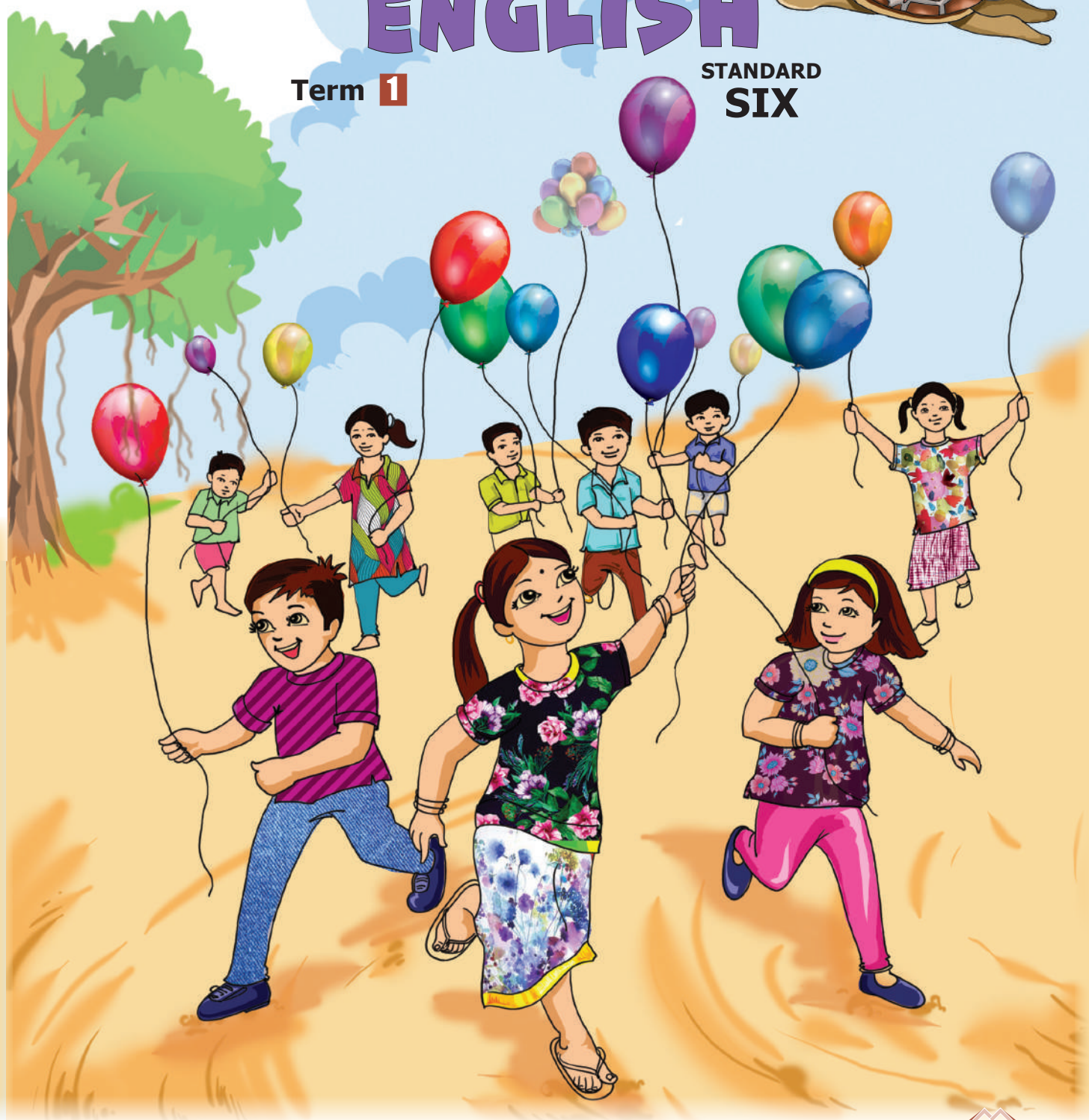


ENGLISH

Term **1**

STANDARD
SIX



PREFACE

The English textbook for standard six has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and interesting. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time to enhance digital literacy skills.

How to use the book?

- ☞ The First Term English Book for Standard VI has three units.
- ☞ Each unit is planned for a month.
- ☞ Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.

Section II

Take turns and read this section aloud. Work in pairs and underline the new words. Find out their meanings from the dictionary.



Olive Ridley laying eggs

Between the months of January and March, female Olive Ridleys come ashore at night to lay their eggs. This is quite a problem for them, as a turtle's front **flippers** enable it to swim gracefully and effortlessly but are not very useful for moving on land. The turtle has to haul itself laboriously onto the beach. Then it chooses a spot well away from the high-tide line. Here, it scoops out a nest **cavity** 45 cm deep, into which it lays about 100 eggs. Each egg is in the shape and size of a table tennis ball. Once all the eggs are laid, the turtle fills in the cavity, then it **camouflages** the nest by tossing sand on it using its flippers. That done, it returns to the sea. The eggs are left to **incubate** under the warmth of the sun.



- ☞ Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha** and **Madhi**.
- ☞ The **pictorial warm up page** will help activate **students own knowledge and ideas of the topic**.
- ☞ The **digital warm up** can be used for visualizing the theme to motivate and interest learners.

- ☞ **In-Text questions** each section can be used for discussion and to check and develop comprehension skills.
- ☞ **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- ☞ The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.

We found an island, a small rocky island in a dry river-bed. It was one of those river-beds so common in the foothills, which are completely dry in summer but flooded during the monsoon rains. A small mango was growing on the island. 'If a small tree can grow here,' said Grandfather, 'so can others.' As soon as the rains set in and while rivers could still be crossed, we set out with a number of tamarind, laburnum, and coral tree saplings and cuttings and spent the day planting them on the island.

Discuss and answer.

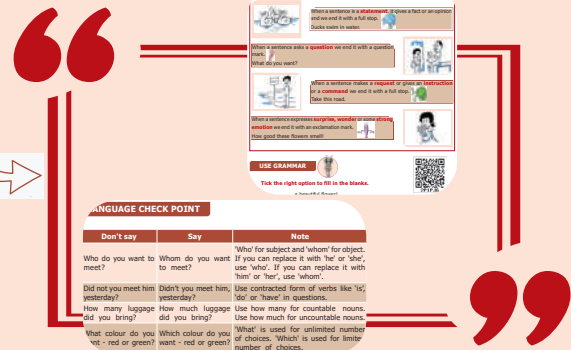
- Why do we need trees? List four reasons that Grandfather gives.
- Why did the author help his Grandfather plant trees?
- What made Grandfather plant saplings on the rocky island?

GLOSSARY

protested	- opposed or disagreed
nightmare	- a frightening dream
interfering	- stopping



- The illustrations in **Picto Grammar** will enable understanding of grammar terms in a fun and easy way.
- Digital Grammar Games** can be used to reinforce learning and encourage students to learn by doing.
- Language Check Point** can highlight points of usage to avoid the common mistakes.



- Students can be taken through all the steps of writing with the help of **pictures and prompts**.
- Creative writing** can be used to bring out their writing skill.
- Students can be encouraged to **present** or display their writings in the class.

- The **warm up picture** at the beginning of the section can be used to discuss the theme of the poem.
- The Focus should be on the **enjoyment** of the poem through exploring **imagery** and **rhythm**.
- The supplementary section encourages extensive reading and **appreciation of literature**.



- Connecting to Self** is based on the **values** of each lesson.
- Project** is meant for working in groups and to develop **collaborative learning**.
- The development of **higher order thinking skills** is facilitated by the **Steps to Success** and **Think and Answer** sections.

- Students can be encouraged to extend their reading activity through **e-links** and **Reference Books**.
- The activities in **ICT Corner** will ensure acquiring language skills through doing.



How to use the QR code in the text books?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and goto the content page.



CONTENTS

UNIT	TOPIC	PAGE No.	MONTH
1. Prose	Sea Turtles	87	June
Poem	The Crocodile	101	
Supplementary	Owlie	103	
2. Prose	When the Trees Walked	109	July
Poem	* Trees	125	
Supplementary	The Apple Tree and the Farmer	127	
3. Prose	A Visitor from Distant Lands	133	August
Poem	I Dream of Spices	147	
Supplementary	Spices of India	150	
* Memoriter			



E-Book



Assessment



Digi Links

Unit

1

Sea Turtles



Hi Madhi!
I have something
interesting to show
you on the beach.

Do you..?
Come, let's
go.

WARM UP

**The Loggerhead****The Olive Ridley****The Leatherback****The Hawksbill****The Green Sea Turtle****Talk about ...**

1. Have you seen turtles? Where do they live?
2. What do you know about turtles?
3. Why do you think the turtles in the picture have names such as Leatherback and Hawksbill?

Section I

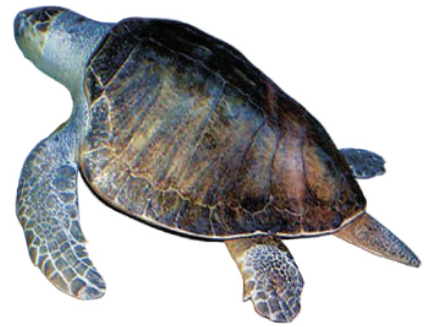
READING



Listen to the teacher reading this section.

Most of us have seen a tortoise in a zoo or a reptile park. However, not many would have seen its **marine** relative, the sea turtle. This is not surprising, since these reptiles spend almost their entire life in the sea.

There are seven **species** of marine or sea turtles in the world. Of them, five are found in India's **coastal** waters: the Olive Ridley, the Hawksbill, the Green Sea Turtle, the Loggerhead and the Leatherback. Compared to most tortoises, sea turtles are huge. Even the smallest species, the Olive Ridley, weighs up to 35 kg when fully grown. The largest of them all, the Leatherback, grows to a length of 2.2m and each could weigh as much as 700 kg!



The Olive Ridley

Sea turtles live their life entirely in the oceans. But they still have a connection with land – they must come ashore to lay eggs. Today, four of the sea turtle species mentioned above have become extremely rare in India. The Olive Ridleys, however, are still commonly seen nesting on sandy beaches all along our coasts.

Put a (✓) for the correct and a (✗) for the incorrect statements.

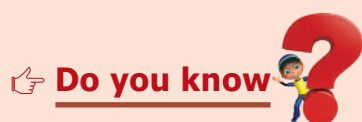
1. Turtles are different from tortoises.
2. Turtles are sea animals.
3. There are seven kinds of sea turtles in the world.
4. Sea turtles are very small.
5. Turtles come ashore to lay eggs.
6. Sea turtles come to rest on land.
7. Olive Ridleys are the only sea turtles seen on Indian shores.

☐
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GLOSSARY

marine	- found in the sea
species	- group of animals with common features
coastal	- land by the edge of a sea



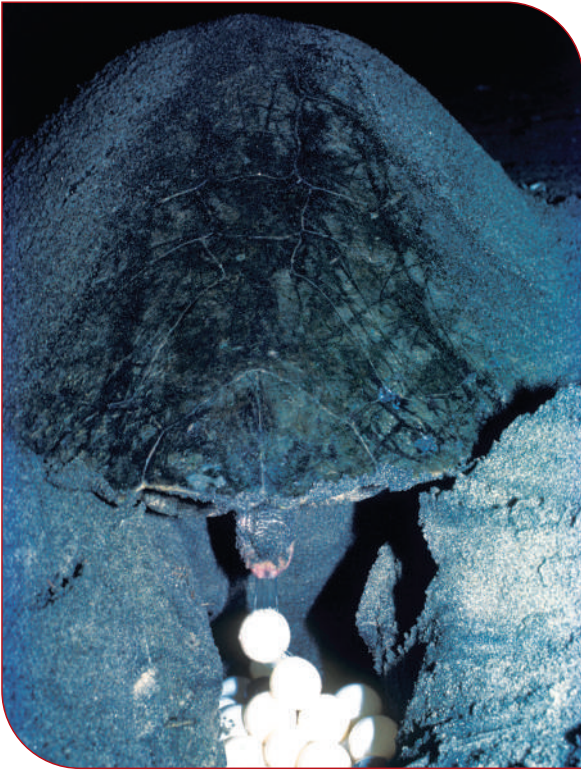


Arribada

In most parts of the world, Olive Ridleys come ashore alone to lay their eggs. However, Odisha is one of the only three places in the world where a phenomenon known as 'mass nesting' or Arribada takes place. On certain nights during the nesting season, thousands of female turtles come ashore simultaneously to lay their eggs on particular beaches.

Section II

Take turns and read this section aloud. Work in pairs and underline the new words. Find out their meanings from the dictionary.



Olive Ridley laying eggs

Between the months of January and March, female Olive Ridelies come ashore at night to lay their eggs. This is quite a problem for them, as a turtle's front **flippers** enable it to swim gracefully and effortlessly but are not very useful for moving on land. The turtle has to **haul** itself **laboriously** onto the beach. Then it chooses a spot well away from the high-tide line. Here, it scoops out a nest **cavity** 45 cm deep, into which it lays about 100 eggs. Each egg is in the shape and size of a table tennis ball. Once all the eggs are laid, the turtle fills in the cavity, then it **camouflages** the nest by tossing sand on it using its flippers. That done, it returns to the sea. The eggs are left to **incubate** under the warmth of the sun.

In many places around the world, local people follow the tracks of the turtle to its nest. They collect the eggs for eating. Jackals, domestic dogs and pigs too dig up and eat the eggs by following the scent left by the turtle. Those eggs that escape such people and **predators** hatch 45–60 days later. The hatchlings **slash** open the leathery eggshell with the help of a tiny 'egg-tooth'. This is like a razor blade at the tip of a hatchling's **snout**. When most of the eggs have hatched, the hatchlings push themselves upwards through the sand and **emerge** on the surface of the beach. From here they make a hurried dash to the sea.

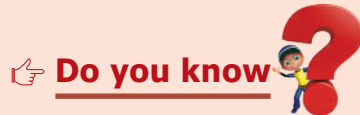
GLOSSARY

flippers	- broad, flat limbs used for swimming
predators	- animals that kill other animals for food
haul	- pull with force
slash	- cut
laboriously	- with great effort

snout	- pointed nose of an animal
cavity	- a hollow space
emerge	- come out
camouflage	- hide or disguise something
incubate	- hatch eggs using warmth

Are these statements right? Discuss with your partner and (✓) them if they are correct. Correct them if they are wrong. Share your answers in class.

1. Female Olive Ridleys come ashore at night to lay eggs. ☐
2. The eggs of an Olive Ridley are in the shape and size of a cricket ball. ☐
3. Ridleys come to lay their eggs in the month of January. ☐
4. The turtles use their flippers and make a hollow for their nests. ☐
5. The hatchlings use a tiny egg-tooth to come out of the eggs. ☐



There is an interesting aspect of sea turtle biology. The temperature inside the egg determines the sex of the embryo while it is growing. When the eggs develop at 27°C – 28°C only male hatchlings are produced. At 30°C only female hatchlings are produced. An equal mix of male and female hatchlings is produced only when the eggs incubate at precisely 29°C – 30°C.

Section III

Read this section in pairs.

Many of these tiny hatchlings, which weigh less than 20 grams each, will not even reach the sea. They will fall prey to crabs or birds even before they reach the water. Most of those that do make it into the water will also be eaten by many predators in the sea within the first few days of their lives. In fact, scientists estimate that only one in every thousand hatchlings becomes an adult. It is perhaps to ensure that enough hatchlings **survive** to keep the species going that sea turtles lay so many eggs.

After many years of swimming in the open ocean, the female hatchlings that have become adults return to the same beach where they were born. They come there to lay their own eggs. How they manage to find the place after so many years in the sea is one of the many **mysteries** of these **fascinating** reptiles!



Olive Ridley hatchling in the hand

Sea turtles are among the many wonderful creatures we share this planet with.

They have survived natural dangers for millions of years. But, sadly, human activities during the last few **decades** have put them in grave danger. There are many factors that threaten their survival. People hunt them for their meat or collect their eggs. Sometimes they are accidentally trapped in the nests of motorboats. Problems like pollution, dumping of plastics into the ocean and construction activities on nesting beaches also hurt their survival. Only by systematically tackling these problems, and removing these threats, can we ensure that sea turtles will continue to exist in the years to come.

Shekar Dattatri

Shekar Dattatri writes popular articles on wildlife, conservation and film making. He has been interested in nature from childhood. He is an award-winning wildlife and conservation filmmaker. For more information on him visit www.shekardattatri.com

Fill in the table given below.

S. No	Problems faced by the hatchlings	Effect	Solution
1.	Pollution	Survival of sea turtles becomes difficult.	Reduce the usage of plastics.
2.	Predators		
3.	Human Activities		

GLOSSARY

survive - continue to live
 mysteries - facts that are difficult to understand
 fascinating - attracting greatly
 decade - a period of ten years



READ AND UNDERSTAND

A. Choose the correct answers. You may choose more than one answer if needed.

- The _____ is a biological relative of tortoises.
 - sea turtle
 - fish
 - reptile
- In India's coastal waters we can see a species of _____.
 - tortoises
 - sea turtles
 - dolphin

3. Sea turtles come to the shore to _____.
 - a. visit their birth place
 - b. lay eggs
 - c. go back to sea
4. It is a problem for sea turtles to come ashore because _____.
 - a. they find it difficult to walk on sand
 - b. they don't know their way to the shore
 - c. animals and people hunt them
5. A turtle's flippers help it to _____.
 - a. swim
 - b. dig a nest
 - c. climb
6. A sea turtle camouflages its nest by tossing sand on it to _____.
 - a. hide its eggs from predators
 - b. incubate eggs in the warmth of the sun
 - c. keep the hatchlings safe

VOCABULARY



- B. Find any five words related to sea from the text (Sections I & II).
Write them below. Then use the words to frame sentences of your own.**

eg: beach – We like to play in the sandy **beach**.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

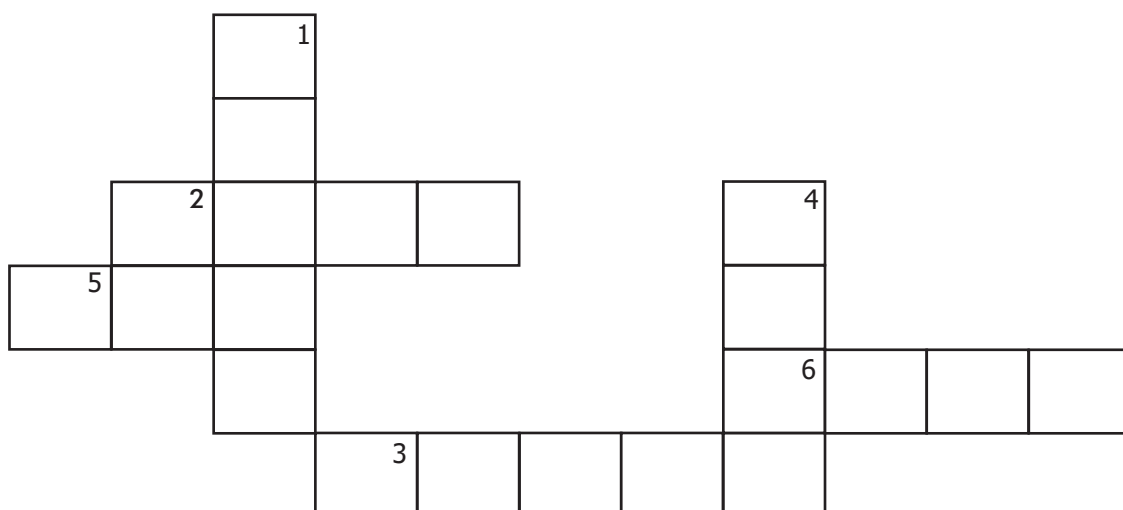
- C. Fill in the blanks with words that convey the correct meaning of the sentences.**

1. Tiny hatchlings fall _____ (**pray / prey**) to many predators.
2. Sea turtles live their _____ (**hole / whole**) life in the sea .
3. The turtles come ashore only during the _____ (**night / knight**).
4. The predators follow the _____ (**sent / scent**) of the turtles to eat their eggs.
5. The female turtles lay eggs and go back to the _____ (**see / sea**).

D. Use the clues and fill in the crossword puzzle.

1. This word rhymes with **seen**.
2. This animal has two horns and a spotted coat.
3. This is a huge sea animal.

4. Sounds like **hair**
5. Shines brightly
6. Rhymes with **load**



LANGUAGE CHECK POINT

Don't Say	Say	Note
I cannot see much stars in the sky.	I cannot see many stars in the sky.	Use many with countable plural nouns. Use much with uncountable nouns.
I have little friends.	I have few friends.	Use few with countable nouns. Use little with uncountable nouns.
Every test contains twenty questions.	Each test contains twenty questions.	Each refers to an individual object or person. Every refers to a group of objects or people.
Is there any lemonade left?	Is there some lemonade left?	Any is used for questions and negatives. Some is used for positive.

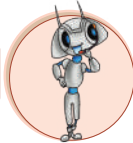
*LISTENING



E. Listen to the flash news. Read the questions given below, then listen to the flash news again and complete the responses.*

Questions	Responses
What escaped from the zoo?	a tiger <input type="checkbox"/> a monkey <input type="checkbox"/>
When did it escape?	at 10 p.m <input type="checkbox"/> at 10 a.m <input type="checkbox"/>
How did it escape?	pushed out of the fence <input type="checkbox"/> went over the fence <input type="checkbox"/>
What did the zoo-keeper do?	rang up the police <input type="checkbox"/> rang up the warden <input type="checkbox"/>
When should you call or dial 180345778?	when you see the monkey <input type="checkbox"/> to report the escape of the monkey <input type="checkbox"/>

SPEAKING



F. Look at the picture. Work in groups and give a short talk about it using the words given below.

sand waves when as soon as collect enjoy hatchlings basket boys
night rough sea many eggs incubate hatchery after



Volunteers of the students' Sea Turtle Conservation Network (SSTCN) release Olive Ridley hatchlings into the sea.

*Listening text is on page-157

PICTOGRAMMAR



The batsman

The **SUBJECT** of a sentence is always a noun or a word / words that can take the place of a noun.



hits the ball

The **PREDICATE** of a sentence includes the verb and the object if there is one.



We



are going to the zoo.



Raju



has to rest.

USE GRAMMAR



G. Make meaningful sentences from the table given below.

A turtle	live in the sea.
	is huge.
	have a connection with the land.
Turtles	are found in coastal waters.
	are wonderful creatures.
	has flippers to swim.

H. Write a suitable sentence for the pictures given below.



I. Match the two halves of the sentences and read them.

- | | | |
|-----------------|---|---------------------------------------|
| 1. Sea turtles | - | threaten the survival of sea turtles. |
| 2. Hatchlings | - | uses its front flippers to swim. |
| 3. A turtle | - | come ashore to lay eggs. |
| 4. Many factors | - | cut open the leathery egg shell. |



WRITING



- J. Tortoises and Turtles are not the same. Read the facts given below. List the similarities and differences between them.**

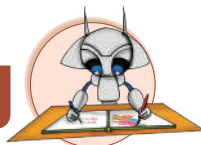
Tortoise	Turtle
reptile family	reptile family
land animal	sea animal
has a long life	lives for many years
uses tiny feet to walk	uses flippers to swim
eats grass, weeds and flowers	eats insects and bugs

Similarities	Differences

- K. Write a paragraph from the contents of the table given above. Frame sentences with these words – but, as well as, whereas.**

eg. A turtle as well as a tortoise belongs to the reptile family.

CREATIVE WRITING



- L. Describe the picture in about fifty words and give a suitable title. Make use of the words / phrases given below.**

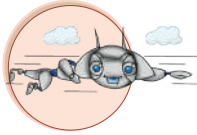
many sea animals wonders ocean fishes different colours
sizes varieties rare species deep sea under the sea



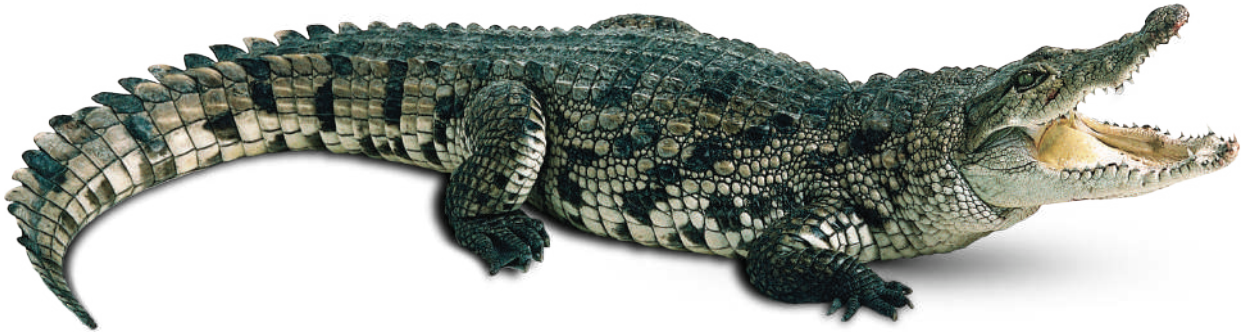
Poem

The Crocodile

WARM UP



What do crocodiles eat? Talk about it.



How doth the little crocodile
Improve his shining tail,
And pour the water of the Nile
On every golden scale!
How cheerful he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!

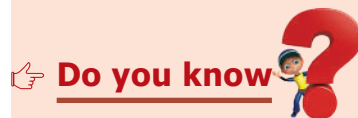


Lewis Carroll

Lewis Carroll was an English writer. His most famous book is 'Alice in Wonderland'. This poem appears in it.

GLOSSARY

doth - an expression of old English for 'does'
improve - to become better than before
cheerful - happy
gently - softly, mildly



The Madras Crocodile Bank is one of the largest reptile zoos in the world. It is a shelter for native wildlife and a secure nesting beach for Olive Ridley Turtles. It is located at East Coast Road, Kovalam in Chennai.

A. Read the poem aloud in pairs.

B. Choose the rhyming words from the box and write them in the correct blanks.

file din caws nail while paws mail thin

1. claws, jaws, _____ , _____
2. grin, in, _____ , _____
3. crocodile, Nile, _____ , _____
4. tail, scale, _____ , _____

C. Read these lines and answer the questions given below.

1. *How cheerful he seems to grin*
Who does 'he' refer to?
2. *And pour the water of the Nile*
What does the Nile refer to? Where is it?
3. *And welcomes little fishes in*
With gently smiling jaws!
Who welcomes the fish? Why?
Which line tells you that the crocodile is hungry?



D. Work in pairs. Share your answers with your partner.

1. What is the poem about?
2. How does the crocodile's tail look?
3. What does 'improve his tail' mean?
4. How does he spread his claws?
5. Why does he welcome little fishes?
6. Which line talks about the crocodile's mouth and his shape?

WRITING



**E. What does the poet say about the crocodile? Write in your own words.
(in about fifty words)**

Owlie

Supplementary



'Mom,' Payal yelled in panic. 'Owlie's gone!'

'Where would she have gone, Payal?' her mother said crossly. 'She was right there, sleeping in her cage a little while ago.'

'But she's not there now. And, Mom, the door to the garden is open!' That got Payal's mother running into the room. Sure enough, there was no sign of Owlie.



What was an owl doing in a house, you ask? Well, Payal's house was home to all kinds of creatures, mainly abandoned animals. People brought lost dogs, injured cats and baby birds that had fallen out of their cages to Payal's mother. It wasn't that they had a large farm or even a large house. It's just that everyone knew that Payal's mom had a BIG heart! But even in a household used to such unexpected visitors, Owlie's advent had been memorable. Shefali didi had just turned up one day, carrying a carton.

When Payal's mother opened the carton, there was the smallest of owlets sitting in one corner, a small ball of brown and grey. Payal's mother picked her up gently and placed her in her lap, talking to her just as she would to the dogs. She had never handled owls before, so she was very careful not to get pecked. When the owl got used to her, and seemed relaxed enough, Payal's mother placed her inside a cage. There were always empty cages in Payal's house – just in case a bird dropped in! The baby owl climbed on the rod and settled herself.

'Mom, what shall we call her?' asked Payal, all excited. 'You choose a name,' said her mother, smiling. 'How about Owlie?' asked Payal. So Owlie it was. The name was settled, but there was a bigger problem. What does one feed an owl?

Owls are hunters. They eat rats and snakes and frogs. And in Payal's house, they were all vegetarian, even the dogs! Payal's mother was totally anti-meat. But now that Owlie had come to stay, she had to get over her dislike for meat. That was another reason why that day was memorable. It was the first day that meat was brought to the house! Payal got the number from her friend and called the meat shop to ask them to deliver half a kilogram of minced meat to the house. They put the meat before Owlie.

Of course, Owlle didn't know what to do with it. She was just a baby, after all. If the mother owl had been there, she would have softened the meat and shoved it down Owlle's throat. Payal's mother decided she had to be mother owl! She picked up a tiny bit of meat with her right hand and squished it up until it was soft. Then with her left hand, she pressed open Owlle's beak and shoved the food down. In a second, Owlle fell off her perch on to the floor of the cage. She lay on her back on the floor of the cage with feet up in the air.

'Mom!' Payal cried, 'You've killed her!' Payal's mother was equally aghast. 'Oh!' she said. 'Oh, what have I done ? The poor, little bird!' After Payal and her mother had finished crying and hugging each other, they started talking bravely about where to bury Owlle. Just then, Owlle opened one eye and then the other. She got onto her feet and quietly climbed the perch!

Payal learnt later that falling on her back and pretending to be dead was Owlle's way of defending herself against danger. Not that Payal's mother was a danger to Owlle, but the baby owl did not know that then. So that was Owlle's first day at home.

In the beginning, Owlle had to be forced to eat. That was Mom's job. But Owlle soon realised that if a hand came towards her it meant food! Her mouth would open automatically and her beak would snap around what was offered. Only, Owlle found it difficult to know when she was being offered food, and would try to take a bit out of any hand that came her way. This meant lots of bitten fingers for Payal and her mother.

Reading up more about owls and their habits, Payal discovered that Owlle was a Spotted Owlet. She had the typical grey-brown coat, heavily spotted with white, the pale face, yellow eyes and the white neckband, which looked like a ribbon, Payal decided. Soon, Payal took over the job of looking after Owlle. She saw that the cage was cleaned every day. She filled the water bowl. Once Owlle began to eat by herself, Payal too could feed her. She loved the way Owlle took a piece of raw meat from her hand. During the day, Payal kept the cage covered. Owls are night birds, so they slept during the day. At night, when owls are active, Payal took off the cover. They had decided that they would let Owlle fly away once she had grown bigger. But that meant that she had to learn to fly. To do that, Owlle had to be in a closed room.

After much discussion, Owlle's cage was shifted to the library. It was a lovely room with two doors – one which led to the rest of the house and the other that opened into the garden. It was also Payal's favourite room. It had tall bookshelves and she spent hours



there, reading all kinds of books. The bookshelves also had lots of little knickknacks. Her mother loved pretty things, and displayed them here along with the books. So there were beautiful pieces of pottery, dolls from wherever they had travelled, and of course wooden and clay animals and birds from all around the world.

Once Owlle was moved to the library, strict rules were laid down for everyone in the house. The two doors were never to be left open – not at night, not in the day. Every night, Payal would leave the cage door open and put a plate of mincemeat on top of the cage. This was so that when Owlle flew out of her cage, she could also learn to find her food.

Initially, Payal would shut the cage door every morning when she popped in to say hello to Owlle before going to school. She would always find Owlle on her perch inside the cage, though the cage door was still open. But Payal knew Owlle was flying because she found bits of meat all over the room. After some time, Payal stopped shutting the cage door even during the day. After all, people seldom went into that room all day, and Owlle was always asleep, so there seemed little point.

Every day when Payal came back from school, the first thing she did was to peep into the library. Usually, she would find Owlle fast asleep on her perch. But today, it was different. The cage was empty and there was no sign of Owlle! And the door to the garden was open. 'Mom!' Payal howled. 'Who left the garden door open? How will we find Owlle now?' 'Don't panic,' said Mom. 'She must be somewhere around.' They shut the garden door and looked in every corner of the room. Behind doors, on top of the tall bookshelves, in every nook and cranny. No Owlle.

Tears ran down Payal's cheeks. They had wanted Owlle to fly away, but not so soon. She was still so small, how would she hunt for her food? What if a kite or eagle swooped down on her? Finally, Mom said, 'Well, now Owlle has gone, we may as well leave the doors open and air the room.' Wiping her tears, Payal threw open the doors to the room. She hoped secretly that Owlle would come in if the doors were kept open.

Mom left the room to go do her afternoon errands. When she came back a couple of hours later, Payal was sitting, gazing mournfully at Owlle's cage. 'Why don't you find yourself a good book to read?' Mom asked. She knew that reading a book was the only way Payal would cheer up. When Payal was sad, she always read. 'Okay,' sighed Payal, and started looking for a book she had not read.

She noticed a curio on a shelf that she had never noticed before. "Hello! Where did this one come from?" she wondered. "Where did her mother get the owl from?" She was about to pick it up when the curio opened one eye... It was Owlle pretending to be a curio! 'Mom!' bawled Payal. 'She's back!' 'Don't you ever give me a fright like that again,' she scolded the owl as she put her back in her cage. Payal swore later that Owlle winked back at her. She probably did.

A. Identify the character/ speaker.

1. Owlie's gone!
2. She opened one eye and then the other.
3. Don't panic.



B. Choose the correct answer from the options given.

1. The owlet was _____. (brown and grey / white and grey)
2. In Payal's family, they were all _____. (non-vegetarian / vegetarian)
3. The cage was shifted to the _____. (library / living room)

C. Read the passage and answer the questions.

Payal and her mother started talking bravely about where to bury Owlie. Just then, Owlie opened one eye and then the other. She got onto her feet and quietly climbed the perch! Payal learnt later that falling on her back and pretending to be dead was Owlie's way of defending herself against danger.

1. Why did Payal and her mother want to bury Owlie?
2. What did Owlie do then?
3. What did Payal learn from Owlie's pretence?

D. Rearrange the following jumbled sentences in the correct order.

- Payal's house was a home for abandoned animals.
- It was a small ball of brown and grey.
- She found an owlet in one corner.
- Payal's mother picked her up gently.
- Payal's mother opened the carton.
- One day they got a carton.

E. Discuss in pairs. Then write the answers.

1. What kind of a girl was Payal? What did she like? How did she behave with animals and people?
2. Do you think Owlie was happy to be with Payal? Give reasons for your answer.

PROJECT



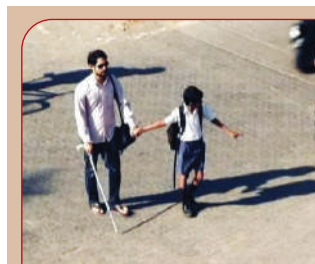
F. *Listen to the teacher read the passage. Watch this website: <https://sstcn.org/> Then write a paragraph on Students' Turtle walk Chennai 2017.

*Listening text is on page - 155

CONNECTING TO SELF



G. Write a caption for these pictures. One is done for you.



Help the needy



STEPS TO SUCCESS

H. Find their group name and write them in the blanks. One is done for you.

eg: elephant, tiger, lion, monkey - Land animals

1. eel, seal, walrus, seahorse _____
2. pearl, coral, conch, oil _____
3. submarine, ship, yacht, ferry _____
4. kite surfing, scuba diving, parasailing _____
5. albatross, penguin, pelican, fish hawk _____

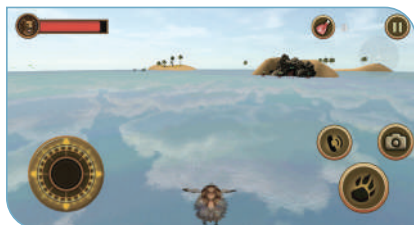
LEARNING LINKS AND REFERENCES

e-links	1. https://www.WorldWildlife.org > Species
	2. https://en.m.wikipedia.org/wiki/Gahir
	3. https://sstcn.org/
	4. www.incredibleodisha.org > Gahirmatha - ...
Book	1. The world of Turtles and Crocodiles- Zai & Rom Whitaker and Indraneil Das
	2. Animal world - Aurobindo Kundu



Experience the life of a sea turtle by playing the sea turtle game

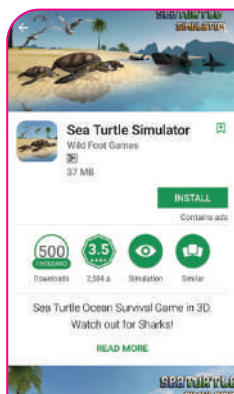
Screen shot of the sea turtle game platform:



Procedure

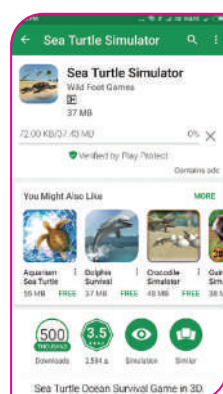
1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Open the game and you can move the turtle by using the pointers.
5. Like this you can find more games on sea turtles. Locate the appropriate one and use it.

