

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-કમાંક  
જીસીઈઆરટી/અભ્યાસકમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૮-૧-૨૦૧૫-થી મંજૂર

# English

(First Language)

## Standard 5

(First Semester - Second Semester)



### PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 55.00

Name of Student : \_\_\_\_\_

Name of School : \_\_\_\_\_

Class : \_\_\_\_\_ Roll No. \_\_\_\_\_



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**Preface**

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

**With all good wishes.**

**Dr. Bharat Pandit**

Director

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## FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : \*

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

\*Constitution of India : Section 51-A.

## INTRODUCTION

With the ever changing realities of the world and the needs of human life, our understanding of teaching learning process in general and English language teaching in particular requires a state of the art Insight Booster to make our practices more learning-generative, enjoyable and rewarding. Here are some core underpinnings and mechanics of this insight booster.

The human brain is hard-wired for learning multiple languages. Children are natural language acquirers; they are self-motivated to pick up the language without any conscious learning unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. They use their innate language-learning strategies to acquire their mother tongue and soon find they can also use these strategies to pick up English. While facilitating our students to learn English, we need to understand the psychological needs of the children, the nature of how they learn everything in life in general and language in particular.

Learning for life is generally not linear or didactic. We human beings construct our own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we reconcile it with our previous ideas and experiences, may be changing what we believe in or may be discarding the new information as irrelevant. This is termed as Constructivist pedagogy. Constructivism taps into and triggers the students' innate curiosity about the world and how things work. Students do not reinvent the wheel but rather attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings. This theory proposes a radical change in the traditional view of teaching-learning.

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer seen as a place where the teacher ("expert") pours knowledge into passive students who wait like empty vessels to be filled up. In the constructivist model, the students are motivated to be actively involved in their own process of learning. The teacher functions more as a facilitator who facilitates mediates, prompts and helps students develop and assess their understanding, and thereby checking their learning. Moreover, in the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

So, now we think of 'learning' as a process that is student active, contextualized, reflective and collaborative. Combining these theoretical concepts with the psychological needs of young learners and the principles of communicative approach, we may derive the following implications for our classroom practices :

- Students need to feel secure and to know that there are some obvious reasons for using English. Usage of the language is the only way to learn the language.
- Learning activities need to be linked with some interesting everyday activities about which they already know.
- Activities are accompanied by input language material to be read, serving as a foundation for the vocabulary, structural patterns and expressions to be used meaningfully in English.
- English sessions are funny and interesting, concentrating on concepts which children already understand in their mother tongue. [In this way children are not learning two things, a new concept as well as new language, but merely learning English to talk/write about something they already know.]
- Activities are backed up by specific contexts, games, creative activities wherever possible as this help understanding and increases general interest as well as divergent thinking.
- While children are doing the tasks and activities, the quality of the produced language is evaluated in terms of its appropriateness and fluency not correctness. Thus, tolerating the errors of the children in the used language is expected. Mistakes need to be welcomed as testimony of learning.
- Collaboration encourages natural and meaningful communication. Activities done in groups and pairs become instrumental in natural language learning.
- Both silence and noise are parts of our day-to-day life. Activities requiring think-time, trigger *constructive silence* and activities requiring dialogues, inquiry, sharing, reporting and narration trigger *creative noise*.

Thus, facilitation in learning of English goes beyond memorising facts of the content or mastering the structure of grammar. It requires us to create an environment like a music class where nothing is passive, pre-planned, linear and lop-sided.

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**UNIT - 1****Boundless Nature****ACTIVITY-1 Pre-task**

**Nature is boundless in its rich resources. Man uses these resources to create wonders. Identify these natural resources and discuss their usefulness with your partner.**

**ACTIVITY - 2**

**Read the following passage carefully.**

### **THE STORY OF AN ORANGE**

Nobody knows exactly from where the orange came, though South East Asia is thought to be its first home. But today it is grown in most of the warmer parts of the world.

The Greeks and Romans knew about the orange. It is possible that the orange was carried from India to western Asia and then to Europe. Today, the orange is the most important fresh fruit in international trade.

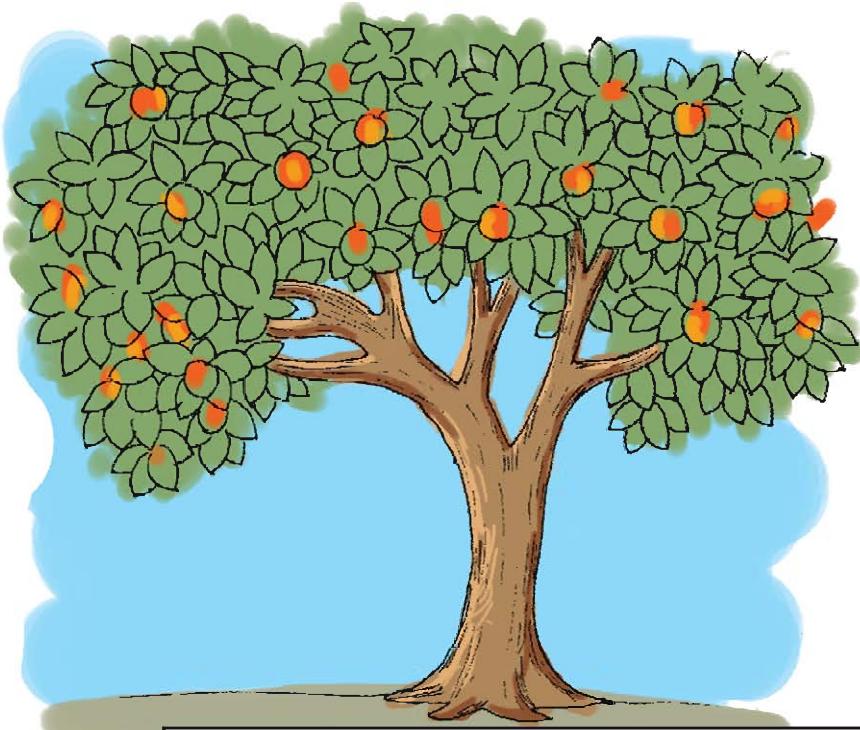
The three chief kinds of oranges are : the sweet or common orange; the mandarin orange; and the sour or bitter orange. Of these, the sweet orange is the most important.

It is after three years that the tree bears fruits.

An interesting kind of sweet orange is called the blood orange. Its pulp is deep red in colour and it is grown in the Mediterranean region. The temple is an orange with a thin loose skin. It is a mixture of the mandarin and the sweet orange.

The sour orange is grown almost everywhere especially in Spain. The chief use of this orange is to make marmalade since it is too bitter to be eaten as a fruit.

The orange is a clean fruit. Anyone who touches it, only touches the outer covering, which can be easily peeled off. The thick, oily and bitter skin does not allow insects to get into the orange. Oranges, therefore are in demand all over the world.



#### Key Words

trade – business between two companies or countries

mandarin – a small and sweet type of orange

marmalade – a food item made with oranges or lemons (jam)

peel off – to take off skin of fruits or vegetables

### ACTIVITY - 3

**Study the following conversation. Provide the missing part in your own words.**

Rohan : Hello Amita ! Are you OK ?

Amita : Hi Rohan, I'm good. I look a bit untidy because \_\_\_\_\_.

Rohan : Oh, so you were busy cleaning the school playground.

Amita : Yes. We started at \_\_\_\_\_ and finished it only at \_\_\_\_\_.

Rohan : Oh, I see. So you worked for more than five hours !

Amita : Yes. But we enjoyed it. I am going to tell my mom that \_\_\_\_\_

### ACTIVITY - 4

Imagine you are Amita. Rewrite the conversation in the form of a passage from Amita's point of view.

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### ACTIVITY - 5

Now answer the following questions (Tick the correct answer) :

1. It is believed that the first home of the orange was
  - a. India
  - b. Europe
  - c. South East Asia
  
2. Complete the sentences.
  - i. Fruits begin to appear \_\_\_\_\_.
  - ii. The Mediterranean orange is called blood orange as \_\_\_\_\_.

## ACTIVITY - 6

**Write about your favourite vegetable.**

**Your composition should include information about the following.**

- Description of the vegetable (taste, size, shape, colour)
- Where is it grown ? Is it available all through the year or only part of the year ?
- How do you like it cooked/prepared ?
- In what way is it good for your health ?

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## ACTIVITY - 7

**Some words say how something is done.**

**Complete the dialogues below with the form of the words in the brackets.**

**One has been done for you.**

A foreigner was visiting a local farm. The farmer was showing him around the farm. “We have the biggest fruit in the world,” the foreigner said proudly (proud). “Our oranges look like footballs,” he continued \_\_\_\_\_ (loud). “What about bananas then?” the farmer asked \_\_\_\_\_ (curious). ‘They are as big as towers’, replied the foreigner \_\_\_\_\_ (quick). As he was talking, he \_\_\_\_\_ (accident) stumbled over a watermelon. ‘Walk \_\_\_\_\_ (careful)’, the farmer remarked \_\_\_\_\_ (clever) ‘You just stepped on a grape.’

## ACTIVITY - 8

God has provided herbs for the treatment of illness.

Do you always need to rush to a doctor when you are feeling unwell or have some complaints like a cough, cold or toothache ? Can you get it treated by your mother or grandmother ?

**Describe in about 10-20 lines a time when you were unwell and how you got better without seeing a doctor.**

Here are some remedies to help you remember

- clove oil for toothache    • hot soup for cold    • mint leaves for indigestion

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## ACTIVITY - 9

### Nature conservation - save the environment

Cleaning up the environment may seem big too a problem, but if everyone plays their own role, then the whole world would become a cleaner place.

We are never too young to help.

The steps here can lead to a clean and healthy environment for a better living.

Join an environment group.

- 7 Donate toys, books, CD's, that you do not want any more.
- 6 Have a neighbourhood clean up.
- 5 Use a bicycle.
- 4 Stay active.
- 3 Use earth friendly products.
- 2 Conserve energy.
- 1 Recycle.

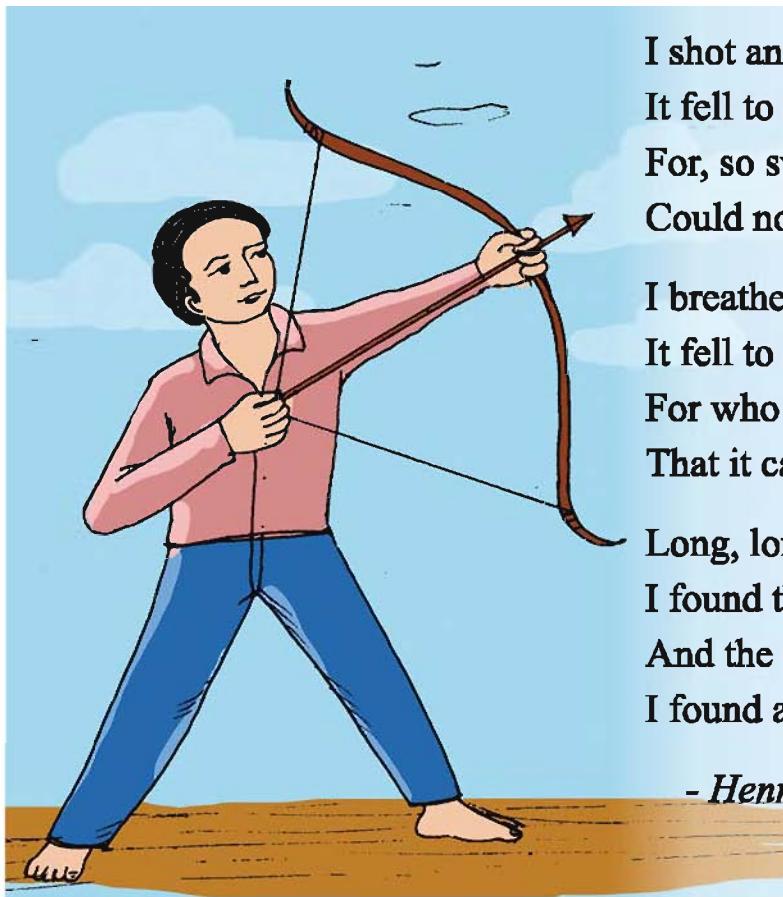
## ACTIVITY - 10

The area around your school has problem of cleanliness like garbage dumpings, barren land, kutch road or traffic issues.

**Form groups of students with a leader each and conduct a campaign to clean up the place. Write a report for your school magazine.**

**ACTIVITY-1 Pre-task**

**There are many poems and stories on the virtue of "friendship". Friendship is one of those things that makes even a poor person rich and a sad person happy. Read and enjoy the following poem on friendship.**

**THE ARROW AND THE SONG**


I shot an arrow into the air,  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroken;  
And the song, from beginning to end,  
I found again in the heart of a friend.

- Henry Wadsworth Longfellow

**Reflect upon these questions and share your views with your pair partner.**

1. What is talked about mainly in the first stanza?
2. What is talked about mainly in the second stanza?
3. Is there anything common between "arrow" and "song"?
4. What does the last line mean to you?

### ACTIVITY - 2

- (A) Work in pairs. Write the name of your best friend and say why you like him/her. Find out similarities and differences with your partner's friend in terms of height, weight, looks, hair style, mother tongue, likes, dislikes, interests etc.

My best friend is \_\_\_\_\_ because

Similarities with the classmate are	Differences with the classmate are

- (B) Work in groups and talk about your parents or grandparents. Share your experiences about what you do with them? Do they tell stories? Which stories do they tell you? Why do you like him/her?

### ACTIVITY - 3

- (A) Given below is a beautiful story. It is about how the grandfather treats his chair as a friend and how the grandson understands the feelings of grandfather better than his parents. Enjoy the story.

#### GRANDPA'S FRIEND-I

“Mom! I’m home!” John slammed the door and dropped his books on a nearby chair. “Something smells good.” With his nose in the air, he followed the sweet aroma into the kitchen.

“Hi, John, home already?” His mom turned around. She had just placed a plate of fresh-baked cookies on the counter near the open window.



John reached for a cookie and looked outside. It was the kind of day that made John feel warm inside. Pop-Pop, John's grandpa, who lived with them since grandma had died, came through the door.

"Spring is here", Pop-Pop said. "And you know what this means."

"Sure", John agreed. "Our annual fishing trip is coming up."

Amused, Pop-Pop winked at John while heading straight for the cookies.

"I was thinking more of our annual spring cleaning," John's mom suggested. "Tomorrow, John, you have no school and I can expect some help, okay".

"Okay, Okay." John agreed unwillingly.

**Can you guess what is going to happen next?**

The next day John and his mom cleaned the house. They cleaned upstairs, inside, outside, until everything was spotless. Tired, they sank into the couch. Pointing to Pop-Pop's chair, John's mom exclaimed, "Oh ! That old chair has got to go. We'll buy Pop-Pop a new one."



It was true. John had to agree. The chair was unsightly. It was faded and worn and in some places even torn.

“John, come and help me, we’ll take the chair to the footpath. Tomorrow the garbage truck is going to come.”

As they attempted to move the chair, Pop-Pop worked his way through the door. Seeing what was happening, he quickly blocked their way. “Oh, no!” he objected, “You can’t take my chair.”

**Why doesn’t the grandpa like to remove the chair ?**

“It’s old....It’s worn...”John’s mom argued with a sharp edge to her voice.

“No,” Pop-Pop insisted, trying to push his chair back into place.

“But Pop, we’ll buy you a new one,” John’s mom tried to convince the man.

“I don’t want a new one,” Pop-Pop’s voice trembled.

“I give up.” John’s mom let go off the chair. “We’ll discuss it tonight when Matt gets home.” Matt, John’s dad, was still at work. With a sigh of relief, the old man sank into his chair and closed his eyes.

“Pop-Pop, why you won’t let us get rid of the chair?” John asked when his mother left the room. “It’s so old.”

#### **Key Words**

slammed – closed with force

aroma – sweet fragrance

amused – delighted

spotless – without any dirt

unsightly – ugly

objected – opposed, disagreed

insisted – said forcefully

convince – satisfy by argument

sigh of relief – a long, deep breath when tension is over

**(B) Answer the following questions:**

1. List the characters of the story.
2. What had John's mom prepared when he came home from school?
3. What do the family plan during spring?
4. What did John and his mom clean?
5. Why did mom decide to throw away Pop-Pop's chair?

**ACTIVITY-4****GRANDPA'S FRIEND-II**

"You don't understand, John." Pop-Pop shook his head from side to side and after a long pause he said, "I sat in this chair, with your grandma right here, when I asked her to marry me. It was so long ago, but when I sit in this chair and close my eyes I feel she is near." The old man passed his hand gently along the arm of the chair.

'It's amazing', John thought, 'how Pop-Pop can remember things from the past. In the present, he forgets almost everything'. John sat down on the floor by Pop-Pop's feet and listened as the old man went on.

**Key Words**

nervous – worried

gaze – fixed look

rattling sound – harsh, sharp sound

realize – understand clearly

wholeheartedly – fully

“And the night your father was born, I sat in this chair. I was nervous. I was scared when they placed the tiny baby into my arms, yet I was never happier.” A smile suddenly lit his old face.

“I think I’m beginning to understand,” John said thoughtfully.

“Many years later.” Pop-Pop’s voice broke and he paused a moment before he continued, “I sat in this chair when the doctor called and told me that your grandma was ill. I was lost without her but the chair gave me comfort and warmth.” The old man’s sadness seemed to grow as he recalled that unfortunate day.

“I’m sorry, Pop-pop.” John looked at his grandfather and said, “I do see now. This is not just any old chair. This chair is more like your friend.”

“Yes, we’ve gone through a lot together.”Pop-Pop said.

That night, however, when John and Pop-Pop were asleep, John’s mom and dad carried the chair out to the footpath. It was a starless night. Though spring had set in, snow fell silently from the black sky and covered Pop-Pop’s chair with a blanket of white.

The next morning, when John came downstairs, Pop-Pop stood by the window and looked outside. A tear rolled down his hollow cheek. John followed the old man’s gaze and froze. Snow-covered, the chair stood on the footpath out of the house. It shocked John. He ran outside.”Wait! Don’t take the chair,” he shouted, waving both arms in the air as he rushed to stop the men from taking the chair away. Then he ran back inside and faced his mom. “Look at Pop-Pop, Mom. You can’t throw out his chair. This is not just a chair. This chair has been with Pop-Pop for a very long time. This chair is like a friend.”

**What end do you expect?**

John’s mom turned and looked at the old man. Slowly she walked towards him. With her middle and ring finger, she wiped away a tear. And then she took the old man’s face into both her hands and said, “I’m sorry, Pop-Pop. I guess ...I just didn’t realize how much the chair meant to you. John and I will bring your chair back inside.”

They brushed off the snow with their hands and pushed the chair back inside. They placed it next to the fireplace so it could dry. John's mom stepped back then, and as if seeing the chair for the very first time spoke to herself, "Mm, I guess it does give the room a certain touch of character."

And John and Pop-Pop wholeheartedly agreed that the living room would be rather dull without this old chair.

### **ACTIVITY - 5**

#### **(A) Answer the following questions:**

1. What did grandpa remember about the chair ?
2. When did Dad and Mom put the chair out of the house ?
3. What was grandpa's reaction when he saw the chair on the footpath ?
4. Why did John stop the men from carrying the chair away ?
5. Do you like the end of the story ? Why ?

#### **(B) Who said the following to whom and when?**

1. "Something smells good."
2. "Spring is here."
3. "That old chair has got to go."
4. "You can't take my chair."
5. "I think I'm beginning to understand."
6. "This chair is like a friend."

### **ACTIVITY - 6**

#### **(A) Find sentences from the story that mean the same as the following sentences.**

1. I have come home, mother!
2. Tomorrow is a holiday therefore you can help me.
3. We'll throw away Grandpa's chair.
4. This chair has given me happiness and love when I felt lonely without my wife.
5. The room looked brighter when grandpa's chair was brought in.

- (B) In the story, words like ‘worn’ and ‘torn’ are found. They are similar in sound. For studying similarity of words, there are two more techniques namely homophones and homonyms.

