and is usually capitalized (John, Paris).

Collective Nouns

Refers to a group of people, animals or things (team, family, herd, flock, bunch, collection).

Abstract Nouns

Represents concepts, feelings or qualities that can't be touched or seen (love, courage, justice).

Material Nouns

Tells about a material or substance that something is made out of (cotton, iron)

8. Sort the nouns into the correct boxes given below.

Kolkata, jury, city, gold, Ganga, bravery, silver, class, pen, rubber, peace, Monday, love, team, day.

Common Noun	Proper Noun	Collective Noun
.....		
.....		
.....		

Abstract Noun	Material Noun
.....	
.....	
.....	

9. Listen carefully to online talks on ‘Yoga’ and present the main points in the class.

10. Create a chart/poster showing different *Yogasanas*.

◆ Punctuation marks :

• Full stop	, Comma
? Question mark	! Exclamation mark
‘ ’ Single quotation mark	“ ” Double quotation mark

11. Find the missing punctuation marks in the following sentences and rewrite them :

- How can we include mindfulness in our daily lives
- Remember mindfulness is a skill that takes time to learn
- A simple mindful exercise is the three-minute breathing space



For the Facilitator :

- Provide different links of news/online talks/podcasts, etc. about *Yoga*/Meditation, etc.
- Encourage the learners to practise *Yoga* daily and participate in *Yoga* competitions.

1.4

Love for One's Motherland



Let's talk :

- **How can you serve or show love for your country as a student?**
e.g. keeping surrounding clean.

1. Read the story.



There is a small country named Ethiopia in Africa. About one hundred years ago, some tourists from European countries went to Ethiopia to see the country. They liked the natural beauty and the people of that proud country. The group of tourists were staying in an **inn**. They would go out early in the morning to see the natural wonders of that land. The Ethiopians looked keenly at those strange foreigners. The simple Ethiopians were too shy to talk with them.

One day, a person approached those foreigners and asked, "From which land do you come and what are you doing here?" "We come from the countries of Europe to see your beautiful country. We are of different lands but are friends." Another tourist added, "Though we are seeing your land on our own, if we get someone who can speak our language and your language, we shall enjoy more."

The Ethiopians informed, "You should go to our king and seek his help."

The next day, the tourists went to the king and requested him to provide a guide. The king asked, "Well, first you tell me have you liked whatever you have seen on your own so far? Happy or unhappy?" A tourist replied, "Your land, rivers and natural beauty are fantastic."

But if we get a guide we will know about the history and the legends attached to this country. The king was very pleased. He treated them as royal guests and put them up in his palace. A guide was allotted to them to show them around. The tourists were delighted. They liked the king very much and **admired** him. They visited all the places worth seeing in Ethiopia. They recorded everything in their diaries with diagrams. When their tour was complete the tourists asked permission from the king to leave. The king gave the tourists lots of costly presents. They were led to the harbor by the king's men. All the tourists praised the king. They **boarded** the ship. A minister **whispered** some orders to the soldiers. The soldiers made the tourists take off their shoes. The tourists looked at one another **puzzled**. The shoes were taken away. The tourists couldn't understand what was happening. No one explained anything to them. Some of the tourists were getting irritated. One of them showed courage to ask, "Is it your custom that a foreigner has to leave his shoes back?" Another one suggested, "If that's so, please give us new shoes. We can not go back to our countries **bare feet**."

The minister and the soldiers didn't reply. Some of the tourists thought that they were being insulted. Then they saw a soldier coming with pairs of shoes. The tourists were amused. When the soldier came near, they found that he had brought back their shoes. A surprised tourist asked, "If you were to return same shoes back, why did you take them away in the first place?" The minister smiled and said, "Gentlemen! You came to our country and liked it. We are happy about it. And we are pleased that you are taking back fond memories of our country. But we don't want you to take back our soil. So, we dusted your shoes clean. We love our soil more than our own lives. Thank you." The tourists were amazed to see the Ethiopian's love for their soil.



Word Basket :

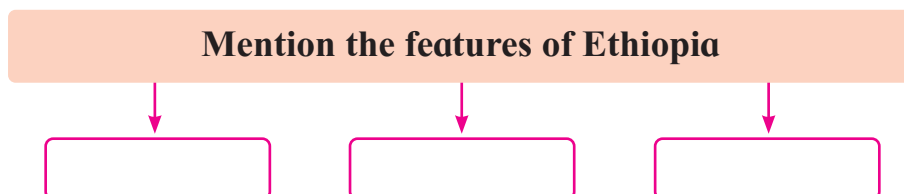
- **inn** : a place that provides food and shelter, especially for travellers
- **admired** : appreciated
- **board** : to get on a ship, plane, bus, etc.
- **whispered** : spoken in a very soft and quiet voice
- **puzzled** : feeling confused or baffled
- **bare feet** : wearing nothing on the feet

2. Read the story carefully and underline the main points.

3. Complete the following.

- (i) In the early morning, tourists used to go to see
- (ii) The king treated the tourists as
- (iii) At the time of leaving, the king gave the tourist

4. Read, find and complete :



5. Answer the following.

- (i) Where were the tourists staying?
- (ii) What did the tourists like in Ethiopia?
- (iii) Why did the tourists approach the king?
- (iv) Why did the soldiers ask the tourists to take off their shoes?
- (v) Why did the Ethiopians feel shy to speak with the Europeans?
- (vi) How do you show love for your country?

6. Read the following words aloud :

When a word ends in-s it is very often pronounced with /z/. But words ending in ts, ps, ks, fs, ce, us, ous, or ss keep the /s/ sound.

/s/	/z/
Hits, kicks, famous, aches, puffs, taps, price	is, always, tyres, was, please, because, papers

Put the following words in appropriate columns according to the sound/s/ and /z/ these, outside, instead, permission, surprise, memories

7. Understand and discuss types of Pronouns :

Personal Pronoun	Relative Pronoun	Demonstrative Pronoun
Represents people, place or thing (e.g. I, me, he, him, she, her, it, you, we, us, they, them) 1. <u>I</u> came to see <u>you</u> today.	Connects a noun to adjective clause. (e.g. who, whom, which, that, whose) 1. He bought the pen <u>which</u> was very expensive.	Points to something (e.g. this, that, these, those) 1. <u>This</u> is my book

Underline the pronoun in the following sentences and write the name of its type in the given boxes.

(i) You should study now.

(ii) This is my car.

(iii) He is reading a book.

(iv) You know the boy whom I met yesterday.

(v) Watch the video which she made.

(vi) Those are stars.

8. Complete the story with the help of the words given in the brackets and suggest a suitable title for it :

(responsibile, injured, brave, protest, pride, courage, loved, respect and sacrifice, Nandurbar, afraid of)

Long ago, when India was under British rule, there lived a boy named Shirish Kumar, in district of Maharashtra. He his country. When a difficult time came for the nation, he did not remain silent.

One day, people gathered to peacefully for freedom. Shirish Kumar joined them with great He was not danger because his love for the nation was stronger than fear.

During the protest, Shirish Kumar was but he did not step back. His showed the power of courage and honesty. The people of Nandurbar remember him with

Shirish Kumar's life teaches us to be brave, truthful and citizens. We should always stand for justice and love our country.

9. Read the stories of the Param Vir Chakra awardees from the library or online resources and present one of them in front of the class.

10. Visit the library, read a folktale and share it in the class using the following points :

- Title of the story
- The characters which you like the most
- My favourite character
- Moral of the story



For the Facilitator :

- Encourage the learners to compose a short poem (4 to 6 lines) expressing love for the motherland and ask them to present it in the class.

1.5 Radha's Letter to Mowgli



Let's do :

• Put the words in the correct group.

- | | | | |
|---------|------------|-----------|--------------|
| • crazy | • tigers | • bush | • still |
| • slow | • holidays | • life | • time |
| • honey | • sneaky | • vines | • adventures |
| • days | • beans | • whole | • may be |
| • wild | • friend | • awesome | • jungle |
| • so | • but | • for | • and |

Naming words	Describing words	Connectors/Cohesive devices

1. Read carefully :



Hey Mowgli!

How're you doing, jungle boy? I hope you're well! I've been thinking about your holiday adventures.

So, spill the beans-how is life in the jungle with Bagheera, Baloo, Kaa and the rest of the crew?

Do you still enjoy dangling from vines, relaxing by the river and dancing with wolves at midnight? I bet Baloo is still hogging all of the honey, right? And how is Kaa doing these days? Still hypnotizing everyone with those devious eyes?

I miss our conversations and your weird jungle stories. Please respond immediately and tell me everything! I'd like to visit the jungle on my next vacation and see the wild life for myself!

Take care and be safe-do not get eaten by any tigers!

Your friend,
Radha

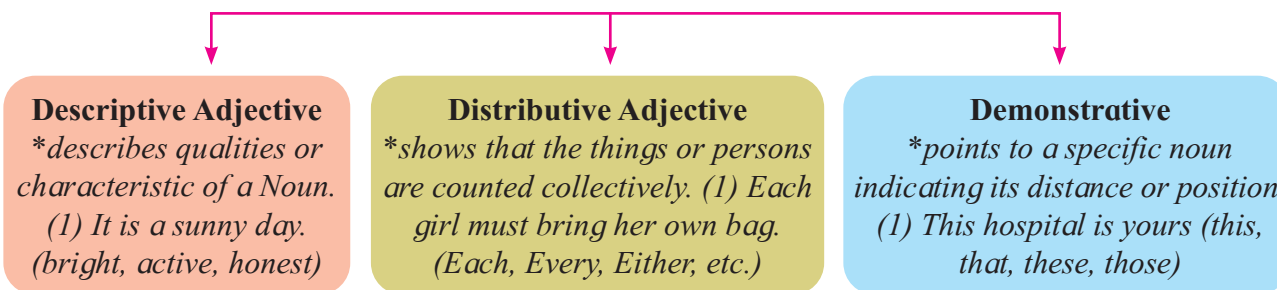
2. Rearrange the words to make meaningful sentences :

- (i) interesting / make / try / your writing / to / reader / the / for

.....

- How's life in the jungle with Bagheera, Baloo, Kaa and the wolf pack?
- Stay and don't let Shere Khan catch you!
- Your friend, Radha, writes with such feelings in her letter.
- The jungle sounds like a and place to explore.
- Mowgli must be a and boy to live among the animals.

5. Discuss and understand types of Adjectives :



◆ Make sentences by using following adjectives.

Descriptive :

- bright :
- active :

Distributive :

- Every :
- Either :

Demonstrative :

- that :
- this :

6. Use dictionary to find the meaning of the following phrases and use them in your sentences :

- Spill the beans
- Dangling from vines
- Hogging all the honey
- Hypnotize someone



For the Facilitator :

- Explain the format of informal letter. Ask the learners to write an informal letter to their family member using the same format.
- Encourage them to find out meaning of new words from dictionary.

2.1 A Water Drop !



Warm-up :

- Which season do you enjoy the most? Why?
- Make a list of the sound words related with flowing water?

1. Listen and recite.

I wondered how a water drop up in the sky,
A shiny **bead** just floating way up high,
The clouds were soft like cotton I could see,
It felt like they were playing games with **glee**.

The wind would push it here and there around,
Like hide-and-seek but rise above the ground,
Then suddenly it fell down as the rain,
I wondered whether it was loss or gain!

It landed on the ground and **trickled** slow,
Through soil where roots and tiny creatures grow,
Then pipes and tanks all carried it along,
Pleasingly humming as a melodious song.

At last it reached my tap's small shiny spout
And splashed into the basin as it gushed out!

- Anonymous



Word Basket :

- **bead** : a small drop of liquid/water
- **glee** : great delight or feeling very joyful
- **trickled** : to flow in a thin stream

2. Mention in the box whether following statements are True or False :

- (i) The poem describes the water drop turning into rain.
- (ii) The water drop stayed in the sky forever.
- (iii) After it fell, the water travelled through soil and pipes.
- (iv) The journey of the water drop ended in a large lake.

3. Match the following :

A	Answer	B
(i) gush		(a) producing pleasant music
(ii) spout		(b) to flow out suddenly
(iii) humming		(c) a tube or pipe through which liquid comes out
(iv) melodious		(d) to make a low steady continuous sound

4. Find and write the pairs of rhyming word from the poem :

- (i) sky - (ii) glee - (iii) along - (iv) rain -

5. Write the poem in the form of prose.

◆ **Poetic Device :**

Simile

A simile is a figure of speech that compares two different things using the words like or as.

e.g. "The clouds were soft like cotton"

6. Find some other examples of Simile and Alliteration from the poem.

7. Rearrange letters and make new words.

e.g. (i) 'WATER': wet, tea, rate, etc.

(ii) cloud (iii) reach (iv) creature

8. Imagine that you are a raindrop. Describe your journey from the cloud to ocean and back to the sky using the given hints.

Hints :

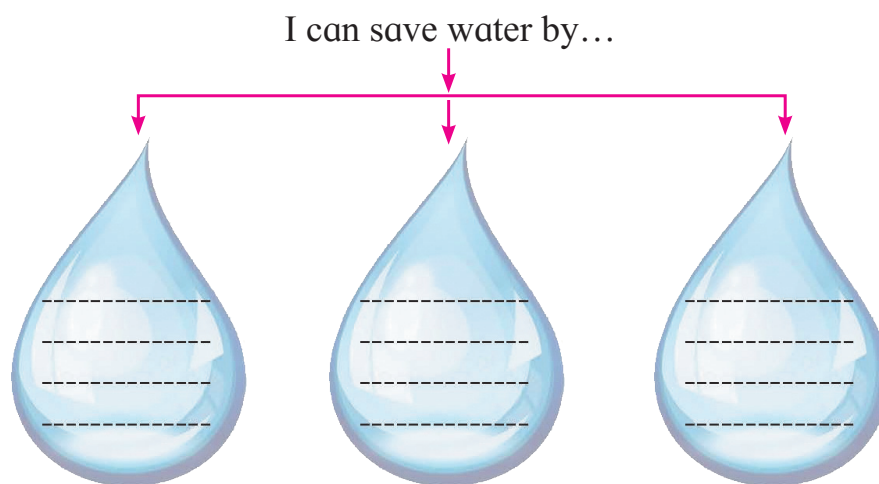
- Where do you fall?
- Which places do you visit?
- How do you feel during your journey?
- Where do you go at the end?

9. Write an imaginary conversation between water and you, focusing on its usage and wastage.

10. Observe the pictures and discuss the points given below.



- What are the people doing?
- Do you think it will be useful? How?



11. Prepare a poster on 'Save Water' and paste the poster on the classroom wall.



For the Facilitator :

- Ask the learners to collect poems/songs related to 'Rain' and present a few of those songs with proper tune and rhythm in the classroom.
- Collect information about nature poets and introduce them to the learners.

2.2

The Midnight Stitch



Warm-up :

• Match the following :

Professionals

- (i) Architect
- (ii) Data scientist
- (iii) Archaeologist
- (iv) Nutritionist
- (v) Animator

The work they do

- (a) Creates cartoons.
- (b) Plans diet.
- (c) Designs building.
- (d) Analyse data.
- (e) Studies ancient human history.

1. Read the following.

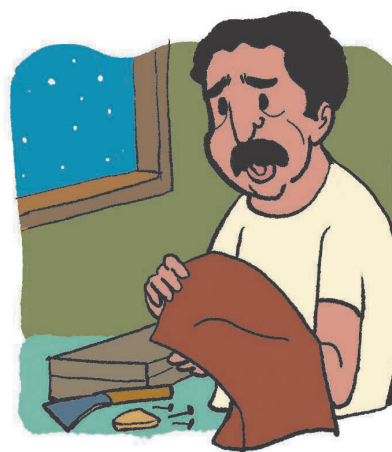
Characters : Denu - (The **cobbler**), Dhania - (His wife), The fairies, Narrator
(Denu's workshop: He and his wife are busy making shoes with their tools.)

Denu : This is the last piece of leather and we don't have money to buy any more. I am afraid, we'll have no food from tomorrow.

Dhania : Don't worry. God will help us and everything will be alright.

Narrator : Denu cut his last pair of shoes at night and went to bed. He was worried. When he woke up the next morning and went to his workshop, he was surprised.

Denu : Dhania! Dhania! Come here, look at this! A new pair of shoes shining bright!



Dhania : They are beautiful. I knew everything would be alright. But who made these shoes for us?

Denu : I don't know.

Narrator : Denu went to market and sold the shoes. He bought more leather with the money. That night also he cut the leather for shoes and found them sewn and ready in the morning. The same thing continued night after night.
(A few days later)

Denu : (to his wife) : How can this be true? After all, who makes the shoes for us? Let us hide behind the door tonight and find out who our friends are.

Narrator : That night they hid behind the door and waited. After some time, they saw five fairies enter their workshop. They were carrying **tiny** cobbler's tools in their hands. They sang and danced as they sat down to make the shoes.



Fairies : We are the five busy fairies, We like to help the needy, we like to feed everybody. Except the ones who are **greedy**.

Narrator : They finished their work and went away. Denu and his wife entered the workshop.

Denu : Such wonderful, kind, little fairies they are!

Dhania : I'll make some nice clothes for the fairies.

Narrator : Dhania sewed clothes for the fairies.

The following night, when the fairies came to the workshop, they were surprised. They found five pairs of bright and colourful clothes on the floor in place of leather. They put them on happily and sang and danced all night. Denu and his wife never forgot their kindness and continued their work regularly. They lived happily ever after.



Word Basket :

- **cobbler** : a person whose job is to repair or make shoes
- **tiny** : very small
- **greedy** : wanting more than you need (usually money or food)

2. Make a list of five things made from artificial leather :

(i) (ii) (iii) (iv) (v)

3. Form smaller words from the given words.

e.g. leather
eat her

chair
.....
teacher
.....

carpet
.....
fairy
.....

4. How did the fairies help Denu? How did he show his gratitude?

5. Imagine you meet a fairy - what would you ask her to help in keeping your surroundings better?

◆ **Sentence Stress :**

In English, we stress the “content” words (nouns, verbs, adjectives) to convey meaning.

e.g. : *“I’ll make some nice clothes for the fairies.”*

Now read the sentence three times, changing the focus each time:

Stress “I’ll” : (Focus on who is making them).

Stress “nice” : (Focus on the quality of the clothes).

Stress “fairies” : (Focus on who receives the gift).

◆ **Practice stressing each word and understand the change in meaning.**

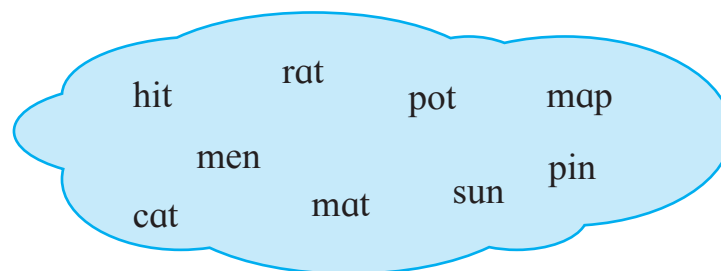
(i) My brother plays football every evening.

(ii) We visited the zoo yesterday.

◆ **Listen and repeat (Short vowel sounds) :**

Sound	Words
/ i /	sit
/ e /	pen
/ æ /	cat
/ ʌ /	sun
/ ɒ /	box
/ ʊ /	put
/ ə /	about

◆ **Read and identify the short vowels in the given words.**



6. Enlist other short vowel sound words and practise them :



For the Facilitator :

- Give ample practice to identify stressed and unstressed syllables in a word and short vowel sounds.

2.3

The Value of Time



Warm-up :

• Observe the following pictures :

(i)



(ii)



• Now work in pair and discuss the following :

- What do you see in the above pictures?
- Who do you think will be successful in life?

1. Read the following.

In a village there once lived a farmer. He would start working in his field with the first rays of the sun till it was **twilight**. He was hardworking but his son, Bhikhu, though young, was fun-loving and lazy and would spend his time sleeping, gossiping and just lazing away. His laziness annoyed the farmer and he would often think of a way that would stir his young son to activity.

One day he called Bhikhu and said, “My son, since you wake up late you have never seen the sunrise from the **horizon** nor have you heard the song of the chirping birds. Get up, my son and see how the **breeze** bends the trees with its caring touch and you shall feel delighted. You may be inspired then to work in the field and learn the value of time.”