Steps to install the game



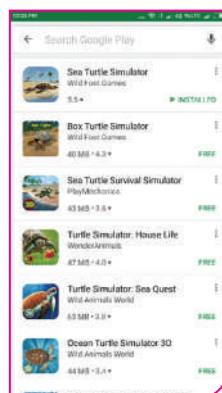
Step – 1

Type the word, 'sea turtle' in the search bar of the Android play store



Step – 2

Install the game and play it using the pointers



Step – 3

You can install similar such applications from play store

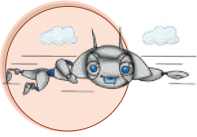
Language Activity

Share your views about the aquatic animals with your friend after playing this turtle game.



Hi, Ayesha, come on.
Let's read the story
about moving trees.

WARM UP



Look at the picture.

**A. Describe the picture.**

You can begin like this:

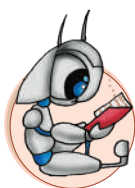
This picture is about ...

In this picture we can see ...

There are ...

B. Discuss and answer.

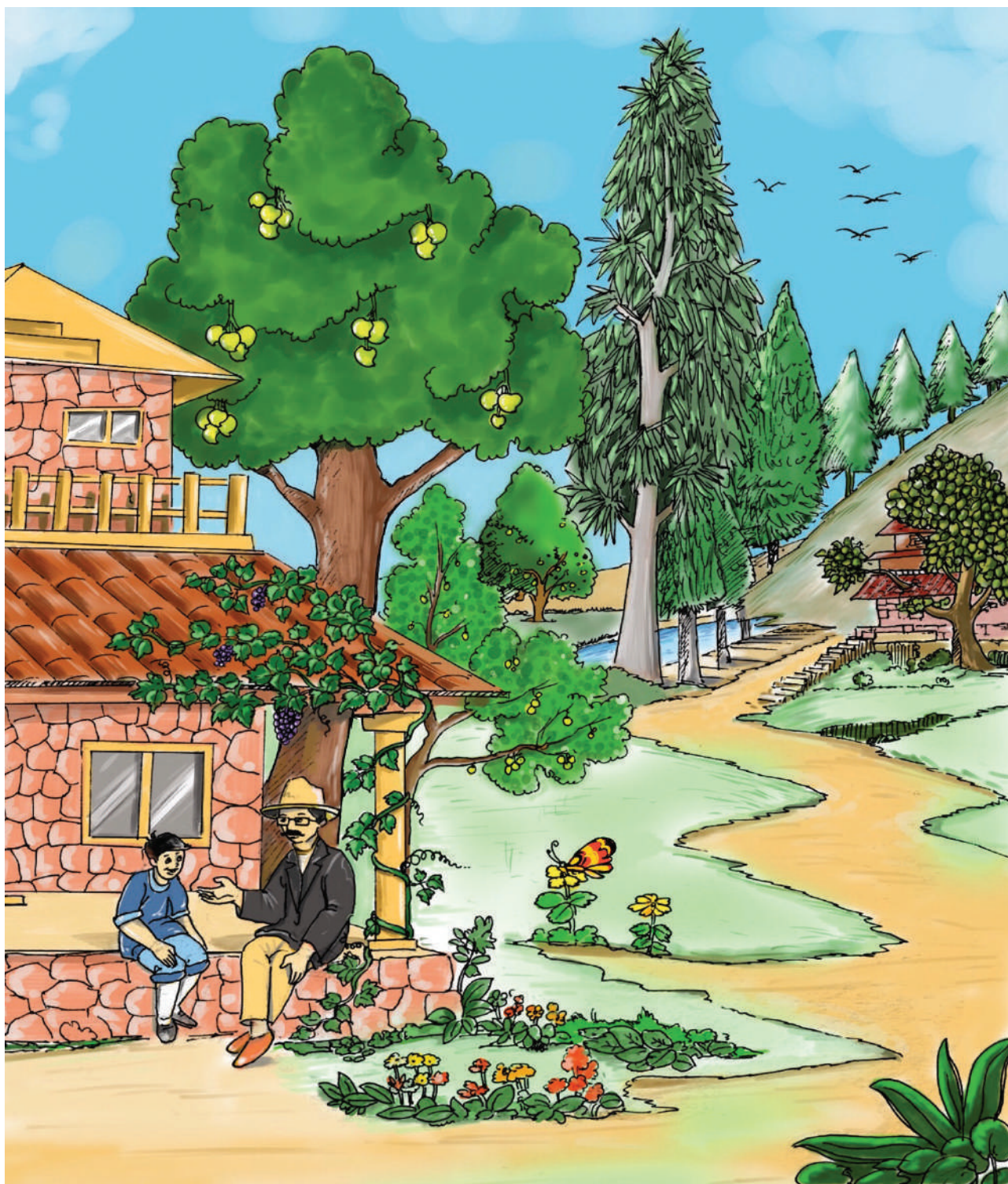
1. What are the children doing? Describe their activities.
2. Would you like to be in their place? If so what would you enjoy the most?



Section I

READING

Listen to your teacher read the first part of the story. Many things described in the story can be seen in the picture. Find and name them.




One morning while I was sitting beside Grandfather on the veranda steps, I noticed the tendril of a creeping vine trailing nearby. As we sat there in the soft sunshine of a North Indian winter, I saw the tendril moving slowly towards Grandfather. Twenty minutes later, it had crossed the step and was touching his feet.

There is probably a scientific explanation for the plant's behaviour – something to do with light and warmth perhaps – but I liked to think it moved across the steps simply because it wanted to be near Grandfather. One always felt like drawing close to him. Sometimes when I sat by myself beneath a tree, I would feel rather lonely but as soon as Grandfather joined me, the garden became a happy place. Grandfather had served many years in the Indian Forest Service and it was natural that he should know trees and like them. On his retirement, he built a bungalow on the outskirts of Dehradun, planting trees all around – lime, mango, orange and guava, also eucalyptus, jacaranda, and Persian lilacs. In the **fertile** Doon Valley, plants and trees grew tall and strong.

There were other trees in the compound before the house was built, including an old peepul that had forced its way through the walls of an **abandoned** outhouse, knocking the bricks down with its **vigorous** growth. Peepul trees are great show offs. Even when there is no breeze, their broad-chested, slim-waisted leaves will spin like tops determined to attract your attention and invite you into the shade. Grandmother had wanted the peepul tree cut down but Grandfather had said, 'Let it be, we can always build another outhouse.'

Grandmother didn't mind trees, but she preferred growing flowers and was constantly ordering catalogues and seeds. Grandfather helped her out with the gardening not because he was crazy about flower gardens but because he liked watching butterflies and 'There's only one way to attract butterflies,' he said, 'and that is to grow flowers for them.'



Do you know

India has more than 17000 species of flowering plants. Tamil Nadu with more than 5000 species - nearly 1/3rd of the total flora of India - probably has the highest diversity in India.

Discuss and answer.

1. When did the garden become a happy place for the author?
2. What are the two reasons the author gives for the plants moving towards grandfather?
3. Why does the writer think that the peepul tree is a great show off?

GLOSSARY

fertile	- able to produce a lot of plants or crops
abandoned	- left without care
vigorous	- healthy and strong

Section II

Read this section silently. Underline the most important events of the story. Discuss what you have underlined with your partner. Did you underline the same sentences? Discuss in class.

Grandfather wasn't content with growing trees in our compound. During the rains, he would walk into the jungle beyond the river-bed armed with cuttings and saplings which he would plant in the forest.

'But no one ever comes here!' I had **protested**, the first time we did this. 'Who's going to see them?'

'See, we're not planting them simply to improve the view,' replied Grandfather. 'We're planting them for the forest and for the animals and birds who live here and need more food and shelter.'

'Of course, men need trees too,' he added, 'To keep the desert away, to attract rain, to prevent the banks of rivers from being washed away, for fruit and flowers, leaf and seed. Yes, for timber too. But men are cutting down trees without replacing them and if we don't plant a few trees ourselves, a time will come when the world will be one great desert.'



The thought of a world without trees became a sort of **nightmare** to me and I helped Grandfather in his tree-planting with greater enthusiasm. And while we went about our work, he taught me a poem by George Morris:

Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.

'One day the trees will move again,' said Grandfather. 'They've been standing still for thousands of years but there was a time when they could walk about like people. Then along came an **interfering** busybody who cast a spell over them, rooting them to one place. But they're always trying to move. See how they reach out with their arms! And some of them, like the banyan tree with its travelling aerial roots, manage to get quite far.'

We found an island, a small rocky island in a dry river-bed. It was one of those river-beds so common in the foothills, which are completely dry in summer but flooded during the monsoon rains. A small mango tree was growing on the island. 'If a small tree can grow here,' said Grandfather, 'so can others.' As soon as the rains set in and while rivers could still be crossed, we set out with a number of tamarind, laburnum, and coral tree saplings and cuttings and spent the day planting them on the island.



Discuss and answer.

1. Why do we need trees? List four reasons that Grandfather gives.
2. Why did the author help his Grandfather plant trees?
3. What made Grandfather plant saplings on the rocky island?

GLOSSARY

protested	- opposed or disagreed
nightmare	- a frightening dream
interfering	- stopping

Section III

Take turns and read this section aloud. Work in pairs, discuss, describe and list the three main events in this section.

The monsoon season was the time for **rambling** about. At every turn, there was something new to see. Out of the earth and rock and leafless boughs, the magic touch of the rains had brought life and greenness. You could see the broad-leaved vines growing. Plants sprang up in the most unlikely of places. A peepul would take root in the ceiling; a mango would **sprout** on the window-sill. We did not like to remove them but they had to go if the house was to be kept from falling down.

'If you want to live in a tree, that's all right by me,' said Grandmother crossly. 'But I like having a roof over my head and I'm not going to have my roof brought down by the jungle.'

Then came the Second World War and I was sent away to a boarding school. During the holidays, I went to live with my father in Delhi. Meanwhile my grandparents sold the house and went to England. Two or three years later, I too went to England and was away from India for several years.



Some years later, I returned to Dehradun. After first visiting the old house – it hadn't changed much – I walked out of town towards the river-bed. It was February. As I looked across the dry water-course, my eye was immediately caught by the **spectacular** red blooms of the coral blossom. In contrast with the dry river-bed, the island was a small green paradise. When I went up to the trees, I noticed that some squirrels were living in them and a koel, a crow pheasant, challenged me with a mellow 'who-are-you, who-are-you.'

But the trees seemed to know me; they whispered among themselves and **beckoned** me nearer. And looking around I noticed that other smaller trees, wild plants and grasses had sprung up under their protection. Yes, the trees we had planted long ago had multiplied. They were walking again. In one small corner of the world, Grandfather's dream had come true.

Ruskin Bond

Ruskin Bond is an award winning Indian author of more than 500 books, short stories, essays and novels. He writes poetry and books for children as well as adults. He lives with his adopted family in Landour, in Mussoorie, India. He was awarded the Padma Shri in 1999 and Padma Bhushan in 2014.

Discuss and answer.

1. What did Grandmother feel about trees growing in the house?
2. Why did the author leave town?
3. How did Grandfather's dream come true?
4. Describe what the author saw when he went back to the island.

GLOSSARY

rambling	-	wandering
sprout	-	when seeds begin to grow into small plants
spectacular	-	eye-catching
beckoned	-	to signal (someone) with your hand to ask the person to come closer or follow



READ AND UNDERSTAND

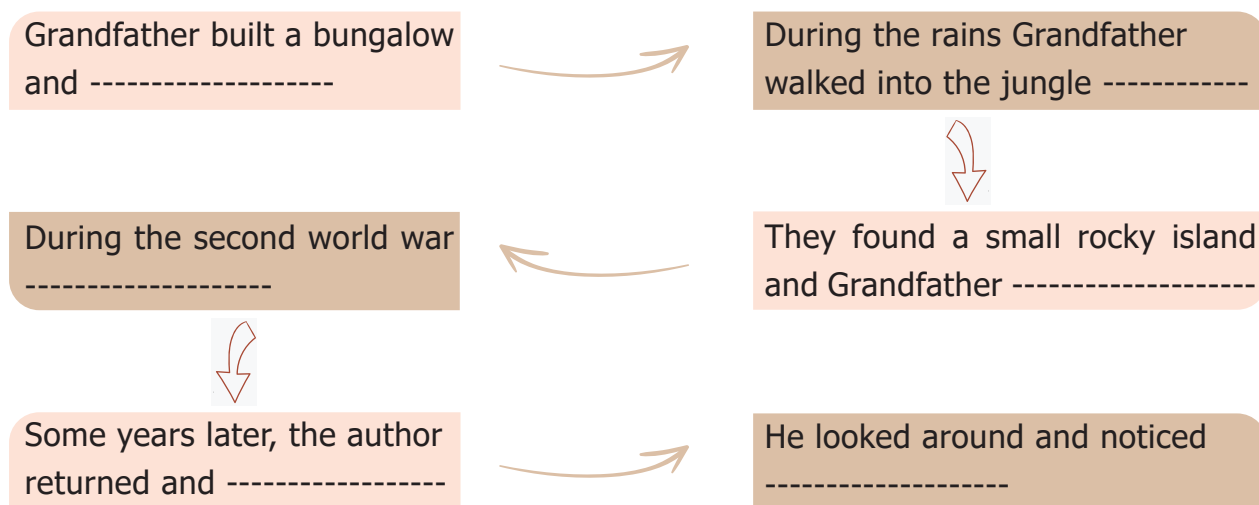
A. Tick the most appropriate option.

1. According to the author the tendril was moving towards grandfather because it
 - a. needed light and warmth.
 - b. did not like the light and warmth.
 - c. wanted to be near Grandfather.
 - d. wanted to escape from the winter.
2. Grandmother had wanted the peepul tree cut down because
 - a. she did not like trees.
 - b. she wanted to grow flowers.
 - c. it was an old tree.
 - d. it was knocking down the bricks of the outhouse.
3. Grandfather helped grandma out with the gardening because he
 - a. liked gardening.
 - b. wanted to grow flowers to attract butterflies.
 - c. wanted to beautify the garden.
 - d. wanted to make the house green.
4. The author did not want to plant saplings in the forest because
 - a. no one would come to see them.
 - b. it was dangerous to enter the forest.
 - c. it would not be of any use to them.
 - d. no one would appreciate them.
5. Grandfather felt planting trees would help the forest because
 - a. he wanted to make the view beautiful.
 - b. the river-bed was dry.
 - c. animals and birds in the forest would love him.
 - d. the animals and birds would find it easier to live.
6. When the author returned from England to Dehradun, he found Grandfather's dream had come true because the
 - a. old house had changed.
 - b. river was full.
 - c. trees had red flowers.
 - d. forest covered the island.



B. Read the story on your own. Discuss in a group and complete the story map below.

A story map is the main events of the story given in a flow chart.



C. Work in groups of five. Tell the story in ten sentences.

You can begin the story like this:

The author's Grandfather served in the Indian Forest Service.

After his retirement he built -----

Now continue the story. Each one should say one sentence.

D. Write a summary based on the story map.

LANGUAGE CHECK POINT

Don't say	Say	Note
Who do you want to meet?	Whom do you want to meet?	'Who' for subject and 'whom' for object. If you can replace it with 'he' or 'she', use 'who'. If you can replace it with 'him' or 'her', use 'whom'.
Did not you meet him yesterday?	Didn't you meet him, yesterday?	Use contracted form of verbs like 'is', 'do' or 'have' in questions.
How many luggage did you bring?	How much luggage did you bring?	Use how many for countable nouns. Use how much for uncountable nouns.
What colour do you want - red or green?	Which colour do you want - red or green?	'What' is used for unlimited number of choices. 'Which' is used for limited number of choices.

VOCABULARY



E. Look at the words in the boxes. Match the words to make as many new words as possible. One is done for you. Eg. out house.

out	root
river	wall
water	garden
flower	body
sun	hill
aerial	bed
busy	sill
window	house
foot	shine
compound	fall

F. Look at the words in the box. Make new words by adding 'ly' wherever possible. It will not be possible with all the words.

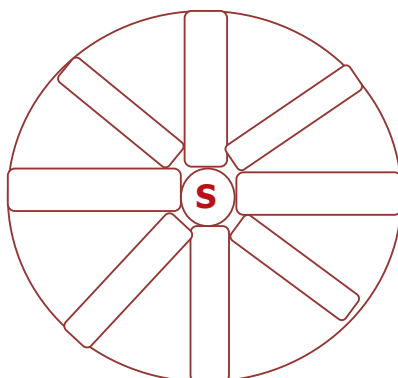
lone blossom fertile vigorous place constant complete strong unlike great
cross immediate broad

Suffix : A letter or letters added at the end of a word to make a different or a new form of the word. **E.g.** lone+ly= lonely

G. Look at the words in the box. Fill the wheel with their antonyms.

All the words begin with 'S' and are from the text.

hard fat weak big fast hide rough dull



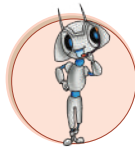
*LISTENING



H. Listen to your teacher read out what happened to Nandhu. Some of the statements given below are correct. Tick them (✓).

- The truck went over a stone.
- The box fell out of a truck.
- The brass lamp was in the truck.
- Nandhu wanted to play with the lamp.
- It was like the lamp Nandhu had at home.
- Nandhu pressed a button.

SPEAKING



I. Take something from your school bag. Describe it in three sentences. Ask the class to find out the thing you have described.

J. Discuss in groups of five. Make a story about the comic strip. Then share it in the class.



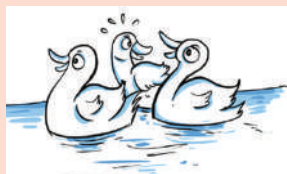
*Listening text is on page-157

PICTOGRAMMAR



A sentence begins with a capital letter and ends with a full stop or a question mark or an exclamation mark.

A sentence can do four things.



When a sentence is a **statement**, it gives a fact or an opinion and we end it with a full stop.

Ducks swim in water.



When a sentence asks a **question**, we end it with a question mark.

What do you want?



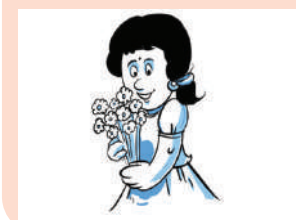
When a sentence makes a **request** or gives an **instruction** or a **command**, we end it with a full stop.

Take this road.



When a sentence expresses **surprise, wonder** or some **strong emotion**, we end it with an exclamation mark.

How good these flowers smell!



USE GRAMMAR



K. Tick the right option to fill in the blanks.

- _____ a beautiful flower!
 - How
 - Wow
 - What
 - Hurrah
- _____ play football?
 - You can
 - Can you
 - Have you
 - You could
- _____ did you go yesterday?
 - Which
 - Where
 - What
 - Who

4. _____ us go for a walk.

- a. Shall b. May c. Let d. Can

5. _____ like to play hide and seek.

- a. He b. She c. I d. Muthu

L. Look at the punctuation of these sentences. Why are they punctuated differently? Discuss in class.

1. One always felt like drawing close to him.
2. But no one ever comes here!
3. Who's going to see them?
4. Come here.

M. Work in pairs and say the sentences to each other. Do you hear any difference in the way it is spoken? Discuss and share with the class.

Discuss the difference in the meaning of the sentences.

1. This is a banyan tree.
2. Is this a banyan tree?
3. What a beautiful banyan tree!
4. Look at this banyan tree.

N. Read these sentences from the story carefully. Do they give commands or requests or make statements? Write 'C' for command and 'R' for request and 'S' for statement.

1. The tendril moved towards grandfather.
2. I want a roof over my head.
3. Please do not cut trees.
4. We spent the whole day planting saplings.
5. Will you please remove the trees growing on the wall?
6. There was a forest on the island.
7. Go to the river bed.
8. The island was a green paradise.
9. Grow more trees to protect nature.
10. Grandfather's dream had come true.

WRITING

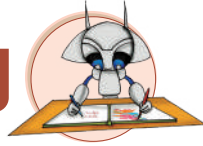


O. Look at the picture and write a paragraph using the clues in the picture.

GROW AND PROTECT TREES

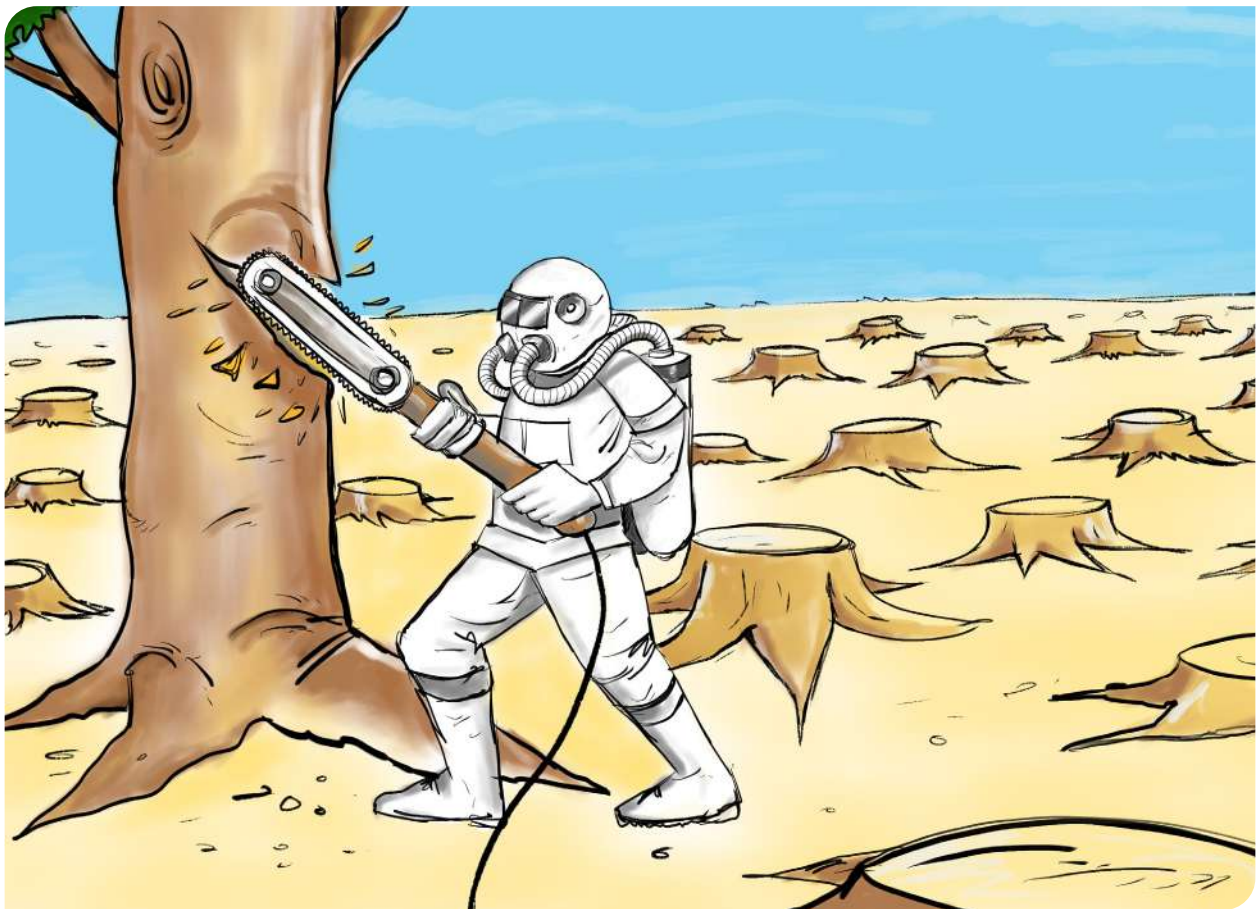


CREATIVE WRITING



Look at the picture and write a story.

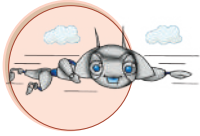
**If you cut down trees
Your children will pay the fees**



Poem

*Trees

WARM UP



Look at the picture.



Have you seen the Adyar Banyan Tree? Would you like to visit that place? Why?

The Banyan is the largest of trees,
The Peepul **quivers** in the breeze,
The Coconut grows up straight and tall,
The Neem tree's fruits are very small,
The Tamarind gives us **pleasant** shade,
The Date's leaf is as sharp as a blade,
The Teak tree gives us useful wood,
The Mango gives us fruit that is good.



GLOSSARY

quivers - shakes quickly
pleasant - enjoyable

Adapted and based on a poem by Sara Coleridge

VOCABULARY



A. Find the describing words given in the poem.

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

CREATIVE WRITING



C. Read the acrostic poem on 'Friend'. Write an acrostic poem like this on 'Tree'.

Friend

Friends always love each other
 Respect each other
 Interact with each other
 Enjoy playing with each other
 Never hurt your friends
 Do everything together

Tree

T
 R
 E
 E

APPRECIATING THE POEM

D. Work in pairs.

A **rhyme** is a repetition of the **same sound** in two or more words. Usually they come at the end of lines in poems and songs. Eg. tower – power; king – sing

Discuss with your partner and pick out the rhyming words in the poem.

Read the poem aloud in pairs. Take turns to read the verses.

READ AND UNDERSTAND

B. Answer the following.

- What does the peepul do?
- How does the coconut tree grow?
- What does the tamarind tree give?
- What is as sharp as a blade?
- What does the teak tree give us?



You can tell how old a tree is by counting its rings. This method of tree ring dating is called "Dendrochronology" and was developed in the early 20th century.



The Apple Tree and the Farmer



Once upon a time there was a farmer. He lived in a village, up in the hills, beside a forest. In his farm where he grew many kinds of vegetables, he also had an apple tree. For many years the farmer and his family had enjoyed the tastiest apples from the tree. As a boy, the farmer and his friends played under the apple tree. They played hide and seek around the tree. They climbed the tree and swung on it and in season they plucked and ate the apples.

As the years passed the boy grew into a man. He took over the farm and continued to enjoy the fruits from the tree. In the meantime many small animals and birds started living in the tree. The man's children and their friends started playing

under it. The large and shady apple tree now grew old and was bearing fewer and fewer fruits. It was nice to sit under its shade in the summer but nothing grew under it. The farmer felt the space could be used to grow some vegetables. He also felt he could use the wood to build a new room in his house. Therefore, he decided to cut the tree. He did not think about the wonderful times he and his friends had playing around the tree or the delicious apples they ate. Rather he felt the tree had outlived its usefulness and should be cut down.

When the farmer took his axe and began chopping the tree, all the little animals, birds and insects that lived in the tree came rushing down. They started running around in alarm, chirping and squeaking all over the place. The farmer was adamant. He raised his axe and the uproar grew.

The farmer, however, forgot his childhood and his animal friends. He began to chop the tree harder. All the little animals became desperate, and wanted to protect the apple tree at any cost. They ran around in circles making a huge commotion.

This brought the children out. The farmer's daughter and her friends began to plead with him. They gathered around the farmer and said, "Please don't cut the tree. We play here just like you did. These small animals live here. If you cut the tree, where will they go? You can enjoy the shade when you become old. It is a beautiful tree."

All of a sudden, the farmer noticed a small fruit hanging from a branch. It was an apple and looked as delicious as the ones he ate as a boy. He plucked it and bit into the juicy fruit. The memories of the fun he had had as a boy came rushing back. When his daughter saw the changed expression in her father's face, she started pleading harder.

The farmer put down his axe. He understood that the tree was home to many lovely animals and provided them with so many things. He wanted his little girl to have the childhood that he had had. He threw away the axe and said to his daughter, "I promise that I will never cut this tree. You and your friends will have your tree and your playground."

A. Read the following statements. Say True or False.

1. The farmer had spent his childhood playing under the tree.
2. The farmer felt the space could be used to build a house.
3. The apple tree requested the farmer not to cut it.
4. All the little animals were happy about the farmer's decision.
5. The apple tree was home for all the little animals.

B. Identify the speaker / character.

1. Please don't cut the tree.
2. You can enjoy the shade when you become old.
3. I promise that I will never cut this tree.



C. Choose the right option.

1. The animals became worried because
 - a. there was heavy rain.
 - b. the farmer began to chop the tree.
 - c. the farmer chased them away.
 - d. the tree became old.
2. The farmer's daughter and her friends came out because
 - a. they wanted to play under the tree.
 - b. they heard the commotion of the creatures.
 - c. the farmer called them.
 - d. they heard the farmer's voice.
3. The farmer promised that he would
 - a. grow more trees.
 - b. provide shelter to all the little animals.
 - c. not cut the tree.
 - d. be thankful to the children.

D. Read the passage and answer the following.

All of a sudden, the farmer noticed a small fruit hanging from a branch. It was an apple and looked as delicious as the ones he ate as a boy. He plucked it and bit into the juicy fruit. The memories of the fun he had had as a boy came rushing back. When his daughter saw the changed expression in her father's face, she started pleading harder.

1. What did the farmer notice?
2. What made him recall his childhood?
3. Why did his daughter start pleading?

E. Rearrange the jumbled sentences.

1. He did not listen to their cries.
2. The farmer continued cutting the tree.
3. His childhood memories made him realize his mistake.
4. He decided to cut the tree thinking that it was useless.
5. The taste of the apple brought back his childhood memories.
6. The farmer had an old apple tree in his garden.
7. All the little animals in the tree pleaded with him.
8. He spent all his childhood playing under the apple tree.

F. Think and answer.

1. Which part of the story do you like? Why?
2. If the little animals become homeless what will happen?
3. What made the farmer realise his mistakes?

PROJECT



G. Look at the table. Read any story. Then fill the table.

Title of the story	When the Trees Walked
Name of the author	Ruskin Bond
No of characters	three
The character you like the most	Grandfather
Main points	Grandfather loved trees and grew trees Grandmother loved flower gardening The author too loved trees and helped grandfather

Title of the story	
Name of the author	
No of characters	
The character you like the most	
Main points	

CONNECTING TO SELF



- H. Lilly was on a trip to the beach with her friends. Some of her friends carelessly threw plastic bags on the road after eating their snacks. She wanted to convince them that what they were doing was not correct and they should be good citizens.**

Discuss in your group. What could Lilly say? Role play the conversation with one person being Lilly and the other a friend.

STEPS TO SUCCESS

- I. For each item write the word that has the same relationship as the pair on the left.**

Example desert : dry :: valley : fertile

1. creeper : tendril :: tree : ?
 a. leaf b. bough c. flower d. fruit
2. river : flow :: mountain : ?
 a. beautiful b. high c. trees d. still
3. breeze : gentle :: storm : ?
 a. violent b. wind c. sea d. rain
4. mango : sweet :: lime : ?
 a. fruit b. sour c. tree d. juice
5. bark : timber :: flower : ?
 a. branch b. plant c. fruit d. stem

LEARNING LINKS AND REFERENCES

e-links	1. https://www.forests.tn.gov.in/
	2. http://ifs.nic.in/
	3. http://envfor.nic.in/
	4. http://fsi.nic.in/
Books	1. Growing up with Trees - Ruskin Bond, NBT
	2. The World of Trees - Ruskin Bond, NBT
	3. A Bond of Love - Pushpa Saxena, NBT
	4. Friends of the Green Forest - Ganesh Haloi, NBT



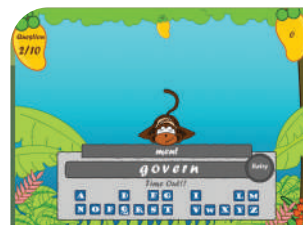
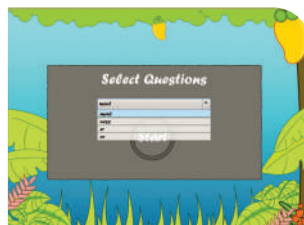
Screen shot of the Hangman Game



Demo Steps

1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Click next and select the suffix by clicking the drop down arrow.
5. Click the letters to form the word.

Images for the Demo Steps



Download the Software / Application



Language Activity

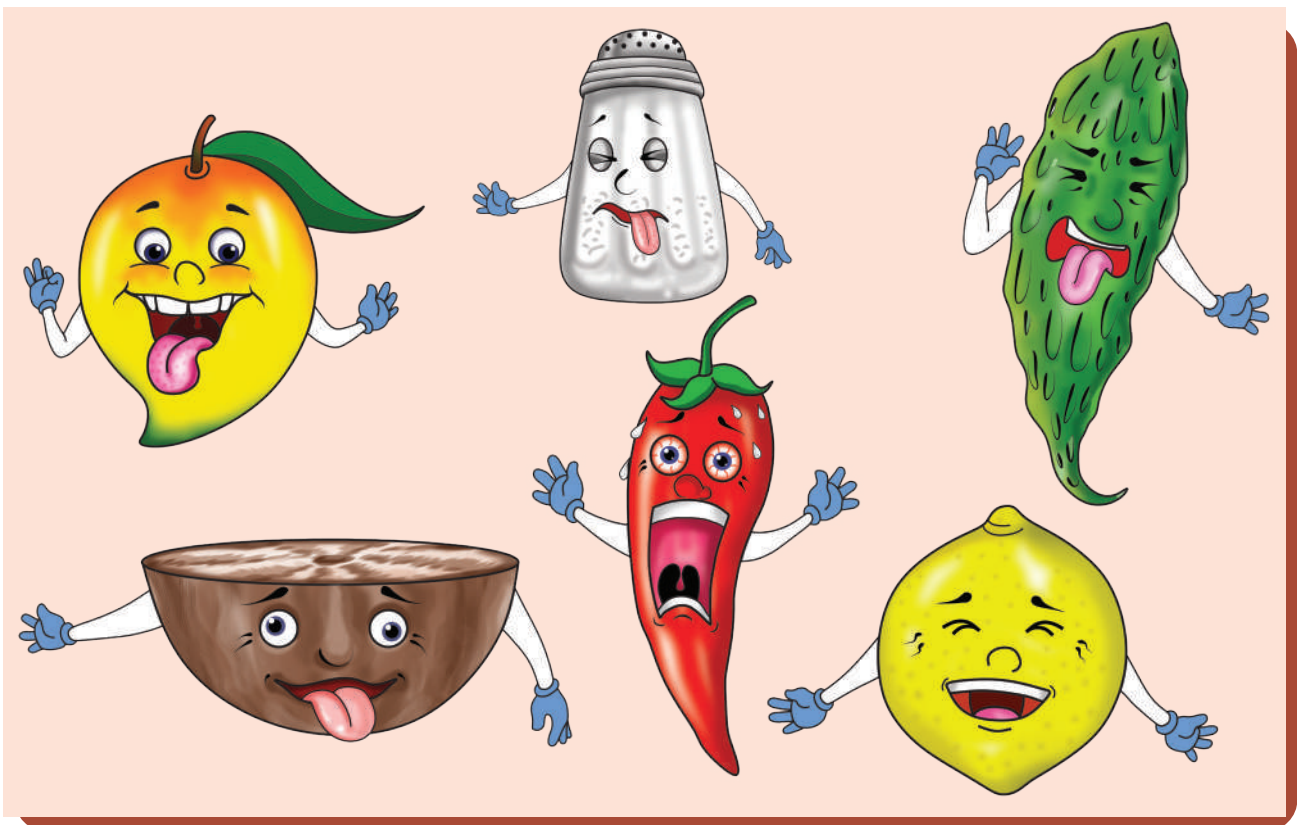
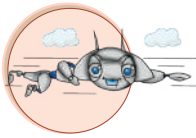
1. Write down the list of words you learned.



Wow! It's so attractive and colourful.

Look at the colour of the vegetables and spices.