**Homophone (n)** means one of two or more words pronounced alike but differ in meaning. This means such words have similar sound but have different meanings. e.g. to-two-too, our-hour, some-sum, way-weigh, die-dye, principal-principle etc.

**Homonym (n)** means one of two or more words spelled and pronounced alike but differ in meaning. They are words whose sound and spelling are the same but their meanings are different. e.g. type, capital, bear, well, cell, long, pool of water and pool the game etc.

**Now work in groups to find at least two homophones and homonyms contained in the story. Make a list of such words and share your list with your partners.**

#### **ACTIVITY - 7**

- (A) Just as the grandfather had great attachment for the old chair; we love various things especially if they are related to our early childhood. e.g. toys given to us on our birthdays, marbles, cricket bat-balls, etc.

**Work in groups and make a list of such things which you love most and have preserved them even if they were torn, faded or not in good condition and you never like to throw them away. When your list gets ready, share it with the class.**

- (B) Rewrite the following paragraph from the story in simple present tense. You can make required changes.

“You don’t understand, John.” Pop-Pop shook his head from side and after a long pause he said \_\_\_\_\_

“Yes, we’ve gone through a lot together.” Pop-Pop said.

## ACTIVITY - 8

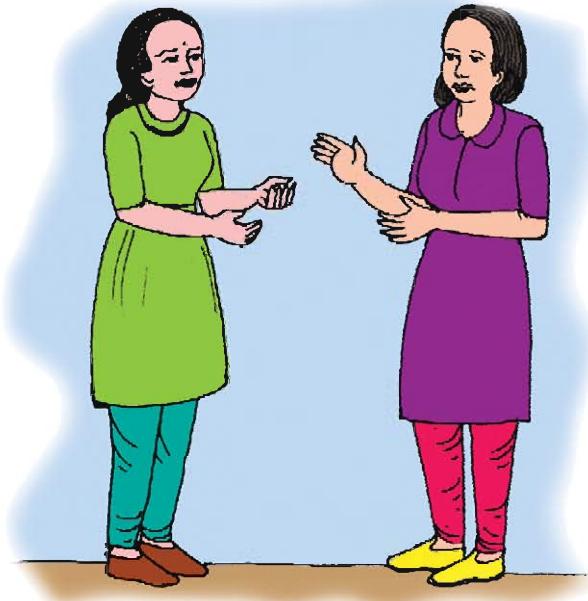
(A) Your school is celebrating an important function (e.g. founder's day/ annual day/ farewell function etc.) and your class teacher is planning to decorate your classroom. Work in pairs to write your conversation in the form of a dialogue.

(B) Find someone who: conduct this group activity with the following steps.

- Divide the class into pairs.
- The members in each pair will have one minute to walk around the classroom and find at least one person in the class who was born in the same month as they were. They get one point for every person they find in that time.
- Then they have to find someone who was born on the same day of the month.
- At the end, see how many points each student has earned.

## ACTIVITY - 9

(A) Now read and enjoy the following poem. In this poem a young girl has expressed her feelings for a friend in a direct and touching way. The poem is about the importance and responsibility of being a friend.



### FRIENDSHIP

When you are sad  
I will dry up your tears;  
When you are scared  
I will ease your fears.

When you are worried  
I will give you hope;  
If you want to give up  
I'll help you cope.

When you are lost  
and can't see the light;  
I'll be your beacon  
shining so bright.

This is my oath that  
I pledge to the end  
  
Why? You may ask.  
Because you're my friend!

- Nicole Richie

**Key Words**

dry up – (here) wipe  
give up – (here) accept defeat, stop trying  
beacon – lighthouse, (here) a guide  
pledge – a sincere promise  
cope – deal with, adjust, get on

**(B) Answer the following questions.**

1. What does the poet offer to do when her friend becomes sad ?
2. When does the poet offer help to friend ?
3. What does the poet offer to do when he/she can't see light ?
4. What do these words mean-‘that I pledge to the end’ ?

**(C) Tick mark the sentence nearest in meaning to the following lines.**

1. I will ease your fears.
  - a) I will make you more fearful.
  - b) I will teach you to be adventurous.
  - c) I will support you so that you have less tension.
2. When you are lost.
  - a.) You are lost in jungle.
  - b.) You do not know what to do.
  - c.) You have lost something valuable.
3. This is my oath that I pledge to the end.
  - a.) This is my promise forever.
  - b.) At last I will help you.
  - c.) I will help you in almost all difficulties.

4. I will help you cope.
- I will do things for you.
  - I will help you face the situation
  - I will add to your confidence.

### ACTIVITY - 10

**(A) Think about your friendship with someone in school or neighborhood. Work in pairs and share your feelings and experiences about you as a friend and about your friend. You can use the following table to note down and share the information on various situations of your life.**

Situations in life	What do you do for your friends?	What do your friends do for you?
Got less marks or failed in exam		
Could not get rank in sports		
Missed a chance in school tour		
Got first position in cultural event		
Worried about final result in exam		
Got ill		
Birthday will come		

**(B) Write a paragraph on “My Best Friend”. Use the points given below in the box.**

Name the city where you live, language you speak and culture you belong to, when you met for the first time, likes-dislikes of your friends, similarities and differences between both of you.

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### Helpline

**Activity - 2 (A) :** Make the children talk about what they like most at school or in the classroom/s, for which they have strong feelings of belongingness or attachment.

**Activity 6(A) :** Make students work in pairs or groups in which they share their emotions attached with those things or objects and ask them to narrate interesting story attached with those objects.

**Activity 7(A) :** The focus of this pair activity is to build up relationships and friendship in the classroom. You can make required changes in the steps to add more variation. This group learning activity can be extended with variety of points and make students share their experiences.

### Going beyond course book

Use the internet or library resources to collect more information about quotes, stories, poetry etc on friendship.

e.g. <http://www.desicomments.com/desi/quotes-graphics/friendship-quotes/>

The story and poem given in this textbook are just sample of language materials. The teacher can go beyond the textbook and bring in new piece of stories and poems on friendship. You can use movies as resources for extended activities.

The teacher should not translate but help students to look at the language closely, carefully so that they can appreciate language. Help students discover meanings of lexical items and let them give answers in their own words and language.

**UNIT - 3****Festivals - The Colours of Human Life****ACTIVITY -1 Pre-task**

We all love festivals. Festivals break monotony and they add colour to our routine lives. Festivals are occasions to celebrate some natural phenomena, season, historical, social, political, environmental, personal, cultural, traditional or agricultural significance. Various days of importance from local to international levels are celebrated throughout the year.

**(A) Work in pairs. Look at the following images and provide the information asked under each picture i.e. Name of festival/day, day of celebration, type of festival, place/s of celebration and significance. First is given as an example, do the rest of the items.**



<b>Name of festival</b>	: Independence day
<b>Day of celebration</b>	: 15 <sup>th</sup> August
<b>Type of festival</b>	: National festival
<b>Place/s of celebration</b>	: All over India
<b>Significance</b>	: India got freedom on 15 <sup>th</sup> August 1947.



Name of festival/day : \_\_\_\_\_

Name of festival/day : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Type of festival : \_\_\_\_\_

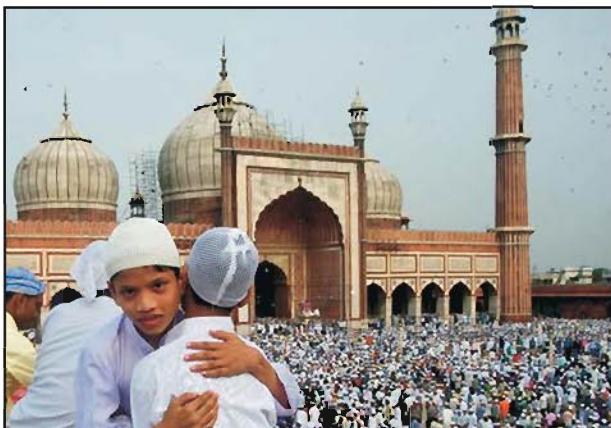
Type of festival : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Significance : \_\_\_\_\_

Significance : \_\_\_\_\_



Name of festival/day : \_\_\_\_\_

Name of festival/day : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Type of festival : \_\_\_\_\_

Type of festival : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Significance : \_\_\_\_\_

Significance : \_\_\_\_\_



Name of festival/day : \_\_\_\_\_

Name of festival/day : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Day of celebration : \_\_\_\_\_

Type of festival : \_\_\_\_\_

Type of festival : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Place/s of celebration : \_\_\_\_\_

Significance : \_\_\_\_\_

Significance : \_\_\_\_\_

**(B) Work in groups and find out suitable expressions of greetings based on the occasion. Respond in the blanks given in the following table. An example is given for you.**

Occasion	Related Expressions
Birthday celebration	Many many happy returns of the day / Happy Birthday
Wedding celebration/ Marriage anniversary	
Good result in Exam	
Promotion in job	
A relative is sick	
Mother's day	

## ACTIVITY - 2

(A) The present generation, especially the young make more use of cell phones and computers. Therefore writing letters to friends and relatives is gradually forgotten. Here, two pen –friends, Bharat and Jamshed exchange letters describing how they celebrated their New Year Day. Read and enjoy the following personal letters.

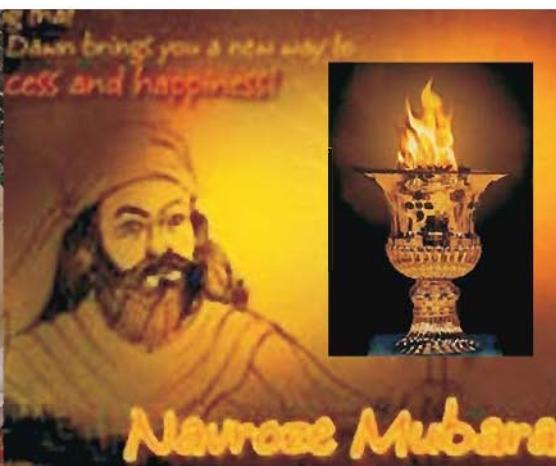
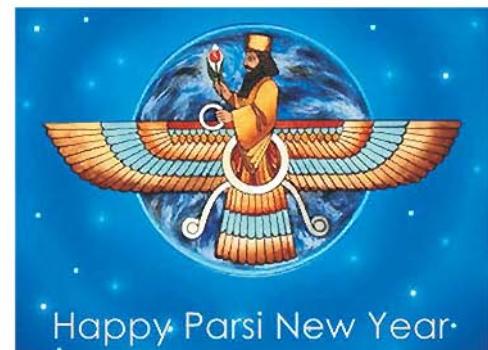
### FESTIVALS - HAPPY TIME TOGETHER

- 2.1. 16, Parsi Colony,  
Alkapuri Road,  
Baroda.

2.2. 15<sup>th</sup> November, 2007

2.3. Dear Bharat,

2.4. I have not heard from you for a long time. I hope you are fine. Two months back you had asked me how we celebrated our New Year. But I was busy with my first test and also with Navroze or Pateti, our Parsi New Year celebration. We Parsis are a small community. We came from Iran and settled in Gujarat. We worship Fire and our temple is called “Agiyari”, i.e. “Fire Temple”. We offer sandalwood sticks to the sacred fire and recite prayers. Men and children cover their heads with small caps and women cover their heads with saris. We all greet and wish ‘Sal Mubarak’ to each other.



2.5. On Pateti, everyone wakes up early, gets ready and wears new clothes. We decorate our houses and steps at the entrance with chalk and coloured powder in different shapes just like rangoli and with flowers and garlands. On this day, special dishes are prepared. Parsi food is very delicious. We prepare 'rava' from sooji, milk and sugar and decorate a variety of dishes with fried almonds and raisins. We visit each other's houses and give gifts and food to poor Parsi families. From an early age, we children learn the importance of sharing with others. Men and women mix freely with each other.

2.6. I am interested to know how you celebrate your festivals in Assam. I hope you will reply soon.

2.7. With love,

2.8. Jamshed

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#### Key Words

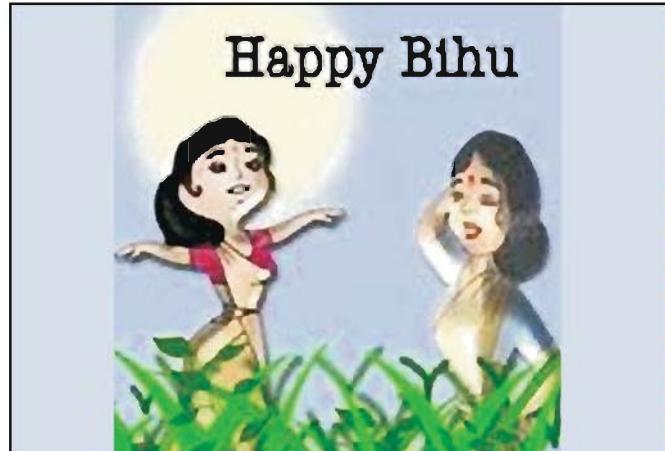
pen friend – person with whom one builds a friendship by exchanging letters  
sacred – holy

2.1 16, Biswas society,  
Guwahati,  
Assam.

2.2. 10<sup>th</sup> December 2007

2.3. Dear Jamshed,

2.4. Thank you for your letter. I was also busy with my school tests. I was very happy to read about your Navroze celebration.



2.5. You know Assam is a small state in the east of India. Our biggest festival is 'Bihu'. There are three Bihus - Bohag Bihu, Magh Bihu and

Kati Bihu connected with spring, winter and autumn seasons respectively. But Bohag Bihu is our major festival.

It is spring, New Year and agricultural festival- all in one. Assam becomes rich and lush in spring. Trees and flowers bloom and their fragrance and birds' songs fill the air. People also sing, dance, play games and enjoy themselves. That is why the "Bohag Bihu" is also called "Rangoli Bihu" (i.e. Bihu of merriment). Bohag is the first month of the Assamese calendar and the advent of God. We seek blessings from the elders. We also give gifts to each other.

People play games like 'Kanijuj' ( egg fighting), 'dhop' (ball game) and 'hau' (a form of kabaddi). Bihu songs and dances are as special as Bihu food specialties like 'chira' (flattened rice ), 'pitha' (rice cakes ) and 'laru'(sweet balls). We worship 'tulsi' on this day.

- 2.6. We also enjoy this special festival as you enjoy Navroze. Do come to Guwahati next year and celebrate 'Bihu' with us. Please give my pranam to your parents.
- 2.7. Your loving friend,
- 2.8. Bharat

#### Key Words

lush – thick and strong  
bloom – flowering  
advent – arrival

#### (B) Answer the following questions.

1. Where did the Parsis come from?
2. Whom do the Parsis worship? Name the temple.
3. What do men wear while offering prayers?
4. What are the special dishes prepared on Parsi New Year ?
5. What do the Parsi children learn from an early age?
6. Where is Assam situated?
7. Name the biggest festival in Assam. Mention the season with which it is connected.
8. Why is "Bohag Bihu" called "Rangoli Bihu"?

9. Which are the games played especially on Bihu? Name the Bihu food specialties prepared on New Year day.
10. Find out similarities and differences between "Pateti" and "Bihu" festivals.

### ACTIVITY - 3

#### TWO FACTS - ONE FICTION

**The teacher divides the students in groups of four in each. For dividing the class, the teacher can use roll no (1 to 4 and succeeding numbers in each four) or use chits or randomly distribute them in groups. Follow the sequence of the activity given below:**

- Step 1: All group members think of two things about themselves that are true (facts) and one that is not (the fiction). Here as per the subject matter of the lesson, task can be carried out. e.g. students think of their own festival, religion, community and prepare facts and fictions.
- Step 2: One at a time, each student tells group mates the three self-descriptive statements without saying which is fiction and which are facts. e.g. 'I come from Kerala. I fly kites on Uttarayan. We prepare many dishes on this day'.
- Step 3: Group mates ask questions to try to figure out which statement is fiction. e.g. 'Where is Kerala situated? Which is their major festival? Do they fly kites?'
- Step 4: Group mates work together to guess which statement is fictitious and give reasons for their guesses.
- Step 5: Group mates shares with the class something interesting they learned about each of their group members.

### ACTIVITY - 4

**In the main text, words like 'a variety of dishes' are given. Please note that a singular word is used to describe a number of persons or things taken together. Such words are called collective nouns. In the bracket given below, a list of collective nouns is mixed up. Work in groups or pairs and identify**

them for its suitable category and fill in the blanks in the following categories with appropriate words from the bracket. You can take the help of your teacher or use a dictionary or a thesaurus. One example is given for you.

[range, bunch, bouquet, pack, album, fleet, stack, kennel, team, swarm, litter, herd, haul, flock, tribe, flock, regiment, gang, band, crew, choir]

Words related to People	Words used for Animals	Words used for Things
A <u>class</u> of students.	A <u>catch</u> of fish.	A <u>galaxy</u> of stars.
A _____ of singers.	A _____ of birds/ sheep.	A _____ of wood.
A _____ of sailors.	A _____ of fish.	A _____ of ships.
A _____ of musicians.	A _____ of deer/ cattle/ elephants/ goats/ buffaloes.	An/A _____ of stamps/ autographs/ photograph
A _____ of thieves.	A _____ of puppies/kittens/cubs.	A _____ of cards.
A _____ of soldiers.	A _____ of bees/ants/rats/flies.	A _____ of flowers.
A _____ of tourists.	A _____ of horses/ducks/oxen.	A _____ of keys.
A _____ of natives.	A _____ of dogs.	A _____ of mountains.

### ACTIVITY - 5

- (A) Work individually and write a paragraph using simple past tense in about 50 to 100 words about how you had celebrated “Uttarayan”. After writing it, share your views in the class.
- (B) Work in groups and fill in the blanks in the following paragraph with appropriate forms of verb in the past tense. Make necessary changes in the paragraph to convert it in narrating past events.

Festivals indeed not only \_\_\_\_\_ (*add*) colour to our routine life but they also \_\_\_\_\_ (*rejuvenate*) our lives with new zest, energy and love for life. Festivals are a means of preservation and transmission of our rich cultural heritage from generation to generation and \_\_\_\_\_ (*inculcate*) values and morals in lives. Festivals are of various kinds such as religious, national, cultural, historical, social traditions, customs and based on some beliefs and

legends. Festivals are usually \_\_\_\_\_ (*take*) as a time for enjoyment but there are some festivals which are \_\_\_\_\_ (*celebrate*) to pay tribute and homage to the sacrifice of great martyrs or some religious significance e.g. Good Friday, Mohrumm etc... India \_\_\_\_\_ (*to have*) great diversity, being multilingual and multi-religious nation. Different festivals \_\_\_\_\_ (*to be*) celebrated in different regions and parts of the country and each has its own importance.

**(C) Closely study the sample of letters given above in activity: 2. Each paragraph or section of letters is assigned numbers. Work in groups and match the following column A with column B.**

Column A	Column B
1. The Heading	(a) 2.4 & 2.5
2. The Greeting/salutation	(b) 2.6 & 2.7
3. The body or main text	(c) Not given
4. Conclusion	(d) 2.1 & 2.2
5. The signature line	(e) 2.3
6. Post script (PS)	(f) 2.8

### ACTIVITY - 6

**(A) Here is the information provided for the ingredients and the method of preparing Parsi sweet dish ‘Rava’. Read it carefully and work in pairs or groups to complete the following dialogue with the help of words given in the box.**

preparation, fine, are, aroma, absorbed, ivory, thick, burn, sprinkle

### Ingredients

- 7 litre fresh creamy Milk
- 1 kg. Rava/ Semolina
- 1.7 kg Sugar
- 1.5 kg Ghee
- 1½ tbsp. Cardamom Powder
- 1½ tbsp. Nutmeg Powder
- 2 tsp. Vanilla Essence
- 25 g. Pistachios
- 100 g. Almonds
- 150 g. Charoli
- 300 g. seedless Raisins
- 1½ litre Water
- 1 Pink Rose
- 4 tbsp. Ghee

Sheela : Hi dear, how \_\_\_\_\_ you?

Mina : I'm \_\_\_\_\_. Thank you. How are you?