Bhikhu promised to do as bidden. But, the next morning, sleep again overtook him and he did not go to work. The farmer called him again and said, “Look here, my son, nature goes by a certain design and teaches us to work in time. Did you ever see the sun





rising late? or, the moon not appearing in the sky at night? In nature's design every moment is precious. Look at the white lily that blossoms only once a year when the rain comes. When the rain is gone, the lily is gone, too. Money once spent can be got back, but time once lost is lost forever. So, do what you have to do without any loss of time."

But, this **sermonising** too fell flat on Bhikhu's ears. The farmer called him again and said, "Far away in this field there is a **barren** tree. In the **hollow** of that tree I've hidden some gold for you. A stray bird has covered the hollow with dry leaves and straw. No one would ever know about it. Go, my son, in the morning when the bird is gone and bring the gold." Bhikhu was **tempted** to go but was overtaken by laziness. He said to himself, "Where is the hurry to go today? Who knows about the hidden gold?" So, Bhikhu put off for another day. Now, it so happened that a poor woodcutter went there the next day. Finding the tree dry, he cut it down. He was pleasantly amazed to find a bag full of gold in the hollow of the tree that he cut and he took it home.

Bhikhu's laziness cost him a **fortune**. Had he gone to fetch the gold as soon as the farmer asked him to, he would have been rich. **Repentance** would not bring the gold back.

Bhikhu should have known the value of time. He should have acted on the spur of the moment. Then he could have been spared the agony of the loss of wealth. It has, therefore, been said in the following couplet by Kabirdas that, what one has to perform today must be performed without any loss of time. And what one plans to do the next day must be put into action on the same because one never knows what may befall the next moment. It may be too late.

The famous lines by Kabir express this very thought in these meaningful words:

*(Kaal kare so aaj kar,
Aaj kare so ab
Pal mein parlay hoyegi,
Bahuri karoge kab||)*



Word Basket :

- **twilight** : evening time when the sun sets
- **horizon** : the line where sky and land seem to meet
- **breeze** : a light wind
- **sermonising** : giving long advice
- **barren** : dry and without life
- **hollow** : an empty space inside
- **tempted** : strongly attracted
- **fortune** : luck
- **repentance** : feeling sorry for a mistake



2. Read and rearrange the following sentences in correct sequence :

- Bhikhu delays and the woodcutter finds the gold.
- The farmer hides gold in the hollow of the tree.
- Bhikhu regrets his laziness.
- Bhikhu sleeps and gossips instead of helping his father.
- The farmer tries to teach Bhikhu the value of time.

3. Justify how Bhiku's laziness cost him a fortune?

4. How can you use the lesson from the story in your daily life?

◆ Simple tenses :

Tense	When to use?	Examples
Simple Present	<i>For habits, daily routines and universal facts.</i>	1. I eat an apple daily. 2. The Sun gives us light. 3. They study together.
Simple Past	<i>For actions that finished at a specific time in the past.</i>	1. I ate an apple yesterday. 2. We watched a movie. 3. She wrote a story.
Simple Future	<i>For actions that will happen in the future.</i>	1. I will eat an apple later. 2. It will rain tomorrow. 3. We will win a match.

5. State the type of tense :

- The woodcutter found the bag of gold in the tree
- The farmer works hard in his field every day
- The farmer called his son and gave him advice
- Bhikhu spends his time sleeping and gossiping
- Bhikhu will learn the value of time one day

-

-

-

-

-

◆ **Read and understand :**

An Anagram is a word or phrase formed by rearranging the letters of a different word or phrase, using all the original letters exactly once

e.g. *act - cat*

save - vase

6. Make anagrams of the following :

tone :

eat :

net :

top :

Base form of verb	Past tense form of verbs
<i>begin</i>	<i>began</i>
<i>drink</i>	<i>drank</i>
<i>know</i>	<i>knew</i>
<i>bring</i>	<i>brought</i>
<i>forgive</i>	<i>forgave</i>
<i>wear</i>	<i>wore</i>

◆ **Enlist more verbs along with their past tense form.**

◆ **Make a list of activities you did/you will.**

You did (past tense)	You will do (future tense)
yesterday	tommorow
last year	next year
last month	next month
last night	tonight

7. Write a story imagining that Bhikhu found gold. Use the points given below for it.

- The way his life changed.
- The lesson he learnt about hard work and time management.
- The way he would spend his wealth.

8. Create a dialogue based on the story, enact and present it in the class.

9. Create your word puzzle using the vocabulary from the text.



For the Facilitator :

- Encourage the learners to read more moral stories and ask them to present one of the stories in the class.
- Motivate the learners to find and write sentences of present, past and future tense.

2.4

Young Voices about Independence Day

**Warm-up :****• Discuss in pairs :**

- (i) When do we celebrate our Independence Day?
- (ii) What does Independence mean?

• Observe and understand :

		
Silver Jubilee	Golden Jubilee	Diamond Jubilee

• Match the following :

- | | | |
|------------------------|---|--------------|
| (i) Silver Jubilee | ← | (a) 50 years |
| (ii) Diamond Jubilee | | (b) 70 years |
| (iii) Platinum Jubilee | → | (c) 25 years |
| (iv) Golden Jubilee | | (d) 60 years |

• Respecting the National Flag and National Anthem is the Fundamental Duty (Article 51A) of every Indian Citizen. Now put the following statements in the column of Do's and Don'ts.

Respect the National Flag, Stand properly while the National Anthem is playing, Throw plastic flags on the ground, Wear clean and ironed uniform, Talk or laugh during the National Anthem.

Do's	Don'ts
.....	
.....	

1. Read and understand :

- What does 'Independence' mean to you?

On the occasion of India's **Independence** Day celebrations, we asked children what independence means to them. Children also expressed their ideas on how India can become a more equal and progressive nation. Here's what they said...



Expressing Openly

Independence means having the freedom to speak, raise questions, share ideas and live freely. It also means being able to make one's own choices.

Avani, 10 years, Jaipur.



Being Confident

I feel independent when I go out and buy groceries on my own and pay money carefully. Independence helps me gain confidence, face challenges and try new things.

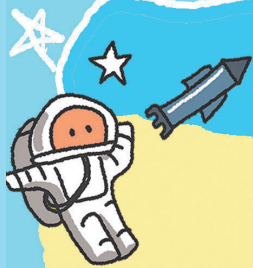
Bhavya, 8 years, Mumbai



Living Freely

Independence means to feel like a happy cloud roaming around without **restrictions**, doing things on your own. It also means respecting others' independence.

Arnav, 10 years, Mumbai



- How can we make India a fairer and more equal nation?
- How can India become a more progressive nation?

Uplifting Everyone

Indians should live in **harmony** and should respect others' customs and beliefs. We should provide equal opportunity for education and means for the **upliftment** of every section of society.

Ayansh, 10 years, Varanasi.



Food for All

Everyone should have access to good food, fruits and vegetables at affordable price so that they get to eat what they want without having to think about its price.

Dhirav, 9 years, Mumbai.



Eradicating Poverty, Creating Jobs

We need to control the rapidly increasing population, remove poverty, provide jobs to people and keep an eye on the crime rate.

Reshma, 8 years, Andhra Pradesh.



Investing in the Future

Indians need to spend on education, innovation and skill development. We should encourage scientific research and move towards a digital future.

Alokit, 10 years, Vadodara



Clean India, Better India

We need to keep our nation clean. There should be a fine on spitting and littering on the streets.

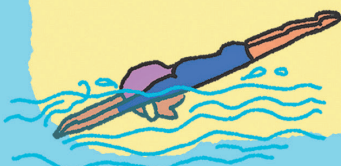
Avantika, 12 years, Ghaziabad



Supporting Sportswomen

We need to give girls equal opportunities to play sports and support them as much as we support men. We need to cheer equally loudly for both genders and encourage them equally.

Mrunmayee, 11 years, Thane.



Teaching Equality

To be a more equal nation, we should have a good education system that teaches equality for all. We should vote for leaders who work for everyone's better future.

Arsalan, 8 years, Hyderabad.



Word Basket :

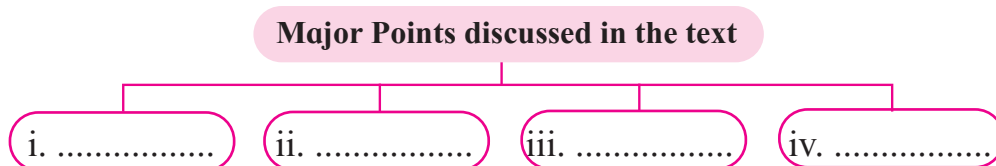
- **Independence** : freedom from control of others; being free
- **restriction** : something (sometimes a rule or law) that limits the number, amount, size, freedom, etc. of somebody/something
- **harmony** : a state of agreement or of peaceful existence together
- **upliftment** : the act or process of improving moral, social, cultural or economic conditions
- **eradicate** : to destroy or get rid of something completely
- **equality** : treating everyone the same, without discrimination

2. (a) Fill in the blanks using the correct word from the bracket below.

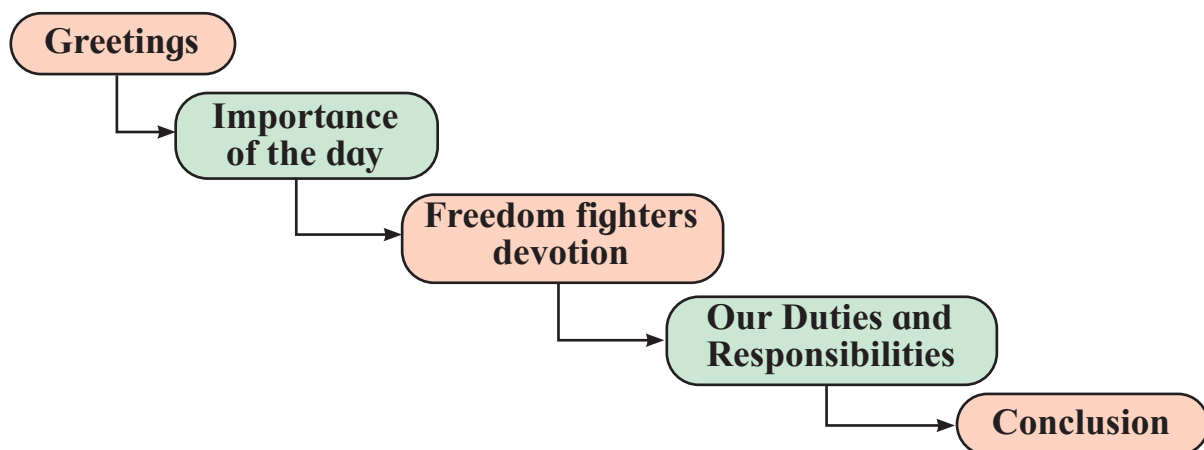
(freedom, equality, respect, unity, responsibility)

- We must show to our elders and teachers.
- means treating everyone the same.
- Every citizen has a duty and towards the nation.
- On Independence Day, we celebrate our
- Togetherness and teamwork show

(b) Complete the following.



3. Develop a speech on 'Independence Day' using the given points and present it in the class.



4. Write a short letter to “Mother India” expressing your hopes and dreams for the country’s future : Use the following points to help you write your letter.

- Education for every child
- Peace and equality for all people
- Desire for India’s progress in science and technology
- Promise to respect and serve the nation

Dear Mother India,

I am proud to be your child. I wish to see you clean, green and full of happy people...

5. Write slogans on Independence, Freedom or Equality.

◆ **Read and understand the information in the table.**

Type of sentence	Definition	Examples
i. Declarative /Assertive	Statement	He bought a bag.
ii. Imperative	Shows request,orders	Call the police.
iii. Exclamatory	Shows excitement and strong feelings	What a six!
iv. Interrogative	Asks questions	Have you seen the movie?

6. Read, identify and write A, B, C, D next to each sentence.

- (i) What does Independence mean to you?
- (ii) Salute the Indian National Flag.
- (iii) Children expressed their ideas.
- (iv) What a proud day it is for our nation!
- (v) What a great country India is!

A : Declarative
B : Imperative
C : Exclamatory
D : Interrogative

7. Find the story of a freedom fighter or a revolutionary, record it and present it in the class.



For the Facilitator :

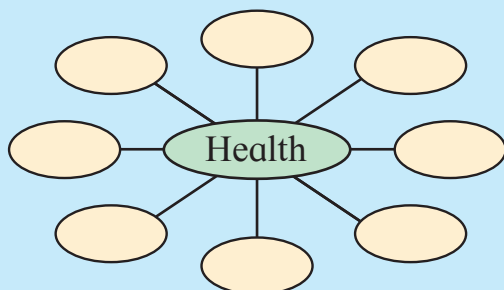
- Encourage the learners to prepare a Flipbook on ‘Independence Day’.
- Invite freedom fighter / public figure from your area and conduct informal interview on special occasions.

2.5

The Ancient Indian Doctor Charak

Warm-up :

- Write maximum words in one minute related to :



- Match the problem with the common home remedy :

Problem	Answer	Home Remedy
Cough		(a) Turmeric paste
Stomach-ache		(b) <i>Adulasa</i>
Wound		(c) Ginger tea
Cold		(d) <i>Pudin hara/Ajwain</i>

1. Read and understand :

It was a golden afternoon in Kolhapur and the sun filtered gently through the leaves of the old banyan tree in the backyard. Grandfather sat cross-legged on the mat, his silver hair **glinting** in the light, while little Meera, his curious eight-year-old granddaughter, tried to balance a wooden top on her palm.

They laughed together as the top spun and wobbled, finally tipping over. Meera clapped and nestled beside her grandfather.

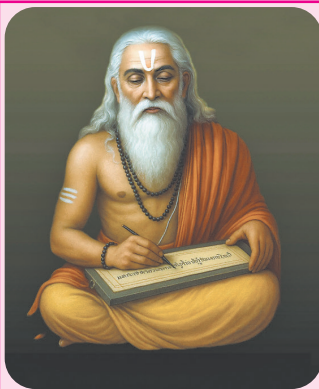
Suddenly, she fell and her knee started bleeding. Grandfather picked her up in a jiffy and started the household first aid.

Meera was holding her cry inside. Watching this, he said, “Thank God the injury is not serious, otherwise we would have to go for surgery.”

“Dada,” she asked, eyes wide with wonder, “how did people treat illnesses in **ancient** times? Did they do surgeries? Did they have doctors like we do now?”

Grandfather’s face lit up. “Ah, what a wonderful question, Meera! Let me tell you about one of the greatest **physicians** of ancient India, Charaka.”





Charaka lived nearly two thousand years ago and is considered one of the founding fathers of *Ayurveda*. He wrote the Charaka Samhita, a detailed text on medicine that covered everything from **anatomy** and **diagnosis** to treatment and **ethics**.

He believed that disease was caused by imbalances in the body and that healing came from restoring harmony through herbs, diet and lifestyle. Charaka emphasized prevention as much as cure and taught that a good doctor must be wise, compassionate and deeply observant.

His work influenced generations of healers and is still respected today. Charaka also made significant contributions to the understanding of genetics. He described in detail the procedures for the care of infants and children, making his work one of the earliest known texts on paediatrics.

His philosophy was simple yet profound, ‘A person who helps others in distress is the greatest among men.’

Grandfather gently tied the bandage on Meera’s knee and smiled. “Healing begins with care and **compassion**.” He said, “just as Charaka taught.”

Meera nodded thoughtfully. She now understood that a true doctor needs not only medicines but also compassion.



Word Basket :

- **glinting** : shining with small bright flashes of light.
- **ancient** : very old; from a long time ago
- **physician** : a doctor or healer
- **Ayurveda** : ancient Indian system of medicine
- **anatomy** : a scientific study of the structure of human or animal bodies.
- **diagnosis** : identification of nature and cause of an illness
- **ethics** : principles that govern a person’s behaviour or the conduct of an activity
- **compassion** : kindness and care for others

2. Answer the following.

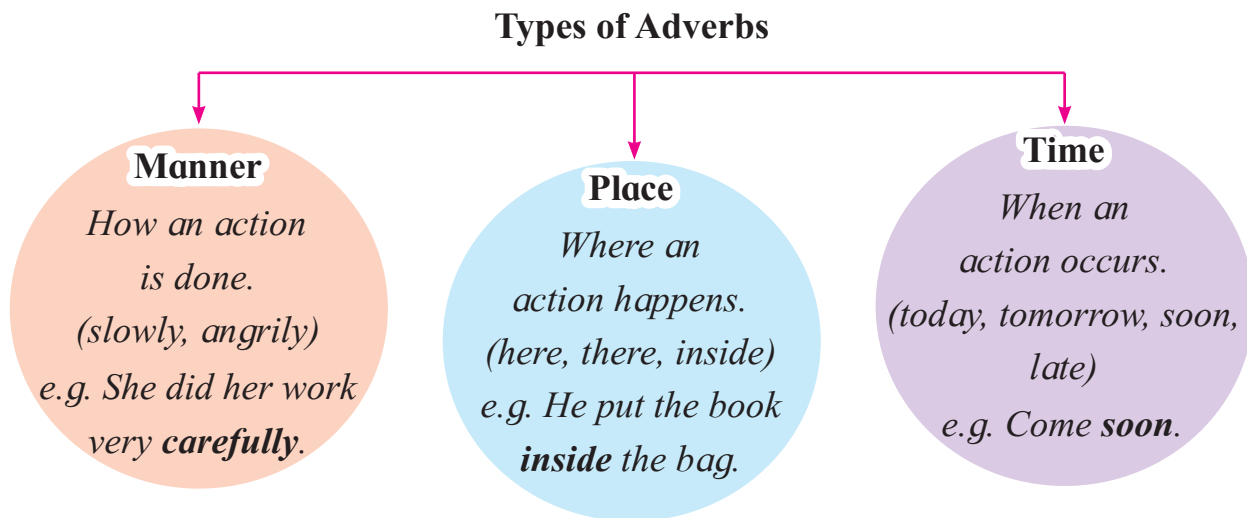
- Who was Charaka?
- Which famous book did Charaka write?
- What qualities did Charaka say a good doctor should have?

- (iv) What message does the line 'Healing begins with care and compassion,' convey?
 (v) Why is Charaka called one of the founding fathers of Arurveda?

3. What do we call the doctor who do special advanced study of :

- (i) bone (ii) brain and spine (iii) teeth (iv) eye
 (v) heart (vi) small kids (vii) skin

◆ **Adverb** : Adverb is a word that modifies verb, adjective and another adverb.



4. (a) Underline the adverb in the given sentence and identify its type.

- (i) Swapnil ran swiftly to catch the bus.
- (ii) The turtle moved slowly.
- (iii) I will call you later.
- (iv) The children shouted loudly.
- (v) Please put it here.
- (vi) It is warm inside.
- (vii) Sarita finished her work yesterday.

(b) Use given adverbs and make sentences.

behind there upstairs nearby

5. Write the adjectives from the lesson

- (i) (ii)
 (iii) (iv).....

6. Match the following root words with suitable suffixes.

Sr. No.	Root word	suffix	Word
i.	deep	-ful	e.g. deeply
ii.	treat	-ion	
iii.	wonder	-ness	
iv.	ill	-ation	
v.	prevent	ment	
vi.	examine	-ly	

Suffix : A suffix is a group of letters added to the end of a word to change its meaning or to form a new word.

7. Collect information about Sushruta, Nagarjuna, either from the internet/ encyclopaedia/magazines/journals.

8. Prepare a poster about the Indian scientists and display this poster in the classroom.

9. Observe the following medicinal plant and write their names and uses.

Pictures	Names	Uses
		
		
		
		



For the Facilitator :

- Explain to the learners how nouns, adjectives and adverbs can be formed by adding suffixes.
- Give them ample practice to use suffix, prefix, etc.

3.1 Words



• Let's find :

Words which
motivate us

Words which
make us happy

Words which
hurt us

1. Read and enjoy.

Some words heal and some words hurt,
Some cause sorrow and some cause **mirth**.
Some words harsh bring grief and tears,
Some words **soothe** troublesome fears.

Some words kill and some give life,
Some hit as hard, as a steel tipped knife.
Some bring hope to a **sinking heart**,
Some cause husband and wife apart.

Harsh words come from a thoughtless mind,
Sweet words belong to a heart that is kind.
So are you, open not your mouth in haste,
Think well each word, speak well in taste.