WARM UP



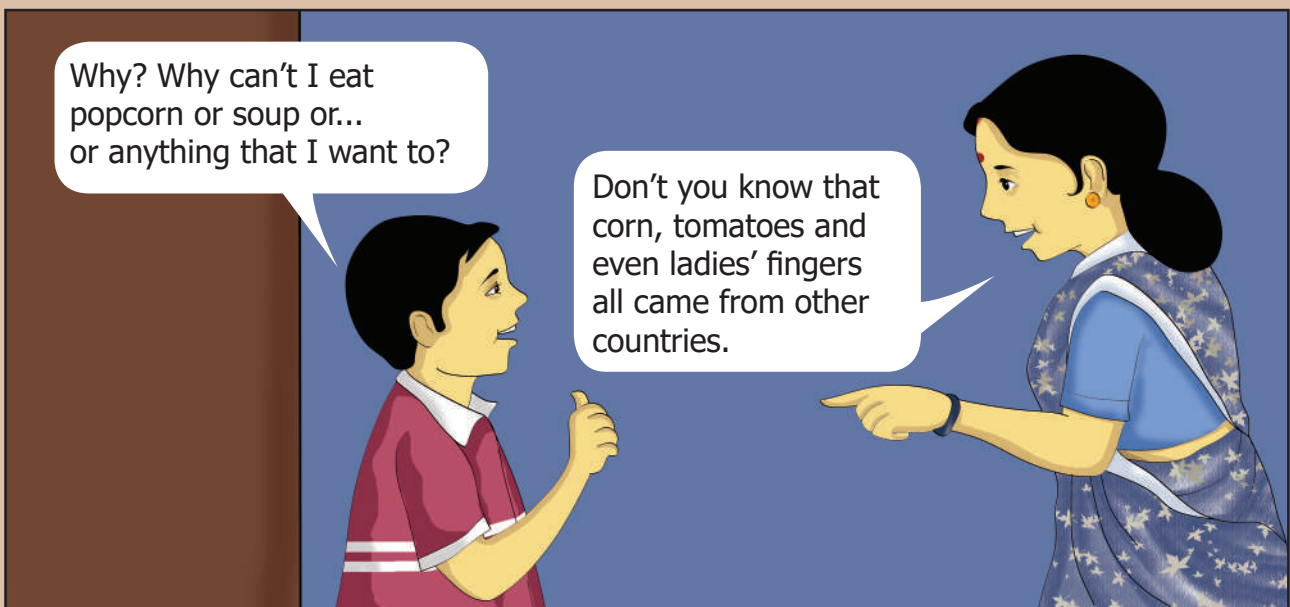
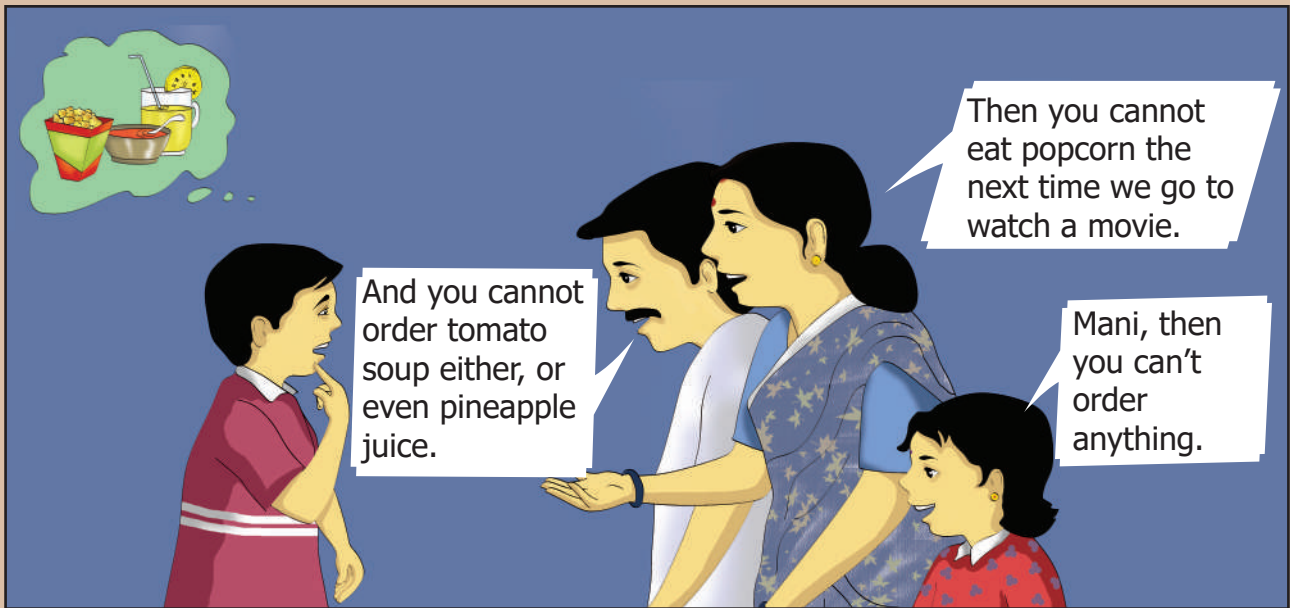
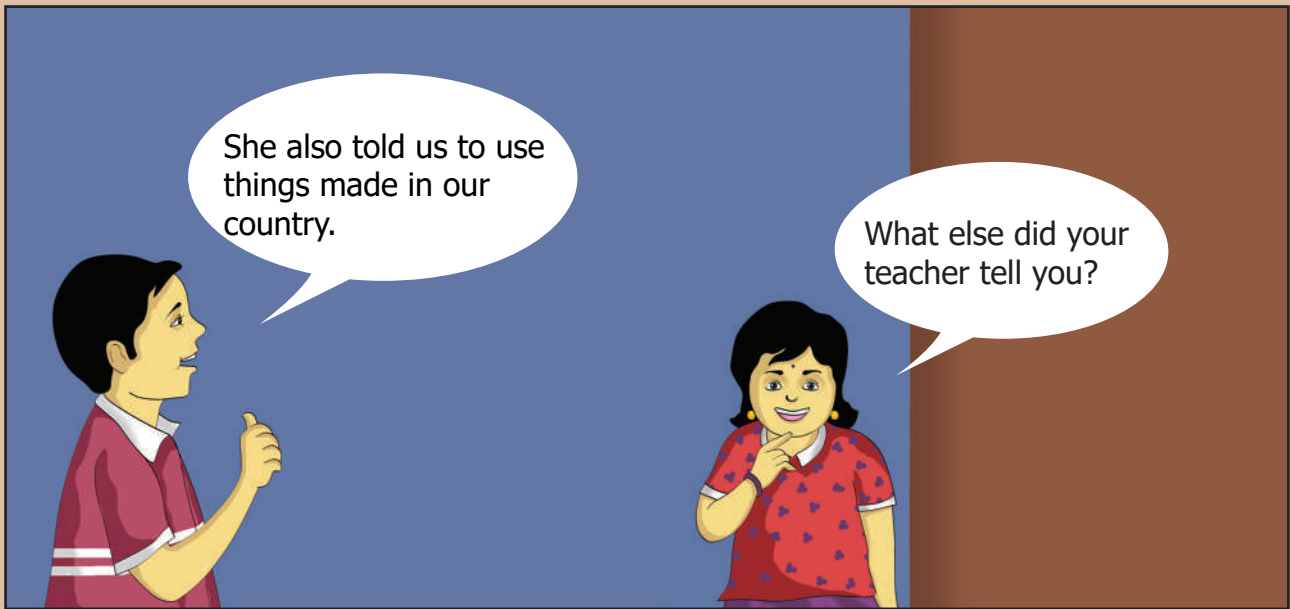
Look at the pictures. What do their expressions tell you?

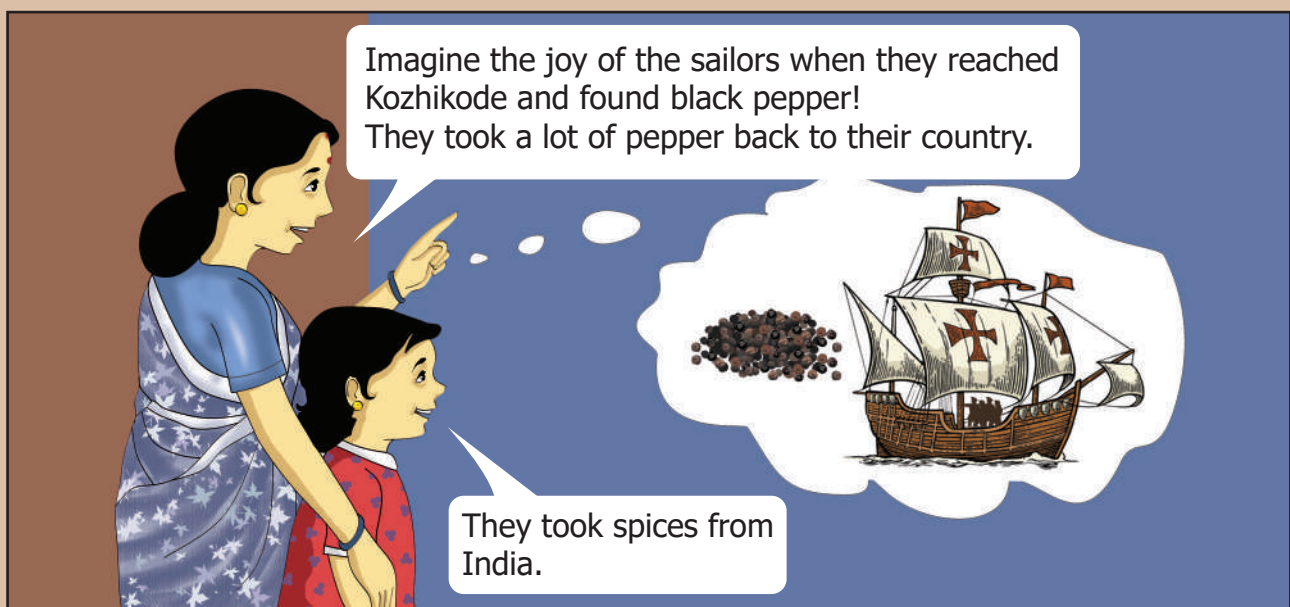
Fill in the blanks with the item that tastes the same.

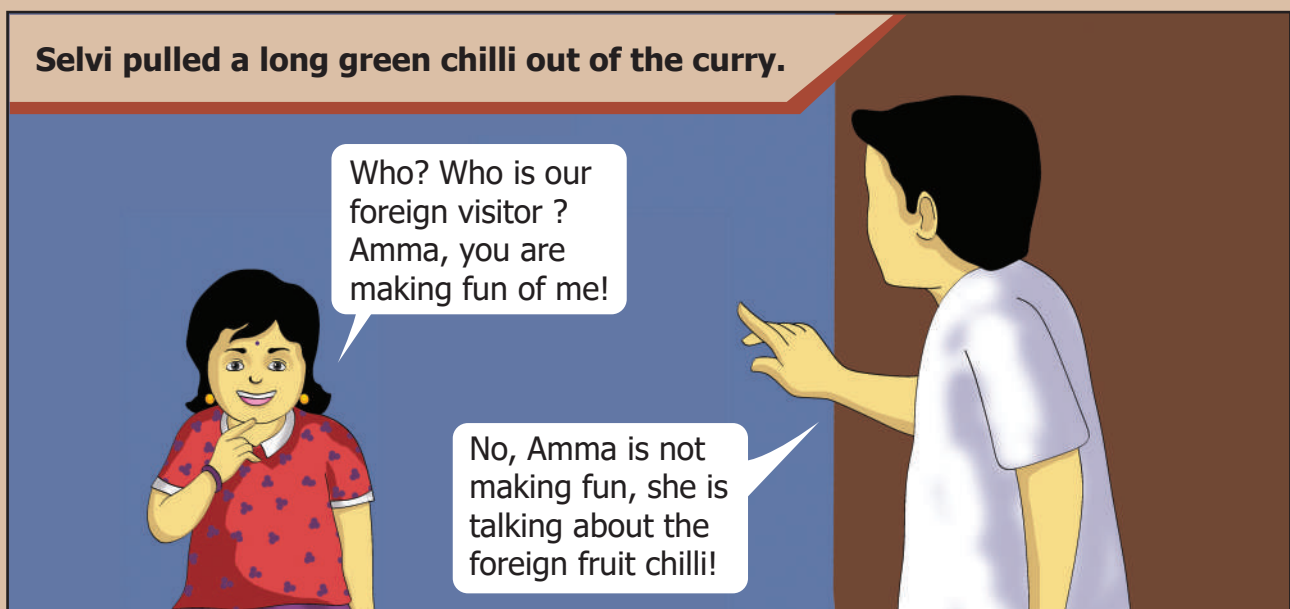
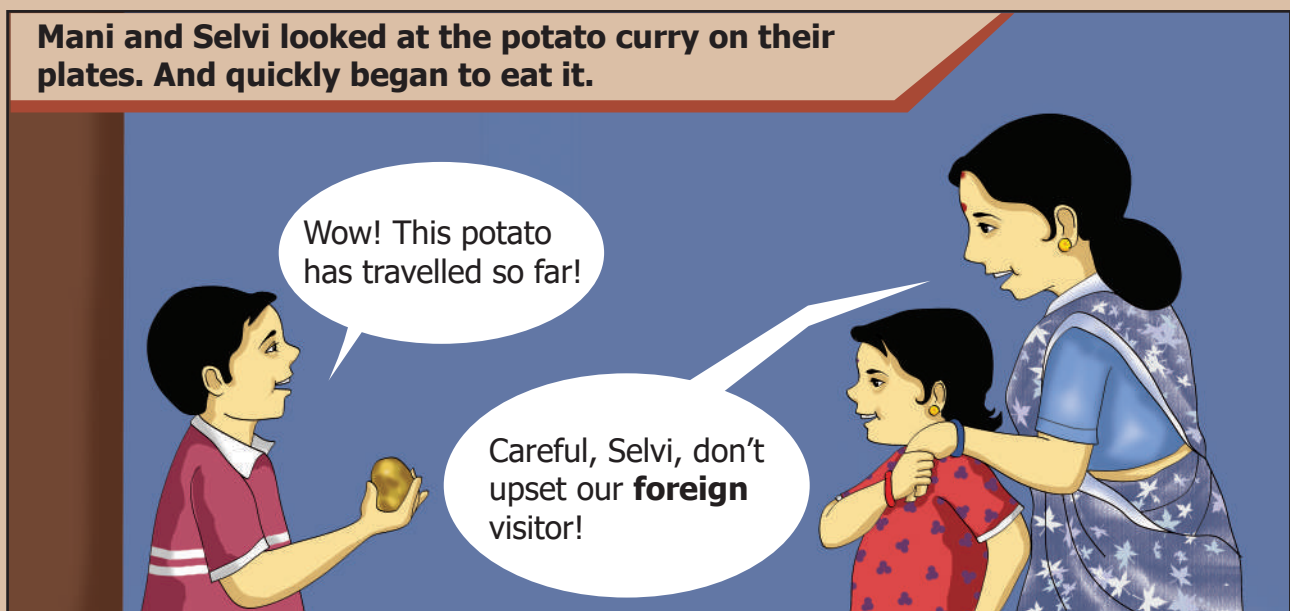
One example is given for each.

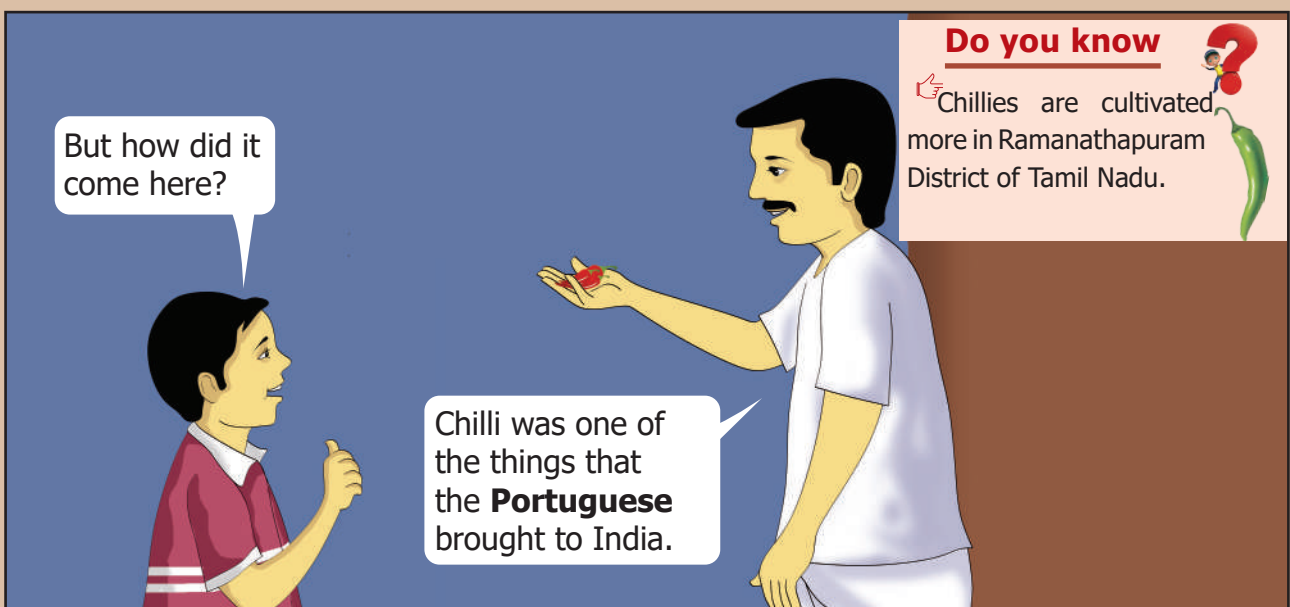
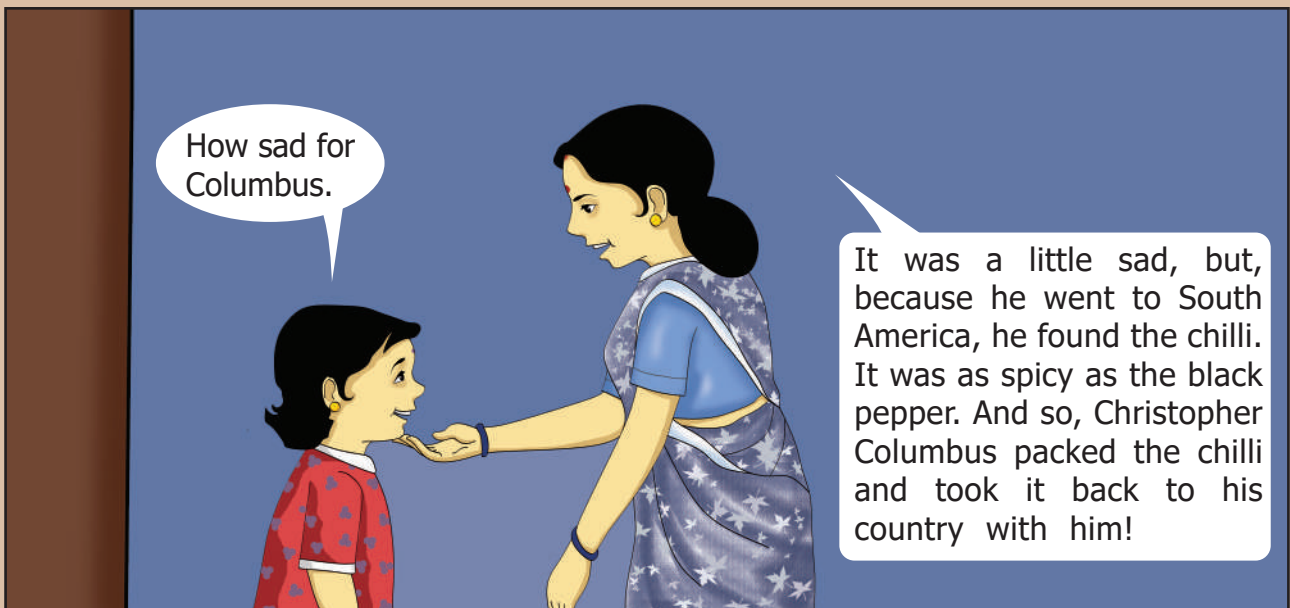
- | | | | |
|---------------|---|--------------|-------|
| 1. Sweet | : | sugarcane | _____ |
| 2. Sour | : | lime | _____ |
| 3. Bitter | : | bitter gourd | _____ |
| 4. Salty | : | salt | _____ |
| 5. Astringent | : | betel nut | _____ |
| 6. Pungent | : | ginger | _____ |








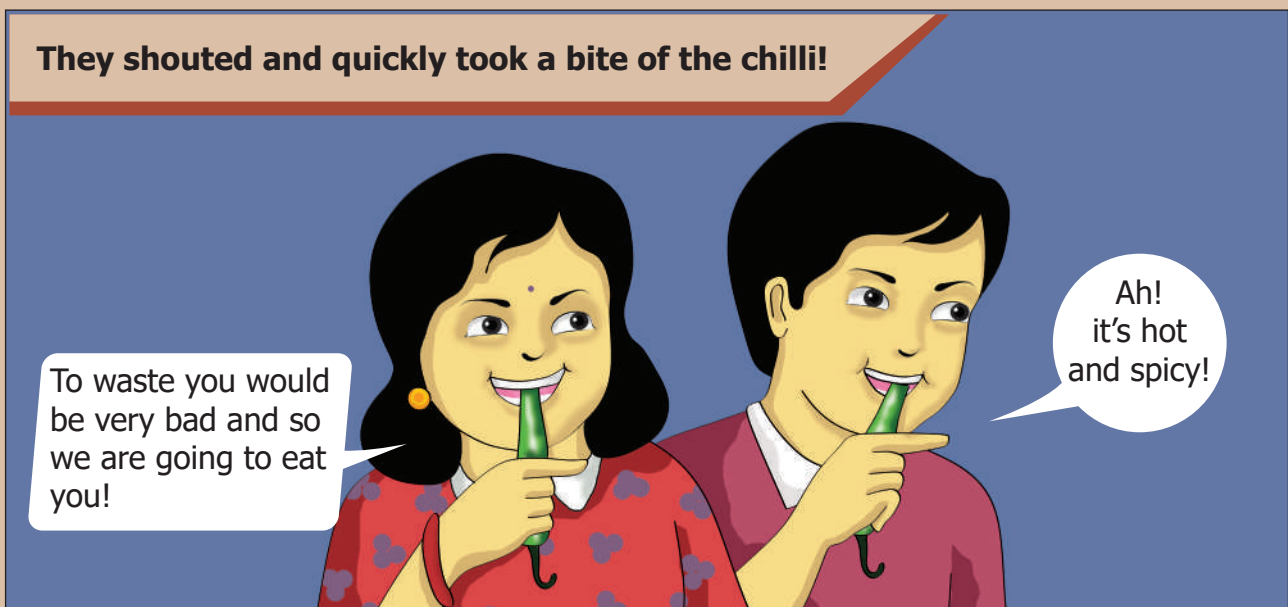
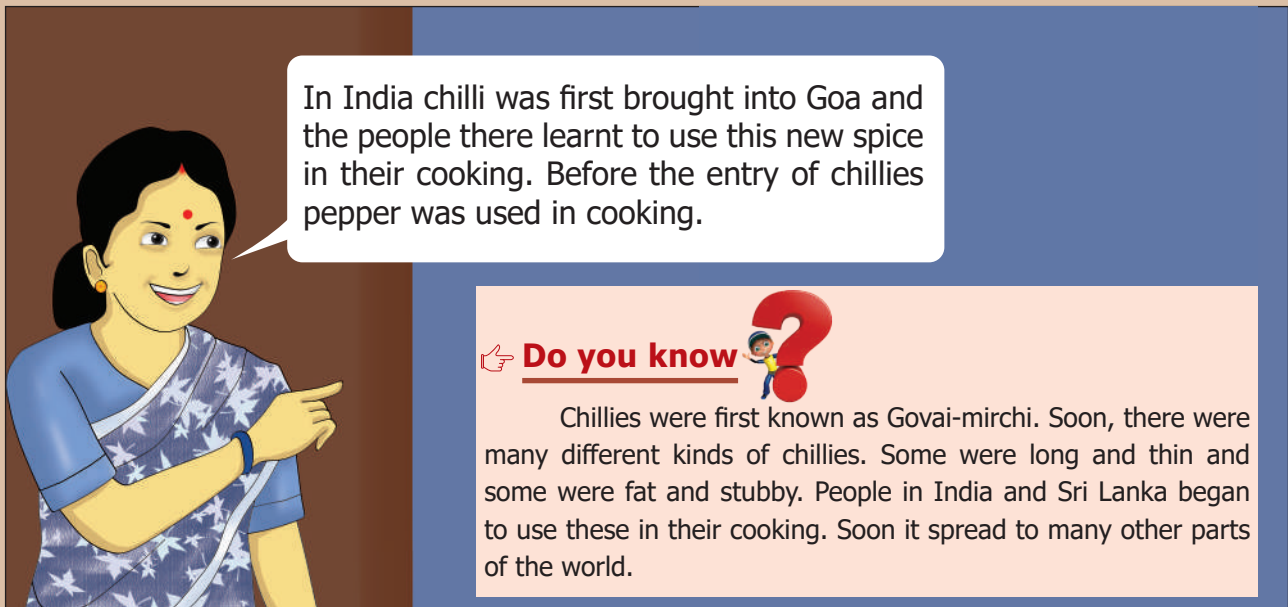




Do you know

Chillies are cultivated more in Ramanathapuram District of Tamil Nadu.





GLOSSARY

foreign	-	belongs to other country
merchants	-	people who trade
sailed	-	travelled in a boat or ship
Portuguese	-	people of Portugal
popular	-	well known
delicious	-	tasty



READ AND UNDERSTAND

A. Work in pairs. Tick the best option.

- When Amma said, 'Don't upset our foreign visitor' she meant _____.
a) potatoes b) pepper c) chilli
- Selvi asked, 'Did they come in an aeroplane?' because she _____.
a) was joking b) did not understand her mother c) thought it would be fun
- Amma bought the vegetables from the _____.
a) shops b) shopping mall c) super market

B. Answer these questions.

- Who first brought these vegetables to India?
- Who came to India from Portugal in search of pepper?
- What did Amma mean when she said tomatoes, ladies' fingers and corn came from other countries?



C. Read the comic strip again. Make groups of four and frame some questions on what you have read. Each group should ask a question in turns. You cannot repeat the same question. The team which asks more questions is the winner.

e.g:

- Which are the foreign vegetables mentioned?
- Why was Columbus sad?

D. Discuss in groups and share your views in three or four sentences with others in the class.

- What is your favourite dish? Do you know the spices that go into it?

VOCABULARY



E. Add 'r', 'er' or 'or' to get the name of the person who does the activity. Take turns in class to make sentences with the words you have formed.

e.g: A teacher is a person who teaches. Teach + er – Teacher.

use buy sail watch operate foreign bake write govern act

F. Complete this table with the help of the given example.

e.g: Portugal is the name of the country. People from Portugal are called the Portuguese.

COUNTRY	NATIONALITY
Ex: Portugal	Portuguese
	French
	Chinese
	American
	Sri Lankan
	Spaniard
	Burmese
	Indian
	Thai

***LISTENING**

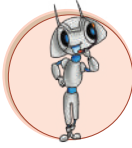


G. Listen to some interesting facts about spices and choose the best option.

- Red peppers have _____.
a. Vitamin A b. Vitamin C c. Vitamin D
- Red chilli is also called _____.
a. Paprika b. Carica c. Pyrus
- One pound is equal to _____ grams.
a. 480 b. 450 c. 500
- Mint leaves help to cure _____.
a. body pain b. fever c. upset stomach

***Listening text is on page-157**

SPEAKING



H. Work in pairs. Take turns and speak about spices.

Saritha : Hi Divya, how are you?

Divya : Hi, I'm fine Saritha.

Saritha : What did you have for breakfast?

Divya : _____ with onion chutney.

Saritha : Do _____ onions _____ ?

Divya : _____ Central Asia.

Saritha : Do you know chilli too has come from somewhere else?

Divya : Is it from _____ ?

Saritha : Yes _____ right.

Divya : Many of the _____ came _____.

PICTOGRAMMAR



A young **puppy**

Nouns are words that name people, places, animals or things: e.g. **chilli, boy, box, puppy**

we mostly add **s** or **es** or **ies** to the noun to make the nouns plural **boxes, tomatoes, chillies, puppies**.



Some green **tomatoes**



A long sharp **beak**

In a sentence some words come before the noun to tell us more about the noun. These words together form a noun phrase.



A tall **building**

Example : a chilli; a green chilli; some green chillies; a round chilli; many tomatoes, some red tomatoes.

USE GRAMMAR



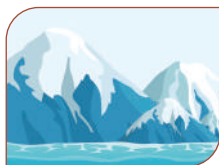
Use two or three words from the box to describe each picture.



Red Hot Chilli



red	cute	cubs	icy	tall	mountain
boy	tiger	kangaroo	two	little	hot
chillies	book	wooden	table	cat	round
big	black	three	windows	blue	snow
brown	smiling	ball	tail	house	long



LANGUAGE CHECK POINT

Don't Say	Say	Note
You should go to your house now.	You should go home now.	A house is any building used for dwelling in, and a home is the particular house in which someone lives.
Stand in the middle of the circle.	Stand in the centre of the circle.	Centre is the point that is equidistant from the edge of a circle. Middle is the area equidistant from two sides eg. Middle of the road, row, page.
It was a long travel.	It was a long journey.	Travel is the general term to describe going from one place to another. A journey is one single travel. You make journeys when you travel from one place to another. You cannot say a travel.

I. Correct the order of the words in bold and write them in the blanks.

1. **Green little the chilli** _____ was very hot.
2. **Sailors many brave** _____ tried to find a sea route to India.
3. **Brown dog the big** _____ barked at the children.
4. **The spice most common** _____ used today is the red chilli pepper.
5. **The path mud long** _____ led to a beautiful lake.

J. Play this game in the class.

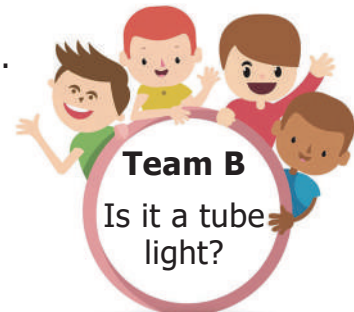
Make two teams. Each team should describe something in the class using at least three words. The other team should guess it.



Team A: A long thin glass rod.

Team B: Is it a tube light?

Team A: Yes.



WRITING



K. How do you cook rice in your house?

Fill in the gaps in this recipe for cooking rice. Use the words in the box.

wash boil water heat keep rice lid low water more ready

What you'll need

- 1 cup uncooked white rice
- 2 cups water
- pinch of salt

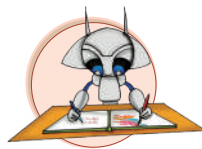
How to make it

1. _____ the rice until the _____ runs clear.
2. Drain the water and _____ aside.
3. In a medium sized pan, bring water to _____.

4. Add the salt, stir, and then add the rinsed and drained _____.
5. Reduce the heat, cover the rice, and let it simmer on _____ heat for 20 minutes.
6. Check after 15 minutes to see if all the _____ has evaporated. If it has, the rice is _____.
7. If not, replace the _____ and let the rice simmer for 5 _____ minutes.
8. Remove from _____ and serve.

L. Work in groups.

- Discuss how your mother cooks rice in your house.
- Write down the ingredients you need like rice and water.
- List the steps in cooking. The words in the recipe above will help you.
- Each person in the group should tell others how rice is cooked in their house.
- Now write down the recipe.



CREATIVE WRITING

**M. Your mother has written a message for you before going out.
Write a message to her after finishing your lunch.**

Your mother's message

Your lunch is in the kitchen. Please warm before eating it. There is some curd in the pot, if you want it. Clean up the kitchen after you finish eating. I will be back at 4 p.m. You can go out to play at 3.30 p.m, if you want but be back by 5.30 p.m.

Write about the following in your message.

- You ate lunch _____.
- What you liked _____ (mention the dish).
- You have cleaned the kitchen _____.
- You are going out to play. _____ (mention when you will be back).



My mother would say:

"Little boy Raj...

Go to Muthu's
and get some
cinnamon, betel leaves
and ginger and garlic."



And so I go to the shops
singing all the way

and when Muthu asks me

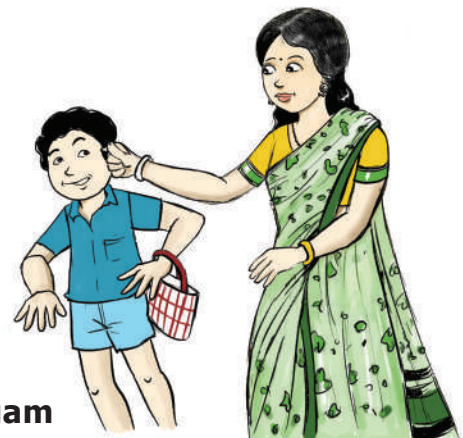
what I'd want

I rattle off a list:

"Sesame seeds, onions
tomatoes and pickles"



And back home,
Mother twists my ears
Ouch!



Raj Arumugam

GLOSSARY

cinnamon	- the bark of a tree that gives a delicious flavour to food
garlic	- a small bulb with a strong taste used in cooking
rattle off	- recite
sesame seeds	- gingelly seeds
ouch	- sound that expresses pain

READ AND UNDERSTAND



A. Answer the following questions.

1. Who is Raj?
2. Where did Raj's mother send him?
3. Who is Muthu?
4. What did mother ask Raj to buy?
5. What did Raj buy?

B. Choose the correct answers.

1. Mother called _____.
a. Muthu b. Raj c. Ram
2. Mother did not ask for _____.
a. cinnamon b. cardamom c. betel leaves
3. Raj did not buy _____.
a. onions and sesame b. ginger and garlic c. tomato and pickles

APPRECIATING THE POEM

C. Find an example of alliteration in the poem.

Alliteration is repetition of the consonant at the beginning of two or more words in a line.

Example: Mother twists my ears.

D. Listen to the poem read by your teacher.

Read the poem aloud in pairs. One person reads out Raj's words and the other reads the mother's. Take turns and read.

E. Tell the story of the poem in three or four sentences with the help of the pictures given below.



WRITING



F. Read the jumbled lines from the poem and rearrange them in correct order.

1. cinnamon, betel leaves	9. tomatoes and pickles"
2. and ginger and garlic"	10. "Sesame seeds, onions
3. Go to Muthu's	11. I rattle off a list:
4. My mother would say:	12. what I'd want
5. and get some	13. and when Muthu asks me
6. "Little boy Raj...	14. Mother twists my ears
7. And so I go to the shops	15. and back home
8. singing all the way	16. ouch!

G. Fill in the blanks with different words and write your own poem.

Your title for the poem: _____

My _____ would say:

"Little boy/girl _____

Go to _____

and get some

_____, _____

_____ and _____"

And so I go to the _____

_____ all the way

and when _____ asks me

what I want

I rattle off a list:

" _____, _____

_____ and _____"

And back home,

_____ twists my ears

Ouch!

Supplementary

Spices of India



In India, spices are the soul of food. When we think of spices, we think of tasty and healthy food. Many of the spices in our food are added to balance nutrition and to keep us healthy. They add flavour and nutrients to dishes without fat or calories. Spices like cumin, mustard, pepper, cloves, fennel, cinnamon and turmeric are very important in Indian food.

When it comes to Indian food, the first thing that comes to many people's minds is probably 'Spicy curry'. People say curry comes from the Tamil word 'kari'. In Tamil, kari means sauce. It is something that is cooked with a roasted or powdered mixture of spices, condiments and herbs. This mixture of spices can be different in different places. It can be mild or it can be spicy and pungent. Flowers, leaves, roots, bark, seeds and bulbs, are combined in many different ways to produce a great variety of flavours: sweet, sharp, hot, sour, spicy, aromatic, tart, mild, fragrant or pungent. When cooked with rice, meat, fish, or vegetables, the spices give the dish a special, savoury taste. It makes us want to eat more.

But apart from delicious food, spices also bring to mind adventure. Many of the most exciting voyages of modern history were made to conquer the spice trade and the race to become its master. The colonization of the Americas and Asia had its roots in the spice trade. In 1492 Columbus went west to find India and pepper but ran into America and the chilli. Vasco da Gama, six years later, went around Africa to reach Kozhikode, the home of pepper. These voyages ended the very profitable trade that the Arabs and the Romans had built up over the centuries. They set the stage for a new world.



How do you think the expansion of the spice trade set the stage for a new world?

Spices were always an important part of India's trade. Spices were traded with **Mesopotamia, China, Sumeria, Egypt and Arabia**, along with perfumes and textiles as far back as **7000 years ago** much before the Greek and Roman civilisations. Indian epics and in writings dating back to the **Roman Empire** in the 1st century AD(CE) talk about the cloves. Thousands of years ago the great masters of Ayurveda had listed the use of spices for cooking and in medicines.



While these spices are readily available today, there was a time when people risked their lives to get Indian spices. During the Middle Ages, a pound of ginger was worth the price of a sheep. A pound of mace was equal to the price of three sheep or half the price of a cow. Pepper was the crown jewel of all spices.

What are those spices that the world wanted so badly?

Cardamom, cloves, ginger, mace and nutmeg were some of the other spices that left Indian shores to flavour the world's kitchen.

Using spices in cooking has a long history. It may go back as far as 52,000 years ago. Though we cannot know for sure how men came to use spices, it is quite possible that it was by chance. However, spices have played a vital role in our food now for a long time. In earlier centuries, spices were not easily available and were very expensive. Thus, spice traders became rich. Pepper and cinnamon no longer cost a fortune. However, while they seem to have lost their glory and value, they will never lose their place in a kitchen. Especially an Indian one!

