



MY ENGLISH BOOK

Grade Six

FOR
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Tele MANAS Helpline

**Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(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.

Manodarpan

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 and has been verified. 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.

समग्र शिक्षा

MY ENGLISH BOOK

GRADE SIX

(Non-English Mediums)

My Name



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



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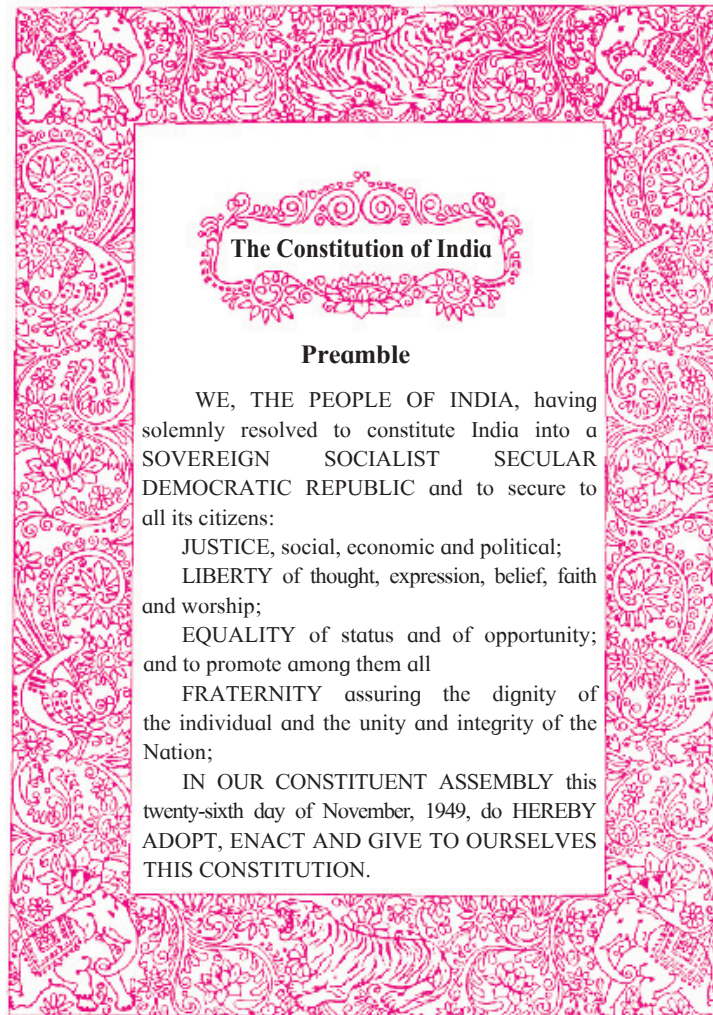
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The Constitution of India

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
Drāvīda-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.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भित्ती 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॥

Preface

Dear Learners,

A warm welcome to Grade Six. We are delighted to place this textbook called My English Book for Grade Six in your hands. I am certain you will enjoy the joy of learning the English language.

My English Book offers English as a second language to learners whose first language is either their mother tongue or the state language. National Education Policy (NEP) 2020 encourages the use of the mother tongue or regional languages in schools. However, the knowledge of the English language is important for students who wish to be global citizens.

My English Book consists of poetry, prose, drama and informative essays meant to kindle interest in the beauty of language and literature. The stories share moral values that will help you develop life skills. You will experience values such as friendship, solidarity, family, teamwork, culture, courage, environment consciousness, healthy living and fantasy. Furthermore, you will come across relevant themes such as gender equality, cultural understanding, humour, patriotism, music, seasons, wisdom, social and emotional intelligence, sports, media, healthy cuisines, indigenous cultures. My English Book will familiarize you with the twenty-first century skills such as local relevance, inclusion and equality through a wide range of stories, poems, informative texts and plays.

You will enjoy the Listening, Speaking, Reading and Writing activities that are emphasized in this textbook. Additionally, you will find Grammar and vocabulary exercises entertaining and educational. The activities in My English Book are designed to teach you skills of storytelling, close reading, speaking and writing without fear and anxiety. You will have opportunities to engage in creative crafts and skills. My English Book will motivate you to learn and enjoy literature. Additionally, it will enable you to become well-rounded students who will work for the progress of India our Nation. The regional, national and global texts will assist you in gaining a broad overview of the English language.

I would also like to draw your attention to the beautiful illustrations that have been created for your delight. My English Book will be a wonderful companion in your journey of acquiring the English language and literary skills.

I invite you to take ownership of My English Book because it is truly made for you.

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.

My English Book: 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	Reads various texts and identifies and tells the themes or messages.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
		06.02	Uses evidences, texts to make informed predictions about what might happen next.	1.1, 1.2, 3.4, 4.2, 6.3
	C- 1.2	06.03	Reads short stories, poems, skits, news and identifies their topics, themes and main characters.	1.2, 1.4, 2.3, 4.1, 4.2, 4.3, 6.5
	C- 1.3	06.04	Reads about writers, poets and dramatists from various sources.	1.4, 3.1, 3.2, 4.1, 6.1
		06.05	Collects, reads and appreciates poems, songs and skits.	1.1, 2.1, 2.2, 2.3, 2.4, 3.5, 2.5, 5.1, 5.5, 6.1
	C- 1.4	06.06	Makes a list of books according to his/her interest and reads them.	1.4, 2.5, 4.1, 6.4
		06.07	Reads books and presents the summary in own words.	1.3, 3.3, 4.5, 5.5
CG. 2	C- 2.1	06.08	Writes small paragraphs cohesively on social events.	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.4, 4.2, 4.5, 5.1, 5.2, 5.4, 6.5
	C- 2.2	06.09	Expresses own experiences in written form about different social events. e.g. Events in school, at home, etc.	1.5, 2.2, 2.3, 2.4, 3.2, 3.4, 4.2, 5.1, 5.2, 5.3, 6.5
		06.10	Writes Do's and Don'ts on various aspects of social and cultural surroundings.	1.3, 3.4, 4.1, 5.2, 5.4
CG. 3	C- 3.1	06.11	Writes informal letters with appropriate style and register (e.g.family member, friend, etc.).	3.2, 3.5, 4.2, 4.4, 6.1
		06.12	Writes short messages and essays with the help of given points.	1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 5.5,6.2, 6.3, 6.4
CG. 4	C- 4.1	06.13	Identifies different forms of short stories, poetry, drama, etc.	1.2, 4.1, 5.3
		06.14	Identifies different forms of short stories, poetry, drama, etc. and presents in the class.	2.5, 4.5, 5.3, 6.2
	C- 4.2	06.15	Identifies rhyming words in poems and writes them.	1.1, 2.1, 3.1, 4.1, 5.1, 6.4
		06.16	Identifies figures of speech such as simile, alliteration and metaphor with relevant examples.	1.1, 1.5, 2.1, 3.1, 4.1, 5.1, 6.1, 6.4
		06.17	Finds and writes the figures of speech from the poems.	2.1, 4.1, 5.1
CG. 5	C- 5.1	06.18	Identifies the words in various context. (e.g. prefixes and suffixes, genders and numbers).	1.1,1.2,1.3,1.4,1.5,2.2,2.5,2.6,3.1,3.2,3.3,4.2, 4.3,4.4,4.5,5.3,5.5,6.3,6.4,6.5
		06.19	Uses appropriate vocabulary, parts of speech, tense and punctuation marks in own writing.	1.3, 1.4, 2.1, 2.3, 2.5, 3.3, 4.2, 4.3, 5.2, 5.3, 5.5, 6.2
		06.20	Identifies the type of sentences based on its functions. (e.g. Assertive, Negative, Imperative, Interrogative and Exclamatory).	2.4, 3.4, 4.2, 5.4, 6.3,
CG. 6	C- 6.1	06.21	Tells the usage of vowels and consonants.	1.5,2.5,3.5,4.5,5.5,6.5
		06.22	Identifies the vowel and consonant sounds and articulates them with proper stress and intonations.	3.3,4.2,4.3,4.4
	C- 6.2	06.23	Differentiates between words in minimal pairs and pronounces them correctly.	1.5,2.5,3.3, 3.5,4.5,5.5,6.5
		06.24	Finds examples of puns from various texts.	1.5,3.4,6.2
		06.25	Identifies and uses examples of repetition and alliteration in poems.	1.1,1.5,3.1,4.1,5.1
	C- 6.3	06.26	Plays <i>Antakshari</i> to enrich the vocabulary.	2.2,3.2,3.4,5.2,5.5
		06.27	Creates own jokes.	2.4,2.5,3.4,5.3,6.2
	C- 6.4	06.28	Creates various language games on word building.	1.2,1.3,3.2,4.4,5.1

Instructions for Teachers and Parents

My English Book for sixth grade envisions a bright future for our learners in the field of language. Therefore, it is hoped that the facilitators and parents will ensure that the learners are provided with ample opportunities to build competencies in English. They may be encouraged to communicate and express ideas in English with confidence and coherence.



Listening

- ◆ Encourage the learner to focus on the speaker to comprehend the message and to respond effectively.
- ◆ Assist them to listen in order to understand the speaker's perspective.
- ◆ Support the learner to actively listen to examine the content, credibility and logic of the message.
- ◆ Enable them to distinguish between phonetic sounds, intonations, stress.
- ◆ Encourage them to understand the main ideas and specific details of the text via listening.
- ◆ Facilitate the understanding of humorous texts.



Speaking

- ◆ Assist the learners to speak on the activities based on the text.
- ◆ Enable them to use the required intonations and stress patterns while articulating their sentences.
- ◆ Foster the effective use of pronunciations with the help of dictionaries.
- ◆ Promote the use of new vocabulary in their daily conversations.
- ◆ Play word-games and word building with the learners.
- ◆ Encourage the learners to structure their ideas and present them logically.

- ◆ Boost the play of rhymes in the class.
- ◆ Support the learners to understand the concept of pause, pitch and pacing of speech.
- ◆ Enable the learners to become aware of grammatical structures while speaking.



Reading

- ◆ Enable the learners to read stories, poems, plays from within the text and outside the text.
- ◆ Promote the use of interpretation and analysis while reading texts.
- ◆ Facilitate the discovery of new vocabulary and new sentence structures.
- ◆ Foster recognition of characters, themes and their salient traits and quirks.
- ◆ Assist the prediction of character behaviour and development of the story.
- ◆ Enable the learners to enjoy the sound of rhymes and words.



Writing

- ◆ Enable students to create sentences and paragraphs.
- ◆ Promote integration of new vocabulary in sentence creation.
- ◆ Engage in distinguishing between do's and don'ts of various contexts.
- ◆ Enable consciousness of grammatically sound constructions and literary value in writing.

- ◆ Assist in developing content of informal writing.
- ◆ Foster the identification of appropriate style and register of language.
- ◆ Encourage the learners to write short messages, guided essays.



Pedagogical Approach

- ◆ Encourage the learners to avoid distractions of phones and other gadgets.
- ◆ Avoid an error-centric approach to pedagogy.
- ◆ Use open-ended questions to elicit responses from the learners.
- ◆ Provide as many examples as possible to enable the understanding of language and literature.
- ◆ Constant encouragement will embolden the learner to exercise the listening, speaking, reading and writing skills.



Role of Parents

- ◆ Permit the learners to read voraciously from books outside the syllabus alongside the textbook.
- ◆ Create a calm, positive and peaceful environment for the learners to develop their language and literature skills.
- ◆ **Ensure that each L.O. is focussed upon and ample practice is given to the learners.**

Logos used in the Textbook

Note : Use sign language and other pedagogical strategies for children with special needs CWSN to communicate the content and acknowledge their response.



Listen/see



Speak/ Discuss



Sing a song



Listen/see and act



Read



Sign Language



Do



See and do



Enact



Write



Activity



Dictionary



Word Basket



For the Teacher

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**Let's explore :**

a. Name the five seasons of India and tell one feature of each.

b. Listen and sing.

The Sun is shining, oh so hard,
The land has dried, it's so **parched**.
The fields are hungry, rivers thirsty,
Oh rain, rain come our way.

Rain, rain is on her way,
Feathers spread, the peacocks sway.
The clouds are dark, hark the lark,
Rain, rain she's on her way.

The clouds they gather, dash and thunder,
Bolts of lightning, **streak** and **shimmer**.
Pit, pat! I feel a drop,
Oh rain, rain she's come her way.

The fields are **drenched**, the land is soaked,
The trees have bathed, the rivers **hosed**.
The Earth is happy, green and cheery,
Oh rain, rain come again.

- Anonymous

**Word Basket :**

- **parched** - very dry and hot
- **streak** - flash of light
- **shimmer** - shine with the soft light that seems to be moving
- **pit-pat** - sound of tapping raindrops
- **drenched** - completely wet
- **hosed** - the rivers flew strongly as if spraying water

c. Fill in the blanks using appropriate words from the poem.

1. The land has _____.
2. The rivers are _____.
3. The clouds are _____.
4. Feathers spread, the peacocks _____.
5. Bolts of lightning, streak and _____.

d. Complete the sentences using your predictions.

1. If it does not rain, then _____.
2. If it rains continuously, then _____.

e. Find and write the words from the poem that rhyme with.

• bark - • wonder - • merry - • yard -

f. Read the poem and complete the given table.

flash, happy, roar, completely wet, sprayed

Words	Similar words
• thunder	
• hosed	
• bolt	
• bright and cheerful	
• drenched	

g. Which season is mentioned here?

“The land has dried, it’s so parched
The fields are hungry, rivers thirsty”

h. Read, think and complete the following.

	Condition before rain	Condition after rain
sky	_____	_____
land	_____	_____
earth	_____	_____

◆ Read the following.

eg. ‘Fly, fly little bird.’

‘Repetition’ is a figure of speech in which a word, phrase or a line is repeated.

i. Find other examples of Repetition.



For the Facilitator :

- Ask learners to collect poems related to rain and present them with proper rhythm.
- Explain the figure of speech ‘repetition’ using various examples from other poems.

**Warm - up :**

a. Look at the pictures and write the names of their young ones.



.....



.....



.....



.....



.....



.....

b. Read aloud.



Long, long ago there lived a family of crows on a banyan tree. They had prepared a beautiful nest and made it their home. A wicked cobra lived in the **hollow** of that same tree.

One day, the crows were very happy as the lady crow had laid eggs. One evening, they flew out together for food. During that period, the cobra climbed up the tree and ate the little ones of the crows.

After a few months, the lady crow laid some eggs again. This time, they decided that they will stay at a short distance to watch their nest.

As soon as they left the nest, the wicked cobra climbed the tree, reached up to their nest and ate the little ones. Looking at this, the crows were very sad.

The lady crow said to her husband, “It has become dangerous to stay here. Let us find a way to protect our children from this wicked cobra.”

The crow replied, “I will soon think of something and promise you that we won’t lose our babies anymore.”

The next day, the clever crow made a plan. He flew to a nearby lake to steal a **precious** bracelet. He knew that every morning the queen came to the lake with her royal servants to bathe. When no one was watching, the crow **plunged down**, picked up the precious bracelet in his beak and started flying slowly. One of the servants noticed it and screamed loudly.

The crow flew **swiftly** and dropped the bracelet into the hollow of a banyan tree.

The cobra was sleeping inside and was not aware of this. The guards



saw that and pulled out the bracelet tactfully instead of disturbing the cobra. The bracelet was returned to the queen. The guards chased away the snake into deep forest without harming it.

Then, the clever crows lived happily and did not lose any of their children afterwards.

Moral - One can overcome obstacles with presence of mind.

-A fable from *Panchatantra*



Word Basket :

- **hollow** - with a hole or empty space inside
- **plunged down** - jumped suddenly with a force
- **precious** - of great value
- **swiftly** - quickly

c. Identify the type of the story.

The story is a.....

- Fantasy - a story with fairy and magic.
- Fable - a story in which characters are animals and they act like humans.
- Factual - a story related to today's life experiences.

d. Who said to whom?

Sentence	Who said	To whom
"I will soon think of something."	_____	_____
"It has become dangerous to stay here."	_____	_____

e. Arrange the following sentences in proper order by putting numbers in the given boxes.

1. The guards chased away the cobra.
2. The crow stole the bracelet.
3. The cobra ate the crows little ones.
4. The crow family was living on a banyan tree.
5. The crow made a plan.

f. Answer the following questions.

1. What did the crows decide?
2. Why did the servant scream loudly?
3. If you were among the guards, what would you have done?
4. What will you do, if you spot a snake inside your house?

g. Rearrange given letters and make meaningful words from it.

e.g. derpprea - prepared

hceader - _____

loohwl - _____

elcierhdn - _____

niatsntly - _____

dewikc - _____

hcgntiaw - _____

h. Select and write the opposite words from the given box.

(found, wicked, clever, lose, dangerous, swiftly)

• dull × _____

• win × _____

• lost × _____

• safe × _____

• slowly × _____

• kind × _____

i. Write the describing words for the following nouns from the story.

• _____ nest

• _____ bracelet

• _____ crow

• _____ cobra

j. Prepare a chart as following and display it in the classroom.

Animal/Birds	Their homes	Young ones
hen		
dog		
cow		
fish		
bird		

k. Complete the story using the words in the bracket. Give it a suitable title and write its moral.

(praised, elephants, safely, flooded, swim, trumpet, herd, flood, current)

Title -

One day, a herd of was crossing a river. The river was with mud and water. 'Tan – tan – Taraaa!' Suddenly the head elephant trumpeted loudly to let his know that there was The youngest elephant from the herd, had never swum in such a strong He was scared. He heard the call. Immediately, he started to towards the sound. He crossed the river All the elephants him.

Moral -



For the Facilitator :

- Encourage learners to read fables and present stories with a moral.
- Motivate them to collect different fables and enact in the classroom.



1.3

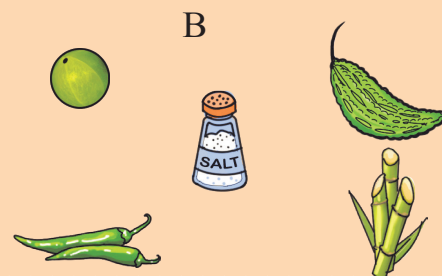
Secret Plan of the Vegetables



Warm - up : Be healthy

a. Match the taste with the fruits/vegetable.

A
salty
spicy
sweet
sour
tangy



b. Read and understand.

Balbir was very fond of chocolates. He also loved the tasty dishes his mother made. However, he would never eat any vegetables. His mother would get angry but for any vegetable dish Balbir would always say a loud NO!

“Look at these peas, Balbir! They taste so nice with paneer!” his mother would say. But Balbir would merely shake his head!

Name any vegetable and Balbir would turn his face away. He would not look at even *gajar halwa* topped with nuts and raisins.

Balbir’s father and mother would get very angry. But all the vegetables would feel more angry and hurt.

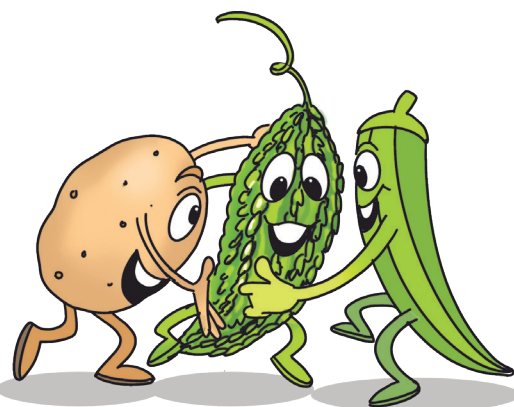
“Balbir does not like me. I also do not like him,” **growled** Mr. Potato, one day.

“See how he hates me!” cried Carrot Tops angrily.

“I would like to scold the fellow!” said Miss Bhindi.

“And I know how to deal with this stubborn boy!” Mr. Karela said with a naughty smile.

By the time dinner was ready all the vegetables had worked out their plan.



Balbir was fond of egg curry. When the curry was brought to the table, he **greedily** put a piece of the egg in his mouth. “Yuk! this egg is bitter!” he cried. He did not know that Mr. Karela had **squeezed** his juice on the egg.

“Rubbish!” his father shouted. But Balbir said, “It is really bitter, Papa,” and asked for custard.

When the custard was being brought, a cauliflower threw a big lump of salt into it.

Balbir put a spoonful of custard in his mouth. He found it so salty that he could not swallow it. “The custard is salty, Mummy!”

But his mother and father did not believe him. All he got was a **scolding** for being such a grumpy boy. Balbir remained hungry. In the middle of the night, Balbir crept hungrily to the fridge. He took out a slab of chocolate and took a big bite. But his tongue burnt because the vegetables had rubbed chillies on the chocolate.

With his burning mouth, Balbir turned to a big bowl of *gajar halwa*. He put a spoonful in his mouth. “Aha!” The *halwa* tasted so sweet and nice! He took another spoonful and then another. It surprised him that *gajar halwa* could be so tasty. And he had always refused to eat it! He liked it so much that he ate up all the *halwa* in the bowl.

Next morning, Balbir’s mother opened the fridge to take out milk for making tea. She found the bowl of *gajar halwa* empty. “Who has eaten the *gajar halwa*?” she asked.

“I ate it, Mummy!” Balbir said.

“You! You hate vegetables, do you not?”

“Yes, Mummy, I did hate vegetables. But I don’t anymore!”

Balbir’s mother was happy. “Good boy,” she said and hugged him.



Word Basket :

- **growled** - made a low noise in the throat to show anger
- **greedily** - acting in a way that shows a desire for more food that is actually needed
- **squeezed** - pressed something hard for a particular purpose
- **scolding** - speaking angrily to someone because he/she has done something bad or wrong

c. Discuss in pair. Enlist the advantages of healthy food and disadvantages of packaged food.

Advantages of healthy food	Disadvantages of packaged food
.....	
.....	
.....	
.....	
.....	

d. Read the grid carefully and encircle the names of the eatables mentioned in it.

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

e. Classify the words in the given columns.

(merely, run, hungry, bowl, tea, angry, hungrily, catch)

Adjectives	Nouns	Verbs	Adverbs
.....			

f. Complete the following message using the given words.

(protect, need, eat, illness, energy, healthy)

Dear vegetables,

You are our _____. You give us vitamins and _____. You _____ us from _____. You keep us _____. We must _____ you to stay fit. Thank you for what you do for us.

Your fan,
Balbir

g. Read the following words.

• real - really • greedy - greedily

Now, add the suffix '_____ly' to the following words and rewrite.

 ly slow___ happy___ easy___ like___ week___ quick___

◆ Simple Present Tense

h. Read and understand.

- | | | | |
|-------------|-------------|--------------|--------------|
| • I play. | • We play. | • He plays. | • It plays. |
| • You read. | • You read. | • She reads. | • They read. |

We use Simple Present Tense for daily routine, regular actions, habits, universal truth.

e.g. 1. The Sun rises in the east.

2. I go to school every day.

3. She drinks milk daily.

- i. Read the given table, choose one word from each column and make meaningful sentences.

Subject	Verb	Object
I	play/plays	cricket.
You	read/reads	books.
We	watch/watches	T.V.
They	eat/eats	mangoes.
He	cut/cuts	vegetables
She	run/ runs	fast.