- Anonymous



Word Basket :

- **mirth** : happiness or joy
- **soothe** : to calm or comfort
- **sinking heart** : feeling sad or depressed

2. Answer the following :

- What should we do to become a polite speaker?
- Why does the poet say that harsh words bring grief and tears?
- Why is it said that sweet words belong to a kind heart?
- Discuss how some words bring hope to a sinking heart?

3. Fill in the blanks by choosing the correct option.

- (i) Some words hit as hard as a tipped knife. (gold/steel/silver)
- (ii) Some words bring to a sinking heart. (anger/hope/fear)
- (iii) A “sinking heart” means feeling (happy/sad/excited)

4. Write rhyming pairs from the poem.

5. Give the details of the poem using the following points.

Name of the poem	
Name of the poet	
Rhyming scheme	
Figures of speech	
Line that I like the most	

6. Write the message of the poem in your own words.

◆ **Poetic Device :**

Repetition

Repetition is a figure of speech in which words or phrases are repeated.

*e.g. “Some **Cause** sorrow and Some **Cause** mirth.”*

7. Find more examples of Repetition from the poem.

8. Sing the poem with proper stress and intonation. Record it and share with your friends.

9. Find the meaning of the following idioms from dictionary and use it in your own sentence.

- (i) in other words
- (ii) the last word
- (iii) word of mouth
- (iv) word for word
- (v) eat your words
- (vi) word gets around



For the Facilitator :

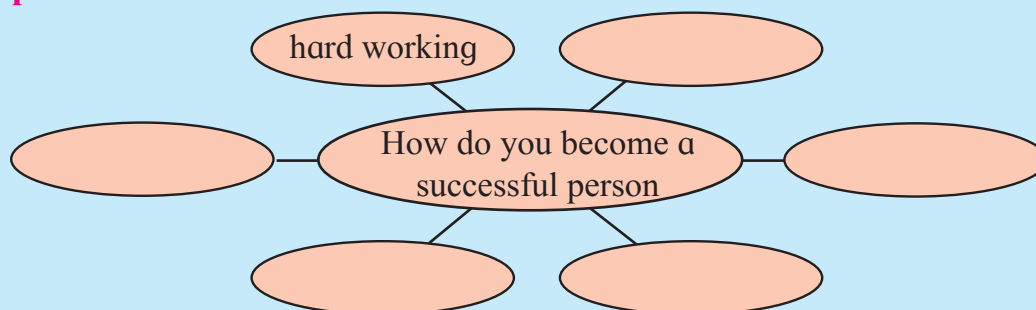
- A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. In the poem “A Water Drop” the rhyme scheme is - aabb.
- Explain the rhyme scheme with examples and explain the difference between alliteration and repetition.

3.2

Dreaming Big : Dr. Raghunath Mashelkar

Warm-up :

- Complete the web.



1. Read the interview.



Dr. Raghunath Anant Mashelkar is one of the most famous Indian scientists. He was born in a small village called Mashel in Goa. He faced many hardships in his early childhood. His father passed away when he was very young. His mother moved with him to Mumbai from their native village, Mashel to earn a living. His mother worked very hard to support his education.

When he was a child, life was very difficult. He did not even have shoes and studied under the streetlight at night. He studied in Union High school, Marathi medium Municipal school in Girgaon. Despite being one of the toppers in SSC Board Examination, he almost gave up studying because his mother could not afford higher education. However, his friends collected Rs.200 to help him to get admission to Jai Hind College. Later, he continued his education with the help of a scholarship from the Sir Dorabjee TATA Trust.

He became a great scientist and later the Director-General of CSIR (Council of Scientific and Industrial Research). He has received many awards like Padma Shri, Padma Bhushan, and Padma Vibhushan for his work in science. Dr. Mashelkar always says, “It is not money, but ideas that make great inventions.”

An Interview with Dr. Mashelkar

(This is an imaginary interview with Dr. Mashelkar, taken by a girl named Poorva, a student of Grade Six. His journey as a scientist is highly inspiring)

Poorva : Good morning, Sir! It's a great honour to meet you.

Dr. Mashelkar : Good morning, Poorva! I'm happy to meet young students like you.

Poorva : Sir, could you please tell us more about your childhood?

Dr. Mashelkar : I was born in a small village called Mashel in Goa. My father passed away when I was six. My mother and I moved to Mumbai. I walked barefoot and studied under streetlights. But I loved learning and I always believed education would change my life.

Poorva : Who inspired you the most when you were young?

Dr. Mashelkar : My first **inspiration** is my mother and my science teacher.

Poorva : What were the turning points in your life?

Dr. Mashelkar : My first turning point was meeting my Guru Prof. Manmohan Sharma under whom I completed my PhD within three years. I have imbibed a lot of values from him. Ours is a unique combination of Guru and Shishya both of us are FRS [Fellows of the Royal Society]. Another turning point was meeting my **mentor** Bharat Ratna Prof. C. N. R. Rao later in my life. He set very high goals and spotted young talent.

Poorva : Sir, you studied in the UK. Why did you return to India?

Dr. Mashelkar : Yes, I worked in the UK for some time, but my heart was in India. I wanted to use my knowledge for my country. So, in 1974, I came back to India to help in nation-building through science.

Poorva : Sir, we know you are a great scientist. Can you tell us what your main work is about?

Dr. Mashelkar : I am a chemical engineer. My main research is in **polymer** science and engineering. Polymers are materials used to make many things like plastics, rubber and even some medicines.

Poorva : That sounds interesting! What is the unforgettable moment in your life?

Dr. Mashelkar : When I became a Fellow of the Royal Society in London in 1998. I signed the same book in which Sir Isaac Newton had signed! It's a proud moment for a boy who studied under a streetlight.

Poorva : You have created an award in your mother's name. Please tell us about it.

Dr. Mashelkar : Yes, of course. It's a proud moment for me too. I started the 'Anjani Mashelkar **Inclusive Innovation** Award' in memory of my mother. It is my way of honouring her dream.

Poorva : What is the secret of your success, Sir?

Dr. Mashelkar : It's simple work, work and more work! I wake up early and keep learning every day. Hard work and discipline bring success.

Poorva : Thank you very much, Sir! We learnt a lot from your journey. We learn that even if life is full of problems, we can reach great heights through education, hard work and big dreams.

Dr. Mashelkar : Thank you, Poorva. I wish you and all the students a very bright future. Always keep your curiosity alive!



Word Basket :

- **inspiration** : someone or something that encourages you
- **mentor** : a guide or teacher who helps you to improve
- **polymer** : a material used to make things like plastic, rubber, etc.
- **inclusive** : something that includes or supports everyone
- **innovation** : a new and creative idea that helps people



2. Examine the interview and respond to the questions.

- What difficulties did Dr. Mashelkar face in his childhood?
- How did his mother inspire and support him?
- Why did Dr. Mashelkar return to India even after studying and working abroad?
- Why is hard work and discipline important for success?

3. List out the awards and honours received by Dr. Raghunath Mashelkar.

4. Rearrange the letters to make meaningful words.

- TOONINAVIN -
- ONITATSNAI -
- CLISUNVIE -
- MZYENES -

◆ **Make more jumbled words and ask your friend to make meaningful words with it.**

5. Conduct an interview of a famous personality in your area (such as a freedom fighter, doctor, social activist or professionals from different fields, etc.). Prepare a set of questions for interview with the help of the following points.

- Introduction and planning
- Personal background questions
- Unforgettable moment in life
- Professional life
- Contribution to society
- Achievements

6. Write a short essay on ‘A female Indian Scientist’.

7. Read the following phrases and use them in your sentences.

- (i) to give up (ii) with the help of
(iii) a lot of (iv) to be full of

8. Read the following sentences and identify whether the intonation is rising ↑ or falling ↓. Mark the correct arrow for each sentence in the given box.

- (i) Will you give me your pen, please?
- (ii) Could you please tell me this address?
- (iii) Shut the door.
- (iv) Sit down.

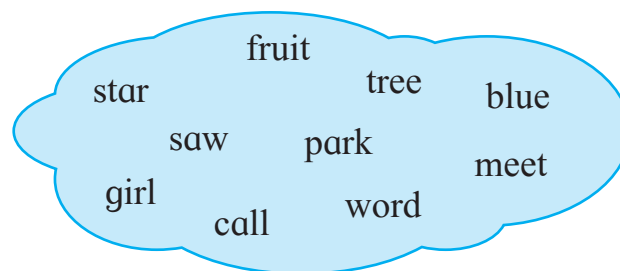
Note : *Rising intonation is usually used in polite requests while falling intonation is used in commands.*

Now, try this using various commands and requests (sentences).

◆ **Listen and repeat**
(Long vowel sounds) :

Sound	Words
/ i: /	see
/ a: /	car
/ ɔ: /	ball
/ u: /	food
/ ɜ: /	bird

◆ **Read and identify the long vowel sounds from the given words.**



9. Enlist other long vowel sound words and practise :

10. Listen to the interview of famous Indian scientists such as Dr. A. P. J Abdul Kalam, Vikram Sarabhai, etc.



DISCOVER TED TALKS



What is TED Talk?



- TED = Technology, Entertainment, Design
- Short, fun, inspiring talks by people with big ideas
- Speakers can be kids, teens or adults sharing stories, discoveries or solutions

Why Watch TED Talks?



- Learn new ideas from kids and adults
- Get inspired to try something new
- Spark fun discussions with friends and classmates

Recommended Short TED Talks for Kids



Speaker	Talk Title	Duration
Surabhi Gautam	How she became IAS.	18 min
Capt. Hansja Sharma	Stories of success through struggle	16 min
Emily Jaenson	Six behaviours to increase your confidence	10 min

After Watching - Think and Share



- What was the main idea of the talk?
- How did the speaker inspire you?
- Can you try one idea from the talk in your life?

Listen to the educational TED Talk (link provided by facilitator) and communicate the central idea.



For the Facilitator :

- Provide educational links to the learners. Encourage them to listen to educational TED Talks.

3.3 Too Scared to Sleep



Warm-up :

- There are many things which you may find scary. List them.
- Do you like to read horror stories? Why? Why not?

1. Read the story carefully :

Beth heard an owl **hoot** and the night wind **rustle** through **piles** of dead leaves. She **shivered** and unrolled her sleeping bag near a big oak tree.

"This is a good spot to spend the night," Kelly said. "I'm glad your uncle said we could sleep out on his land."

"Maybe we should be a little closer to the cabin," Beth answered.

"What's the point of camping out if we sleep next to the cabin?" Kelly asked.

"Promise you won't be too scared to sleep out if I tell you?" Beth said.

"Uncle Frank said to be sure to fasten the gate so the ghosts won't come in."

Kelly laughed. "Hey, you don't believe in ghosts, do you? You know how your Uncle Frank is always kidding around. I think he was just **teasing** you."

"Maybe," Beth said. She shivered. It was getting dark fast. Already the cabin was lost in the shadows of the forest behind it.

They took off their boots and slid into their sleeping bags. Beth turned on her flashlight and let the light shine along the fence. She could see that the gate was shut tight. Of course, Uncle Frank was



just kidding about the ghosts, Beth thought. That was just like him. He was trying to make sleeping out a real adventure.

Kelly yawned. “It’s pretty late,” she said, using her flashlight to look at her watch in the **fading** light. “I’m going to sleep.”

Beth lay still. She heard the steady sound of Kelly’s breathing. She heard the sound of wind in the trees. Then she heard a noise by the gate. Her heart beat faster.

She turned the flashlight in that direction. Something white moved on the other side of the gate.

The gate **rattled**. Something white was trying to open it.

“Wake up, Kelly!” Beth shouted, reaching over and shaking her by the shoulder. “There really are ghosts!” Beth’s flashlight picked out two white forms near the gate.



“Let’s get out of here!” Kelly yelled.

The two girls **squirmed** out of their sleeping bags and ran to the cabin, leaving their boots and sleeping bags behind. They locked the cabin door behind them.

Uncle Frank found them fast asleep, sitting in chairs and wrapped in blankets, when he brought down doughnuts early the next morning.

“What goes on here?” he asked. “Your sleeping bags are out under the oak tree and here you are asleep in the cabin.”

“Oh, Uncle Frank,” Beth said. “The ghosts came, just like you said. We saw them!”

“Ghosts?” Uncle Frank shook his head. “I never said ghosts would come!”

“You did so,” Kelly said. “You said be sure to fasten the gate so the ghosts couldn’t get in. We saw two white ghosts over by the gate last night. That’s why we ran in here.” Uncle Frank laughed. “I didn’t say ghosts. I said be sure to fasten the gate so my neighbor’s goats wouldn’t come in. They’re always trying to **sneak** into my vegetable garden. Look outside.”

Beth and Kelly **groaned**, then they began to laugh. There by the fence stood their two hairy, four-footed “ghosts,” calmly chewing grass.

- By Nancy Lenz



Word Basket :

- **hoot** : to make a loud, high-pitched sound (like an owl)
- **rustle** : to make a soft, whispering sound (like leaves moving)
- **piles** : a heap or a stack of things, often messy or untidy
- **shivered** : shook or trembled (often because of cold or fear)
- **teasing** : make fun of someone in a playful way
- **fading** : getting weaker or less bright (like light)
- **rattled** : made a noise by shaking or moving (like a gate)
- **squirmed** : wiggled or twisted the body from side to side
- **sneak** : to move quietly and secretly
- **groaned** : made a low, unhappy sound (often because of embarrassment)



2. Answer the following.

- (i) What do you do when you get frightened?
- (ii) What do you do to stay strong even when you feel a little scary ?
- (iii) Why did Beth think that there was a ghost rattling the gate ?
- (iv) Why did the children run inside the cabin?

3. Write about an incident that was scary earlier to you but is now funny.

4. Do you know there are festivals in India in which people paint various kinds of masks and present their traditional art? Collect information about such festivals and arts and display them in the class.

5. Paper work - Make some scary/funny paper masks from waste paper bags.



6. Do you agree that fear depends on how we think? Express your opinion.

7. Word Play.

(i) Homophones

Read the sentences carefully :

*She told me a **tale** of a **tail**.*

*I can **see** a ship in the **sea**.*

In first sentence, the word tale and tail sound alike.

While in the second sentence see and sea sound alike.

*Such words are called homophones. **Homophones sound alike, their spellings and meanings differ.***

Here is a list for you. Use them in your own sentence.

Two-to, by-bye-buy, ship-sheep, meet-meat

(ii) Homographs

Read the sentences carefully :

*The **bat** rested near the **bat** hanging from the roof.*

*Turn **right** to see if your answer is **right**.*

*Here the first word **bat** means cricket **bat** and the second word **bat** means an animal.*

*While in the second sentence first **right** is direction and the second word **right** means correct.*

*Such words are called as homographs. **Homographs–Same spelling, different meanings, may have different pronunciations.***

Here is a list for you. Use them in your own sentence.

bank, seal, tire, bark.

8. Pun :

- (i) The maths teacher has too many **problems**.
- (ii) A bicycle can't stand on its own because it is **two-tired**.
- (iii) I am on a **seafood** diet; I **see food** and eat it.

Above bold italic words bring humour in the sentences. A Pun is a play on words that creates humour by using words with double meaning or similar sounds.

◆ Create your own sentences using Pun.



For the Facilitator :

- Explain Homophones, Homographs and Pun to the learners by giving more examples.

3.4 Eco - Warriors Unite!



Let's think :

• What will you do if :

- (i) You see paper bits scattered in the classroom.
- (ii) There is garbage in the parking area of the society.
- (iii) Someone has thrown a banana peel on the road.

• Throw the given waste into proper dustbin-(Dry waste/Wet waste)
vegetable waste, broken toys, paper, banana peels, plastic wrappers used
tea leaves

Dry waste	Wet waste
.....	

1. Read the given skit carefully.



(Kids enter High hills. They are getting ready for the trek.)

Aarav : Let's explore High hills! We will have so much fun together.

Priya : I want to hear so many birds singing like orchestra!

Kabir : Yes and the waterfall will be flowing with **crystal clear** water.

Isha : Oh no! What a hardluck! Look Aarav, what we've got is a treasure of garbage here...

Rohan : I think there are stink bombs in disguise.

Neha : *(holding handkerchief around nose)* and

Kabir... your dreamy waterfall is none other than a dirty pour...

Aarav : What a dirty picture of the environment it is! How can we clean it? Now only superheroes can help us...

Rohan : Ha... ha... superheroes? Are they for real? Do they **exist**? Call them then. Let me see how they can help us.

Aarav : What? Don't you trust me? Now see..

Zip zap zoom,

Run from room

Oh my superheroes

Come fast boom!

Neha : Hee.. hee... heee.... so funny! Is it a magic mantra?

(cloud of dust spreads over and superheroes come there.)

Kabir : *(Shaking with fear)* Who are you?

Shaktisen : Hello, I am Shakti Sen and these are my friends Bhirbhiri and Dhoomchand!

Isha : Oh! Thank you for coming here to help us! Will you please collect the garbage from this jungle?



Bhirbhiri : Whose perfume is so bad that I can't even breathe ...

Rohan : *(Smells his shirt)* Umm.... Not mine...it's not a perfume ...it's a smell of garbage spread all over here..

Bhirbhiri : Ohh no! I feel like vomiting

Kabir : Are you sure you have super qualities? You are supposed to help us .

Bhirbhiri : Yes.. I do have super qualities. But... this... smell... is... ughhh...
(falls down unconscious)

Rohan : Now? Dhoomchand, look, the water is so dirty that even animals hesitate to drink it.

Dhoomchand : Dhan-ta-dan.. Don't worry. I'm here now and I will clean it.
(Disappears. Comes after few seconds) What a horrible picture it is! Is it a flowing dustbin or what? The river is full of plastic bags, garbage, drainage water, etc. Only plastic bags are swimming in the water replacing fish.

Isha : What? No fish in the water? Oh no... but I love them so much!

Dhoomchand : The **aquatic life** is in danger. I'm feeling very thirsty after watching this.

Isha : *(Offers bottle)* Have some water.

Dhoomchand : Ha.. ha.. ha.. a bottle of water! I drink a **barrel** of water at a time. Give me that much or let me search for it. *(Disappears)*

Rohan : Oh no! he is also gone! Shaktisen now only you can help us.

Shaktisen : Zoom... zoom... zoom... *(swirling here and there)* Are you joking? The garbage is too much for me to collect!
I'm leaving... zoom... zoom... zoom...

I'm happy in my world. You have made the earth the biggest dustbin ever...!
I can't help you! Bye... zoom... zoom... zoom...

Isha : Now? Nobody is helping us. What should we do now?



Aarav : Let's help ourselves.

Rohan : Yeah! We can make a difference.

Neha : Let's be eco-warriors for High hills!

(Kids spot trash, garbage affecting streams and harm to animals.)

Priya : Oh no! Animals might get hurt by this plastic!

Kabir : The polluted water is dangerous for their health.

Isha : We throw away so much waste it's damaging nature!

Rohan : Recycling can help to reduce this trash.

Neha : We should clean the water too.

Aarav : High hills are in trouble. We MUST act!

(Kids start cleaning, collecting trash, sorting

recyclables, talking about reducing waste.)

Kabir : We are the real superheroes. Let's pick up this litter and make High hills sparkle!

Priya : Animals will thank us if we clean up!

Isha : Reducing plastic is super important. We can reuse bags!

Rohan : Sorting recyclables like paper, plastic helps a lot!

Neha : Let's not throw garbage in water.

Aarav : Together we're making High hills healthier!

All sing : "We're eco-warriors! We will save our earth!"

Priya : We will work together with our parents too. Then only birds will be happier because of less trash!

Kabir : High hills will shine like a green gem!

Rohan : Recycling will turn trash into treasure!

Neha : Saving water will keep nature flowing like a stream!

Aarav : Yes we will. Let's keep our environment clean and green!

All together : *(Holding each other's hand)*

Zip zap zoom

Zip zap zoom

Run from room

We are the superheroes

We'll change it soon!



Word Basket :

- **orchestra** : a group of musicians playing together.
- **crystal clear** : extremely clear or transparent.
- **exist** : to be real or present./occur or be found, especially in a particular place or situation
- **aquatic life** : life in water
- **barrel** : a large container, usually for liquids.
- **swirling** : moving in a twisting motion.



2. Answer the following.

- Do you think the superheroes should have helped them? Why?
- Explain the three terms 'recycle', 'reduce', 'reuse'.
- Do you think children will be successful in their mission?