Black Pepper

Black pepper also known as 'Black gold' was the most prized spice traded from the Kerala coast. Indians have been using black pepper for a very long time. Farmers began growing it around 5000 years ago and exported it to North and West Asia. The trade soon spread to Greece, Rome, Europe, and China, and also became popular in the Islamic Empire. Recipes from rich Roman households show the value of the spice in ancient Rome. The Romans sent 120 ships a year from Egypt to trade with India and bring back enormous quantities of pepper.



HISTORY OF THE SPICES

3000 BC(BCE) to 200 BC(BCE)

Arabs traded spices and herbs among early civilizations.

200 BC(BCE) to 1200 AD(CE)

The Romans control the trade.

1200 to 1500 AD(CE)

Europeans explore passages to the East Indies.

1400 to 1600 AD(CE)

Wars for control of the spice trade break out.

1500 to 1700 AD(CE)

English exploration begins.

1600 to 1900 AD(CE)

Americans enter the spice trade.

Today

We export pepper, cardamom, ginger, chilli, turmeric, coriander and cumin.



Cinnamon

Indians have been using cinnamon for a long, long time. The Chinese wrote about it in 2700 BC(BCE). Cinnamon not only adds great flavour to food, but also helps to preserve it.



People from other parts of the world appreciated the fragrance and taste of cinnamon. They wanted it too, and were willing to pay a good price for it. The Greeks, Romans and Egyptians bought cinnamon from India. In the Middle Ages, the Venetians grew rich by levying tax on the cinnamon that was brought from India to Europe and the Mediterranean.



One of the earliest plants that Indians grew was sugarcane. It is valuable both for providing energy and for its great taste.



A. Answer the following questions.

1. Why do we add spices to food?
2. Which spices are used a lot in Indian food?
3. Which parts of a plant are collected as spices?
4. What are the uses of spices?
5. What happened after Columbus discovered America?



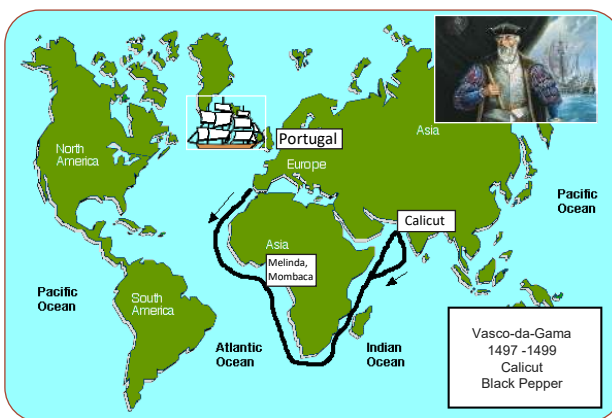
B. Choose the best option.

1. People say curry comes from a Tamil word 'kari' which means _____.
a) soup b) sauce c) sambar
2. Pepper is also known as _____.
a) liquid gold b) black gold c) white gold
3. _____ wrote about cinnamon in 2700 BC(BCE).
a) Chinese b) Indians c) Japanese
4. The Greeks, Romans and Egyptians all bought cinnamon from _____.
a) Japan b) South America c) India

PROJECT



C. Compare the travel maps of Vasco da Gama and Columbus.



Vasco da Gama's journey 1497-1499

Portugal → Calicut → Black Pepper



Christopher Columbus's journey 1492-1504

Portugal → South America → Chilli

Fill in the table with the prompts. Frame sentences with the help of the table.

Sailor	Vasco da Gama	Columbus
Year of travel		
Started from		
Reached		
Explored		
Taken away		

CONNECTING TO SELF



Look at the pictures and read the given information.



D. Look at the table carefully. Then complete the points below.

- The paddy plants are given manure after _____.
- The plants take _____ days in ripening phase.
- It takes 10 days to _____ the rice.
- The rice grains have to be _____ and then stored.
- We _____ the grains for _____ days before boiling.

E. Talk in groups. Then share your thoughts with the class.

- Do you usually eat all the food served to you? If not, what are the reasons? When you eat lunch at school, which are the dishes you don't eat or waste?
- Why do you avoid certain food items?

- Can you think of ways to reduce the amount of food wasted in your school?
- Have you seen or known anyone in need of food? Have you helped them? How?
- Take a pledge in your group not to waste food.

STEPS TO SUCCESS

- Four of the following five are alike in certain ways and so form a group. Which is the one that does not belong to that group?
a) Garlic b) Sesame c) Mustard d) Olive e) Corn
- In a certain code language if KBOVBSZ is the code word for JANUARY, what is the code word for OCTOBER?
a) PDUBCFs b) PDUPCFS c) BDUPCFB d) PDUPCFM

LEARNING LINKS AND REFERENCES

E-links	http://www.tnhorticulture.tn.gov.in/horti/spices
	http://www.indianspices.com/
Books	Vegetables - Choudhury, NBT
	Spices and Condiments - Krishna Deva, NBT



Experience the life of spices by playing the game.

Screen shot of the spices game



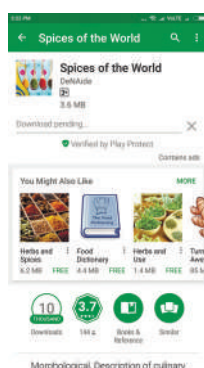
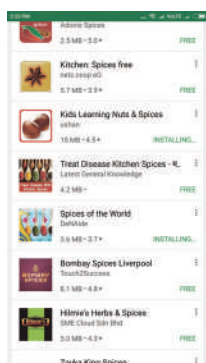
Procedure

1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Open the game and you can move the spices by using the pointers.
5. Like this you can find more games on spices locate the appropriate one and use it.

Steps to install the game

Step – 1

Type the word, 'spices' in the search bar of the Android play store



Step – 2

Install the game and start to play it using the pointers



Step – 3

You can install similar such applications from play store

Language Activity

Share your views about the spices with your friend after playing this spices game.

Texts for Listening

Unit – I

Flash news of an escaped monkey

At 10 a.m today, a monkey escaped from the zoo. The zoo keeper was entering the cage to feed the animal when he saw it breaking through the fence. Quickly, he rang up the police station to report the escape. If you see the monkey you must inform the police on the following number.180345778



Unit – II

Nandhu and the Lamp

One morning, as Nandhu was walking to school, a big truck went past him. The truck went over a bump in the road and a box fell down. The box broke open. The truck kept going and was soon gone.

Out of the broken box there fell a small brass lamp. It looked just like the magic lamp that was drawn in Nandhu's storybook. It was small and made of brass. It had a handle and a cover. Nandhu wondered if this was a magic lamp too. He decided to take it home and try it out.

"Where did you get it?" said his mother, "It looks like a lamp."

"It fell off a truck. Is it a magic lamp? It looks just like the one in the book," said Nandhu. As he wiped the lamp, Nandhu noticed a small button on the side. When he pressed it a bright blue light came on and lit the whole room.



Unit – III

Spices

Red peppers have a lot of vitamin C which helps the body fight infections. Paprika (red chilli powder) made from red peppers has more vitamin C than even lemon juice. Only you cannot eat too much of it!



To get 1 pound (450 g) of dry saffron (kungumapoo in Tamil) it requires up to 75,000 flowers and 20 hours of labour. That is why it is so expensive.

Mints are not only given at the end of a meal in restaurants to help refresh your breath, but herbs like peppermint help settle nausea and upset stomach.

Acknowledgement

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the materials could not be found. We would be grateful for information for the same.

Prose

Sea Turtles- *Shekar Dattatri*

When the Trees Walked- *Ruskin Bond*

A Visitor from Distant Lands.

Poem

The Crocodile- *Lewis Carroll*

Trees- *Sara Coleridge*

I Dream of Spices- *Raj Arumugam*

Supplementary

Owlie- *Vijaya Ghose*

The Apple Tree and the Farmer.

Spices of India.

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STANDARD VI

English

Term - II







English

Term - II



PREFACE

The English textbook for standard VI has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills .

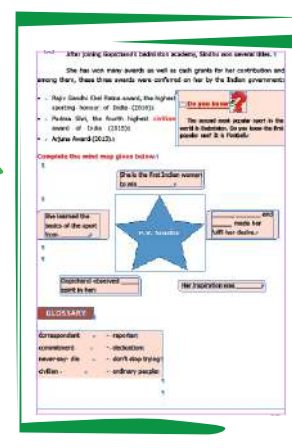
How to use the book

- The Second Term English Book for Standard VI has two units.
- Each unit is planned for a month.
- Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.

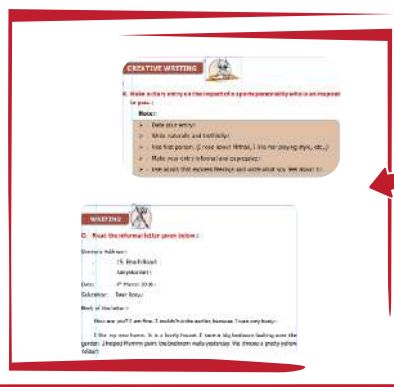
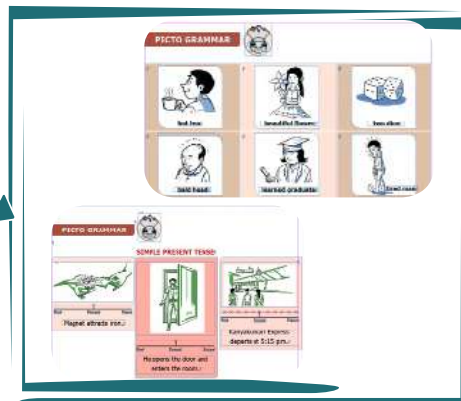


- Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha and Madhi**.
- The **pictorial warm up page** will help activate **students own knowledge and ideas of the topic**.
- The **digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.

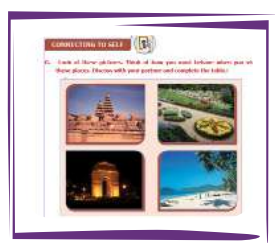


- The illustrations in Picto Grammar will enable understanding of grammar terms in a fun and easy way.
- Digital Grammar Games can be used to reinforce learning to encourage students to learn by doing..
- Language Check Point can highlight points of usage to avoid the common mistakes.



- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their writing skill.
- Students can be encouraged to present or display their writings in the class .

- The warm up picture at the head of the section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imagery and rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.



- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success and Think and Answer sections.

- Students can be encouraged to extend their reading activity through e-links and Reference Books.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through doing.



CONTENT

UNIT	TOPIC	PAGE	MONTH
1. Prose	Sports Stars	81	October
Poem	Team Work	98	
Supplementary Reader	Think to Win	101	
2. Prose	Trip to Ooty	112	November
Poem	*From a Railway Carriage	128	
Supplementary Reader	Gulliver's Travel	132	
* Memoriter			



Textbook



Assessment



Digi Links



Sports Stars

1

Both Ayesha and Madhi enjoy playing games and sports. Let's join them.

Catch this ring! Madhi.

Oops! I missed it...



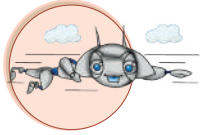


1

Sports Stars

Prose

WARM UP



MIRRORING

The teacher selects three pairs. The pairs are made to stand facing each other. The teacher whispers a game to each pair. One person makes a movement, the other tries to mirror the movement or copy it exactly. Then they change roles. **When both have played both roles, try to coordinate movements with each other, so that both become player and mirror at the same time.** Then the rest of the class have to find out which sport they are mirroring.

eg. Passing the ball, kicks for karate, bowling the ball, batting, etc.,





READING



Section I

Listen to the teacher read a diary account of a school boy and answer the questions.

Each day is a new beginning. It has so much to unfold and I had the best day at school today.

Cricket is something that I love. Today my teacher told us that we would be learning about a cricketer. I thought of Sachin, Virat Kohli and many other male players in the Indian cricket team but she introduced Mithali Dorai Raj, an Indian cricketer and the captain of the Indian women's cricket team in Tests and One Day Internationals [ODIs]. I never thought a woman could play cricket so well. It was why I have never let my little sister play cricket with me. I would tell her, "It is not for you; you had better play with girls." However, I was taken by surprise, when I learnt that Mithali started to play the game at the age of 10, and that she was selected for the Indian team at the age of 17.



Mithali Dorai Raj

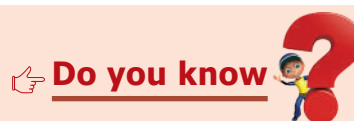
Mithali lives in Hyderabad. I was interested to learn that her mother tongue is Tamil. I felt very proud that she has been widely **recognised** and **acknowledged**. She was the highest run scorer in Women's International Cricket and the only woman cricketer to surpass the 6,000-run mark in ODIs. Mithali is the first player to score seven **consecutive** 50s. In fact, she is nicknamed "Tendulkar of Indian women's cricket" as she is presently the all-time leading run scorer for India in all formats, including Tests, ODIs and T20s. I would love to quote what Mithali had to say about this compliment,

She said, "**On the one hand, being compared to Sachin is an absolute privilege. I do not think I have achieved even half of what he did for the country. On the other, being a woman cricketer, I want people to know me for my own identity. I would rather not be compared to a male cricketer.**"

She indeed is an **inspiration** to all of us. She actually started playing cricket with her brother. When she was young, she used to go with her father to the grounds where he practised. She used to stand outside the ground and returned the ball when it came her way. Though it was a humble start, she managed to secure a name and a place for herself. Many of us think cricket is for men; however, she broke the traditional barriers and proved that women are on par with men in every field. The Government of India in recognition of her contribution to cricket conferred on her the **Padma Shri** Award.



And I forgot to mention about the recent achievement of our Indian women cricket team. Mithali Raj and another woman player Smriti Mandhana hit stylish half centuries and India cruised to a comfortable nine-wicket victory over South Africa in the second women's T20 International on 23 of February 2018. Mithali anchored the innings to perfection with an unbeaten 76.



Women's Cricket World Cup is older than Men's. The Women's World Cup was first held in England, in 1973, two years before the inaugural of Men's Cricket World Cup.

Now that I am inspired by her and my attitude has changed, I certainly will be happy when my little sister follows her **passion**...

Put a (✓) for the correct and (x) for the incorrect statements.

1. A school-going girl writes the diary account. ☐
2. The boy was so inspired by Mithali that he was happy for his sister to play cricket. ☐
3. Mithali Raj is happy to be recognised as Tendulkar of Indian Women's Cricket. ☐
4. Women should not be compared with men in cricket, says Mithali. ☐
5. Mithali Raj was not encouraged to play cricket by her family members. ☐
6. Mithali is one of the women players to score seven consecutive 50s. ☐
7. Mithali's mother tongue is Telugu. ☐

GLOSSARY

Recognised	- Known
Acknowledged	- Accepted
Privilege	- Honour
Consecutive	- One after another
Identity	- Who/What a person is or how a person is known
Inspiration	- Here, a person one looks up to
Passion	- Desire



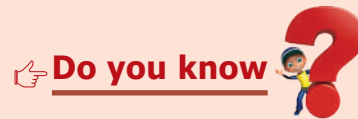
Section II

Read the report on Usha Rani and answer the questions asked below.



Usha Rani, cop-cum- **KABADDI** champion rose from **shanty town** of Subedarpalaya in Yeshwanthpur near Bengaluru, in Karnataka. Armed with her mother's **unfulfilled** dream to become an athlete, she became **determined** and practised kabaddi at the Kanteerava Stadium every morning rain or shine. As a school child, she grew up watching Kabaddi at a club in front of her house and soon joined the club and started playing kabaddi at National level in sub-junior category.

Whenever she was not playing, she was the source of support to her parents and others at home. She used to sell flowers for her daily living and she had to struggle all through her life until she got a job in the Karnataka State Police Force. She was selected as a police person for her excellence in sports and was the youngest in the Karnataka State Police women Kabaddi team.



India has won all six Women's Kabaddi World cups played from 2012-2017.

She was just 29 years old when she won a **Gold Medal** in kabaddi. She is much acclaimed for her raiding skills in kabaddi. E. S. Sumanth, sports officer at Karnataka State Police Sports Promotion Board says,

"Despite a well-paid job, Usha participated in national events every year without a miss. She is an expert in giving leads, raiding opponents and consistently playing a prominent role in the Indian kabaddi team."

Usha Rani is now working hard and practising every day to win the Gold medal at the Asian Games in 2018. She has also become a role model to her brothers and sisters at home and other fellow sports persons.

Answer the following briefly.

1. When did Usha Rani start playing Kabaddi?
2. What did she sell to support her family?
3. Find out the idiom that relates to 'whatever the circumstances', from the first paragraph.

GLOSSARY

Shanty town	-	A poor area
Unfulfilled	-	Unrealised
Prominent	-	Noticeable
Determined	-	Will powered



Identify and write the sport's name respectively.

1. _____

3. _____

2. _____

4. _____



Every person who achieves success in life has to work hard with dedication and determination. One can always learn something from another person's story. No opponent is too big to defeat. So believe in yourself and follow your passion.



Section III

Read the biography of P. V. Sindhu and answer the following questions.

The word **Badminton** will instantly bring P.V. Sindhu in everyone's mind. Pusarla Venkata Sindhu is one of the two Indian badminton players to ever win a silver medal in 2016 Olympics – the other being Saina Nehwal who has won a bronze medal in 2012 Olympics. Sindhu came to international attention when she broke into the top 20 of the BWF (Badminton World Federation) in September 2012 at the age of 17. She is one of the top five shuttlers in the women's singles category.



P.V. Sindhu

She started playing badminton at the age of eight. Though her parents were professional volleyball players, Sindhu chose badminton over volleyball because she drew inspiration from the success of Pullela Gopichand, the 2001 All England Open Badminton Champion.

Sindhu first learned the basics of the sport with the guidance of Mehboob Ali. She then joined Pullela Gopichand's 'Gopichand Badminton Academy.'

While profiling Sindhu's career, a **correspondent** with *The Hindu* wrote:

"The fact that she reports on time at the coaching camps daily, travelling a distance of 56 km from her residence, is perhaps a reflection of her willingness to fulfil her desire to be a good badminton player with the required hard work and commitment."

Gopichand seconded this opinion,

"The most striking feature in Sindhu's game is her attitude and the never-say-die spirit."

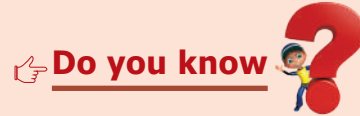
Despite P.V Sindhu being busy with her training schedules and International tournaments, she managed to attend regular school until class 9, after which all her classes were through correspondence. She did balance both her passion as well as her academics and she holds a Bachelor's degree in Commerce (**B.Com**).



After joining Gopichand's badminton academy, Sindhu won several titles.

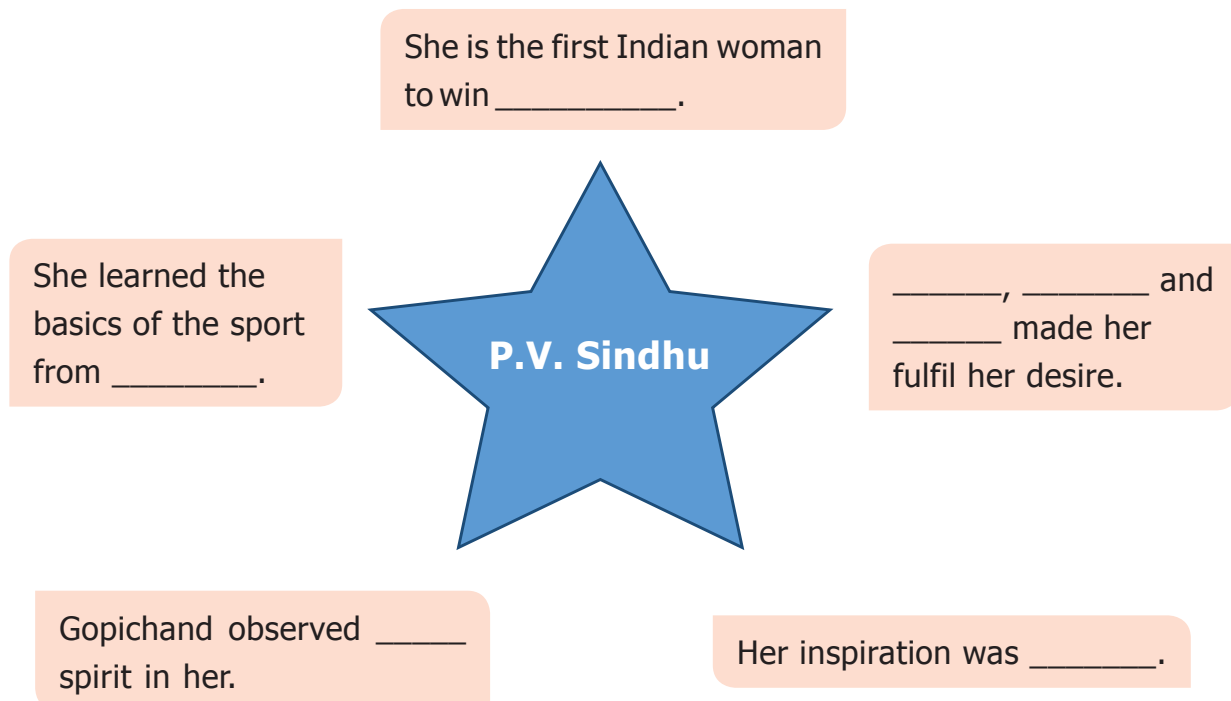
She has won many awards as well as cash grants for her contribution and among them, these three awards were conferred on her by the Indian government:

- Rajiv Gandhi Khel Ratna award, the highest sporting honour of India (2016).
- Padma Shri, the fourth highest **civilian** award of India (2015).
- Arjuna Award (2013).



The second most popular sport in the world is Badminton. Do you know the first popular one? It is Football.

Complete the mind map given below.



GLOSSARY

Correspondent	- Reporter
Commitment	- Dedication
Never-say-die	- Don't stop trying
Civilian	- Ordinary people



READ AND UNDERSTAND

I. Identify the sports and the sports personalities from the lesson and fill in the table.

Sports	Name of the player & Field of sports	Awards
		
		
		

II. Read the questions related to the three sports stars you have read about and tick the appropriate boxes.



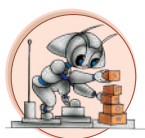
- Who won the Olympic 2016 silver medal in badminton?
- Who is the role model for her siblings?
- Whose mother tongue is Tamil?
- Whose attitude is 'never-say-die spirit'?
- Which player works in the Police Department?
- Which player holds the record for the highest individual score in cricket?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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III. Think and answer.

- Women/ Men can achieve anything, provided they put their heart and soul into it. Discuss in the class. Do you think being a man or a woman makes a difference?
- How can you balance your academic goals and your passion for sports or arts?

VOCABULARY



A. Match the sport and the equipment.

eg. Cricket – Bat

1. Football - Bow and Arrow
2. Tennis - Club
3. Golf - Net
4. Volleyball - Racquets
5. Archery - Helmet

B. Find the names of twelve sports and games from the grid.

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

C. Tick the meaning of the italicised word.

1. Being compared to Sachin is an absolute *privilege*.
a. Honour b. Right c. Favour d. Disadvantage
2. The boy was taken by *surprise* when he learnt about Mithali Dorai Raj.
a. Affected b. Moved c. Amazed d. Upset
3. Usha Rani had to *struggle* all through her life.
a. Fight b. Duel c. Fun d. Work hard
4. Usha Rani is an *expert* at giving leads.
a. Clumsy b. Sharp c. Skilled d. Bad
5. No *opponent* is too big to defeat.
a. Competitor b. Rival c. Helper d. Enemy

D. Fill in the blanks with the opposites of the words given in brackets.

1. We should learn from our _____ (success).
2. Children don't like to read _____ (interesting) books.
3. Be _____ (general) when you are telling us what you need.
4. The teacher asked the children to _____ (start) talking.
5. The new boss decided to _____ (appoint) the lazy workers.

LISTENING



E. Listen to your teacher and number the pictures accordingly.



a. ____.



b. ____.



c. ____.



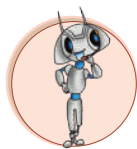
d. ____.

Write 'T' if the statement is True and 'F' if the statement is False.

1. Himachal Pradesh is an ideal place for paragliding.
2. Skiing offers opportunities to delve into oceans.
3. Paragliding is also a recreational adventure sport.
4. Scuba Diving has a huge following all over the world.
5. The most suitable period for Skiing is from March to June.

*** Text for listening is in page number : 139**

SPEAKING



F. Look at these images of different kinds of sports. Identify and name as many as you can with your partner.



Describe any one of them to your partner.

- Name of the sport.
- What equipment is used to play the sport?
- What kind of area/ground/field it is played in?
- How is it played?

Present your sport to the class in four to five sentences.

These phrases will help you.

- ◆ I like to play_____.
- ◆ I play_____ regularly with my friends.
- ◆ _____ is an indoor / outdoor game.
- ◆ _____ game requires _____ players.
- ◆ _____ has _____ these equipments.
- ◆ _____ generally played in a court/ground.
- ◆ I enjoy playing _____ game.

PICTO GRAMMAR



Hot tea



Beautiful flower



Two dice



Bald head



Young graduate



Tired man

An adjective is a word that describes a noun.

USE GRAMMAR



G. Look at the picture and fill in the blanks with suitable words.

1. There is a _____ ground in my school.



2. The _____ sky looks beautiful at night.

3. The tray has _____ vegetables.



4. It is a _____ day.

5. The girl gave her friend a _____ smile.





When there are two or more adjectives together, they appear in the following order.

Quantity	- One	Five	Nine
Quality or Opinion	- Brave	Great	Amazing
Size	- Small	Tall	big
Age	- Old	Young	Adult
Colour	- Purple	Dark	Green

H. Put the words in correct order and rewrite each sentence.

1. They have a post-box. (Red, Small, Rectangular)

2. I have sticks. (Long, Two, Brown)

3. Find me brushes. (New, Five, Yellow)

4. Mahesh is a boy. (Thin, Tall, Clever)

5. It is a plate. (Round, Pink, Small)

I. Refer to a dictionary for the meanings and circle the odd one.

1. Tiny - Small, Enormous, Little, Puny.
2. Ample - Great, Plentiful, Generous, Restricted.
3. Kind - Harsh, Concerned, Charitable, Gentle.
4. Honest - Reliable, Trusty, Sincere, Deceitful.
5. Cheerful - Bright, Low, Gay, Contented.





WRITING



J. Imagine that you are the School Pupil Leader. Write a formal letter inviting the chief guest for the school's Annual Day. Give details of the time and place of the event.

School Name

Address

February 15, 2018

Name of the Chief Guest

Designation

Address

Respected Madam,

I am writing this letter on behalf of ___ school. Our school is going to conduct its Annual Day on 20th of February. In this connection, we cordially invite you to our 23rd Annual Day to be the chief guest and address the gathering. We are sure the students will benefit from your ideas and words. We will be privileged to have you in our school on this special day.

We look forward to receiving your acceptance.

Yours Sincerely,

Signature

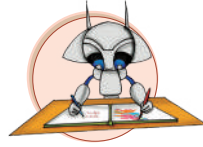
School Pupil Leader

Imagine that you are the sports captain of your school. Write a formal letter to the sports captain of another school inviting her/ his team for a friendly match. You may choose any sport. Give details of time and place.

(Note: Follow the format of the letter given above.)



CREATIVE WRITING



K. Make a diary entry on the impact of a sports personality who is an inspiration to you.

Note:

- Date your entry.
- Write naturally and truthfully.
- Use first person. (I read about Mithali, I like her playing style, etc.,)
- Make your entry informal and expressive.
- Use words that express feelings and write what you feel about it.

LANGUAGE CHECK POINT



✗ Kovai is **further** from Chennai than Trichy.

✗ Sheeba is **more stronger** than Sinduja.

✗ My elder sister is six feet **high**.



✓ Kovai is **farther** from Chennai than Trichy.

✓ Sheeba is **stronger than** Sinduja.

✓ My elder sister is six feet **tall**.



? **Further** means 'additional'.
Farther is used to talk about distance.

? Avoid double comparatives. Adjectives of one syllable usually form their comparatives by adding **-er** to the positive. Adjectives with more than two syllables take **'more'**.

? We generally use **tall** with people, and it's the opposite of **short**.

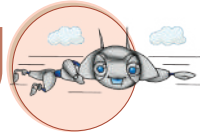
Use **high** when referring to trees, buildings, mountains, and it's the opposite of **low**.



Poem

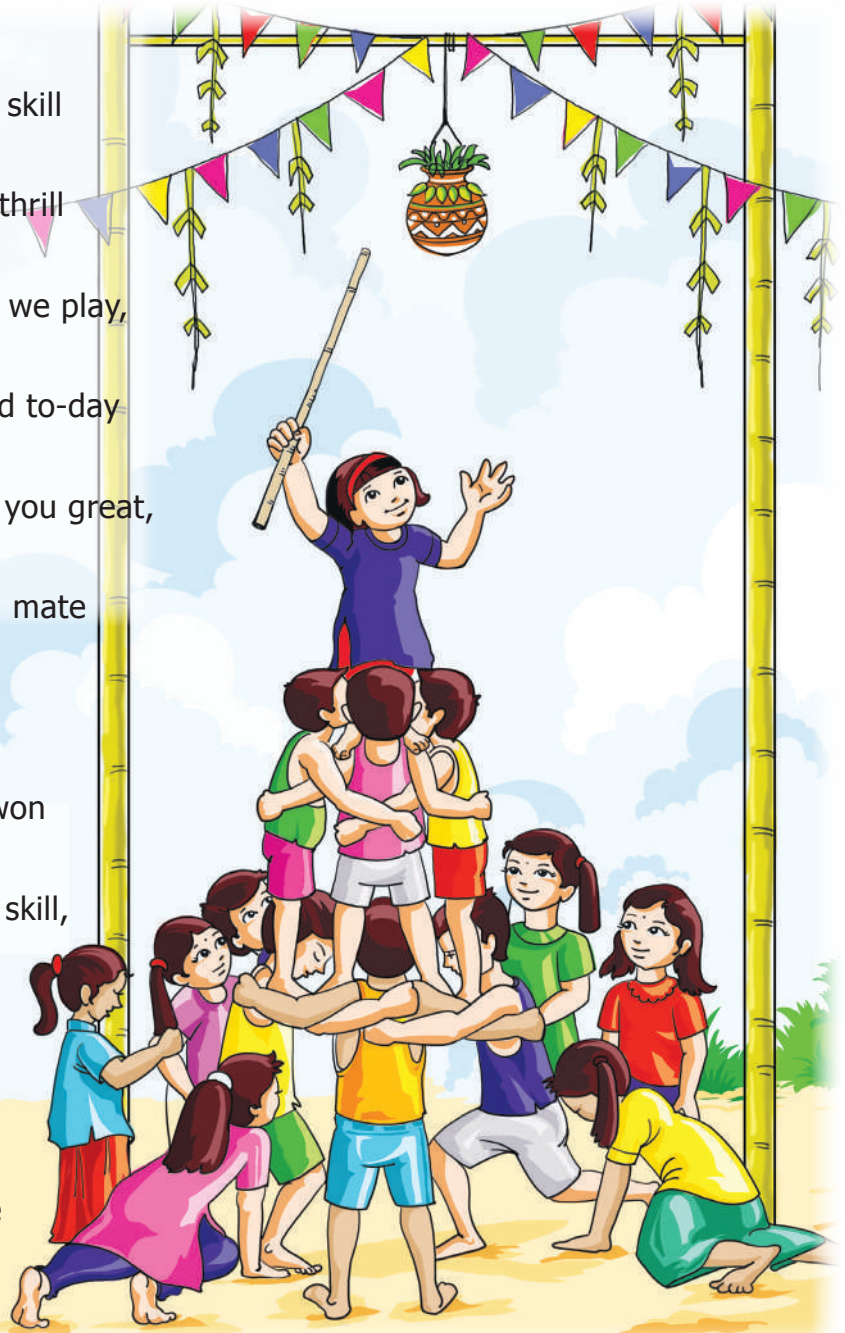
Team Work

WARM UP



What is the most essential quality required to win the game given below?

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world to-day
Is, How do you pull with the team?
They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.
You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellowman to score
When his chances hopeless seem;
It's forgetting self till the game is o're
And fighting for the team.



- Edgar A. Guest (1881-1959)



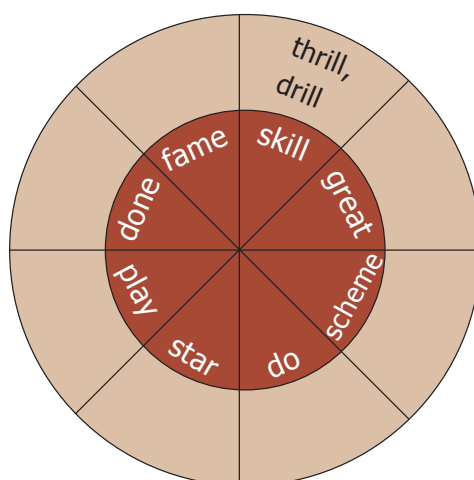
About the Author.

Edgar Albert Guest began his illustrious career in 1895 at the age of fourteen when his work first appeared in the Detroit Free Press. His column was syndicated in over 300 newspapers, and he came to be known as **"The Poet of the People"**. Guest was made **Poet Laureate of Michigan**, the only poet to have been awarded the title. His poems often had an inspirational and optimistic view of everyday life.

GLOSSARY

Deed	- Act; Achievement
Scheme	- Plan
Fame	- Glory
Mate	- Companion; Partner
Spirit	- Will; Determination
O're	- A(poetic)abbreviation for 'over'

A. Read the poem aloud and fill in the wheel with its rhyming pair. Also try giving your own rhyming word. One is done for you.



B. Fill in the table.

Contraction is a shortened form of a word or group of words, with the omitted letters often replaced in written English by an apostrophe (').

It's	It is
Doesn't	
There's	
	You will
That's	
	I have
He'd	
Aren't	
	He has
Won't	
	Can not



C. Answer the following questions.

1. What qualities are needed to play a game?
2. What helps one win the game?
3. How is team spirit created?

D. Read the lines and answer the questions given below.

1. *It's helping your fellowman to score
When his chances hopeless seem;
Its forgetting self till the game is o're
And fighting for the team.*

- a) What does 'it' stand for here?
- b) Write the rhyme scheme for the above lines.

2. *They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;*

- a) Whom does 'they' refer to?
- b) Which line talks about team spirit?
- c) Pick out the rhyming words from the given lines.



E. Pair work. Discuss with your partner and list out any five team games.

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



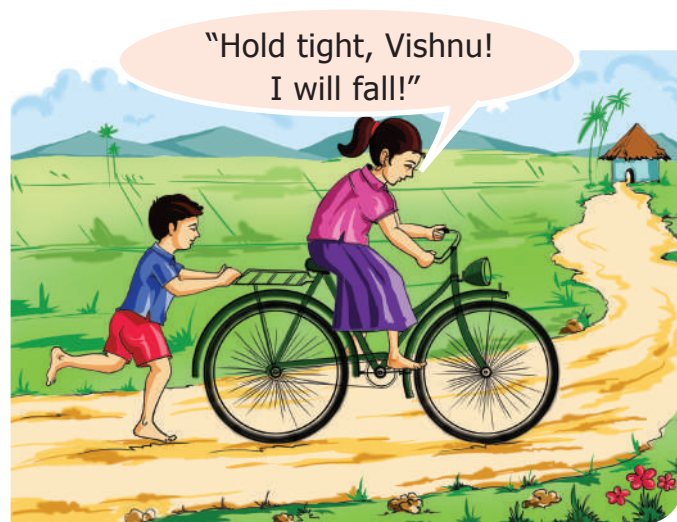


Supplementary

Think To Win

The bicycle **wobbled** as ten-year-old Rucha leaned forward in the seat and pumped the pedals. "Hold tight, Vishnu! I will fall!" she shouted to the boy who ran behind, steadying the bicycle. For the past two weeks he had been teaching her to ride. "Don't worry, Ruchaji, you are doing well," he puffed. For a few moments he let go off his hold and Rucha was on her own. Of course, she did not know it and rode along smoothly. "Vishnu, stop the cycle. I want to get off," Rucha called. "Use the brake!" Vishnu called out. His voice came from some distance away and, Rucha realised that he was not holding the bicycle any more.

"I WILL FALL!" she **wailed**. And, before Vishnu could reach her, the bicycle wobbled, tilted to one side



and Rucha was deposited into a bush. Shaken but unhurt, Rucha cried **angrily**, "I told you to hold tight. I told you I would fall!" she glared at Vishnu. "But, Ruchaji, you were riding quite well and anyway you have to learn riding without someone holding the cycle, isn't it?" Vishnu explained. "See I fell, didn't I?" Rucha would not be pacified.