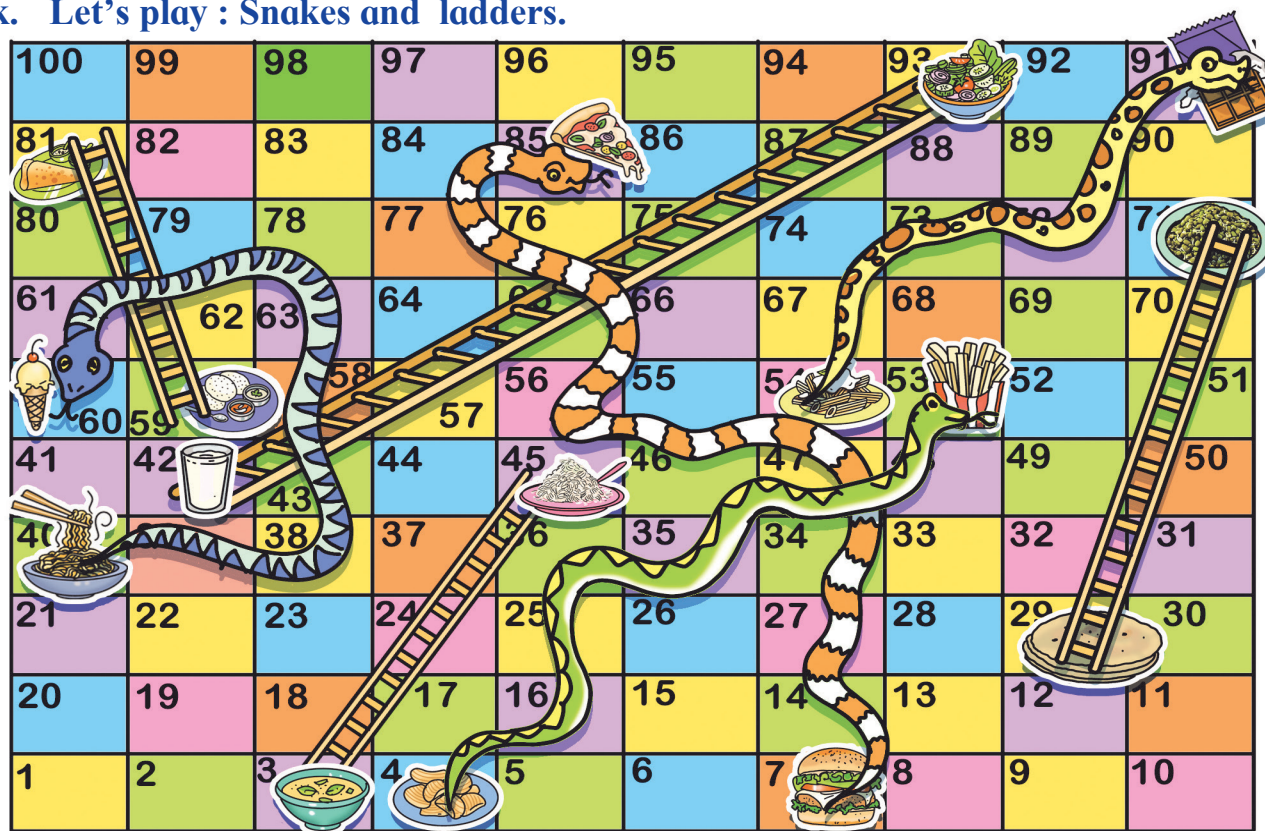
e.g. I run fast.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- j. Underline the silent letters in the given words.

- knight, knowledge, knot
- psychology, pneumonia
- limb, dumb, comb
- honest, hour, school

- k. Let's play : Snakes and ladders.



Tips on playing the game.

1. Take a dice roll it and move your token forward according to the number.
2. If your token stops on a healthy food, climb the ladder.
3. If your token stops on unhealthy food, slide down the snake.
4. Roll the dice again when it is your turn.
5. The first player who reaches upto 100, wins the game.



For the Facilitator :

- Select a new topic and assign small tasks to learners. Ask them to design and prepare a snake and ladder game collaboratively in the classroom.
- Encourage them to create their own grids, puzzles, riddles on different topics.



1.4

The People Who Protect Nature



Do you know?

a. The names of the following pictures.



.....



.....



.....



.....

b. Read carefully :

Nature is very important for our life. Forests give us fresh air, clean water, food and shelter. Trees help us to breathe and live a healthy life. Animals and birds also depend on forests. Some people understand the value of nature and work hard to protect it. They do not work for money or fame. They work with love and care for nature. This lesson tells us about three such people who loved nature and worked selflessly for society.

Tulsi Gowda (*Van Devata*)

Tulsi Gowda is called *Van Devata*, which means Tree Goddess. She was born in a Halakki tribal family in Karnataka. She did not go to school and could not read or write. However, she learnt many things by living close to the forest. She had deep knowledge of trees, plants and **herbs**. Environmentalists called her the **Encyclopaedia** of the forest because of her great knowledge. She planted more than 30,000 saplings in her life. She worked with the forest department and took care of plant nurseries. She could identify many types of trees and knew the mother tree of each species. She believed that the forest taught her like a teacher. She loved trees as her own children. In 2021, the Government of India honoured her with the *Padmashri* Award for her great service to nature.



Rahibai Soma Popere – Seed Mother

Rahibai Soma Popere (*Padmashri*) is known as the Seed Mother. She is a tribal farmer from Maharashtra. She could not attend school because her family was very poor. She started working in the fields at a young age. She learnt farming through daily work and experience. She saved many traditional and native seeds of crops. She encouraged farmers to grow local crops instead of using only market seeds. She taught people about organic farming and natural methods. Rahibai is an active member of *Kalsubai Parisar Biyanee Sanvardhan Samiti*, Akole in Ahilyanagar district. She



started seed banks and nurseries to protect seeds. She shared seeds freely with many farmers. At present, about 122 **landraces** and 32 crops are under **conservation**. Her work helped protect food, farming and nature. In 2020, she received the *Padmashri* Award. She was also included in the BBC (British Broadcasting Corporation) list of 100 women for her inspiring work for society and nature.

Chaitram Deochand Pawar - A pioneer of Tribal Development and sustainable Agriculture

Chaitram Pawar (*Padmashri*) is a tribal social and environmental leader with over 30 years of experience. He has led conservation, **sustainable** farming and community development work in more than 100 villages across Maharashtra and Gujarat. He has begun with **cultivation** of 5000 trees with his own contribution. As an expert member of the Forest Advisory Committee (2015), he helped protect forests, empower tribal communities especially women and promote self-reliant development. He has started work from his village, Baripada, in Dhule district with the help of *Janjati Kalyan Ashram* and now extended in nearby 100 villages from Maharashtra, Madhya Pradesh and Gujarat.



He has worked for tree planting, water conservation, and forest protection. He helped many villages by building check dams and **trenches** to store rainwater. Because of this, the groundwater level **increased** in many areas. Farmers got more water for farming and their crops improved. His work also helped birds and animals to get safe homes. Many forests were saved because of his efforts. In 2025, he received the *Padmashri* Award for his valuable work for society and nature.



Word Basket :

- **herbs** - plants whose leaves, seeds are used in medicine
- **encyclopaedia** - a book or set of books that gives information about many subjects arranged, in the order of alphabet (from a to z)
- **landraces** - variety of crops that suit the conditions of a particular local area
- **conservation** - the protection of the natural world
- **sustainable** - that can continue for a long time
- **cultivation** - the preparation and the use of the land for growing crops
- **trenches** - a long narrow hole dug in the ground for water to flow along
- **increased** - became something larger

c. Read the text and complete the following sentences.

1. Forests give us fresh air, clean water, _____ and shelter.
2. Tulsi Gowda planted more than _____ saplings.
3. Tulsi Gowda worked with the _____ department.
4. Check dams and trenches help to store _____ water.
5. Rahibai Soma Popere encouraged farmers to grow _____ crops.

d. Complete the following table.

Names	State	Known as	Awarded 'Padmashri' in the year
Tulsi Gowda			
Chaitram Pawar			
Rahibai Popere			

e. Match the root words with the suitable prefixes. One has been done for you.

Prefix	Root word	Word
re-	stop	nonstop
dis-	known	
im-	present	
ir-	advantage	
un-	possible	
non-	regular	

f. (i) Look at the picture and read the sentences.



1. This is a boy.
He is studious.



2. This is a girl.
She is brave.



3. This is a tree.
It is green.

(ii) Read the chart.

Gender	Pronoun	Example
Masculine	He	Boy, father, king
Feminine	She	Girl, mother, queen
Neuter	It	Book, table, city, fruit

(iii) Write the correct pronoun for the given words.

(He, She, It)

Words	Pronoun
king	
doll	
flower	

Words	Pronoun
pen	
Yash	
Srushti	

g. Write a short paragraph on ‘Trees are our best friends.’
(shade, help, fruits, oxygen, protect)

Trees are our best friends. They give us _____. We eat its _____ and nuts. We rest in its _____ in summer. They _____ to bring rain. We should _____ trees.

h. Collect information about environmental protection and water conservation activities.

i. What type of books do you like to read? Make a list of your favourite books.

I like _____

No	Name of books	No	Name of books
1	_____	4	_____
2	_____	5	_____
3	_____	6	_____

j. Create and write slogans for ‘Save Water’ and ‘Save Trees.’

- _____
- _____
- _____
- _____
- _____
- _____



For the Facilitator :

- Arrange a poster making competition in school on ‘Save Trees, Save Water’ or topics related to environment. Arrange poster exhibition in the school.
- Encourage the learners to read about the environment and water conservation activities carried out world wide.
- Motivate them to gather more information about Chaitram Pawar, Tulsi Gowada and Rahibai.
- Encourage them to explore different sources such as books, newspapers and the internet to collect information.



1.5

One Thing that I Wonder



Do you know?

a. • Observe the following pictures carefully and write their names.



• Make a list of seven wonders of the world.

b. Read the poem loudly with correct intonation.



One thing that I **wonder**
Is why the world is round,
And why the trees grow toward the sky
Instead of upside down.



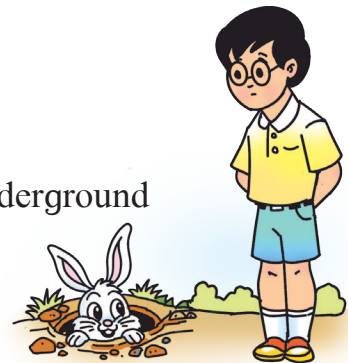
One thing that I wonder
Is how it came to be,
That cats are quick to sit in laps
While **whales** sleep in the sea.



One thing that I wonder
Is why the sky is blue,
Why spiders all have eight legs
While we have only two.



One thing that I wonder
Is how it came to be,
That **bunnies burrow** underground
While birds live in a tree.



One thing that I wonder
Is why we wonder why,
About the wonders of the earth
That fill the sea and sky.

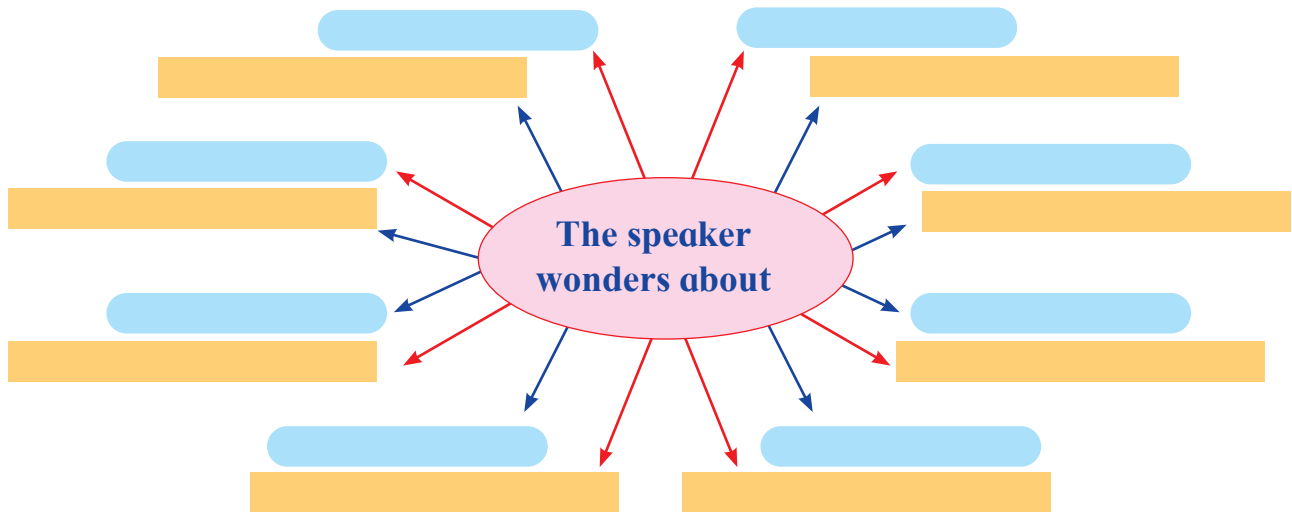
- Charles Ghigna



Word Basket :

- **wonder** - to want to know something
- **bunnies** - rabbits
- **whales** - very large animals that live in the sea
- **burrow** - to dig a hole in the ground or shelter by rabbits

c. List the things that the speaker wonders about.



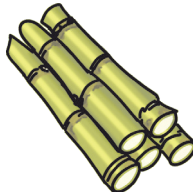
d. Look at the pictures and complete the sentences.



coal black



ant



sugarcane



tortoise



ice

One thing that I wonder is, why coal is black.

1. _____
2. _____
3. _____
4. _____

e. Read the following line carefully.

Busy bees buzz in the garden.

The words Busy, bees and buzz begin with the same sound 'b'.

Pretty pink flowers bloom in spring. 'P' sound is repeated.

Alliteration

Alliteration is a repetition of consonant sounds at the beginning of words. When two or more words together begin with the same sound, it is called 'Alliteration.'

f. Find an example of alliteration from the poem.

g. Make funny sentences using alliteration in them.

◆ **Minimal pairs.**

h. Read and understand the following word pairs.

sleep - slip, sip - ship, bat - cat

Read aloud these pairs. You will find that pair of words differ in only one sound and there is difference in the meaning. Such kind of pairs are known as Minimal pairs.

i. Find and write down the minimal pair words from the poem for the following.

	Words			Words	
e.g.	eye	I	•	same	
•	bee		•	two	
•	leave		•	see	
•	think		•	feel	

◆ **Pun**

• **Read and enjoy.**

Teacher : Why does the Maths book look **sad**?

Student : Because it has **many problems**.

A : Why did the computer **go to the** doctor?

B : Because it had **a virus**.

Teacher : Why a bicycle **can't stand** on its own?

Student : Because it is **two tired**.
(Plays on 'two-tires' vs 'too tired'.)

Note : A humorous sentence with dual meaning, intentionally is called Pun.

j. Collect and create Puns using jokes, riddles, etc.



For the Facilitator :

- Explain Pun using various examples from mother tongue/English.
- Encourage learners to collect, create and share Puns.
- Encourage them to find more minimal pair words.
- Ask them to collect the poems having examples of Pun.

Phonics Awareness : Short vowel sounds

- **Read, understand and practice.**

Short Vowel Sounds – Letters and Examples-

Sound (IPA)	Common Letters	Examples
/æ/	a	cat, hat, apple
/e/	e	bed, pen, red
/ɪ/	i	sit, gym,
/ɒ/	o	hot, dog, box
/ʌ/	u	cup, sun, luck
/ʊ/	oo, u	book, put, foot
/ə/ (schwa)	a, e, o, u, er.	teacher, doctor,

◆ **Quick tip :**

- Short vowels are usually found in closed syllables (ending with a consonant).
- They don't sound like the name of the letter, unlike long vowels.
- For example, cat (/æ/) doesn't sound like the letter "A," while cake (/eɪ/) does.

- ⇒ Enlist more words with short vowel, underline the short vowels and practise them.
- ⇒ Read each word carefully. Break it into syllables. Then identify and underline the syllables that contain short vowel sounds.

e.g.

1. per/son/al/i/sa/tion
2. in/ter/na/tion/al/i/sa/tion
3. un/pre/dict/a/bil/i/ty
4. mis/in/ter/pre/ta/tion
5. dis/or/gan/i/za/tion/al

1. un/in/ten/tion/al/ly
2. de/ter/min/a/tion/al
3. con/sid/er/a/tion/al
4. un/der/stand/a/bil/i/ty
5. hy/po/thet/i/cal/ly

1. in/di/vid/u/al/i/ty
2. com/mu/ni/ca/tion/al/ly
3. re/spon/si/bil/i/ty
4. char/ac/ter/is/ti/cal/ly
5. im/pos/si/bil/i/ty

1. re/pre/sen/ta/tion/al
2. mis/com/mu/ni/ca/tion
3. in/ves/ti/ga/tion/al
4. in/com/pre/hen/si/bil/i/ty
5. ir/re/spon/si/bil/i/ty



2.1

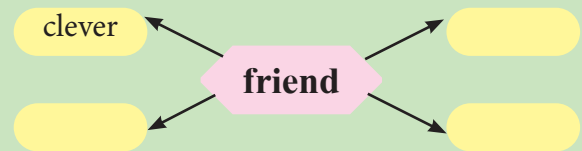
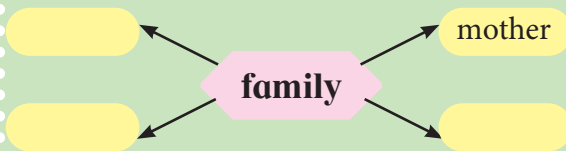
The Brother



UNIT TWO

Warm - up :

a. Do as directed.



b. Read the poem and enjoy.

In laughter bright, in shadows deep,
A bond we share, the love we keep

Through storm and sun, we walk as one
You, my brother, my moon and sun.

With eyes that see my hidden pain
You stand beside through loss and **gain**.

In every tear and every smile,
your presence makes it all **worthwhile**.

Like rivers flow to the sea,
together strong, you and me.

When days are dark and nights are long,
Your strength and hope keep me strong.

Through time and space, no bond can break
A love so pure, no force can break.



- *Amanjeet Singh*



Word Basket :

■ **gain** - advantage in something

■ **worthwhile** - enjoyable or useful

c. Use the words given below and frame the sentences.

- smile : _____
- brother : _____
- river : _____
- sea : _____

d. Discuss and write the answers of the following questions.

1. Which line do you like the most from the poem? Why?
2. Which qualities of a brother are described in the poem?

e. Complete the following lines.

1. When days are dark _____.
2. _____, we walk as one.
3. Together strong, _____.
4. In every tear and _____.

f. Identify the rhyming words in the poem and write them.

◆ **Simile :**

Read and understand the following sentences.

e.g. 1. 'The moon is like a silver ball, ⇒ Moon is compared with silver ball.
Shining bright above us all.

2. My heart is like a happy drum, ⇒ Heart is compared with happy drum
beating fast when fun has come

When there is a comparison between two different things using words 'like', 'as' - it is 'Simile.'

g. Read the poem and complete the following.

1. The name of the poem is _____.
2. The poet of the poem is _____.
3. The poem is about _____.
4. The figure of speech used in the poem is _____.
5. The message of the poem is _____.

h. Tell your friend, what will your brother do?

- If I get first rank in the class _____
- If I fall while playing _____

i. **Underline the groups of words which indicate Simile.**

1. She is as brave as a lion.
2. He runs like the wind.
3. The moon is like a silver ball.

j. **Find and write the examples of 'Simile' from the poem.**

◆ **Metaphor :**

Read the following sentences.

- | | |
|---------------------------|----------------------------|
| e.g. 1. He is a lion. | 3. My classroom was a zoo. |
| 2. She is a shining star. | 4. Time is money. |

When there is a comparison between two different things without using words 'like', 'as' - it is a 'Metaphor.'

k. **Find and write the examples of 'metaphor' from the poem.**

l. **Create a birthday card for your brother.**

m. **Write down the qualities of your brother in the petals.**



n. **Write an essay on 'My Brother' using the following points.**

- Introduction of your brother
- How he cares for you
- How he supports you
- How you enjoy your time together



For the Facilitator :

- Provide a few words and funny emojis to the learners and ask them to form sentences.
- Give other examples of simile and metaphor. Explain the differences.



2.2

Stories on Strings



Warm - up :

- a. • Sit in a circle. • Pass a ball around while the music plays. • When the music stops, the learner holding the ball must speak any funny dialogue/sentence as if the puppet is talking.

b. Read and understand.

India is a land of colourful and **exciting puppet traditions**, found in every corner of our country - North, South, East and West. Each region has its own special style of puppets that tells wonderful stories. In the North, especially Rajasthan, the bright and dancing Kathputli puppets perform tales of brave kings and clever queens.



The South states like Karnataka and Tamil Nadu are famous for *Bommalattam* puppets. These puppets are large, beautifully **carved** and made with great skill. Traditionally, *Bommalattam* was used in temple festivals and village gatherings to tell stories from the *Ramayana*, *Mahabharata* and local legends. Because the puppets could move their hands, head and even eyes very smoothly, they were used to teach moral values and entertain people during celebrations. The performers believed that these puppets brought blessings and joy wherever they were shown.



In Andhra Pradesh, the shining leather *Tholu Bommalata* puppets create magical shadow pictures on a white screen. Traditionally, *Tholu Bommalata* was used to tell sacred stories, especially episodes from the *Ramayana*. Through the glowing shadows, music and expressive movements, they taught people important lessons about good behaviour, kindness, bravery and truth. The shadow puppets were also believed to please the village **deities** and bring **harmony** to the community.



In Odisha and Bengal, the tiny rod puppets slide, jump and twist in funny ways. These wonderful puppets sing, dance, act and even teach us beautiful stories from India's rich culture. Watching a puppet show feels like seeing a fairytale come alive!

Puppet shows are not only interesting but also full of fun and surprises. Sometimes the puppets do silly things that make everyone laugh. Imagine a puppet king who keeps dropping his crown again and again or a puppet parrot that talks non-stop until even the puppeteer acts tired. In some shows, a puppet suddenly sneezes loudly—"Aaaachoo!"—and the audience bursts into giggles.

A naughty puppet may try to "escape" from the stage and the puppeteer quickly pulls the strings to catch it before it runs away! These funny moments make puppet shows exciting because you never know what the puppet will do next. That is why puppet forms of India continue to entertain children and adults alike, keeping our old traditions alive in a joyful and playful way.



◆ Let's create

- The magical stories of puppets can be found in simple things, like your hands too! Make tiny puppets by drawing faces on your thumbs/fingers.

Steps :

1. Use pen/sketchpen to draw a face on your thumb or fingers.
2. Using different designs, hairstyle, dressing make a variety of finger puppets.
3. Give favourite name to your puppet/puppets.

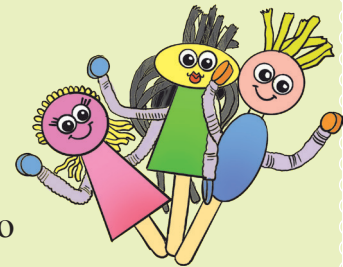
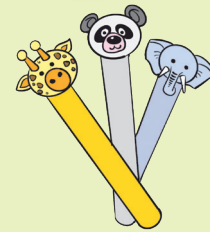


OR

- Make puppets using ice cream sticks.

Steps :

1. With glue or rubber bands, stick the ice cream stick in the shape of a V sign.
2. Create shapes of body and face using paper.
3. Stick these shapes on the ice cream sticks.
4. Use pens/sketchpens to draw faces, clothes of puppets.
5. Colour your puppets.



You can use pens, pencils to draw on them, little bindis to decorate your puppets.



Word Basket :

- **exciting** - causing strong feeling of pleasure and interest
- **puppet** - a model of person or an animal that you can move by pulling the strings with the help of fingers
- **traditions** - a custom or belief or a way of doing something that has continued from the past to the present
- **carved** - cut the wood or stone in order to make an object
- **deities** - gods or goddess
- **harmony** - a state of agreement or peaceful existence together

c. Read the text and complete the following chart.

Type of puppets	State/Region	Features

d. Write at least 2-3 lines on ‘puppets.’

e. Write the plural forms of the given words.

- puppet - _____
- story - _____
- picture - _____
- show - _____
- tradition - _____
- lesson - _____

f. Introduce yourself as puppet is introducing you.

eg. • Hello! I am Prakash.

• I am 11 years old.

• I like drawing.

(You can add your points.)

g. Read the words - beautiful, wonderful, careful and find other words having the suffix ____ ‘ful.’

h. Underline the ‘f’ sound from the following words.

- fair • cough • phonetic • tough • shelf

i. Let’s learn

- Mr. Ramdas Padhye is a well known puppeteer. He has performed many shows, not only in India but also abroad too. He is famous for his iconic puppet - ‘Ardhavatrao’ and ‘Bunny - the funny.’



- Late Kamini Kaushal a veteran actress from Hindi Cinema ran *Gudia Ghar* Production to create and design voiced puppets for Doordarshan shows in the late 1980’s.