Sheela : I'm also fine. In our last meet, you had asked me about Parsi sweet dish recipe "Rava". Please make note of the procedure of \_\_\_\_\_. First of all, boil pistachios and almonds separately. Now, remove their skin and slice them finely. Place a large flat bottomed vessel on slow flame and combine ghee and rava in it.

Mina : Wait a minute. \_\_\_\_\_ we make use of any edible oil instead of ghee?

Sheela : No, as you get its wonderful \_\_\_\_\_ through the use of ghee only. Now, cook the rava till it has \_\_\_\_\_ all the ghee, stirring continuously. Cook till the rava has attained a \_\_\_\_\_ colour. Add water and sugar. Stir continuously till the sugar is dissolved and the mixture turns \_\_\_\_\_. Pour milk, while stirring constantly, and cook till the mixture absorbs the entire milk. Increase the flame to high and cook for another 15 to 20 minutes till you get a thick liquid solution. Add nutmeg and cardamom powder. Mix well, ensuring that the rava does not \_\_\_\_\_ or form granules. When the preparation turns thick and sticky, remove the vessel from the fire. Stir in vanilla essence and pour the liquid into glass dishes or silver salvers. Place a small frying pan on fire and heat 4 tbsp ghee. Add charoli, pistachios and almonds. Fry them lightly. Add the raisins and toss them. When the raisins start puffing up, remove the frying pan

from the fire. \_\_\_\_\_ the fried nuts on the rava along with pink rose petals. Now the dish is ready to eat.

Mina : Thank you very much for providing such a new recipe. I'll try it out today. Bye.

Sheela : Bye. Take care.

### ACTIVITY - 7

**Read the following poem and enjoy its simplicity.**

#### CHRISTMAS COMES



Christmas comes with children singing,  
Christmas comes with sleigh bells ringing,  
Christmas comes with frosty nights,  
Christmas comes with snowball fights.

Christmas comes with Santa Claus,  
Christmas comes with snowy floors,  
Christmas comes with robins and reindeer,  
Christmas comes with a hearty cheer.

Christmas comes with gold, frankincense and myrrh,  
Christmas comes with Jesus' birth,  
Christmas comes with angels from afar,  
Christmas comes with a wondrous star.

Christmas comes now, at last,  
Christmas comes, like in the past,  
Christmas comes after such a long wait,  
Christmas comes and it will be great.

- Amy Darnbrook

**Key Words**

sleigh – a light vehicle, horse-drawn, used esp. over snow or ice

frosty – covered with frost or ice

frankincense – has a sweet, warm, balsamic aroma

myrrh – an aromatic gum resin

wondrous – wonderful or marvelous

**ACTIVITY - 8**

In the poem, there are certain words which rhyme with others. Find out the rhyming words from the poem.

E.g. <u>last</u>	-	<u>past</u>	<u>Afar</u>	-	
	-	<u>ringing</u>		-	<u>past</u>
<u>Nights</u>	-		<u>Wait</u>	-	
	-	<u>Cheer</u>			

**ACTIVITY - 9**

(A) Work in pairs. Write an email to your friend informing about which national or international day/s you celebrate in your school. Also inform him/her which day of national or international significance you like the most and why. Having written in your note book, share your email with your partner. The pair mate then suggests corrections or modifications if required. You can take help of the following hints.

**Clues :**

14<sup>th</sup> January - International Kite Flying Day

8<sup>th</sup> March - International Women's Day, etc.

## ACTIVITY - 10

- (A) Prepare a calendar with a list of festivals and days celebrated throughout the entire year at state, national and international levels taking into account each day of the twelve months of the year. Write few sentences about each day celebrated, its significance, why is it celebrated etc. e.g. Ugadi, Vasant Panchami, Baishakhi, Lohri, Dussehra, Onam, Pongal, Sakranti
- (B) Do a project work in groups on gathering information about Parsis- their social lives, beliefs, life style, birth, death and marriage ceremonies, reasons of getting late marriages, problem of community, achievements and contribution of Parsis. Make them share the findings in their reports with other classmates.

### Helpline

**ACTIVITY - 1 (A):** Make students work in groups to enlist such festivals or days celebrated all over the world with significance from the point of view of social, cultural, religious, political, economical, historical, seasons, agricultural or great individual's lives etc.

Make learners work in pair or groups to find out similarities and differences by comparing any two days of celebration.

We can add points like specialties of the day, special food items prepared, scientific reasons and beliefs behind some rituals or traditions like taking special food items etc. for the extended activity. The teacher can provide scaffolding first as an example. Make students work in pairs or groups and let them share their experiences of the activity.

**Activity - 1 (B) :** Extend this activity by making students work in pairs and do role playing or prepare dialogue with four turns with two characters. Afterwards they can enact dialogue in the classroom.

**Activity - 2 (B) :** Make students - work in small groups of four or five and collect more information on when and how Parsis came to India. Read history and find facts and stories related to the reasons of their arrival in India, problems they faced in getting settled, customs, traditions, rituals and beliefs they have, their contribution in Indian economy and social lives. Make them write a report on their group work and share in the

classroom. Make the leader of group. For more information please visit-  
<http://www.happywink.org/newyearfestival/assamese-new-year.html>  
<http://www.happywink.org/newyearfestival/parsi-new-year.html>

**Activity - 3 :** The above task is meant for development of Aural –oral skills. It is basically meant for knowing one another, not only about their festivals but their culture, beliefs, life style etc. We can extend this activity by asking students to do group work about their likes, dislikes, study, personal life, family etc. and make them share in the classroom.

**Activity - 4 :** Make students work in pairs or groups. Don't provide answers directly. Encourage them to make use of dictionary. We can make use of web resources or visit Oxford online dictionary and thesaurus to extend this activity more.

**Activity - 5 (A) :** Provide students interesting topics like ,”My Favourite festival”, “The festival of light-Dipawali” etc. Provide students points to help them write paragraph.

**Activity - 6 (A) :** We can give other activities based on the above content. e.g. how to prepare laru, chira etc. of Assamese dishes or how to play Assamese games as traditionally played on Bihu. For more information on new year of Parsis and Assamese, please visit

<http://festivals.iloveindia.com/jamshed-e-navroz/recipes/ravo.html>  
<http://www.discoveredindia.com/festival-tourism-in-india/assam-bihu.htm>

**Activity - 9 (A) :** As today many people make use of computer technology and often get confused with the use of English, as the kind of variety used in computer software is American English. We have developed our own variety called Indian English which is based on/and influenced from traditional model of British English. Hence it is very essential to make students aware of these facts very early. Another fact is that we use informal English in day-to-day spoken conversation whereas for the study purposes we make use of Academic English. The teacher should provide such extended activities with scaffolding (examples of tasks) to differentiate various kinds of English. You can find more information from

<https://tefltastic.wordpress.com/ worksheets/writing/email/ formality/ formal-informal-links/>  
<http://www.parapal-online.co.uk/resources/letters.html>  
<https://tefltastic.wordpress.com/worksheets/writing/email/formality/informal-email-errors/>  
<http://www.usingenglish.com/files/pdf/email-formality.pdf>

The teacher can help out students by allowing them to bring cell phones as mobile can also be medium of learning language. e.g. MALL]

### Going beyond the text

Use the internet or your school library resources in order to collect more information and images, videos on various local, regional, national and international festivals. You can visit for more information on festivals of India – <http://www.festivalsofindia.co.in/>

And more images on festivals of Gujarat, and other states of India from -

<https://www.google.co.in/search?q=images+of+festivals+of+india...>

And you can watch videos related to celebration of festivals from

<http://timesofindia.indiatimes.com/topic/India-Festival-2013>

You can use web resources on Letter Writing such as :

[http://www.readwritethink.org/materials/letter\\_generator/](http://www.readwritethink.org/materials/letter_generator/)

[http://www.bbc.co.uk/schools/revisewise/english/writing/13\\_act.shtml](http://www.bbc.co.uk/schools/revisewise/english/writing/13_act.shtml)

**UNIT - 4****Adventure****ACTIVITY - 1**

**Identify the personalities in these pictures. Ask students to speak a few lines on the personalities they know:**

**ACTIVITY - 2**

**Read the following passage:**

### **BACHENDRI PAL: A HEROINE OF THE HIMALAYAS**

Bachendri Pal was born in 1954 in a village called Nakuri in the district of Garhwal, in Uttaranchal. Her father, Kishan Singh Pal was a small trader. The family had five children and Bachendri Pal was the middle one. Right from her childhood, Bachendri was very active. She was good at both her studies and sports.

Bachendri's first mountaineering experience was at the age of twelve. She, along with her classmates went for a picnic. She climbed a height of 13,123 feet with a few of her friends. However, they couldn't climb down the height as it became dark. They had to spend the night without food and shelter. It was an unforgettable experience for Bachendri Pal and it increased her love for adventure and mountaineering. Though there were hardships, Bachendri Pal continued her studies and completed it successfully. The principal of the school advised her parents to send her to college. She completed her studies and became the first girl in her village to graduate. During her college days, Bachendri Pal also secured the first position in the event of rifle shooting.



One day, Bachendri Pal told her parents about her dream of becoming a professional mountaineer. Her parents did not like her idea. They thought that mountaineering was not an appropriate work for a woman. They wanted her to be a teacher but Bachendri Pal was firm. She convinced her parents to allow her to join the Nehru Institute of Mountaineering (NIM). Her instructors soon realized that she was an extraordinary student and treated her as 'Everest Material'. In 1982 while at NIM, Bachendri Pal had the opportunity to climb the Gangotri and Rudugaria peaks as well. Meanwhile, she also got the job of an instructor at National Adventure Foundation which trains women for mountaineering.



#### Key Words

trader – a person who buys or sells things

shelter – a place that protects you from bad weather or danger

hardships – difficult conditions of life

secure – to get something with hardwork

firm – a person with strong will power (strong determination)

convince – to make someone believe

peak – the top of a mountain

#### ACTIVITY - 3

##### Answer the following questions:

1. In which event did Bachendri Pal secure the first position ?
2. What was her dream?
3. What did Bachendri's parents think about the profession she chose ?
4. Why did her instructor treat her as 'Everest Material' ?
5. What is the full form of 'NIM' and 'NAF' ?

#### ACTIVITY - 4

Note any three qualities of Bachendri Pal. Exchange your points with your friends and form a paragraph by writing what are the qualities you would like to imbibe in yourself.

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## ACTIVITY - 5

Fill in the missing letters to create a word from the article given below.  
Then write the full word on the line.

1. \_\_\_ u \_\_\_ i \_\_\_

1. \_\_\_\_\_

*Clue: top of a mountain*

2. \_\_\_ t \_\_\_ h

2. \_\_\_\_\_

*Clue: from the United Kingdom*

3. \_\_\_ r \_\_\_

3. \_\_\_\_\_

*Clue: journey on foot*

4. \_\_\_ e \_\_\_ o \_\_\_ e

4. \_\_\_\_\_

*Clue: reply, answer*

5. \_\_\_ e \_\_\_ a \_\_\_ e

5. \_\_\_\_\_

*Clue: passed something along from one person to another.*

## ACTIVITY - 6

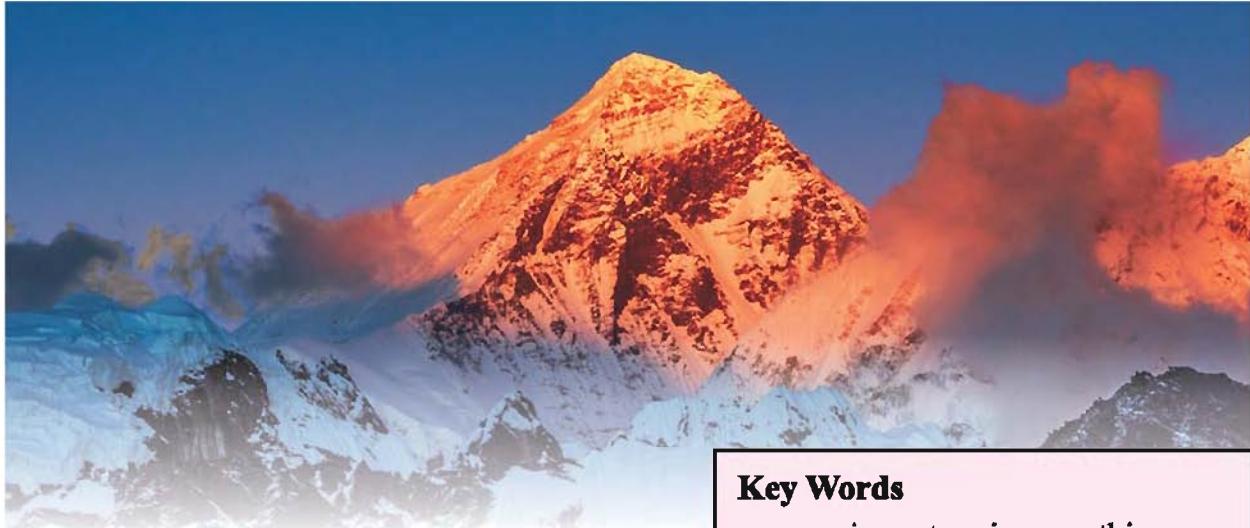
Read the following passage:

### CONQUERING EVEREST

Mount Everest is the tallest mountain on Earth. Its peak is located on the border between Nepal and Tibet in China. It is a part of the great Himalayan Mountain range.

For many years, climbers tried and failed to reach the summit of Mount Everest. In 1953, the British put everything they had into giving it one more try. They hoped that their climbers would reach the top in time for the coronation of Queen Elizabeth. Ten different climbers from all over the world were chosen to make the trek. In April and May, supplies were relayed up the mountain, and camps were set up every 1,000 to 2,000 feet.

When they returned home, journalists kept asking the two men who reached the summit first. Each time they were asked, the response was the same:



**“We reached it together, as a team.”**

- *Kimberly M. Hutmacher*

#### Key Words

conquering – to win something  
summit – the top of a mountain  
coronation – a ceremony at which  
a person is made king or queen

### ACTIVITY - 7

**Observe the table given below and complete the sentences:**

Sr.No	Name	Nationality	Date of Birth	Date of ascent
1.	Sharon Wood	Canadian	18 <sup>th</sup> May '57	20 <sup>th</sup> May '86
2.	Santosh Yadav	Indian	10 <sup>th</sup> Oct. '67	12 <sup>th</sup> May '92
3.	Dicky Dolma	Indian	5 <sup>th</sup> April '74	10 <sup>th</sup> May '93
4.	Junko Tabei	Japanese	22 Sept. '39	16 <sup>th</sup> May '75

1. The first woman to climb Mt. Everest is \_\_\_\_\_ at the age of \_\_\_\_\_.
2. Sharon Wood was \_\_\_\_\_ years old when she \_\_\_\_\_.
3. Most of the climbers climbed the Everest during the month of May because \_\_\_\_\_.
4. The eldest woman among all is \_\_\_\_\_ and is at present \_\_\_\_\_ years old.
5. Dicky Dolma was the \_\_\_\_\_ climber among all.

### ACTIVITY - 8

#### (A) Read the following poem:

#### TOPSY TURVY LAND

The people walk upon their heads,  
The sea is made of sand,  
The children go to school by night,  
In TopsyTurvy Land.

The front –door step is at the back,  
You’re walking when you stand,  
You wear your hat upon your feet,  
In TopsyTurvy Land.

And buses on the sea you’ll meet,  
While pleasure boats are planned  
To travel up and down the streets  
In TopsyTurvy Land.

You pay for what you never get,  
I think it must be grand,  
For when you go you’re coming back  
In TopsyTurvy Land.

*H.E. Wilkinson*

### ACTIVITY - 8

#### (B) Let's write a same poem by filling missing words in the blanks :

#### Unusual Land

The people \_\_\_\_\_ upon their heads,  
The sea is made of \_\_\_\_\_,  
The children go to \_\_\_\_\_ by night,  
In \_\_\_\_\_.

The \_\_\_\_\_ door step is at the front,  
 You're walking when you stand.  
 \_\_\_\_\_ wear my hat upon \_\_\_\_\_ feet,  
 In \_\_\_\_\_.

And \_\_\_\_\_ on the sea you'll meet,  
 While \_\_\_\_\_ boats are planned,  
 To travel up and down the streets \_\_\_\_\_,  
 In \_\_\_\_\_.

You pay for what you never get,  
 I \_\_\_\_\_ it must be grand,  
 For when you go you're \_\_\_\_\_ back,  
 In \_\_\_\_\_.

### ACTIVITY - 9

**Find nine words related to adventure from the following grid:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

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

## ACTIVITY - 10

### FUN TIME

1. I jump when I walk, I sit when I stand,  
My pouch holds, Something precious  
Who am I? \_\_\_\_\_

2. Choke the landscape with my ashy snow,  
My boiling fountain of fire and smoke,  
Better run though my river flows slow,  
I cover all you see with my darkened cloak.  
Who am I? \_\_\_\_\_

4. You saw me where I was never,  
I walked away with you.  
All that separates is a sheet of glass,  
Our only difference is the point of view.  
Who am I? \_\_\_\_\_

3.  
I have a neck,  
But no head,  
I have two arms,  
But no hands.  
Who am I?  
\_\_\_\_\_

5.  
I sing, I talk,  
You can hear me,  
But not touch or  
see?  
Who am I?  
\_\_\_\_\_

### Helpline

**Activity - 3 :** Bachendri Pal climbed the Mt.Everest at the age of 30. PratibhaPatil is the first woman President of India. Saina Nehwal, badminton player, won the medal at the Olympics. Sunita Williams, Indian by origin spent the maximum time in space

**Activity - 8 (B) :** Accept the relevant words given by the students. Do not expect an ideal poem. Entertain the whole class. The teachers should talk about the figures of speech and explain about the usage of Refrain. (Refrain is the repetition of the same line)

**Activity - 10 :** Answer key: Kangaroo, volcano, shirt , reflection and voice

**UNIT - 5****David and Goliath****ACTIVITY - 1**

**Read the story silently.**

**YOUNG DAVID AND GOLIATH: PART 1**

There lived a young boy named David a long time ago. He had three older brothers and they were all soldiers in the king's army. David also wanted to be a soldier, but his father wanted him to stay at home and look after his sheep. Everyday David used to take his father's sheep into the hills. While the sheep were grazing, he looked for flat round stones along the river bank or beside the rocks, and put them in his bag. Sometimes a hungry lion or an angry bear came to kill the sheep, but David was not afraid. He took a stone from his bag and put it in his sling. He brandished the sling in a circle above the head and the stone flew from it, through the air, and hit the wild beast between the eyes and killed it.

One day David's father called him. He told him that their enemies, the Philistines, were marching into Israel. He said, "Leave the sheep. Go and find your brothers in the king's army. Give them these bags of flour and these letters before they go to fight."