She **stormed** into the house to complain. "You fell. Doesn't matter," said her mother calmly. "We all do when we are learning to ride a cycle. At least you are not hurt." "The bicycle is too big for me," Rucha complained. "When I am in the seat, my toes **barely** touch the ground." Her mother explained to her that she found nothing wrong with it. Riding a cycle of that height was right for her. After all, she was growing up! "Mummy, may I ride the bicycle?" asked Seema, Rucha's sister, younger to her by three years.

"No, Seema, you cannot," Rucha cut in before her mother could answer. "When it is so high for me, how can you sit? You are much shorter." No amount of pleading helped.



There was a considerable contrast between the two sisters. Rucha was very protective of her younger sister. She was overprotective with her. Rucha herself had been overprotected. She seldom did things **rashly**. Even in running and playing, she would be conscious of her movements. Seema, on the other hand, was bold and prone to taking risks.

Next week, inter-house badminton matches were to be held in the school. Rucha was in the senior team. She gave up other activities and practised with her friends. "Rucha, **hit harder**," they told her on the day of the match.

Aruna, a very good player of their house, was expected to win. And she did. Rucha and her opponent were almost evenly matched and Rucha lost the game by a couple of points.

Their house stood second in the overall tally. "I can't seem to win," said Rucha remorsefully. "You played all right," Aruna consoled her. "The time when your opponent was at the net, if you had hit just a little harder over her head, you could have won that point."

"I know, I know," replied Rucha, "but somehow I always make such mistakes."

"You must practice more. That is all," Aruna told her.

"I suppose so," Rucha replied **glumly**.

"Cheer up now," Aruna told her. "At least you tried. I say, the inter-school sports meet is coming up. You are in the school's relay team, aren't you?"

"I will probably make everyone lose the race," Rucha said, still gloomy.

"Don't think that way," Aruna pleaded with her. "You run fast. We need you."

Rucha finally agreed to stand in if no better person could be found. Meanwhile, she would train with the rest of them under the new PT instructor, Prakash Sir.

He was very **enthusiastic** about sports and drove the children hard—praising, scolding, correcting but mostly encouraging them.

"Rucha, you are nimble and light. You can do better than that," he told her often.

"How can I do that?" Rucha confided to Aruna. "I will most probably fall."

"Don't be silly. We are all trying to better ourselves. You must try too," Aruna told her.

"**Springfields** have a very **FAST RUNNER** in their team." Shabnam, their teammate informed them. "Has anyone heard about her? It seems they call her P.T. Usha!"





Prakash Sir overheard this conversation. He took a quick decision. "The girls' relay team, gather here in five minutes," he called out. All the girls came together. "Girls, I have been watching you all. You need some more practice, more time on the field. You are not doing enough," he told them. **VOCIFEROUS** protests greeted this. "All right, all right, girls, calm down," he held up his hands, placating them. "Tell me, what is your goal. To **WIN** the race, isn't it? Not just to make an attempt. To win! Are we agreed?"

The girls murmured their assent.

"I know you have been training. You just need to give a little extra push to your efforts to win. I know all of you have it in you," he told them.

"Right, let us start with these exercises." He showed them exercises that would allow their legs to stretch more, stride faster. Then he trained them in the skill of passing the baton without losing speed. "Don't slow down when you near your next team member,"

Prakash Sir said, "Maintain your **speed** while passing your **baton**. Only when the baton has left your hand, you slow down. Do you understand? And you, who are going to receive the baton, also keep in motion, jogging. All right enough for today. Report to me same time tomorrow again." Then turning to Rucha, he said, "I want a word with you. You are apt to slow down after starting well," said Prakash Sir. "Don't do that. Maintain your speed," he advised her.

"Sir, I am not very good," Rucha said dolefully.

"No self-doubts, Rucha! This is exactly what I have been wanting to tell you. You must have a **POSITIVE ATTITUDE**. Don't even think of losing. See yourself winning! Think to win! Only to win! You can do it, I can feel it." Rucha went home with Prakash Sir's words ringing in her ears.

The next few days he saw the girls training extra hard. Prakash Sir was never far, even as he trained other children.

The day of the sports meet **DAWNED** and the children piled into buses to reach the venue. There was laughter and a great deal of joviality as Prakash Sir had seen



to it that they were fit and relaxed as well. The stadium, where the meet was being held, bustled with great activity. Children from several schools were moving around checking out the different venues where particular events were to be held. Prakash Sir collected the schedule and gave the girls **appropriate** instructions. The Principal of the host school inaugurated the meet with a short speech and also introduced the participating schools. Then the events started. Rucha and most of the other children of their school easily got through the heats to enter the finals scheduled for the following day. The next morning, after a few individual events, it was time for the girls' relay race. Four schools had entered the finals. Rucha, Aruna, Shabnam and Neelam were Team B.

Prakash Sir gave them final words of encouragement.

"Girls, you are a good team. You can win! Go ahead and show your **mettle!** Good luck."

Shabnam, a tall girl, was their first runner. She would pass the baton to Neelam, Neelam would pass it to Aruna, and Aruna to Rucha, who would be finishing the race for them. The **whistle** blew and the first runners were off. With her long strides, Shabnam gave the team a marginal lead. But by the time Neelam had passed the baton to Aruna, both Team A and D had drawn level with her. Then, the runner of Team D fumbled and dropped the baton. Aruna ran for all she was worth, just managing to keep abreast of the runner of the Team A.



Finally, the baton was in Rucha's hand. She had already noted with dismay that she was pitted against 'P.T. Usha' of Team A.

'Just my luck!' the thought had flashed through her mind. She had quickly put that thought aside, and when the baton was passed to her, she was more than ready. She heard the shouts of her schoolmates, "Rucha, come on! Ru...cha! Ru...cha!" Out of the corner of her eye, Rucha saw 'P.T. Usha' trying to overtake her.

FLEETLY, she thought, 'Not again!' Then Prakash Sir's words came to her: 'Think to win!' The next

moment, Rucha was conscious of nothing except the tape at the finishing line which she had to reach. Totally absorbed, she ran, she lost track of time and distance.

She ran on, not conscious of the fact that the race was over till Aruna called out to

her, **"Rucha, you have won!"**

"We have won!" And she was hugging and kissing her. Prakash Sir was beaming at her and everyone was applauding her. Even 'P.T. Usha' came over to shake her hand.

"I thought I was fast, but you were simply **superb!**" she shook hands with her. It is always a proud moment for the winner of a medal when she is called to the victory stand, but for Rucha, it had a double meaning. She had overcome her hesitations and denials. She could win whenever she chose to!

-LATA KAKU



A. Choose the correct answer.

- "Girls, you are a good team."
Which team do the girls belong to?
a. Badminton b. Hockey c. Relay d. Volleyball
- Springfields is the name of a _____.
a. team b. house c. company d. school
- The inter-school sports meet refers to competitions among the _____.
a. teams of the same school b. schools in the locality
c. schools in neighborhood d. schools from other districts
- Seema is Rucha's _____.
a. friend b. teammate c. younger sister d. opponent
- Order the names of the members in Team B relay event. Shabnum was followed by
a. Neelam, Aruna, Rucha b. Aruna, Rucha, Neelam
c. Neelam, Rucha, Aruna d. Aruna, Neelam, Rucha



B. Answer the Following.

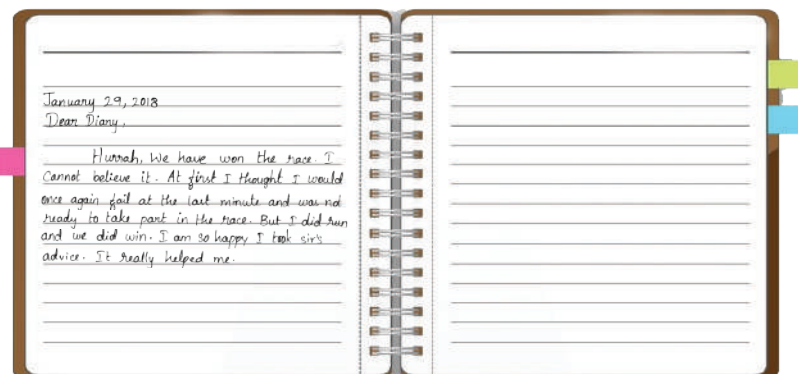
- How does Rucha differ from her sister?
- 'Springfields has a runner and they call her P.T. Usha'. Why did they call her so?
- Describe the qualities of the new P.T. Instructor Mr. Prakash.
- What words were ringing in Rucha's ears when she was running in the relay?
- What did Rucha finally realise about herself?

C. Read the given lines and answer the questions.

1. *His voice came from some distance away and, Rucha realized that he was not holding the bicycle any more. "I will fall! I will fall!" she wailed.*
 - a. What was she afraid of?
 - b. Was the boy closely following her?
2. *For the past two weeks he had been teaching her to ride.*
 - a. Who was teaching whom?
 - b. What was he teaching?
3. *Even 'P.T. Usha' came to shake her hand. "I thought I was fast, but you were simply superb!" she shook hands with her.*
 - a. Who does the word 'you' refer to?
 - b. What quality of the speaker is revealed?

D. Think and answer.

Imagine you are Rucha and make a diary entry on your feelings about the day's happening and your victory. The start is given. Complete the diary.



E. Discuss in class.

- How did Rucha overcome her self-doubts? How can shyness and fear be overcome?

F. Role play.

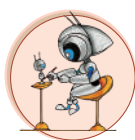
- Work in groups and enact the story.

Select the character you are going to impersonate.

- Read the story carefully.
- Prepare your dialogue.

- Co-ordinate with your group.
- Present your skit to the class.

PROJECT



G. Prepare a collage on different sports and present it in the class.

CONNECTING TO SELF



Together Everyone Achieves More (TEAM).

KEY TRAITS FOR WORKING IN A TEAM



Positivity

Believe in yourself.

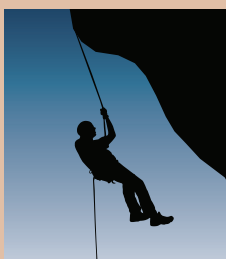
Take part in competitions, prayer activities, etc.,

1

Communication

2

Interact with your classmates, team mates, and teachers at the right time.



Dedication

Put your heart and soul into whatever you do, to turn your dreams into reality.

3

Willing

4

Never let an opportunity slip by.

Take part in scholastic and co- scholastic activities willingly.



Adaptability

Adapt yourself to the changing needs.

Make use of the technology available for learning.

5

Discuss: Have you ever employed any of these qualities in your daily life?
Share your experience.

STEPS TO SUCCESS

Identify the sport name from the given wuzzles. One is done for you.

AT LET ✓✓✓✓✓✓ <input type="text" value="ATHLETICS"/>	SSSSSSSSSS MATCH <input type="text"/>	SKATING <input type="text"/>
COUNTRY COUNTRY <input type="text"/>	BALL <input type="text"/>	ATHALON ATHALON ATHALON <input type="text"/>

Find the odd one out.

eg. Weight lifting, Boxing, Silambam, Fencing

1. Hide and Seek, Kho-Kho, Tennikoit, Kabaddi
2. Badminton, Cycling, Tennis, Squash
3. Trapeze, Throw Ball, Bowling, Goalball
4. Snooker, Polo, Five Pins, Carrom Board
5. Cricket, Base Ball, Hockey, Basket Ball

Weight lifting

LEARNING LINKS AND REFERENCES

E-links	1.	https://www.kheloindia.gov.in
	2.	https://www.india.gov.in/topics/youth-sports/games
	3.	https://www.womeninsport.org
	4.	https://www.olympic.org/women-in-sport-commission
	5.	https://www.independent.co.uk/sport/the-50-most-influential-women-in-sport-the-full-list
	6.	https://www.womenssportsfoundation.org
	7.	https://ngwsd.org
Books	1.	Ranji's Wonderful Bat & Other Stories - Ruskin Bond
	2.	Sports Magazines

Pioneers in Sports

National School Games 2017-2018



Taekwondo



V. Ishwarya
N.L.C.G.Hr. Sec. School
Neyveli.
under 17, above 68 kg



V.S. Ajeitha Sri
N.L.C.G. Hr. Sec. School
Neyveli.
under 17, above 49-52 kg



S. Rajamanickam
Govt. Hr. Sec. School
Perambalur.
under 19, above 40-42 kg



G. Sneha
Govt. Hr. Sec. School
Selam.
under 19, above 42-44 kg



Lawn Tennis



Volleyball





ICT CORNER

Sport Stars

Experience the thrill of playing sports word quiz game.

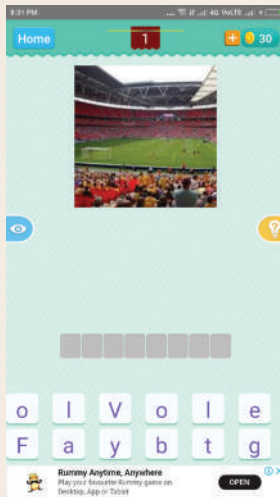
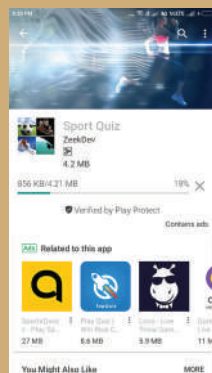


Figure 1: Screen shot of the 'sports quiz' game

Procedure:

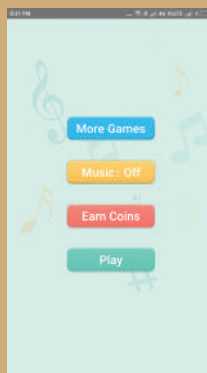
- Step-1 : Scan the QR code and install the game from Android play store.
- Step-2 : Open the game and click play to start.
- Step-3 : Look at the picture clue. Drag and drop the letters to coin the name of the sport.

Steps to install the game from play store



Step 1

Figure 2: Type the word, 'sports quiz' in the search bar of the Android play store



Step 2

Figure 3: Install the game and click play to start playing



Step 3

Figure 4: Drag and drop the letters according to the picture

Language Activity:

- Collect the names of different sports by playing this quiz.
- Talk about your favorite sport in the class.

Learning Objectives:

1. To know different sports.
2. To develop speaking skill.

URL:

<https://play.google.com/store/apps/details?id=com.zeek.sportquiz>



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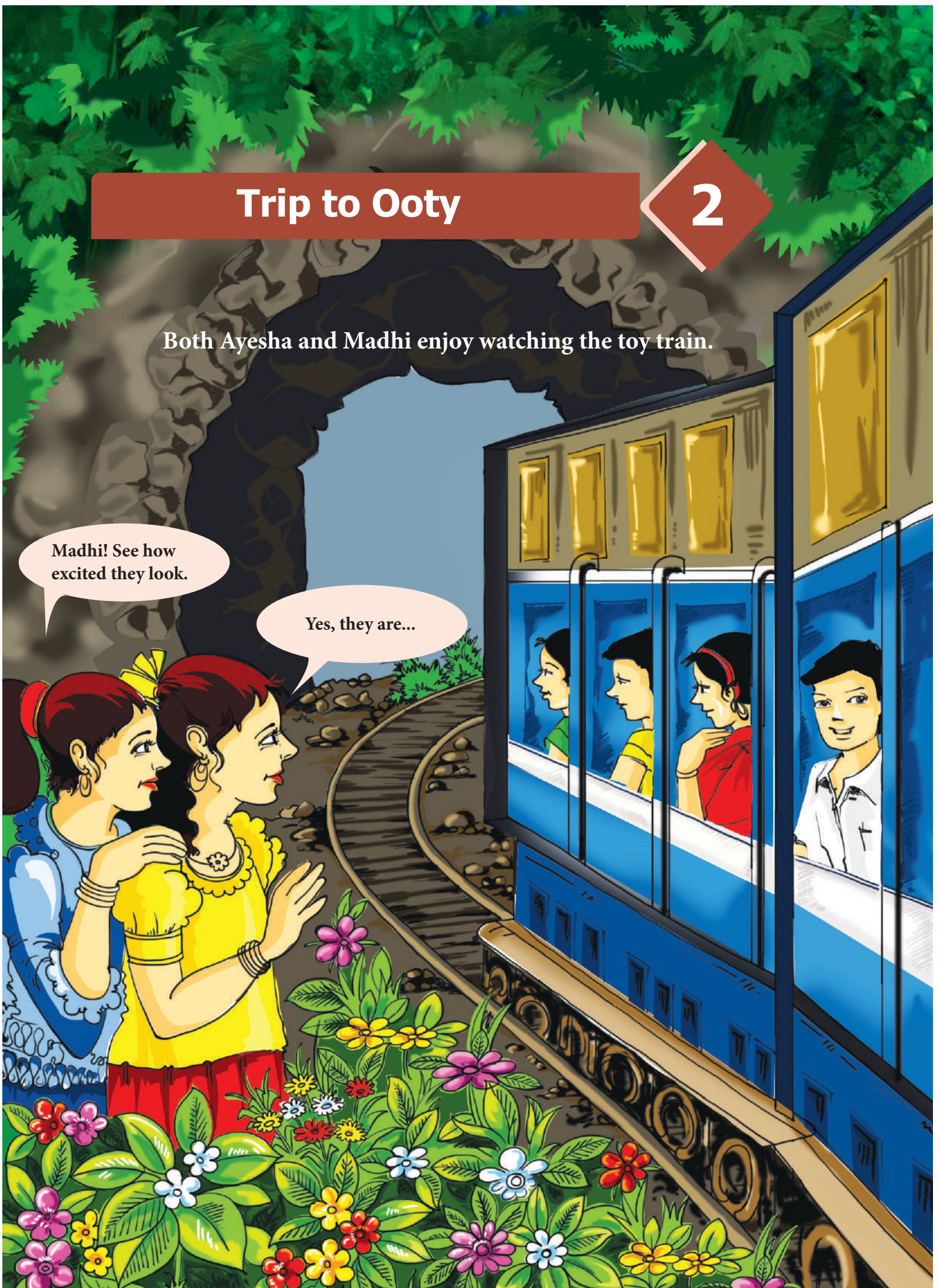
Trip to Ooty

2

Both Ayesha and Madhi enjoy watching the toy train.

Madhi! See how excited they look.

Yes, they are...

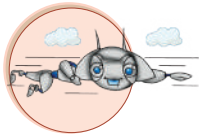


2

Trip to Ooty

Prose

WARM UP



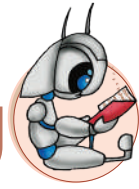
Work in groups. Look at the pictures. Describe them.



Now, discuss the following questions in pairs and share your ideas with the class.

1. Where would you like to go for a picnic?
2. Would you like to go with your friends or parents?
3. How do you prepare yourself for a picnic?
4. Why do we arrange educational trip in schools?

READING



Section I

Listen to your teacher reading the first part of the letter.



Coimbatore
20.11.2017

Dear Malli,

Thanks for your letter and it was great to hear from you. You asked me to tell you about my trip to Ooty with my friends. I had the most wonderful time. Twenty girls and boys from class six went on the trip. Our class teacher Geetha madam and two others took us.

My grandmother has told me about the beautiful journey to Ooty by the toy train many times. She said that it was a spectacular trip up and down the slopes with birds and trees dancing along. Ooty is so close to Coimbatore but I have never been there nor seen that train. So I was really thrilled when the school arranged this trip. You can imagine how excited I was when I stepped into the toy train with my friends.

I looked around at the wooden chairs with cushioned seats and oil painted walls as I put my bag on the **mesh** of the luggage rack. I was bubbling over with excitement.



"Hi Fatima, isn't this fun?" I called out as my friend came into the compartment. "Come, sit here. I have kept a seat for you. You can keep your bag next to mine. What have you brought to eat?" "Parotta and delicious chutney. Did you see the train? It's so beautiful!" Fatima replied.

Our teacher, Geetha madam, came around to see if everyone was seated properly. "The train is about to leave so take your seats everyone," she said. Just then the train started with a jerk. It moved very slowly, leaving the station with a long hoot. Everyone clapped. The train went **snaking** up the steep hillside, weaving its way through forests of tall trees **swaying** in the breeze.

One of the boys, Muthu, said, "It is going so slowly, I can walk along its side." And he got up to go to the door.

From the other end the teacher saw him and said in a firm voice, "Muthu, go back to your seat at once." The girls **sniggered** and Muthu sat down with a long face.

Read the following questions and answer them.

1. Where did the boys and girls go?
2. Why did Muthu say that he could walk along its side?
3. Why did the girls snigger?

GLOSSARY

Mesh	-	Material made of a network of wire or thread
Swaying	-	Moving slowly or rhythmically
Snaking	-	Moving like a snake
Sniggered	-	Laughed in a half suppressed way





Section II

Read this section of the letter on your own. Underline the sentences that tell you about the scenes outside. Describe it to the class.

The scene outside was beautiful with the purple-blue mountains forming a lovely backdrop to the green fields and tea estates. Monkeys were racing all along the tracks. Some were in groups and some had babies **clinging** onto them.

"Look Fatima, doesn't that monkey look cute holding on to its mother's stomach?" I pointed excitedly. The monkeys were really bold. One of them tried to **snatch** a banana that a girl had in her hand, as she leaned out of the window to look at the train curving behind on the track. She let out a **scream** and moved back. Now it was Muthu's turn to snigger.

I looked **entranced** at the misty clouds which covered the mountains and moved in and out of the forests. It looked just like a dream sequence in a movie. Fatima pointed to a bubbling stream with a small waterfall.

"Look Merlin, can you see that bird there? It is such a pretty blue and has such a lovely crown," she said. Just then the train stopped suddenly with a **thud**.

"Oh, what happened?" asked a boy. "Hey, why has the train stopped?" shouted another passenger.

But, nothing could stop Muthu. He and his friends were the first to step out to see what had happened. Geetha madam tried to stop the children running out but they were too excited and begged to be allowed to go out. In the end the whole compartment stepped out. And what a sight greeted their eyes!

Discuss and answer the following questions.

1. Why did the girl scream?
2. Why did Muthu and his friends step out of the train?
3. Describe the beauty of the blue mountain.

GLOSSARY

Clinging - Fitting closely to the body

Scream - Cry in a high pitch

Snatch - Quickly seize (someone) in a rude or eager way

Entranced - Filled (someone) with wonder and delight, holding their entire attention

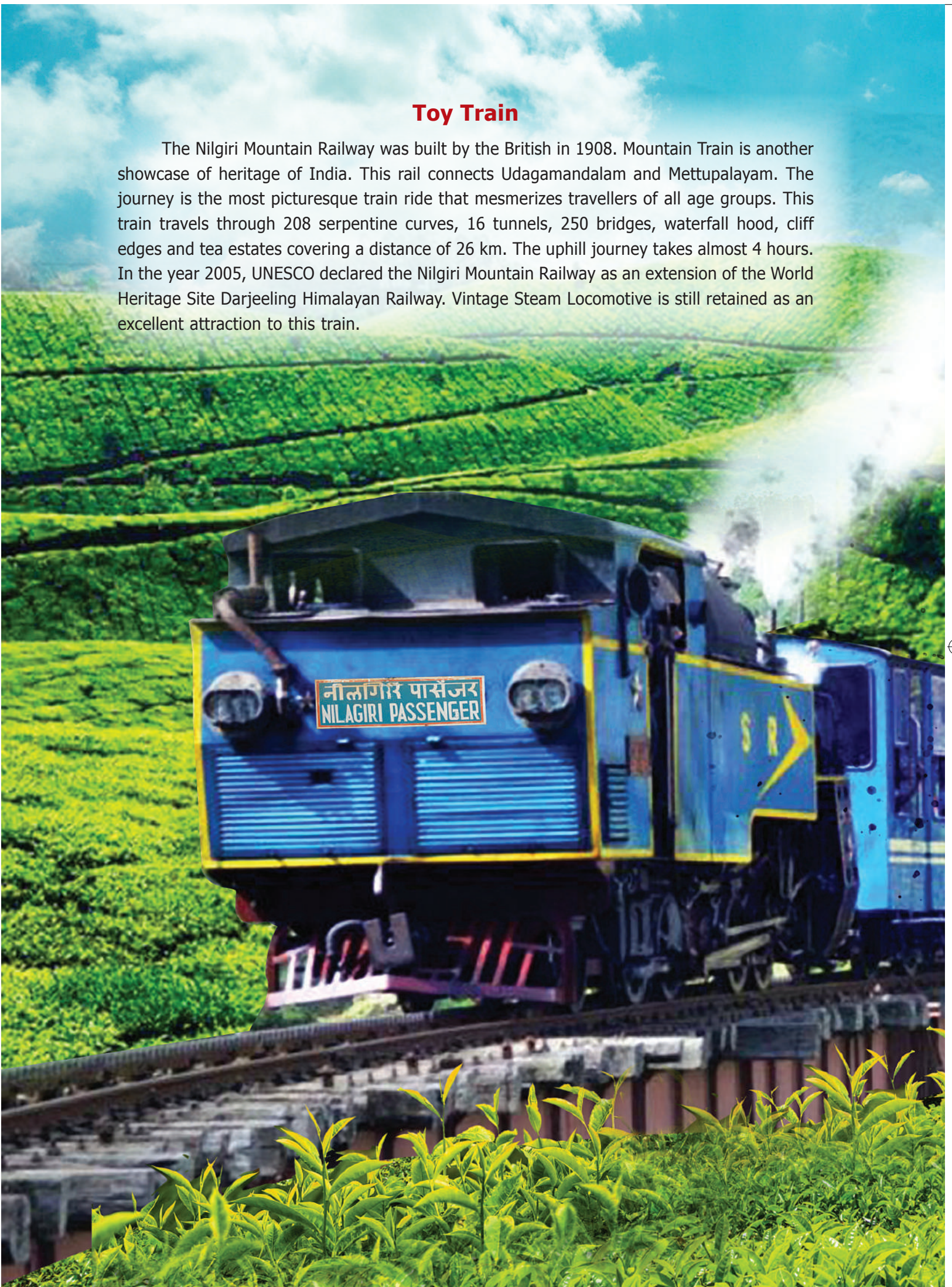
Thud - A dull sound, as that of a heavy object striking a solid surface





Toy Train

The Nilgiri Mountain Railway was built by the British in 1908. Mountain Train is another showcase of heritage of India. This rail connects Udagamandalam and Mettupalayam. The journey is the most picturesque train ride that mesmerizes travellers of all age groups. This train travels through 208 serpentine curves, 16 tunnels, 250 bridges, waterfall hood, cliff edges and tea estates covering a distance of 26 km. The uphill journey takes almost 4 hours. In the year 2005, UNESCO declared the Nilgiri Mountain Railway as an extension of the World Heritage Site Darjeeling Himalayan Railway. Vintage Steam Locomotive is still retained as an excellent attraction to this train.





Section III

Read this section of the letter silently. Discuss with your partner and describe the incident.

There was a cute baby elephant sitting on the track! The mother elephant was nearby **trumpeting** loudly. The engine driver tried to **coax** the baby off the track with a bunch of bananas. The mother didn't let anyone near the baby. So, people stood around trying to make the baby move by making all kinds of sounds. The baby just sat there looking frightened and the mother kept trumpeting.



Finally, Muthu, the naughty boy of the class, went up to the baby with a bunch of bananas. Just as it moved to eat it, he moved backwards. He kept doing this till the baby was out on the side of the tracks. Luckily, the mother too, stopped trumpeting and watched the whole show. Everyone cheered as the baby started eating the bananas. Many bunches of bananas were piled near the baby and the mother. As they were eating, everyone got into the train and it left after a delay of half an hour. Geetha ma'am had told us that we would see elephants if we were lucky!

"Madam wouldn't have imagined we would see a wild elephant this close!" said Fatima.

It was such a fantastic trip. On a normal fast train ride, we do not notice the scenery or the landscape. It rushes by so fast. But slowly **chugging** up and down the beautiful mountainside was different. I will never forget the wide, wind-swept tea estates, cloud covered mountains or the swaying trees. It was enchanting to listen to the **murmur** of streams and waterfalls and musical bird calls. We even saw an elephant and its baby! Our whole group was so excited by the trip and they still talk about it.

Your loving friend,
Merlin

Think and answer.

1. What made the trip a memorable one?
2. What does the phrase 'presence of mind' mean? Explain the phrase using Muthu's action.
3. What is the difference between this toy train and a normal train?

GLOSSARY

Trumpeting - Making a loud noise

Chugging - Move slowly making regular muffled sounds, as of an engine running slowly

Coax - Persuade (someone) gently to do something

Murmur - To make a low, continuous, indistinct sound; grumble

READ AND UNDERSTAND

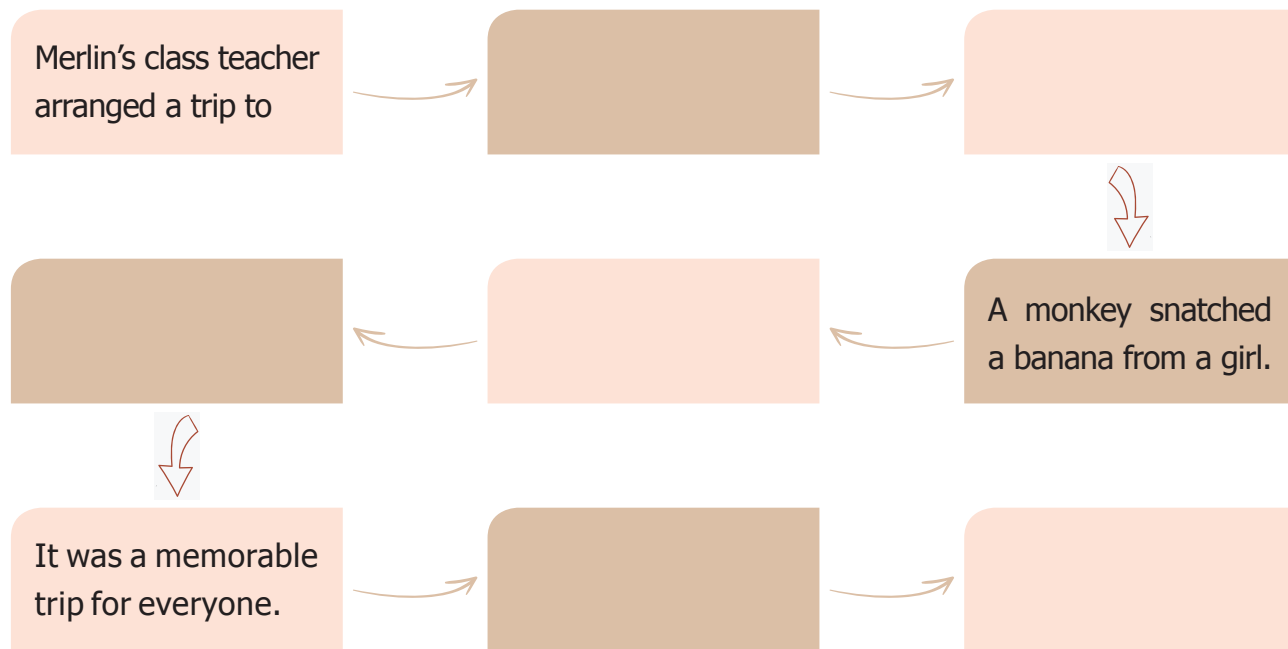


A. Choose the most appropriate option.

1. Merlin was thrilled when the school arranged the trip because _____.
 - a. Geetha madam arranged the trip
 - b. She had heard about the beautiful journey by the toy train
 - c. She wanted to visit Ooty
 - d. She loved to go with her friends
2. The teacher asked the children to take their seat because _____.
 - a. the children had to take their breakfast
 - b. she wanted to check whether all the children were present
 - c. the train was about to move
 - d. the train was about to stop
3. Geetha madam couldn't stop the children running out of the train because they _____.
 - a. wanted to relax themselves
 - b. wanted to see what had happened
 - c. were getting bored sitting inside the train
 - d. wanted to enjoy the beauty of nature
4. The people were making all kinds of sounds because _____.
 - a. they wanted to move the baby elephant out of the track
 - b. they were afraid
 - c. they were confused
 - d. someone stopped the train

5. We do not really see the landscape from a normal train because the _____ .
- train travels along the city
 - train never passes through such places
 - windows are closed
 - train travels too fast

B. Recall Merlin's memories and complete the story map.



C. Narrate the story based on the story map.

D. Write the story in your own words.

VOCABULARY



E. Complete the words by reading their meaning.

- s_e_ta_u_ar - eye catching
- _x_i_e_ - thrilled
- d_l_c_ _ _s - tasty
- s_re _ _ - shout
- f_i_h_e_ _d - afraid



A **syllable** is a unit of sound in a word. Each unit consists of a vowel sound.
Example: The word 'water' has two syllables 'wa' and 'ter'.

F. Now, try splitting each of these words into syllables.

Wonderful	
Behind	
Bananas	
Excitement	
Snatch	
Windows	
Thud	
Everyone	

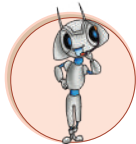
*LISTENING



G Listen to your teacher reading a passage on Udhagamandalam – the Queen of Hill Stations. Tick the appropriate answer.

- Udagamandalam is located in the Western Ghats zone at an altitude of _____.
a. 2045 m b. 2240 m c. 2234 m d. 2040 m
- Centuries ago Udagamandalam was called _____.
a. Ooty b. Otacamund c. Oththai-Kal Mandu d. Mund
- The maximum summer temperature of Udagamandalam is _____.
a. 10°C b. 21°C c. 25°C d. 20°C
- Udagamandalam was inhabited by tribals called _____.
a. Toda b. Irula c. Mund d. Britons
- Ooty was the Summer Capital of the _____ during the British Rule.
a. British b. Todas c. Tourists d. Madras Presidency

SPEAKING



H. Travelling can help a person to understand and appreciate different places. Discuss in groups and talk about the places you have visited recently. Present your experiences to the class.

*** Text for listening is in page number : 140**



H. Look at the picture of a village festival carefully. Talk about the activities that are going on by using the hints given in the help box.

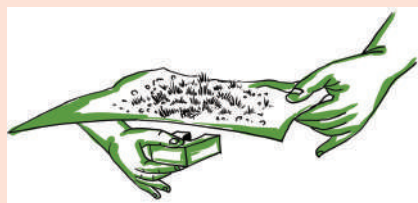
About the place and the people — what is happening: what do the children and the adults do? – kind of shops – performances



PICTO GRAMMAR

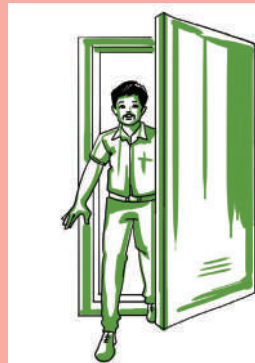


SIMPLE PRESENT TENSE



Past Present Future

Magnet attracts iron.



Past Present Future

He opens the door and enters the room.



Past Present Future

Kanyakumari Express
departs at 5:15 p.m.



Simple Present Tense

- a. Facts that exist at all times: Magnet attracts iron.
- b. Permanent situation: I live in Chennai.
- c. Expressing actions happening now: He opens the door and enters the room.
- d. Habitual actions: Ravi goes to school at 8:30 a.m.
- e. Future reference: Kanyakumari Express departs at 5:15 p.m.
Venkat will leave the class as soon as Anbu arrives.

PRESENT PROGRESSIVE TENSE



Past Present Future

You are always disturbing me.



Past Present Future

My grandfather is reading
the newspaper now.

Present Progressive Tense

- a. Unfinished Actions Now : My grandfather is reading the newspaper now.
- b. Annoying Habits : You are always disturbing me.
- c. Definite Future Plans with time word: The Prime Minister is visiting
Chennai tomorrow.

J. Read the sentences given below. Does the action happen every day or is it happening at this moment?

1.	Deepa waters the plants every morning.	
2.	A triangle has three sides.	
3.	Sandhya is writing a letter.	
4.	The children are playing in the garden.	
5.	I go to school regularly.	





K. Read the sentences given below and circle the verbs appropriately.

1. Children **like/likes** ice-creams.
2. Birds **is flying/are flying** in the sky.
3. The doctor **is treating/ are treating** the patient.
4. Our school **is commencing/commences** at 9.00 in the morning.
5. The florist **sell/sells** flowers on the street.

L. Vimala and Srinath have met after a long time. Read the conversation given below and complete the dialogue. Role play the situation with your own words.

Vimala : Hello Srinath, I haven't seen you for a long time. Where are you rushing off?

Srinath : _____ hospital.

Vimala : Why are you going to hospital? Are you ill?

Srinath : No, I _____ to see my friend.

Vimala : Oh! What happened to him?

Srinath : _____.

Vimala : Are you _____ tomorrow?

Srinath : Yes, I am free.

Vimala : You are in a hurry, meet you tomorrow. Take care.

Srinath : Ok! Bye.



SIMPLE PAST TENSE



Past Present Future

Merlin went to Ooty last week.



Past Present Future

Once there lived a farmer. He had four sons.

Simple Past Tense

- a. Completed action: Merlin went to Ooty last week.

Shakespeare wrote 'The Tempest'.

- b. Actions in stories: She boarded the train and looked for her friends.