For the Facilitator :

- Show different kinds of puppet shows using digital media. Encourage learners to make various puppets.
- Organise a puppet making workshop in your school and exhibition of the puppets made by the learners.



2.3

All About News



Warm - up :

- a. • What is the difference between news and rumour?
- What are the different ways to disseminate information?
- Have you ever read any newspaper? What are the different types of news covered in it?

b. Read and understand.

KANYA SHALA CELEBRATES MAHARASHTRA DIN

Chalisgaon May 1 : *Kanya Shala* Chalisgaon, celebrated Maharashtra *Din* with great **enthusiasm** on Wednesday to mark the formation of the state of Maharashtra.

Learners took active part in the programme. The celebration began with the singing of the Maharashtra *Rajyageet*. Teachers explained the importance of 1st May and spoke about the history and culture of Maharashtra in simple words.

As a part of the celebration, learners presented short speeches and poems on Maharashtra and its great leaders. Some learners came dressed in traditional Maharashtrian **attire**, which made the programme

colourful and lively.

Mrs. Patil a senior teacher guided the learners and encouraged them to participate confidently.

The school Principal, addressed the learners and spoke about unity, love for the motherland and pride in Maharashtra's rich culture. He motivated the learners to become **responsible** citizens and contribute to the progress of the state.

The programme concluded with a pledge taken by the learners to respect Maharashtra's values and work sincerely for its development. The celebration was meaningful and inspiring for all those who were present.



Word Basket :

- **enthusiasm** - a strong feeling of excitement or interest in something
- **attire** - clothes
- **responsible** - a person that you can trust to behave well and in a sensible way

c. Find the following from the news item.

- Headline
- Date
- Place of reporting mentioned in the news

d. Read and discuss with your partner.

1. Who organised the programme?
2. Where did the programme take place?
3. What did students do during the celebration?

e. Rearrange and rewrite the following sentences in the correct sequence.

- Learners took a pledge.
- Teachers explained the importance of the day.
- Maharashtra *Din* was celebrated.
- The Principal addressed the learners.
- Learners presented speeches and poems.

f. Think and answer.

Why do you think the headline is written in bold letters?

g. Find and complete the following from the News.

1. Proper nouns:
_____, _____, _____, _____, _____, _____
2. Action words:
_____, _____, _____, _____, _____, _____
3. Adjectives:
_____, _____, _____, _____, _____, _____

h. Read and understand the format of news. Write a news about the celebration of *Kranti Din* in your school.

	Headline _____
Dateline _____	
Lead paragraph _____ _____ _____	
Continuing paragraph _____ _____ _____	
Concluding paragraph _____ _____ _____	

Simple Past Tense :

i. Read the sentences carefully and understand the underlined words.

Today (Simple Present Tense)	Yesterday (Simple Past Tense)
1) I <u>play</u> .	1) I <u>played</u> .
2) We <u>play</u> .	2) We <u>played</u> .
3) She <u>looks</u> .	3) She <u>looked</u> .
4) He <u>looks</u> .	4) He <u>looked</u> .
5) It <u>goes</u> .	5) It <u>went</u> .
6) They <u>go</u> .	6) They <u>went</u> .
7) Sai <u>studies</u> .	7) Sai <u>studied</u> .

⇒ We use simple past tense for action that ended at a specific time in the past.

We use Simple Past Tense to talk about-

1. Something that happened yesterday.
2. Something that happened in the past.
3. A completed action.
4. Past words (eg, yesterday, last night, last week, ago.)

Use the table given below to frame the sentences in Simple Past Tense.

Subject	verb	object	
I	watched	a movie.	• _____
We			• _____
You			• _____
He	cleaned	my room.	• _____
She			• _____
It	helped	the teacher.	• _____
They	ran	very fast.	• _____
Radha			• _____
Students			• _____



For the Facilitator :

- Show news items to the learners and let them observe the main parts of the news items.
- Ask the learners to bring one news and read it aloud in the assembly.
- Encourage them to write short simple news items.



2.4

Healthy Dessert : Millet *Kheer* of *Kalahandi* Tribals



Warm up :

a. Look at the pictures given below and name them :



b. Read aloud.



Most Indians have a sweet tooth and the sheer variety of desserts across communities **boggles the mind**. *Kalahandi* tribals are no different. They add to the country's amazing **repertoire** of sweet dishes with the famous '*Suan Kheer*'. And it has twin benefits. While it satisfies one's **cravings** for a post-meal sweet, it is a healthy option at the same time.

Millets have always been a part of tribal cuisine and food habits. As the world celebrates the International Year of **Millets** and the focus is on the '*mota anaaj*' in India, *Suan Kheer* serves as one good example of eating healthy that also tastes well.

Gonds, Kondhs and some other tribes have learned the recipe from programmes run by the Development Agency for Poor and Tribal Awakening (DAPTA) at Bhawanipatna, *Kalahandi* district headquarters.

About half a kilo of *Suan Chaula* (foxtail millet)  is boiled in 2 litres of water , stirring continuously to avoid lumps.

Some 100 gm of powdered *moongfali* (peanuts)  and half that amount of *saunf* (fennel seeds)  are mixed and kept aside.

Half a kilo of *gur* (jaggery)  is dissolved in about a liter of water and then filtered.

The jaggery is slowly added to the boiling millet and then the peanut mixture. Some 100 gm of **desiccated** coconut  is also added and the *kheer* is left **simmering** for a while.

Many people like to add some *ghee*  and salt  to the sweet dish to enhance the taste. The result is a **syrupy**, **sumptuous** dessert that no one can get enough of.

source : <https://theindiantribal.com>



Word Basket :

- **boggles the mind** - unusual, complex or shocking situation that is hard to imagine or understand.
- **repertoire** - all the things that person is able to do
- **craving** - a strong desire for something
- **millets** - grains used as food for people or birds
- **desiccated** - food dried in order to keep it for a long time
- **simmering** - cooking gently in a liquid that is almost boiling
- **syrupy** - something thick and sticky syrup
- **sumptuous** - very expensive and impressive, lavish, feast

c. Read the text and match the following :

A	B
1. Suan Chaula	a. Bhawanipatna
2. <i>moongfali</i>	b. jaggery
3. <i>saunf</i>	c. fennel seeds
4. <i>gur</i>	d. foxtail millet
5. DAPTA	e. peanuts

d. Rearrange the steps to prepare millet *kheer* by putting number in the given boxes.

1. Add jaggery water to boiling millet.
2. Boil half a kilo of millet.
3. Add desiccated coconut.
4. Prepare jaggery water.
5. Add peanut-fennel mixture.

e. Types of sentences.

Read the sentences given below.

1. Today is Monday. 2. The Sun sets in the west. 3. This is not my classroom. Gives information. Assertive Sentences ◆	1. Are you happy? 2. What is your name? 3. Where do you live? Ask something. Interrogative Sentences ◇
1. Open your book. 2. Please, help me. 3. Don't shout. Gives order or request. Imperative Sentences ◆	1. Wow! It is raining! 2. What a lovely flower! 3. How tall the building is! Show strong feeling. Exclamatory Sentences ◇

These are four types of sentences.

f. Identify the type of sentences given below.

1. Which is your favourite dish?
2. I cook every day.
3. How sharp the teeth are!
4. Don't pluck flowers.

g. Choose any recipe. Paste or draw its pictures. Present the recipe in the class.

 Project Work	Collect tribal recipes, make posters and present them in your classroom.
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For the Facilitator :

- Collect a variety of millets. Show them to the learners and ask them to write about their colour, size, appearance and importance (briefly).
- Motivate learners to find more examples of types of sentences.



2.5

The Plight of the Shy Son-in-Law



Warm - up :

a. (i) What are these relations called?

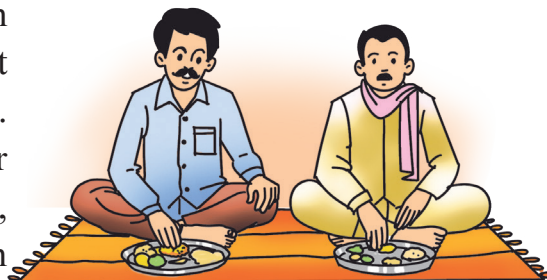
- My sister's son is my _____.
- My sister's daughter is my _____.
- My mother's brother is my _____.
- My father's brother is my _____.
- My uncle's daughter is my _____.
- My sister's husband is my _____.
- My brother's wife is my _____.

(ii) Whom do we call?

- son-in-law _____.
- daughter-in-law _____.

b. Enjoy the story.

Once a man had gone to bring his wife from her parents home where she had gone for a short visit. At dinner his mother-in-law served a meal. But the man felt very shy and put his hand over his plate, suggesting that he did not want it. But, accidentally, a few drops from the spoon fell on his hand. He licked away the drops and found the



dish very tasty. He was sorry now that he had not accepted the dish. He wished that it would be served again, but since he had refused it the first time, it was not brought in front of him again. And he could not ask for it because he was feeling very shy.

In olden days, men were as shy of their parents-in-law as women were of their in-laws. But the man could not control his desire to eat the dish. So at night he told his wife about it. She said, "Go to the attic where there is a pot full of it."



At midnight he crept up to the attic and picked up the pot. He held it high up to pour some of it into his mouth. But alas! The pot slipped from his grasp and broke and all the sticky liquid fell on his head. His clothes were also **smeared** with it.

The man was in a fix and did not know what to do. He suddenly saw a heap of cotton nearby and got an idea! He thought that he could wipe off the liquid with the cotton. But again, alas! when he tried to do this, all the cotton stuck to his clothes. Now

there was no way out but to take a quick bath and to wash his clothes. But how could he do so with no one noticing? He thought hard and got another idea! He stuck the cotton all over his body and on to his head so that he looked like some woolly **creature**. He then quietly walked out of the house.



find the heaviest. When he lifted the son-in-law, who he thought was a sheep, he found him to be the heaviest and so he carried him away.



His in-laws **possessed** a small herd of sheep. So he went to the pen and hid himself amongst them. Just before day-break, he would go to the river and have a bath. But on that particular night, a thief came to steal a sheep. The thief naturally wanted the heaviest one. So he lifted each sheep one by one to



After walking some distance, the thief got tired and was about to put the sheep down on the ground. Thinking that the thief would throw him down, the son-in-law said, "Please put me down **gently**." The thief got so scared that he threw him down and ran away!



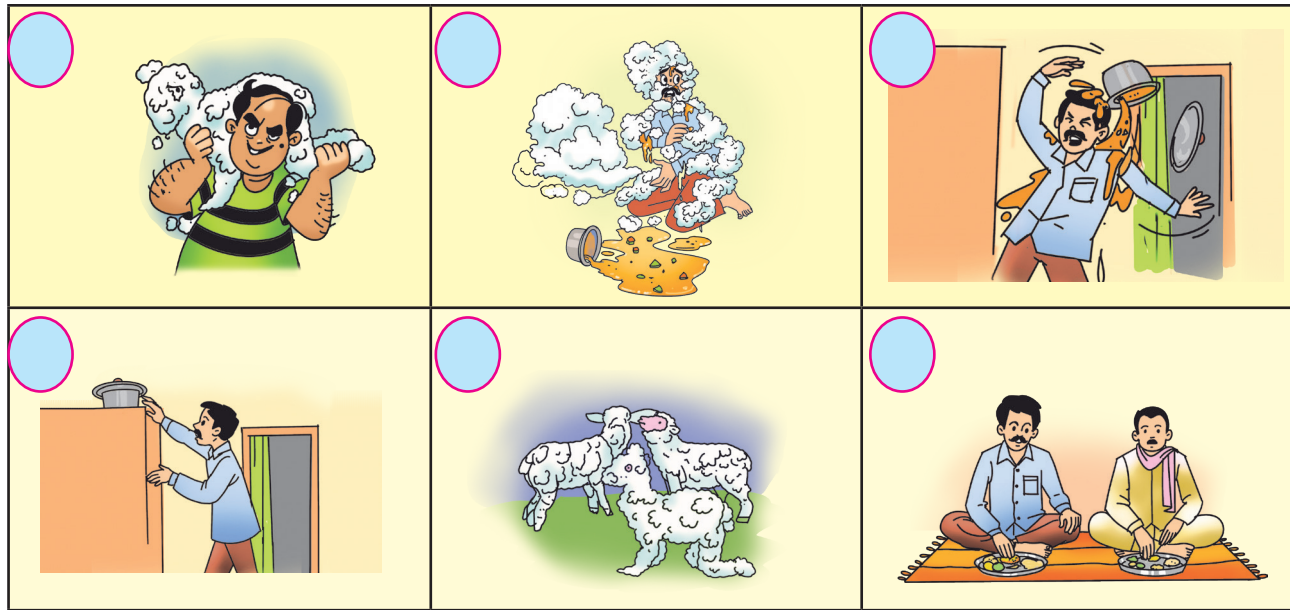
Word Basket :

- **smeared** - spread a sticky substance across something
- **possessed** - to have or own something
- **creature** - any small living thing
- **gently** - softly, doing things in a quite, careful way

c. Read the story and state whether the statements are true or false.

1. The man liked the dish at first.
2. He could ask for the dish again at dinner.
3. He hid among the sheep to escape.
4. The thief wanted the lightest sheep.
5. The man escaped safely at last.

d. Look at the action pictures and number them in the order that they take place in the story.



e. Assign the roles and dramatise the above story and present it before the class.

• The man (Son-in-law) • Wife • Mother-in-law • Thief • Sheep • Narrator

f. Write Past Tense form of the following given words.

- serve - _____
- carry - _____
- refuse - _____
- creep - _____
- try - _____
- steal - _____
- smear - _____
- stick - _____

g. Complete the following sentences using the appropriate form of verbs.

1. Tanmayee _____ (stick) a stamp on the envelope before posting it.
2. Anurag _____ (go) to the park yesterday.
3. Someone _____ (steal) my pen during the lunch break.
4. The thief _____ (creep) into the room so as not to wake anybody up.
5. She _____ (know) the answer but she did not tell me.

h. Use the correct form of verb and complete the story.

Last week our village Haripur _____ (have) a big fair. Many people _____ (come) from the nearby village. Children _____ (play) games and _____ (win) prizes. There were many shops. We _____ (eat) delicious snacks. A magician _____ (perform) tricks and everyone _____ (clap). We _____ (enjoy) it a lot.

i. Find and write the opposite words from the following grid.

1. light × _____
2. loudly × _____
3. bold × _____
4. few × _____
5. low × _____
6. reject × _____
7. yes × _____
8. come × _____
9. over × _____

x	h	m	u	s	t	a	v
p	a	a	c	c	e	p	t
e	l	h	e	a	v	y	l
s	h	y	c	h	i	b	h
p	p	n	y	z	m	e	n
b	g	o	n	d	a	l	o
j	h	i	g	h	n	o	s
s	o	f	t	l	y	w	a

j. Complete the following responses to make funny jokes.

(windows, memory, sharp)

Q - Why was the computer cold?

A - Because it left its _____ open.



Q - Why did the pencil go to school?

A - To become _____.



Q - Why did the computer get good marks?

A - Because it had a lot of _____.



For the Facilitator :

- Give more practice of verb forms to the learners.
- Motivate learners to read various texts and find compound words from it.
- Ask learners to collect various types of stories and read aloud in the class.
- Help learners to make a list of funny books according to his/her interest.

Phonics Awareness : Long vowel sounds

- Read the following table carefully and practise the sounds.

Sound (IPA)	Common Letters	Examples
/i:/	ee, ea, ie, e-e	see, eat, field, these
/ɑ:/	a, ar, al	car, father, calm
/ɔ:/	aw, au, oor, ore	saw, cause, door, more
/u:/	oo, u-e, ew, ue	moon, flute, new, blue
/ɜ:/	ir, ur, er, ear	bird, turn, her, learn

♦ Quick tip :

- Long vowels are often called “alphabet sounds” because they sound like the name of the letter itself.
- For example, see (/i:/) sounds like the letter E and home (/əʊ/) sounds like the letter O.

- ⇒ Enlist more words with long vowels, underline the long vowels and practise them.
- ⇒ Read each word carefully. Break it into syllables. Then identify and underline the syllables that contain long vowel sounds.

- in/di/vid/u/al/i/za/tion
- com/mu/ni/ca/tion/al/ly
- re/or/gan/i/za/tion/al
- u/ni/ver/si/ty/ed/u/ca/tion
- ap/pre/ci/a/tive/ly

- mis/in/ter/pre/ta/tion
- in/ter/na/tion/al/i/za/tion.
- ex/per/i/men/ta/tion/al
- ed/u/ca/tion/al/i/za/tion
- pro/nun/ci/a/tion/al/ly

- de/ter/mi/na/tion/al/ly
- con/sid/er/a/tion/al/ly
- rep/re/sen/ta/tion/al/ly
- hy/po/thet/i/cal/ly
- un/in/ten/tion/al/ly



3.1

The World of Geometry



UNIT THREE

Warm - up :

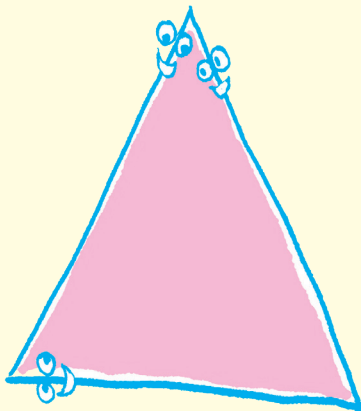
a. Look at the Warli Paintings and identify various shapes.



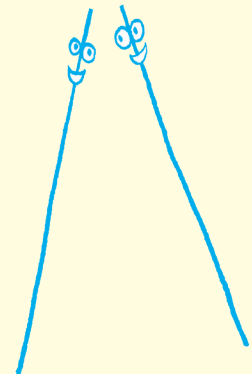
b. Read and enjoy.

There was once a line,
Who was perfectly fine,
Till one day she said,
I need someone, who will be mine.

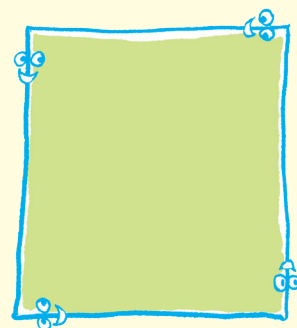
So it went out to dine,
With another line,
And when they were back,
They formed an angle.

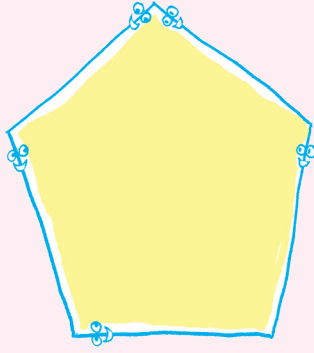


We want to grow,
Said the lines of the angle,
Let's call a third one,
And form a triangle.



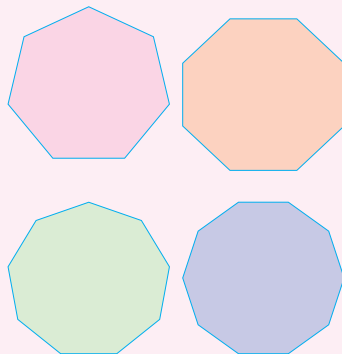
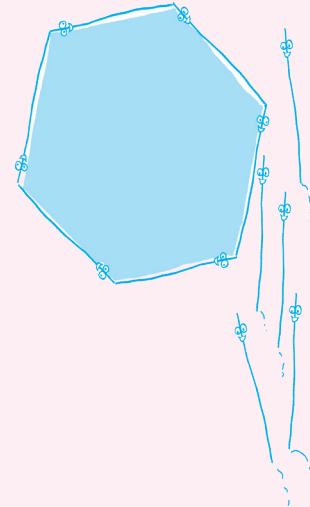
A fourth line came in,
The triangle to share,
And when it joined over,
It was a square!





The square was happy,
It walked on and on,
Till another line joined,
To form a **pentagon**.

When it saw another line,
The pentagon said 'Come on',
So when the line joined,
It was now a **hexagon**.



As more lines got added,
New shapes were born,
Heptagon, octagon, nonagon,
And finally a **decagon**!

With lines and shapes and **symmetry**,
I wrote this poetry on Geometry.

-Ruhee Parlekar



Word Basket :

- **pentagon** - a shape that has five straight and equal sides and five angles
- **hexagon** - a flat shape with six straight sides
- **heptagon** - a flat shape with seven sides
- **octagon** - a flat shape that has eight straight sides
- **nonagon** - a flat shape with nine straight sides
- **decagon** - a flat shape with ten straight sides
- **symmetry** - the quality of having parts that match each other

c. Guess and write meanings of given words and write it.

- penta - _____
- hexa - _____
- hepta - _____
- octa - _____
- nona - _____
- deca - _____

d. Think and write the answers.

1. What is the poem about?
2. Write names of two geometrical shapes mentioned in the poem.
3. Write the summary of the poem.

e. Complete the sentences given below.

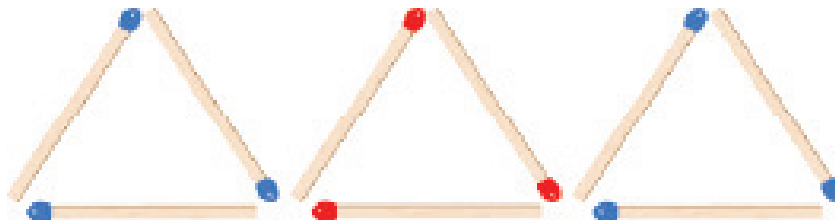
1. When two lines come together, they form an _____.
2. Three lines joined together to form a _____.
3. The shape having five sides is called _____.
4. The poetess wrote this poem on _____.

f. Pick out the pairs of rhyming words from the poem and write them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

g. Fun with shapes :

Move any three sticks and make five triangles.



h. Identify and write the examples of Alliteration from the poem.

i. Fill in the following information on Indian poets.

Name	Duration	Literary Work	Remarkable Work
Dilip Chitre	1938-2009	• Father Returning Home • Travelling in a cage	• Translated Saint Tukaram's <i>Abhangas</i> into English
Rabindranath Tagore			
Sarojini Naidu			
Arun Kolatkar			

j. Prepare your wall-hanging using different geometrical shapes.

Material needed : coloured papers, scissors, glue and thread.

Steps :

1. Take coloured papers.
2. Draw different geometrical shapes.
3. Cut the shapes carefully.
4. Decorate the shapes as per your imagination.
5. Arrange the shapes creatively to design a wall hanging.
6. Paste/attach the shapes with thread in a vertical line.
7. Tie the thread at the top.
8. Decorate your classroom using wall hanging.



k. Draw a Rangoli using different geometrical shapes like - triangles, rectangles, squares, straight lines and curved lines etc.



For the Facilitator :

- Promote learners to collect the information about poets and writers.
- Help them to create material for decoration.
- Ask them to use various sources (Library, Social media, etc.) to collect and read the information about other Indian writers, poets and dramatists who wrote in English.

**Warm - up :**

- a. 1. Have you ever been scared of something? List the things you are scared of.
2. What are the things that help you when you are scared?

b. Read the following story.

Nirmala disliked Sayal, not only because she was more beautiful, but Sayal was so much more intelligent. She seemed to know a lot about things around her.

One fine day, the two met at the village grazing ground. As always, Nirmala **ignored** Sayal's greetings. When Sayal invited her, "Hey, Nirmala! Come here, the grass is greener on this side", Nirmala stuck up her nose and pouted, "Ohhh."

"Hiss Hiss." At the sound, Nirmala lifted her head. Her blood froze. Before her was a twelve feet long monster of a snake. She wanted to shout "Help!" but couldn't. Suddenly, the python's head **coiled** itself twice round Nirmala's knees. Nirmala felt her bones would crush any moment.

"It's huge enough to swallow me alive", thought Nirmala. Suddenly, she felt a shower of blows raining down the python's spine.



Sayal had come. "Sayal!" Finding her voice, Nirmala **shrieked**, "I can feel its poison."

"Pythons are not poisonous," Sayal assured her.