**ACTIVITY - 2**

**Look at the first paragraph of the story above. Find the word brandished. Can you guess its meaning? "Brandishing" is an action. Discuss with your friend what it could be. Draw a picture of David brandishing the sling in a circle above his head.**

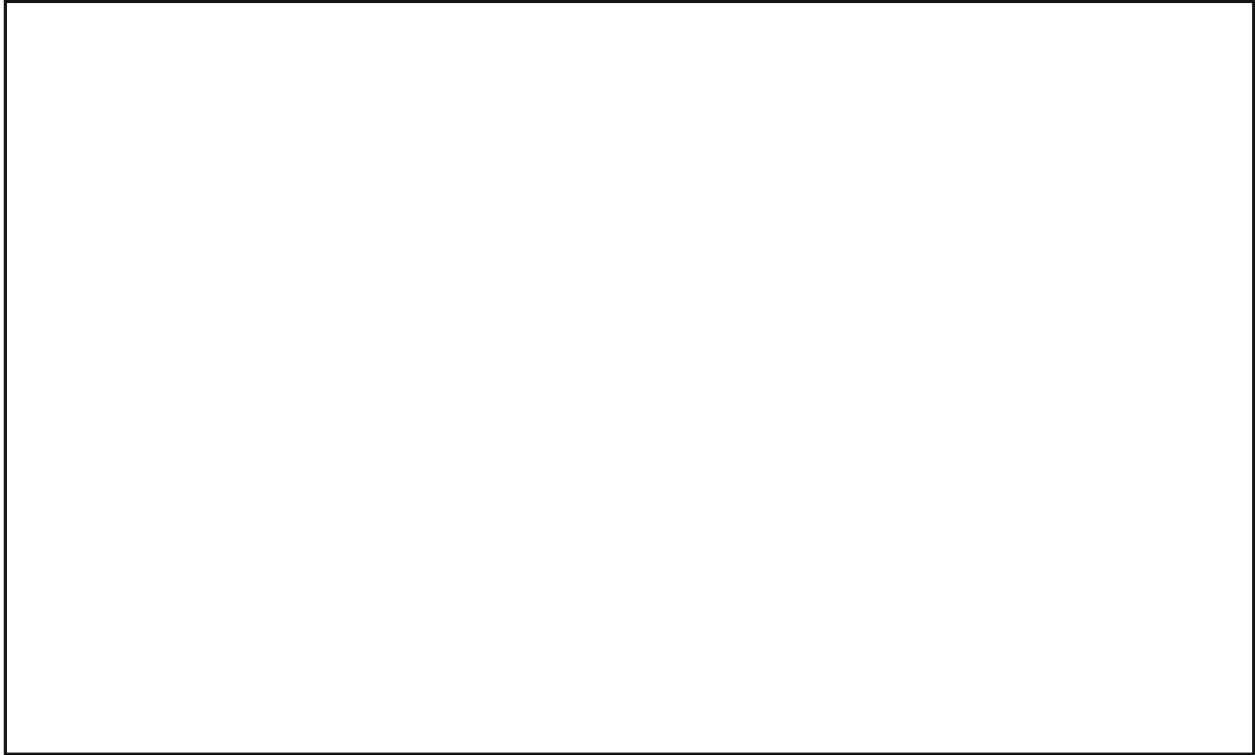
**Key Words**

graze – to eat grass in fields

brandished – to wave a weapon

sling – a kind of weapon with which stones  
are thrown to enemies

march – a walk of soldiers with same speed  
and movement



### ACTIVITY - 3

**Given below is the story of Radha. Work with a friend. Find words that will meaningfully fill the gaps in the story below.**

Radha \_\_\_\_\_ to become a lawyer. But everyone thought she \_\_\_\_\_ a fool. Some students \_\_\_\_\_ fun of her all the time. But Radha never \_\_\_\_\_ a word to any of them. One day a new teacher \_\_\_\_\_ to her school. She \_\_\_\_\_ the students, “Don’t underestimate anyone. Even a small person is capable of greatness.”

Suddenly, Radha was filled with courage. She \_\_\_\_\_ a promise to herself, “I will never be afraid.” She \_\_\_\_\_ to the principal’s office and complained against those students. The principal punished them and they never \_\_\_\_\_ made of her again.

### ACTIVITY - 4

**Now, share your answers with another pair. Check if your answers match their answers.**

## ACTIVITY - 5

Let's continue the story.

### YOUNG DAVID AND GOLIATH: PART 2

David reached there where the battle was going on. All the king's soldiers were afraid because a huge Philistine giant called Goliath was standing in front of their camp and roaring in a loud voice like an angry lion, "I am Goliath, I will destroy the land of Israel. Send your best soldiers to fight against me and I will kill them." The King of Israel was worried about this, so he made a promise to his soldiers. "The man who kills the giant Goliath will marry my daughter and I'll give him gold and jewels and he'll be the richest man in Israel." David heard it. He said, "I will kill Goliath." The king and his brothers laughed at him as David was only a boy. Finally, the king agreed.

**Read the phrase 'made a promise' and find out the meaning. (Make two sentences using this phrase)**

1. \_\_\_\_\_

2. \_\_\_\_\_

**Now find out at least five phrases and discuss with your friend.**

## ACTIVITY - 6

**What do you think happened? Did David win? Did Goliath kill David?**

**Write the end of the story in 3 to 5 sentences below:**

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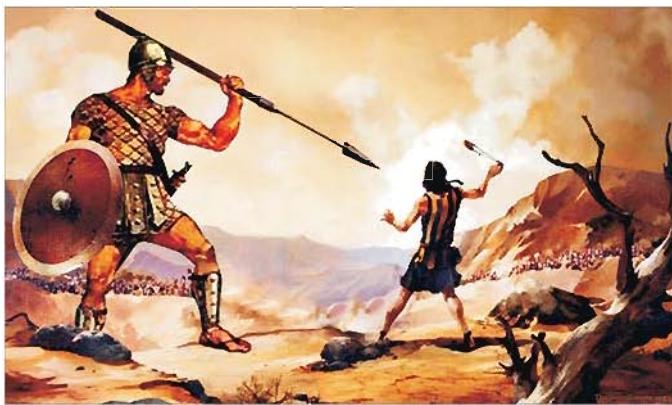
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**ACTIVITY - 7**

**Let's find out what really happened. Read the rest of the story silently.**

**YOUNG DAVID AND GOLIATH: PART 3**

Then David took his bag of smooth, round stones and his sling. He stood in front of the king's army and called the giant. When Goliath heard David, his cruel eyes grew as red as fire. Goliath angrily spoke, "Israel has sent a boy to fight against me. I will cut off his head and give his body to the wild beasts." David was not afraid. He prayed quietly and then he replied, "I am only a boy but I will kill you and give your body to the wild beasts." When Goliath heard these words, he ran towards David to kill him but David took a stone from his bag and put it in his sling. He whirled his sling above the head and the stone flew in the air. It hit between the eyes of Goliath and he fell on the ground with a loud cry. David ran and took the giant's sword and cut off his head with it. David brought the giant's head and put it at the king's feet. The king was pleased because David saved Israel. David married the princess and became the king of Israel.

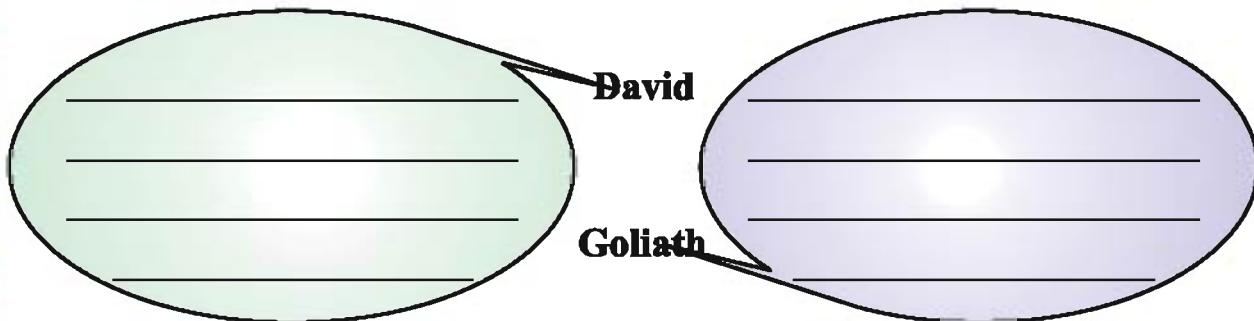
**Key Words**

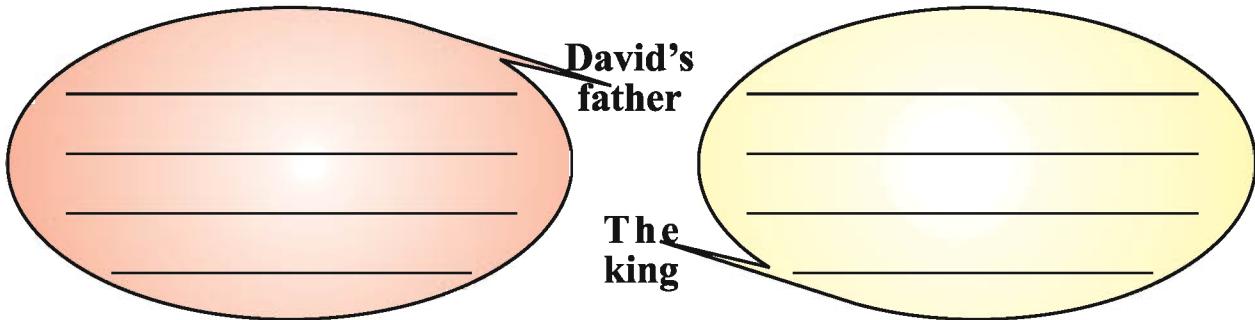
beast – a large and wild animal

whirl – to turn around in circle

**ACTIVITY - 8**

**What did they say? Read the story and find out. Write it in the appropriate speech bubble.**





### ACTIVITY - 9

- (A) Imagine that after defeating Goliath, David wants to throw a party. So, he invites his best friend Samson. Read the dialogue and fill the gaps with words you think are appropriate.

Samson : David! David !what a fight? You .... amazing.

David : Did you see how Goliath ..... at the end?

Samson : I know. My brother ..... me. You ..... him with his own sword.

David : Oh yeah!! How dare he came and challenge us?

Samson : Party... Party....

David : Yes of course. Where do .... to go?

Samson : Umm... Let's go to \_\_\_\_\_

**Continue dialogue between David and his friends.**

- (B) Answer the following questions in your words.

1. What promise did the king make to his soldiers ?
2. What weapon did David kill Goliath with ? How ?
3. What reward did David get after he killed Goliath ?

### ACTIVITY - 10

**Guru Drona was a teacher of the Pandavas. There are many interesting anecdotes related to the lessons he taught to the Pandavas. Enact any one of them the classroom.**

### Helpline

#### Activity - 10 :

1. Activity No 3 is based on past form. Help them write the past forms.
2. Students should be given adequate time to read the text silently.
3. Encourage the students to look closely at the use of language in the stories.
4. Activity No 10 Give some hints so that the students can enact an anecdote of Mahabharata.

Use the internet or library resources to collect more information on the Ramayana and the Mahabharata as well as Panchtantra for the 'heroic' stories.

## UNIT - 6

## Our National Flag

### ACTIVITY - 1

**Imagine your school had a flag. How would it look like. Draw it in the box given below.**



**Describe your flag with two other classmates. You can tell them things like why you choose this flag, the colours, what do they mean, etc.**

### ACTIVITY - 2

**Read the conversation.**

Grandpa : What are you doing Sujal and Alpa?

Sujal : We are coloring our National flag. Our art teacher has given us homework to colour our National flag.

Alpa : Grandpa, the best coloured picture will be displayed on the soft board and whoever does it well, will be bestowed the prize for it on the Independence Day.

Sujal : Look Grandpa, how have I done it?

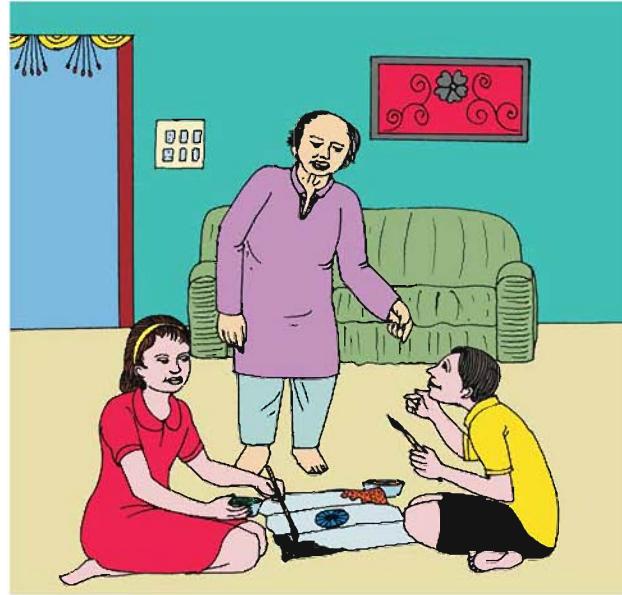
Grandpa : Well done. Well, do you know the history of our National flag?

#### Key Words

bestowed – to give something as an honour or present

Sujal : No. Please tell us something about the National flag.

Grandpa : The National flag of India has three equal horizontal bands - the top panel is saffron, the bottom panel is green and a white middle band is at its centre. It has Ashoka Chakra in navy blue colour. It was adopted by the Constituent Assembly on 22 July 1947, when it became the official flag of India.



Alpa : Grandpa, who designed our National flag?

Sujal : I think it was created by Pingali Venkayya.

Grandpa : Yes it is right.

### ACTIVITY-3

Look at the picture of our National flag and describe it in 3 to 5 sentences.





**Now read the conversation.**

Sujal : What is its importance?

Grandpa : The National flag is a symbol of Nation. Every nation has a flag. A National flag is the symbol of unity, honour and freedom. Both public and private buildings such as schools and courts may hoist the National flag.

Alpa : Our class teacher told us the history of the National flag. Yesterday, he informed us about the National flag.

Sujal : Please tell me what he said about it.

Alpa : He told us about its three horizontal colour bands of equal size.

Grandpa : Yes Alpa, you are absolutely right. Do you know about the colours and their meaning?

Sujal : I know the topmost saffron band stands for courage and sacrifice.

Grandpa : Right. The bottom green band stands for life and



prosperity while the white band in the centre stands for truth and purity.

Alpa : In the centre of the white band is the blue Dharma Chakra (The wheel of Law).

Sujal : What does it stand for?

Grandpa : Dear, the wheel is the symbol of progress. It is the pride of our nation. Do you know certain rules must be followed whenever the National flag is hoisted?

Alpa : What are they? Will you please tell us?

Grandpa : While hoisting the National flag, we must stand at attention and salute it. Moreover, it should be preserved carefully and a torn flag should not be hoisted.

Sujal : Thank you grandfather. We will remember this forever. Grandpa, we have a National bird, an animal, a flower and a fruit. Do we have a national food?

Alpa : I think 'khichdi.'

Grandpa : Ha...Ha....Ha.... Now prepare it.

#### **ACTIVITY - 4**

##### **Answer the following questions:**

1. Imagine you were a friend of Pingali Venkayya. What colours would you suggest for our National flag ?
2. What do the three colours of our National flag symbolize ? (Answer in your own words)
3. We do not have a National food. According to you, which food should be 'named as' a National food ? Why ? (You may discuss with your partner and discuss in the class)

#### **ACTIVITY - 5**

**(A) While reading or listening to the conversation you may have come across /s/ and /z/ sounds. Work in pairs. One of you can read the**

**conversation and the other can mark how many times have you heard these sounds ‘p’ ‘b’ and ‘t’ Now count how many time you heard and match with the number of your partner. Use the table given below.**

**Enter number of times you hear the sounds here.**

/S/	/P/	/b/	/Z/	/t/	/V/	/W/

**Talk to your friends. Find two words with both these sounds in the same word. Eg. Size**

**(B) Match the following:**

**A**

1. National flag courage and sacrifice
2. Saffron symbol of progress
3. White the symbol of unity
4. Green for life and prosperity
5. Ashoka Chakra truth and purity

**B**

**ACTIVITY - 6**

**Write five words with each suffix given below and make sentences.**

-able

comfortable

-ous

courageous

-ful

cheerful

-less

tireless

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## ACTIVITY - 7

**Rewrite the following sentences in active form:**

i.e.      The national flag should be preserved carefully.

Ans: We should preserve the national flag carefully.

1. The best colour picture will be displayed on the soft board

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2. The flag is hoisted by the government official.

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3. A torn flag should not be hoisted.

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4. It is hoisted over all government buildings

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## ACTIVITY - 8

**Sujal wants to make a sandwich. Here are the instructions. Read them.**

- 1) Take a slice of bread.
- 2) Spread butter on the slice of bread or grease it with olive oil.
- 3) Make mint/coriander paste. Grind a bunch of mint/coriander leaves, a little ginger, green chillies (pepper), salt and a little lemon juice or tamarind juice.
- 4) Spread the chutney on the bread slice.
- 5) Mix together the mashed potatoes, chopped red onions, chillies, chopped tomatoes and cucumber.
- 6) Spread this mixture on the bread slice. Cover it with another chutney-laden slice.
- 7) Grill it or toast. Serve it with ketchup.

**Let us make a national food. You may discuss with your classmate.**

**Now imagine you are making your recipe of a national food. Share your any recipe as national food with your classmate.**

Ingredients

Method :

**ACTIVITY - 9**

**Here are some slogans. Read them. Now create one more slogan and write it beautifully.**

Dream Big  
•READ!

### ACTIVITY - 10

Sujal and Alpa want to send an email about flag hoisting in their school. Draft the message for them. (The message should not be more than 80-100 words).

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#### Helpline

1. Activity - 1 Give illustration of Chandrashekhar Azad and how Azad was named. See more at : <http://www.esssay.com/2011/10/our-national-flag-essay-for-kids-for.html#sthash.sMMYYoOn.dpuf>
2. Use the internet or library resources to collect more information on the national flag and other topic related to our nation.

## Evaluation Activity

### ACTIVITY - 1

**Write about your favourite fruit. Your composition should include information about the following.**

- Description of the fruit (taste, size, shape, colour)
- Where is it grown? Is it available all through the year or only part of the year?
- In what way is it good for your health?

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### ACTIVITY - 2

**Correct the underlined part in the following sentences./ [Find out from the lesson the words or expressions similar in meaning for the underlined parts of the sentences.]**

1. She had just placed a plate of fresh-baked sweet biscuits.
2. John and his mom got tired and took rest.
3. We have passed a great time together.
4. The chair was placed on the footpath out on the street.

### ACTIVITY - 3

**State whether the following sentences are true or false; Put appropriate tick mark against each sentence. If false, correct them.**

1. Bharat lives in Baroda.
2. Parsi New Year day is also known as 'Pateti' or 'Navroze'.
3. Parsis came from Afghanistan.
4. Parsis prepare "Rava Idly" on their New Year day.
5. Jamshed belongs to Assam.
6. Magh Bihu represent spring season.
7. Bohag Bihu is also called 'Rangoli Bihu'.
8. 'Chira' and 'Pitha' are food specialties of Parsi New Year celebration.

### ACTIVITY - 4

**Fill in the missing letters to create a word from unit you studied. Then write the full word in the blank. Read the following passage:**

- |  |          |
|--|----------|
| 1. <u>                </u> u <u>                </u> i <u>                </u>                           | 1. _____ |
| <b>Clue:</b> top of a mountain   |          |
| 2. <u>                </u> t <u>                </u> h   | 2. _____ |
| <b>Clue:</b> from the United Kingdom   |          |
| 3. <u>                </u> r <u>                </u>   | 3. _____ |
| <b>Clue:</b> journey on foot   |          |
| 4. <u>                </u> e <u>                </u> o <u>                </u> e                         | 4. _____ |
| <b>Clue:</b> reply, answer   |          |
| 5. <u>                </u> e <u>                </u> a <u>                </u> e <u>                </u> | 5. _____ |
| <b>Clue:</b> passed something along from one person to another.  |          |

### ACTIVITY - 5

**Answer the following questions in your words.**

1. What promise did the king make to his soldiers ?
2. What weapon did David kill Goliath with ? How ?
3. What reward did David get after he killed Goliath ?

## **ACTIVITY - 6**

**Write a paragraph on colours of our Nation flag.**

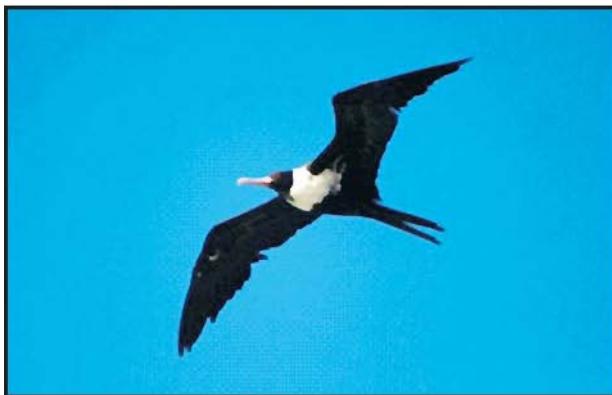
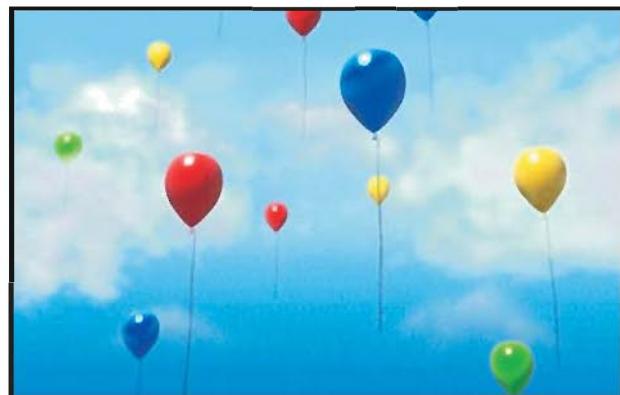


UNIT - 7

The Brave Little Kite

**ACTIVITY - 1**

**Look at the pictures and answer the questions given below.**



1. What is the common feature in the four pictures?

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2. Classify the man-made and natural things.