3. Do you think the following activities can be helpful to our environment? How? Discuss in the classroom.

- Saanvi's grandma always carries a jute bag whenever she goes out.
- Riya uses a metallic water bottle.
- Arjun throws the garbage in wet waste and dry waste accordingly.
- Vedang's father uses a bicycle to go to nearby places.

4. Find imperative and exclamatory sentences from the skit.

5. Identify the verbs in the given sentences and write them in the box.

- The kids enter greenpeak doing energetic trek dances.
- Let's explore greenpeak!
- I want to hear so many birds singing.
- Let's pick up this litter and make greenpeak sparkle.

6. Choose the correct verb from the brackets and put it in the given space.

- Aarav (talk/talks) about nature.
- The kids (explores/explore) greenpeak happily.
- The children (feels/feel) worried about pollution.

7. Write a small skit about awareness of the environment and present it in your school assembly/programme.

8. There is a funny magic spell in the given skit 'Zip zap zoom...' Make some other funny magic spells.

9. Plan about festival celebrations in an eco-friendly manner write about it with the help of given points.

- List up the eco-friendly things you will use.
- Decide the things which you will avoid using.
- How will you try to avoid pollution (air/water/soil/sound)?
- Think upon new creative ideas for it.

Present Progressive Tense	Past Progressive Tense	Future Progressive Tense
<i>Present Progressive Tense describes the actions happening right now.</i>	<i>Past Progressive Tense describes the actions happening at a specific time in the past.</i>	<i>Future Progressive Tense describes the actions which will be taking place in the future.</i>
<i>e.g.</i> 1. She is studying in her room. 2. They are playing soccer on the playground. 3. The baby is crying without her mother.	<i>e.g.</i> 1. She was studying in her room yesterday. 2. They were playing soccer at noon. 3. The baby was crying without her mother.	<i>e.g.</i> 1. She will be studying tomorrow. 2. They will be playing soccer. 3. The baby will be crying without her mother.

10. Use the correct form of the verb. (Present Progressive, Past progressive or Future progressive.)

- He on C- Language nowadays. (work)
- They a movie when the phone rang. (watch)
- She exercise tomorrow morning. (do)
- He science for his upcoming test. (Study)
- As the direct train is not available, he by bus. (travel)

11. Arrange the cleaning campaign with the help of teachers and parents.



For the Facilitator :

- Conduct 'A Clean and Beautiful Classroom Competition' in the school and give 'Best classroom Award'.
- Encourage the learners to collect different skit on environment for children's magazines.

3.5

A Book Review : Ranji the Music Maker

Find and write :

- Name the books that you like the most and write its type :

My favourite books	Type of Book



1. Read the following :

An extract from Ruskin Bond's 'Ranji the Music Maker'

Ranji, nine years old, sat on the steps of his house, playing an old flute that he had found in the storeroom. Well, he was trying to play it. In truth, he was unfamiliar with flutes, or any kind of instrument, but he was doing his best to produce a few **shrill** notes. Nobody seemed to notice, though. A crow cawed from a neighbouring wall; it sounded better.

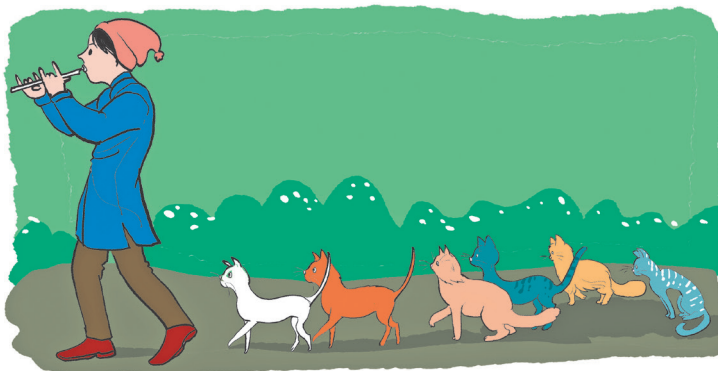
The flute was old, but it was a good flute and after some time Ranji managed to produce a few magical notes. Presently a little kitten crossed the road, sat down in front of Ranji and listened with rapt attention to the flute music. The sounds produced by Ranji may not have been pleasing to crows or humans, but cats were different. Cats had their own musical tastes!

It was a tabby kitten, white with black patches. It sat in the sun and listened closely. And soon it was joined by its mother, a large black cat with green eyes. She listened too, purring softly.

Before long they were joined by other cats- ginger cats, grey cats, spotted cats, fluffy cats, skinny cats. Ranji hadn't realized there were so many cats in his **mohalla**, his neighbourhood. He was sure his mother would be annoyed by their presence, so he got up from the steps and still playing **wheezily** on the flute, walked down the lane towards the railway station.

The cats followed him.

Ranji didn't mind. If they liked his music, they were welcome to follow him. Was this what it was like to be a Rock Star? Except that Pop Singers were usually followed by people, not cats.



- Ruskin Bond

◆ **Book review of Ruskin Bond's 'Ranji the Music Maker' :**

1. Name of the book	Ranji the music maker
2. Writer's name	Ruskin Bond
3. Central theme	Ranji stumbles upon assorted musical instruments in the storeroom first a shrill flute, then a blaring little trumpet and, finally, a too-big drum that may have once sounded like a battle march. He stages impromptu concerts down the road, not sparing his neighbours, nor the cats around his porch, nor the peace-loving inhabitants of the zoo! But all Ranji's really seeking is a friend who'll hear the magic in his din.
4. Characters from the story	Ranji, Ranji's mother, cats, dogs, birds, crocodile, etc.
5. The best part of the book	The best part of the book is that Ranji tried every instrument on every person around him as well as animals. It makes the situation more funny.



Word Basket :

- **shrill** : high-pitched and piercing sound
- **mohalla** : a neighbourhood or a local area
- **wheezily** : with a wheezing sound, often due to breathing difficulties

2. Read the book review again and number the sentences in correct order. The first one has been done for you.

	A little kitten crossed the road, sat down in front of Ranaji.
1	Ranaji, nine-year-old, sat on the steps of his house, playing an old flute.
	They were joined by other cats- ginger cats, spotted cats, fluffy cats, skinny cats.
	Soon it was joined by its mother, a large black cat.
	It was like to be a Rock Star.

3. Read the above extract and the review and answer the questions :

- Which characters are there in the story?
- Why did Ranji think his mother would be annoyed?
- What is the best part of the story book?
- What do you think Ranji learned from this experience about music and its power?
- Can you imagine what might happen if Ranji decided to play a different kind of music?

4. Write a book review about any one of your favourite books and present them in the class.

i. Name of the book	
ii. Writer's name	
iii. Central theme	
iv. Characters from the story	
v. The best part of the book	

5. Using vowels, complete the words given below.

- (i) n _ _ g h b _ _ r h _ _ d. (ii) s t _ r _ r _ _ m.
 (iii) _ n f _ m _ l _ _ r. (iv) r _ _ l _ z _ d.
 (v) _ n s t r _ m _ n t. (vi) _ t t _ n t _ _ n.

6. Play a Scavenger hunt.

- (i) Find out the synonym for 'happiness or joy' from the poem - 'Words'
 (ii) Find out the antonym for - 'valueless' from the chapter The Value of Time.
 (iii) The word from the chapter 'The Untold Story of the *Samosa* means 'family history'.
 (iv) The word means 'warm and comfortable' from the chapter 'Self-help is the only way'.
 (v) Find out the antonym for-'Kind' from the poem-'Mirror'.

7. Find the adjectives for the given nouns from the text.

- (i) flute (ii) notes (iii) kitten
 (iv) patches (v) mother

8. Change any letter at a time to form a new word.

- e.g.** book → cook → cool → coal → goal
 (i) best →
 (ii) crow →
 (iii) mind →
 (iv) drum →



For the Facilitator :

- Encourage the learners to read stories written by Ruskin Bond or stories of other writers. Use various resources like encyclopaedia, websites, libraries, etc.
- Collect information about Ruskin Bond and introduce him to the learners.

4.1

The Song of the Mischievous Dog



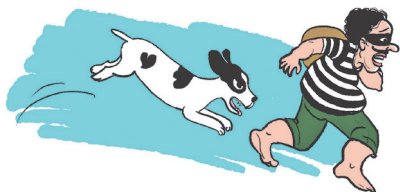
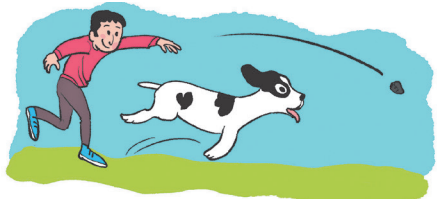
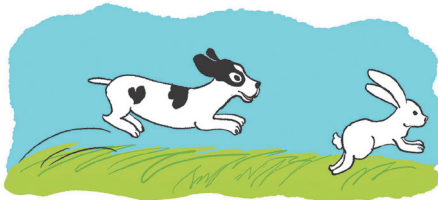
Let's observe and discuss :



- What do you think about the mood of the dog?
- What might this dog be saying if it could talk?

1. Read and recite.

There are many who say that a dog has its day,
And a cat has a number of lives;
There are others who think that a lobster is pink,
And that bees never work in their hives.
There are fewer, of course, who insist that a horse,
Has a horn and two **humps** on its head,
And a fellow who **jests** that a **mare** can build nests,
Is as rare as a donkey that's red.



Yet in spite of all this, I have moments of **bliss**,
For I cherish a passion for bones,
And though doubtful of biscuit, I'm willing to risk it,
And love to chase rabbits and stones.

But my greatest delight is to take a good bite,
At a calf that is **plump** and delicious;
And if I indulge in a bite at a **bulge**,
Let's hope you won't think me too **vicious**.

- Dylan Thomas



Word Basket :

- **humps** : a round raised part on a person or animal's back
- **jest** : to joke or speak humorously
- **mare** : a female horse or donkey
- **bliss** : a state of supreme happiness or joy
- **plump** : having a pleasantly soft rounded body or shape
- **bulge** : a round lump that sticks out on something
- **vicious** : cruel or savage



2. State whether the following statements are true or false.

- The dog loves bones and enjoys playing -
- The dog dislikes to chase rabbits and stones for fun -
- The dog enjoys taking a bite at a plump calf -
- The dog hopes people won't think he is too vicious -
- The dog never does anything wrong and is always gentle -

3. Find the words that describe the actions of dog.

4. Write the rhyming pairs and construct humorous sentences using them :

- (ii)

5. Choose the correct rhyme scheme of the poem :

- aaaa
- abcb
- abab
- aaac

6. Find the figures of speech 'Simile' and 'Repetition' from the poem.

7. Answer the following :

- What mischievous activities did the dog do?
- Justify the naughtiness of the dog.
- What does the poet tell us about pets through this poem?

8. 'Are mischievous pets better than well-behaved ones?' Collect views from different people around you and conclude with your opinion.

9. Write Do's and Don'ts about behaving with stray animals.

Sr. No.	Do's	Don'ts
1.	Provide drinking water and food	Don't hit or physically harm
2.		
3.		
4.		
5.		

10. Read and enjoy :



Raju : Doctor, Doctor my eyesight is getting worse.

Man : You are absolutely right. This is a post office not a hospital.

Mother : What are you doing, son?

Boy : Writing a letter to my brother.

Mother : Nice! But why are you writing so slowly?

Boy : Because he can't read fast.



• Create your own joke.

.....

.....

.....

.....



For the Facilitator :

- Ask learners to read the jokes with expression.
- Encourage the learners to create their own jokes and share them with friends.

4.2

The Indian Root of Mathematics



Let's explore :

- Read the statements aloud. Show thumbs up for a true statement and thumbs down for a false statement.

- Mathematics can be taught through stories.
- India has a long history of mathematics.
- Nature doesn't help to learn.
- Mathematics is easy if you practice exercise everyday.
- Mathematics sharpens your mind.
- All triangles have 4 sides.

- Work in pairs and match the following : (One is done for you)

Ancient Inventors of India

- Aryabhatta
- Sushruta
- Patanjali
- Charaka
- Nagarjuna

Inventions/Specialization

- Inventor of Ayurvedic medicine
- Ancient Alchemist
- Surgery
- Yoga
- Concept of zero

1. Read and understand : (Part-1)

Leelavati was **fond** of flowers, especially lotus flowers. She loved to watch the lovely lotus that stood straight in water. Sometimes, it **swayed** with the wind.

She also liked the peacock with its beautiful tail feathers.

It flew only as high as the branches of the trees. When it **spied** a **serpent** sliding by, how fast it **swooped** upon the serpent.

She **gazed** and gazed at the graceful swan that glided upon the lake... she laughed when she watched the **antics** of the monkeys...

And she loved maths! Surprising, isn't it? Not really. because *Leelavati* lived in India hundreds of years ago and studied maths from a book which was very **poetic**! The book, too, was called '*Leelavati*'. The sums in it brought to *Leelavati*'s mind all the beautiful things she loved. Here's an example :



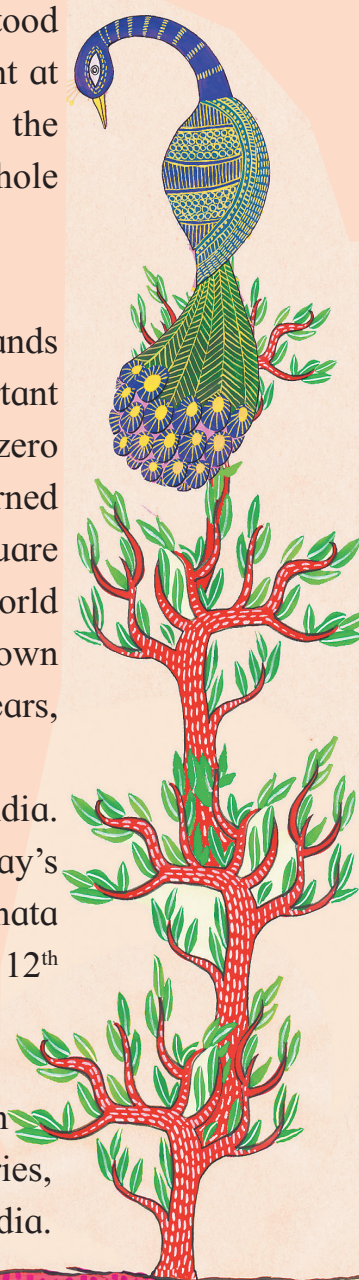
A peacock was sitting on a straight coconut tree that stood tall. It saw a serpent moving to its hole. It flew straight at the serpent and caught it just as it was about to enter the hole. If it flew a distance of... how far away was the hole from the tree?

(Part-2)

Indians have been skilled mathematicians for thousands of years. India was the birthplace of many important mathematical concepts. For example, the **concept** of zero originated in India. It is from India that the world learned the decimal system. Indians knew how to calculate square roots and cube roots when people in the rest of the world were not aware of these concepts. Indians have known algebra, geometry and trigonometry for hundreds of years, much before the others.

There have been many great mathematicians in India. The mathematics they knew was advanced, even by today's standards. You may have heard the names of Aryabhata and Bhaskaracharya. Bhaskaracharya lived in the 12th century.

He wrote '*Leelavati*' a book that teaches arithmetic through interesting examples. The examples are written in the form of verses! '*Leelavati*' was used for centuries, as a textbook of mathematics in many parts of India.



Word Basket :

- **fond** : loving something very much
- **swayed** : moved gently from side to side
- **spied** : saw or noticed suddenly
- **serpent** : a snake especially a large one
- **swooped** : moved quickly downwards through the air
- **gazed** : looked, stared at
- **antics** : funny or playful actions
- **poetic** : written in the form of poetry
- **concept** : an idea

2. State whether the following statements are true or false :

- (i) 'Leelavati' lived in modern times.
- (ii) The book 'Leelavati' teaches mathematics using stories and verses.
- (iii) Indians learned algebra from other countries.
- (iv) The peacock flew very high in the sky.
- (v) 'Leelavati' was used as a textbook for many years

3. Find and write two Mathematical concepts that originated in India.

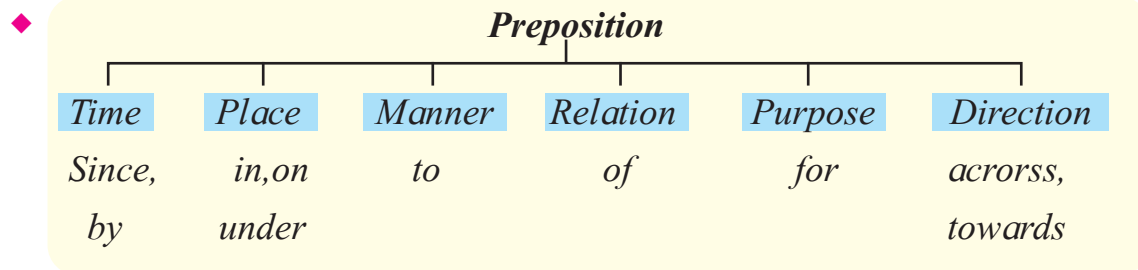
4. Describe how nature was used to teach Mathematics in the book 'Leelavati'.

5. Explain why India is called the birthplace of many mathematical concepts.

6. Why did Bhaskaracharya name his mathematical book 'Leelavati'?

7. Make sentences with the help of the following phrases :

- (i) to be fond of (ii) to be afraid of (iii) in search of



8. Fill in the blanks using proper preposition :

- (i) The hole is far away to / of / from the tree.
- (ii) It saw a serpent moving in / at / to its hole.
- (iii) The graceful swan glided for / from / upon the lake.
- (iv) She loved in / to / at watch the lovely lotus.
- (v) The lotus stood straight across / in / of the water.

9. Sam wants to visit his friend, who lives in Mumbai. He calls and asks how to get there. Read the responses of Sam's friend from the pink box. Frame questions for Sam to get the answers given by his friend.

Q.?

A - By bus , train, or car

Q.?

A - By train

Q.?

A - About 45 rupees.

Q.?

A - About an hour.

Q.?

A - At 8.45 am in the morning.

Q.?

A - At about 10 am in the morning.

Q.?

A - By taxi

You can get to Mumbai by bus, train or car, but the best way to get there is by train. It costs about 45 rupees, and it takes about an hour. The train leaves at 8.45 am and arrives at about 10 am. You can get to my house from the station by taxi.

10. Collect information about ancient mathematicians from India. Write five sentences on at least two of them.

◆ **Listen and repeat**

(Diphthongs) :

Sound	Words
/ eɪ /	day
/ aɪ /	time
/ ɔɪ /	boy
/ aʊ /	now
/ əʊ /	go
/ ɪə /	ear
/ eə /	air
/ ʊə /	tour

◆ **Read and identify the diphthongs in the given words :**



11. Practice these diphthongs using appropriate words :

12. Read any book on science fiction written by Dr. Jayant Narlikar and write short book review on it.



For the Facilitator :

- Record short audio stories on ancient Indian Mathematicians and provide learners with opportunities to listen and explore how Mathematics developed over time.
- Ask learners to practice 'Diphthongs' using simple examples.

4.3

The Untold Story of *Samosa*

Let's do :

• Categorize the following words in the given table :

Cook	Peel	Melt	Eat
Clean	Whisk	Cut	Pour
Stir	Serve	Knead	Bake
Marinate	Pack	Grill	Grind
Decorate	Fry	Boil	Swallow

Category	Verbs
Preparation	
Cooking process	
Serving and eating	

1. Read the article :

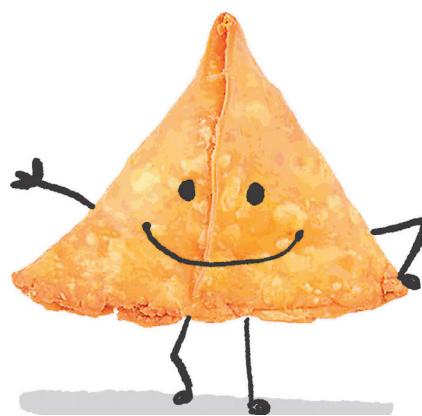
How was the *Samosa* born?

The *samosa*, India's most beloved snack, didn't originate in India at all. Tracing its roots to Persia as the '*Sambosa*', this fried pastry travelled through trade routes, entered Mughal courts and eventually **embraced** the humble potato. Thanks to the Portuguese and British. From royal banquets to roadside stalls, the *samosa's* journey is a tale of migration, **adaptation** and **irresistible** flavour.