At first, Sayal was not able to bring the python under her control. Then she threw the stick away and grabbed the snake's jaws with her hands. With all her might, she tried to force them open.

"It will bite you," yelled Nirmala in panic.

"Pythons cannot bite," said Sayal, as she pushed her hand into the snake's throat. The snake **squirmed**. "Kick! Nirmala. Free yourself," commanded Sayal.

The moment the snake's grip loosened slightly, Nirmala kicked her leg with all



her strength and felt the snake slide. The next moment she was free. She ran and ran, not daring to look back.

Mustering all her strength, Sayal threw the snake's head aside. In a flash she was free. She ran and soon caught up with Nirmala. When the village people heard their story, they were proud of Sayal's bravery.



On Republic Day, she was honoured by the Indian President for her courage and bravery. Nirmala was the happiest person to see Sayal ride decorated elephant in the Republic Day procession.

Nirmala also realized that ever since she had overcome jealousy, she was a happier person.



Word Basket :

- **ignored** - paid no attention to something
- **shrieked** - made a short, loud, noise in a high voice, screech
- **coiled** - made something into a round shape
- **squirmed** - moved restlessly

c. Answer the following questions.

1. What is the story about?
2. Make a list of characters from the story.
3. Why did Nirmala dislike Sayal ?
4. How did Sayal help Nirmala?
5. What message did you learn from the story?

d. Write the base verbs of the following as shown in the example -

e.g. ran - run

- | | |
|--------------------|------------------|
| • threw - | • kicked - |
| • disliked - | • stuck - |

e. Choose the opposite for the underlined word.

1. Sayal was more intelligent.

i. wise	ii. clever	iii. smart	iv. stupid
---------	------------	------------	------------
2. Nirmala ignored Sayal's greeting.

i. neglected	ii. appreciated	iii. avoided	iv. paid no attention
--------------	-----------------	--------------	-----------------------

3. The snake squirmed.
i. wriggled ii. twisted iii. quietened iv. twitched
4. They were proud of Sayal's bravery.
i. cowardice ii. boldness iii. daring iv. valour

-ous	-en
courage.....	light....
fame.....	soft...
danger..	tight..
joy...	wide...

- | | |
|-----------------------------|-------------------------|
| 1. I am a boy. | I'm a boy. |
| 2. They are playing hockey. | They're playing hockey. |

A contraction is shortened/contracted form of a word. It is created by combining two or more words as well as omitting some letters and replacing them with an apostrophe.

- he will - he'll
- is not- isn't

Full form - Contracted form			Full form - Contracted form		
I am	-	I'm	is not	-	isn't
he is	-	he's	are not	-	aren't
we are	-	we're	have not	-	haven't
you are	-	you're	has not	-	hasn't
She has	-	she's	had not	-	hadn't
They have	-	They've	do not	-	don't
you will	-	you'll	did not	-	didn't
she would	-	she'd	does not	-	doesn't

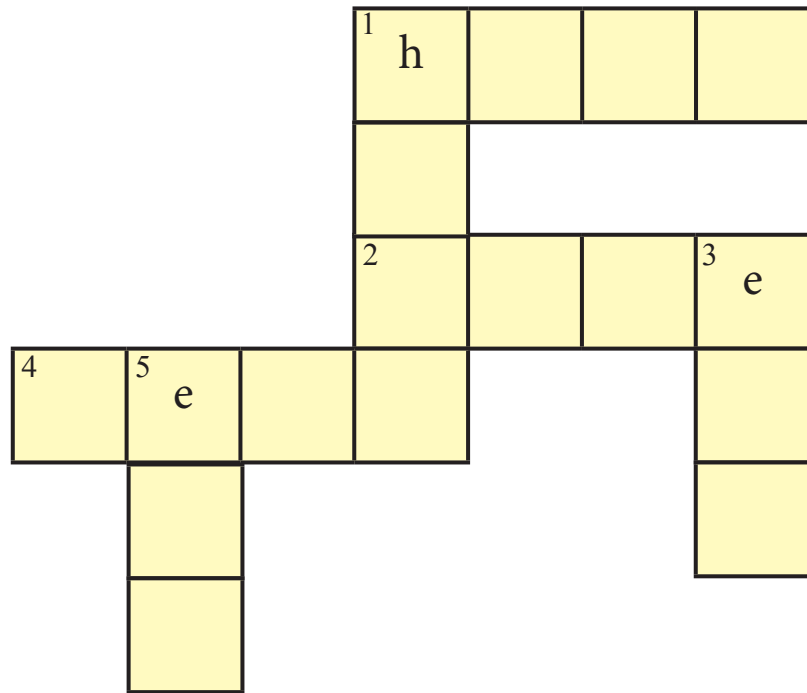
j. Read and solve.

Across -

1. I grow on your head.
2. I smell with it.
4. It is above the neck.

Down -

1. Even the chair has these
3. I hear with my.
5. I see with my.



k. Write a message to congratulate Sayal on her great achievement.

Dear Sayal,

l. Vocabulary Antakshari.

Play Antakshari on the following.

e.g. - Sports : cricket - tennis - swimming - golf - football

1. Animal : _____
2. Village/town : _____
3. Any proper noun : _____
4. Any verb : _____



For the Facilitator :

- Encourage the learners to create at least three more paper crafts. You may use any rough or used paper to do this activity.
- Encourage the learners to read about famous writers, poets and dramatists.

**Warm - up :****a. Think and answer.**

- How do you feel when the weather becomes very cold?
- What do you wear in winter season to keep yourself warm?
- What problems might people face in extreme cold weather?

b. Read aloud.

No houses made of bricks and cement, no roads, no summer heat, no trees, no cars. How would you like to live in a place which had none of the things mentioned? Only snow and ice wherever you see. A land covered with snow and ice so that it looks like a frozen desert.



This is the land of the Eskimos. The Eskimos live in Greenland, very close to the North Pole. It is **extremely** cold for four months of the year. This region is dark all the time.

Eskimo is an American Indian word, which means ‘eaters of raw meat.’ But they do not use the word Eskimo while speaking of themselves. They use the term ‘**Inuit**.’

Eskimos usually live a wandering life. Their summer houses are tents made of sealskin. In winter they live in dome-shaped houses made out of large blocks of ice. It looks like a round bowl, placed upside down. A long narrow tunnel leads into the house. They **crawl** into their houses. It is very warm inside an igloo. The inside walls are covered with thick animal skin.



Eskimos hunt animals for their flesh and fur. They also hunt fish. In winter they live on the flesh of seals and walrus. Their flesh is often eaten **raw**. The fat from these animals is used for making oils to light the lamps and their skin are used to make clothes.

This is the way an Eskimo kills a seal: First he makes a hole in the ice and lies down to wait

till a seal comes up for some air. As soon as it comes up, he kills it with a spear called a harpoon.

The Eskimos use **canoes** called 'kayaks.' They are made of light wood with a hole in the middle, big enough for a man to sit.

As the land is covered with snow and ice, the Eskimos use 'sledges' drawn by dogs to move from place to place.

In spring the snow melts in the lower parts along the coasts. Then the ground is covered with beautiful flowers.



Word Basket :

- **extremely** - very
- **Inuit** - a group of indigenous peoples of northern Alaska, arctic Canada and Greenland
- **crawl** - to move slowly on your hands and knees
- **raw** - not cooked
- **canoes** - a light narrow boat for one or two people.

c. Write two words related to the following.

e.g. snow - white, cold

1. ice - _____
2. igloo - _____
3. winter - _____
4. animal - _____

d. Write 4-5 sentences about each of the following.

1. Igloo
2. Life of Eskimos
3. Hunting style of Eskimos

e. Answer in one word.

1. Land of Eskimo _____.
2. The term that Eskimos use for themselves _____.
3. Canoes those Eskimo uses _____.

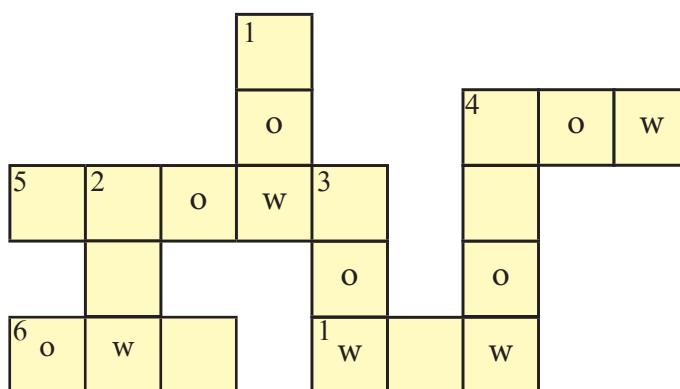
f. Solve the puzzle of 'ow' words.

Down :

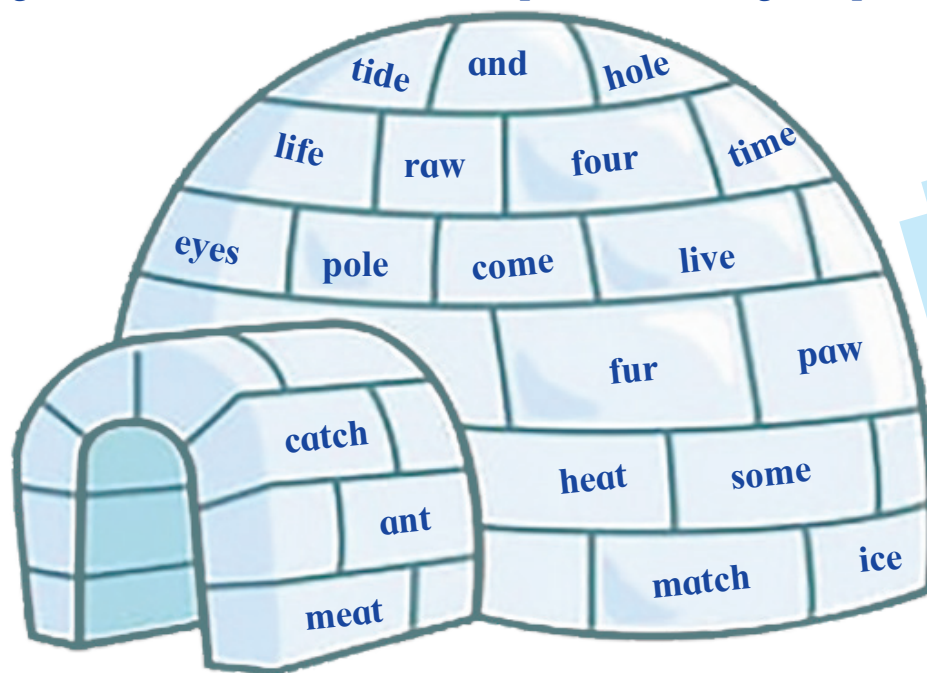
1. a question word
2. single horizontal line
3. right at this moment
4. a black bird

Across :

4. an animal that gives milk
5. sink down in water
6. a wise bird
7. An exclamation used to show admiration



g. Find and write the minimal pairs from the given picture.



Note :
Today Igloos are still used as temporary shelters for outdoor activities such as camping or as a unique lodging experiment.

h. Fill in the blanks using appropriate forms of verbs.

- The Eskimos in Greenland. (lives/live)
- The inside walls cover with thick. (is/are)
- A long narrow tunnel into the house. (lead/ leads)
- Eskimos animals. (hunts/hunt)
- A land is with snow and ice. (cover/covered)
- It very warm inside an Igloo. (was/were)

i. Read and understand the changes from the underlined words.

Yesterday Simple Past	Today Simple Present	Tomorrow Simple Future
- <u>I played</u> cricket.	- <u>I play</u> cricket.	- <u>I shall play</u> cricket.
- <u>We sang</u> the songs.	- <u>We sing</u> the song.	- <u>We shall sing</u> the song.
- <u>She ate</u> an apple.	- <u>She eats</u> an apple.	- <u>She will eat</u> an apple.

j. Read the following sentences.

1. Tomorrow he will go to school.
2. We will go on a picnic next week.
3. Our school will organize a sports meet.

We use 'Simple Future Tense' to talk about tomorrow, next week or month, future plans, promises etc.

- k. Read the chart given below and frame Simple Future Tense sentences. Add your own sentences.

Subject	Verb	Object
I, We	shall/will go	to school.
He, She, It	shall/will play	chess in the evening.
Tanu	shall/will	learn English.

- _____
- _____
- _____
- _____
- _____

- l. Read the following words and mark the stressed syllable with the help of your teacher.

- table, orange, happy, local, football.
- begin, receive, enjoy, depend, around.
- employee, volunteer, understand, guarantee, afternoon.

- m. Underline the '/t/' sound from the following words.

1. cat
2. fight
3. weight
4. plate
5. table

A diphthong is a combination of two vowel sounds in one syllable.

Project Work

Prepare a model of Igloo using mold/clay/cotton and display in your class.



For the Facilitator :

- Give proper word clues to help the learners to form simple future tense.
- Present more information about Eskimos using digital media.
- Encourage learners to read books about different types of geographical regions and present a summary in front of the class.

**Let's imagine :****a. Close your eyes and imagine that there are two islands.**

Island A (Rough Island) : On this island, if you ask for water, people shout “Get it yourself!” If you trip, people laugh. No one says “Sorry” or “Thank you.”

Island B (Magic Island) : Here, if you need help, someone says “May I help you?” If you do something good, someone says “Thank you!” Everyone smiles.

1. Which Island would you like to live in? Why?
2. What makes Island B different from Island A?

b. Read and understand.

Imagine a world where everyone is grumpy and rude. No one says “Please” or “Thank you.” How would that feel? Sad, right?

But wait! There is a secret club that makes the world a happy place. It's called The Magic Words Club. Do you want to join?

Then let's join the magic words club along with Rohan. Let me introduce you to Rohan through his story.

Rohan's Grumpy Day

Rohan was a boy who always forgot his manners.

He would say, “Give me that pen!”

He would push the people without saying anything.

He never smiled at the school bus driver.

One day, Rohan found a **mysterious** golden ticket in his desk. It said:

“To enter the Land of Happiness, you must use the 5 Magic Keys.”



The Keys	When to use it
Please	When you want to ask for something.
Thank you	When someone helps you or gives you something.
Sorry	When you make a mistake or hurt someone.
Excuse me	When you want to interrupt or move through a crowd.
May I ?	When you want to take permission.

◆ As you have joined the club now, let's see if you can use the right magic key.
Read the situations and respond.

1. You want to borrow a pencil from your friend. What do you say?
2. You accidentally bumped into a teacher in the hallway. What do you say?
3. Your mother gives you a delicious mango. What do you say?
4. You want to enter the classroom while the teacher is teaching. What do you say?

Let's take a tour to the club and learn some more good manners.

Golden Rules for children

Listen First : Let others finish talking before you speak.

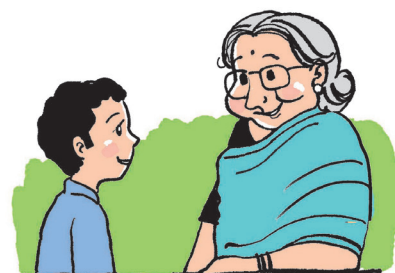
The Smile Power : A simple "Good Morning" with a smile can make someone's day.

Table Manners : Don't talk with your mouth full of food.

Helpfulness : Hold the door open for someone carrying heavy bags.

Manners at Home

Good manners shouldn't be saved only for school or guests. They start at home! Your family deserves your best behavior too.



Respect your Elders : Always speak politely to your parents and grandparents. A simple question like "How was your day, Aaji?" can make her very happy.

Keep it Tidy : After playing, put your toys or books back in their places. Cleaning your own mess is a sign of a responsible person.

Knock-Knock! : Always knock on a closed door before entering. It shows you respect the other person's privacy.

Phone Manners at Home : Do not use your phone or watch TV while the family is having dinner together. Talk to each other instead!

Manners in Public Places

When we are outside, we represent our family and our school.

In a Library : Keep your voice as quiet as a whisper. Others are trying to focus.



In a Queue : Whether it's for the school bus or a ticket, wait for your turn. Do not push or jump the line.

The Environment : Never throw chocolate wrappers or waste on the road. Always look for a dustbin. This is a "Manner towards Mother Earth."

At a Friend's House : When you visit a friend, greet their parents. Don't jump on their sofa or open their fridge without asking. When leaving, always say, "Thank you for having me over."

Body Language - The Silent Manners

Did you know that you speak even when your mouth is closed? Your body speaks!



Eye Contact : When talking to someone, look at them. It shows you are confident and listening.

Posture : Standing straight shows you are active. Slumping or **leaning** too much can look lazy.

The Power of a Smile : A smile is a **universal** language. It says "I am friendly" without using any words.

"I am so happy that you joined our 'Magic Words Club' and learned these wonderful manners; now, keep them in your heart and remember to use them every day!"



Word Basket :

- **mysterious** - a thing you don't understand or can explain easily.
- **manners** - the way that someone behaves towards other people
- **posture** - the way that a person sits, stands, walks etc.
- **leaning** - to be in a position that is not straight or upright
- **universal** - affecting everyone in the world

c. Choose the correct magic word from the box and complete the following sentences.

(sorry, Please, Excuse me, Thank you, May I)

1. "_____, could you tell me the way to the library?"
2. "I am _____ for arriving late to the class."
3. "_____ I borrow your eraser for a moment?"
4. "_____ give me a glass of water."
5. "I received your gift. _____ so much!"

d. Below are some “**Grumpy Town**” sentences. Rewrite them into “**Happy Town**” sentences using the Magic Words you have learned.

1. Grumpy: “Move out of my way!” → Happy: “_____”
2. Grumpy: “I want that cake now!” → Happy “_____”
3. Grumpy: “You broke my toy, you are bad!” → Happy: “_____”

e. What would you say? Write your response for the following situations.

Situation A : You accidentally bumped into a younger student in the playground.

You say: “_____”

Situation B : Your teacher gave you a very good remark on your homework.

You say: “_____”

f. Read the given paragraph and find three mistakes regarding social manners. One is done for you.

“Rahul was invited to his friend’s birthday party. He entered the house without greeting his friend’s parents. When the cake was served, he took the biggest piece first. While eating, he started talking loudly about a cartoon he saw with his mouth full of cake. After eating, he left his dirty plate on the sofa and went to play.”

e.g.

- **Mistake 1 :** He entered without greeting his friend’s parents (Why? Because greeting elders when we meet them is a good manner)
- **Mistake 2 :** _____ (Why? _____)
- **Mistake 3 :** _____ (Why? _____)

g. The magic word club.

Read the passage and find out one example of each type of sentences.

1. Imperative - _____
2. Interrogative - _____
3. Assertive - _____

h. Make a list of Do’s and Don’ts in respect of good manners with the help of the text.

Do’s	Don’ts

i. Word Game.

1. Make 2 teams: Team A and Team B.
2. Team A says a word in English.
3. Team B must say another word starting with the last letter of Team A's word.
4. Do not repeat any word.
5. Each team gets 10 seconds to respond.

e.g.

Team A : apple ➡ Team B : elephant ➡ Team A : teacher ➡

Team B : rabbit ➡ Team A : tiger

apple ➡ elephant ➡ teacher ➡ rabbit ➡ tiger

j. Read and enjoy.

Riya brought a ladder to school.

The teacher asked, "Why did you bring a **ladder**?"

Riya said, "Because I want to go to **highschool**."

Shailesh said, "Our cricket team is very **cool**."

Varsha asked, "Why?"

Shailesh said, "Because we have many **fans**!"

Tanu : I know, what's wrong with your brain?

Nitu : Really?

Tanu : Yes, on the left nothing is right and at the right nothing is left.



For the Facilitator :

- Introduce the concept using the Two Island's activity and Rohan's story.
- Guide learners to practice magic words and good manners through discussion and activities.
- Encourage them to play *Antakshari*.



3.5

Joy of Letter Writing



Warm - up :

a. Sing and act.

A-Tisket A-Tasket

A green and yellow basket

I wrote a letter to my mother

And on the way I dropped it

I dropped it, I dropped it

Yes, on the way I dropped it

One of you has picked it up and put it in your pocket.



b. Read and understand.

Characters : Harshita - Sister (studies in 6th grade)

Shantanu - Brother (studies in 3rd grade)

(Harshita is completing her homework.)

Shantanu : Didi, what are you doing?

Harshita : I am completing my English homework. Our teacher has given us letter writing.

Shantanu : Letter writing? What is letter writing?

Harshita : Today our English teacher, Mrs. Patil, taught us letter writing. Letter writing means writing a message to someone who is far away from us.

Shantanu : Like sending messages on WhatsApp?

Harshita : Yes. Before mobile phones and technology, people would write letters to share their feelings, news and experiences.

Shantanu : Oh! Is it so?

Harshita : Yes. It is called letter writing. Letter writings are of two types. One is informal letter writing. It is written to friends, parents, cousins or relatives. It is friendly and simple. The second type is formal letter writing. It is written to a person in authority.

Shantanu : Can you show me an example?

Harshita : Yes, wait. I will show you one informal letter.

(Harshita shows Shantanu an informal letter.)

Harshita Jadhav
13, Ginai Bhuvan,
Shiv Colony, Nashik
10th March, 2027

Dear Pratibha,

How are you? I hope you are well. My birthday is on 13th March. I am writing this letter to invite you to my birthday party. Please come and celebrate with me. We will have lots of fun and enjoyment. I hope you will surely come.

Yours lovingly,
Harshita Jadhav

Harshita : Understood? Now observe this letter's layout carefully. Use the same format to complete the guided letter.

Shantanu : Okay!

Format of Informal Letter

Sender's Address :

Date

: 15 December 20____

Salutation

: Dear, _____,

Body of the Letter:

Subscription

: Yours affectionately,

Sender's Name

: _____

Signature line

: _____

Harshita : Shantanu, now complete the following letter.

Shantanu : Yes, sure.

Guided Letter:

(Anita Mali, go out, day, birthday, bad ,January, letter, friend)

Pratibha Kale

Gadage Nagar,

Jamner.

Date : _____

Dear _____,

How are you? Thank you for inviting me to your _____. I was very happy to receive your _____. I am sorry to inform you that I will not be able to attend your birthday party because I have to _____ with my parents on that day.

Please do not feel _____. I will meet you. Have a wonderful _____ and enjoy it.

Yours lovingly,

c. Write a letter to your friend about the funfair at school using following points.

1. When was the funfair organized?
2. What was the fun there?
3. How did you enjoy it?

d. Read the following jumbled sentences carefully and write a letter using the given sentences. If you were Astha, what would you write back to Shraddha?

1. I sincerely regret that I am not able to attend the party organized by you.
2. This achievement reflects your hard work and dedication.
3. Thanking you for your understanding.
4. I shall always remain grateful for your valuable support.
5. I am delighted to congratulate you on winning the first prize.
6. Due to unavoidable personal reasons, I could not be present on the occasion.
7. This letter is written to express my sincere gratitude for your guidance and encouragement.

8. Please accept my hearty congratulations once again.
9. I hope you will kindly excuse my absence.
10. The support and motivation provided by you have helped me to achieve success.
11. I wish you continued success in all your future endeavors.
12. Thank you for your invitation.
13. Hi ! Hope you are doing well.
14. Dear _____
15. Yours _____

Date

Place

..... Shraddha,

.....
.....
.....
.....
.....
.....

.....

Astha



For the Facilitator :

- Introduce real life situations to the learners.
- Help them understand the parts of letter writing.
- Encourage them to participate in group discussion.
- Support them to organise ideas.
- Assign new topic for individual practice of letter writing.

Phonics Awareness : Diphthongs

- Read the following table carefully and practise the sounds.

Diphthong Sounds – Letters and Examples

Sound	Common Letters	Examples
/eɪ/	a-e, ai, ay	cake, rain, day
/aɪ/	i-e, y, ie	time, my, pie
/ɔɪ/	oi, oy	coin, boy
/aʊ/	ou, ow	house, cow
/əʊ/	o-e, oa, ow	home, boat, snow
/ɪə/	ear, eer	hear, deer
/eə/	air, are, ear	air, care, bear
/ʊə/	ure, our	cure, tour, poor

♦ Quick tip :

- Diphthongs are vowel sounds that glide from one vowel to another within the same syllable.
- e.g. in coin (/ɔɪ/), the sound moves from /ɔ/ to /ɪ/.