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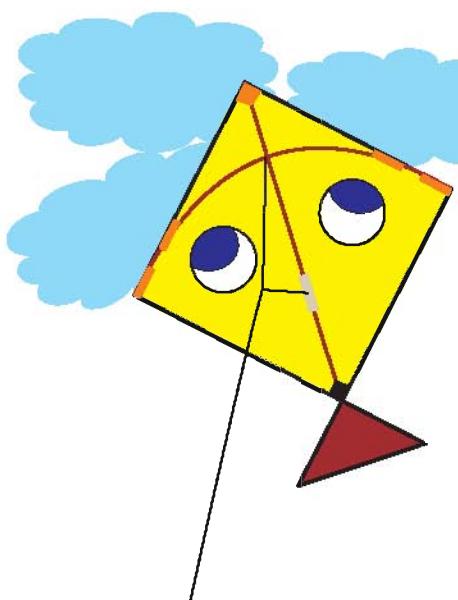
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## ACTIVITY - 2

Adventurous sports require courage and determination. Name these sports activities.



## ACTIVITY - 3



### THE BRAVE LITTLE KITE

"I never can do it," the little kite said,  
As he looked at the others high over his head.

"I know I should fall if I tried to fly."

"Try," said the big kite, only try!

Or I fear you never will learn at all.

"But the little kite said: "I'm afraid I'll fall.

"The big kite nodded: "Ah, well, good-by;  
I am off." And he rose toward the tranquil sky.  
Then the little kite's paper stirred at the sight.  
And trembling he shook himself free for flight.

First whirling and frightened, then braver grown,  
Up, up he rose through the air alone,  
Till the big kite looking down could see  
The little one rising steadily.

Then how the little kite thrilled with pride,  
As he sailed with the big kite side by side!  
While far below he could see the ground,  
And the boys like small spots moving round.

They rested high in the quiet air,  
And only the birds and clouds were there.  
"Oh, how happy I am," the little kite cried."  
And all because I was brave and tried.

- Katherine Pyle

### Answer the following questions briefly.

1. Why was the little kite scared?

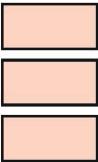
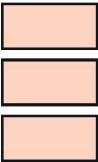
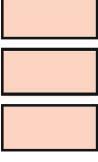
2. Why was the little kite 'thrilled with pride'?

3. What could the little kite see from the sky?

4. Imagine you are the little kite. Tell your story in 4-5 sentences.

## ACTIVITY - 4

**Tick the correct option.**

1. Which lines from the poem tell you that the kite was ready for flight?
  - a. Then the little kite's paper stirred at the sight.
  - b. First whirling and frightened , then braver grown
  - c. As he sailed with the big kite side by side
  
2. The little kite did not want to fly higher as
  - a. it was afraid that it would fall.
  - b. it was afraid of the height.
  - c. it was afraid that others might crash into him.
  
3. The little kite was being encouraged by
  - a. the other kites in the sky
  - b. the blue kite
  - c. the big kite

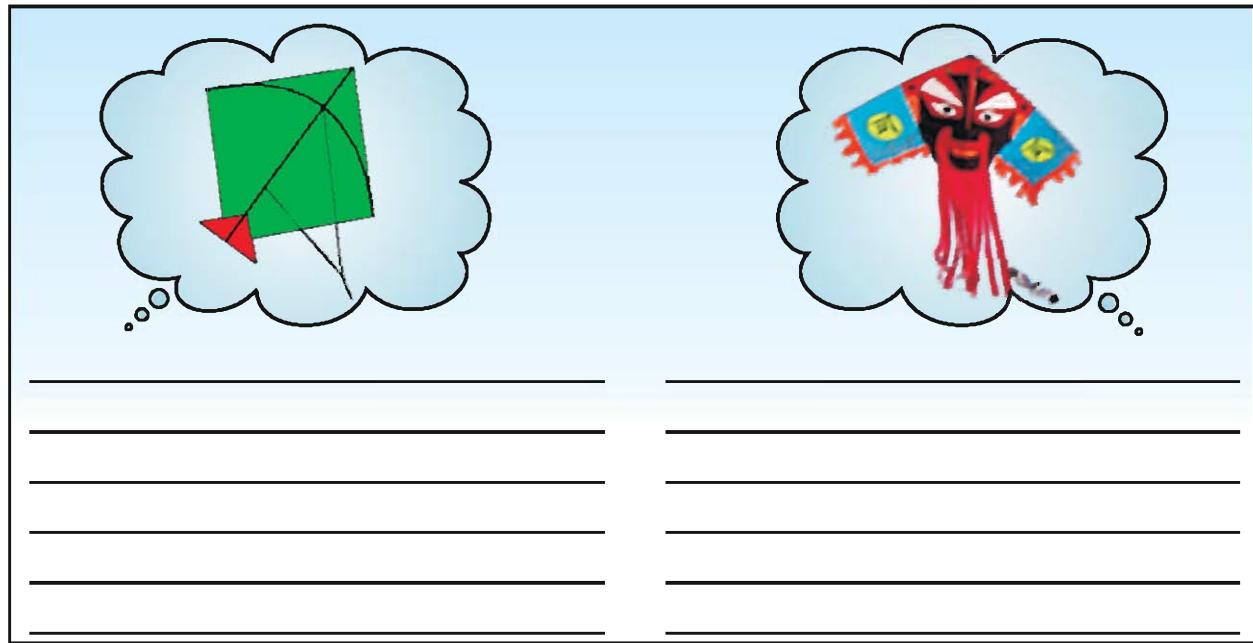
## ACTIVITY - 5

**Rhyming words add music to the poetry. E.g. said - head**

**Find the other rhyming words and list them below :**

### ACTIVITY - 6

Here are two kites. Imagine that these two kites are talking to each other. Write a conversation between them.



### ACTIVITY - 7

Divide the class into groups and make a collage based on

1. Things that fly in the air (natural and man-made)
2. Things that live in water
3. Things that live on the earth

### ACTIVITY - 8

Let's read one more poem :

#### WHAT DOES THE LITTLE BIRDIE SAY?

What does the little birdie say  
In her nest at peep of day?  
“Let me fly!” says little birdie  
“Mother, let me fly away.”

“Birdie, rest a little longer,  
Till the little wings are stronger.”  
So she rests a little longer,  
Then she flies away.

What does the little baby say  
In her bed at peep of day?  
Baby says, like little birdie,  
“Let me rise and fly away.”

“Baby, sleep a little longer,  
Till the little limbs are stronger  
If she sleeps a little longer,  
Baby too shall fly away.

-Alfred Tennyson

**Read the sentences carefully and relate them to whom it is connected.**

**Write 'Birdie', 'baby' or 'both' in the blanks.**

1. She is in the bed. \_\_\_\_\_
2. Her wings are not stronger still. \_\_\_\_\_
3. She sleeps for sometime. \_\_\_\_\_
4. She tells to her mother at day break. \_\_\_\_\_
5. Mother wants her to be stronger. \_\_\_\_\_

### **ACTIVITY - 9**

**Study the poem ‘The Brave Little Kite’. Rewrite the dialogues of the poem in your words. Follow the example :**

"They are flying so high" the little kite said  
As he looked at the other high over his heads  
'I too want to go there, but I am scared.'

**These lines can be re-written as :**

"The little kite looked at other kites flying  
high over its head, and said that it would  
also like to go high up in the sky, but it was scared."

**ACTIVITY - 10**

Look at the picture below and write a short paragraph describing the celebration of "The Kite Festival".



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**UNIT - 8****Srinivasa Ramanujan****ACTIVITY - 1**

**Numbers are fun. Let us play a game of numbers in pairs.**

**To play this game, here are the steps to be followed.**

**Step -1 – Ask your friend to think of a number.**

**Step -2 – Tell him to add seven to that number.**

**Step -3 – Ask him to multiply the added number by two, then subtract 4 from the number.**

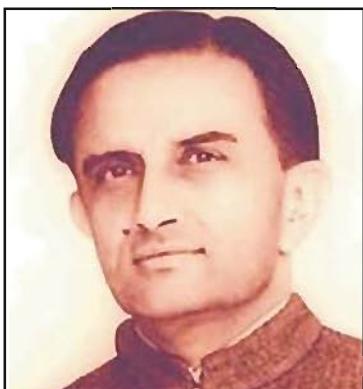
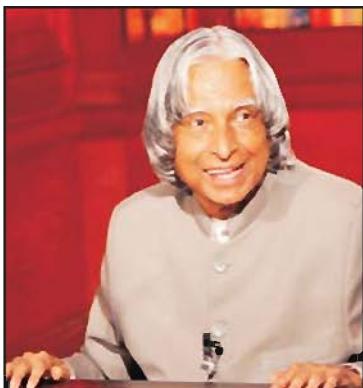
**Step -4 – Ask him to tell you the number that he has arrived at.**

**Step -5 – Now you divide this number by 2 and subtract 5 out of that number.**

**At the end you will get the number your friend has thought of.**

**ACTIVITY - 2**

**Identify these famous scientists. Name them and find the information to complete the table.**



Sr. No	Name of the scientist	Subject	Research Done

### ACTIVITY - 3

#### **SRINIVASA RAMANUJAN : THE MAN WHO LIVED WITH NUMBERS**

We celebrated the 125th birth anniversary of Srinivasa Ramanujan in 2012. Inaugurating the year long celebration at the University of Madras (on December 26), Dr. Manmohan Singh declared 2012 as a National Mathematical Year and Ramanujan's birthday as the National Mathematics Day. A commemorative stamp in honour of Srinivas Ramanujan was issued on the occasion.

Once a mathematics period for class –VIII was in progress in a small school in Tamil Nadu. "Any number when divided by the same number becomes unity", said the teacher. "But sir, what if the number is 0" ? asked a thin dark – eyed boy, leaving his teacher speechless. The boy was Srinivasa Ramanujan, the mathematical genius, who made extraordinary contributions to mathematical analysis, number theory, infinite series and continued fractions. During his short lifetime of 32 years, Ramanujan independently compiled nearly 3900 results (mostly identities and equations).

Born on December 22, 1887, in a poor family in Erode, Tamil Nadu, Ramanujan was interested in Maths right from childhood. He demonstrated unusual mathematical skills at school, winning accolades and awards. By the time he was 14, he could solve problems in Trigonometry which even college students could not.

Strange as it may sound, the school boy who stood first in his class and

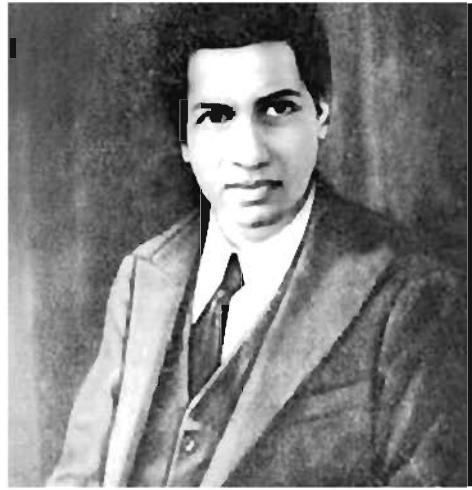
could teach Trigonometry to students in college, was unable to secure pass marks in any subject, other than mathematics, when he entered college. He appeared three times for his F.A. examination but failed each time because he could not get passing marks in English.

Dejected by his college education in Tamil Nadu, Ramanujan wrote to G. H. Hardy (an acclaimed mathematician of his time) at Cambridge in 1913, forwarding his research work. Impressed by his work, the University admitted Ramanujan without an application in 1914.

While at Cambridge, he published many papers on a variety of topics. He was elected to the London Mathematical Society. He became a Fellow of the Royal Society in 1918 (the youngest one to do so). He was elected "for his investigation in Elliptic functions and the Theory of Numbers".

However, the strenuous work, inadequate food and loneliness took their toll on his health and Ramanujan fell ill in 1917. He returned to India in 1919 and died on April 26, 1920.

As a part of the year long celebration to mark the 125th birth anniversary of Ramanujan the Ramanujan Mathematical Society (RMS) held a series of activities that year. A mathematics centre named after Ramanujan was set up in Chennai. It has a host of facilities including a museum. A documentary, tracing the history of mathematics in India was also made. Efforts will also be made to bring out the biography of Ramanujan by Robert Kanigel under the title, The Man Who Knew Infinity – A Life of the Genius Ramanujan, in English.



#### Key Words

inaugurate – to officially open or start something

commemorative – attempt to remember and respect an important person or event in the past

fraction – a small part or amount of something

compile – to collect and bring together different items

accolade – praise or an award for an achievement

trigonometry – the type of mathematics dealing with sides and angles of triangles

elliptic – geometry

**Answer the questions.**

1. What was unusual about Ramanujan at school?

2. How was he different from the others at the age of fourteen?

3. Why was Srinivasa dejected by his college education in Tamilnadu?

4. Who saw Ramanjan's work in Cambridge? Why was his admission into college unusual?

5. What were the causes of Ramanujan's poor health at Cambridge ?

**Complete the sentences.**

1. Ramanujan was a Mathematical genius as he made \_\_\_\_\_
2. A mathematical society named after Ramanujan \_\_\_\_\_

**ACTIVITY - 4**

**Match the words of column A with the opposites in column B.**

A	B
multiply	death
pass	divide
short	end
birth	fail
begin	long

**Now use the words given in column B in the blanks below.**

- There was a long queue at the exit gate at the \_\_\_\_\_ of the movie.
- The \_\_\_\_\_ of the president of the society made everybody very sad.
- We have to stand in a \_\_\_\_\_ queue for tickets at the railway station.
- Mother said to her son “ You will \_\_\_\_\_ in your exam if you do not study properly.”
- “Let us \_\_\_\_\_ the class into four groups.” , the teacher said to her students.

**ACTIVITY - 5**

**In the magic grid given below there are five hidden verbs.  
Find and circle them. Then use those words in the sentences given below.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A	S	D	E	N	D	T
R	L	B	Q	G	E	O
T	E	L	D	R	P	L
C	P	H	E	A	R	D
S	T	D	H	N	T	V
W	A	T	C	H	E	D

1. My baby brother \_\_\_\_\_ all through the functions.
2. We often \_\_\_\_\_ our time watching TV in the evening.
3. I \_\_\_\_\_ the sound of the blast while shopping in the market.
4. Sheila \_\_\_\_\_ her mother that she would be late in returning home.
5. The football fans \_\_\_\_\_ the final of the match with a lot of expectations from their teams.

#### ACTIVITY - 6

**Study the following sentences :**

**Note that the present perfect tense is formed by using have /has + the third form (the past participle) of the verb.**

- |                                       |
|---------------------------------------|
| 1. I have written a poem.             |
| 2. We have lost a lot of money.       |
| 3. He has bought a beautiful vase.    |
| 4. That tall girl has gone to Canada. |

**Now complete these sentences using the present perfect form of the verbs given in the brackets.**

1. I \_\_\_\_\_ (*eat*) a dozen oranges.
2. The plumber \_\_\_\_\_ (*repair*) the taps.
3. The cobbler \_\_\_\_\_ (*mend*) my shoes.
4. My friends \_\_\_\_\_ (*collect*) all the dry leaves.
5. They \_\_\_\_\_ (*put*) them in a heap. The gardener will take them away.
6. My friend \_\_\_\_\_ (*buy*) a gas balloon.

**ACTIVITY -7**

**Fill in the blanks with suitable phrasal verbs given in the box.**

**go off, go up, go down, go away, go along**

1. Chankaya has \_\_\_\_\_ in history as a great statesman.
2. My neighbors have \_\_\_\_\_ for a few weeks to the hills.
3. You may have some difficulty at first but you'll find it easier as you \_\_\_\_\_.
4. The gun \_\_\_\_\_ by accident but fortunately no one was injured.
5. The price of petrol has \_\_\_\_\_.

**ACTIVITY -8**

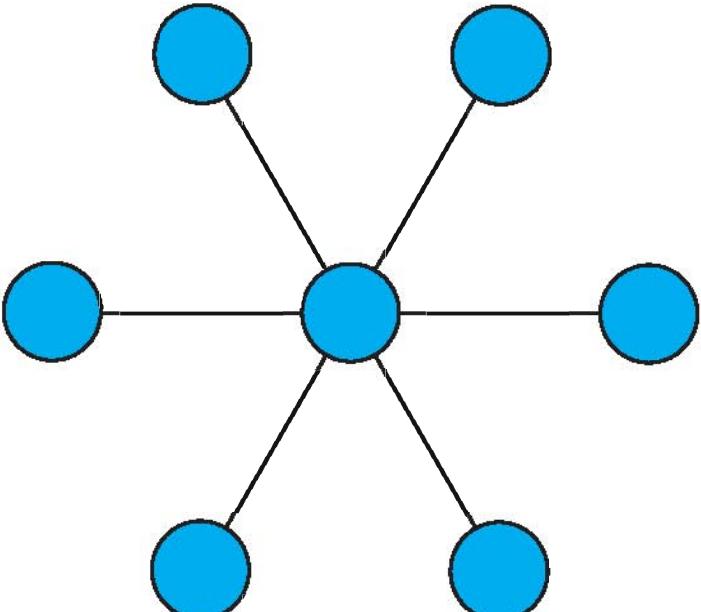
**Work in pairs. Design a commemorative stamp for S. Ramanujan and talk about your design. Later, prepare a collage of all the commemorative stamps and display it on the bulletin board.**

**ACTIVITY -9**



**Puzzle time**

**Seven up!**



**Put the Numbers 1, 2, 3, 4, 5, 6 and 7  
in the circles so that each straight line of three numbers adds  
up to the same total.**

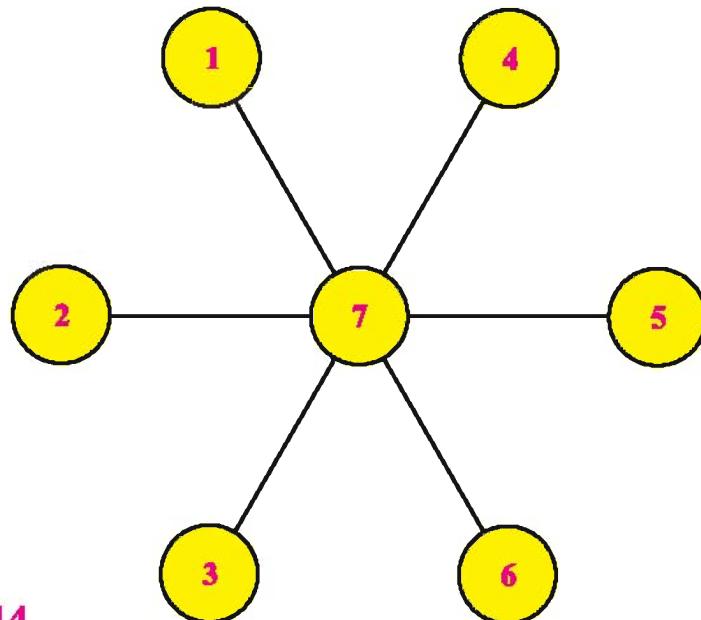


Find the answer on the next page.

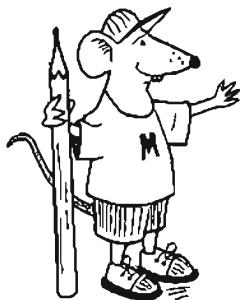


### **Puzzle time**

**Seven up!**



**These lines  
all add up to 14**



I expect you found this one not too tricky. And no wonder!