PAST PROGRESSIVE TENSE



Past Present Future

When I entered the room, the telephone was ringing.



Past Present Future

Malathi was watering the plants all day.

Past Progressive Tense

- Overlapping action: When I entered the room, the telephone was ringing.
- Past habits: Arun was eating a lot of junk food those days.
- Emphasis of length or duration: Malathi was watering the plants all day.
- Recalling the past: It was raining that day. I remember it well.

M. Sinduja is getting ready to sleep. She starts writing her diary. Help her complete it by using the verbs given in brackets.

(start eat have finish go reach)

- I got up at 7'O clock.
- I _____ breakfast.
- I _____ to office by car.
- I _____ to work.
- I _____ lunch at _____.
- I _____ my task at 7 p.m.
- I _____ home at 8 p.m.

N. Read the sentences carefully and fill in the blanks with suitable tense form of the verbs given in brackets.

- The doorbell rang, while I _____ (do) my homework.
- We saw an elephant, while we _____ (go) on a trip to Ooty.
- Mary fell asleep while she _____ (read) a book.
- The television was on but nobody _____ (watch) it.
- Baskaran hurt his hand while he _____ (cut) mangoes.



LANGUAGE CHECK POINT



☒ I have seen him yesterday.

☒ I will call you when dinner will be ready.

☒ I am getting up every day at 6 a.m.

☒ I am thinking it's an interesting book.



☒ I saw him yesterday.

☒ I will call you when dinner is ready.

☒ I get up every day at 6 a.m.

☒ I think it's an interesting book.



? The present perfect is a present tense. It can't be used with adverbs of past time.

? When the verb in the main clause is in the future tense, the verb in the subordinate clause should be in the present and not in the future.

? Habitual action should be in simple present tense.

? When using 'think' to express an opinion, do not use the continuous form of the verb.

WRITING



0. Read the informal letter given below.

Sender's address:

15, Beach Road

Kanyakumari

Date: 10th July 2018

Salutation: Dear Rosy,

Body of the letter:

How are you? I am fine. I couldn't write earlier, because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow.

A boy called Sundar lives next door. He likes animals not just like we do but even more. He says he is going to be a Vet when he grows up.



I am still thinking about being a writer. Do you want me to send the story I am writing. It is all about Ooty – the Queen of Hill Stations.

Write soon. I am looking forward to hear all your news.

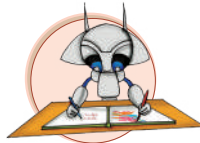
Subscription: Yours lovingly

Signature : Mangai

Now write a reply to Mangai.

Sender's Address	
Date	
Salutation	
Body of the letter	
Subscription	
Signature	

CREATIVE WRITING



P. The Pooja holidays are about to start. Prasanth and Deepak are friends. Both their families have planned to go on a trip to Munnar. Develop a conversation on how they plan for their trip.

Plan:

- How many days for the trip?
- What mode of transport to use?
- Which route to take?
- Which hotel to book for the stay?
- What are the tourist spots to be visited?
- What are the things to be packed for the trip?





Poem

From A Railway Carriage

WARM UP



Read the title.

- What do you think the poem is about?
- Have you been on a train?
- Close your eyes and think about the moving scene outside a train window.
- Take turns in class to describe one image that crossed your mind.

eg. I saw a tea vendor run past the window; I saw tall trees flash past...

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road,
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone forever!

- Robert Louis Stevenson

Robert Louis Balfour Stevenson (13 Nov 1850 – 3 December 1894) was a Scottish novelist, poet, essayist, musician and travel writer. His famous works are 'Treasure Island', 'Kidnapped', 'Strange Case of Dr. Jekyll & Mr. Hyde' and 'A Child's Garden of Verses'.



GLOSSARY

- Charge - To make a rush at or sudden attack upon a person or thing
- Clamber - Climb or move in an awkward and laborious way using both hands and feet
- Brambles - A prickly scrambling shrub of the rose family especially a blackberry
- Tramp - A person who travels from place to place on foot in search of work or as a beggar
- Stringing - Hang so that it stretches in a long line
- Lumping - Carry with difficulty
- Glimpse - See or perceive briefly or partially

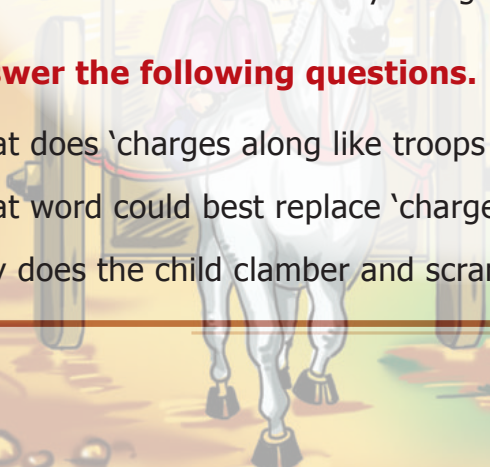
READ AND UNDERSTAND

A. Read the lines and answer the questions given below.

1. *Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;*
 - a. What is faster than fairies and witches?
 - b. Why does the poet mention 'bridges and houses, hedges and ditches'? Where are they?
2. *Here is a child who clambers and scrambles,
All by himself and gathering brambles;*
 - a. Where do you think the child is?
 - b. What does 'gathering brambles' mean?
3. *And ever again, in the wink of an eye,
Painted stations whistle by.*
 - a. 'In the wink of an eye' means very quickly. Explain 'painted stations whistle by'.
4. *Each a glimpse and gone forever;*
 - a. What is 'each' over here? Why is it gone forever?

B. Answer the following questions.

1. What does 'charges along like troops in a battle' mean?
2. What word could best replace 'charges' in the poem - marches, rushes or pushes?
3. Why does the child clamber and scramble?



C. Think and Write.

1. Write a paragraph about 50 words describing the scenes that the poet passed by.
2. There is a connection between the rhyming words and rhythms of the train. Present your views about it.

D. Fill in the blanks to complete the summary.

Ever since their introduction, _____, and their unique rhythms have _____ poets. In this poem the poet shares his experience _____ with us. He presents natural scenes seen from _____ a railway carriage. The _____ is regular and steady but _____ from the window of the train is constantly changing. The poem's rhythm and phrases bring _____ of a railway journey. The poet looks out of the window at the _____ images outside. Every line we see here is a quick account of something seen for _____. The line that best sums up is the final one: "Each a glimpse and gone forever!"

VOCABULARY



E. Find me in the poem.

1. I can help you to cross the river - _____.
2. I can border your garden - _____.
3. I can alert you - _____.
4. I can carry you - _____.
5. You can ride on me - _____.
6. You can climb on men - _____.
7. You can lay down on me - _____.
8. You can play with me - _____.

APPRECIATING THE POEM

F. Work in pairs.

A **simile** is a figure of speech that directly compares two things. **Similes** explicitly use connecting words such as 'like' and 'as'.

eg. 'as cool as'; 'like a child'.

1. Discuss with your partner and pick out the similes used in the poem. Which one do you like the most? Why?
2. Discuss with your partner and pick out the rhyming words from the poem.

CREATIVE WRITING



Cinquain Poem

- Brainstorm some interesting nouns, verbs and adjectives connected to travel.
- Pick out the most descriptive words from your brainstorming and put your cinquain together.
- Your cinquain should have five lines and the finished poem should have only eleven words.

A **cinquain poem** has eleven words arranged like this :

Line 1: A single word title -a noun.

Line 2: Two words that describe the title- adjectives.

Line 3: Three words that describe the action of the title.

Line 4: Four words that describe a feeling in a phrase.

Line 5: One word that repeats the title.

e.g.:

Train
long snaking
hooting, chugging, steaming
along the winding tracks
Procession

G. Pick out the nouns from the poem. Write as many Cinquain poems as you can.



Supplementary

Gulliver's Travels

Gulliver, a ship's doctor, took a job on a ship that was going on a long voyage. The voyage started well but soon things changed dramatically. The ship got caught in a violent storm and was thrown off course. Then it hit a rock and broke up completely. Six of the crew members, including Gulliver, got into a small boat and rowed until they were overturned by a big wave which came up suddenly. Gulliver was a good swimmer and he managed to swim till he reached land.



The coast appeared strange and lonely. Gulliver dragged himself along the shore. He looked for some people or houses. But there was no sign of life. Hungry and exhausted he fell on a patch of grass and fell into a deep sleep.



When Gulliver woke up he was lying on his back and the sun was in his face. When he tried to get up he found himself unable to sit up or move at all. Terrified and puzzled, he tried to turn his head. He found his arms and legs were securely tied with slender strings on each side and attached to pegs fixed on the ground. His hair, which was long and thick, was similarly tied down. He felt something moving along his body almost up to





his chin. To his surprise, he saw a human being not six inches high, with a bow and arrow in his hands, and a quiver at his back. Gulliver later learnt that these creatures were called Lilliputians. Startled by this sight, Gulliver cried out and soon managed to free his left arm. The frightened Lilliputians fired dozens of tiny arrows into his hand, face, and body until he once again lay down calmly. The Lilliputians then built a stage to Gulliver's side that was about a foot and a half tall, upon which an obviously important person stood and made a ten-minute speech to Gulliver in a language he could not understand.

By now Gulliver was really hungry. With gestures he signaled to the little people that he wanted food and drink. The Lilliputians first got Gulliver to promise to behave himself and then promised to get him some food. They soon brought baskets of meat and several loaves of bread, which he ate three at a time because they were so tiny. The Lilliputians also brought two barrels of drink, which he enjoyed, even though the barrels were smaller than a glass.

Gulliver was tempted, as he lay on the ground, to take up fifty of the small creatures in his hand and crush them, but he did not want to be pricked with arrows again, and he had promised to behave in exchange for good treatment.

After he had eaten, Gulliver promptly fell asleep because his drink had a sleeping draught in it. They then set about transporting Gulliver to the capital. They used a large platform with twenty-two wheels pulled by dozens of four-and-a-half-inch horses. They somehow managed to put him on the platform and dragged Gulliver down the road to the city. Suddenly Gulliver woke-up when the vehicle stopped. Two or three curious, young Lilliputians wanted to see how Gulliver looked when asleep. They climbed up into the engine, and advancing very softly to his face, put the sharp end of their half-pike into his left nostril. This tickled Gulliver's nose like a straw, and made him sneeze. As they started moving again, Gulliver saw that more than one hundred thousand Lilliputians had come out to see the strange giant. It was a carnival atmosphere and the Lilliputians seemed to be enjoying themselves, much to Gulliver's amusement. Finally, they arrived at the Emperor's palace. The Emperor was there to receive Gulliver. Gulliver was lodged in an old and disused temple. His leg was chained and he could only move about a little bit. After a few weeks, the Lilliputians and their Emperor decided that he meant them no harm. So Gulliver was set free to roam around Lilliput on condition that he would not harm them and would help them in whatever way he could. Gulliver agreed and was freed. He was provided with food and water, a house was built for him. Gulliver stayed with Lilliputians helping them in many ways. Once, it so happened, that the neighbouring kingdom of Blefuscu declared war on Lilliput. The king brought a hundred ships to mount an attack. The Lilliputians ran to Gulliver for help. The Emperor said, "Don't let us down now, Gulliver; we need your help."





Gulliver walked into the sea. He took a long rope, tied all the hundred ships together and dragged them in the water. Gulliver pulled the ships the whole day, going round and round until the army of Blefuscu was giddy and in no position to fight. The King of Blefuscu came begging for peace between the two kingdoms. The Emperor agreed. Gulliver was hailed as a hero and lived peacefully in Lilliput for many years.

Read and Understand

A. Read the following statements. Say True or False.

1. Gulliver was the captain of the ship.
2. One of the Lilliputians gave a ten minutes talk in Gulliver's language.
3. Gulliver took the small creatures in his hand and crushed them.
4. The horses were four and a half inches tall.
5. The war between the two kingdoms ended in peace.

A. Identify the speaker / character.

1. He felt something moving along his body almost up to his chin.
2. They somehow managed to put him on the platform.
3. "Don't let us down now, Gulliver; we need your help."





C. Choose the right option.

- Gulliver managed to reach the land as he was _____.
 - A doctor.
 - One of the crews.
 - A swimmer.
 - the captain.
- Gulliver was set free because the emperor _____.
 - was afraid of him.
 - confirmed that he was not harmful.
 - was a kind hearted person.
 - wanted to get something from him.
- Gulliver was hailed as a hero because he _____.
 - made the army of Blefuscu giddy.
 - fought with the army of Blefuscu.
 - drowned the army of Blefuscu in the water.
 - defeated the emperor of Blefuscu.



D. Discuss in groups. Retell the story in your own words. Each one should say one sentence.

You can begin like this:

Gulliver was travelling in a ship. One stormy night, the ship was wrecked...

E. Think and answer.

- How did Gulliver overcome the adversity?
- How should one react to adversity?
- Describe Gulliver's encounter with the army of Blefuscu.

PROJECT



F. Look at the traffic signals and write down the traffic rule against each signal.





CONNECTING TO SELF



G. Look at these pictures. Think of how you must behave when you visit these places. Discuss with your partner and complete the table.



Use dust bins.	Do not throw rubbish in public places.



STEPS TO SUCCESS

H. What is the logical sequence for these words? Tick the right option.

- e.g. 1. Leaves 2. Fruit 3. Seed 4. Flowers 5. root
 a. 2,4,5,1,3 b. 3,5,1,4,2 c. 1,2,3,4,5 d. 5,3,1,2,4

Ans: b

1. 1. Drive 2. Get in 3. Arrive 4. Park 5. Open door
 a. 2,1,3,5,4 b. 5,2,1,3,4 c. 3,4,5,1,2 d. 3,5,1,2,4
2. 1. Travel 2. Book 3. Plan 4. Confirm 5. Enjoy
 a. 3,2,4,1,5 b. 4,5,3,2,1 c. 1,2,3,4,5 d. 5,4,2,3,1
3. 1. Rest 2. Return 3. Supper 4. Go out 5. Visit
 a. 1,2,3,4,5 b. 4,5,1,2,3 c. 4,5,2,3,1 d. 5,4,3,2,1
4. 1. Check out 2. Pack 3. Pay bill 4. Vacate 5. Drive
 a. 3,4,5,2,1 b. 1,2,3,4,5 c. 5,4,3,2,1 d. 2,4,3,1,5
5. 1. Wait 2. Slow 3. Go 4. Stop 5. Get ready
 a. 2,4,1,5,3 b. 1,2,3,4,5 c. 5,4,3,2,1 d. 3,4,2,1,5

LEARNING LINKS AND REFERENCES

E-links	http://www.tamilnadutourism.org/
	http://whc.unesco.org/
	http://www.wwfindia.org/about_wwf/critical_regions/western_ghats2/about_the_western_ghats/
	tourism.gov.in/
	http://incredibleindia.org/
Books	Primer on Forest Biodiversity - P.S. Ramakrishnan
	Back to Nature - B.K. Trehan
	Forests and Forestry - K.P. Sagreiya



ICT CORNER

Gulliver Travels



Figure 1: Screen shot of the 'GULLIVER TRAVELS' game

Procedure:

Step-1 :

Scan the QR code and install the game from Android play store.

Step- 2 :

Click auto play to start the game.

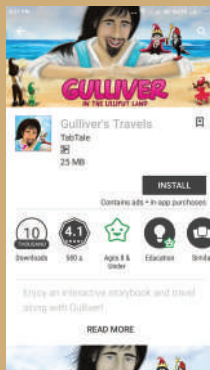
Step-3 :

Click on the interactive objects in each scene and have fun.

Step-4 :

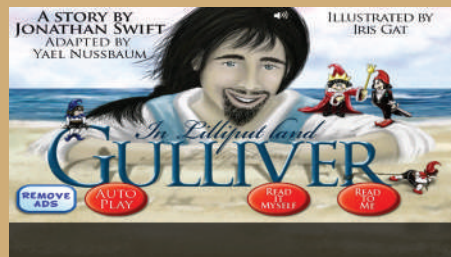
Proceed to **read it myself** and **read to me.**

Steps to install the game from play store :



Step 1

Scan the QR and install the game.



Step 2

Click auto play to start playing



Step 3

Click the fruits to feed Gulliver.
Click interactive objects in each scene and have fun.

Language Activity:

- Observe and write a description of each scene and present it to your class.

Learning Objectives:

1. To learn vocabulary.
2. To develop reading skill.



B438_6_ENG_T2

URL:

<https://play.google.com/store/apps/details?id=com.tabtale.gulliver>



Text for Listening

Unit 1



1. White water rafting

The icy Himalayan heights are the source of a major chunk of India's rivers. The complex network of rivers flowing through valleys and forests are just perfect for adventure sport like the white water rafting. Among the other regions in the country, the Garhwal and Kumaon region in Uttarakhand is regarded as the best location for a perfect water adventure. The most suitable period for this watery performance is between September-November and March- May.

2. Paragliding

Paragliding has a huge following all over the world and is the recreational and competitive adventure sport. It is a relatively new sport in India. The major paragliding sites in India are Himachal Pradesh, Uttarakhand, Rajasthan and Maharashtra. The flying season spans September to December and then March to June.

3. Skiing

Skiing is a big craze worldwide. Gulmarg in Kashmir offers one of the largest facilities for this winter sport. The best part is that the snow conditions remain excellent from December to April. Meanwhile, the slopes in Garhwal and Kumaon are also ideal place for skiing in the winter months. Auli in Garhwal is currently rated as one of the India's best skiing resorts.

4. Snorkeling and scuba diving

While the sky and the mountains provide you with a good amount of adventure, the underwater ecosystems promise a stunning world of mysterious beauty exhibited in its marine flora and fauna. The areas around the Lakshadweep, Andaman and Nicobar Islands as well as Bay of Bengal present water sport lovers' opportunities to delve and dive deep inside the ocean's depths and enjoy the marvellous sights they have to offer.



Unit 2

Udagamanadalam –the Queen of Hill Stations

Udagamanadalam is located in the Western Ghats zone at an altitude of 2240 m. It is the headquarters of the Nilgiri District, where the two mountain ranges meet. Udagamanadalam, popularly called Ooty by the tourist, is the Queen of Hill Stations. Centuries ago this was also called as Oththai-Kal [single stone] Mandu [Mund is a name of Toda Village]. The British started calling it as Ootacamund. Coffee and Tea Plantations and trees like Conifers, Eucalyptus, Pine and Wattle dot the hill side in Udagamanadalam and its environs. Summer temperature is maximum of 25°C and a minimum of 10°C. During the winter it is a maximum of 21°C and a minimum of 5°C. This area was inhabited by the tribals called Toda long before anybody ventured into this region. Curiously enough, this slice of paradise remained unknown even during the periods of the great Southern Dynasties. It was the British who ventured into the region during early nineteenth century. In search of cooler climates development and modernization took place after their arrival. This was the Summer Capital of the Madras Presidency during the British Rule.



It is the pride of the Blue Hills and centre of attraction. This was formed by Mr. John Sullivan, the then Collector of Coimbatore in the year 1824. This is located in an area of 65 acres. Fishing was the major activity in this place. In the year 1973, Tourism Development Corporation, Government of Tamilnadu, on behalf of the Tourism Department took possession of this place for Boating activity, which provides another thrilling entertainment for the tourists.



English – Class VI

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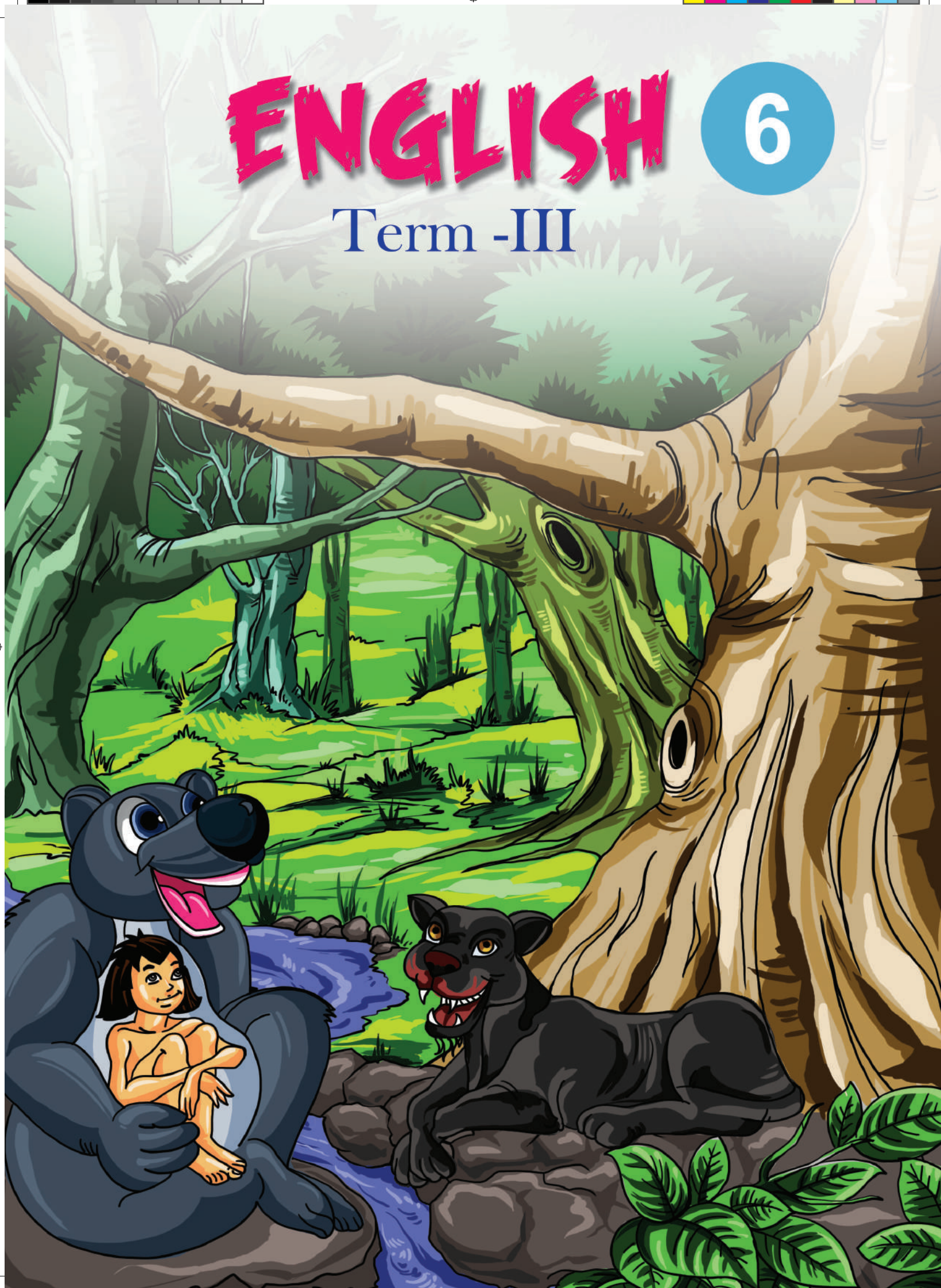
NOTES



ENGLISH

6

Term -III



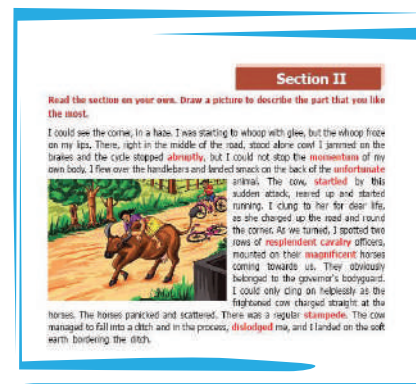
PREFACE

The English textbook for standard VI has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills .

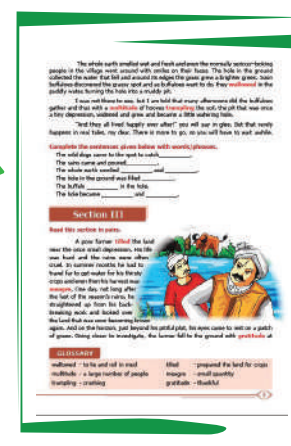
How to use the book

- The Third Term English Book for Standard VI has two units and a play.
- Each unit is planned for a month.
- Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.



- Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha and Madhi**.
- The **pictorial warm up page** will help activate students own knowledge and ideas of the topic.
- The **digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.





-



- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their writing skill.
- Students can be encouraged to present or display their writings in the class .

- 



- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success and Think and Answer sections.

- 



English

Key Features



Language Skills

Listening
Speaking
Reading
Writing



Salient Features

Connecting to self
Think and do
Steps to success
Language Checkpoint
Picto grammar



Language Enrichment

Literary Appreciation
Script writing
Creative Writing
Project Work
Learning Links



Digital Features



Digi Warm up
e-Glossary
Grammar Games
ICT Corner
Infographics

CONTENTS

UNIT	TOPIC	PAGE NO	MONTH
1. Prose	Who Owns the Water?	71	January
*Poem	Indian Seasons	81	
Supplementary Reader	A Childhood in Malabar: A Memoir	84	
2. Prose	That Sunday Morning	91	February
Poem	A Tragic Story	106	
Supplementary Reader	Brought to Book	109	
3. Play	The Jungle Book	116	March

*Memory Poem



E-book



Assessment



Digi Links

Unit - 1

Learning Objectives

This unit enables the students to:

- identify and recognise the nature of different seasons
- highlight the importance of water for survival of any living organisms
- understand the change of seasons at regular intervals in India
- realise the effect of natural calamities like storm and also get the awareness to overcome it
- understand the purpose of conjunctions and the usage of it
- read the text with correct stress and intonation and also learn the meaning of the unknown words by using dictionary
- enjoy reciting the poem rhythmically
- write a short paragraph on seasons using cohesive devices

Learning Outcomes

After learning this unit, the students will be able to:

- identify the different seasons
- compare the nature of different seasons
- value the importance of water for the survival of living organisms
- understand the different seasons occurring in India.
- become aware of the effect of natural calamities and act accordingly
- use the conjunctions appropriately between the sentences
- read the text with correct pronunciation, stress and intonation
- recollect the meaning of unknown words and use them accordingly
- recite the poem correctly with proper stress and intonation
- write small sentences cohesively to form a paragraph

Unit - 2

Learning Objectives

This unit enables the students to:

- learn new words and use the same in new context
- gain an understanding of the story and create their own humorous stories
- gain an understanding of adverbs
- develop poem appreciation skill
- develop the skill of making ethical choices in life

Learning Outcomes

After learning this unit, the students will be able to:

- ▶ identify the new words and understand their contextual meaning
- ▶ illustrate and summarize the story
- ▶ create their own hilarious stories based on the pictures given
- ▶ define what is an adverb and distinguish between an adverb and an adjective
- ▶ identify the poetic devices used in the poem
- ▶ debate and discuss on what is morally acceptable and what is not

Unit - 3

Learning Objectives

This unit enables the students to :

- recognise the different characters occurring in the play
- identify the setting of the play
- analyse the relationship between the characters in the play
- compare and contrast the behaviours of the characters
- read the play with proper voice modulation relevant to the characters
- imagine themselves as Mowgli and express their thoughts accordingly
- stage a play with proper setting and co-operation within the peers
- revise the grammar topics learnt previously

Learning Outcomes

After learning this unit, the students will be able to :

- ▶ recall the characters and their role in the play
- ▶ describe the setting of the play
- ▶ bring out the differences among the characters
- ▶ read the play by forming groups with correct voice modulation
- ▶ express the behaviour of Mowgli based on their own thoughts
- ▶ organise a play with proper planning and peer group co-ordination
- ▶ work out the grammar exercises based on their previous learning
- ▶ write their own sentences according to the situations given

Prose

1

Who Owns the Water?

Hi Ayesha !
Look at the rainbow
in the sky.
Do you know when it
appears?

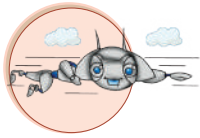
Yes, of course,
It appears in the sky when
the sun shines through
raindrops.

Prose

1

Who Owns the Water?

WARM UP



Look at the pictures, discuss in pairs, share your answers with the class.



During which season do you see a peacock dance?



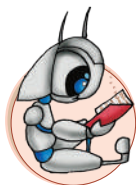
In which season can you see trees without leaves? Name the country where you can find this season.



Which season is shown in this picture? What are the people doing?



Which season is shown in this picture? How do you know?



READING

Section I

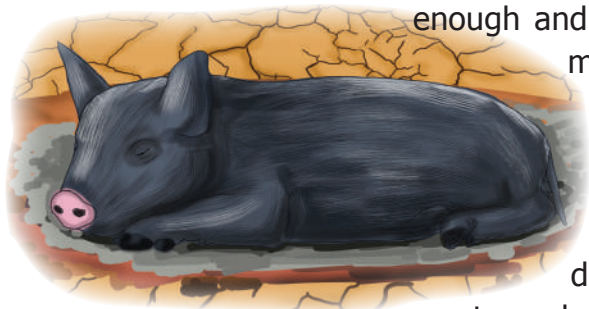
Listen to the teacher read this section.

Once upon a time, on the **outskirts** of a dusty little village, a tiny bird searched for a place to lay her eggs. The land was **parched** and dry and there wasn't a bush or tree in sight. Finally in **desperation**, the little bird discovered a shallow depression in the ground. Using her claws to remove the stones and loosen up the packed earth, she broadened the hole and there, underneath the hot sun, she laid her eggs. The eggs hatched and the good mother protected and fed her babies until they were big enough to fly away... And here our story would have ended, except, this isn't a tale of the little bird but a much more interesting one of the hole she used as a temporary nest.



"A hole?" you may ask. "What could be interesting about a hole in the ground?" Well, this hole grew to be quite important, as you will discover.

For some time the hole remained dusty and **untenanted**, until one day a passing wild boar settled his **rump** into the depression. The pit was not comfortable enough and getting up, he scraped and dug, carving a pit of more hospitable proportions. Backing into this hollow, he turned around a few times and with a satisfied grunt settled down to a long snooze. A very long snooze it was too. The boar turned and **scrabbled** in his sleep, loosening the earth around his **cosy** dugout until the fading sun and the **rumble** in his stomach told him it was time to get up. With a mighty stretch and a final kick, the hungry boar departed his daybed without a backward glance.



"And is that it?" you will enquire. To which I will reply, "No it isn't, dear one. Not by a long shot. Our story has just begun."

GLOSSARY

outskirts	- the outer areas of a city or a town	scrabbled	- moved hands and feet around
parched	- very dry	cosy	- comfortable
desperation	- losing hope	rumble	- a low sound like thunder
untenanted	- not occupied		
rump	- back part of a mammal's body or the part of the body you use to sit		



Put a (✓) for the correct and (x) for the incorrect statements.

1. A tiny bird looked for a place to lay her eggs.
2. The land was wet and green.
3. The little bird found a shallow hollow in the ground.
4. The eggs hatched and the babies flew away.
5. The pit was comfortable for the wild boar to sleep in.
6. The wild boar got up from its daybed because it was disturbed by another boar.

☐
☐
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Do you know

WEATHER: The conditions in the atmosphere like rain, wind or temperature at any time

CLIMATE: The general weather conditions of a place. (e.g.) a warm climate, cold climate

SEASONS: One of the four periods of the year which has its own typical weather conditions resulting from the earth's changing positions in its orbit around the sun

Section II

Read this section in pairs.

A pack of wild dogs catching the scent of boar in the wind came to the spot where he had lain. They **sniffed** the circle that was rich with the smell of the animal. They **whined** and **sarled** and dug at the smell as if digging the elusive boar himself out of the ground. Finally, realising that there was no dinner to be found there, they departed, their noses and tails high in the air. And in doing so, they left the hole a little bigger and wider than they had found it.

"And then what happened?" you will ask.
"Do other animals come along too?" They do indeed, my child. I told you the hole had a story to tell!

Not long after, the rains came. It poured and poured and only those of us who have seen the monsoons will know what that means. It rained without stopping for three days and three nights and the dry earth **soaked** up the moisture, as a hungry puppy laps up milk.



GLOSSARY

sniffed - to breathe in air in a noisy way

sarled - made a deep angry noise

whined - made a high pitched cry

soaked - completely wet



The whole earth smelled wet and fresh and even the normally serious-looking people in the village went around with smiles on their faces. The hole in the ground collected the water that fell and around its edges the grass grew a brighter green. Soon buffaloes discovered the grassy spot and as buffaloes want to do, they **wallowed** in the puddly water, turning the hole into a muddy pit.

I was not there to see, but I am told that many afternoons did the buffaloes gather and thus with a **multitude** of hooves **trampling** the soil, the pit that was once a tiny depression, widened and grew and became a little watering hole.

"And they all lived happily ever after!" you will say in glee. But that rarely happens in real tales, my dear. There is more to go, so you will have to wait awhile.

Complete the sentences given below with words/phrases.

The wild dogs came to the spot to catch_____.

The rains came and poured_____.

The whole earth smelled _____ and _____.

The hole in the ground was filled _____.

The buffalo _____ in the hole.

The hole became _____ and _____.

Section III

Read this section in pairs.

A poor farmer **tilled** the land near the once small depression. His life was hard and the rains were often cruel. In summer months he had to travel far to get water for his thirsty crops and even then his harvest was **meagre**. One day, not long after the last of the season's rains, he straightened up from his back-breaking work and looked over the land that was soon becoming brown

again. And on the horizon, just beyond his pitiful plot, his eyes came to rest on a patch of green. Going closer to investigate, the farmer fell to the ground with **gratitude** at



GLOSSARY

wallowed - to lie and roll in mud

multitude - a large number of people

trampling - crushing

tilled - prepared the land for crops

meagre - small quantity

gratitude - thankful





the sight of the **verdant** bowl. Here was water to be had, and so close to his holding! Forgetting all tiredness, he raced home and brought out his pickaxe and spade and soon the buffaloes' picnic spot was a perfectly decent little pond.

"Is this story going to end with a moral?" you ask me **suspiciously**. No, little one, but there is something to learn from everything we see and hear; so hush, while I come to end of the tale.

So happy was the farmer that he told his wife who **summoned** the village priest to bless their **fortune**. I do not need to tell you how soon news travels in a little village and so it was quite a crowd that gathered by the side of the pond to see the priest furrow his brow and chant serious something that nobody ever understands.

Just then, the richest farmer in the village pushed his way to the front of the group. He was always upset when things took place that he was not invited to. Looking at the farmer and the placid pond, a slow smile of **contentment** creased his face. "I see you have come to bless my pond," he said to the priest. "Your pond?" **stuttered** the poor farmer. "Why yes," smoothly oiled the rich one. "Your patch, surely, ends just there. This land is all mine." And saying this he crossed his arms and planted his feet **four-square** on the ground. As the rich farmer and the poor one looked at each other, the buffaloes, the dogs, the boar and yes, even the little bird stopped by to see. They all stood around the little jewel of blue and in every mind, small and big, came a similar thought: "Surely, I had something to do with this!"

And so I end with a question to you, my beloved friend.

"Who owns the water?" Not a moral, just a thought – a germ of an idea to dig and make bigger.

Answer the following questions in one or two sentences.

1. Why did the farmer have to travel far?
2. What sight made the farmer thankful?
3. Name the tools the farmer brought out. What did he do with them?
4. Why did the crowd gather by the side of the pond?
5. When did the richest farmer get upset? Why?



GLOSSARY

verdant	- green with grass	contentment	- satisfaction
suspiciously	- doubtfully	stuttered	- spoke with difficulty
summoned	- called	four-square	- solidly
fortune	- luck		





READ AND UNDERSTAND

A. Choose the correct answer and write it in the blank.

1. The little bird broadened the hole with her _____.
a. beak b. claws
2. The wild boar settled down scraping the hole into a _____ to have a good sleep.
a. pit b. hollow
3. The poor farmer's crop was _____.
a. meagre b. surplus



B. Tick the correct answer.

1. The boar slept **until the fading sun** told him it was time to get up. What does the phrase until the fading sun mean?
a. until evening ☐ b. until sun fades in colour ☐
2. The farmer was thankful at the sight of the verdant bowl because _____.
a. it was a pond of water ☐ b. he wanted green grass ☐
3. They all stood around **the little jewel of blue** means _____.
a. They stood around the pond. ☐
b. They stood around the jewel which was blue. ☐
4. The dry earth soaked up the moisture **as a hungry puppy laps up milk**. It means _____.
a. The puppy was very hungry. ☐
b. The dry earth absorbed the water very quickly. ☐

C. Answer the following questions.

1. Pick out the line which tells you about seasons (in Sec II). Which seasons are mentioned?

2. What happened to the hole in the ground after the rain?

3. Identify a sentence and a phrase which tells us that the story took place in summer.

VOCABULARY

D. Fill in the blanks with words given in the box to make compound words.

rain coconut coat sail fire

1. We use a on a rainy day.
2. The toy danced on the pond.
3. We must drink water in summer.
4. We can see a after summer showers.
5. Clean the ashes out of the .