- ⇒ Enlist more words with diphthongs, underline the diphthongs and practise them.
- ⇒ Read each word carefully. Break it into syllables. Then identify and circle the syllables that contain diphthongs.

1. ex/per/i/men/ta/tion/al
2. im/ag/i/na/tion/al/ly
3. re/spo/si/bi/li/ty
4. un/pre/dict/a/bil/i/ty

1. in/ter/na/tion/al/i/za/tion
2. com/mu/ni/ca/tion/al/ly
3. re/or/gan/i/za/tion/al/ly
4. un/for/tu/nate/ly
5. ap/pre/ci/a/tive/ly

1. mis/in/ter/pre/ta/tion
2. de/ter/mi/na/tion/al/ly
3. con/sid/er/a/tion/al/ly
4. rep/re/sen/ta/tion/al/ly
5. hy/po/thet/i/cal/ly

1. un/in/ten/tion/al/ly
2. in/ves/ti/ga/tion/al/ly
3. dis/or/gan/i/za/tion/al/ly
4. ed/u/ca/tion/al/i/za/tion
5. pro/nun/ci/a/tion/al/ly



4.1 Now Where will this Bird Rest?



UNIT FOUR

Warm - up :

a. Match the birds with their homes/nests.



b. Read and enjoy.

The **storm** came with great force,
Branches are broken by the **gusts**.

The poor bird's nest was blown away,
to whom will it speak of its **sorrow**?
Now where will this bird live?

We opened the cupboard,
and called out to the poor thing,
But it cries out (Cheen-cheen)
and won't stay in the house.
Now where will this bird live?

Where can we bring a tree into the house?
How can we build a nest?
How can it **mend** its broken eggs?
To whom will it say all this?
Now where will this bird live?

- Mahadevi Verma

(A Hindi poem, Ab ye Chidiya kaha rahegi?) (translated))



Words Basket :

- **storm** - cyclone, strong winds
- **gusts** - sudden strong winds

- **sorrow** - very sad situation,
- **mend** - to repair something that is broken

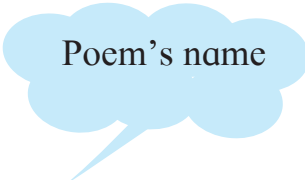
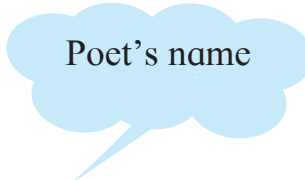
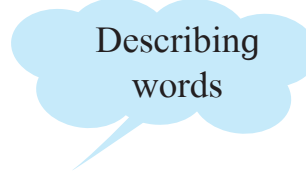
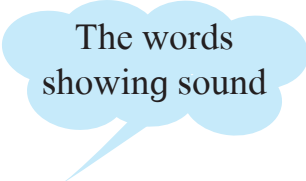
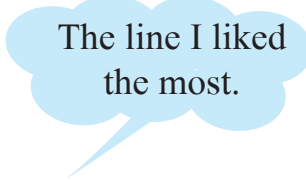
c. Complete the following.

1. The force of the storm was _____ (soothing/great).
2. The bird can't speak of its _____ (joy/sorrow).
3. The gusts break the _____ (branches/nest).
4. We can't bring a _____ into the house. (bird/tree).
5. The bird can't _____ its eggs. (tend / mend).
6. The problem was of birds _____ (living / flying).

d. Find and write answers for the following.

1. Why was the bird sad?
2. What will you do if you see a bird without a nest?
3. Is it important to protect birds? Give one reason.
4. How will you help a bird whose nest has been destroyed?

e. Read and complete.

 Poem's name _____ _____	 Poet's name _____ _____	 Describing words _____ _____
 The words showing sound _____ _____	 The line I liked the most. _____ _____	

f. Identify the figure of speech in the given line.

‘Branches are broken by the guests.’

g. Do you find any rhyming pairs in the poem?

h. Complete the following paragraph using the clues given in the bracket.

(branches, to help, stay, live, nest, sad)

A strong storm broke the _____ of the trees. It damaged the birds _____. The bird was _____. People were trying _____ the bird but it did not _____ there. People wondered where it would _____ now.

- The above paragraph is a summary of the poem. It is a shortened version of a longer story. In a few words, it gives you the entire story.

i. Write Do's and Don'ts to save a bird's life.

Do's	Don'ts

j. Make a Bird-feeder as per given instructions.

Materials you need : An empty plastic bottle, Bird-seeds, a small stick, string or thread, scissors

Instructions :

- Take an empty plastic bottle.
- Make two small holes in the bottle.
- Put a stick through the holes.
- Fill the bottle with bird seeds.
- Tie a string to the bottle.
- Hang the bottle on a tree.

(i) Read and match what the writer does.



(ii) Enlist the names of English writers, poets and dramatists.

Project Work

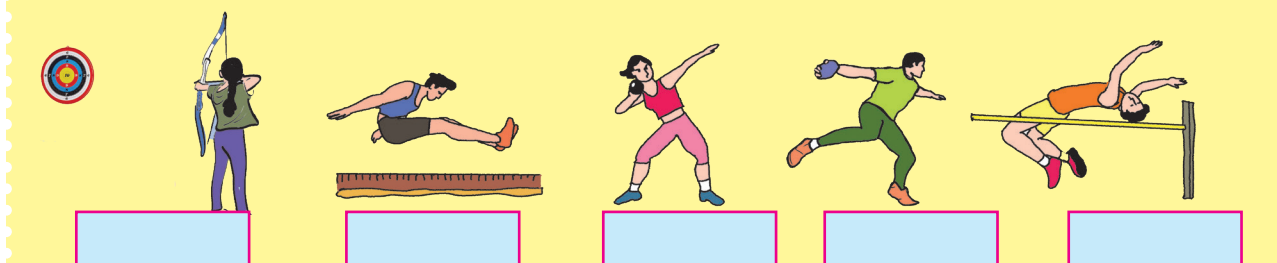
Collect different stories about birds and share them in your school assembly.

For the Facilitator :

- Provide learners a short introduction about Mahadevi Verma and encourage them to read her other works.
- Make them aware that every poem does not have a rhyme scheme. The poem which does not have a rhyme scheme is known as 'free verse.'

**Warm - up :**

- a. i) Which local games or sports do you play?
ii) Look at the pictures. Identify and write the name of the game in the given box. (Discus throw, Shot put, Archery, Long jump, High jump)

**b. Read the following skit :**

(Characters : Sakshi, Sai, Manasvi, Varsha, Shivam, Swarup, Shailesh)

Sakshi : Hey friends! Did you hear the **amazing** news today?

Sai : No! What is it?

Sakshi : Sheetal Devi has won a gold medal in **Paralympic** Archery for India! 🏹



Manasvi : Wow! She must be really strong and focused!

Varsha : How inspiring it is! She didn't let anything stop her.

Shailesh : Even though people said to her, "You don't have both hands. Archery is too difficult for you!"

Swarup : She proved them wrong and said, "I can do it!" She made her legs work like hands.

Sakshi : Unbelievable ! She practiced every single day, rain or shine!

Sai : That's true dedication!

Manasvi : I need her practice tips. My **aim** is always... (*laughs*) a little off.

Varsha : Don't worry! She started small too and kept trying until she became the best.

Shailesh : That's the lesson: never give up, even if you fail many times.

Swarup : And it's not just about archery. We can apply it in studies, sports, or anything we do!

Sakshi : I feel like working harder on my homework now!

Sai : Me too! I'll **focus** more during sports practice.

Manasvi : And I'll try to be brave like Sheetal Devi while facing challenges.

Varsha : Remember her words: "Your disability is not your inability."

Shailesh : What a powerful thought it is ! No excuses—only efforts and courage!

Swarup : Let's aim high, just like Sheetal Devi!

All together : HURRAY FOR SHEETAL DEVI! 🏹



Word Basket :

- **amazing** - very surprising and difficult to believe, incredible
- **paralympics** - sports competition for

the athletes who have disability
(*physical or mental*)

- **aim** - goal
- **focus** - to concentrate, to give attention

c. Read the statements carefully. Write 'T' for True and 'F' for False.

1. Sheetal Devi won a gold medal in Paralympic Archery for India.
2. People always supported Sheetal Devi and never doubted her.
3. Sheetal Devi believed in herself and worked very hard.
4. She stopped practicing because archery was too difficult.
5. Sheetal Devi used her legs to shoot arrows.

d. With the help of the skit, make a list of the following.

a. Sheetal Devi's qualities -

b. Sports related words -

e. Write the opposite words for the following.

- high × _____
- strong × _____
- easy × _____
- wrong × _____
- unbelievable × _____
- courage × _____

f. Write the following sentences using-

full stop

.

comma

,

question mark

?

exclamation mark

!

- I love my country
- Which game do you like the most
- My father drives a car bulldozer and jeep
- What a wonderful idea

Affirmative/Negative**g. Write A (Affirmative) or N (Negative) in the box.***(Remember: Negative sentences usually have not / no / never.)*

1. She does not watch T. V. at night.
2. I love animals.
3. We are happy today.
4. No cheating in exam.
5. Never lie.
6. Mr. Dhande is our class teacher.
7. I don't like tea.

h. Choose the appropriate words to congratulate Sheetal Devi for her success in Paralympics.**(joyous, gold, news, proud of, great, competitions, Sheetal Devi)**

Dear,

We got the..... that you won a..... medal in the Paralympic games.

It is a moment for us. We are you. You are simply

All the best for future

Your follower,

Tanmayee.

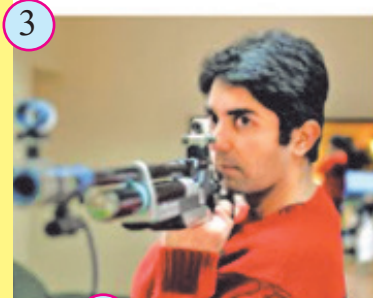
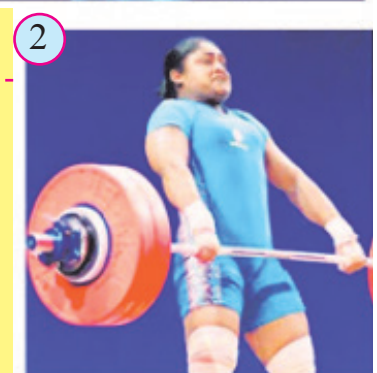
i. Imagine that you are Sheetal Devi and complete the advice she would give you with the help of the given words.**(easy, effort, face, spare, success, path, people.)**

My friends, I achieved with hard work. Hard work means a lot of , which makes success There are obstacles on the , but we shouldn't be afraid of them. We should them with hard work. There are many around us who try to discourage us, but don't even time to look at them. Keep working, keep working and be successful!

- j. On the occasion of the 'Annual Sports Day', the teacher gave a project to collect information about various sports. Gopal and Seeta are busy in completing the project. They are confused with the sports and the sports person. Can you help them to do it?



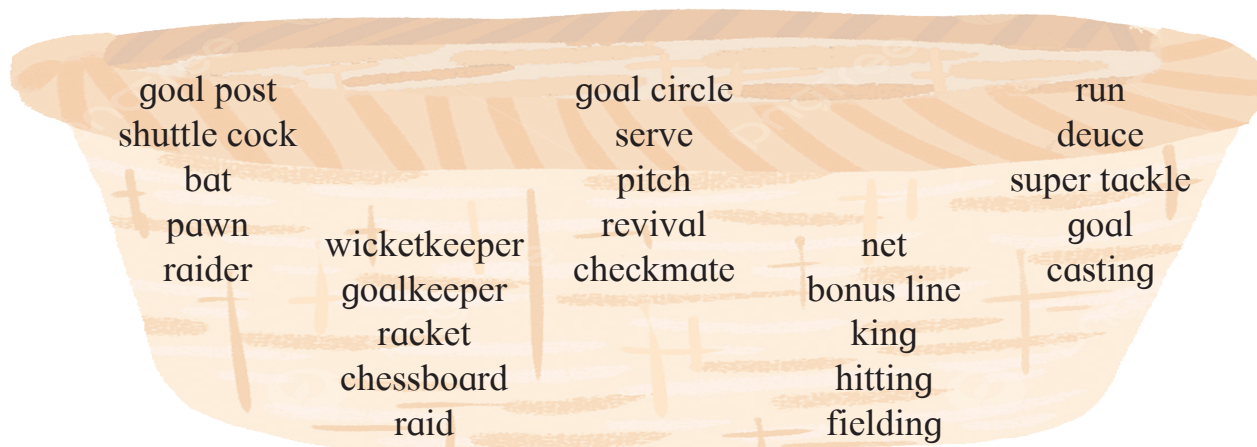
Name of the sports/games	Picture No.
1. Hockey.	_____
2. Weight lifting	_____
3. Cricket	_____
4. kabaddi	_____
5. Badminton	_____
6. Tennis	_____
7. Shooting	_____
8. Chess	_____
9. Wrestling	_____
10. Javelin Throw	_____



- k. Perform a skit on any social event.

1. My sports vocabulary basket :

- Read the words from the sports vocabulary and complete the following table.



Cricket



- 1.
- 2.
- 3.
- 4.
- 5.

Hockey



- 1.
- 2.
- 3.
- 4.
- 5.

Kabaddi



- 1.
- 2.
- 3.
- 4.
- 5.

Badminton



- 1.
- 2.
- 3.
- 4.
- 5.

Chess



- 1.
- 2.
- 3.
- 4.
- 5.

m. Read and underline the silent letters.

- | | |
|------------|----------|
| 1. teacher | 2. make |
| 3. doctor | 4. sign |
| 5. write | 6. doubt |
| 7. wrong | |

n. Read the following PALINDROMES which is a word that reads the same forward and backward.

- | | |
|---------|---------|
| • eye | • noon |
| • madam | • radar |
| • kayak | • wow |
| • mom | • dad |

Find other examples of Palindromes on your own.



For the Facilitator :

- Guide learners while they enact the skit.
- Make them aware about the intonation and its importance.



4.3

How to Salute the Sun



Warm - up :

- a. • What type of exercises do you perform in your physical education periods?
• Name the Yogasans you perform on the occasion of Yoga day at your school.

b. Read and understand.

The human body is one of nature's most **marvellous** creations. It is a perfect machine to work efficiently for hundred years as per our *shastras*. However it is our duty to maintain this machine properly with proper diet, exercise, rest and relaxation. "*Sthool Vyayam, Sukshm Vyayam*" and *Yog* consisting of *as an, pranayam*, meditation etc. strengthen, regulate and enhance the efficiency of this Body-Mind Complex. It is our foremost duty to keep this body fit. It is the best instrument to reach the goal of life, says Kalidas.

"Shariramadyam Khalu Dharm Sadhanam"

Surya Namaskar is a yoga-based exercise for over-all personality development. It is a gift of Indian heritage to humankind. It is universal in application irrespective of caste, **creed**, religion, gender and nationality.

Surya Namaskar is a unique exercise. It gives the benefits of *Sthul* as well as *Sukshm Vyayam*. Any able-bodied person from 8 years to 80 years can perform this exercise. It is specially beneficial, for children in their growing age. It enables them to achieve balanced physical growth, healthy and efficient body, balanced mind, enhanced work efficiency through concentration, alertness, memory development and emotional control. *Surya Namaskar* tones up the functioning of various systems in the body, such as the sensory, respiratory, digestive, circulatory and muscular and nervous systems. The utterances **chanted** while performing the *Namaskaras* generate minute vibrations in the body. This correct the functioning of exocrine and endocrine systems of glands.

It is ideal that a set of 12 *Namaskars* should be practiced at a time, which takes about 15 minutes.

Each *Namaskar* practice starts with prayer to the *Surya*, the World Nourisher.

Thereafter each *Namaskar* begins by offering solutation to the *Surya* using its different names. This prayer of the various names is known as *Beej Mantra*. Every *Namaskar* has a cycle of 12 steps each position giving specific distinct benefit.

• **Read aloud.**

Do's

- * Begin these exercises under guidance.
- * Follow the right order.
- * Keep the flow natural from one to the next.
- * Keep practicing.
- * Stretch gently.
- * Stretch as per your comfort.

Don'ts

- * Don't exercise after eating food.
- * Don't exercise when you are weak or ill.
- * Don't do jerkey movements
- * Don't drink water while exercise.



Word Basket :

- **marvellous** - wonderful
- **creed** - a set of belief or religious principles that strongly influence
- **chanted** - sang a word or a phrase many times
- someone's life

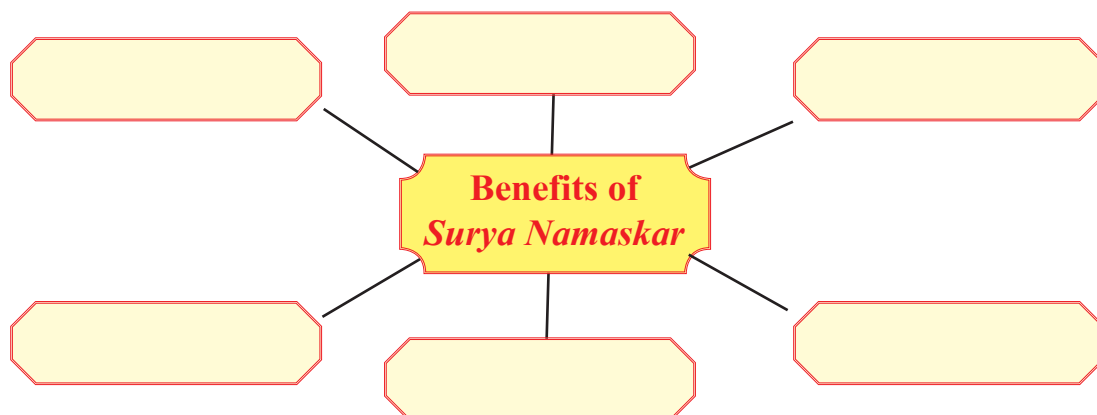
c. Read the text carefully and complete the sentences.

1. is a wonderful creation of nature.
2. Number of steps in one complete cycle of *Surya Namaskar* is.....
3. One set of 12 *Surya Namaskar* usually takes.....
4. It is our duty to keep

d. Find the meaning of the following words using a dictionary.

- sensory • respiratory • digestive • circulatory • muscle • exocrine • endocrine

e. Complete the web diagram.



f. Observe the steps of *Surya Namaskar* carefully.



• Complete the instructions with the words given in the box:

(forward, lift, plank, folding, touch, backwards, bend, slide, down, back)

1. Stand straight.
2. Lift up your hands andbackwards.
3. Bend from hips.
4. Place the right leg and bring your right knee to floor.
5. Bring left leg back forming a
6. Lower your knees and your chest, chin and forehead to the floor.
7. forward and lift your neck and shoulders like a cobra.
8. hips up and form an inverted 'V' shape.
9. Bring the right foot forward between two hands; bring your left knee
10. Bring the left foot forwarddown.
11. Lift hands up and bend

g. Identify the syllables in the given words. Practise them with proper stress.

- endocrine • marvelous • respiratory • development • concentration

h. Practise *Surya Namaskar* with a focus on your breath - inhaling and exhaling with each movement.

i. Find other *Yogasanas* which you like. Present them in your class practically.

j. Fill in the blanks using 'a', 'an', or 'the.'

1. Shubhangi has ___ umbrella in her bag.
2. ___ Sun rises in the east.
3. Sanjay is ___ honest boy.
4. Rupali wants ___ ice cream.
5. ___ Taj Mahal is in Agra.
6. Anu saw ___ bird sitting on ___ tree.

Present Continuous/Progressive Tense

• Read the following sentences and notice the changes.

1. I am writing.
2. He is walking.
3. You are eating.

*When action is happening now, we use : am/is/are + verb + ing. This is Present Continuous Tense. It is also called **Present Continuous/Progressive Tense**.*

For example : 1. Seeta is reading a novel.

2. I am eating a banana.

3. Students are completing their home work.

Read the table and choose the correct helping verb (am/is/are). Change the verb into ing form and write the complete sentences.

Subject	Helping verb am/is/are	Main verb	Object / Complement	Sentences
The bee	-	fly	around the flower	The bee is flying around the flower.
Children	-	sing	a song	
Mother	-	cook	dinner	
I	-	draw	a picture	



For the Facilitator :

- Monitor learners when they are performing *Suryanamaskar*.
- Explain them the benefits of *Suryanamaskar* and motivate them to perform it on daily basis.



4.4

The Naughty Keyboard



Do you know?

a. Say 'yes' or 'no.'

- Can objects talk?
- Can the computer download whatever you want?
- Is 'thinking' a human power?
- Can machines make funny mistakes?
- Write the names of the machines that you know.



b. Read and enjoy :

Bezzil, the **wizard** lived in an **enchanted** house. Every item in his house had a mind of its own. Bezzil just had to ask the kitchen to cook him some food and everything would come together to fix him a delicious meal. He would ask his television for something to cheer him up and it would switch to his favourite comedy show.

However, Bezzil's computer keyboard was naughty. It would **mess** around with Bezzil's emails and create a lot of trouble.

One day, Bezzil typed a mail to the **packers and movers**. He wanted to **transport** a table to his brother in Antarctica. The keyboard was bored and decided to be naughty. Without reading the email, it replaced the table's name with its own. A while later, the movers came and started packing the keyboard. The keyboard **yelped** and cried. "I don't want to go to Antarctica" it said. "There's been a mistake!" But the movers **paid no heed**. "Bezzil's email said to ship you off to Antarctica," they said.

Just then, Bezzil entered and saw what was happening. He set things right and had the table shipped off. The keyboard learned its lesson and tried to be a little less **mischievous** and naughty.



Word basket :

- **wizard** - a person who is believed to have magic power
- **enchanted** - affected by magic powers
- **mess** - the state of being untidy
- **packers and movers** - a professional service providers that manage the entire relocation process
- **transport** - the action of carrying people or goods from one place to another
- **yelped** - gave a sudden short cry of pain
- **paid no heed** - paid no attention
- **mischievous** - to behave badly and embarrassing or annoying people

c. Share your response.

1. Name the wizard in the story.
2. State one thing the television did for Bezzil.
3. Mention the thing Bezzil wanted to send to his brother.

d. What prank did the naughty keyboard play? What was its effect?

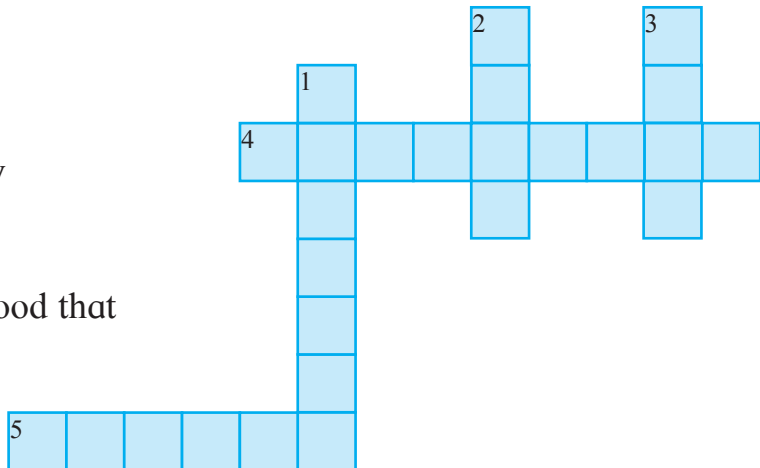
e. Solve the crossword.

Across :

4. affected by magic power
5. a person often found in fantasy

Down :

1. to come
2. the time when you eat or the food that is eaten at that time
3. to pay attention



f. Now create your own crossword in a similar way.

g. Read the paragraph. Find mistakes and correct them.

Bezzil live in an enchanted house. The keyboard were very naughty. It changed the words in the email. He sends a tale to his brother in Antarctica. The movers came and started picking the keyboard.

h. Identify and draw emojis for the feelings of the characters. Frame one simple sentence for each emotion.