There were several different ways of doing it!

Amazing eh, but you could have 7 in the middle, or 4 or even 1.  
I've shown you one way above, can you work out others?

### **ACTIVITY - 10**

**Organize a science exhibition with experiments in your class during one of your activity period. Invite the other classes and let your principal Madam/Sir rank the best project. Mathematical puzzles too can be exhibited.**

## UNIT - 9

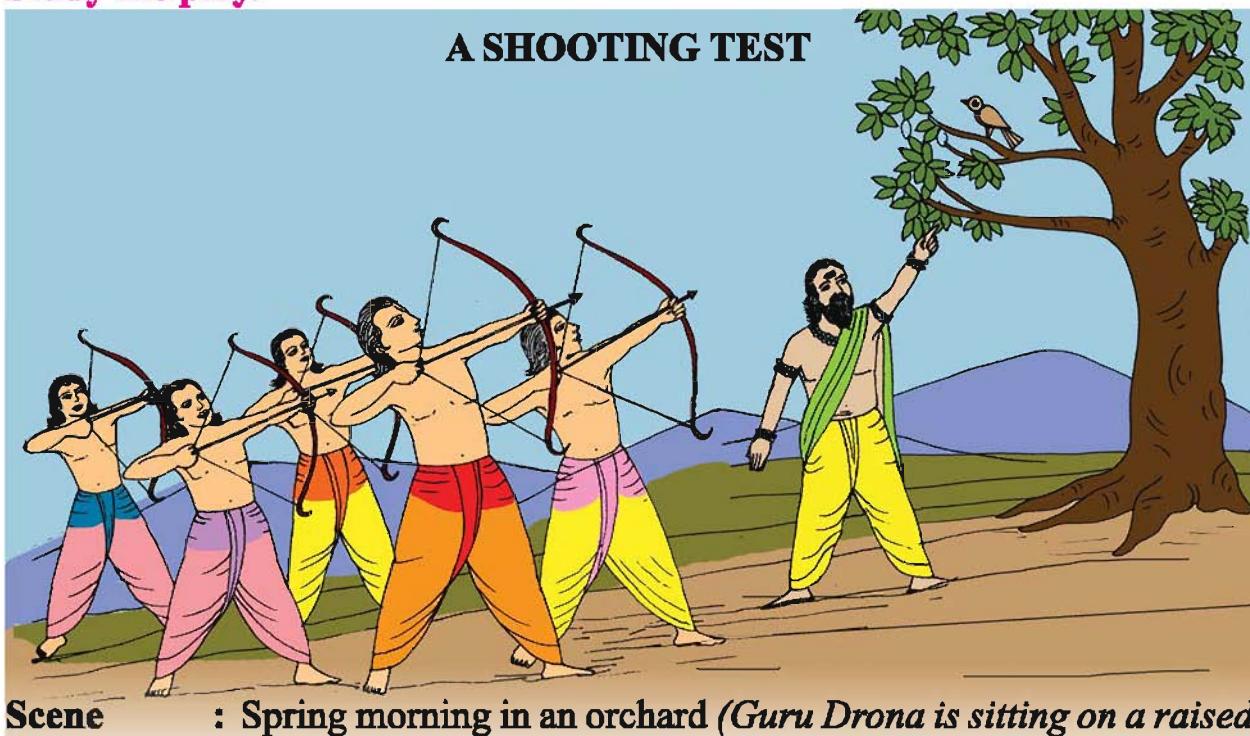
## A Shooting Test

### ACTIVITY - 1

Identify these sports persons. They specialize in rifle shooting and have brought laurels to the country.



**ACTIVITY - 2**  
**Study the play.**



- Scene** : Spring morning in an orchard (*Guru Drona is sitting on a raised platform under a shady mango tree. In front of him are seated on the ground the Pandav and the Kaurav princes. Guru Drona is speaking to them.*)
- Bhim** : (*Stands up with folded hands*) Guruji, I am sure the lesson is over. Can I go now? I feel very hungry. (*Some princes laugh and some giggle.*)
- Guru Drona** : (*With a beaming face*) Bhim, of course the lesson is over but the test remains.
- Bhim** : Test? Sir, when are you going to give us a test?
- Drona** : We'll commence it soon. Is everybody ready?  
(*He looks at the princes for a response.*)
- All princes** : Yes, Guruji we are.
- Bhim** : But what's the test? Please tell us something about the test, Guruji.
- Drona** : There is a bird in the tree. You have to shoot it in the right eye.  
Understood?
- All** : Yes.

**Drona** : Go and fetch your bows and arrows.

(*Guru Drona is standing near a peepal tree. All the princes have assembled around him. They are armed with their bows and arrows.*)



**Drona** : Bhim, how about you ? Are you ready? The test begins with you.

**Bhim** : Me, Guruji ? But you know well, I'm not so good at archery as others are. I am good at using the mace.

**Drona** : Don't worry Bhim, come forward. Take aim and be ready.

**Bhim** : Yes, Guruji.

**Drona** : Bhim, before you shoot, tell me what do you see now?

**Bhim** : The branch, the bird and the sky. Guruji, can I shoot ?

**Drona** : No don't. Your test is over. Take your seat.

(*Bhim and other princes are surprised to hear the Guruji's words. Drona now looks at Duryodhan. Duryodhan comes forward for the test.*)

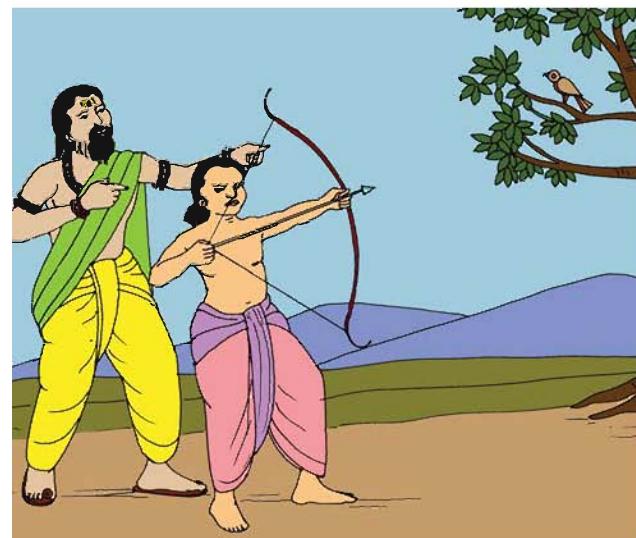
**Drona** : Duryodhan, are you ready ?

**Duryodhan** : Yes, Guruji, I am.

**Drona** : Before you pull the string, tell me what do you see ?

**Duryodhan** : I see many things – the tree, the branch the bird, the sky and....

**Drona** : Stop Duryodhan. Don't shoot. Your test is over, too.



*(Duryoudhan like Bhim is also surprised. He goes back to his place.)*

**Drona** : Sahadev, it is your turn now.

*(Sahadev is lost in thoughts. He comes forward carrying his bow and arrows.)*

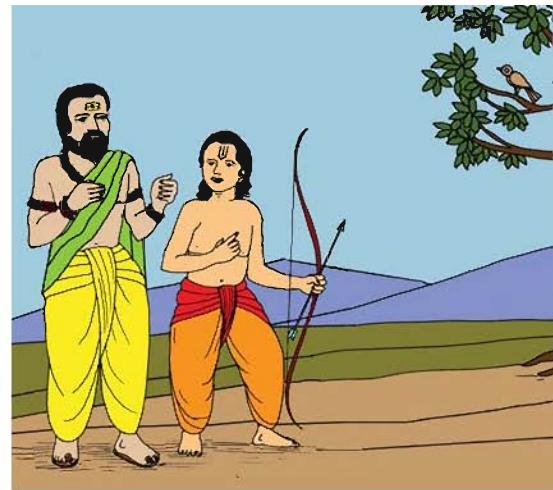
**Drona** : Take aim and wait for my command.

**Sahadev** : Sir, I am ready.

**Drona** : Sahadev, tell me what do you see now ?

**Sahadev** : Guruji, I see so many things. Of course, I see the bird but I also see the tree top and the sky beyond.

**Drona** : Don't shoot the bird. Sahadev. You may take your seat.



*(Dushasan is called to take the test. He goes and stands close to Drona. Slowly he places his arrow on the bow and pulls the string and is ready for shooting.)*

**Drona** : Tell me Dushasan what is visible to you?

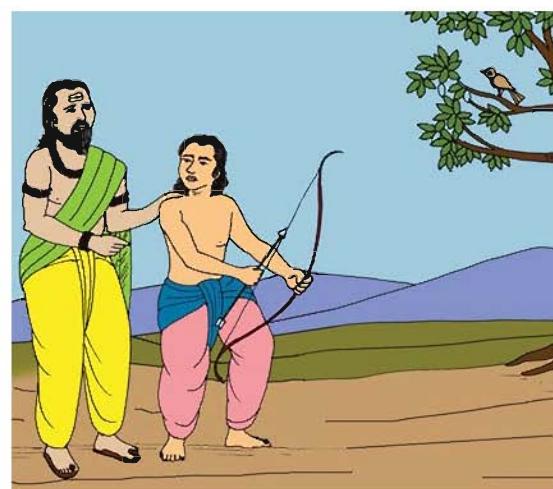
**Dushasan** : Guruji, my eye sight is very good. I can see everything around me. Can I shoot now ?

**Drona** : You need not. Your test is over too.

*(Thus, Drona calls the other princes one by one. Their answers make him sad. At last, he invites Arjun for the test.)*

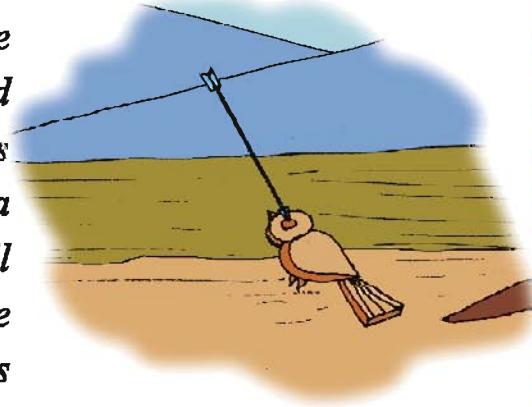
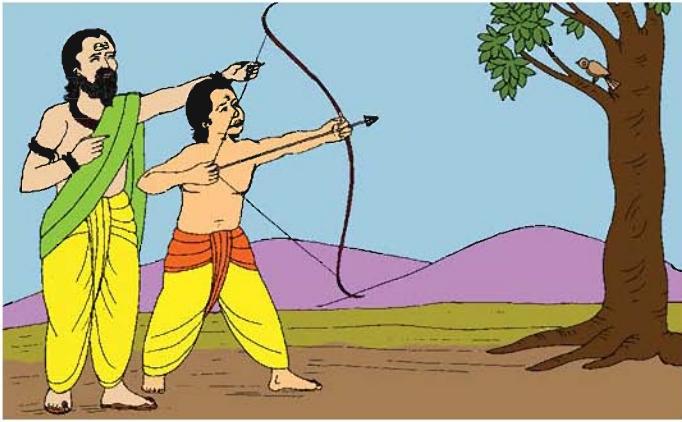
**Drona** : Arjun, get ready and take aim.

*(Arjun carries out the order*



*(of his Guru and waits for his command.)*

- Drona** : Tell me what do you see now, Arjun?
- Arjun** : Sir, I see only the right eye of the bird.
- Drona** : What about the bird, its head and the branch on which it is placed?
- Arjun** : Sir, I see nothing else except the right eye of the bird.
- Drona** : *(With a great sense of satisfaction)* Shoot.
- (In the twinkling of an eye, the bird falls down on to the ground with a thud. Arjun's arrow is there in its right eye. For a moment there is a hush all around. Then suddenly all the princes cheer Arjun for his extraordinary feat. Drona goes to Arjun and blesses him.)*
- Drona** : Bravo Arjun! You have passed the test.
- (Drona looks at the princes and addresses them)*
- Drona** : Dear disciples, it wasn't just a shooting test. It was a test to test the power of your concentration. Arjun concentrated so well that he saw nothing but the target – the right eye of the bird. Therefore he succeeded. You can also do the same thing if you always focus on the target.



#### Key Words

orchard – an area or land where fruit trees are grown

beaming face – a face with a wide and happy smile

commence – to start something

fetch – to go and bring something

### ACTIVITY - 3

**Answer the following questions.**

1. Why does Bhim want to go away?

2. What does Guru Drona ask the princes to fetch? Why?

3. What does Duryodhan see at the time of shooting?

4. Who is asked to take aim after Duryodhan?

5. What is Dushasan proud of? Is he allowed to shoot?

6. What makes Guru Drona sad?

7. Who is the last one to take the test? What does he see?

8. What does Guru Drona say about the test?

9. Who succeeded in the test? Why?

#### ACTIVITY - 4

Study the following antonyms.

A

Visible  
Ordinary  
Satisfaction  
Sense

B

invisible  
extraordinary  
disssatisfaction  
nonsense

Note that, the antonyms are formed by adding the prefixes "in", "dis", "extra" and "non".

Now read the following words and form their antonyms by adding appropriate prefixes.

**agree, active, vegetarian, comfort, efficient, fine, smooth, violent, stop, stick, capable**

### ACTIVITY - 5

Quiz champion Ashwini is answering some questions. Her answers are given below. Frame questions for the quiz master by choosing appropriate question words given in the box.

**How often, How many, What, When, Who, From where**

#### QUIZ MASTER

Example: What is the sun?

\_\_\_\_\_ did Gandhiji start the Dandi march?

\_\_\_\_\_ is the capital of Pakistan?

\_\_\_\_\_ was the first Indian to go into the space?

\_\_\_\_\_ meter are there in one kilo meter?

\_\_\_\_\_ colours are there in the Indian flag?

\_\_\_\_\_ did India win first the world cup in cricket?

\_\_\_\_\_ are the Olympic games held ?

#### ASHWINI

A star

Sabarmati Ashram,  
Ahmedabad

Islamabad.

Rakesh Sharma.

One thousand.

Saffron, white, green.

1983.

Every four years.

## ACTIVITY - 6

In this lesson you have come across expressions like the following :

1. **We'll** commence soon.
2. But **what's** the test about?
3. **Don't** shoot.
4. It **wasn't** just a shooting test.

In these sentences the words in bold type are contraction of "we will", "what is", "do not", "was not". We generally use contraction in speech. Study the contractions of other words given below.

I am	–	I'm	I will	–	I'll	He is	–	He's
We would	–	we'd	you are	–	you're	will not	–	won't
They have	–	they've	let us	–	let's	does not	–	doesn't

Now write the following sentences using the contractions.

1. What is your father?
2. Where will you go in the evening?
3. It would be easy to answer the question.
4. I will not be able to attend school tomorrow.
5. Let us go out.
6. I do not like to do my homework.
7. My mother does not go to the office.

## ACTIVITY - 7

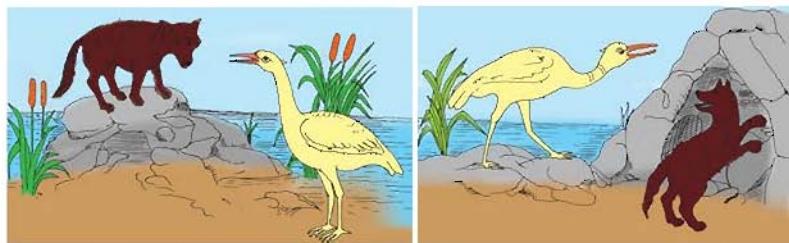
Rewrite this passage with appropriate punctuation marks and capital letters.

which books are yours asked maya these three are mine said tarun and those are johns where is mine asks maya that's yours on the shelf replied tarun no its not said maya that's kokilas I know its kokilas because its cover is torn.

## ACTIVITY-8

Complete the following story:

There was a fox and a stork. They were good friends. One day they met and talked...



**But what we have is an incomplete conversation. Read it carefully and supply the missing parts.**

**Fox :** Dear friend stork, why don't you come for dinner to my house?



**Fox :** Very well, we shall meet tomorrow evening.

**Stork :** \_\_\_\_\_

The stork reached the house of the fox. He was surprised. The meal was served in plates.

**Stork :** Why have you used a plate for me? I will not be able to eat the meal.

**Fox :** \_\_\_\_\_

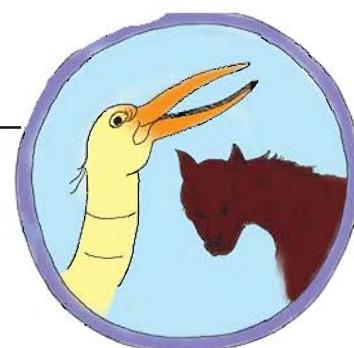
The stork went home hungry but did not forget the insult. A few days later he invited the fox for a meal.

**Stork :** Welcome my friend. I am waiting for you.

**Fox :** \_\_\_\_\_

**Stork :** Here is a delicious meal for you.

This is my pot and this one is for you.



**Fox :** \_\_\_\_\_

**Stork :** I can eat very well from the pot as you could do from the plate.

## ACTIVITY - 9

Fill in the blanks selecting appropriate words from the box.

many, the, one, doll, smiling, an, also, pretty, her

Ankita liked to visit \_\_\_\_\_ grandma's house. She often found \_\_\_\_\_ old toys and things there. One day, she found \_\_\_\_\_ old box in the attic. She found some old dolls in \_\_\_\_\_ box. She \_\_\_\_\_ found a rag doll with only \_\_\_\_\_ button eye. The \_\_\_\_\_ had a painted nose and a \_\_\_\_\_ face. Her dress had \_\_\_\_\_ little flowers all over it.

## ACTIVITY - 10

Imagine you were a spectator when Guru Drona conducted the Shooting Test. Write a brief story describing what you saw.

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## UNIT - 10

## The Supremo

### ACTIVITY - 1

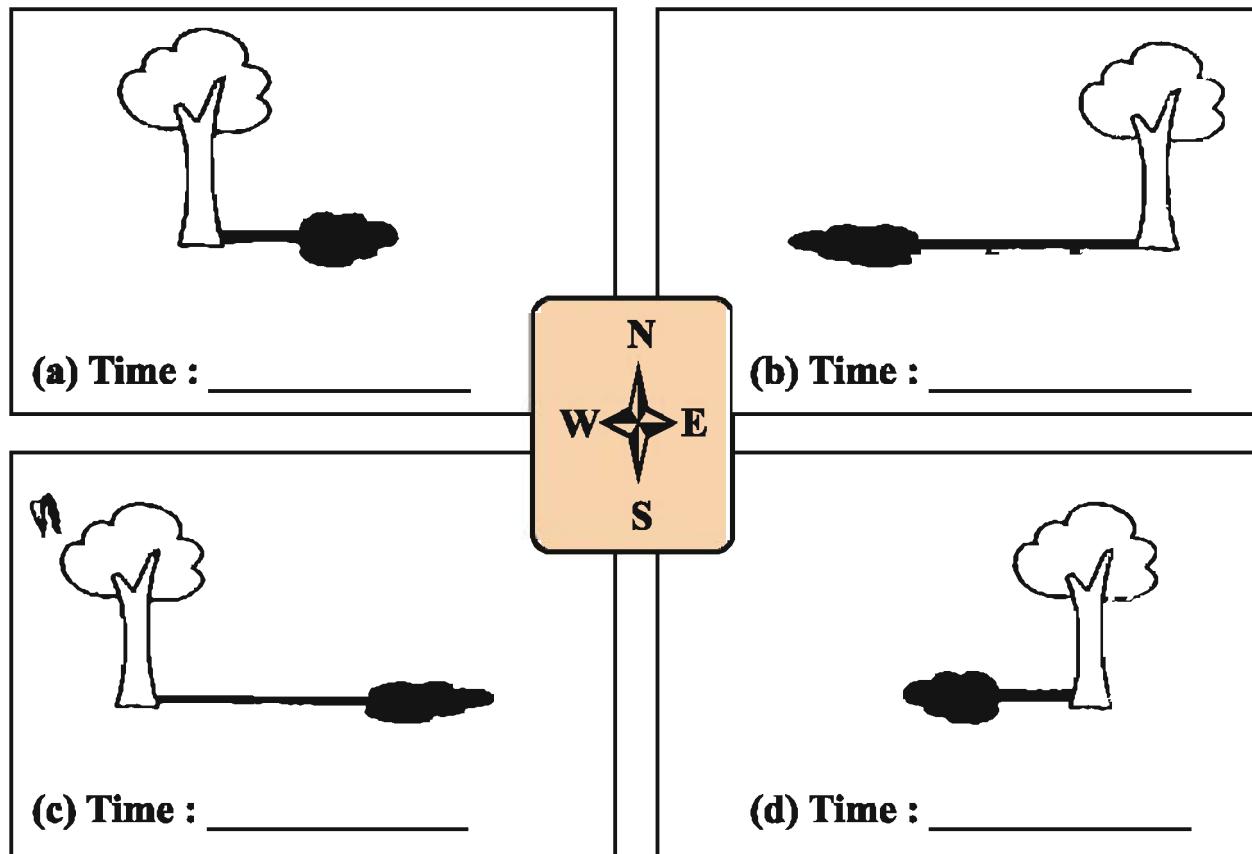
Study the shadows and mention the time of the day.