E. Complete the following using their group names.

1. A _____ of wolves went hunting in the forest.
2. She bought a new _____ of shoes for her birthday.
3. A _____ of fish swam past our boat.
4. A _____ of bees had settled on a mango tree.
5. I ate a _____ of grapes.

LANGUAGE CHECK POINT



Incorrect	Correct	Note
There is a table besides the bed.	There is a table beside the bed.	beside means next to/at the side of besides means in addition to
Everyone played games accept Kathir.	Everyone played games except Kathir.	accept means to receive except means to leave out
I see T.V news regularly.	I watch T.V. news regularly.	watch is to look at something carefully, usually at something which is moving see is to just look at something in front of us

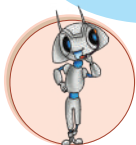
*LISTENING



F. Listen to the weather report. Read the questions given below, then listen to the weather report again and fill in the blanks.

1. Which season does the weather report show? _____
2. What kind of a day is it? _____
3. What is the temperature stated in the report? _____
4. Tomorrow it may probably _____
5. The weather report suggests to use _____

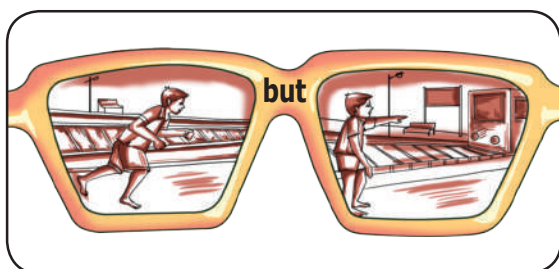
SPEAKING



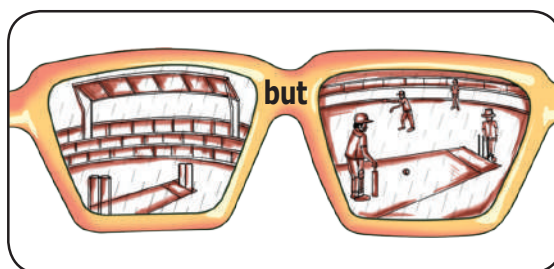
G. Imagine that you and your friend have decided to spend a day together in your house. You have planned your schedule from morning till night. Discuss in pairs and speak about it in the class. You can start like this:

I like to go for a walk but my friend wants to work out in the gym.

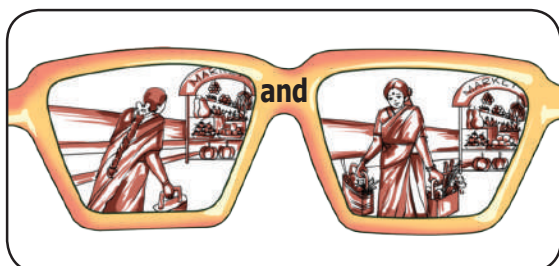
PICTO GRAMMAR



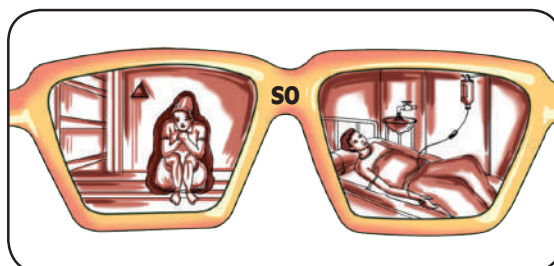
Galen ran fast **but** he missed the train.



It rained heavily **but** the match continued.



Dorthy went to the market **and** bought vegetables.



He is sick **so** he is in hospital.

A **conjunction** is a word that joins two words or sentences.

*Listening text is on page - 130

USE GRAMMAR



H. Fill in the blanks with suitable linking words or conjunctions.

- Our team played well _____ won the game. (but, because, and)
- She slipped badly _____ she did not hurt herself. (but, and, or)
- The box was heavy _____ he could not lift it. (so, because, and)
- Rani was late to school _____ she missed the bus. (because, so, and)
- You can use a pen _____ a pencil for writing. (but, and, or)

I. Join the sentence of Column A with B using the words given in the box.

A	B
The clouds moved away	he helped Velu in time.
Velu thanked his friend	the sun came out.
It rained heavily	you will get choked.
Eat slowly	the match continued.

and
but
or
because

WRITING



J. Write a short paragraph on 'summer' using the hints given.

you can begin like this

I live in Chennai. The weather is...

- * the general weather
- * clothes we wear
- * what we like to eat and drink
- * what we like to do
- * places we like to see

CREATIVE WRITING



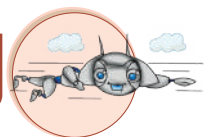
K. Trees can help you recognise seasons. How do the trees look different in each season? Write a short paragraph with the clues given below.

- ♦ **Summer** - Trees stretch their leafy branches towards the sun.
- ♦ **Spring** - Branches are full of new green leaves.
- ♦ **Rain** - Trees absorb water and look green.
- ♦ **Autumn** - Trees shed their leaves.

Poem

Indian Seasons

WARM UP



Discuss in pairs, pick out the words related to seasons from the grid and write them in the blanks.

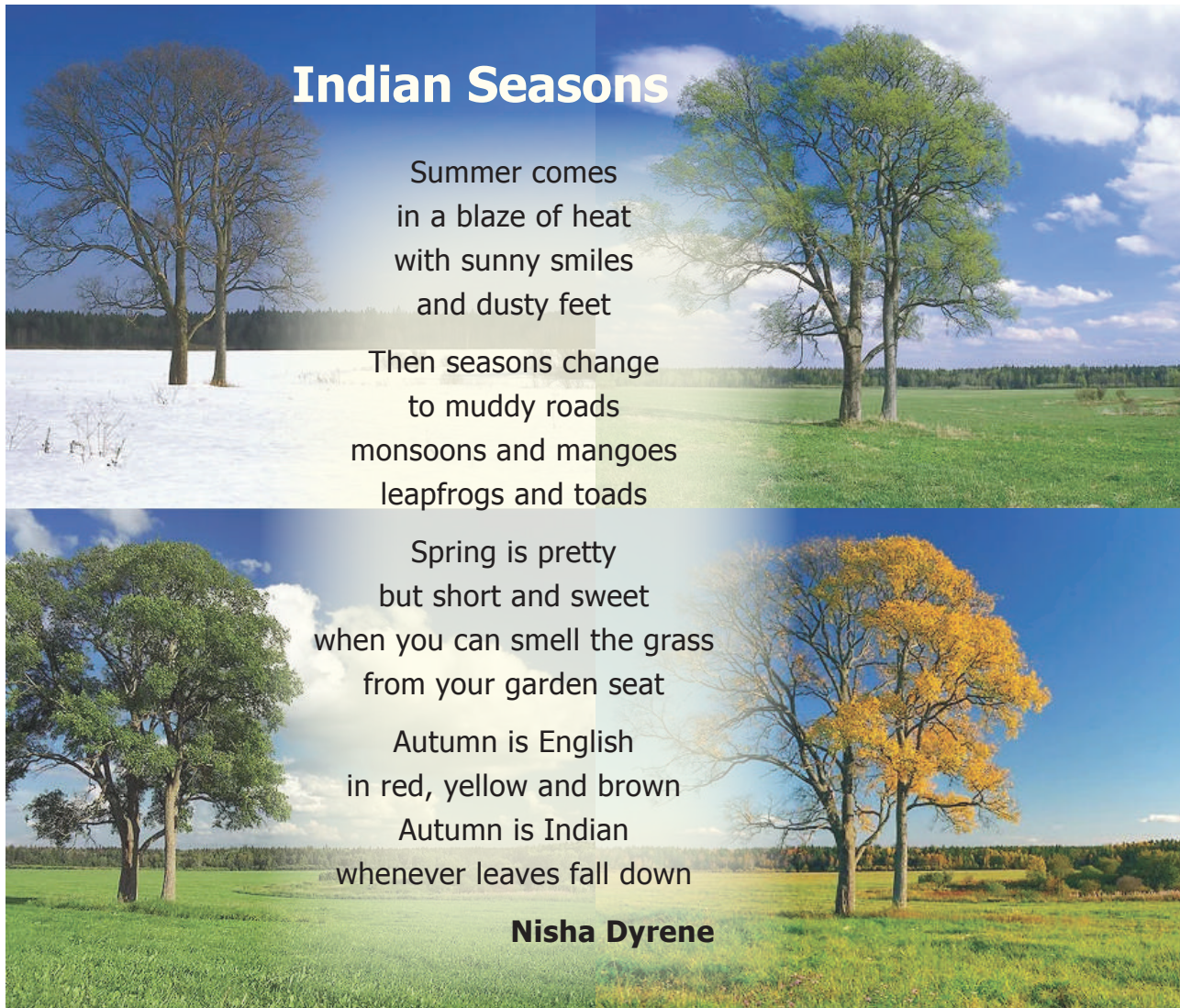
C	K	S	N	O	W	S	K	Y
L	M	U	Y	K	E	M	H	L
O	S	N	S	O	T	Q	O	K
U	P	N	D	S	I	R	T	I
D	R	Y	L	E	A	V	E	S
R	A	I	N	W	I	N	D	M
S	O	T	H	U	N	D	E	R



What day is it?

1. We feel thirsty on a _____.
2. We use an umbrella on a _____.
3. We sail paper boats on a _____.
4. We fly kites on a _____.





A. Read the poem aloud in pairs.

B. Which season am I? Read the poem, understand and solve the riddle.

1. I make the feet dusty. _____
2. Frogs and toads will visit when I am there. _____
3. I am pretty short and sweet. _____
4. I make your garden smell sweet. _____
5. Leaves will wither because of me. _____

GLOSSARY

blaze - bright flame or fire

leap - to jump high

dusty - covered with tiny bits of sand

toad - a small brown animal similar to a frog



READ AND UNDERSTAND

C. Read the lines and answer the questions given below.

1. *Summer comes
in a blaze of heat with
sunny smiles
and dusty feet*

- Does the poet welcome the summer? How do you know?
- Which line tells you that there is no rain in summer?

2. *Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat*

- How does the poet describe the spring season?
- Which line tells you that the garden is fresh?
- Who does 'you' refer to?

3. *Autumn is English
in red, yellow and brown
Autumn is Indian
Whenever leaves fell down*

- How is autumn in India?
- Compare the English autumn with the Indian autumn.



D. Pick out the rhyming words from the poem and write them in the table.

Stanza -1	Stanza -2	Stanza -3

E. Find examples of alliteration and write them in the blanks.

- | | | |
|--|---|--|
| 1. in a blaze of heat
with sunny smiles | 2. to muddy roads
monsoons and mangoes | 3. Spring is pretty
but short and sweet |
| _____ | _____ | _____ |

F. Work in pairs, find answers for the questions and share in the class.

- Name the seasons mentioned in the poem?
- What does the summer bring?
- Which word refers to 'rain'?
- Why does the poet say the 'Spring is pretty'?
- When is it autumn in India? Why does the poet say this? Is there an autumn season in India?

G. How does the poet describe the Indian seasons? Write in your own words in about 50 words.

A Childhood in Malabar: A Memoir



It was someone's birthday at Ambazhathel – I'm not sure whose – the day there was a cyclone. **Ettan**, my elder brother, and I were invited to the feast there that day. Malathikutty took us to the serpent shrine before lunch. We watched Meenakshi **Edathi** setting out turmeric, milk and bananas for the snakes.



Meenakshi Edathi was a distant relative of the Ambazhathel family. Being poor, she was dependent on their generosity. She was dark-skinned and middle-aged. She spent her time rushing around the house and compound, never stopping to rest, her face perpetually wearing an expression that asked for forgiveness. She had only certain trivial duties to perform, like welcoming the oracle with an offering of paddy when he came in a procession, lighting all the lamps at dusk, churning the curd and taking out the butter for the children, and drawing designs with rice batter on the door on the day of the Nira festival. There were innumerable servants to carry out all other tasks. However, the family could not have existed happily for a single day without Meenakshi Edathi. She was the only one who knew how much paddy should be boiled each time to make enough rice for the household or how many mundus had been given to the washerman or when to give the children a purgative.

'Why isn't the snake coming?' I asked. 'Snakes never come out when human beings are watching, child. The black Krishnasarpam will glide out as soon as we go away,' said Meenakshi Edathi.

I began to feel sleepy after lunch. Malathikutty came back with us to Nalapat. Barely an hour after we got home, we heard the sound of the gale. The wind tore through the coconut palms in the southern compound with a frightening roar. The dry leaves that had collected around the pond swirled upwards belligerently. Branches shook. The seat of the swing that hung from the ilanji tree fell down.



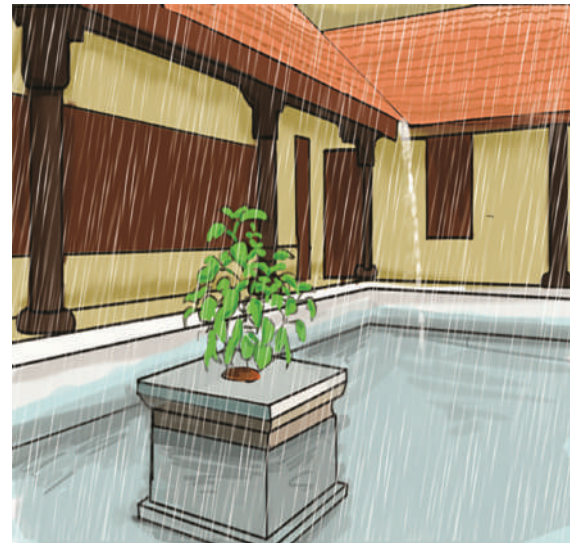


'I wonder whether it's a cyclone . . . The sound of it scares me,' said **Ammamma**. She asked all of us to sit down in the middle room upstairs and gave us metal dice to play with. Since the light had grown dim, she lit a brass lamp as well. **Muthassi** called out from the **thekkini**, the southern room, downstairs, 'Have you closed all the small windows, Kochu?' 'I'll close them, Amme; I'll close all of them,' answered Ammamma. We suddenly heard the sound of the rain from the south-west, like the roar of a vast crowd of people. Using all her force, Ammamma slammed the windows shut. Raindrops glimmered on her face.

'It's not even four, but it's pitch dark outside,' said Ammamma. 'I want to see Kutti Oppu,' said Malathikutty. 'She'll come by dusk,' said Ammamma. 'I want to go to Ambazhathel now, this minute,' said Malathikutty. 'I'll send you to Ambazhathel as soon as the storm stops.' Ammamma tried to comfort her, but Malathikutty began to sob loudly. That was when we heard a coconut palm crashing down. 'Kochu, what was that? Will the house collapse?' That was Muthassi.

'Don't worry. It was a coconut palm falling. We'll go and have a look at it once the rain stops. Let's say our prayers and sit here quietly,' said Ammamma. All of us took shelter in the southern room downstairs as Ammaman's mother instructed us to do.

She said this room had the strongest ceiling. The thekkini was flooded and the water that had collected in the sunken courtyard of the nalukettu, the central hall with four wooden pillars, began to overflow. **Ammaman** and all of us sat on the bed. Ammamma and the grandmothers sat on the rolled-up mattresses stacked on the floor. And the servant woman took refuge in the makeshift toilet adjacent to the room.



Ammayi arrived, drenched to the skin, unmindful of the thunder and lightning and driving rain. 'How can you be so foolish, Bala? What if you fall ill of a fever?' asked Ammaman. **Ammayi** laughed. 'Here's Kutti Oppu,' exclaimed Malathikutty joyfully. Ammayi hugged her.

Cheramma suggested that we chant aksharaslokams to forget our fear: each one of us would have to recite a verse and the next person would follow with a verse that began with the first letter of the third line of the quatrain that had just been chanted. No one volunteered, though. So Cheramma recited from Vallathol's Imprisoned Aniruddhan. Ammamma said, 'I can't remember a single couplet.' 'I hope the house doesn't collapse,' murmured Muthassi.

As soon as Ammaman and Ammayi went upstairs, the servant woman started to wail loudly. She kept hitting her head with her hands while she wailed. 'What madness is this?



Do you want to break open your head?' asked Ammamma. 'What if I never see my folks again. . . My Guruvayoorappa! I'll never see them again!' 'You can go home tomorrow morning, as soon as the rain stops. All right?' said Muthassi. 'This rain will never stop. It's a whirlwind, isn't it? We'll all die,' sobbed the woman.

'Is she crazy?' asked Muthassi. We heard trees crashing to the ground. And a dog whining in the western yard. 'Aiyo, Sankara! What if the cowshed crumbles? Bring the cows in and tie them up in the washing area outside the kitchen,' said Ammamma. 'The cowshed won't fall down, Valiamma. Its beams are quite strong,' said Sankaran Nair, who had gone to check things out. 'Then let the cows stay there.'

'There's knee-deep water in the yard now,' said Sankaran. 'We want to swim,' I cried. 'You can swim in the courtyard of the nalukettu,' said Ettan. I put my hand into the water in the courtyard. 'It's ice-cold.' I grumbled. 'Don't play in the water, children,' Ammamma called out loudly. We climbed back on the bed. Someone seemed to be knocking on the door on the southern side. Sankaran opened it. A dog stood on the verandah, dripping wet-Thumbi, the black-and-white pet dog from Ambazhathel.

'Look, here's Thumbi. 'He's drenched. Poor thing, he must have come out with Balamani Amma', said Sankaran. We looked at Thumbi and he looked at us. He was shivering in the cold. Sankaran spread a gunny bag on the verandah. 'Lie down on this. In a storm like this, how can we make a difference between a man and a dog? Go to sleep, Thumbi.' Thumbi lay down on the gunny bags and looked contentedly at me and my brother. We spent the whole night in the southern room. By the time we woke up, the rain had stopped.

It was the sound of a pleading voice saying 'Please open the gate' that actually woke me. A young man stood smiling in the waist-high water at the gate. 'I'm from Vadekkara. Is everyone here all right?' 'Yes,' said Ammamma. 'We've had no casualties. How did you come, Balan?' 'I started out at daybreak and waded through the water.' 'That's really smart!' 'The number of huts and trees that have collapsed! Fowls lying dead everywhere, dead goats floating in the water -- what a sight!' 'Come in, Balan, and change your mundu.'

'Have they sent us anything from Vadekkara? Murukkus or dates?' I asked. 'No, child. I've come empty-handed,' said Balan, displaying his buck teeth. 'What a time to ask for murukkus and dates!' muttered Ammaman's mother. I hung my head, ashamed.

GLOSSARY

Kamala Das

In Malayalam	In English	In Malayalam	In English
Edathi	- brother's wife	thekkini	- backyard
Ettan	- elder brother	Ammayi	- mother-in-law
Ammamma	- mother's mother	Cheramma	- chitti (in Tamil)
Muthassi	- father's mother	Ammaman	- maternal uncle



A. Identify the character/speaker.

1. "Why isn't the snake coming?"
2. "I wonder whether it's a cyclone."
3. "I want to see kutti oppu."
4. "Will the house collapse?"
5. "Is she crazy?"



B. Write True or False.

1. Droplets of rain glimmered on Ammamma's face. _____
2. Malathi kutty wanted to see kutti oppu. _____
3. Ammayi comforted Malathi kutty when she sobbed. _____
4. The coconut palm crashed down due to heavy rain. _____

C. Choose the correct answer and write it in the blank.

1. Meenakshi Edathi was a _____ relative of the Ambazhathel family.
a. close b. distant c. real
2. We suddenly heard the sound of the rain from the _____
like a roar.
a. southeast b. southwest c. northeast
3. The _____ with four pillars began to overflow.
a. central hall b. southern room c. courtyard
4. _____ arrived drenched to the skin.
a. Ammaman b. Cheriamma c. Ammayi
5. There was knee-deep water in the _____.
a. courtyard b. cowshed c. kitchen

D. Rearrange the following jumbled sentences in the correct order.

- The dry leaves that had collected around the pond swirled upwards.
- Branches shook and the seat of the swing fell down from the ilanji tree.
- The wind tore through the coconut palms in the southern compound.
- Meenakshi Edathi was a dark-skinned and middle aged woman.
- Without Meenakshi Edathi Ambazhathel family could not have existed happily for a single day.



E. Find answers for the questions given below, identify the person and write a character sketch about her.

1. Who was the important person in the Ambazhathel family?
2. Why was she considered an important person?
3. How did she spend her time?
4. Describe her appearance and qualities.
5. How would the days be without her?

F. Think and answer.

1. Imagine that you are caught on a stormy day. How will you manage the situation?

PROJECT



G. Make a fact file on how do we use these resources in our day-to-day life.

- ◆ Solar energy
- ◆ Wind energy
- ◆ Hydro energy

CONNECTING TO SELF



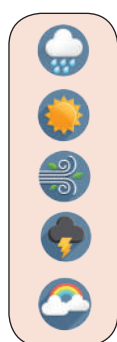
H. Fill in the table given below.

Seasons	Months	Clothes I wear	Food I eat/drink	Activities I do	Festivals I celebrate
Summer					
Monsoon					
Winter					
Autumn					

I. During winter season many of us fall sick and suffer from cold, cough and fever. Put a (✓) for the things you will do to keep fit.

1. Drink cold water. ☐
2. Eat home-cooked food. ☐
3. I will visit the doctor. ☐
4. Never wash my hands. ☐
5. I will take medicine and rest. ☐

J. Tick the correct word for the given icon.



- | | | | |
|---------|--------------------------|-----------|--------------------------|
| rainy | <input type="checkbox"/> | cloudy | <input type="checkbox"/> |
| windy | <input type="checkbox"/> | sunny | <input type="checkbox"/> |
| windy | <input type="checkbox"/> | rainy | <input type="checkbox"/> |
| thunder | <input type="checkbox"/> | lightning | <input type="checkbox"/> |
| rainbow | <input type="checkbox"/> | downpour | <input type="checkbox"/> |

STEPS TO SUCCESS

K. Relate the sentences with weather/climate/season and write the suitable word in the blanks.

1. _____ forecast is useful for farmers, fishermen, and navigators.
2. The _____ of a place is permanent in nature.
3. India has a tropical monsoon _____.
4. Spring, Summer, autumn and winter are the four _____.
5. Global warming is a change in the world's _____.
6. Satellite photographs help us predict tomorrow's _____.
7. Spring is my favourite _____.

LEARNING LINKS AND REFERENCES

e-links	https://en.m.wikipedia.org>wiki>season.
	https://simple.m.wikipedia.org>wiki>S...
	25202-Sea...">https://www.livescience.com>25202-Sea...
books	Different Seasons - Stephen King
	A Book of Seasons - Alice Proven



ICT Corner

Conjunction Eater

- To learn the usage of conjunctions through Conjunction Eater Game



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click 'Play' to start the game.
3. Read the instructions given in 'How to Play'.
4. You have to compete with the computer frog and gobble all the answers you can by identifying the correct conjunction which are written near the insects.



Language Activity

- ◆ Read a piece of article or the prose piece and pick out the conjunctions.
- ◆ Write your own sentences using the conjunctions.

Learning Outcome

- ◆ To know the types of conjunctions.
- ◆ To use the conjunctions in sentences

URL :

<https://www.turtlediary.com/game/identify-the-conjunction.html>



*Pictures are indicative only

Prose

2

That Sunday Morning

They are trying a tongue twister just for a laugh.
Would you like to join them?

Hi Ayisha, would you like to try this tongue twister?
If two witches would watch two watches, which witch would watch which watch?

Hello Mathi, if two witches would watch two watches, whi.....ch watch...ch.....oh it sounds really funny, but let me try it again.



Prose

2

That Sunday Morning



A day without
laughter is
a day wasted

- Charlie Chaplin



SPIN A YARN

The starting of a story is given. Develop it into a humorous story.

Once there lived a boy who bragged endlessly about himself _____





Section I

Listen to your teacher read a part of the story. Go through the questions given below in section I. Answer them in one or two sentences.

My father was posted in Patna. On the first Sunday there, my brother and I decided to do a little **exploring** on our bikes. It was still very early in the morning, and only a few people were about. The roads were good and the trees lining them were shady. There were no **imposing** buildings or monuments as there are in Delhi, from where we had just come.

After cycling for about half-an-hour, my brother got bored and said, "Come on, I'll race you to that corner. The loser treats the other to a chocolate, okay?"

"Okay, one, two, three!" I said, and then we were off.

This was not the first time we had raced. Only my brother had **invariably** beaten me and then **crowed** about it for days. I was determined to win this time. I



pedalled as fast as I could. My legs ached and my skirt **billowed out, threatening** to hit my face. The trees on either side of the road had become one green **blur**. My hair blew behind me and my lungs were bursting for air. Soon I drew level with my brother and then gradually I moved ahead.

Answer in one or two sentences.

1. Why did the family move to Patna?
2. Who was challenged for a race?
3. Is the brother boastful? What makes you think so?
4. Why did the trees become a green blur?
5. Which line tells you that the girl was faster than the boy?



GLOSSARY

exploring	- travelling for discovery
imposing	- grand or impressive
invariably	- always
crowed	- boasted

billowed out	- to flare out in the wind
threatening	- warning
blur	- unclear



The teacher to a student:
Conjugate the verb "to walk"
in simple present.

The student: I walk. You walk ...
The teacher interrupts him:
Quicker please.

The student: I run. You run ...

Why was the math book always worried?
Because it had so many problems

What's bigger than an elephant
but doesn't weigh anything?
His shadow

Where can you always find a peacock?
In the dictionary



Once there were three turtles. One day they decided to go on a picnic. When they got there, they realized they had forgotten the soda. The youngest turtle said he would go home and get it if they wouldn't eat the sandwiches until he got back. A week went by, then a month, finally a year, when the two turtles said, "Oh, come on, let's eat the sandwiches." Suddenly the little turtle popped up from behind a rock and said, "If you do, I won't go!"





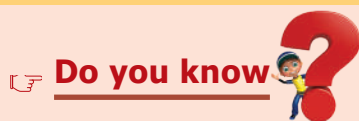
What dies but never lives?
A battery

What has two legs but can't walk?
A pair of pants

What makes a skeleton laugh?
When something tickles his funny bone.

Witty usage of English language

- ❖ Both of you stand together separately.
- ❖ Will you hang the calender or else, I will hang myself.
- ❖ Give me a blue pen of any colour.
- ❖ Pick up the paper and fall in the dustbin.
- ❖ Why are you looking at the monkeys outside when i am inside?
- ❖ All of you stand in straight circle.
- ❖ I have two daughter both are girls



Do you know

There really is a science to laughing. In fact, the science of laughing and its effects on the body is referred to as Gelotology.

Laughter boosts your immune system by enhancing your antibodies – which help fight infections – and increasing your immune cell count. This helps reduce chance of illness and missing out on work.

The **American Comedy Awards** are a group of awards presented annually in the United States recognizing performances and performers in the field of comedy. It was begun in 1987.





Section II

Read the section on your own. Draw a picture to describe the part of the story that you like the most.

I could see the corner, in a haze. I was starting to whoop with glee, but the whoop froze on my lips. There, right in the middle of the road, stood alone a cow! I jammed on the brakes and the cycle stopped **abruptly** but I could not stop the **momentum** of my own body. I flew over the handlebars and landed smack on the back of the **unfortunate**



animal. The cow, **startled** by this sudden attack, reared up and started running. I clung to her for dear life, as she charged up the road and round the corner. As we turned, I spotted two rows of **resplendent cavalry** officers, mounted on their **magnificent** horses coming towards us. They obviously belonged to the governor's bodyguard. I could only cling on helplessly as the frightened cow charged straight at the

horses. The horses panicked and scattered. There was a regular **stampede**. The cow managed to fall into a ditch and in the process, **dislodged** me, and I landed on the soft earth bordering the ditch.

Read the events of the story. They are in the wrong order. Put them in the correct order.

- ❖ And it charged straight at the cavalry officers on horseback.
- ❖ And so she flew onto the back of the cow.
- ❖ So everybody panicked and made a general rush to safety.
- ❖ The startled cow charged off in fear.
- ❖ She applied the brakes, but was thrown off the cycle.
- ❖ Just then she saw a lone cow in the middle of the road.
- ❖ Finally the cow fell into a ditch and dislodged the girl.
- ❖ The girl cried out in delight as she overtook her brother on her cycle.

GLOSSARY

abruptly - suddenly
momentum - the force of a moving body
unfortunate - unlucky
startled - frightened
resplendent - brilliant in appearance

cavalry - a unit of the army serving on horseback
magnificent - grand
stampede - rush
dislodged - freed





Section III

Read the section silently.

I sat up with a **groan** and saw that the cavalry horses were still out of control. Some of them were running like mad in circles, while their riders tried to bring them under control. Two horses were nowhere to be seen and one horse threw its rider right in front of my eyes. The poor man landed in the ditch just next to the cow. The cow thinking this was another attack, **bellowed** loudly and, lowering its head at the unfortunate man. The poor fellow **scrambled** out of the ditch, tearing his pants at rather an **awkward** place. Realising this, he sat down on the road with a thump and would not get up. I saw my brother approaching with my bike in tow, coming up to me with a grin on his face. I felt like hitting him.

"You looked such a sight on top of that cow," he said and started laughing.

Then he probably realised that I might have been hurt and asked, "Are you all right?"

"Of course, I am," I said **haughtily** and got up at once.

Nothing on earth would have made me admit to him how frightened and shaken I was. Just then my brother spotted one of the horse riders coming towards us with a thunderous **scowl** on his face. Behind him was the man to whom, in all probability, the cow belonged. My brother gave them an uneasy glance and said, "I think it would be nice if we moved quickly from here."

I looked round and saw that if both of us did not move fast enough, we would be called in for a lot of explanations. With one accord we got onto our bikes and beat a hasty **retreat**. The morning had already been rather eventful and we did not want to add another **unpleasant** episode to it.

- SAVITA SINGH

Based on your reading, put a (✓) for the correct and (x) for the incorrect statements.

1. The man didn't want to get up because he was tired as he was thrown into the ditch. ☐
2. The boy was rather unsympathetic to his sister. ☐
3. The girl was badly hurt. ☐
4. The boy and the girl were taken by the cavalry to explain their action. ☐
5. They rode back home quickly. ☐
6. The girl admitted to her brother that she was badly frightened. ☐

GLOSSARY

groan - an utterance expressing pain
bellowed - the cry of a cow
scrambled - to move or climb hurriedly
awkward - sensitive

haughtily - arrogantly
scowl - threatening look
retreat - to move away
unpleasant - disagreeable



READ AND UNDERSTAND

A. Answer the following questions.

1. How does Patna differ from Delhi?
2. What was the girl determined to do? Why?
3. How did the cavalry officers look? What happened to them finally?

Haughtily means proudly or having or showing arrogant superiority.

4. Why did the girl reply haughtily?
5. Were the girl and her brother friendly with each other?
6. "I think it would be nice if we moved quickly from here."
 - a. Who does 'I' refer to?
 - b. Why did they want to move quickly from there?



B. Think And Answer

1. Work in groups. Discuss and have a debate on life in bustling cities and life in calm towns.
2. Imagine you are the girl and give a different ending to the story.

VOCABULARY

C. Match the phrases with their meanings.

Phrase: Phrases are groups of two or more words that work together to perform a single grammatical function in a sentence. Phrases do not contain a subject or a predicate.

drew level with	ran very quickly in panic
whoop with glee	to leave a place quickly
jammed on the brakes	as if one's life depends on it
clung for dear life	tried to stop the motion immediately
charged up the road	rose to an equal level
beat a hasty retreat	shout with enthusiasm and happiness

D. Refer to a dictionary and find out the meaning of the words given below.

beam –
 smile –
 guffaw –
 laugh –
 giggle –

E. Read the sentences given below. Fill in the blanks with the correct form of the appropriate laughter words from the exercise above.

1. Kavitha's face _____ with joy as she arrived India.
2. The show was enjoyed by all the audience and they _____ out loudly all the while.
3. When I tickle Nishanth, he always makes a loud _____
4. Bharani didn't mean any harm, he just did it for _____
5. Things will calm down, you just keep _____

F. Pick the word from the text that is similar to the words or phrases given below.

1. threatening and extremely angry _____
2. a heavy blow or hit _____
3. happening gently and slowly _____
4. any building of a past age, regarded as a historically important place _____
5. bad luck _____

G. Match each word with its antonyms.

1	shady	misery
2	bored	calm
3	glee	interested
4	panic	slow
5	hasty	sunny

Make a sentence of your own for any five words from the above.

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

*LISTENING



H. Here is a humorous story. But there are some words missing. Listen to your teacher and fill in the blanks to complete the story. Then give a title and a moral to the story.

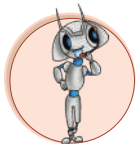
Once there lived _____ friends Vani, Kavi and Sumi. They always played pranks on one another. One day Vani bought some delicious _____ and she decided to share them with her _____.

Kavi and Sumi were _____ to see the berries. The three of them sat and started eating the berries. Suddenly Sumi decided to play a _____ on Kavi. When she looked under her chair she saw a small heap of _____. She stealthily pushed the heap of seeds under _____ chair.

Then Sumi said, "What is this Kavi? You are so _____! You alone have eaten so many berries." Kavi felt _____ and didn't know what to say.

Vani looked here and there. When she looked under Sumi's chair there were _____ seeds. So, she replied "Sumi, Kavi was at least greedy, but see _____. You have eaten all the berries including its seeds." Then Kavi understood that her friend had just played a trick on her and then all three of them _____ heartily.

SPEAKING



I. Each person or a group chooses an item from the class and takes two minutes to prepare. He/she must promote and sell the same item in the most humorous way to convince the classmates to buy the product. You can choose items such as eraser, pencil, school bag, book, etc.

It can go like this.

e.g.

Here I have a magical eraser for you. You can do whatever you want to do with this. You can rub anything that you don't like. Just rub it against somebody's hair and it will be gone forever. If you want to see somebody without hair, here you go. Buy this eraser and have fun with your friends.

*Listening text is on page - 130

PICTO GRAMMAR



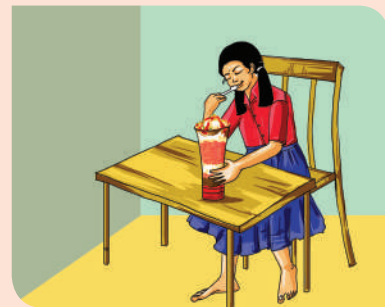
Joy lives **downstairs**.



She **often** visits her grandparents.



She dances **happily**.



She **recently** ate falooda.

Adverbs modify a verb by giving information about

- Where an action occurs (place)
- How often an action occurs (frequency)
- How an action occurs (manner)
- When an action occurs (time)

USE GRAMMAR



J. Look at the picture and fill in the blanks with suitable words.

1. The car was moving too _____



2. The lift is moving _____

3. Joanna did her classwork _____



4. Keerthi Vasan arrived _____

5. Paul _____ plays cricket with his friends.



6. Suguna _____ helps her mother at home.





K. Read the sentences and put the adverbs in the correct boxes. Give two more examples of your own in each box.

1. Anand has decided to submit his project tomorrow.
2. The cat ran behind.
3. Paraman sang in the choir happily.
4. We never come late to the office.
5. The stray elephant was set free in the forest yesterday.
6. Arun and Vimala usually complete their homework on time.
7. Raghav looked at his sister affectionately.
8. I prefer to leave early.

	Manner	Time	
	Adverbs		
	Frequency	Place	

L. Put the words in the correct order to make sentences. Use a different colour to write the adverbs.

1. Was/somebody/there/nearby/standing.

2. Came/Anand/to/school/early.

3. Softly/Murali/speaks.

4. Beautifully/the house/have/they/decorated.

5. English/classes/during/always/we/English/speak.



M. Pick the words from the box and put them in the appropriate column

kindly, soft, sweet, everywhere,
bright, constanly, few, then, huge,
loudly

Adverb	Adjective

WRITING



N. Work in groups and write a paragraph on "Laughter is the best medicine."

Use the hints

Paragraph burger

Introduction

Ask students to write a topic sentence. It clearly indicates what the whole paragraph is going to be about.

e.g: Laughter is the best medicine.

The internal or supporting information

Let students compose several supporting sentences that give more information about the topic.

e.g: It can relieve us from any kind of stress. Life has become monotonous...too busy to pay heed to our health...stressful work schedules...

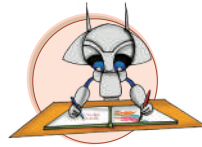
Conclusion

Instruct students on ways to write a concluding sentence that restates the topic sentence.

e.g: In general....To conclude...Thus....To sum up...Therefore...It is important to have sense of humour.



CREATIVE WRITING






0. Look at the cartoon strips. Create your own humorous story.





Write a sentence or two for each frame of the comic strip in the space given.