- Keyboard : 1. Bored - 😞 - The keyboard felt bored.
- 2. Scared -
- 3. Sorry -

- Bezzil : 1. Calm -
2. Wise -
3. Kind -

i. Write down the different uses of the following devices.

Device	Use
Washing Machine	Washing clothes
Food Processor	
Fridge	
Iron	
Dish Washer	
Electric Drill	

j. Write a letter to your friend informing him/her that your father has bought you a new computer. Additionally, tell him/her how you use it.

Your address :

Date : _____

Dear _____,

How are you? I am very happy that my father has bought a new _____ for me. I use it to do my _____. I learn _____ on its keyboard. I search for _____ for my projects. I also draw _____ and _____. You visit my _____. We will play and _____ together.

Yours lovingly,

Your Name : _____



For the Facilitator :

- Encourage learners to read other humorous stories.
- Motivate them to find the uses of different electrical and electronic devices which reduce human effort.



Let's grab the challenge :

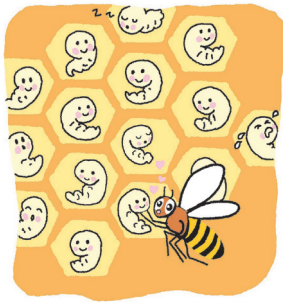
a. Draw a honeycomb.

The Challenge: You must not lift your pencil off the paper until the drawing is finished!

b. Read the following:

Hmmmm... Hmmmm... ..What! Me, a lazy bee? You think I simply have fun all day among the flowers? Well, let me correct you. When I am **flitting** from flower to flower, I am actually very hard at work. And that's why I am called, not a lazy bee but a busy bee.

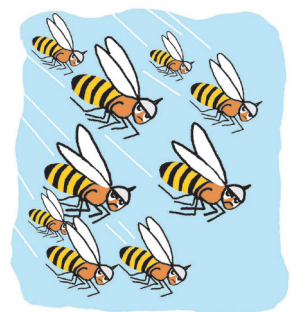
Come, I'll show you my house and tell you what a lot of work we bees do all our life. Hmmmm.....



My house is called a honeycomb. It's a big house with thousands of rooms or cells. Each room has six equal sides. We take a lot of care to build it. We even produce the material for building the comb. It's called beeswax.

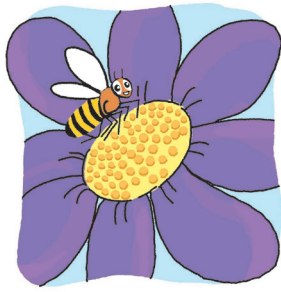
Do you know, when I was very young, I used to stay at home. But even then I had to do a lot of work. Hmmmm..... I had to look after the **larvae** - the babies that would grow into bees. I had to feed them and protect them. If anyone came near our comb to disturb it, I was ready with my sting! I'm not only a worker, I'm also a soldier. Beware, don't trouble me!

Hmmm..... Well, to go back to the comb, I had to keep the comb cool by fanning it with my wings. Then I had to keep the house in order - put away all the honey and food that other bees brought from the flowers. But luckily, I had hundreds of other bees working with me. We all work together without ever fighting! That's one reason why we can build such perfect and beautiful houses.



Yes, I helped with the house building, too. We keep building more and more rooms in our house for the babies and for all the food and honey we gather.

When I became older, I began to fly out of the comb to gather **nectar**. I take the nectar and pollen from the flowers and carry them back to the comb. Nectar is the



sweet juice in flowers and pollen is the yellow powdery stuff you see on flowers. I visit hundreds of flowers and make several trips every day without wasting even a single moment!

The nectar from the flowers is too thin. We bees turn it into the sweet thick honey that you like. It's only because you called me a lazy bee that I stopped and explained it all to you. Otherwise, I have not a moment to lose. Bye Hmmm..... Hmmm.....



Word Basket :

- **monologue** - a long speech by one person
- **larvae** - an insect of early stage when it has come out of an egg
- **flitting** - moving quickly from one place to another
- **nectar** - sweet liquid that bee collect from the flower to make honey

c. List five facts about honey bees from the passage.

d. Give a reason for the following actions.

1. The bee fans its wings inside the hive.
2. Bees never fight with each other.
3. The bee stops to talk to the human in this story.

e. The bee says, "I am actually very hard working." Find three pieces of evidence from the text that prove the bee is 'busy' and not 'lazy.'

For example : It visits hundreds of flowers every day.

f. Match the following.

A	B
nectar	bee's house
pollen	sweet juice
hive	yellow powder

g. Bees follow a strict routine. Imagine you are programming a 'Bee-Bot' (a robot bee).

Put these instructions in the correct order so that the robot can make honey:

- Fan wings to thicken the juice.
- Find a bright flower.
- Fly back to the honeycomb.
- Use the straw-like tongue to sip nectar.
- Store the thick honey in a cell.

h. Write the plural forms of the following words.

- bee -
- baby -
- flower -
- room -
- worker -
- soldier -
- house -
- reason -

Past Continuous tense :

(i) Read the following sentences and notice the change.

Yesterday

1. I was writing.
2. We were playing cricket.

When actions are going on at a specific time in the past, we use -
was/were + verb + ing.

This is the Past Continuous Tense. It is also called the Past Progressive Tense.

For example - 1. Seeta was reading a novel at last night.

2. Students were practicing yoga in the last period.

(ii) Look at the table and choose the correct helping verb (was/were), change verb into its ‘_ing’ form and write the sentences.

Sr. No.	Subject	was/were	verb	Object / Complement	Sentences
1	The bee	-	fly	around the flower	The bee was flying around the flower.
2	Children	-	sing	a song	
3	Mother	-	cook	dinner	
4	I	-	draw	a picture	

i. Visit a library and read different ‘Monologues.’ Present one of them in your class.



For the Facilitator :

- Help the learners to understand how to write an autobiography.
- Assist them to write monologues and present them in the class.
- Encourage them to imagine themselves as different characters from this textbook and motivate them to write a short autobiography of two to four lines.

Phonics Awareness : Consonant sounds

a. Read the following table carefully and practise the sounds.

Consonant Sounds - Letters and Examples

Letters	Sound	Examples
b	/b/	bat, bag, cab
p	/p/	pen, cup, map
t	/t/	top, cat, tea
d	/d/	dog, bed, door
k, c	/k/	cat, kite, cook (c pronounced as k, when it is followed by a/o/u (ca,cu, co))
g	/g/	go, girl, bag
f, ph	/f/	fish, phone, leaf
v	/v/	van, vine, save
s, c	/s/	sun, rice, city c pronounced as s, when it is followed by e (cy ,ci, ce))
z	/z/	zoo, zero, rose
sh	/ʃ/	ship, shoe, fish
s (in measure)	/ʒ/	measure, vision
h	/h/	hat, house, happy
ch	/tʃ/	chair, cheese, child
j, g	/dʒ/	jump, juice, giant
m	/m/	man, milk, room
n	/n/	net, nose, pen
ng	/ŋ/	sing, ring, song
l	/l/	leg, lamp, bell
r	/r/	red, rain, road
y	/j/	yes, yellow, yard
w	/w/	win, water, wall
th	/θ/	think, thin, three
th	/ð/	this, that, those

b. Read the following words and identify the initial consonant sound.

- Thumb, their, top
- Jeep, ginger
- cucumber, kingdom
- cycle, spider
- pleasure, zink
- Field, physics
- sugar, shop
- van, white
- hour, hard
- under, ant
- one, well



5.1

Homework Machine



UNIT FIVE

Let's think.

a. Answer the following questions.

1. If there was a machine that would do all your homework, what would happen?
2. Why are students not allowed to carry mobile phones and other gadgets during an examination?
3. Can machines think like humans? Discuss.

b. Read and enjoy.



The Homework Machine,
Oh, the Homework Machine,
Most perfect
contraption that's **ever** been seen.

Just put in your homework,
then drop in a **dime**.

Snap on the **switch**,
and in ten second's time.
Your homework comes out,
quick and clean as can be.
Here it is — 'nine plus four?'
and the answer is 'three.'

Three?

Oh me . . .

I guess it's not as perfect
As I thought it would be.

- *Shel Silverstein*



Word Basket :

- **contraption** - a strange piece of equipment or device.
- **ever** - at any time upto now.
- **dime** - an American coin worth ten cents.
- **snap on** - to switch on
- **switch** - a button or a device for opening or closing an electric circuit

c. Let's find the answers.

1. How much time does the machine take to give homework?
2. Why did the poet conclude that 'it is not as perfect as I thought?'
3. What should be dropped into the machine?
4. What mistake does the machine make?

d. Identify the correct figure of speech and complete the column.

A	Answers	B
1. "Your homework comes out, quick and clean as can be."		Repetition
2. "Quick and clean"		Personification
3. "The Homework Machine, Oh, the Homework Machine."		Alliteration

e. Read the following sentences. Differentiate and put them properly into the given table, as shown below.

- | | |
|-----------------------------|--|
| 1. Are living beings. | 6. Can make mistakes and learn from them. |
| 2. Are non-living things. | 7. Have emotions like joy, anger, sadness. |
| 3. Cannot think or feel. | 8. Have no emotions. |
| 4. Can think and feel. | 9. Need electricity, fuel or power. |
| 5. Work only as programmed. | 10. Need food, water and rest. |

Humans	Machines
Can think and feel.	Have no emotions.

f. Work in pairs and write why we should use machines and why we should not use them.

Read the Joke

Exam Machine : I help students pass exams in one minute.

Sleeping Machine : Oh really? I help them sleep during exams in one second.

g Write a short and funny joke of your own about an imaginary machine.



For the Facilitator :

- Show pictures of various machines to the learners and help them know their uses.
- Motivate them to collect funny poems and read them in the classroom.



5.2

The Lifeline of Maharashtra : The Godavari River



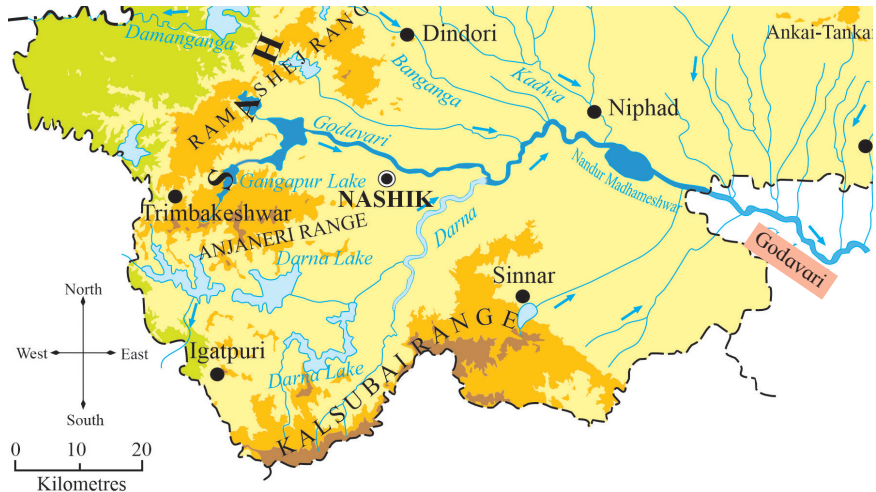
Let's do and discuss.

a. Do the following activities.

- Name the rivers in your district.
- Discuss why rivers are called lifelines?
- Write about the importance of rivers.

b. Read and understand.

Godavari, the second longest river in India after the Ganges, plays a big role in the lives of millions of people. It is considered the lifeline of Maharashtra because it supports drinking water supply, agriculture, culture and economic activities across the state.



The Godavari **originates** in Trimbakeshwar, near the city of Nashik in the Western Ghats. It is considered a **sacred** river and one of the most famous pilgrimages associated with the Godavari river is the 'Kumbh Mela' which is held in Nashik after every twelve years.

From Trimbakeshwar, the Godavari begins its journey across the wide **expanse** of the Deccan Plateau. It also flows through Telangana and Andhra Pradesh before finally emptying into the Bay of Bengal. The total length of the river is about 1,465 kilometres. The bulk of Godavari passes through Maharashtra. It nourishes the land and sustains communities that stay around it. Thus it is not merely of geographical importance, it is also vital from a social, cultural and religious point of view.

The farmers consider the Godavari and its **tributaries** a big blessing because it nurtures crops such as rice, sugarcane, cotton and wheat. Since it is a major source of drinking water, many settlements along the banks of the Godavari **rely on** it for daily water supply. The water from the Godavari is stored in dams and reservoirs for use

during dry seasons and for general human wants. It is a home to a variety of plants, fish, birds and animals. Despite beauty of Godavari, it faces many challenges like industrial waste, **sewage** and plastic that threaten its very existence. If Godavari is affected by waste, then we who are depended on her will also be affected by it.

Therefore, it is essential for citizens, governmental bodies and environmental organizations to work jointly to preserve our lifeline, the Godavari river. Schools, colleges and other communities of our society can play a major role in educating people about the value of rivers and our responsibility towards rivers. The Godavari has influenced the culture and the traditions of the people of Maharashtra for centuries. It will continue to be our lifeline, if we care for her and use her resources with wisdom.



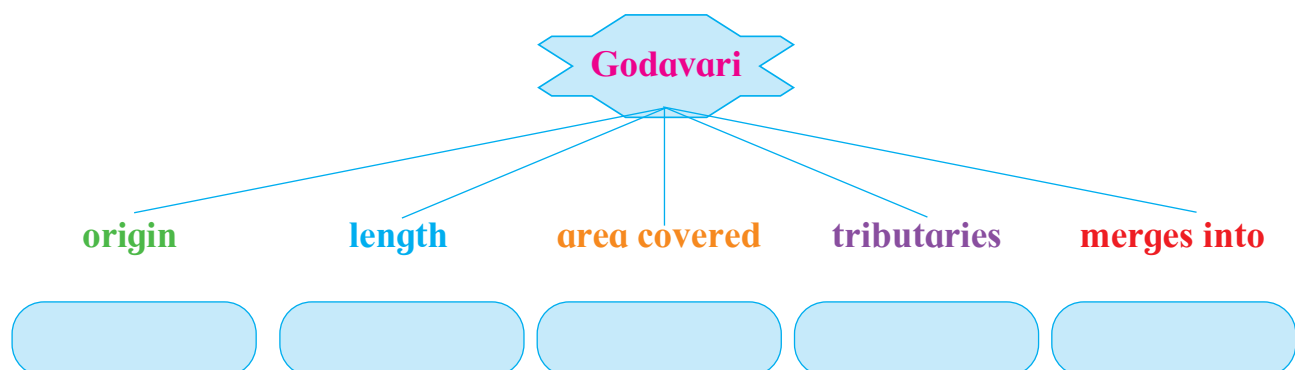
Word Basket :

- **originates** - to appear for the first time in particular place
- **sacred** - considered to be holy and deserving respect
- **expanse** - a large open area of land, water and sky
- **tributaries** - small rivers that flow into large river
- **rely on** - to need someone or something
- **sewage** - the waste matter

c. Answer in 4-5 sentences.

1. Why is Godavari river called the lifeline of Maharashtra?
2. What are the current challenges that the Godavari river is facing?

d. Read and fill the information.



e. Divide the class into two groups and discuss the topic, '**If rivers dry up.**' Present your conclusion before the class.

f. Write a short paragraph on '**The River.**'

Note :

World River Day is celebrated every year as 4th Sunday of September. It was first celebrated in 2005 to raise awareness about the importance of rivers and the need to protect them.

g. Read the following instructions regarding 'swimming' and write in the appropriate columns.

- Dive or jump in.
- Play near fast-moving water.
- Swim near hazards.
- Wear a life jacket.
- Have adult supervision
- Swim alone.
- Check depth and bottom.
- Exit immediately during bad weather.
- Ignore warning signs.
- Enter floodwaters.

Do's	Don'ts

h. Find the names of rivers in India from the following grid.

O	K	W	G	A	M	N	A	B
O	O	A	O	O	O	O	I	H
O	Y	R	D	R	O	R	Y	I
U	A	D	A	A	E	O	A	M
H	N	H	V	V	O	O	M	A
D	A	A	A	I	O	O	U	T
N	O	K	R	I	S	H	N	A
I	O	O	I	O	O	O	A	P
S	A	D	A	M	R	A	N	I

i. Read the words carefully and underline the sound /s/ and pronounce the sound /z/ in the letter.

cats, dogs, nose, maps, plays, these, has, says, cause, chore, snacks, gaps.

**For the Facilitator :**

- Conduct water conservation activities in your school and explain their importance practically.
- Arrange a tour/visit to nearby river and guide the learners to understand the status of the river and ways to protect it.



5.3 Nasreddin Hodja and the Smell of Soup



Warm - up :

- a. • Find the difference between wisdom and intelligence.
• Why do you enjoy stories of Tenali Raman, Akbar and Birbal?

b. Read the story and enjoy.

A beggar was walking along the road of the market. He had begged a small piece of bread for himself, dry and old and that was all he had to eat that day. Hoping to get something to put on it, he went to a nearby restaurant and begged for a small portion of food, but was ordered out of the inn empty-handed. As he walked out, he stopped to **stare** at the rich people enjoying the bowls of good **savoury** soup. He lent over one of the **cauldrons** and took a deep breath to savour its good smell. At that moment the innkeeper came out and seized his arm.



“Not so fast! You haven’t paid!”

“Payment? But I have had nothing.” **Stammered** the confused beggar, “I was only enjoying the smell.”

“Then you must pay for the smell,” insisted the innkeeper. “Do you think I cook my soup for a beggar to steal a smell from? I saw you take it.”

The poor beggar had no money to pay, of course, so the innkeeper **dragged** him **off** to the Nasreddin Hodja, the judge. Hodja listened most carefully, considering both the innkeeper’s angry exclamations and the beggar’s **protests** that he had taken nothing.

“And you say you have no money?” he asked the poor man.

“Not a penny,” stammered the **terrified** beggar.

Then Hodja turned to the innkeeper.

“So you insist on being paid for the smell?”

“Indeed I do,” said the innkeeper.

“Then I myself will pay you,” said Hodja.

He drew some coins out of his pocket and **beckoned** the innkeeper closer. Hodja held the coins in his hands up to the innkeeper’s ear and shook his hand gently so the coins rang together.



“You may go,” he said.

The innkeeper said angrily, “but my payment...”

“This man took the smell of the soup,” said Hodja, “and you have been paid with the sound of the money. Now go on your way.”



Word Basket :

- **stare** - to look at somebody or something for a long time
- **savoury** - a taste that is not sweet but salty
- **cauldrons** - large deep metal pots that are used for cooking over fire
- **stammered** - spoke with difficulty often repeating sounds or words, because of fear or nervousness
- **dragged off** - pulled someone forcefully away from specific location
- **protest** - to say or to show that you don't agree with something
- **terrified** - made someone feel frightened, very afraid
- **beckoned** - directed someone to come closer by using gesture.

c. Answer the following questions.

1. Mention the qualities of Nasreddin Hodja from the story.
2. Why did the innkeeper drag the beggar off to the Nasreddin Hodja?
3. How did Nasreddin Hodja teach a lesson to the innkeeper?

d. Use the following phrases in your own sentences.

1. to put on - _____
2. to stare at - _____
3. to lent over - _____

e. Rewrite the following sentences using proper punctuation marks.

1. not so fast you havent paid
2. payment but I have had nothing
3. indeed i do said the innkeeper
4. you may go he said
5. then i myself will pay you said hodja

f. Choose the correct word form and complete the following.

1. The beggar had begged a small _____ (peace /piece) of bread.
2. He _____ (lent/lend) over one of the cauldrons.
3. You say you have _____ (know/no) money
4. You have _____ (been/bin) paid with the sound of the money.

g. Visit the library and read other Nasreddin Hodja's stories and enact them in your class in groups of four.

Man : How old are you?

Nasreddin : Forty

Man : But you said the same last time I asked you, two years ago!

Nasreddin : Yes, I always stand by what I say.

h. Read the following sentences and notice the changes.

1. The beggar is walking along the road.
The beggar was walking along the road.
The beggar will be walking along the road.

2. I am enjoying the smell.
I was enjoying the smell.
I shall be enjoying the smell.

If the action is in progress in the future, we use Future Continuous Tense. It is also called Future Progressive Tense.

- It is used to show an action that will be happening at a certain time in the future.
- It is used for planned or fixed future activities.
- It can be used to ask politely about someones future plans.

subject + shall/will + be + verb + ing + object

• Choose the correct option to frame future continuous tense.

1. She _____ at 6 pm tomorrow. (will play / will be playing)
2. They _____ in the garden in the next week. (will be playing / played)
3. I _____ TV tonight. (shall be watching / watch)



For the Facilitator :

- Encourage the learners to visit the library and read more humorous stories of characters like Tenali Raman, Akbar and Birbal.
- Encourage them to share the stories in the class as part of speaking activities or play presentation.

**Warm - up :**

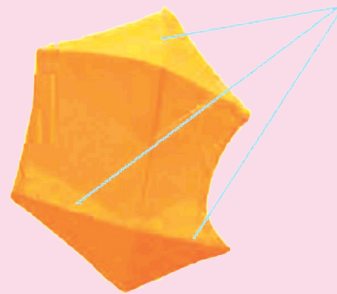
a. i) Write two lines about your favourite festival.

- Colour festival -
- Food festival -
- Light festival -
- Harvest or sun festival -

ii) Have a look at the different types of Kites. Choose the one that is commonly seen.