From Persia to Punjab : The Incredible Journey of the *Samosa*

The earliest whispers of this beloved triangle echo not from Delhi's bustling bazaars but from the dusty kitchens of Persia. The Iranian historian Abul Fazi Behagi mentions a dish called '*Sambosa*' in the 10th century. Small, crescent-shaped pastries stuffed with minced meat, nuts, onions or dried fruits, these were nothing like the potato-filled triangles we know today.

Arabic texts from the 11th to 13th centuries also describe '*Sambusak*', fried pastries beloved in Syria, Egypt and Lebanon. They were the perfect travel food compact,





nourishing and easy to fry on open fires during long journeys across deserts and seas. It's easy to imagine camel caravans stopping for a meal of *Sambusak*, the earliest ancestors of the modern *Samosa*.

The story gets more delicious in the 14th century when Middle Eastern traders set sail for India. Along with silks, spices and jewels, they carried recipes. Among them was the *Sambosa*. India, with its vibrant kitchens and appetite for spices, took one look at this fried pastry and

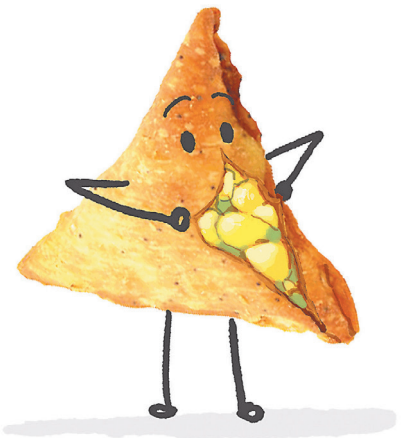
decided to give it a makeover.

By the Mughal period, the *Samosa* was not just food; it was royal food. Amir Khusrau, the celebrated poet and musician, wrote about the *Sambosa* being served at royal banquets, often stuffed with minced meats and dry fruits. Later, the *Ain-i-Akbari*, the grand record of Emperor Akbar's court, also listed it as part of the royal spread. It had moved from being traveller's food to a **delicacy** fit for kings.

The Potato Plot Twist

But wait where did the potato sneak in? The Portuguese brought the potato to India in the 16th century from South America. At first, Indians weren't sure what to do with it. It took the British, in the 19th century, to popularise the humble **tuber**.

Once the potato entered Indian kitchens, it was love at first boil. Affordable, filling and **versatile**, potatoes became the perfect *Samosa* stuffing. Slowly but surely, the potato-pea masala filling replaced meat and fruit as the staple. And thus, the iconic *aloo samosa* the one, we now grab at railway stations and weddings was born.



Why the Triangle?

Why is the *Samosa* triangular and not square or round? One theory suggests that its shape drew inspiration from Egyptian pyramids, a subtle tribute to architectural brilliance. Another theory is more practical, triangles are easier to fold, seal and fry without the filling escaping. Whatever the reason, the triangular identity stuck and the *Samosa* became recognisable at first glance.

The Global Cousins of the *Samosa*

The *Samosa*'s family tree is **sprawling**. Every region it touched, gave it a new name, a new twist. In Nepal, it's the *Singoda*; in Myanmar, it becomes *Samusa*. Arabia prefers *Samsas*; Portugal renamed it *Chamucus*. East Africa treasures it as *Sambusa*; Israel still calls it *Sambusak*. Yet, despite this global **lineage**, it is the Indian *Samosa* that reigns supreme especially with that fiery potato filling.

Regional Indian Variations

India, with its infinite culinary creativity, refused to settle for just one version. Today, each region boasts its own interpretation :

- **Punjabi Samosa** : Large, **robust**, with thick crust and spicy potato-pea filling.
- **Bengali Shingara** : Smaller, flakier, sometimes with coconut or peanuts sneaking into the mix.
- **South Indian Samosa** : Filled with curry leaves, mustard seeds and chillies, often served with coconut chutney.
- **Sweet Samosa** : Some regions even stuff them with khoya, nuts or chocolate, proving that the *samosa* can be dessert too.

The *Samosa* may not have been born in India, but India gave it an identity the world now recognises. From Mughal banquets to college canteens, from train stations to wedding feasts, it has travelled far geographically and culturally. Its story proves one thing : food knows no borders.

So, the next time you sink your teeth into a hot *Samosa*, pause for a second. You're not just enjoying a snack you're partaking in a thousand-year-old story, a triangular tale of migration, adaptation and irresistible flavour.



Word Basket :

- **embraced** : accepted warmly
- **adaptation** : adjusting to new conditions
- **irresistible** : too attractive to resist
- **incredible** : amazing, unbelievable
- **delicacy** : a special or luxurious food
- **tuber** : a root vegetable like potato

- **versatile** : having many uses
- **sprawling** : spreading widely
- **lineage** : family history or ancestry
- **robust** : strong and full-bodied



2. Answer the following.

- How did the introduction of potatoes by the Portuguese and British impact the *Samosa's* filling and taste?
- What does the *Samosa's* triangular shape signify and how did it become its distinctive feature?
- Do you help in the kitchen with cooking? How?

3. Fill in the blanks with suitable words from the list :

(originated, embraced, robust, lineage, affordable)

- The *samosa* in Persia before coming to India.
- India the *Samosa* and made it her own.
- Punjabi *Samosas* are large and
- Every dish has a unique tracing back to its history.
- Street *Samosas* are and loved by all.

4. Choose the correct word from the given brackets and complete the sentence :

- The sailors sailed across the deep blue (sea / see).
- The (sun / son) of the king became the emperor.
- We will (meet / meat) at the tea stall.
- She likes to (write / right) stories about food.
- I bought a (pair / pear) of *Samosas*.

◆ **Palindrome** : A word, phrase, number or sequence of characters that reads the same backward and forward.

5. Circle the palindromes :

LEVEL MOM FOOD CIVIC NOON TASTE DAD RICE

6. Find and write two palindromes :

-
- (ii)

7. Arrange the given sentences given in the correct order.

- (i) The potatoes were peeled and mashed with spices.
- (ii) A farmer harvested fresh potatoes.
- (iii) The *Samosas* were served hot with chutney.
- (iv) A cook filled the dough with potato mixture.
- (v) The *Samosas* were fried till golden brown.

◆ Create :

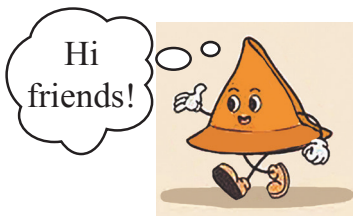
(a) Word Art :

Make a word web around '*Samosa*' using words from the story (shape, taste, history, origin, flavour, etc.)



(b) Writing Prompt :

'Imagine you are a *Samosa* travelling through time. Write 5–6 sentences describing your adventures.' Draw a 4-frame comic showing the *Samosa*'s journey from ingredients to being eaten. Add speech bubbles.



8. Make a flipbook of the *Samosa* travelling to India...



- (i) Read news, articles, reports, stories about various food items, its journey/development and share interesting facts with your friends.
- (ii) Prepare a self-checking questionnaire about food habits (healthy home made food / street food / packaged food).



For the Facilitator :

- Organize a food festival and encourage learners to ask questions to the participants about their experiences/recipes.

4.4

A Report about Heavy Rains



Let's do :

- Let's classify the following disaster as natural and human-made disaster.

Earthquake, Road accident, Cyclone, Terrorist attack, Tsunami, Landslide, Flood, Volcano, Riot, Stampede

Natural disaster
.....

Man-made disaster
.....

- What is the difference between earthquake and landslides?

1. Read the report.

Heavy Rains Trigger Landslides in Maharashtra

By : Subodh

Grade : Six

Date : 27 August 2024

Place : Mumbai, Maharashtra

Heavy rainfall **lashed** Mumbai and several parts of Maharashtra on Saturday during the Krishna Janmashtami and Dahi Handi celebrations. The continuous **downpour disrupted** normal life in many areas.

Due to the heavy rain, the soil became weak and caused a **landslide** at one location. According to the **officials**, at least five people lost their lives and three others were injured in the incident. **Rescue teams** reached the spot immediately and shifted the injured to nearby hospitals for treatment.

The heavy rainfall also resulted in **waterlogging** and traffic jams in several parts of the city. Many roads were **submerged**, causing **inconvenience** to the public. **Authorities** advised people to stay indoors and avoid unsafe areas.

In a nutshell, the incident **highlights** the dangers of heavy rainfall during the monsoon season. Proper safety measures and alertness are necessary to prevent such accidents in the future.



Word Basket :

- lashed** : hit or affected strongly (used for heavy rain)
- downpour** : very heavy rain



- **disrupted** : disturbed or interrupted normal activities
- **landslide** : sudden movement of soil, rocks, or earth down a slope
- **officials** : people in authority or government positions
- **rescue teams** : groups trained to save people in danger
- **waterlogging** : accumulation of water in an area
- **submerged** : completely covered with water
- **inconvenience** : trouble or difficulty caused to people
- **authorities** : government or official bodies in charge
- **highlights** : draws attention to something important



2. Read the report and answer the following :

- (i) Which festival coincided with the heavy rainfall in Mumbai?
- (ii) How many people died due to the landslide?
- (iii) How many people were injured in the incident?
- (iv) What caused the landslide according to the officials?

3. Use the following points and write a report on a 'Tree-plantation drive' in your words :

- | | |
|-----------------------------|------------------------------|
| (i) Heading / Title | (ii) Byline |
| (iii) Introduction | (iv) Details of the Incident |
| (v) Response / Action Taken | (vi) Conclusion |

4. How do geological factors and human activities together increase landslide risks?

5. If you were part of a disaster management team, what steps would you take to reduce landslide damage in hilly areas?

6. Imagine you are a reporter visiting a landslide-hit area. Write a short paragraph describing the situation using the information from the text.

7. List the contents of an emergency kit that you will need during natural disasters.

8. Write Do's and Don'ts that must follow during flood or heavy rainfall in your area.

◆ **Tongue-twisters :**

Phrase or sentence with similar sounds i.e. difficult to say correctly when you are speaking quickly.

- Read lorry, yellow lorry
- I scream you scream we all scream for ice cream
- Fresh fried fish, fish fresh fried, fried fish fresh, fish fried fresh
- She sells seashells by the seashore
- Three free throws
- Give papa a cup of proper coffee in a copper coffee cup

9. Find more examples of ‘Tongue-twisters’ and create your own either in your mother tongue or in English.

10. Read the following sentences and identify whether the intonation is rising ↑ or falling ↓.

(i) What are you doing?

(ii) Why did you do that?

(iii) Are you ready?

(iv) Do you need any help?

Note : For WH questions falling intonation is used while for verbal questions rising intonation is used.

Now practice this with various ‘Wh’ and ‘verbal questions’.

◆ **Consonant / z /**

Sound	Words
/ z /	zoo, zero, zebra
/ ʒ /	measure, treasure, television

11. Enlist / z / and / ʒ / sound words and practice :



For the Facilitator :

- Provide opportunities to listen to various English news about the environment/natural calamities and ask the learners to present main points in the class.

4.5

The Unbreakable Navdeep Singh



Let's discuss :

- Have you ever heard about the Paralympic Games? What kind of athletes participate in them?
- Do you know any sportsperson with a disability who achieved success?
- What do you think helps a person succeed physical strength or mental determination?

1. Read and understand :

‘You're worthless. Kill yourself’. These harsh words ignited a fire in Navdeep Singh. But instead of succumbing to negativity, he channelled it into an extraordinary sporting journey.



Born with **dwarfism**, Navdeep faced societal rejection and **relentless** criticism. Yet, his determination and **resilience** carried him to the **pinnacle** of success a gold medal in the men's javelin F41 event at the 2024 Paralympic Games in Paris and he recently secured a Silver medal in the Men's Javelin Throw F41 Final at

the World Para Athletics Championships on Sunday, 5 October 2025.

Today, he stands tall as an **Arjuna Awardee**, a living testament to the power of **perseverance** against all odds.

‘Receiving this award from the President Droupadi Murmu is a moment of immense pride’, Navdeep shared on IG, his voice brimming with emotion. ‘This isn't just my victory; it belongs to everyone who believed in me, supported me and stood by my side during the tough times’.

Navdeep's journey began in 2012 when a young boy with big dreams received the National Child Award for winning medals at the Para Athletics National from then President Pranab Mukherjee. With hope in his heart and determination fuelling his every step, those dreams have now blossomed into a stunning reality.

Navdeep's story is a powerful reminder that, even in the face of adversity, unwavering self-belief can overcome any challenge. His triumph inspires countless others and stands as a **beacon** of hope for all who dare to dream big.





Word Basket :

- **dwarfism** : a medical condition that results in a person being much shorter than average
- **relentless** : not stopping or giving up
- **resilience** : the ability to withstand or recover quickly from difficult conditions
- **pinnacle** : the highest or most successful point
- **Arjuna awardee** : a prestigious award given to athletes in India for their outstanding achievements
- **perseverance** : continuing to try hard despite difficulties or setbacks
- **beacon** : a source of guidance or inspiration

2. Answer the following.

- Who presented Navdeep with the National Child Award many years ago?
- What challenges did Navdeep Singh face in his life and how did he overcome them?
- How does Navdeep's story inspire you to tackle challenges in your own life?
- What message do you think Navdeep's story conveys about perseverance and self-belief?

3. Prepare 5-6 questions about Navdeep Singh's struggle, achievements and success to interview him.



A conjunction joins two or more words, phrases or sentences together.

and

John **and** Alex are friends.

but

I like pizza **but** Yogita doesn't.

or

I will take coffee **or** tea.

because

She missed her school van **because** she woke up late.

so

Mugdha was tired **so** she slept.

since

I'll do it **since** you asked me to.

4. Select the correct conjunction from the given box and fill in the blanks :

since, and, or, but, so, because

- (i) I left early I felt sick.
- (ii) She danceddidn't sing.
- (iii) Sakshi is studying her exam is in the next month.
- (iv) Either you stayyou leave.
- (v) I am very hungry the fridge is empty.
- (vi) She didn't speak to anyonenobody spoke to her.

5. Make sentence using each conjunction given below.

because

since

so

and

or

6. Identify conjunctions from the text.

7. Affirmative Writing :

Write 5–6 positive 'I am' statements inspired by Navdeep Singh in order to build your confidence.

e.g. • I am determined. • I am unbreakable.

Post them on a 'Wall of Strength' in your classroom.

◆ Art and Craft time : Ways of Kindness

- Create a colourful handprint cut-out and write about one kind act you have done or want to do.
 - Paste all handprints on a large chart or bulletin board.
- e.g. I bring groceries for my elderly neighbour.



Helping Hands' Wall

8. Conduct an informal interview of any differently - abled person in your area. Ask him/her about the challenges he/she had to face in performing daily activities and the way he/she overcomes it.



For the Facilitator :

- Collect and paste all handprints on a large chart or bulletin board.

5.1 Give me Strength



Let's talk :

- What do you understand by the word 'strength'?

1. Read and recite :

This is my prayer to thee, my Lord-strike
strike at the root of **penury** in my heart.

Give me the strength lightly
to bear my joys and sorrows.

Give me the strength to make
my love fruitful in service.

Give me the strength never to **disown** the
poor or bend my knees before **insolent** might.

Give me the strength to raise
my mind high above daily **trifles**.

And give me the strength to surrender
my strength to thy will with love.

- *Rabindranath Tagore*



Word Basket :

- **penury** : extreme poverty, lack of money
- **disown** : to refuse to accept or be associated with
- **insolent** : showing rude and disrespectful behaviour
- **trifles** : things that are unimportant or of little value



2. Choose the correct alternative :

- (i) What does the poet ask God to strike at ?
(a) hunger (b) penury in his heart
(c) worldly troubles (d) illness
- (ii) What kind of strength does the poet ask for first?
(a) physical strength (b) strength to earn wealth
(c) strength to bear joys and sorrows lightly (d) strength to rule others
- (iii) The poem is mainly in the form of :
(a) a story (b) a song
(c) a prayer (d) a speech
- (iv) In the last line, the poet asks for strength to :
(a) gain power (b) control others
(c) surrender his strength to God's will (d) become famous

3. Work in pairs and find the answers of the following :

- (i) Why is the poet asking for strength?
(ii) What do you mean by the word 'service' in the context of the poem?
(iii) How does the poet want to make his love fruitful?
(iv) What are 'daily trifles'? Why does the poet want to rise above them?

4. Identify words from the poem that rhyme with the given words. Then, use both the words in your own sentence. (One is done for you)

- (i) Cake - Make - I make a cake.
(ii) Light - -
(iii) Dove - -
(iv) Tender - -

5. Here is a list of some trifles in our life :

- A fight with a friend.
- Nobody is talking to you.
- Your friends are teasing you.

◆ Make a list of such trifles in your life and provide solutions to overcome them :

Trifles in my life	Solutions I found
i.	i.
ii.	ii.

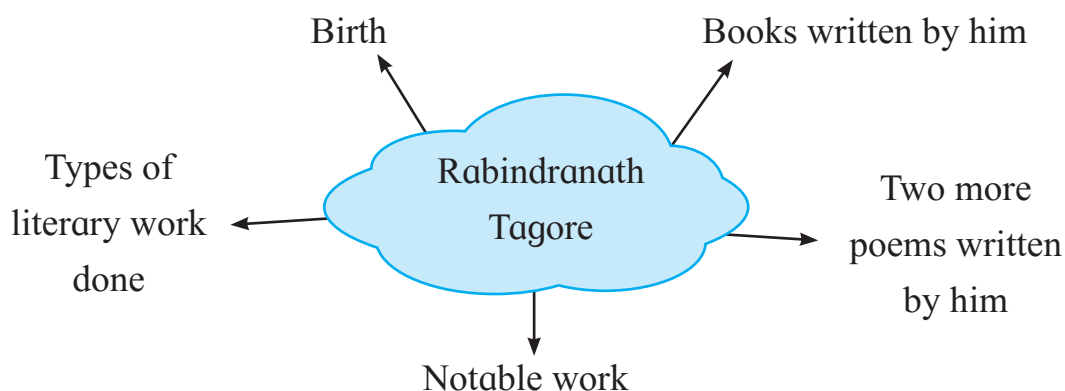
6. Imagine you have a magic wand, what would you ask for? Why?

Make a list and give reasons why you would like to ask for it :

I would like to ask for	Reason
e.g. happiness	brings joy

7. Write down your experience of having shown courage to help someone :

8. Collect information and present it in the class :



◆ Poetic Device :

Metaphor : A metaphor is a figure of speech that describes an object or an action in a way that isn't literally true but helps explain an idea or make a comparison.

Observe the following line from the poem.

“strike at the root of penury in my heart.”

(Root of the plant is compared with penury)

9. Find more examples of ‘Metaphor’ from the poem.



For the Facilitator :

- Encourage learners to collect information about Rabindranath Tagore and present in the class.
- Explain ‘Metaphor’ by giving more examples.

5.2 Autobiography of a Comb



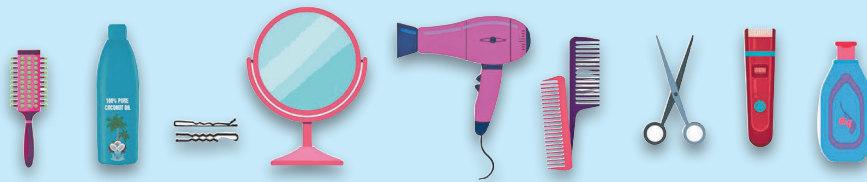
Warm-up :

• Guess who am I?

- (i) I have many teeth but I can't bite or eat
- (ii) I have teeth but cannot chew and make you look neat and new
- (iii) I may be of metal or bone: I have many teeth but my bite harms no one

• How do you take care of your hair?

• Here is a list of hair care products, can you name them and add more to it?



• Do you know the difference between biography and autobiography?

Biography	Autobiography
1.	1.
2.	2.

1. Read and understand :

One bright morning, Meera opened her wooden drawer and found her old brown comb lying in the corner. It was covered in a thin layer of dust, **forgotten** for months. She picked it up gently and brushed it clean.

Suddenly, to her **amazement**, the comb spoke!

“Hello, Meera,” it said softly.