LANGUAGE CHECK POINT

		
I last night went to the cinema.	I went to the cinema last night.	Adverbs or adverbial phrases of definite time like yesterday, today, tomorrow, last week, two months ago, are usually placed at the end of the sentence. If we want to emphasize the time, we put the adverb at the beginning. 'Yesterday I was very busy'
Pushpa came here two months before.	Pushpa came here two months ago.	Ago is used to refer from the time of speaking. Before is used to refer to a point of time in the past.
She angrily spoke.	She spoke angrily.	Adverbs of manner usually go in the end-position.

Poem

A TRAGIC STORY

WARM UP



Pin the tail on the donkey.

Scan here to get the picture of the donkey.

Get the tail of the donkey cut off from the picture.

Use a dark coloured cloth to cover the participant's eyes. Have the player stand close to the picture of the donkey. Spin the player five to ten times. Now let the blind folded player pin a tail.

Read the poem silently. Based on your reading discuss in class whether the incidents are humorous or tragical.

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

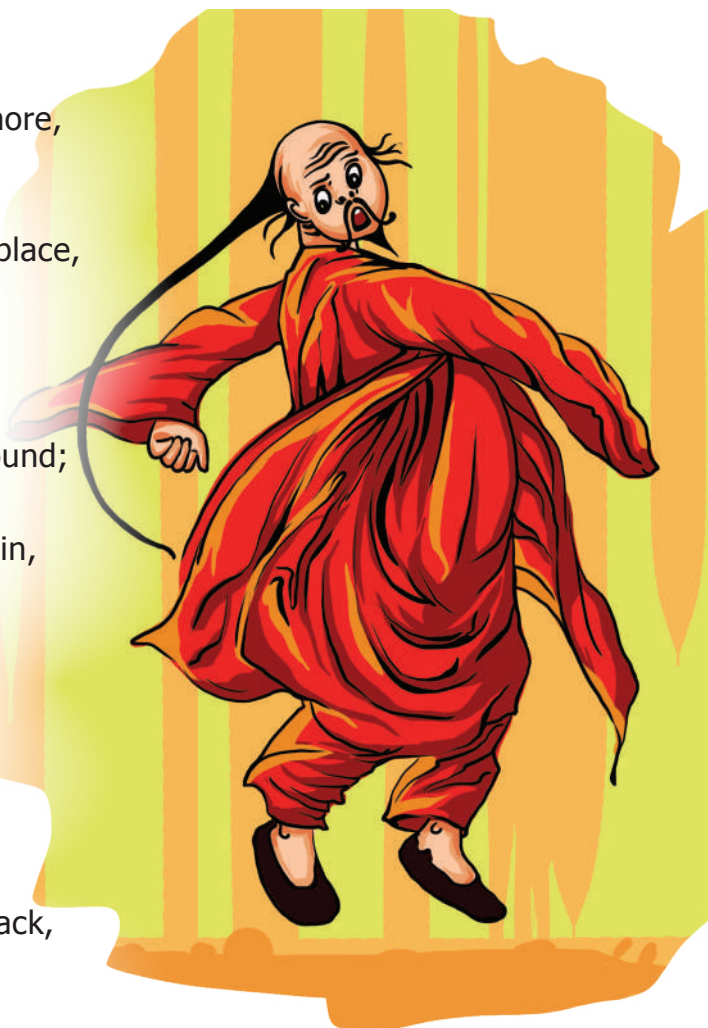
He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, "The mystery I've found –
Says he, "The mystery I've found!
I'll turn me round," he turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain—it mattered not a pin –
The pigtail hung behind him.

And right and left and round about,
And up and down and in and out
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist and twirl, and tack,
Alas! Still faithful to his back,
The pigtail hangs behind him.



- William Makepeace Thackeray

GLOSSARY

sage	- wise man	mused	- thought over
yore	- long ago	curious	- eager to learn more
pigtail	- a plaited lock of hair worn singly at the back	mystery	- puzzle
		stout	- thick in structure



William Makepeace Thackeray was one of the great novelists of the English Victorian Age. His 'Vanity Fair' is one of the finest and best-known novels in English literature. Thackeray wrote in a colorful, lively style, with a simple vocabulary and clearly- structured sentences. These qualities, combined with his honest view of life, give him an important place in the history of realistic literature.

A. Answer the following.

1. What made the sage upset?
2. Why did the sage spin all day?
3. What solution did he arrive at for the mystery that he found?
4. Was he finally successful in changing his pigtail's position? Support your answer with a line from the poem.
5. Did something dreadful happen? How would you describe the events in the poem—comedy or tragedy?

B. Read the poem lines and answer the questions given below.

1. But wondered much and sorrowed more
Because it hung behind him.
a) What was he wondering about?
b) What does the word 'it' refer to here?
2. And though his efforts never slack
And though he twist, and twirl, and tack,
Alas! Still faithful to his back
The pigtail hangs behind him.
a) Pick out the rhyming words from the above lines and give the rhyme scheme for the same.
b) Did he quit his trying? How can you say?
3. 'He mused upon this curious case'
What is the figure of speech used in this line?
4. **Irony** is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning. It may also be a situation that ends up in quite a different way than what is generally anticipated. In simple words, it is a difference between appearance and reality.
Can this poem be called an ironic poem? Justify your answer.



C. Fill in the table with the appropriate poem lines. A few lines may be used more than one time.

Pick the line or lines that	
➤ suggest the sage lacked practical common sense	e.g. And swore he'd change the pigtail's place
➤ make the poem humorous	
➤ show the clowning movements of the sage	
➤ that are actually funny but have a serious tone	

D. The summary of the poem is given. But there are some words missing. Fill in the blanks with the help of the box given below.

faithfully, change, pigtail, round, sage, down, slack, out, hung, place, behind, vain, face

Once upon a time there lived a _____. He had a handsome _____. He was worried and pondered over his pigtail's _____. He wanted to _____ it's place. He wanted it hanging at his _____. He didn't like it hanging there _____ him. So he turned right and left and _____ about, up and _____, and in and _____ but it still _____ behind him. However he tried, his efforts were in _____. But he didn't _____ in his efforts. Nevertheless his pigtail hung _____ behind him.

E. Role play

Work with a partner. Let one student read the poem and the other to pantomime (communication by means of gesture and facial expression) the poem as he or she reads.

BROUGHT TO BOOK



"This has got to stop immediately," Justice Mathematics said in a stern voice, rapping the hammer for silence in the court.

He pushed back the horn-rimmed glasses up his nose and glared first at Mahesh and then at the crowd in the court. Everybody respected him, even Mahesh, so a pin-drop silence fell in the court instantly.

"Let us proceed," Justice Mathematics said nodding his head.

"Your witness, first," he gestured at the torn Ms. English.

Mahesh chewed his nails nervously.

"Your Honour," began the lady, in a trembling voice, "when I came to this house, I wore a lovely pink and grey dress, shiny and unmarked. And, Sir, just look at me now."

Everybody gazed at her. Her dress was unrecognizable. Covered with ink and grease spots, mercilessly dog-eared and two corners chewed away, she looked a **wreck**. Tears rolled down Ms. English's cheeks.

Offering her a handkerchief, Justice Mathematics asked gently, "How did it happen, Ms. English?"

"Well," sniffed Ms. English, "this boy," she pointed at Mahesh, "brought me home a few months back but never bothered to cover me properly with the nice brown paper his father had brought."

"Did Mahesh not get scolded and punished in school for that?" Justice Mathematics enquired.

"Oh, yes, he was, repeatedly," said Ms. English in a tearful voice, "but all the punishment and scolding slipped off him like water off a duck's back! Not only did he ruin my looks," she continued, "he also ill-treated me."

The audience was stunned, ill-treating a delicate creature like Ms. English! How terrible! By now tears had started rolling down Ms. English's big eyes. And stopping only to sniff delicately in her handkerchief, she told everyone about how Mahesh dropped her carelessly, stuffed her anyhow in his crammed bag, sometimes next to the lunch box dripping with oil! Mahesh turned red as many pairs of eyes glared at him. Oh! Why had he not listened to his mother, who had told him many times to take care of his books! He was otherwise a good boy and even managed to stay within the first five ranks in class. But he was extremely lazy.

"Mahesh!" the **stentorian** voice of Justice Mathematics brought him back to reality. "What do you have to say for yourself?"





Mahesh managed to mumble an apology, "I am sorry, Sir!"

"What do you mean by saying 'sorry'?" screamed Justice Mathematics. "You have to undo what you have done. Do you understand?" He looked above the top of his glasses and seemed as if he would like to bite Mahesh. "Next!" he barked at the peon.



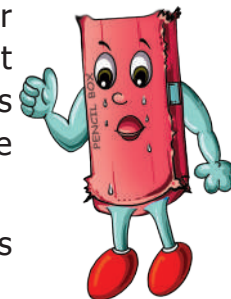
Mr. Geography stood up shakily and went to the witness box. He was in a worse condition than Ms. English. He had no cover, the 'Contents' page was hanging in on its last threads but the worst part were the maps. They had been filled in mercilessly with all the colours in the paint box!

"Yes!" prompted Justice Mathematics.

"My story is quite similar to Ms. English's," Mr. Geography said in a broken voice. "All my fellow brothers laugh at me whenever Mahesh pulls me out of his bag. I especially envy my brother who belongs to Shobitha. She has not only covered him neatly, her handling is so gentle that he always looks as if he has just stepped out of the bookseller's shop, and," he added, "she fills in her maps with a pencil!"

And so it went on with all the books, copies, pencil box and even the school bag complaining about Mahesh's negligence. They looked **battered** and the worse for wear. Justice Mathematics' face became dark when he heard that Mahesh tore off pages from the copies to make paper planes. Mahesh **withered** under his murderous look.

Mr. Pencil Box complained that Mahesh never cleaned it. As a matter of fact, he had covered the court floor with pencil shavings the moment he had stood up as a witness and accidentally opened himself! This was not all. Mahesh chewed him whenever he got stuck for an answer! He pointed at his **pock-marked** body for everyone to see.



The elderly and **ponderous** Mr. School Bag **lumbered** to the witness box with his broken straps and buckles dragging behind him.



"I might as well be a sack of cement," he began in a grave voice, "as that is how I am treated. Mahesh never packs me the night before as all sensible children do, but leaves it till the very last moment. And then, naturally there isn't any time to do anything but cram everything in anyhow. With the result, neither my friends inside nor I am happy."

"Your Honour!" piped a small voice, "I also want to say something." Justice Mathematics looked carefully and found that the voice belonged to a small notebook, much in the same condition as others.

"All right," he nodded, "please come to the witness box."

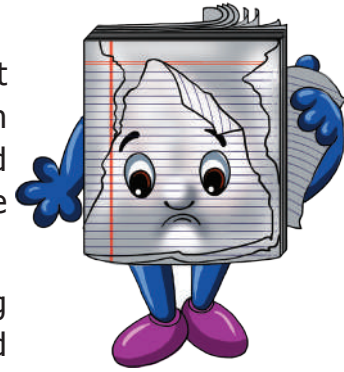
The young Master Notebook marched to the witness box and took the oath, "Your Honour, it has become a regular practice and I don't know how long I will be able to bear it..." he stopped, all choked up.





"Do go on!" prompted Justice Mathematics gently.

The Master Notebook got hold over himself and continued, "It started a few weeks back. Mahesh was solving some problems in Mathematics, one of them was tougher than others and he failed to solve it. Can you imagine how he vented his anger? Well, he threw me against the wall!"



A shock wave rent the courtroom and everybody started talking at once. Justice Mathematics went red with anger as he banged the hammer loudly, and you could see that he was wishing that the table were Mahesh. Mahesh, meanwhile, stared at his boots. Was he really that cruel? He felt really ashamed of himself.

"I intensely dislike such children who do not take proper care of their books," Justice Mathematics said in a serious voice, all the while eyeing Mahesh sternly.

"However, this court is different from the other courts. Here the punishment is decided by the victims and we decide by majority if the **verdicts** are more than one."

He looked at all the **bedraggled** books and notebooks, pencils and pencil box, and the school bag in the court.



They, in turn looked at Mahesh, each and every one of them in terrible anger. Mahesh trembled in his shoes.

"Let us thrash him first and then throw him against the wall as he threw me!" this was the Master Notebook, his voice shrill with fury.

"No! No! Let us all bite him and let him see how it feels to be chewed!" This obviously was Mr. Pencil Box.

He became so **agitated** that he once again opened himself and spilled some more pencil shavings on the floor!

"I suggest dragging him around the courtroom a dozen times will be a good punishment," said Mr. School Bag.

"Why don't we all jump on him together till he yells for mercy?" exclaimed Mr. Geography, rubbing his hands in **anticipation**.

This appealed to all of them and even Justice Mathematics got up from his chair to join the gang! **Menacingly** they all advanced towards Mahesh, who looked around **frantically** for somewhere to run to, somewhere to hide... Nothing! There was no place to run to! The mob was almost upon him when a soft voice rose above the frightening silence.



"I say, stop it! Please, do stop!" Amazed, everybody turned around, even Mahesh opened his eyes a crack which he had shut in fright. Then the petite Ms. English rose from her seat and spoke to Justice Mathematics in a firm voice, "I don't mean to interrupt, Your Honour, it is just that I feel that everyone deserves a second chance and, after all, this is Mahesh's first offence, he deserves a little consideration."

Mahesh looked at her in admiration, he could have hugged her! She was the one who had been treated most shamefully by him and look at her! Standing so **staunchly** by him! The others too saw reason and slowly backed off, agreeing to give Mahesh a second chance, "Mahesh, see that you never ill-treat a book again!" was Justice Mathematics' parting shot.

"Mahesh! Mahesh!" a hand started to shake him and he jumped.

Had the others changed their minds about not punishing him?

"Oh! Mahesh, do get up. You will be late for school!"

Slowly Mahesh opened his eyes.

Why! He was in his bed!

Yes! There was the battered bag on the floor, the books, half on the floor and others stuffed in the bag. But what was this? The English book was lying near his pillow and seemed to smile at him! Mahesh's mother was **astonished** to see him rushing through the **chores** and then sitting down to glue and cover his English book that very morning! Next year Mahesh Kumar got the prize for the 'BestLooked-After Books'.

- Madhumita Gupta

GLOSSARY

wreck	- worn out	anticipation	- expectation or hope
stentorian	- extremely loud	menacingly	- threateningly
battered	- damaged	frantically	- in an uncontrolled manner
pock-marked	- scarred	staunchly	- faithfully
ponderous	- dull and lacking grace	astonished	- amazed
lumbered	- walked or moved clumsily	chores	- a routine duty or task
verdict	- a judgement or opinion	bedraggled	- untidy or messy
agitated	- troubled emotionally		

A. Read the story again and fill in the table with the present condition of the characters given below.

Ms. English	
Mr. School Bag	
The young Master Notebook	
Mr. Pencil Box	
Mr. Geography	



B. Answer the questions.

1. Why was Mahesh brought to court?
2. Was Mahesh punished for the ill-treatment of his belongings? Why?
3. Why did the fellow brothers of Mr. Geography laugh at him?
4. What made Justice Mathematics turn red with anger?
5. How was the court different from other courts?
6. Why did they decide to forgive him? Who initiated the suggestion?
7. Was it real or a dream? How could you say?

C. Read the lines and answer the questions.

1. "You have to undo what you have done. Do you understand?"
 - a. Who said these words to whom?
 - b. What was he asked to undo?
2. I especially envy my brother who belongs to Shobitha.
 - a. Who is envy of whom?
 - b. Why does he envy his brother?
3. "I don't mean to interrupt, Your Honour, it is just that I feel that everyone deserves a second chance and, after all, this is Mahesh's first offence, he deserves a little consideration."
 - a. What do these lines tell about the speaker?
 - b. Who does the word 'I' refer to?



D. Think and Answer

1. If you were Ms.English, would you do the same? Why or Why not? Justify your answer.

E. Work in Groups.

1. Prepare a chart with dos and don'ts of books and class work maintenance. Use your creativity in presenting your ideas. Use short sentences and phrases.

PROJECT



F. Collect any three pictures of your favourite cartoon characters and get them pasted in your class work. Write a few lines about them.

CONNECTING TO SELF



Discuss in Class

Read the following and have a discussion on which of these are fair and ethical to laugh at and which are not. Why?



STEPS TO SUCCESS

In a certain code 'extremely' is written as **XKDLDQSWD**. Figure out the code and rewrite the following words in the same code.

somewhere	
mercilessly	
yesterday	
seldom	
often	

LEARNING LINKS AND REFERENCES

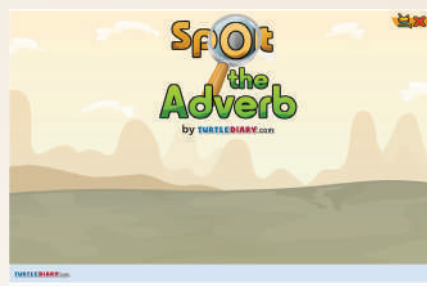
Books	1. The Puffin Book of Funny Stories, Amit Vachharajani
Stories	1. The Ransom of Red Chief, O. Henry
	2. The Maths Teacher, Mr.Pink and Tipu, Satyajitray



ICT Corner

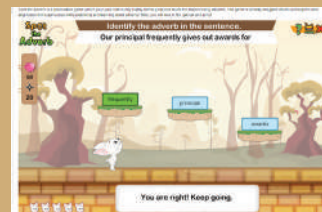
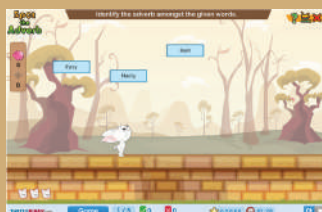
Spot the Adverb

- To learn the usage of Adverbs through Spot the Adverb Game



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click 'Play' to start the game.
3. Read the instruction given in 'How to Play'.
4. Help the rabbit collect more and more gold coins by identifying the adverbs.



Language Activity

- ◆ Read a piece of article or the prose piece and pick out the adverbs.
- ◆ Write your own sentences using the adverbs.

Learning Outcome

- ◆ To know the adverbs.
- ◆ To use the adverbs in sentences.

URL :

<https://www.turtlediary.com/game/find-the-adverb.html>



*Pictures are indicative only

Play

3

The Jungle Book

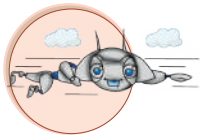
Hey!

Ayesha, look at the little boy!
How did he befriend these
wild animals?

It's a big story.
Let's read it.



WARM UP



Look at the pictures given below and talk about their habitat (living place, food, family, etc.)



A



B



The Jungle Book was written by Rudyard Kipling. The book has attracted audiences of all ages for its plot structure and characters. Children especially enjoy this story as it deals with the early childhood of a boy in the midst of wild animals in the forest.

Characters



Father Wolf



Mother Wolf



Tabaqui



Shere Khan



Narrator

Father Wolf, Mother Wolf, Tabaqui (the Jackal), Shere Khan (the Tiger), Man's Cub (Mowgli), Wolf's Cubs, Narrator

Scene I

The scene opens in the Seeonee Hills. It's seven o'clock, a sunny evening, in the middle of the jungle. The Moon is yet to rise and with no stars to brighten the sky, utter darkness surrounds the forest.



: Father Wolf wakes up from his day's rest, releases and spreads out his paws one after the other to make himself ready for the hunt. Mother Wolf with her big grey nose drops her four tumbling, squealing cubs into the mouth of the cave where they all live.



: Augrh! It is time to hunt again. (Moves down to spring downhill, where he notices a little shadow with a bushy tail at the entrance and whines)



: Good Luck go with you, O! chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world.



: *(In a stiff tone)* Enter, then, and look, but there is no food here.



: For a wolf it may not be enough, but for so mean a person as myself a dry bone is a good feast.

All thanks for this good meal (licking his lips).

(Looks at the Father and Mother Wolf who seem to be uncomfortable)

How beautiful are the noble children! How large are their eyes! And so young too!

(Sits still, rejoicing in the mischief that he had made. In a spiteful tone he says) Shere Khan, the Big one has shifted his hunting grounds. He has told me that he will hunt among these hills for the next moon.



: Shere Khan was the tiger who lived near the Waingunga River, twenty miles away.



: (Angrily) He has no right to come here! By the law of the Jungle he has no right to change his quarters without due warning. If he comes here, he will frighten every head of game within ten miles and I – I have to kill for two, these days.



: (Quietly) His mother did not call him Lungri (the Lame One) for nothing. He has been lame in one foot from his birth. That is why he has only killed cattle. Now the villagers of the Waingunga are angry with him, and he has come here to make our villagers angry. They will scour the jungle for him when he is far away, and we and our children must run when the grass is set on fire. Indeed, we are grateful to Shere Khan!



: (Quietly) I go. You can hear Shere Khan below in the forest.

Scene II



: Father Wolf listened and below in the valley that ran down a little river he heard the dry, angry, whine of a tiger who has caught nothing and does not care if all the jungle knows it.



: The fool! To begin a night's work with that noise! Does he think that our bucks are like his fast Waingunga bullocks?



: Hush! It is neither bullock nor he hunts tonight. It is Man.



: The whine had changed to a sort of humming purr that seemed to come from every quarter of the compass. It was the noise that bewilders woodcutters and gypsies sleeping in the open, and makes them run sometimes into the very mouth of the tiger.



: Man! (Showing all his white teeth.) Hah! Are there not enough beetles and Man, and on our ground too!

Scene III



: The law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe. The real reason for this is that Man-killing means, sooner or later, the arrival of men on elephants with guns and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenceless of all living things, and it is true – that Man-eaters become mangy and lose their teeth. The purr grew louder, and ended in the full-throated howl.



: Aaarrh!



: Then there was a howl – an untigerish howl – from Shere Khan.



: He has missed.





: What is it? [Runs out a few paces and hears Shere Khan muttering and mumbling as he tumbles about in the scrub.] The fool has had no more sense than to jump at a woodcutter's campfire, and has burned his feet. [With a grunt]. Tabaqui is with him.



: Something is coming uphill. [Twitching one ear] Get ready!



: The bushes rustled a little in the forest and Father Wolf dropped with his haunches under him, ready for his leap. Then, if you had been watching, you would have seen the most wonderful thing in the world – the wolf checked in mid-spring. He made his bound before he saw what it was he was jumping at, and then tried to stop himself. The result was that he shot up straight into the air for four or five feet, landing almost where he left ground.



: Man! (Snaps) A Man's cub. Look!



: Directly in front of him, holding on by a low branch, stood a naked baby who could just walk – as soft and as dimpled a little atom as ever came to a wolf's cave at night. He looked up into Father Wolf's face and laughed.



: Is that a Man's cub? I have never seen one. Bring it here.



: A wolf accustomed to moving his own cubs can if necessary, eat an egg without breaking it, and though Father Wolf's jaws closed right on the child's back not a tooth even scratched the skin as he laid it down among the cubs.





: (In a soft tone) How little! How naked, and – how bold!



: The baby was pushing his way between the cubs to get close to the warm hide.



: So this is a man's cub. Now, was there a wolf that could boast of a Man's cub among her children?



: I have heard now and again of such a thing, but never in our Pack or in my time. But see, he looks up and is not afraid.



: The moonlight was blocked out of the mouth of the cave, for Shere Khan's great square head and shoulders were thrust into the entrance. Tabaqui behind him, was squeaking.



: My Lord, my Lord, it went in here!



: Shere Khan does us great honour, (angrily) what does he need?



: My quarry. A Man's cub went this way. Its parents have run off. Give it to me.



: Shere Khan had jumped at a woodcutter's campfire, as Father Wolf had said, and was furious from the pain of his burned feet. But Father Wolf knew that the mouth of the cave was too narrow for a tiger to come in by. Even where he was, Shere Khan's shoulders and forepaws were cramped for want of room as a Man's cub would be if he tried to fight in a barrel.



: The Wolves are a free people. They take orders from the Head of the Pack, and not from any striped cattle-killer. The Man's cub is ours – to hunt if we choose.



: What talk is this of choosing? It is I, Shere Khan, who speaks!



: The tiger's roar filled the cave with thunder. Mother Wolf shook herself clear of the cubs and sprang forward, her eyes, like two green moons in the darkness, facing the blazing eyes of Shere Khan.



: And it is I, Raksha, 'The Demon', who answers. The Man's cub is mine. He shall live to run with the Pack and to hunt with the Pack; and in the end, he shall hunt you!



: Father Wolf looked on amazed. He had almost forgotten the days when he won Mother Wolf in a fair fight from five other wolves, when she ran in the Pack and was not called 'The Demon' for compliment's sake. Shere Khan might have faced Father Wolf, but he could not stand up against Mother Wolf, for he knew that where he was she had all the advantage of the ground, and would fight to the death. So backed out of the cave mouth growling, and when he was clear he shouted.



: Each dog barks in his own yard! We will see what the Pack will say to this fostering of man-cubs. The man-cub is mine and will come to me in the end!



Scene IV



: Mother Wolf threw herself down panting among the cubs, and Father Wolf said to her gravely.



: Shere Khan speaks this much truth. The cub must be shown to the Pack. Will you still keep him, Mother?



: Keep him! (*She gasps*) He came naked, by night, alone and very hungry; yet he was not afraid! Look, he has pushed one of my babes to one side already. And that lame butcher would have killed him and would have run off to the Waingunga while the villagers here hunted through all our lairs in revenge! Keep him? Assuredly I will keep him.

Lie still, little frog. O you Mowgli – for Mowgli the Frog I will call you – the time will come when you will hunt Shere Khan as he has hunted you.

The story does not end here. It continues with many more episodes such as the acceptance of Mowgli by the Pack of Wolves, the friendship between Bagheera and Mowgli, Mowgli's adventurous trips in the jungle with Baloo (the bear), the fight between Mowgli and the Monkey's gang etc. Eventually Mowgli is forced to leave the jungle and he goes to live in the village. Later, he decides to return to the jungle and live there.





*LISTENING

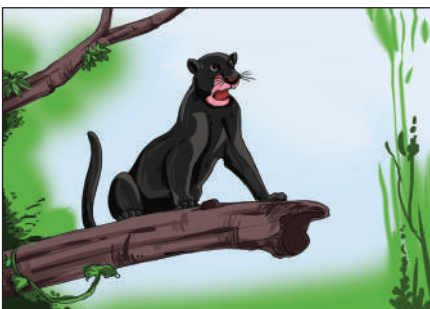


Listen to your teacher read a description of the character from the story. Identify the character based on your understanding and write the name in the space provided. Number the characters in sequence as they appear in the story.







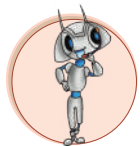




*Listening text is on page - 131

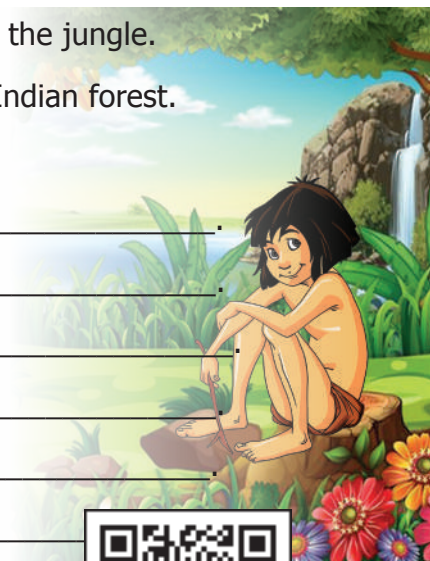


SPEAKING

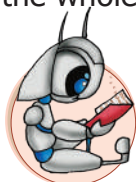


Imagine you are Mowgli. Which animal would you befriend? What kind of adventure would you like in the forest? Make use of the hints below to talk about it.

- Hi, I'm Mowgli. The only human being living in the jungle.
- I have been raised by a pack of wolves, in an Indian forest.
- I go and hunt with my friends for food.
- My close buddy is a _____.
- His/ Her name is _____.
- He/ She guides and accompanies me _____.
- We enjoy loitering in the jungle by _____.
- The jungle where we live is _____.
- On the whole, I am _____.



READING



Read **scene I** of the play carefully and answer the questions below.

1. List the characters that appear in the scene. What human characteristics do they exhibit?
2. The scene is set inside a thick forest and it is nearing dusk. Relate this time frame with the behaviour of the animals in the forest.
3. Did Tabaqui receive a warm welcome from the pack of wolves? How do you know?
4. Tabaqui acts as _____ to the pack of wolves.
a) a guard b) a friend c) a messenger d) an enemy
5. Whom does Mother Wolf talk about? How does she describe him?
6. Who is about to go on a hunt? Do the wolves panic on his arrival? Explain.
7. Match the following.

Sl.No.	CHARACTER	TRAIT
a.	Father Wolf	with a grey nose...feeds her four cubs
b.	Tabaqui	the big one from Waingunga River with a lame foot
c.	Mother Wolf	the chief of the Wolves
d.	Shere Khan	begs for meat and thanks for the meal/warns the wolves about the arrival of Shere Khan

WRITING



Imagine a conversation among your friends about the four characters in the play – Tabaqui, Shere Khan, Mother Wolf and Father Wolf. Use the hints to write it.

- *The characters' entry in the play.*
- *Compare and contrast their character traits.*
- *The reaction of the characters on seeing the man cub.*

GRAMMAR



Let's Recall

I. Read the situation given. Write the response of the subject in a sentence. Tick the correct box to identify the kind of sentences.

D- Declarative; In- Interrogative; E- Exclamatory; Im- Imperative

	D	In	E	Im
Example: (Vendor) while weighing the fruits How many kilos do you want?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. (Children) while eating ice-cream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. (Teacher) while noticing students talking in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. (Waiter) while attending a new customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. (Student) while introducing oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. (Tourist) while visiting the Taj Mahal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. (TTR) while checking the tickets of passengers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. (Critic) while writing a review of a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. (Receptionist) while attending to a guest in the hotel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Look at the pictures given below. Arrange the jumbled words into a sentence. Write the sequence of the sentences according to the pictures in the blanks given. Pick the adjectives from the sentences and write them below the picture.















1. order/a yummy, round and big cake/her parents
2. her/a wonderful doll/present/Madhu's friends/with
3. which falls on Sunday/for her birthday celebration/Madhu/her close friends/invites
4. welcome/she and her parents/with a broad smile/their/guests
5. enjoyed the day/felt/happy and/Madhu and her parents
6. the house with colourful balloons/her parents/decorate/and attractive cartoon
7. pink/Madhu/frock/wears/on her/birthday/a long.

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

III. Frame as many sentences as possible from the substitution table given below.

I	hate		football			everyday
We	prefer		volleyball			usually
You	like		hockey			rarely
They	love		kabaddi			often
	enjoy	playing	cricket	and	carrom	occasionally
	wish	watching	tennis	or	chess	generally
	dislike	coaching	basketball		table-tennis	sometimes
			kho-kho		squash	daily
			badminton		fencing	
Samritha	prefers					
Kavish	enjoys					
	hates					
	likes					

Example: I enjoy playing badminton and carrom daily.

IV. Read the sentence, insert appropriate articles in the blanks and circle the noun phrases.

1. Sujatha is reading _____ interesting story in the library.
2. Vishal drew _____ wonderful picture on the board yesterday.
3. Srinath and Sandhya were bored at _____ awful concert.
4. Purvaja ate _____ salad of raw vegetables for dinner.
5. Suresh was astonished to see _____ huge statue.
6. The child was playing with _____ yellow balloon.



V. Complete the dialogue by using suitable adjectives in the blanks.

Sinduja : Hi! Venkat. Hope you received the message about our school's sports day.

Venkat : Hmmm...! Yes... I was the _____ one to enrol my name in the events.

Sinduja : So, tell me for how _____ events have you enrolled?

Venkat : I have enrolled myself only in a _____ events.

Sinduja : What are they?

Venkat : As I am tall, I have given my name for _____ jump and running events.

Sinduja : That's _____ to hear.

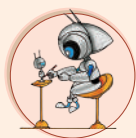
Venkat : What about you, Sinduja?

Sinduja : I have decided to participate in _____ the events.

Venkat : Hey!! That's _____ . Expecting the best from you.

Sinduja : Thank you so _____ Venkat. Wish you the same. Let's rock.

PROJECT



Read the story given below and follow the instructions to convert it into a play.

INSTRUCTIONS

1. Read the complete story carefully.
2. Frame a suitable title for it.
3. List the characters occurring in the story.
4. Identify the events in the story.
5. Use a narrator to introduce the scenes occurring in the story, if needed.

A little girl named Goldilocks went for a walk in the forest. On her way, she came upon a house. She knocked at the door but no one answered, so she walked right in. She found three bowls of porridge in the kitchen. As she was hungry, she tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said and she ate it all up happily.

After she'd eaten breakfast she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She laid down on the first bed, but it was too hard. Then she laid on the second bed, but it was too soft. Then she laid down on the third bed and it was just right. At last she fell asleep.

As she was sleeping, the three bears who lived in that house came home. "Someone's been eating my porridge," growled the Papa bear and Mama bear repeated the same. "Someone's been eating my porridge and they ate it all up!" cried the Baby bear. "Someone's been sitting in my chair," growled the Papa bear. "Someone's been sitting in my chair," said the Mama bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed," Mama bear repeated the same. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

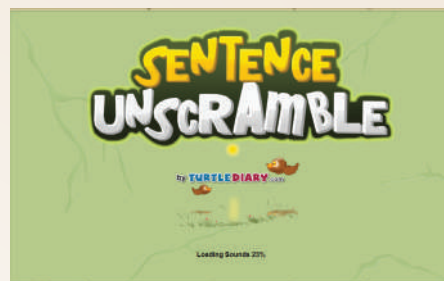
Form your groups and enact the play in your class.



ICT Corner

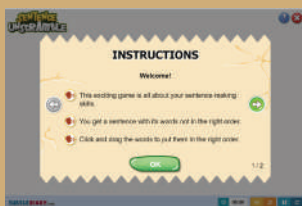
Sentence Unscramble

- Framing sentences through Sentence Unscramble Game



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click 'Play' to start the game.
3. Read the instruction given in 'How to Play'.
4. Help the rabbit collect more and more gold coins by identifying the adverbs.



Language Activity

- ◆ Read a piece of article or the prose piece and pick out the different types of sentences.
- ◆ Write a story based on the game using the sentences you have learnt.

Learning Outcome

- ◆ To frame sentences.
- ◆ To use different types of sentences.

URL :

<https://www.turtlediary.com/game/sentence-unscramble-first-grade.html>



*Pictures are indicative only

*Texts for Listening

Unit – 1



Now stay tuned for weather report.

This is weather forecast from news channel 7. We could not ask for a better day for the first day spring. Right now it is 15° C and clear we are expecting the blue skies through out the day, though there is only a 10 % of showers. This good weather can't last forever. It is raining cats and dogs up North. So we should see rain by morning. Don't forget your umbrella tomorrow.

Unit – 2



Once there lived three friends Vani, kavi and sumi. They always played pranks on one another. One day Vani bought some delicious berries and she decided to share them with her friends.

Kavi and Sumi were delighted to see the berries. The three of them sat and started eating the berries. Suddenly Sumi decided to play a trick on Kavi. When she looked under her chair she saw a small heap of berry seeds. She stealthily pushed the heap of seeds under Kavi's chair.

Then Sumi said, "What is this Kavi? You are so greedy! You alone have eaten so many berries." Kavi felt bad and didn't know what to say.

Vani looked here and there. When she looked under Sumi's chair there was no seeds. So, she replied "Sumi, Kavi was at least greedy, but see yourself. You have eaten all the berries including its seeds." Then Kavi understood that her friend had just played a trick on her and then all three of them laughed heartily.

Unit – 3



Description of the characters from the story "The Jungle Book"

- ❖ He is violent and intensely predatory, disrespectful to the law of the jungle. The main villain in the story and the archrival of Mowgli. He is nicknamed as 'Lungri' by his own mother.
- ❖ He always feeds on crumbs from either Shere Khan or the wolves of the Seeonee Pack. He is the only friend of Shere Khan. He acts as a spy and messenger to Shere Khan.
- ❖ She is very protective of the man-cub and raises him as her own. She is always ready to die in order to protect him. She is strong and brave but when angered she becomes the fiercest of wolf in the pack.
- ❖ He is taken away by a tiger from his village to the jungle, but fortunately he escapes and runs into a cave where a wolf family live. Mother wolf names him Mowgli the 'Little frog'. He is the main character in the story.
- ❖ He is one of Mowgli's main teachers, protects and guides Mowgli in all ways till the end of the story. He loves Mowgli a lot and the two spend much time together loitering in the jungle.

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Prose

1. Who owns the water?
 2. That Sunday morning
- Savita Singh

Poem

1. Indian Seasons
 2. A Tragic story
- Nisha Dyrene
– William Makepeace Thackeray

Supplementary

1. A Childhood in Malabar
 2. Brought to Book
- Kamala Das
– Madhumita Gupta

Play

- The Jungle Book
- Rudyard Kipling

English – Class VI - Term -III

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