5 : 30 pm

2 : 15 pm

7 : 30 am

10 : 00 am



### ACTIVITY - 2

Make a chart of your work schedule according to the given timings.

6 a.m.- \_\_\_\_\_

9 a.m. - \_\_\_\_\_

1 p.m. - \_\_\_\_\_

5 p.m. - \_\_\_\_\_

7 p.m.- \_\_\_\_\_

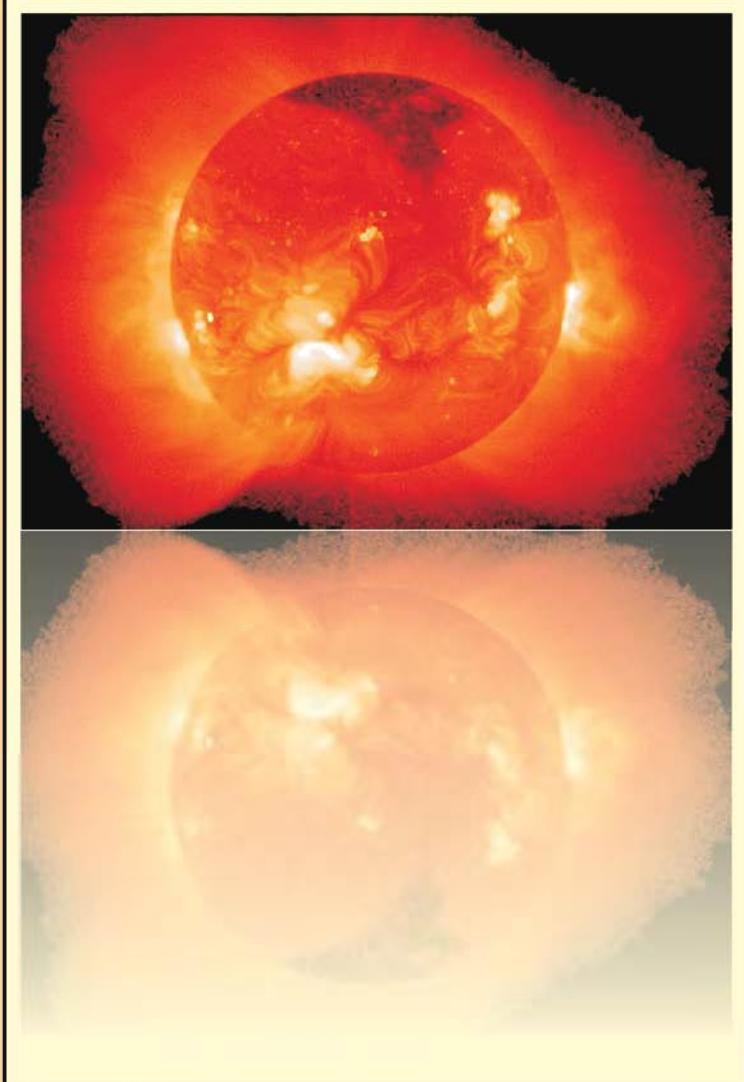
10 p.m.- \_\_\_\_\_

**ACTIVITY - 3****Study the poem:****THE SUPREMO**

When the great sun  
Comes up at dawn  
He is the king of the sky.  
He says to the stars,  
“Get out of my sights  
Begone , “ and the moon  
Turns perfectly white  
In the powerful light.  
Then he climbs the sky  
To the height of noon  
And sits on his throne,  
Brighter than bright,  
And reigns alone.

But when he descends  
In the afternoon  
The shadows grow long  
And power begins  
To ebb and wane.  
And when he goes down  
In his kingly way  
At the end of the day  
He ceases to reign;  
The darkness falls,  
The stars come out,  
And night returns  
To the world again

*- Mary Britton Miller*

**Key Words**

dawn – early morning  
begone – go away  
reigns – rules  
descends – goes down  
to ebb and wane (here) – to lose power,  
to fade  
ceases – stops

**Answer the following questions.**

1. Who is the ‘King of the sky’ in the poem?

2. Whom does he order to go away?

3. At what time of the day does he sit on his throne?

4. When does he cease to reign?

5. Which lines in the poem indicate that his power begins to ebb and wane?

**ACTIVITY - 4**

**Adjectives are describing words.**

**In the given poem, you have read some describing words like powerful light.**

**Find five other describing words from the poem.**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

### ACTIVITY - 5

Match the adjectives in column A with appropriate nouns in B as they occur in the poem.

A	B
great	way
powerful	shadows
long	sun
kingly	light

### ACTIVITY - 6

The phrase, 'Brighter than bright' has been used in the poem to mean 'extremely bright'. It is used for the sun.

Read the following phrases and associate them with something or someone you know.

whiter than white \_\_\_\_\_

colder than cold \_\_\_\_\_

darker than dark \_\_\_\_\_

kinder than kind \_\_\_\_\_

softer than soft \_\_\_\_\_

swifter than swift \_\_\_\_\_

nobler than noble \_\_\_\_\_

### ACTIVITY - 7

Here are some interesting facts about the Sun.

- The Sun is a star found at the center of the solar system.
- It makes up around 99.86% of the solar system's mass.
- At around 1,392,000 kilometres (865,000 miles) wide, the Sun's diameter is about 110 times wider than the Earth's.

- Light from the Sun reaches the Earth in around 8 minutes.
- A solar eclipse occurs when the Moon is between the Sun and the Earth.

**Now you find out some facts about the Moon. You can use the internet and library for getting this information and share it with your classmates.**

### Facts about the Moon

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### ACTIVITY - 8

#### Stars In The Night

I see the stars  
in the night  
When will they come  
and be our light  
Show us the way  
to a better life  
Show us how  
to live our lives  
Stars in the night  
Show us your light  
Guide us to the  
Promised Land



Stars in the night  
We need your light

We've had millions of years  
to get it right

If we can't do it now  
we never will

Stars in the night  
Be our light

- *Dave Alan Walker*

Once again read carefully the poems on the Sun and the stars. Work in groups of four. Make a comparative study.

Poem on the Sun	Poem on the Stars

#### ACTIVITY - 9

Write a paragraph on “Uses of Solar Energy” using the following points.

Renewable source – energy comes from sun – can heat water – for cooking – for battery charging – provides electricity – solar inverter – solar water purifier

### ACTIVITY - 10

**Find out other names of the sun in different languages. You can use the internet.**

#### Helpline

**Activity - 9 :** Inform the students about the solar power projects in our state.

## UNIT - 11

## The King And The Tree Goddess

### ACTIVITY - 1

**Identify the trees and write their names.**



### ACTIVITY - 2

**Read the following paragraph.**

Kalpvriksha and Chatiyavriksha scriptures mention that worshipping of trees has been an ancient Indian practice. The Hindus, Buddhists and Jains consider the Asoka tree as the most legendary and sacred tree of India. Myth says that Lord Buddha was born under this tree in Lumbini. Bael tree is considered to

be sacred too because of its alliance with Lord Shiva, who is pleased by Bael leaf offerings. The Bamboo tree is also a sacred plant for its association with Lord Krishana – Venugopal, since his bansuri is actually made of Bamboo.

Banana is known as a sacred plant since its fruits are offered to Lord Vishnu. Tulsi plant is always associated with purity, revered by the Hindus and is most loved by Lord Vishnu. The coconut tree is known as “Kalp Vriksha” in Sanskrit and enjoys special importance in most Hindu rituals. The fruit is believed to represent Lord Shiva and the three black marks on the coconut shell depicts his eyes.

**From the above paragraph complete the information in the column below.**

Religious tree/plant	Religious significance	Its multipurpose uses

**ACTIVITY - 3****THE KING AND THE TREE-GODDESS**

This is a story Koki's grandmother told the children on a wet monsoon evening, when it was impossible to play outside. Grandmother loved trees and this was one of her favorite tree stories.

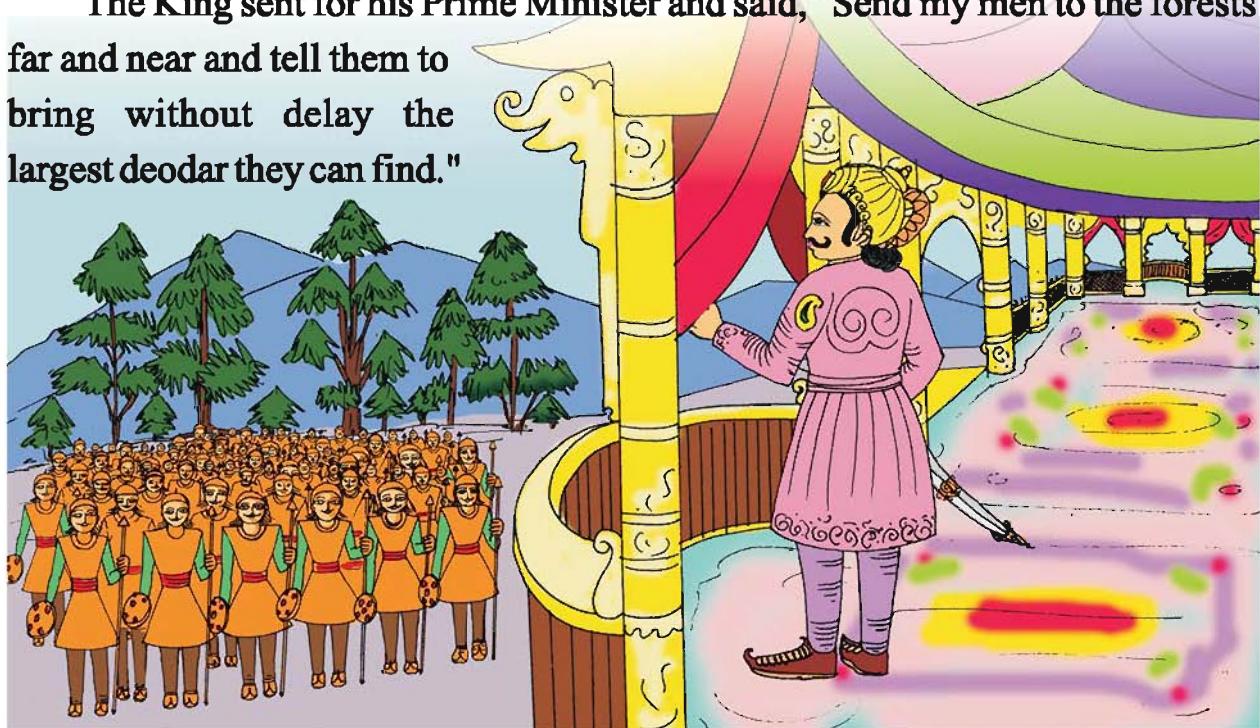
There was once a king living in the Himalayan foothills, who longed to build himself a palace more beautiful than any he had seen in that part of the world. He could not make it richer, taller or stronger than any other without going to a great deal of expense and trouble. So he decided to build something different: the entire palace was to be supported by one column only, and that column was to be made from the tallest tree in the kingdom.

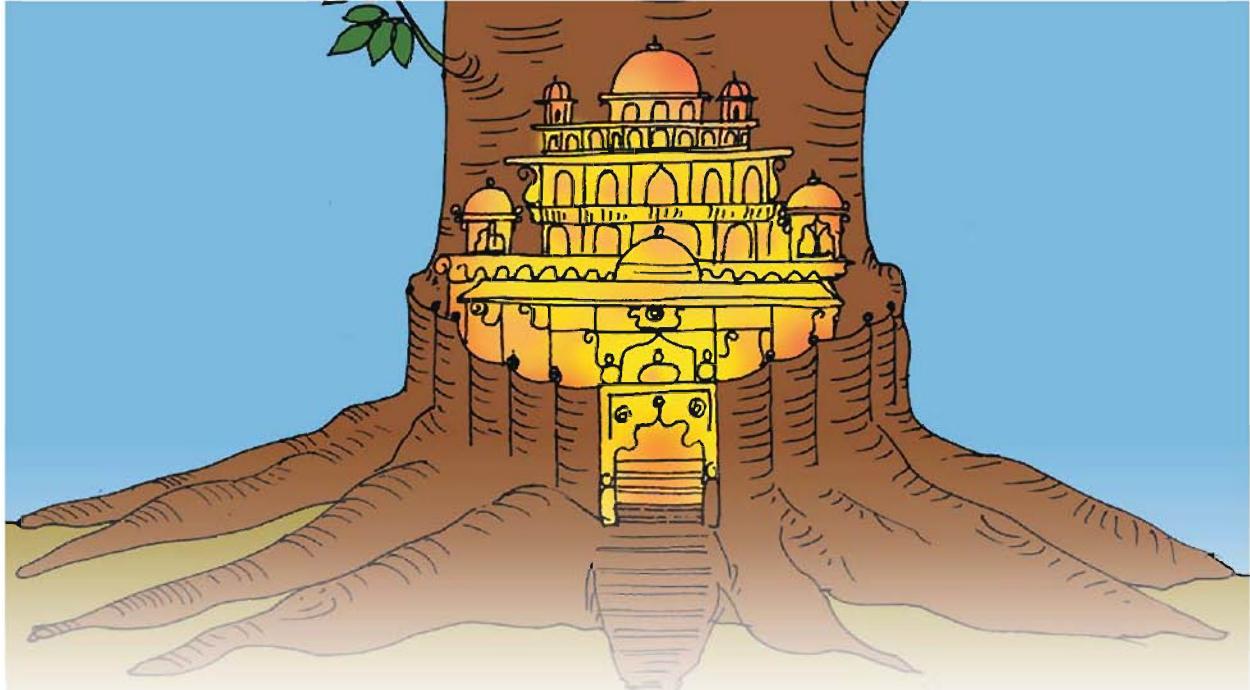
In the Himalayas, there were many tall trees - spruce and pine, oak and deodar. And the tallest and the strongest were the deodars, whose very name, Deo-Dar, means Tree of God.

The King sent for his Prime Minister and said, "Send my men to the forests far and near and tell them to bring without delay the largest deodar they can find."

**Key Words:**

foothills – base of the mountains  
delay – take a long time  
protested – to oppose  
steep – high and straight  
column – a strong straight pillar  
sacred – holy  
drag – to pull





"But the deodar is a sacred tree," protested his daughter. "It is used only for building temples."

"All the more reason for me to have one," said the King. "My palace shall be as magnificent as any temple!"

The Prime Minister sent out thirty men but they soon returned, saying that though there were many great deodars in the kingdom, they could never carry them over.

When the King heard this, he called his son and said, "Take your horsemen, and with the help of your horses, bring me one of these trees."

The prince rode out with his horsemen but returned after a few days, saying, "No horses could move such a tree even an inch. We have tried oxen too, but without any success."

"Well, then, try elephants," said the King.

Elephants were brought from the plains, but the hills were too steep for them, and the paths too narrow; they had to return to the valley.

"Very well," said the King angrily. "In one of my own parks you must find me a tree just as big as any in the forests. Bring it to me within seven days."

**Answer the following questions.**

1. What did the king wish for?

2. Write the name of trees that are mentioned in the story.

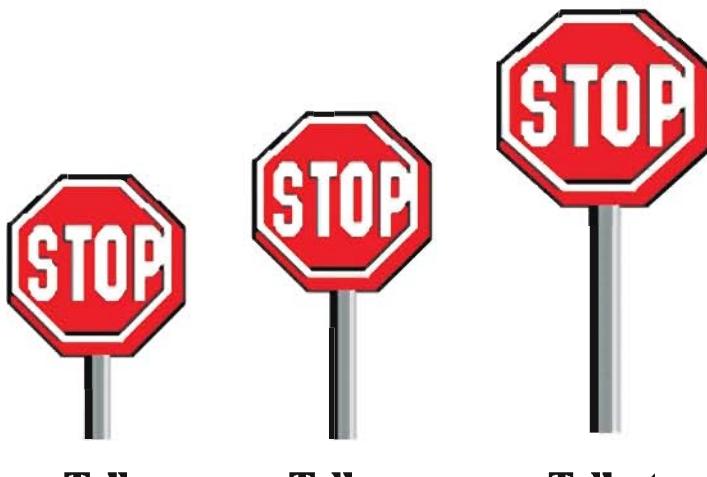
3. Do you find any difference between tall and tallest?

**Tall, taller, tallest**

These words are used to describe the height of something. In the story you will find the sentences like this:

He could not make it richer, taller or stronger than any other without going to a great deal of expense and trouble.

Look at the picture. You will clearly understand when to use this type of words.



4. Read the story once again. Find out other sentences from the story in which such words are used.

**ACTIVITY - 4****Part-2**

After much searching, the King's men found a splendid deodar tree growing not far from the city. It was worshipped by the people of many villages round about, because within it lived a Goddess, and it was she who gave to the tree its great strength, size and beauty.

When the Prime Minister and his men decided that the column for the King's palace must be made from this lofty deodar tree, they came with garlands, lamps and music to pay their respects to the Goddess inside, and to warn her that she must leave her abode. Within seven days it had to be cut to the ground.

They lit their lamps and placed them in a circle round the tree. They hung their garlands upon the branches. Then, joining hands, some danced, and others sang:

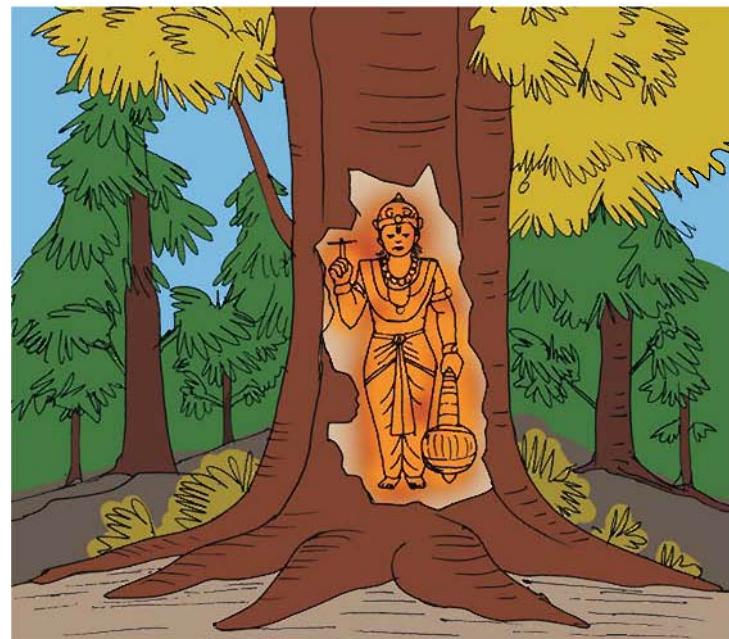
With cruel axe we've come  
To fell your age-long home;  
Forgive us, great Tree-Goddess  
We dance before your throne!  
To please the King must we  
Cut down your loveliest tree.