Meera gasped. “Who’s talking?”

“It’s me,” replied the comb, smiling through its shiny wooden teeth. “Don’t be afraid. I’ve been waiting a long time to talk to you.”

Meera blinked in surprise. “You can talk? How?”

The comb chuckled, “Well, I may be small, but I have a long, long story to tell. Would you like to hear it?”

“I was born thousands of years ago,” began the comb proudly. “My earliest family members lived in ancient Egypt. In those days, people used burdock thorns, little sticks, and even fish bones to comb their hair. Soon, **craftsmen** made real combs from wood and bone, and they became **prized** possessions of kings and queens. People loved us so much that they even placed us inside their



tombs, believing we were treasures worth taking to the next world!”

“Wow!” Meera whispered, “So you’re very, very old!”

The comb nodded happily, “Yes, I’ve seen the world change. As time passed, we became more than just tools. When the first special instruments for combing hair appeared, they became part of the hairdresser’s equipment and works of art themselves. Archaeologists have found beautifully carved combs that prove this!”

Combs Around the World -

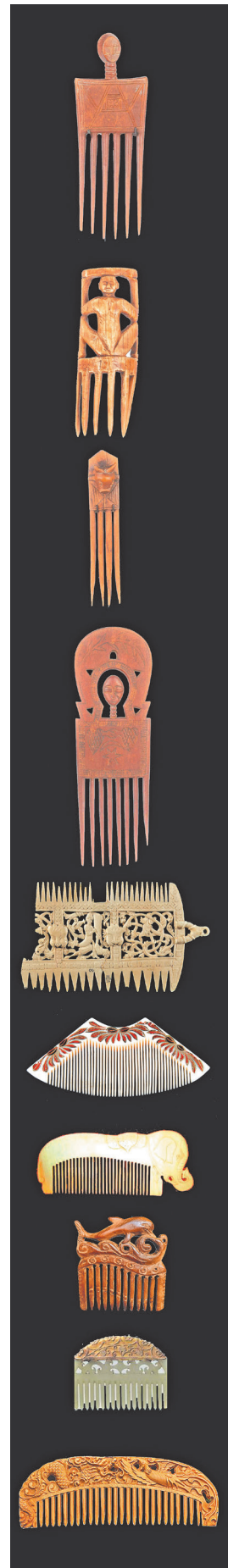
“In the Middle Ages,” continued the comb, “in places like England, Spain, and Russia, women covered their hair but proudly **displayed** their combs. A beautiful comb showed how wealthy and graceful a family was. People didn’t wear them in their hair then they kept them in purses or displayed them in their homes.”

“Some of my **ancestors** were cut from bone by very skilful craftsmen,” said the comb with pride. “They are now kept safely in museums in Russia. Their surfaces are **decorated** with garlands of flowers, landscapes, and scenes of people walking, dancing or sipping tea all carved by hand!”

“In 18th century Europe, combs became part of women’s daily fashion. Ladies wore large wigs and hairpieces, and combs helped to hold them in place. In Spain, women wore colorful shawls and lace veils called **mantillas**, fastened with tall, shining tortoiseshell combs.” “Then, in the early 20th century, women began cutting their hair short. The comb returned to its simple, old duty keeping the hair neat and tidy.”

The Indian Heritage -

“In India, my cousins were carved from wood and ivory, decorated with delicate designs and floral patterns,” the comb went on. “As time passed, people began making us from metal and later plastic. We became part of every home, every dressing table, every school bag always ready to help.”





The Forgotten Days -

The comb sighed softly. “But one day, you brought home that shiny pink plastic comb. You used it every morning and forgot about me. You pushed me into this drawer and I lay here for months lonely and quiet.”

Meera looked down sadly. “Oh, I didn’t mean to forget you.”

The comb smiled kindly. “That’s all right, Meera. New things may look fancy, but old ones have strength and stories inside them. When your new comb broke, you came back to me and I was still strong and ready to help, just like before.”

Take Away -

Meera smiled and ran the old comb through her long hair. It glided smoothly, untangling every knot.

“You’re right,” she said softly. “Old is gold.”

The comb twinkled in the sunlight from the window. “Yes, Meera. I may just be a comb, but I’ve been part of human life for thousands of years. My job has never changed to keep people neat, clean and confident.”

Meera giggled, “Thank you, my old friend.”

“Anytime,” said the comb proudly. “After all keeping things tidy is what I was born to do!”

“Yes, please!” said Meera, sitting cross-legged on the floor, her eyes wide with curiosity.

Moral : Respect and care for the old things because they carry stories, strength and wisdom from the past.



Word Basket :

- **autobiography** : the story of a person’s or object’s life written by itself
- **forgotten** : not remembered for a long time
- **amazement** : great surprise
- **craftsmen** : people who make things skillfully by hand
- **prized** : very valuable or special
- **displayed** : shown so people can see
- **ancestors** : family members from long ago
- **decorated** : made more beautiful by adding designs
- **mantila** : (in Spain) a lace or silk scarf worn by women on the head and shoulders

2. Answer the following.

- (i) What surprised Meera about the comb?
- (ii) Where did the comb's earliest family members live?
- (iii) How were combs used in ancient Egypt and other parts of the world?
- (iv) Why did people in the Middle Ages display combs?
- (v) What happened to the comb when Meera brought home a new plastic comb?
- (vi) What lesson did Meera learn from the old comb?

3. Find and write down adverbs from the story.

-,

4. Find verbs that tell what the comb and Meera did.

-,

5. Write antonyms from the story.

-,

6. Use the following adjectives in your sentences.

- shiny -
- lonely -
- fancy -
- tidy -

7. Use a dictionary and write down one word for :

- a soft low sound made while speaking softly
- a large amount of money or valuable possession
- the ability to control one's behaviour or action
- worth or importance of something

8. Read the text in groups and write the journey of the comb from ancient to modern times in a flow chart.

9. Express your opinion about :



10. Write your journey from Grade One to Grade Six using past tense.

e.g. When I was in Grade One.....

11. Find out more information about famous autobiographies and the writers, in your mother tongue and in English.

12. Write an imaginary conversation between a comb and hair.

13. Read -PODCAST

WHAT IS PODCAST?

A PODCAST IS A SERIES OF SPOKEN STORIES OR DISCUSSIONS THAT YOU CAN LISTEN TO.

WHY WATCH (OR LISTEN TO) PODCASTS?

- ✓ Learn new things - Podcasts teach about science, stories, animals and the world.
- ✓ Build imagination - You listen and imagine the scenes in your mind.
- ✓ Improve speaking and listening skills - They help you understand new words and ideas.
- ✓ Fun and entertaining - Many podcasts are like stories or games you can enjoy anywhere

WHAT TO WATCH?



AFTER WATCHING PODCAST : THINK AND SHARE

- ✓ What you learned (new facts, ideas or lessons)
- ✓ What you liked the most (a story a character or a fun moment)
- ✓ Any question you still have (something you want to know more about)
- ✓ Your own opinion (“I think...”, “In my view...”)
- ✓ How it connects your life (“This reminds me of...”)

14. Listen to the podcast carefully and discuss main ideas with your friends in a group.



For the Facilitator :

- Provide some links to the learners to make them listen to podcasts.

5.3 A Courage that Saved Lives



FOR FREE DISTRIBUTION

Warm-up :

• Listen and respond.

- How often do you read daily newspapers?
- Name the newspapers that you know?
- What topics are covered in the newspaper?
- Which type of news do you like the most?

1. Listen, read and interpret the following.

Amravati girl among 17 heroes awarded PM's Bal Puraskar

Dec 27, 2024



Amravati : Kareena Thapa, a 17-year-old girl who **exhibited** quick thinking and risked her life to save 70 families of Jai Amba apartments in Kathora area in Amravati city in May this year, was presented the 'Pradhan Mantri Rashtriya Bal Puraskar' by President Droupadi Murmu at a function organised at the Rashtrapati Bhavan on Thursday. The Union Ministry of Women and Child Development had organized the ceremony on the occasion of 'Veer Bal Din'.

Kareena is among the 17 children from across the country who were honoured with the award in various categories.

On May 15, 2024, Kareena had prevented an LPG cylinder from exploding at a flat in Jai Amba apartments. She broke the lock of the flat to gain entry. Despite the fire and smoke, she kept throwing buckets full of water and brought the fire near the LPG cylinder under control. She then pulled out the LPG cylinder to prevent it from exploding. Kareena's timely action **averted** a major disaster. *Veer Bal Din* is observed in memory of the sacrifice of Sahibzada Zorawar Singh and Sahibzada Fateh Singh, sons of Guru Gobind Singh, the 10th Guru of the Sikh community.

The award consists of a medal, a plaque and a certificate. Children who display **exemplary** courage and make a mark in sports, social service, science and technology, environment, art and culture and research are selected for this award.

Taking **cognizance** of her courage, the local Women and Child Development Office sent a proposal to the Union Ministry through the District Collector's office recommending Kareena's name for the *Bal Puraskar*.

The programme was attended by the Union Minister of Women and Child Development, Annapurna Devi, Savitri Thakur, Minister of State and Secretary Anil Malik.



Read more at :

http://timesofindia.indiatimes.com/articleshow/116692828.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst



Word Basket :

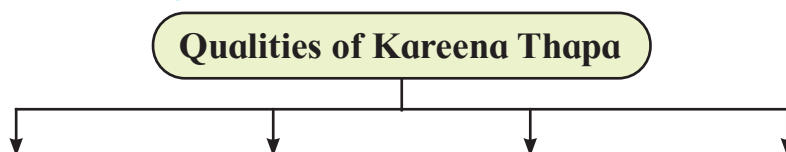
- **exhibited** : showed
- **averted** : avoided
- **exemplary** : outstanding
- **cognizance** : to take notice of and consider something



2. Find words in the passage that mean the following :

- To notice or recognize officially
- A large building with flats
- A dangerous situation
- Showing great bravery
- A written document of achievement

3. Complete the following :



4. Fill in the blanks by choosing the correct option.

- Kareena Thapa belongs to the city of
 (a) Nagpur (b) Pune (c) Amravati (d) Mumbai
- She saved families from danger.
 (a) 50 (b) 70 (c) 30 (d) 17
- Kareena stopped the explosion of a/an
 (a) petrol tank (b) LPG cylinder (c) gas pipeline (d) generator
- The award was given by the
 (a) President (b) Prime Minister
 (c) Defence Minister (d) Home Minister
- The award ceremony was organised on the occasion of
 (a) Independence Day (b) Republic Day
 (c) Veer Bal Din (d) Women's Day
- Veer Bal Din commemorates the sacrifice of the sons of
 (a) Guru Nanak (b) Guru Gobind Singh
 (c) Guru Arjan Dev (d) Guru Tegh Bahadur

5. Underline the main points from the news using the following points :

- person • time • location • event • result/outcome • any other detail

6. Crossword : Find the hidden words from the text in the following grid :

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

7. Prepare your own crossword and play the word game with your friends.

8. Prepare a news about the award distribution function on your school Annual Day.

9. Complete the table :

Awards	Awardees in the current year
1. Arjuna Award	
2. National Bravery Award	
3. Padmabhushan	
4. Nari Shakti Puraskar.	

10. Collect interesting headlines from any English newspaper. Share and explain it in your class.

11. Listen to any English news on television or radio. Discuss the news in your class that you found interesting.

- Title of news.
- Information you found interesting.
- New words which you learnt.
- Your opinion on it.

12. Write an informal letter to Kareena Thapa, congratulating her on her grand success.

13. Prepare a flipbook on your favourite sports star.



For the Facilitator :

- Suggest some English News Channels from Television or Radio. Provide some links of English News too.

5.4

Supportive Friends



Warm-up :

• Guess who I am ...?

(i) I am tiny and quick, with whiskers and a tail.

I nibble cheese and hide in a hole. I'm small and pale.

Who am I?

Hint : Often seen scurrying at night.

(ii) I hop with strong back legs and twitch my nose,

I nibble on carrots where green clover grows.

Who am I?

Hint : Lives in burrows and has long ears

• Friends are an important part of our lives. What do you do when you are with your friends and how do you feel?

• Now, complete the following sentences in the shapes given below. One has been done for you.

With my friend I	Play	With my friend I feel	Happy

• Make as many meaningful words as you can using the letters from the given words - SUPPORTIVE and FRIENDS.

1. Read and enjoy :

Autumn had come and Scurry the squirrel was in a hurry. All day long, he rushed around collecting and burying nuts to be ready for the winter.

“Hello, Scurry,” **squeaked** Amelia Mouse. “I’ve been getting my winter bed ready. It’s really comfortable. Come and see.”





“No time!” muttered Scurry. “I’m in a hurry.”

“Oh,” **sniffed** Amelia. “Guess what?” Walter Woodpecker told his friend. “Today I made my best, biggest tree hole ever. Come and look!”

“No time!” snapped Scurry.

“I’m in a hurry.”

“Oh,” **squawked** Walter.

“Hey, Scurry! I can dig a **burrow** faster than anyone in the forest,” said Rocky Rabbit. “Come and watch!”

“No time!” yelled Scurry. “I’m in a hurry.”

“Oh,” **sighed** Rocky. That night, as Scurry slept in his cosy tree hole, the wind began to howl. Scurry woke up with a start. His house was swaying from side to side, then...CRASH!



“Help!” cried Scurry.

“What’s the matter?” called Amelia from her bed.

“My tree’s blown over,” **whimpered** Scurry. “Where am I going to sleep?”

“Come and share my warm bed,” said Amelia.

“There’s plenty of space.”

“Thank you,” said Scurry, quietly.

The next morning, Scurry wept when he saw his damaged home.

“Where will I find a comfortable tree hole like that again?” he cried to his friends.

“Easy!” said Walter. “I told you I’d made a great hole. It’ll be perfect for you.”

“Thank you,” said Scurry, quietly. “But how am I going to move all the nuts? My tree has fallen on top of them.”

“No problem,” said Rocky. “I can dig them out for you.”

When all the hard work was over, Scurry called his friends together.

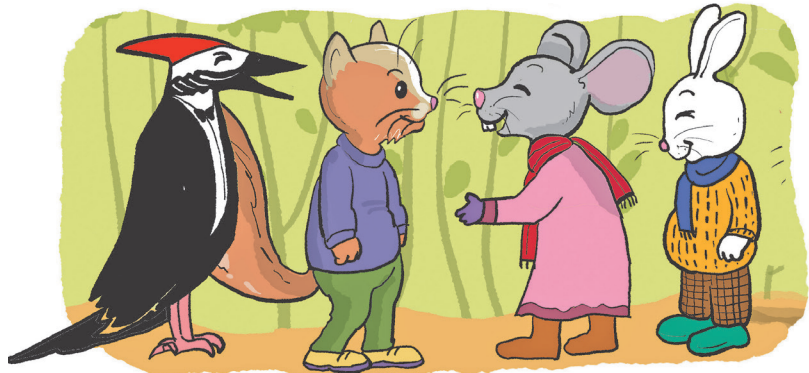
“Come and have supper in my new home,” he said, “as a thank you for helping me.”

“No time!” said his friends.

“We’re in a hurry.”

Scurry hung his head. Then the three friends burst out laughing.

“Oh, Scurry,” they said. “We always have time for a friend!”





Word Basket :

- **squeaked** : made a short, high pitched noise
- **sniffed** : smelled something by breathing in through the nose
- **squawked** : make a loud, harsh cry
- **burrow** : a hole or tunnel dug by a small animal
- **sighed** : let out a deep breath to show sadness, tiredness or relief
- **whimpered** : made a low, weak crying sound to show pain or fear



2. Fill in the blanks using the words given in the brackets :

(sniffed, squeaked, squawked, whimpered, sighed)

- A mouse when it saw the cat.
- The parrot loudly when someone came near its cage.
- The dog the ground to find food.
- The horseafter a long run.
- The puppy because it was hungry.

3. Complete the table :

Sr. No.	Statement	Who said	To whom
i.	"No time! snapped Scurry "I am in hurry"		
ii.	"Thank you"		
iii.	"No problem"		
iv.	"What's the matter?"		
v.	"There's plenty of space"		

4. Find out how each friend helped Scurry in building his new house :

5. Read the story and enact it in groups of four :

6. Use appropriate punctuations and rewrite the sentences :

- help cried scurry.
- whats the matter called Amelia from her bed.
- my trees blown over whimpered scurry where am i going to sleep.
- come and share my warm bed said amelia.
- theres plenty of space.

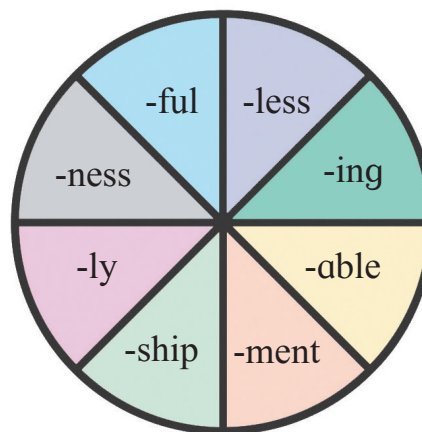
(vi) thank you said scurry quietly.

(vii) the next morning scurry wept when he saw his damaged home.

7. Suffix spin :

- Find the right suffixes for each word from the ‘suffix spin’. Some of them may have as many as you can.

enjoy	relate
hard	fear
friend	value
carve	refresh
love	agree
comfort	sad



- Now design your own prefix spin.

8. Read the sentences given below :

- “Oh,” squawked Walter.
- Hey, Scurry! I can dig a burrow faster than any one in the forest.

The words - Oh!, Hey! express sudden feelings.

Interjection

Words that express emotions, reactions or sudden feelings such as Oh!, Wow!, Oops! Alas! Phew! are called Interjections. They are common in everyday speech and informal writing.

e.g. Oh!, Wow! Oops! Yippee!

9. Complete the sentences using appropriate interjection from the box :

Oh!	Ouch!	Oops!
Hurray!	Hey!	Wow!

- | | |
|------------------------------------|------------------------------------|
| (i) What a beautiful flower. | (ii) I dropped the glass. |
| (iii) I forgot to study. | (iv) Our team won the match. |
| (v) I hurt my finger. | (vi) look at that. |



For the Facilitator :

- Provide a story book to each learner from the book bank. Ask them to write a review about the book and encourage them to present it in the class.

5.5

The Information Hunt

**Warm-up :**

• **Where do you seek information when you want to know something?**

◆ Parents ◆ Teachers ◆ Books ◆ Internet ◆ Videos

• **Have you ever felt confused while searching for information? Why?**

1. Read and understand :

Mona felt like a sailor lost at sea. She was surrounded by an ocean of information. Shelves were overflowing with books, magazines and news papers. Although, she was in her community library, Mona felt just as lost as if she were adrift in a lifeboat.

Mona had gone to the library to find information about India's women scientist. She had watched the film based on India's successful Mars Orbiter Mission (Mangalyaan) in her school movie week. The movie shows how a dedicated team of ISRO scientists, led by a determined woman scientist, overcomes limited resources, failures and challenges to make India's dream of reaching Mars come true.

Her assignment was to write a one - page biography or life story about any one woman scientist of India.

Where to start? She wondered.

The librarian lady saw her and approached her. She showed Mona a **Library Catalogue** with information about offline resources.

A library catalogue is a list of all the books in a library. It helps students search for books by title, author or topic, making it easy to locate the exact book they need.



- **Offline Resources (No need of Internet)**

Offline resources are materials that we can use even when we are not connected to the internet. They are commonly found in schools, homes and libraries.

- **Books**

Books are the most helpful offline resource. They include biographies, science books and reference books that give clear and detailed information. For example, if a student wants to know about a woman scientist of India, a **biography** can help.



- **Magazines**

Magazines are published weekly or monthly. They contain articles, interviews and recent scientific updates. Students can read about new discoveries or achievements made by scientists.

- **Encyclopaedia**

Encyclopaedias provide short and important facts on many subjects. They include dates, summaries and pictures that help students understand a topic quickly.



- **Newspapers**

Newspapers give current information about events happening around us. They report awards, discoveries and scientific missions. They are useful for learning about the latest achievements.

After introducing her to offline resources, the librarian took Mona to the computer and introduced her to the online resources.

- **Online Resources (Internet-Based Tools)**

Online resources are materials that we can access using the internet through computers, tablets or mobile phones. They help students find information quickly.