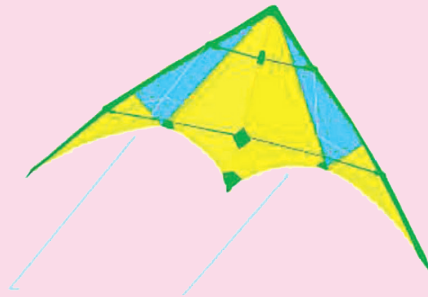


Box kites



Rokkaku

Delta



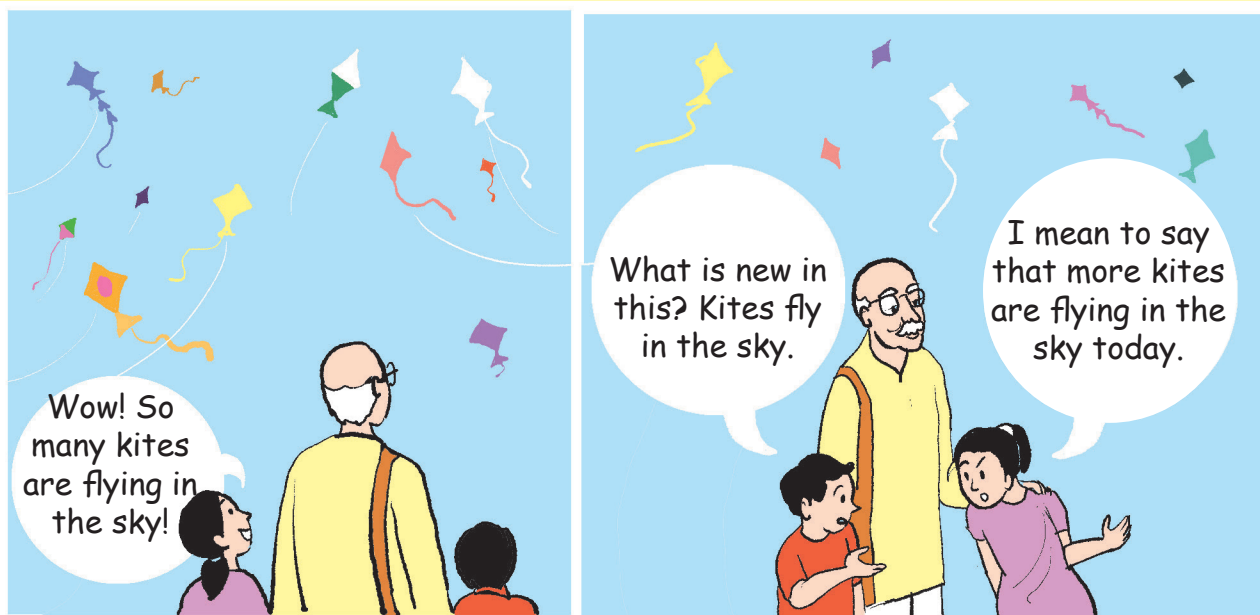
Diamond-shaped kite



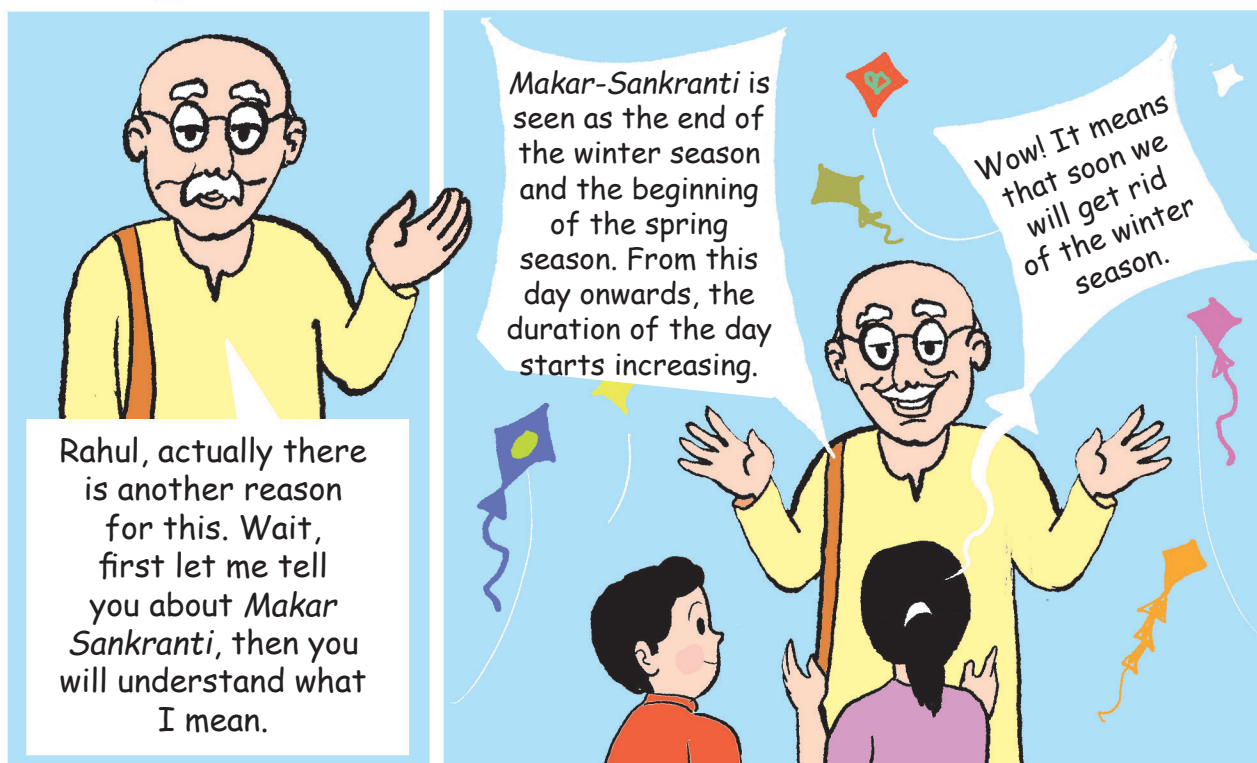
Parafoil

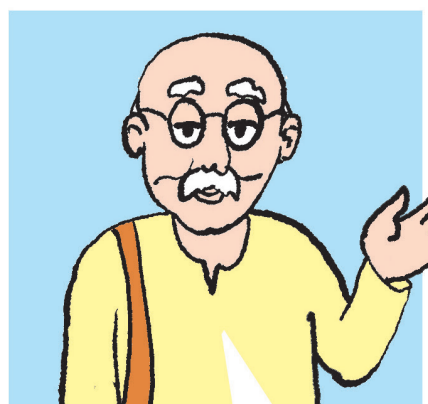
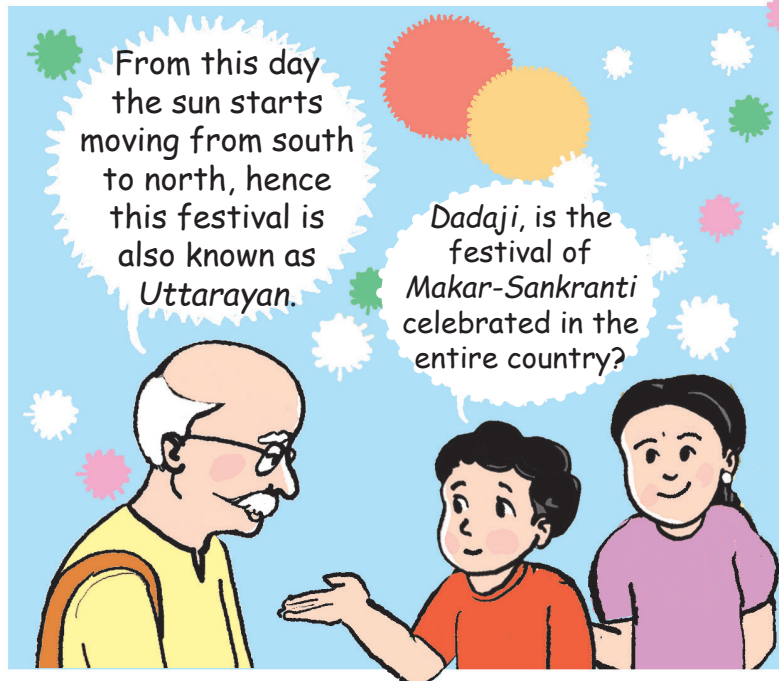
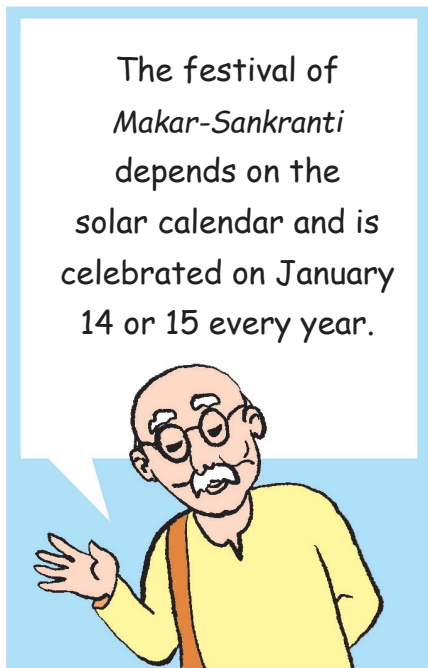
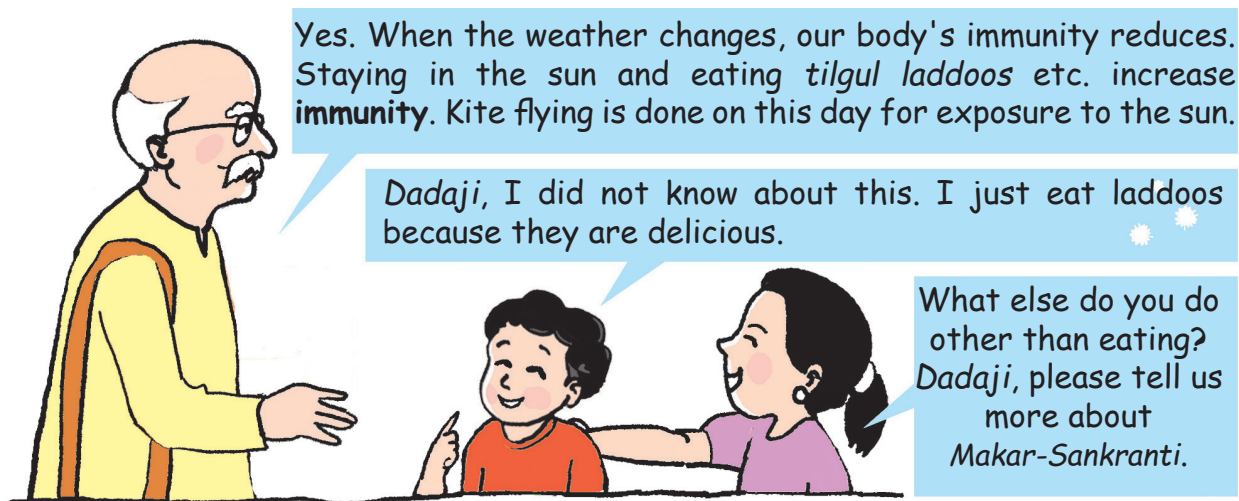
b. Read aloud and enjoy.

Riya and Rahul were returning from the market with Dadaji.

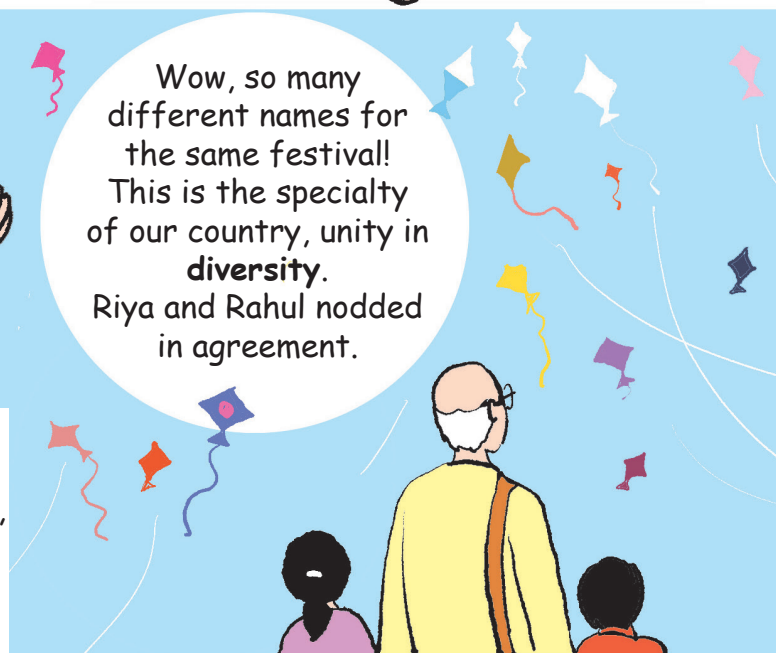


Riya, the reason for this is that today is *Makar-Sankranti* and there is a tradition of flying kites on this day.





Yes but its names are different. It is known as *Khichdi Parv* in Uttar Pradesh, *Pongal* in Tamil Nadu, *Suggi Habba* in Karnataka and *Makaravilakku* in Kerala.



International Kite Festival

Gujarat

The International Kite Festival, is one of the most colourful and exciting festivals of Gujarat, India. It is celebrated every year in January during *Makar Sankranti*, when the sky fills with thousands of bright and beautiful kites.

Kite flyers from many countries like Japan, China, USA, France, Brazil, Australia, and Indonesia come to Gujarat. They bring unique and creative kites, making the festival global and exciting.

Fun Activities

Kite flying competitions.
Music and dance programmes.
Kite-making workshops for children.
Food stalls with yummy snacks like *jalebi*, *fafda*, *undhiyu*.

The main celebrations take place in Ahmedabad, along the Sabarmati Riverfront. People also celebrate it in many other cities of Gujarat.

Kids love the special kites such as :
Giant kites as big as buildings.
3D kites shaped like animals, cartoon characters, birds, and superheroes.
Long ribbon kites that dance in the wind.
Night kites that glow with lights.

Special Message

The festival spreads the message of friendship, peace, and unity. People from different countries come together and celebrate under one sky.

Did You Know?

The festival begins early in the morning with the cry “*Kai Po Che!*” The sky looks like a rainbow made of kites. Children learn teamwork, patience, and creativity.



Word Basket :

- **immunity** - the ability to avoid disease
- **diversity** - the wide variety of something

c. Match the words in column A with their meanings in column B.

Column A	Column B
1. tradition	a) to be open to experience something
2. immunity	b) variety or difference
3. exposure	c) strength to fight diseases
4. diversity	d) calendar based on the Sun
5. solar calendar	e) custom followed for a long time

d. Read the passage and answer the questions.

1. What did Riya notice in the sky?
2. When does the immunity of our body reduce?
3. When does the kite festival take place?
4. From where do the kite flyers come to Gujarat?
5. What special message did this festival give?

e. Mention the names by which *Makar-Sankranti* is known in different states.

State	Festival Name
Punjab	Lohri
Tamil Nadu	_____
Karnataka	_____
Kerala	_____

f. Identify and write whether the sentence is a Statement / Question / Exclamation.

1. Wow! So many kites are flying in the sky!
2. What kind of tradition is this?
3. *Makar-Sankranti* is celebrated in January.
4. Is the festival celebrated in the entire country?

g. Identify the tense.

- I am flying the kite.
- This festival is also known as Uttarayan.
- He was eating ladoos
- We will get rid of the winter.
- Riya and Rahul nodded in agreement.

h. While enjoying flying kites, indirectly we hurt birds, animals and human beings also. What precautions do we need to take while enjoying the kite festival? Write the Do's and Don'ts.

i. (i) Draw different shapes of kites and colour them.

(ii) Do as directed.

- Kites are flying in the sky. (Past continuous tense)
- You will understand what I mean. (Simple present tense)
- The length of the day starts increasing. (Simple past tense)

Project Work

- Make a list of five festivals celebrated in Maharashtra. Write the name of each festival. Draw a picture of the same. Write 3-4 lines about each festival.



For the Facilitator :

- Guide the learners to search for information about different festivals.
- Make different kites with the help of learners in the class.
- Practise different types of sentences.

**Let's identify.****a. Identify and label the musical instruments.****b. Read and understand.**

Mohanpur was ruled by King Madho Singh. He had a daughter named Mohini whom he loved like his own life.

Once Mohini fell ill. The royal physician's treatment was failing to work. She had become so weak that she could not talk or eat. She would just lie like a skeleton. No one ever saw a smile on her face.

The King announced rewards for anyone who could put a smile back on her face. It was said that the smile would begin the process of her recovery from the mysterious illness.

One day, soft flute music waves **wafted** into the palace. Mohini was sleeping. The tune was **mesmerising**. The sound of the flute tune **gradually** rose, filling the air with melody. Mohini opened her eyes and spoke after months, "Who's playing that?"

The news of Mohini speaking again brought the King and Queen to her chamber. They saw a faint smile on Mohini's face. The King wanted the soldiers to bring the flute players to the palace. Mohini objected to it. She didn't want the music to be **interrupted**. All of them walked towards the direction where the music was coming from. Far away from the palace they found a boy sitting under a tree, lost in playing his flute. Some wild creatures were around him frozen in the **trance** of his music.

The sound of footsteps woke up the boy from his musical dream. He opened his eyes and found the King and soldiers around. He looked frightened. The flute fell off his hands.

The King said, "Don't panic boy. We are very pleased with you. Your flute music has cured our Princess. Who are you? We want to reward you." The boy said, "My name is Chandu. I am an orphan. I need some job and want to study."

The King brought Chandu to the palace. Everyday he played his flute for the Princess who regained her health fast. The King arranged tutors for Chandu's education. He later became an advisor to the King.



Word Basket :

- **wafted** - carried gently through the air
- **mesmerising** - holding attention completely.
- **gradually** - slowly
- **interrupted** - broke the continuity
- **trance** - the mental state in which you don't understand what is going on around you

c. Match the following.

Word	Meaning
1. reward	doctor
2. mesmerising	dream-like
3. physician	very attractive or charming
4. trance	prize or gift

d. Use the following words in sentences.

1. palace : _____
2. flute : _____
3. mesmerising : _____
4. rewards : _____
5. trance : _____

e. Answer the following questions :

1. What was wrong with Princess Mohini?
2. What efforts were made by the King to cure Mohini?
3. Do you think the title is suitable to the story? Why? Give your explanation?

f. Rewrite the following words using suitable prefix or suffix.

(ill, like, weak, treat, open, gain, interrupt, fright, educate, arrange)

Prefix	Suffix
1.	1.
2.	2.
3.	3.
4.	4.

g. Find and write three sentences from the text written in Simple Past Tense.

1. _____
2. _____
3. _____

h. (i) Read and match the correct pair of gender.

- | | |
|------------|-----------|
| • rooster | • mare |
| • stallion | • duck |
| • drake | • hen |
| • boar | • tigress |
| • tiger | • gander |
| • goose | • lioness |
| • lion | • sow |

(ii) Write the plural form of each word and use it in a sentence.

- flute
- child
- box
- leaf
- place
- woman

i. Write a short essay on 'My favourite singer'.

j. Make a flute with straw.



Take a straw and press one end with your finger.



Cut the pressed end into a triangular shape.



Trim the tip slightly to make a small opening.



Put the pointed end in your mouth and blow gently



Cut the straw little by little to create different sounds.

k. Sentence Antakshari.

Write sentences starting with the last letter of the previous sentences.

Student 1 : Mohini was the beloved daughter of King Madho Singh.

Student 2 : Her illness made everyone in the palace very sad.

Student 3 : _____

Student 4 : _____

l. Collect two more poems on nature and sing in the class with intonation.



For the Facilitator :

- Guide the learners to make flute with a straw.
- Instruct them to find more pairs of gender.
- Motivate them to identify and learn sentence structures.

Phonics Awareness : Digraphs

- Read and practise the following sounds.

Combination of two letters that represent a single, unique sound is called digraphs.

Digraph	Sound (IPA)	Examples
ch	/tʃ/	chair, cheese, rich
sh	/ʃ/	ship, shoe, fish
th	/θ/ (voiceless)	thin, bath, both
th	/ð/ (voiced)	this, that, mother
ph	/f/	phone, elephant, graph
wh	/w/ or /hw/	when, wheel, whisper
ck	/k/	duck, back, clock
ng	/ŋ/	sing, long, ring
qu	/kw/	queen, quick, quiet

♦ Quick tip :

- Digraphs are different from blends. In a digraph, the two letters combine to make a single sound (like sh → /ʃ/).
- In a blend, both sounds are heard (like bl in blue).
Would you like me to also create a blend chart (like bl, cl, st, gr) to go alongside this digraph list?

⇒ Enlist more words with digraphs, underline the digraphs and practise them.

⇒ Complete each word with the correct digraph.

(ch, sh, th, ph, wh, ck, ng, qu, th).

- The ___ air is soft to sit on.
- The ___ ip sailed across the ocean.
- The bell will ri ___ at noon.
- The ___ eel is spinning fast.
- The cat hid undernea ___ the table.
- The queen covered herself with a beautiful ___ ilt.
- She has a new ___ one to call her friend.
- I saw a big du ___ in the pond.
- My bro ___ er is taller than me.
- Please be ___ iet during the lesson.

⇒ Match the correct digraph (th, sh, ch, ph, wh) to finish each word.

- ma ___
- mu ___
- wi ___
- tea ___ er → (ch)
- gra ___ ic → (ph)
- fi ___
- ele ___ ant
- ___ ale
- fa ___ er → (th)



6.1

The World is With You



UNIT SIX

Let's enjoy :

a. Listen carefully and raise your hand.

Do the actions as directed by your class teacher. Raise your hand if you agree.

- I study hard.
- I am always on the playground.
- I wash my clothes.
- I respect elders.
- I eat my tiffin before recess.
- I attend school everyday.

b. Read and enjoy.

World is with you
But you are not with you
The world is going at the **top**
That is with you.

But you are not with you
Why, why, why
Because, this happens
Your **discipline** it getting clean
With you.

Still the leaving is greater
What, but still happening will be
Later, later and later
How you live.

Is least you **realized**?
World is with you every times
But you are not with you
Not **forever**...

- Shrunkhal Khemraj





World Basket :

- **top** - the highest part or point of something
- **discipline** - the ability to control
- your behaviour
- **realize** - to know and understand
- **forever** - always, for all time

c. Read the poem and answer the questions.

1. Who wrote the poem?
2. Write two lines you like from the poem.
3. Which words and phrases are repeated?
4. Suggest a new title to the poem.
5. What lesson is the poet teaching about discipline?

d. Recite the poem. Give different tune to the lines using your idea.

e. Identify the figures of speech from the following lines.

1. The World is with you.
2. Later, later, later.
3. But you are not with you.

f. Present the summary of the poem.

g. Collect more poems on 'Friendship' and 'Discipline' from various sources and present them.

h. Rearrange the following parts of the letter according to their sequence and rewrite it.

How are you?

I hope you are fine and doing well in your studies.

Dear Rahul

Ram Sane,
V. P. Road,
Sangli.

I hope you will follow the discipline and focus on your goals.

Your Cousin,
Ram

Date : 09/03/2026.

I just joined Scout and Guide Camp. I understood that discipline is very important in our life. It helps us to achieve our goal in our life. If we ignore discipline, we may waste our time and miss many opportunities. We must work hard.



For the Facilitator :

- Appoint a leader to read statements given in warm up activity. Add more statements in it.
- Guide them to present the central idea of the poem.
- Motivate them to write informal letters.
- Encourage them to read about Indian poets and writers.
- Help them to use various sources to collect the information.



Let's guess :

a. i) Match the profession with the pictures.

Doctor Teacher Chef Farmer Photographer Police Pilot Nurse



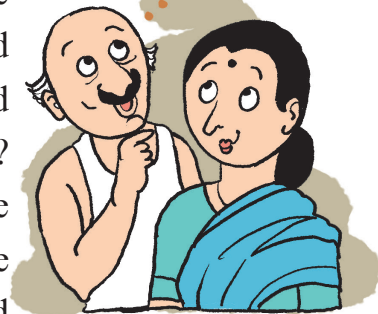
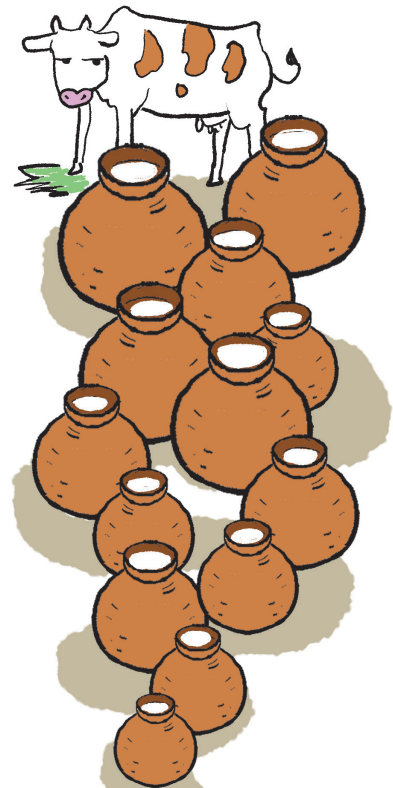
ii) What do you want to be in the future? Why?

b. Read the story with proper stress and intonation.

In a tiny village of Bengal, there lived a very poor couple. Life for them was extremely **miserable** but they would always daydream about getting rich and having plenty to eat. The husband would always dream about getting a cow. The wife would add her bit and say, "I will milk the cow and we'll have lots of milk which we can sell. We can make ghee, buttermilk, butter and cheese. For that we'll need lots and lots of pots."

She, therefore, went to the potter and bought five pots from him. However the husband was angry with her for buying too many pots and wanted to know the reason for this **extravagance**. She explained that one pot was intended for the milk, one was for the buttermilk, the third one for the ghee and the fourth was for storing cheese.

"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.”

Their fight never seemed to end and they kept **screaming** at each other at the top of their voices much to their neighbour Chenna’s disgust. Unable to bear the **commotion**, he went to their house and asked the man as to why he was shouting so much and breaking things.

“My wife gave extra milk to her sister,” the husband complained.

“Milk? Where did you get milk from? You have no cow,” remarked Chenna.

“I will have a cow when I have the money.”

“Oh! Is that so ? But right now you don’t own a cow, do you?”

“But I am going to get one.”

“Ah! But look what has happened to my lovely vegetable garden,” exclaimed Chenna. He picked up a stick and started hitting his neighbour.