The Tree-Goddess heard, and understood what was about to happen. She remained quiet as a resting breeze for a few moments, and then all her leaves

**Key Words:**

abode – home

lofty – big and strong



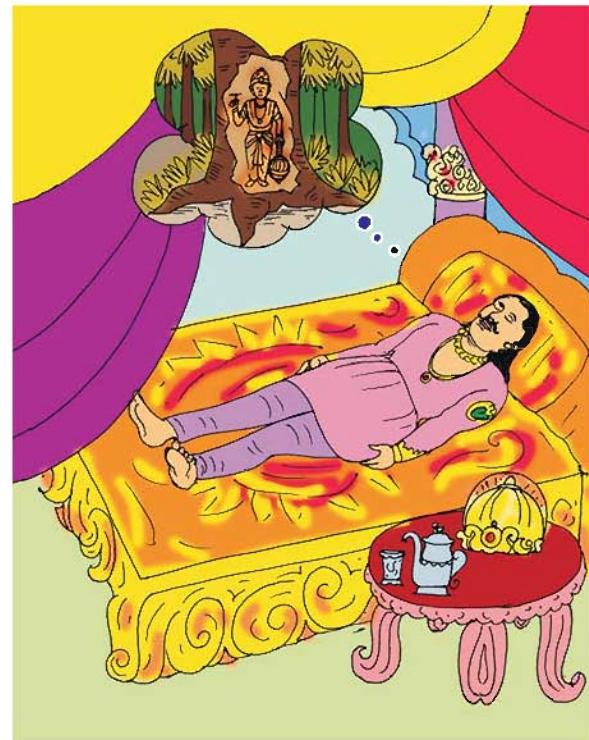
began to whisper and her topmost branches bowed. The men went away satisfied that she had heard and understood.

That night, when the King was asleep, a glorious figure appeared to him, and spoke in a voice that was like the rustle of autumn leaves:

"I am the Goddess of the Deodar tree, great King. Your men have told me that you intend to cut me down. I have come to beg you to change your mind."

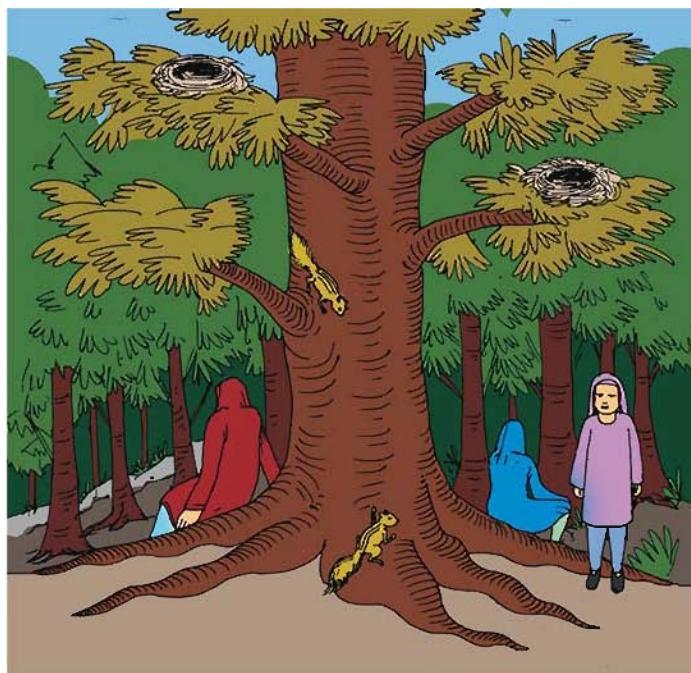
"No, my mind is made up," answered the King in his dream. "Yours is the only tree in all my parks strong enough to support by itself a palace and therefore I must have it."

"But consider, oh King! For hundreds of years, I have been worshipped by the people of all the villages in your kingdom and nothing but good has gone out from me to them. The birds' nest in me. I send a most lovely shade upon the grass. Men rest against my trunk and wild creatures rub themselves against me. The earth blesses me and sends up new plants and herbs under my protective arms. I bind the earth with my strong roots. Children play at my feet, and women returning from the fields seek refuge in my coolness."



#### Key Words:

rustle – sound  
draped – wound around  
refuge – shelter



## ACTIVITY - 5

**Answer the following questions.**

- How did the people show their respect to the deodar tree?

- Why did the prime minister and his men decide to pray to the deodar tree?

- Imagine that you are the Goddess of tree. How would you convince the king to change his mind?

## ACTIVITY - 6

### PART-3

"That's true enough, good Tree-Goddess," said the King, "but all the same I cannot spare you. My mind is made up, my will cannot be shaken."

The Tree-Goddess sank her head upon her breast and spoke in tones of great sorrow:

"Then, mighty King, grant me one last request. Let me be felled in three parts. First my head, with its crown of waving greenery. Next my middle, with its hundred strong arms and hands. And last my base, which bears the heaviest and knottiest of my limbs upon it."

#### Key Words:

felled – cut

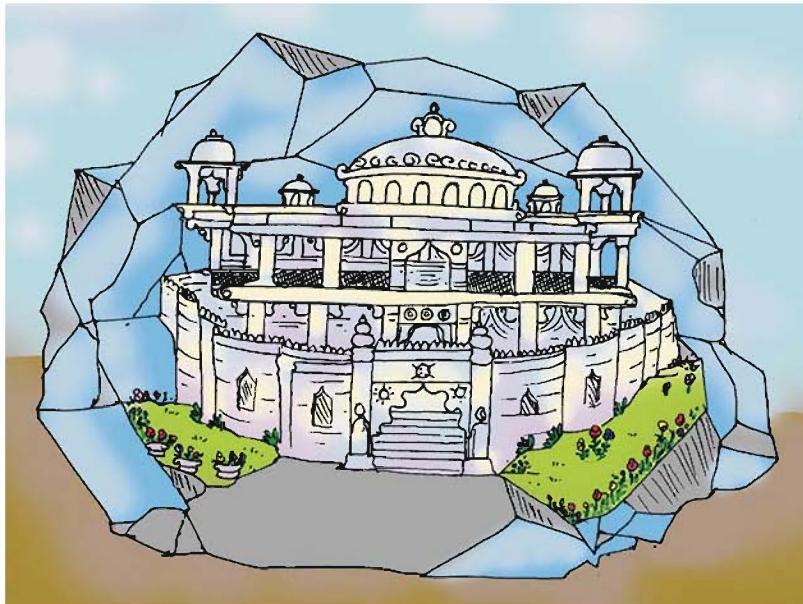
marveled – admired

vision – sight

flocked – together

"This is a strange request," said the King. "I have never before heard of someone who wished to suffer the death stroke thrice! Why not suffer it once, and have done with it?"

"The reason is plain," said the Tree-Goddess. "Dozens of young deodar trees have sprung from me, and have grown up around me. Should you fell me with one mighty stroke, my weight would certainly crush all my children to death. But if I suffer the stroke three times, and fall in three pieces, some of the young ones may escape. Is my prayer granted?"



"Indeed it is," said the King, as the Tree-Goddess faded from his vision.

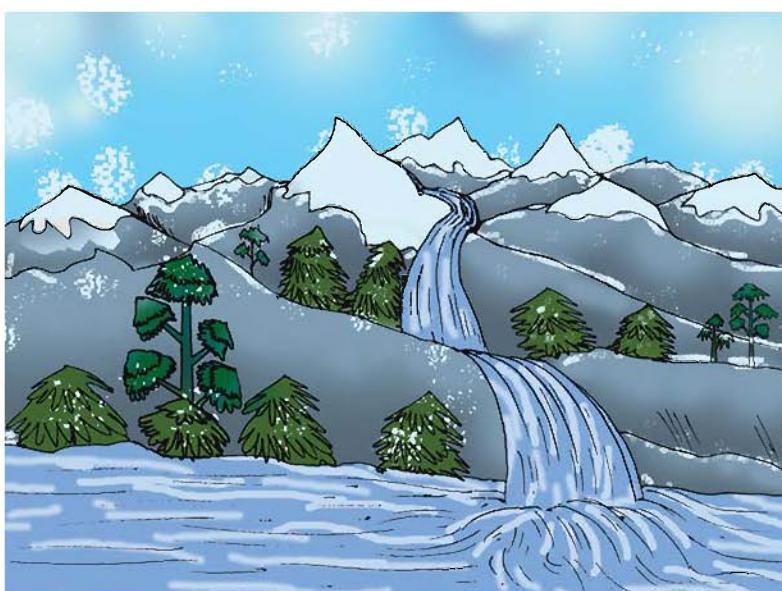
The next morning, the King called his children and his ministers and his foresters to him and told them that he had changed his mind and that the column for the new palace be built of stone, not wood.

"For," said he, "within the deodar tree lives a spirit nobler than my own."

And he told them of his vision, and they all marveled.

And the King built his palace upon a great column of stone.

Taking the example of the King, no one built their houses of wood any more. The houses were made of



stone, and the great deodars were able to spread freely through the forests.

" And if you go up into the mountains," said Grandmother, "you can still find those forests, all the way up the sacred river Ganga, to its source near the eternal snows."

### ACTIVITY - 7

#### Answer the following questions.

1. Who said to whom?

"Dozens of young deodar trees have sprung from me, and have grown up around me."

"Within the deodar tree lives a spirit nobler than my own."

"The reason is plain."

2. Did the king change his mind? How can you say?

3. Find out the Gods and Goddesses related to the trees, list their names in your notebooks and tell the stories related to them to your classmates. Select any one story from them and narrate that in the prayer assembly.

### ACTIVITY - 8

Circle  the odd one out.

- a) snarl, growl , scream, sleep
- b) run, swim, scamper, sprint
- c) smooth, shiny, gleaming, bright
- d) swift, steady, fast, quick

### ACTIVITY - 9

**Write a project report of an area which has been cleared of its greenery and replaced by multi-storeyed buildings. Do a survey to find differences in the environment then and now.**

### ACTIVITY - 10

**Find the pictures of five different trees and write at least five sentences about each of them.**

## UNIT - 12

## Truth Is God

### ACTIVITY - 1

Identify the place in this picture and write its name.



This is a picture of \_\_\_\_\_

Now complete the details based on the picture

1. Where is this memorial? \_\_\_\_\_
2. Which leader is associated with it ? \_\_\_\_\_
3. Place of birth \_\_\_\_\_
4. The other name given to him \_\_\_\_\_

**ACTIVITY - 2****Name the leader from the following quotes.**

1. 'Experiment with Truth'
2. 'Swaraj is my birthright'
3. 'Discovery of India'
4. 'Give me blood and I will give you freedom'
5. 'I will not let British to rule my state'

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**ACTIVITY - 3****TRUTH IS GOD**

Bal Gangadhar Tilak was one of the leaders who fought for India's freedom during the British rule.

As a student, Bal was known to his teachers as one of the brilliant, disciplined and well behaved boy in the school. But one day, one of the teachers had a strange experience. During the recess, some students had eaten groundnuts in the class and thrown the shells on the floor near the teacher's table. None of the boys who were coming in took serious note of it. The school bell rang and all the boys were back in their seats. As the teacher stepped in, he saw the husk scattered near his table and he flew into a rage. "Who has done this mischief?" he shouted.

**Key Words :**

disciplined – behaving in a controlled way  
husk – shell of the groundnut  
scattered – spread  
mischief – unruly behavior  
rage – anger



There was no reply from the students. "I ask again" shouted the teacher still louder. "Whose mischief is this? If the guilty boy does not stand up, those who know him should tell me who he is." The boys looked at one another, most of them really wondering who the culprit could be. No one stood up. No one spoke a word either.

The angry teacher then picked up the cane from the table and said, "Since none of you is helping me to catch the guilty boy, I am going to cane every one of you." While the teacher was nearing the first row of boys, Bal stood up and boldly said, "Sir, many of us really do not know who the guilty boy is. There are many others who have not even seen the husk on the floor. During the recess, all of us had gone out of the classroom. A boy from some other class might have done this mischief. Why then should the innocent boys be caned?"

**Key Words**

culprit – person at fault

cane – stick

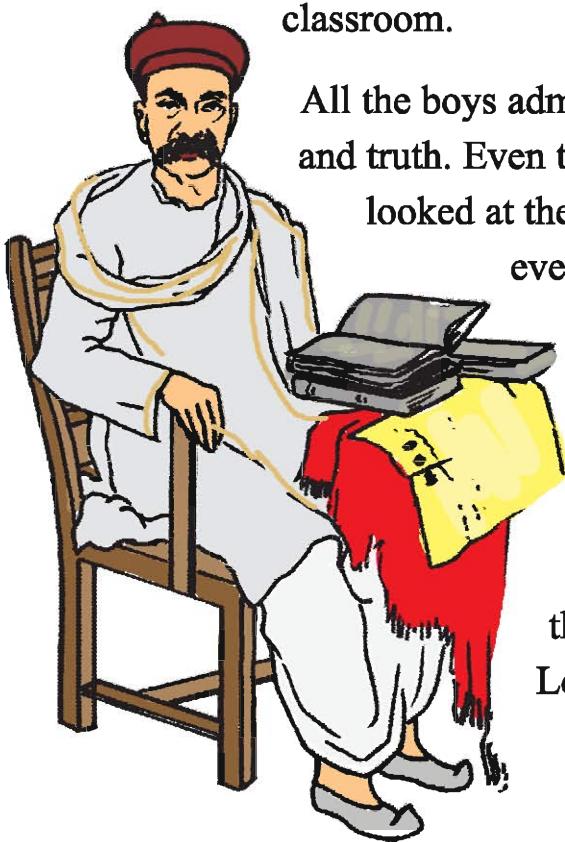
guilty – one who has done something wrong

innocent – a faultless person

restrain – stop

fair – correct, just

The teacher who knew Bal's good behavior, tried to restrain his own anger but failed. "Don't be overwise Bal," he said. "I am sure some of you know the culprit. If they don't speak out, I have got to punish the whole class." Immediately Bal said though respectfully, "But sir, I feel this is neither fair nor just. What I told you about our innocence is the truth. I don't want to see the innocent ones punished. So, please allow me to leave the class." Before the teacher could say a word, Bal picked up his books and walked out of the classroom.



All the boys admired Bal's courage and his love for justice and truth. Even the teacher could not help praising Bal. He looked at the class and said, "Bal is no ordinary boy. If every student is as truthful and disciplined as he is, our country will have a great future."

It is this love of truth and justice that made Bal a great leader of our nation. He came to be called "Lokmanya Tilak". He won the love, admiration and respect of the people of India and so he was known as Lokmanya Tilak.

**Answer the following questions.**

1. Why did the teacher get angry with the students?

2. What was Bal's argument to stop the teacher from punishing the class?

3. Why did Bal leave the class?

4. What qualities of Bal helped him to become a great leader?

5. Who is your favorite national leader? Why do you like him/her?

6. Ask your classmates about their favourite national leaders, and note their names.

7. Suppose you were in Bal's class on the day of that event, what would you have done?

#### **ACTIVITY - 4**

**Place the sentences in the correct order of the story and rewrite in the form of a passage form.**

- The teacher refuses to accept Bal's explanation.
- Some students have strewn groundnut shells near the teacher's table.
- Bal tries to explain the truth of the situation.
- Nobody stands up to accept the responsibility.
- The teacher comes near to the students to cane them.
- Bal is a disciplined and brilliant student.
- The teacher enquires about the culprit.
- Bal leaves the classroom after picking up his books.
- The teacher is very angry.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

### ACTIVITY - 5

**Unscramble the letters of words given on the right. Then match the words with the descriptions given on the left.**

a break	otniec
a simple thing	udsetsne
a place to live	essrce
people who study	oncutyr
to give information	riodanyr

### ACTIVITY - 6

**Use the words in sentences first as 'verb' and then as 'noun'.**

book, notice, look

**Match the words with the antonyms.****A**

innocent

strange

scattered

angry

**B**

familiar

guilty

pleased

arranged

**Now use the words in column B to complete the sentences below.**

1. The books in the library were \_\_\_\_\_ in neat order on the shelves.
2. My father was \_\_\_\_\_ to see my report card as I had performed well.
3. The \_\_\_\_\_ people are always tried in courts.
4. I am very \_\_\_\_\_ with everything in my house.

**ACTIVITY - 7**

Gopal Krishna Gokhale was a great leader of India. When he was a student, he once took the help of a senior friend in solving a difficult problem of Mathematics. The teacher thought that Gokhale had himself solved the problem. He praised him in the class and also rewarded him. However, instead of being happy, Gokhale began to cry. When the teacher inquired, he told him that he had taken the help of a senior student in solving the problem. His truthfulness impressed the teacher. He said, "You need not return the reward. Take it as a reward for your truthfulness."



When Mahatma Gandhi was a child, he was never late in reaching the school. Though he did not have a watch with him, he would guess the time by looking at the position of the sun in the sky. One day the sky was overcast with clouds and it began to rain. So Gandhiji could not guess the time. That day, he was late. The principal asked Gandhiji the reason for coming late. Gandhiji told



him the truth but the principal did not believe him. He fined him for arriving late. It made Gandhiji weep. His friend asked, "Why are you weeping for such a small punishment?" Gandhiji replied, "I am not crying because I have been fined. I feel hurt because the principal thought that I was lying. I always tell the truth. No one has ever accused me of lying." When the principal came to know why Gandhiji cried, he called him to his office and praised him for his love of truth.

1. Suggest a title for the above story.

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2. What do you learn from the story?

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3. Find out a similar story based on truthfulness and retell it in your class.

#### ACTIVITY - 8

You read incidents of three great persons, Bal Gangadhar Tilak, Gokhale and Gandhiji. Now narrate any one incident that has left a mark in your life.

#### ACTIVITY - 9

Identify the following leaders and write at least five sentences about them.



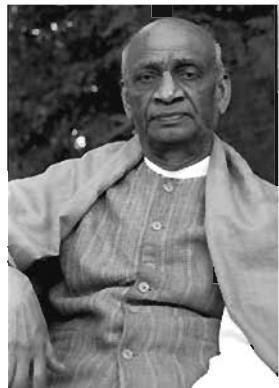
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#### ACTIVITY - 10

**Write a paragraph on “Your Favorite National Leader”.**

## Evaluation Activity

### ACTIVITY-7

**Write a short paragraph describing the celebration of "The Kite Festival".**

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### ACTIVITY-8

**Complete these sentences using the present perfect form of the verbs given in the brackets.**

1. They \_\_\_\_\_ (go) to school.
2. She \_\_\_\_\_ (buy) a new car.
3. I \_\_\_\_\_ (start) a job.
4. The guests \_\_\_\_\_. (arrive)
5. Laksh \_\_\_\_\_ (leave) for home.

**ACTIVITY -9**

**Write antonyms of the words in column A.**

A	B
Visible	
Ordinary	
Satisfaction	
Sense	

**ACTIVITY -10**

**Identify the underlined words as an adjectives or adverbs. Replace them with some similar adjectives or adverbs.**

- Pop-Pop came shuffling through the door.
- They cleaned the house until everything was spotless.
- The chair faded, worn and in some places even torn.
- The old man's sadness grew as he recalled that unfortunate day.
- The old man tenderly stroked the arm of the chair.
- John and Pop-Pop wholeheartedly agreed that the living room looked dull without this old chair.

**Activity -11**

**Describe the Neem tree and write how it is useful to us.**

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## ACTIVITY - 12

Do you know the following leaders? Write at least five sentences about them.



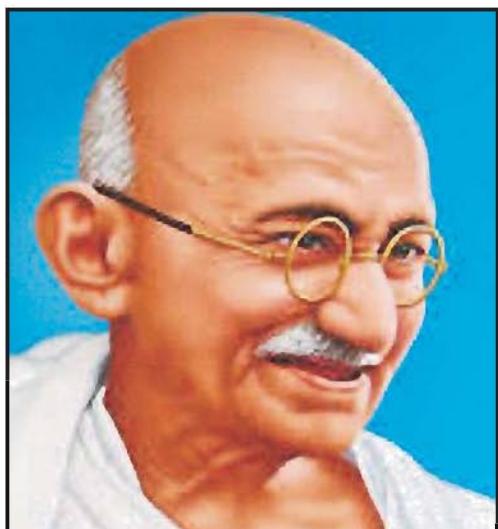
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## Acknowledgment

**The following sources were consulted for writing the units:**

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