- **Websites**

Educational and government websites, such as ISRO's official website / web page, provide accurate and updated information. They are useful for learning about scientists, space missions and important events.



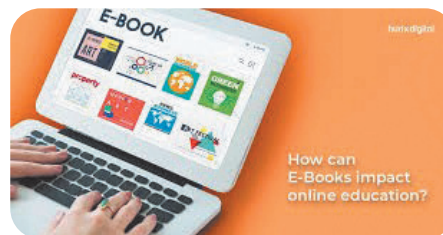


• Digital Encyclopaedia

Online encyclopaedias, such as digital Britannica, give short explanations, pictures and facts just like printed encyclopaedias but they can be searched instantly using key words.

• Online Articles and E-Books

These provide detailed information, biographies and research material. Students can read them anytime and from anywhere.



• Educational Videos

Videos, animations and **documentaries** on learning platforms help students understand difficult concepts through visuals. Complex topics become easier when explained with pictures and movement.

• E-Libraries

Many schools use digital libraries where students can read books, magazines and journals online. E-libraries save time and provide access to many resources in one place.



• Why use both?

Offline resources give deep, reliable and well-organized information.

Online resources provide quick, updated and easy-to-search information.

By using both wisely, students become smart researchers who can locate correct information for any topic just like Mona, who wanted to write about Indian women scientists.

Mona was very happy. She prepared notes using books, magazines, encyclopaedia, websites and wikipedia.

She had a lot of material now. She summarized all the points and completed her assignment.



Word Basket :

- **catalogue** : a list of items arranged in an organized way
- **resource** : something that provides useful information
- **biography** : the life story of a person written by someone else



- **encyclopaedia** : a book or set of books giving information on many subjects
- **documentary** : a factual film or program that gives real information about a subject



2. Place words from the text into the correct category.

Online	Offline

3. Match the following.

- | | |
|---------------------|--------------------------|
| (i) Books | (a) Quick facts |
| (ii) Magazines | (b) Detailed information |
| (iii) Encyclopaedia | (c) Visual learning |
| (iv) Websites | (d) Latest articles |
| (v) Videos | (e) Updated digital info |

4. Fill in the blanks.

- (i) A helps us to find books in a library.
- (ii) resources work without the internet.
- (iii) Digital encyclopaedias give and
- (iv) Newspapers provide information.

5. Give short answers.

- (i) Which source do you trust the most and why?
- (ii) Give two examples of online resources.
- (iii) Why is it important to use both offline and online sources?

6. Perform a short conversation :

Mona ↔ Librarian

- Asking for help
- Finding books
- Using computer

7. Draw a tree diagram showing the types of resources used by Mona.

8. Choose one of the Indian women scientists and collect information using the given sources :

- one offline source
- one online source

◆ Use the following points to collect information.

- Picture of scientist
- Early life
- Education
- Achievements
- Contribution to India
- Interesting facts

9. Classify the following points into Do's and Don'ts while using online resources. One is done for you.

- Depend only on one website for information.
- Read e-books, e-magazines and other online sources carefully.
- Copy information without understanding it.
- Use reliable websites like educational or government websites.
- Summarize information in your own words.
- Believe in any post / information randomly available on internet.
- Compare the information taken from various websites.

Do's	Don'ts
Use reliable websites like educational or government websites.	

Create a similar table of Do's and Don'ts while using offline resources.

10. Write three clues for a word. Your friend has to guess the word.

- e.g.
- Clue 1 - It is used in school
 - Clue 3 - It has many pages

- Clue 2 - We write on it

Answer : Notebook

Now create your own :

- Clue 1 -
- Clue 3 -

- Clue 2 -
- Answer :**

11. Poster-Making :

Create posters with images, labels and examples.

Topic : "Offline vs Online Resources"

12. Visit the nearby library in your premises. Express your opinion about offline resources and their uses to your class.

6.1 Mirror



Warm-up :

• Discuss in pairs and answer the following questions :

- (i) Can a mirror lie? Why or why not?
- (ii) How do you feel when you look at your reflection?

• Work in group and discuss – “If a Mirror Could Speak”

1. Read and enjoy.

I am silver and exact. I have no **preconceptions**.
 Whatever I see I **swallow** immediately
 Just as it is, **unmisted** by love or dislike.
 I am not cruel, only truthful,
 The eye of a little god, four-cornered.
 Most of the time I meditate on the opposite wall.
 It is pink, with **speckles**. I have looked at it so long
 I think it is part of my heart. But it **flickers**.
 Faces and darkness separate us over and over.

 Now I am a lake. A woman bends over me,
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.
 I see her back and reflect it faithfully.
 She rewards me with tears and an agitation of hands.
 I am important to her. She comes and goes.
 Each morning it is her face that replaces the darkness.
 In me she has drowned a young girl and in me an old woman
 Rises toward her day after day, like a terrible fish.

- Sylvia Plath





Word Basket :

- **preconceptions** : an idea or opinion formed about something/somebody before enough information is available
- **swallow** : take in completely
- **unmisted** : clear, not covered
- **speckles** : small spots
- **flickers** : shines or moves unsteadily



2. Answer the following.

- What does the mirror meditate on most of the time?
- Why does the mirror say it has no preconceptions?
- Why are candles and the moon called “liars”?

3. How does the mirror reflect the woman?

4. Choose the correct poetic device :

- Faces and darkness separate us over and over :
(a) Simile (b) Metaphor (c) Repetition (d) Alliteration
- “Now I am a lake” is an example of :
(a) Simile (b) Metaphor (c) Personification (d) Alliteration
- “like a terrible fish” is an example of :
(a) Metaphor (b) Simile (c) Personification (d) Symbolism

5. Mirror, camera and AI all show your face, but who shows you and your emotions truthfully? Justify your answer.

6. Imagine a mirror is talking to you. Develop a conversation using the following points :

- Creation • Development • The reasons of its happiness and sadness
- Its experiences as it observes everyday (funny, horrible)
- Changes it notices over the years.

7. Collect and read stories of magical mirror and share with your friends.



For the Facilitator :

- Explain the figures of speech ‘Simile’ and ‘Metaphor’ by giving more examples.

6.2

Songs of the Soil



Warm-up :

(a) Which folk songs are sung in your area during festivals or on special occasions?

• Name the following musical instruments :



1. Read carefully :

Powada : *Powada* is a traditional Marathi **ballad**. It describes the heroic deeds of great leaders, warriors and historical events; powadas originated in the 17th century, during the time of Chhatrapati Shivaji Maharaj and the Maratha Empire. The name itself means “to **glorify**.”

The composers of Powadas are known as “*Shahirs*.” The purpose of a powada is to inspire courage, spread awareness of social issues and **preserve** history through oral tradition. One of the most popular Shahirs of modern times was Shahir Annabhau Sathe and Shahir Krishnarao Sable.

Owi : *Owi* is a traditional Marathi verse form or a short poem. *Owis* were created and sung by village women during daily

chores such as grinding grain on the “*Jata*” (grinding stone), fetching water or working in the field. It has been a part of Maharashtra’s rural life for centuries and also a part of folk literature. It expresses emotions, experiences and wisdom in simple, musical language.



Bihu : *Bihu* is a traditional folk song of Assam, sung during the *Bihu* festival. These songs express joy, love, youthfulness and the beauty of nature. They are lively, rhythmic and full of emotions. Traditional instruments such as the *Dhol* (drum), *Pepa* (buffalo horn pipe), *Gogona* (bamboo instrument) and *Toka* are used to create lively music. The songs and dance together show the rich cultural **heritage** of Assam.



Chakri : *Chakri* is a traditional folk song of Jammu and Kashmir, especially popular in the Jammu region. The word “*Chakri*” comes from the circular (*chakri*) formation of performers while singing and dancing. It is a narrative singing style, where stories, emotions and every experience is expressed through songs. Traditional musical

instruments like the Harmonium, *Dholak*, *Nagara* (drum), *Chimta* and *Sarangi* are used in *Chakri* songs.

Burra Katha : *Burra Katha* or *Burrakatha* is a traditional folk storytelling and musical performance popular in the states of Andhra Pradesh and Telangana. The word ‘*Burra*’ refers to a *Tambura* like string instrument used in the performance and *Katha* means story so *Burra Katha* literally means story with the *burra* (instrument) It has roots in ancient oral traditions like *Harikatha* and *Yakshagana*.





Word Basket :

- **ballad** : a type of poem or song that tells a story, often one that is dramatic, emotional or romantic. It usually has a simple structure and uses rhyme and repetition to create rhythm
- **glorify** : praise, honour or make something or someone seem very special, important, or admirable
- **preserve** : to protect something so that it stays in its original or good condition
- **chores** : small, routine tasks or jobs, usually done around the house
- **heritage** : traditions, values, culture and history that are passed down from previous generations

2. Match the pairs.

Description	Traditional folk song
(i) Traditional Marathi verse form or a short poem	(a) Burra Katha
(ii) A folk song from Jammu and Kashmir	(b) Bihu
(iii) A traditional folk storytelling and musical performance popular in Andhra Pradesh and Telangana	(c) Chakri
(iv) Traditional folk song of Assam, sung during the festival	(d) Owi

3. Complete the following chart/table for at least five states in India.

Sr. No.	Name of the State	Name of the Traditional dance	The Traditional wear
i.	Maharashtra	Lawani, Koli Dance	Nauwari Sari, Dhoti-Kurta
ii.			
iii.			
iv.			
v.			
vi.			

4. Find the hidden dance forms of different states hidden in the grid.

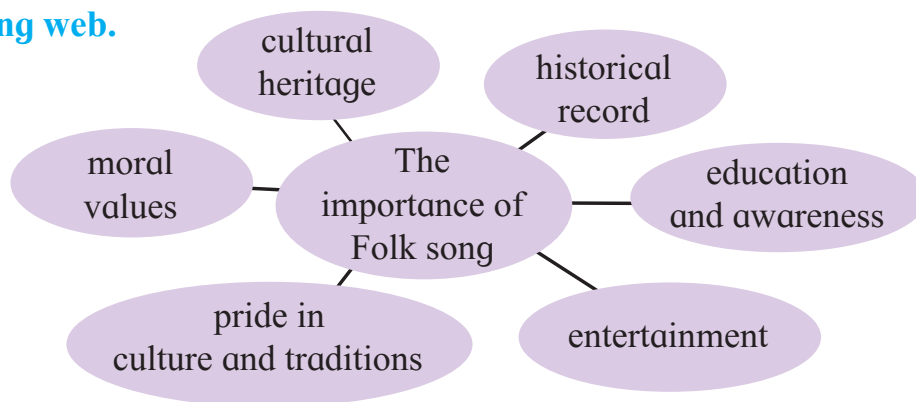
R	D	O	P	M	N	A	B
A	R	A	G	E	L	O	H
S	S	B	N	D	E	I	A
L	T	I	H	D	Z	E	N
E	U	H	M	W	I	U	G
E	I	U	N	N	M	Y	R
L	K	E	A	R	I	H	A
A	Y	V	V	T	S	I	K
R	A	G	H	U	M	A	R
L	A	H	S	A	M	A	T

Now create your own crossword for musical instruments.

5. Write the root word and suffix from the words given below.

Words	Root word	Suffix
formation		
performance		
traditional		
awareness		
musical		
historical		

6. Write a short paragraph on 'The importance of folk songs' with the help of following web.



◆ Consonant / th /

Sound	Words
/ θ /	thin, think, thank
/ ð /	this, that, these

◆ Find more words with the sound / θ / , / ð / and practice them.

7. Enlist / θ /and / ð / sound words and practice :

◆ Consonant (y)

Sound	Words
/ j /	yes, yellow
/ aɪ /	my
/ i: /	happy
/ ɪ /	gym, symbol

8. Enlist / j /, / aɪ /, / i: /and / ɪ / sound words and practice :

9. Project work :

- Collect folk songs sung during harvest, festivals and functions from your locality.
- Record the audio of the songs that you have collected in your voice.
- Present at least one folk song in the classroom and in the school functions.
- Prepare a musical instrument using various ideas of craft. One is given below for you.



◆ Do you know?

Folk Music	Two Styles of Folk Music
• Folk music is the traditional music that grows out of a region, nation or ethnic group. • In the U.S., the music includes ballads, lyric songs, lullabies, work songs, country dances, spirituals, blues and religious music.	• Traditional music is music with traditional instruments passed down through generation and still performed in its original style. Reproduced as it was originally. • Modern versions were developed incorporating modern and commercial versions of old songs in folk style. Many wrote new songs in folk style using modern issues-drugs, homelessness and race.



For the Facilitator :

- Encourage the learners to ask informal questions to their parents to seek information about festival celebration such as stories behind a song, food culture and other traditions.
- Give practice of the given consonants with more examples.

6.3

Dadaji and International Women's Day

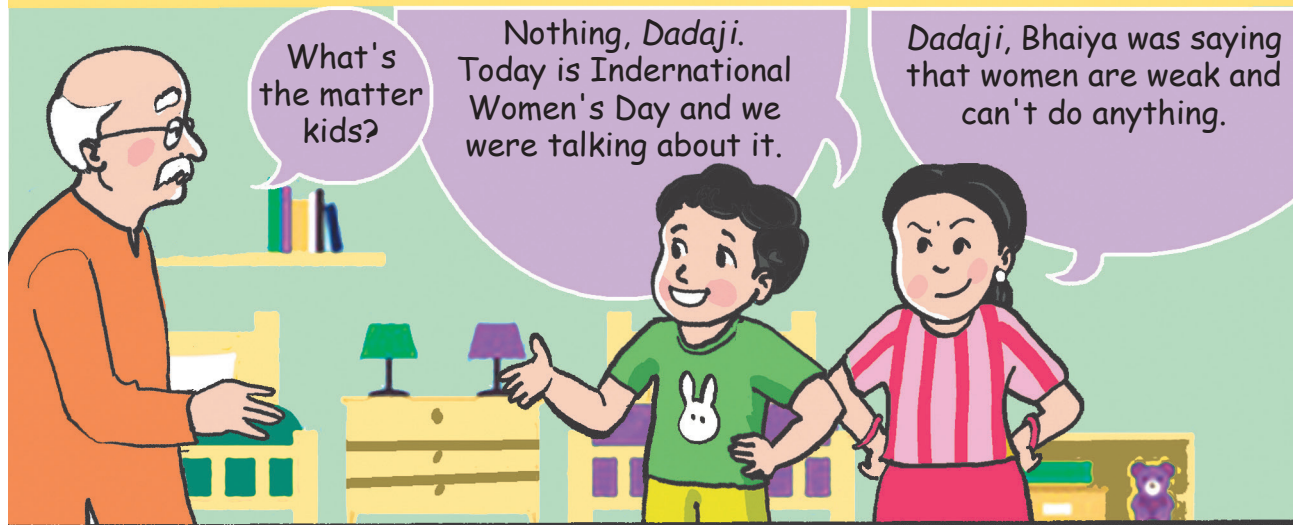
**Warm-up :****• Check some quick facts :**

- (i) Who was the first Indian woman to go to space?
 (a) Sunita Williams (b) Kalpana Chawla (c) Mary Kom
- (ii) Who is known as the first woman teacher of India?
 (a) Savitribai Phule (b) Ahilyadevi Holkar (c) Sarojini Naidu
- (iii) What was Arunima Sinha's profession before her life-changing accident?
 (a) Doctor (b) National Volleyball player (c) An Army Officer
- (iv) Where was Rajmata Jijau born?
 (a) SindKhed Raja (b) Shivneri (c) Raigad
- (v) Which Indian boxer won many gold medals for the country?
 (a) Saina Nehwal (b) P. V. Sindhu (c) Mary Kom

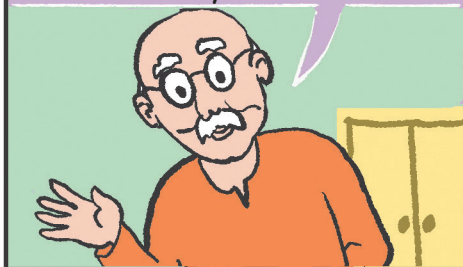
(Collect information about the influential women shown in the above pictures and present it in the class.)

1. Read and Understand :

Rahul showed Riya an article and teased her. It made her angry. Dadaji was sitting nearby.



Rahul, if you really think that, then you are wrong. Whether it's the sports field or the battlefield, the depths of the ocean or the vast space, women have made their mark everywhere.

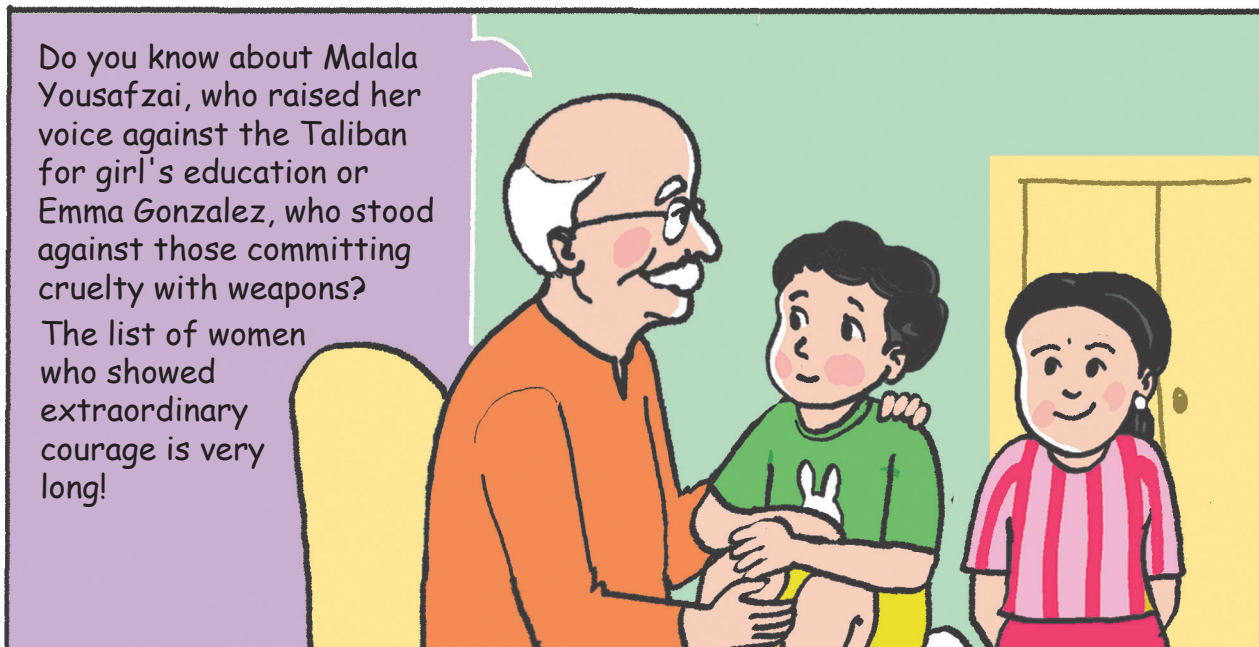


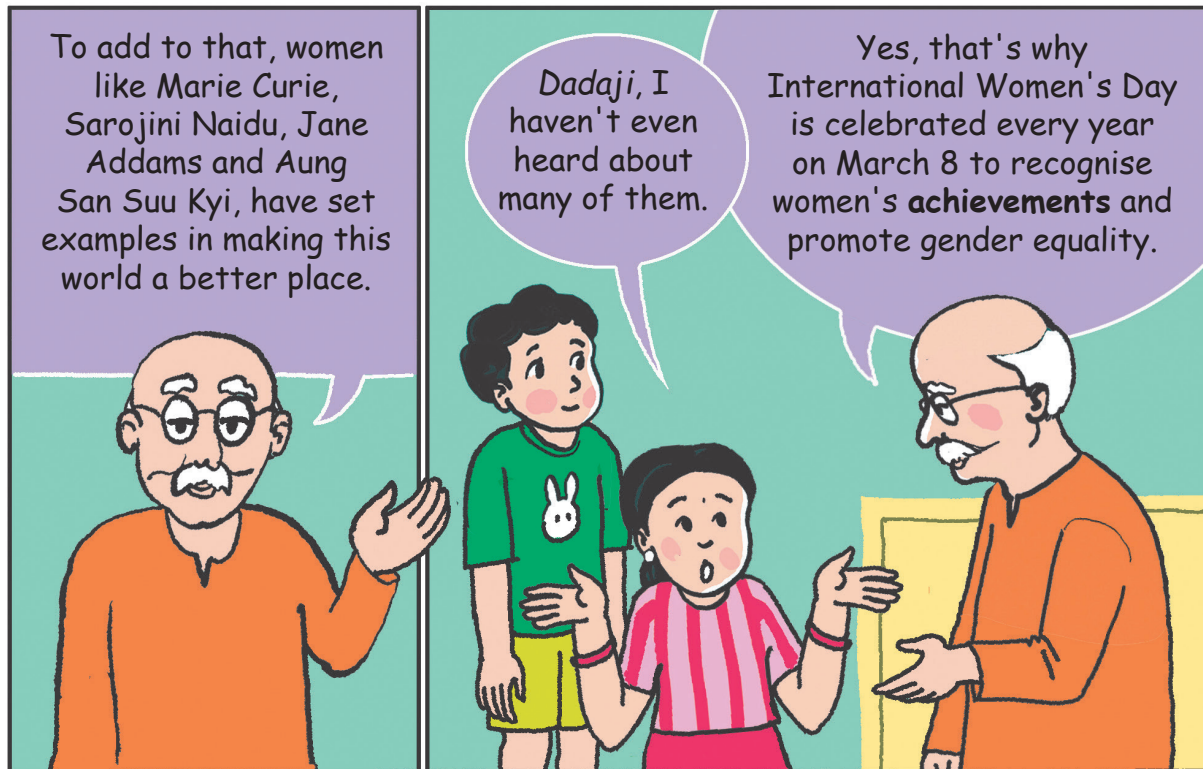
Be it Kalpana Chawla and Sunita Williams, who travelled to space or Sarla Thukral, India's first woman pilot, all of them have proved that women do not lag behind men in any field.