“Ouch! Why are you hitting me? Stop it at once,” **yelled** the husband in pain.

“I am hitting you because your silly cow ate up all my cucumber and bean saplings.”

“Your cucumber and bean saplings? But you don’t have any,” husband stated.

“Well I was planning to buy the seeds and grow a vegetable garden.” The neighbor realized his **folly**. Chenna and he sat down and had a hearty laugh about the whole thing.



World Basket :

- | | |
|---|---|
| ■ miserable - very sad, very unhappy | ■ screaming - crying out loudly in a high voice |
| ■ extravagance - the habit of spending more money than necessary | ■ commotion - a great noise |
| ■ hesitantly - uncertainly, reluctantly | ■ yelled - shouted very loudly |
| ■ furious - very angry | ■ folly - the act that is not sensible and may have bad result |
| ■ smashed - broke something violently | |

c. Read the sentences carefully. Number them from 1 to 8 in the order of occurrence in the story.

1. The husband smashed all the pots in anger.
2. The poor couple lived in a small village in Bengal.
3. Chenna came to ask why there was so much noise.
4. The wife bought five pots from the potter.

5. The neighbour hit the man for his imaginary cow.
6. The husband dreamed of owning a cow.
7. The couple fought about giving milk to the wife's sister.
8. Chenna and the neighbour laughed after realizing their mistakes.



d. Identify and present the humorous dialogues from the story.

e. Match the character with their actions.

Character	Action
A. husband	1. bought pots
B. wife	2. dreamed of a cow
C. Chenna	3. ate up cucumber and bean sapling
D. cow	4. pointed out the foolishness

f. Read the story and identify the mistakes in the given sentences. Rewrite them.

1. The rich couple was living in a small village.

Correction: _____

2. The husband dreamed about buying a horse.

Correction: _____

3. The wife bought three pots from the potter.

Correction: _____

4. The husband was happy when his wife bought many pots.

Correction: _____

5. The wife wanted to give extra milk to her brother.

Correction: _____

g. Read and learn.

Profession	Role	Tools
Farmer	Grow food, take care of plants	plough, tractor, seeds, sickle
Teacher	Teaches students and helps them to learn	Books, chalk, board, computer
Firefighter	Puts out fire and saves lives	helmet, fire engine, fire extinguisher, fire hose.

Judge	Give decisions in court and ensures justice	Law books, files
Chef/ cook	Cooks food in hotels	stove, knife, utensils, apron, brush, spices, vegetables.
Artist	Creates paintings and artwork	brush, colours, canvas, palette

Now, divide the class into small groups. Assign each group a profession and situation. Ask them to prepare a short role play using 4-5 simple dialogues.

- h. Frame sentences as shown in the example with the help of the table given below.**

e.g. I write a diary.

I She They	write writes wrote shall/will write	a diary.
Sakshi Ganesh Children	dance/dances danced shall/will dance	in annual function.

- i. Write a short summary of the story.**

- j. Just read and enjoy.**

Teacher: Why are you late?

Student: Because the sign said, "School ahead, go slow!"

What did a wall say to the other wall?

I will meet you at the corner.

Find other examples of 'Pun' from various texts.

Why did the Maths book feel sad?

Because it had too many problems.

- k. Create your own jokes in two or three sentences.**



For the Facilitator :

- Motivate the learners to frame different sentences using Simple Past, Simple Present, Simple Future Tense.
- Motivate them to write a summary of the given story.
- Encourage them to collect information about various professions and write about them.



6.3

The Space Women Scientists in India



Let's see - What will happen :

- a.
- If there are no colours in the world ...
 - If the Sun does not rise
 - If there are no mobile phones ...
 - If there are no scientists in the world ...



b. Read and think.

Two years ago, Indian scientists successfully put a satellite into the **orbit** around Mars, a photograph that went viral showed women dressed in **gorgeous** saris with flowers in their hair celebrating at the Indian Space Research Organization (ISRO) in the Southern city of Bengaluru.

It was reported that the **ecstatic** women were scientists and the photograph challenged the **stereotype** that rocket science in India was a male preserve.

ISRO later clarified that the celebrating women were administrative staff, but it went on to add that there indeed were several women scientists who had worked on the mission and were in the control room at the time of the launch.

The BBC's Geeta Pandey recently travelled to Bengaluru to meet some of the women who took India into space.



Ritu Karidhal, Deputy Operations Director, Mars Orbiter Mission

As student of science, Ms Karidhal, who loved physics and maths, scoured the daily newspapers for information about NASA and ISRO projects, collected news clippings, and read every little detail about anything related to space science. After getting her postgraduate degree, "I applied for a job at ISRO and that's how I became a space scientist," she says.

The mission began in April 2012 and the scientists only had 18 months to capture Mars. "It was a very small window, so the big challenge was to realise the project in that time. We had no **heritage** of **interplanetary** missions, so we had a lot to do in that short period."

Although women scientists were part of the mission from the beginning, Ms. Karidhal says its success was due to teamwork. They often brainstormed with engineers and worked even on weekends.



Nandini Harinath, Deputy Operations Director, Mars Orbiter Mission

Ms. Harinath's first exposure to science was through Star Trek on television. Her mother is a maths teacher and her father is an engineer who loves physics. As a family, they enjoyed watching Star Trek and other science fiction shows together. At that time, she never thought of becoming a space scientist, and for her, ISRO "just happened." It was the first job she applied for, and she got selected. She has been working there for 20 years and says there has been no looking back.

During the launch, the scientists hardly went home and often worked day and night, returning only for a few hours of rest. They spent many sleepless nights, solving problems in the design and mission through quick solutions and innovation.

At the same time, Ms. Harinath's daughter had her important school exams, so she woke up at 4 a.m. to support her while she studied.

When asked if she could be called the "woman from Mars", Ms. Harinath said that she prefers to remain grounded. She added that although the Mars mission was a great achievement, the focus should now be on exploring more of the universe.

Anuradha TK

Ms. Anuradha, the senior-most woman officer at ISRO, specialises in sending communication satellites into space about 36,000 km from Earth. She has worked with ISRO for 34 years and became interested in space at the age of nine after hearing

about Neil Armstrong's moon landing. Inspired by it, she even wrote a poem in Kannada about a man landing on the moon. Considered a role model by many women scientists, she believes science is logical and suitable for everyone.

When Ms. Anuradha joined ISRO in 1982, there were only a few women, and five or six women engineers were in her batch. Today, more than 20-25% of ISRO's over 16,000 employees are women.



She says, gender is not an issue at ISRO, as recruitment and promotions depend on knowledge and contribution. Women are treated equally without special treatment or discrimination. She believes that seeing more women in the space programme motivates other girls to think that they can achieve the same.



Word Basket :

- **orbit** - a curved path taken by a planet as it moves around another planet or star
- **gorgeous** - extremely pleasant or attractive
- **ecstatic** - extremely happy
- **stereotype** - a fixed idea about a particular type of person or thing which is often not true
- **heritage** - tradition, qualities and culture of country existed for a long time
- **interplanetary** - between planets

c. Write in 4-5 sentences about the following.

1. Ms. Karidhal
2. Ms. Harinath
3. Ms. Anuradha TK

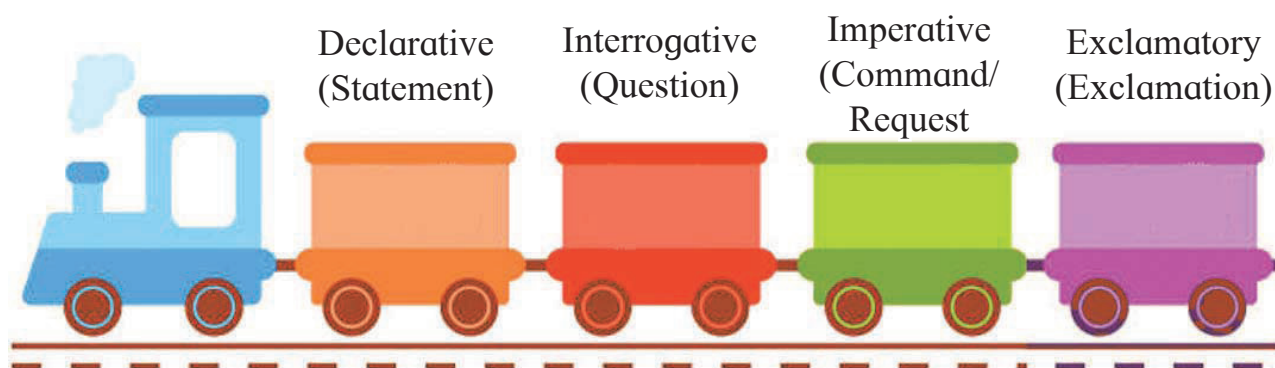
d. Choose the correct meaning of the words in bold.

1. The photo of women celebrating at ISRO went **viral**
 - i) expensive
 - ii) secret
 - iii) spread quickly
 - iv) deleted
2. The scientists had only a **small window** to complete the mission.
 - i) an opening in a wall
 - ii) a short period of time
 - iii) a type of glass
 - iv) a computer program

ii) Train of sentences :

1. Look at the train with four boggies.
2. Each is for a different type of sentence.
 1. Declarative (Statement)
 2. Interrogative (Question)
 3. Imperative (Command/Request)
 4. Exclamatory (Exclamation)

- Read the following sentences and put their numbers in the proper boggie.



1. India launched a satellite to Mars.
2. How many planets are there in the solar system?
3. Don't touch the rocket.
4. Hurray! We won the science quiz.
5. Ritu Karidhal works at ISRO.
6. Did you finish your home work?
7. Wow! The rocket is flying!
8. Stand in a straight line.

- g. Fill in the blanks and rewrite a short paragraph.

My Dream

My Dream is to become I like this dream. I will work to achieve my dream. I will never my dream. I want to help..... I want to make my family

- h. Create a poster on the subject given below and display it in your class.

The journey to space



For the Facilitator :

- Collect information about space women scientists from India.
- Encourage the learners to gather acronyms which are in common use along with their full forms.

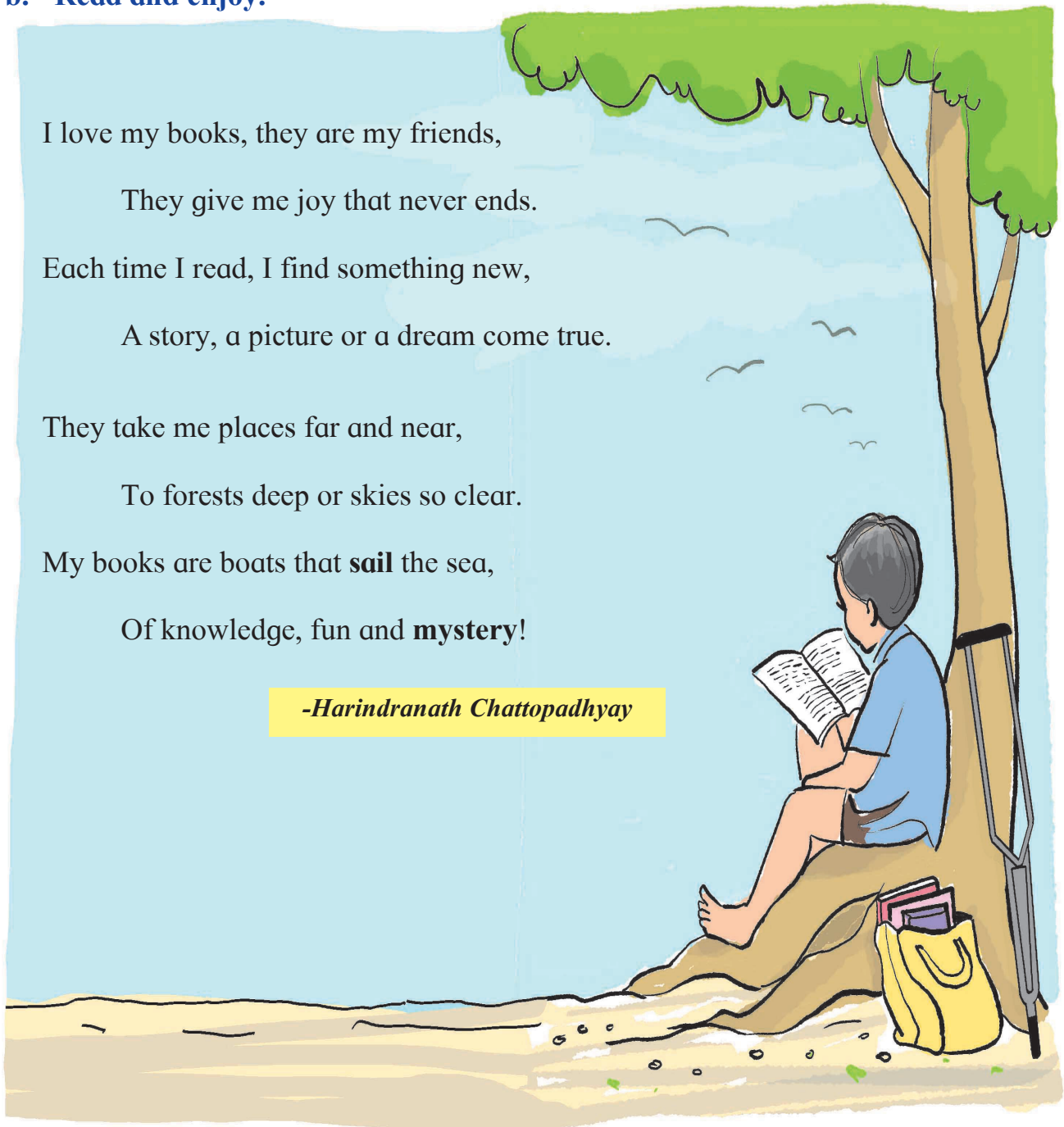
**Be curious :**

- a. i) Do you like to read books? Why?
ii) What kind of stories do you like?
iii) Which cover page do you like?

**b. Read and enjoy.**

I love my books, they are my friends,
They give me joy that never ends.
Each time I read, I find something new,
A story, a picture or a dream come true.
They take me places far and near,
To forests deep or skies so clear.
My books are boats that **sail** the sea,
Of knowledge, fun and **mystery**!

-Harindranath Chattopadhyay





Word Basket :

- **sail** - to travel on water in a boat or ship
- **mystery** - the things that you can't understand or explain

c. Write whether the following statements are True or False.

1. Books give joy to the poet.
2. The poet reads the same books every time.
3. Books are compared to boats.
4. Books do not have knowledge.

d. Read and match the words with their meanings.

Word	Meaning
1. joy	a) something we wish for that really happens
2. mystery	b) to travel on water
3. dream come true	c) happiness
4. knowledge	d) information about a subject that you study
5. sail	e) something not easily understood

- e. Why is the poet saying, 'Books are my friends'? Write your answer in 3-4 lines.
- f. Sing the poem with proper rhythm and write the rhyming words.
- g. Identify and write the figures of speech of the given boxes.

Books are my friends.

My books are boats that sail the sea.

skies so clear.

I read, I find.

- h. Do you think, books are your friends? If yes, then write in short how do you take care of your books?

✱ **Language games.**

Observe the grid carefully. Find and write the opposites of the given words.

start	×	.....
fresh	×	.....
far	×	.....
short	×	.....
small	×	.....
dirty	×	.....
black	×	.....
soft	×	.....
dark	×	.....
cold	×	.....

r	o	t	t	e	n
w	c	l	h	e	e
h	l	o	o	n	a
i	e	n	t	d	r
t	a	g	b	i	g
e	n	h	a	r	d
l	i	g	h	t	y

- i. Visit the library. Make the list of 5 to 6 books that you like to read and complete the table.

Book Name	Author	Why would you like to read?
1)		
2)		
3)		
4)		
5)		



For the Teacher :

- Encourage and guide the learners to take care of their important things.
- Celebrate 'Vachan Prerana Diwas' in your school.
- Guide them practically how to take care of books.
- Encourage them to make a list of books they read from the school library.



6.5

Playing Detective



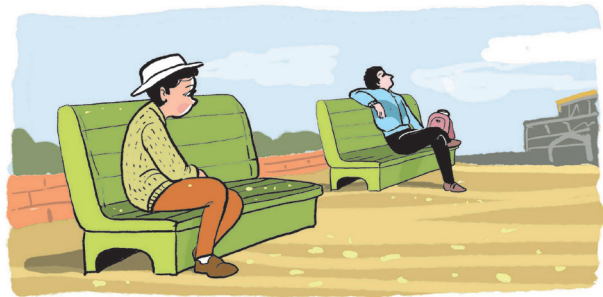
Let's play :

a. Answer the following questions.

- ◆ Have you ever spied on anybody? Why?
- ◆ Have you ever played the role of a detective in a school competition?
- ◆ Search and make a list of famous detectives and detective stories.
- ◆ Find words related to a detective.

b. Read and enjoy the story.

Raju, the innkeeper's son, loved to play detective. He would keep tabs on all the guests at the inn. If they were even **vaguely** suspicious, Raju would be convinced that they were criminals.



One day, a tourist came to stay at the village inn. He was quiet, serious-looking and minded his own business. Naturally, he became Raju's newest target. He decided to follow the stranger and see where he went

The next day, Raju shadowed the man all the way to the village square. The man just sat down on a bench and began to look around, taking pictures. Raju sat down on another bench and kept an eye on the man. Soon, his eyelids grew heavy. Before he knew it, he had fallen fast asleep. When Raju woke up, he was back at the inn. The man he was following had noticed him and carried him back home. Raju went to thank him and that's when, he learnt that the tourist was actually an **architect**. He had been hired to remodel some of the village buildings. Raju realised that not all quiet people are **fishy**!



Word Basket :

- | | |
|---|--|
| ■ vaguely - in a way that is not clear | ■ fishy - seeming suspicious or dishonest |
| ■ architect - a person whose job is to | design building |

c. Read the sentence and state whether the statements are true (✓) or false (×).

1. Raju was a tourist.
2. Raju would keep tabs on the thieves.
3. Tourist was quiet smart looking.

4. Raju shadowed the tourist the next day.
5. At last Raju realized that not all quiet people are fishy.



d. Rearrange and write the following events in the correct order.

1. Raju sat down on another bench.
2. Raju went to thank him.
3. One day a tourist came to stay at the village inn.
4. Raju would keep tabs on all the guests at the inn.
5. The new tourist became Raju's new target.

e. Match the words with their meanings :

tourist
vaguely
stranger
square
hire

to give somebody a job for sometime
a person that you don't know
the central public open space in a village
In a way that is not clear
a person who visits a places for Pleasure/traveller

f. Write the meaning of the following phrases using dictionary.

1. to keep an eye - _____
2. eyelids grew heavy - _____
3. keep tabs on - _____
4. serious looking - _____

g. Write answers of the following question in your notebook.

1. What was Raju's favourite pastime?
2. What would happen when Raju was suspicious of the people?
3. Why did the tourist become Raju's newest target?
4. Write the moral of the story.
5. Write short note on Raju's character.

h. Read and write the following dialogues in proper sequence.

Raju's dialogues :

1. Hello, sir! Thank you for bringing me back to the inn.
2. Yes... I fell asleep in the village square while I was following you.
3. I'm sorry for following you. I thought you are suspicious.
4. Wow! I realized now that not all quiet people are fishy.

Tourist's dialogue.

1. Oh! You're welcome. Are you okay?
2. I saw you sleeping and thought it would be safer to carry you back.

3. That's okay, Raju. I'm actually an architect I'm here to remodel some village buildings.
4. That's right, Raju. Sometimes people are just minding their own business.

i. Underline the prepositions in the following sentences.

1. The man sat down on a bench.
2. One day a tourist came to stay at the village.
3. He would keep tabs on all the guests at the inn.
4. He had been hired to remodel some of village buildings.

*** Homophone**

• Read the following pairs carefully.

- | | | | |
|----------------|-------------|-------------|--------------|
| 1. tell-tale | 2. two-to | 3. see -sea | 4. here-hear |
| 5. ship -sheep | 6. no -know | 7. ear-year | 8. new- knew |

In the above pairs of words the pronunciation of the words are same but their spellings and meanings are different.

The words which have the same pronunciation or similar sounds but different meanings and spellings are called **Homophones**.

• Read the following sentences and observe the use of underlined homophones.

1. I will write a letter with my right hand.
2. The blue bird blew away in the wind.
3. I can see the sea.

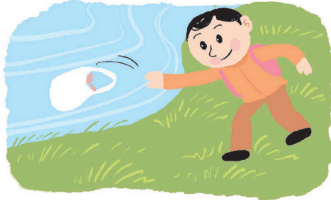
• Choose the correct word.

1. I can a bird in the sky. (see/sea)
2. Meena has long(hair/hare)
3. We travelled by (road/rode)
4. I a letter yesterday. (sent/scent)
5. I went the market. (to /too)

j. Rewrite the paragraph using proper homophones.

One day, I went two the market with my mother. We sow a man selling fresh flower near the rode. I wanted too by a pear of shoes. The shopkeeper said the price was very cheep. So I thought it was a grate deal. I paid him and left.

k. Read the following sentences and guess and write what will happen in these situations.

Radha punched Vishal's nose.	Swapnil always helps Siya in her studies.	Raj shared his tiffin with Roma.
		
Ruhi performed a song in front of her class.		Rohit threw garbage in the river.
		

1. i) Change the sentences into simple future tense.

1. He worked all day.
2. They study at night everyday.
3. You look so pretty in this new dress.
4. Mohini objected to it.
5. They hunt fish for their food.
6. She threw the stick away.
7. Manjiri cooks delicious food.
8. He had refused the sweet dish.

ii) Change the sentences into future progressive tense.

1. He goes to weekly market.
2. Sadhana planned for birthday party.
3. We will play football.
4. They are preparing for exam.
5. I was writing a letter.
6. Raju shadowed the man all the day.
7. Teachers explained the importance of the day.
8. Nirmala kicked her leg with all her strength.

iii) Identify the tense in the following sentences.

1. Father cleaned the room.
2. Neel will be reading books.
3. It was looking amazing.
4. He will send you the email tonight.
5. I was helping my grandmother.
6. Saanvi plays basketball.
7. Anushka will meet her friend tomorrow.
8. We are working together.



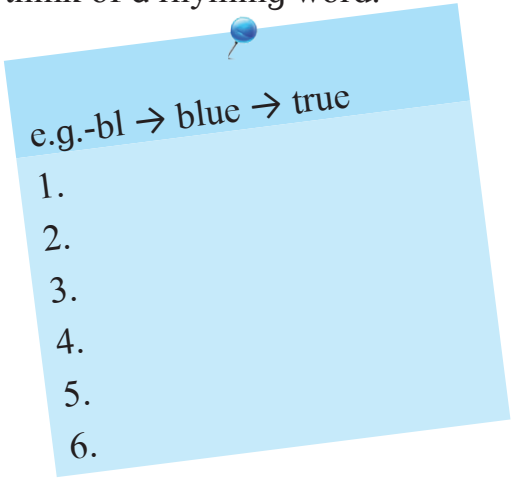
For the Facilitator :

- Encourage learners to read more mystery stories in the classroom.
- Motivate them to narrate those stories in the class.

Phonics Awareness : Blends

- Read and practise the following sounds.

A combination of two/three consonants where each individual sound is still heard.

Final initial	example	Final blend	example
bl	block	-nd	and
cl	clap	-nt	ant
fl	flag	-st	cost
gl	glow	-ft	craft
pl	play	-lp	help
sl	slip	-ck	back
br	brown	-ct	act
cr	crunch	-lt	belt
dr	drum	-mp	jump
fr	frog	-nk	pink
gr	gran	-ng	thing
pr	pree	-sp	grasp
tr	truck	-pt	crept
sc	scan	-sk	ask
sk	skip	-nch	bench
sm	smile	⇒ Blend Rhyme Time Say a word with the blend, then think of a rhyming word. 	
sn	snail		
sp	spot		
st	stove		
sw	swam		
str	stringy		
spl	splash		
spr	spring		
scr	scream		
squ	square		

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
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