Do you know about Malala Yousafzai, who raised her voice against the Taliban for girl's education or Emma Gonzalez, who stood against those committing cruelty with weapons?

The list of women who showed extraordinary courage is very long!





To add to that, women like Marie Curie, Sarojini Naidu, Jane Addams and Aung San Suu Kyi, have set examples in making this world a better place.

Dadaji, I haven't even heard about many of them.

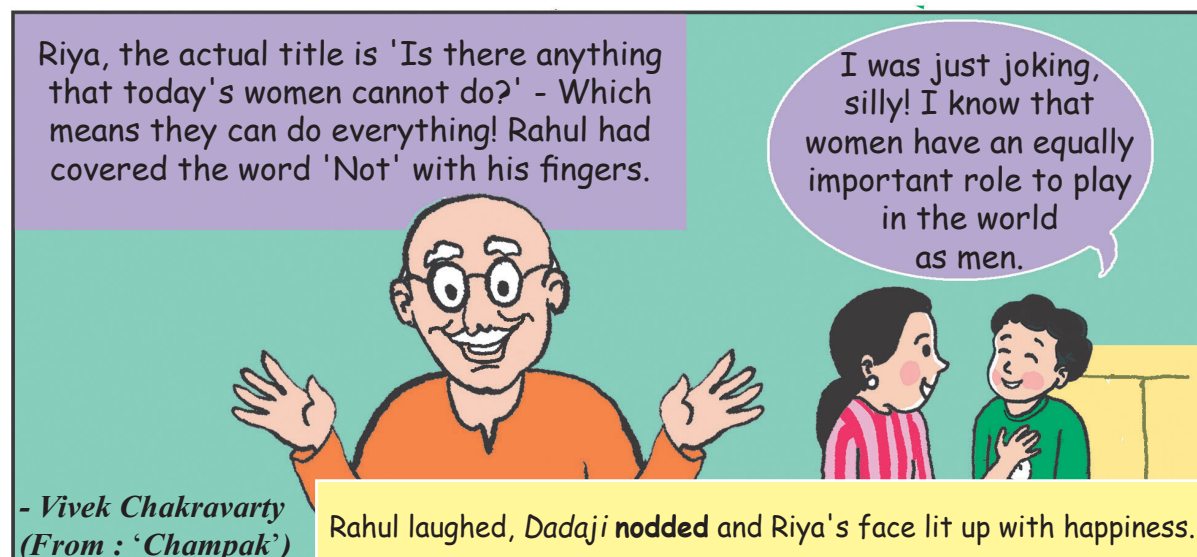
Yes, that's why International Women's Day is celebrated every year on March 8 to recognise women's **achievements** and promote gender equality.



Another purpose of celebrating this day is to plan further actions on how to advance the progress of women.

Dadaji, if women **contribute** so much in every field, then why does the article's title say, 'Is there anything that women can do'?

Bhaiya was **teasing** me with it.



Riya, the actual title is 'Is there anything that today's women cannot do?' - Which means they can do everything! Rahul had covered the word 'Not' with his fingers.

I was just joking, silly! I know that women have an equally important role to play in the world as men.

- Vivek Chakravarty
(From : 'Champak')

Rahul laughed, Dadaji **nodded** and Riya's face lit up with happiness.



Word Basket :

- **achievements** : something that has been done successfully, especially through hard work or skill
- **contribute** : to give a part of the total, together with others
- **teasing** : to laugh at somebody either in a friendly way or in order to upset them
- **nodded** : to move your head up and down as a way of saying 'yes' or as a sign to somebody to do

2. Answer the following.

- Why do we celebrate International Women's Day?
- Can you name one woman in your life who inspires you?
- Do you think boys and girls should get the same opportunities? Why?

3. Identify the Parts of Speech in the given examples.

- Rahul laughed, *Dadaji* nodded and Riya smiled.
laughed -, nodded -, smiled -
- Dadaji*, I haven't even heard about many of them.
I -
them -
- International Women's Day is celebrated every year.
Women -

4. Give a short talk on the following topic.

She Inspires Me!

◆ Instructions :

Each student may prepare a 1–2 minute speech on a woman who inspires them. (e.g. a mother, a grandmother, a teacher or any famous personality.)

5. Write any humorous conversation between you and your family in the form of a comic and paste your comic page on the ART WALL.

6. Poster Making :

- ◆ Make attractive and informative posters using craft papers, cutouts etc. You can get different ideas, slogans from various newspapers.

- (i) Women Who Inspire the World.
- (ii) Superwomen Around Us (mothers, teachers, doctors, etc.)
- (iii) International Women's Day – March 8.
- (iv) Equality for All: Men and Women Together.

◆ **Fun with words :**

What has a lot of words but never speaks?

- A dictionary

Why did the student eat his homework?

- because the teacher said it's a piece of cake

Why did the student bring a ladder to school?

- because he wanted to go to high school

What kind of tree fits in the palm of your hand?

- A palm tree

Add your own :

.....



For the Facilitator :

- Show videos to the learners through links and facilitate a discussion.
 Watch the video-<https://www.youtube.com/watch?v=1VZXdHpCRMsWas> 2016 a good year for women ?
 Muskaan | Animated Short Film on Gender Equality and Female Foeticide
<https://www.youtube.com/watch?v=daaSnsV7WP4>

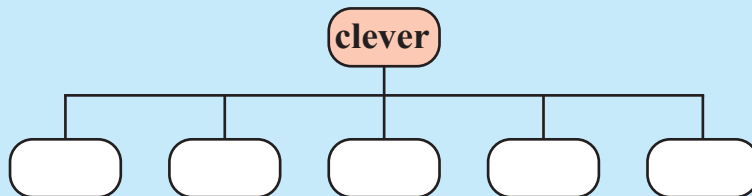
6.4

The Clever Boy



Warm-up :

- Suggest suitable nouns for the word 'clever'.

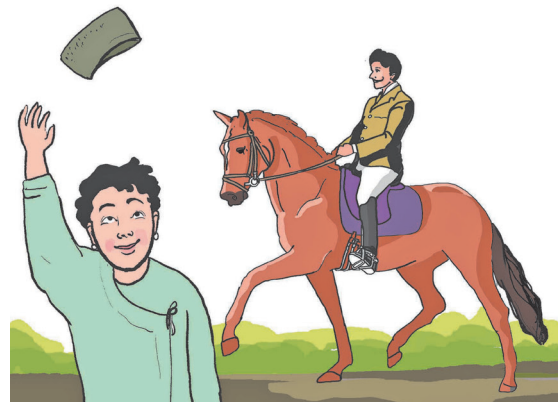


- What are the qualities of a clever person?

1. Read aloud :

Cheemo, the young son of a shepherd used to go to the pasture to graze his sheep everyday. He would set out in the mornings to return just before sunset with his sheep.

One day, he sat at a place in the **pasture** thinking of something. Suddenly, his eyes brightened up and he tossed up his fur cap high in the air excitedly.



The fur cap came down to fall over the head of a **mounted** horse that was passing by. It scared the horse and it **reared up** on its hind legs. The rider fell off the horse.

The rider was the son of the richest merchant of the city. He was going about some business of his father in his fine clothes.

The accident angered the young man. He got up and dusted his clothes. Then, he screamed at the shepherd boy, "Stupid boy! Don't you have any sense? You frightened my horse and I fell down."

Cheemo spoke, "I had tossed my cap in joy. How could I know that it would frighten the horse by falling on its head?"

"What was the reason for such joy? Let me hear it. I would have spanked you, had I got seriously hurt."

Cheemo **revealed**, "My father had posed a riddle to me and I hit on the answer."

“What was the riddle?”

“What is higher than a man but is shorter than a hen?”

“What can that be?”

“Don’t you also know the answer?”

“I know, silly. But I want to hear it from you,” the young man cleverly said.

Cheemo informed proudly, “A cap! On the head it is always higher than a man. But down on the ground it is shorter than a hen.”

Cheemo’s cleverness pleased the young man, “Smart kid, huh! Now if you get me something I will give you a lot of **reward**. When I come back here tomorrow on my way back, keep a sheep ready for me. It shouldn’t be black, white, grey, mixed black and white or of any other colour.”

The young man **departed** after saying that. Cheemo thought about it deeply.

The next day, he was grazing his sheep. The young man arrived on his horse on his way back. He asked, “Why dear boy! Have you got the sheep I asked for?”

Cheema cheerfully replied, “Yes, young sir! I got it. It is at my home. You can send your man and collect it any time. But remember that it shouldn’t be Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. And he shouldn’t come during morning, day, evening or night.”

The Young man laughed loudly and said, “I am very pleased at your cleverness. Take these five gold coins as your reward. And remember, if you ever need a job come to me straight away.”

The Young man gave the coins and his address to Cheemo. Then, he raced his horse away.



Word Basket :

- **pasture** : grassland for animals to graze
- **mounted** : sitting on a horse
- **reared up** : rose on hind legs
- **revealed** : told something
- **reward** : a gift for doing something good
- **departed** : went away



2. Choose the correct alternative from the given options :

- (i) Cheemo was the son of a
(a) farmer (b) merchant (c) shepherd
- (ii) Why did the horse rear up?
(a) It was hungry (b) The cap fell on its head (c) It saw a wolf
- (iii) What was the riddle Cheemo's father gave him?
(a) What is shorter than a man?
(b) What is higher than a man but shorter than a hen?
(c) What is bigger than a house?
- (iv) How did the rich man's son test Cheemo's cleverness?
(a) By asking him another riddle
(b) By punishing him
(c) By taking his sheep
- (v) What did the rich man's son give Cheemo at the end?
(a) Silver coins (b) Gold coins (c) A horse

3. Answer the following.

- (i) Why was the young man angry?
(ii) Why do you think the young man liked Cheemo's clever answers?
(iii) What reward did Cheemo receive?

4. The letters in the middle column are the first two letters of the words in column A and last two letters of the words in column B.

How many pairs of words can you make?

A		B
open	op	stop
	um	
	or	
	ar	
	re	

5. Use proper punctuation marks (?, !, “ ”, .) and rewrite the passage :

Then why did you buy the fifth pot demanded the husband. The wife hesitantly said that she wanted to send the extra milk to her sister. The husband was furious and yelled at her Why do you want to give milk to your sister Do you think we run

a dairy farm here Saying this he smashed all the pots in a rage But that's not fair
she shouted back at him I am the one who tends the cow and takes care of it and
I think I have every right to give some extra milk to my sister.

6. Riddles

- (i) riddle me, riddle me, riddle me-ree,
what is this riddle? can you tell me?
as deep as house, as round as a cup,
all kings horses, can't draw it up.
- (ii) we are black and dusty, but much admired;
men look for us till they are tired.
we warm and feed and comfort man;
tell me this riddle if you can.
- (iii) humpty dumpty sat on a wall,
humpty dumpty had a great fall;
all the kings horses and all the kings men
cannot put humpty dumpty together again.
- (iv) little nancy petticoat,
in a white petticoat,
and a red nose;
the longer she stands
the shorter she grows.

Now, develop your own riddles and ask your friends to solve them.

7. Read the sentences and underline the Pun words :

- (i) I used to be a banker but I lost interest.
(ii) The electrician got shocked by the news.

8. Identify the assertive and interrogative sentences from the given sentences :

- (i) I enjoy reading storybooks. (ii) Does sun rise in the East?
(iii) Who is your best friend? (iv) We are learning English Grammar.



For the Facilitator :

- Explain the use of punctuation marks with examples.
- Ask the learners to collect and create riddles and share in the class.

6.5

An Imaginary Conversation



Warm-up :

- “What do you think an elderly senior scientist might say about today’s world?”
- Complete the table with the changes that have happened in the past and in the present in a particular area.

Areas	Past	Present
Communication medium		
Transportation		
Education		
Medicine		
Meal		

1. Read and enjoy.

Student : How interesting and instructive it would be if I could actually talk to some of the distinguished people of the past ages! What a lot we could know about the details of their lives and their discovery or their creations! Of course, it can’t really be happy but suppose it could...

Sir Isaac Newton was a very famous mathematician and scientist of the seventeenth-eighteenth century who is chiefly remembered for having been the first man to state the law of gravity, the force by which objects, when dropped, are pulled towards the earth.

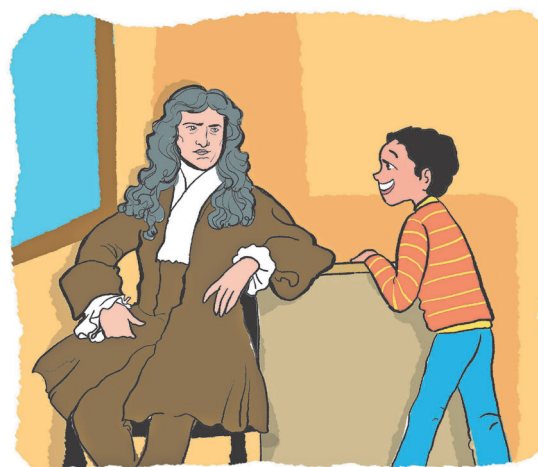
It is said that he discovered, if discovered is the right word, the law when an apple fell on his head while he was sleeping in his orchard.

Just imagine if I get a chance to speak to him. Sir Isaac Newton, dressed in the fashion of the seventeenth century, is at the door where as myself, a young university science student is studying in my room. Well our imaginary conversation could be as follows.

Sir Issac : Good evening, young man.

May I come in?

Student : (*without turning round*) : It sounds to me as if you’re already in. Just a



moment. (*Having finished the sentence, he turns.*) Good evening. Why, what funny clothes you are wearing! Is this a joke?

Sir Issac : Young man, I have not come here to listen to your opinions, valuable though they may be, about my clothes. You appear just as **ridiculous** to me as mine, no doubt, so to you. You will please be good enough not to mention the matter again.

Student : I'm sorry if I have **offended** you, I'm sure, but they do look a bit old fashioned. What did you say, your name is?

Sir Issac : I didn't, but it is Isaac Newton, Sir Isaac Newton.

Student : Newton, the father of modern mathematics, the man who invented the law of gravity!

Sir Issac : Don't talk such rubbish! I didn't invent the law of gravity. Nature or God did, whichever you prefer : I discovered it. Now, may I sit down?

Student : I hope so, I mean-yes. Let me just throw these books on the floor. (*He does so.*) There you go.

Sir Issac : (*Sits down.*) Now, let me explain the purpose of my visit. I have been watching for some time and admit I have been amazed at the **rapidity** of the progress. I have observed the creation of the train, I have **witnessed** the invention of the wireless communication mode. I have seen a thousand scientific wonders into existence. But what I find out is whether man is any happier as a result of all this. I don't believe so, but I thought I would come back to the earth for a brief visit in order to talk to a modern man, to find out from him whether he is happier or not. Can you tell me?

Student : Yes, I think so. But first of all, I'm not sure that I understand your question? Do you know whether or not man is any happier today as the result of scientific progress?

Sir Isaac : That is exactly what I want to know.

Student : It seems to me a lot depends on your use of the word 'happier'. What two things are compared? Present day man and the man one hundred years ago? Two hundred? Five hundred?

Sir Isaac : Let us say five hundred, for it is really amazing to think that most scientific inventions have been made in the last five hundred years, most of the ones I am thinking of in the last fifty sixty.

Student : And then a lot depends on what makes you happy. After all, happiness is not something you can weigh or measure. I don't know, therefore, whether man is happier or not, but if you ask me, does man lead a fuller life today, I should reply yes, I think so.

Sir Isaac : What do you mean by a fuller life?

Student : I mean that today man has greater opportunities than ever before to lead a happy, healthy life, to educate himself, to amuse himself, to discover what are the things he enjoys doing and to do then.

Medical science can cure him of his diseases, so that today fewer people die at an early age as a result of illness than in the past.

Sir Isaac : I suppose so, but what do you mean when you say that he can educate himself?

Student : Well, for example, books are more plentiful and cheap today than ever in the past. In addition, the cinema and the wireless are available, if he wishes to amuse or educate himself. Don't you agree?

Sir Isaac : I think I do. But tell me, why is man so anxious to move from one place to another faster and faster? In my time, we were perfectly happy to travel about on horseback or in a coach.

Student : I suppose we travel faster and faster because we are able to, that's all. First, man invented the steam engine and then the petrol engine and more recently the aeroplane; each of these has made it possible to travel faster than before.

Sir Isaac : What advantage is there in travelling faster?

Student : Simply that if we use less time for travelling, we have more time available for other things. Surely that is an advantage.

Sir Isaac : I suppose so. (*Standing up.*) Well, I must be going. Thank you for allowing me to ask you so many questions. I am most grateful.

Student : Please don't mention it, it's been a great pleasure. Just before you go, will you answer a question for me? Many people believe that you invented sorry, discovered the law of gravity when an apple dropped on your head. Is it true?

Sir Isaac : I can't really remember, but I don't think so. Look out, mind your head! And when the student woke up some time later, there was quite a big **bump** on his head, where a picture frame had hit him while falling down.



Word Basket :

- **ridiculous** : very silly or funny in a bad way
- **offended** : hurt or upset by someone's words or actions
- **rapidity** : speed, how fast something happens
- **witnessed** : saw something happen
- **bump** : a swollen or sore place caused by a hit



2. Answer the following.

- (i) Who are the two speakers?
- (ii) What is the main purpose of Newton's visit?
- (iii) What are the student's opinions on modern life?
- (iv) Which humorous event happens at the end?

3. Work in pairs and perform the conversation using appropriate expressions and tone.

- (i) Imagine you met Newton. Rewrite the conversation using your dialogues. Use dialogue from the text and include at least one humorous or surprise ending.
- (ii) "Is modern man happier than people of the past?"
(Write 80–100 words giving reasons for your opinion.)

4. Speak with your friend.

- (i) Debate : 'Science has made life happier.' (For and Against)
- (ii) Think-Pair-Share : What makes you happy in life-comfort or simplicity?
- (iii) Hot Seat Activity : One student acts as Sir Isaac Newton, others ask questions about modern inventions.

5. Happiness Survey :

Conduct a small class survey, using following questions and record answers in a chart. (Use emojis for very happy, happy, sad)

How happy are you with :

Mobile games?

Selfie features?

With the use of chatgpt?

With making reels?

6. Different forms of tense are used in the conversation.

Find out at least one example of each from the conversation.

Tense	Sentence

7. Visit the library and read stories of different scientists and share with your friends.



For the Facilitator :

- Organise a day in your school on the suggested topic in Activity No. 4 and encourage the learners to use science in a positive way.

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



नए समाज की ओर
Towards a new dawn

राज्यगीत



जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥धृ॥



भिती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥



काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥



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