

HONEY BLOOM

TEXTBOOK IN ENGLISH FOR CLASS 7

SEMESTER - 1

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Teacher Corner



Student Corner

The National Education Policy 2020 (NEP 2020) envisions a holistic, flexible, and learner-centred education system. It emphasizes competency-based learning and experiential approaches that make education meaningful and engaging. NEP 2020 highlights the importance of 21st-century skills such as critical thinking, creativity, communication, and problem-solving. It encourages the integration of real-life learning, innovation, and technology-enabled pedagogies. Overall, the policy aims to build an inclusive and future-ready education system that empowers every learner to thrive in a rapidly changing world.

ENGLISH LANGUAGE- (R2) MIDDLE LEVEL	
CURRICULAR GOALS	COMPETENCIES
<p>CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books.</p>	<p>C-1.1 Applies varied comprehension strategies (inferring, predicting) to understand different texts. C-1.2 Identifies main points, summarises after a careful reading of the text, and responds coherently. C-1.3 Identifies and appreciates the main idea in the various texts. C-1.4 Shows interest in choosing and reading a variety of books.</p>
<p>CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions).</p>	<p>C-2.1 Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs. C-2.2 Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing.</p>
<p>CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding.</p>	<p>C-3.1 Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes.</p>
<p>CG-4 Explores different literary devices and forms of Literature.</p>	<p>C-4.1 Identifies and appreciates different forms of literature (samples of prose, poetry, and drama). C-4.2 Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing.</p>
<p>CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression.</p>	<p>C-5.1 Uses appropriate grammar and structure in their writing.</p>
<p>CG-6 Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.</p>	<p>C-6.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. C-6.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable. C-6.3 Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords).</p>



Teacher Activity



I. Ask the students to read and rearrange letters to make a correct word.

Example: etrwi - write

- | | |
|--------------------|---------------------|
| 1. lochos ? _____ | 6. cassltro ? _____ |
| 2. htecrea ? _____ | 7. fresa ? _____ |
| 3. lgihrs ? _____ | 8. nlaep ? _____ |
| 4. slieghn ? _____ | 9. gdinrea ? _____ |
| 5. nirgmo ? _____ | 10. liamfy ? _____ |

II. Ask the students to frame as many new words as possible from the given word.

Education:

Example words: cat, eat, date, note, tune, coat, coin, tone, cut, ten (find more).

- From the word **POSTPONE**, write any 5 words:
One, _____, _____, _____, _____
- From the word **SCHOOLBAG**, write any 5 words:
Bag, _____, _____, _____, _____
- From the word **NOTEBOOK**, write any 5 words:
Book, _____, _____, _____, _____
- From the word **LISTENING**, write any 5 words:
List, _____, _____, _____, _____
- From the word **CONVERSATION**, write any 5 words:
Sat, _____, _____, _____, _____

III. Ask the students read the jumbled words, and write a correct sentence.

Example: plays / Ravi / cricket. Ravi plays cricket .

- not/ friend / my / is / she. _____.
- not/ shall/ school /we/to/go/or ?. _____.
- your / this / book /is? _____.
- are / they / school/ at/ happy? _____.
- mat/on/the/ cat / the / sleeping / is. _____.
- not/ in / garden/are / the / children. _____.
- soon/ come / please/ late / here/it's _____.
- write/ and /pen / your / take. _____.
- eat / you/ what/Sundays /do/on ? _____.



Teacher Activity



I. Ask the students to read the passage and answer the following.

Ravi, a class 8 student from Vijayawada, starts his day at 5:30 AM. He brushes his teeth, washes his face, and does yoga for 20 minutes. Yoga keeps him fit and healthy. At 6:30, he helps his mother in the kitchen, By 8:30, Ravi goes to school on his bicycle, arriving early for assembly. Classes begin with English, where he reads aloud confidently. During recess, he plays Chess with friends. He eats MDM at Lunch with rice, sambar, egg and Chikki. After school at 4 p.m, Ravi completes homework and practices math problems. He reads NCERT stories for 30 minutes to improve vocabulary. He attend tuition classes twice a week in the evenings. At 8 p.m the family gathers for dinner and enjoys it. Before goes bed at 9:30 p.m, Ravi revises lessons. A good routine builds discipline and success.

1. When does Ravi wake up ? ()
a) 6 a.m b) 5:30 a.m c) 7 a.m d) 4 a.m
2. What exercise does he do? ()
a) Running b) Yoga c) Cricket d) Swimming
3. How does he go to school? ()
a) by bus b) by walk c) by cycle d) by car
4. Which game does he play during recess ? ()
a) Football b) Kabaddi c) Chess d) Badminton
5. Synonym for "confidently": _____. (boldly/surely)
6. What does Ravi eat for lunch? _____.
7. What is the antonym of "early": _____.
8. Why should we read stories? _____.

II. Activity : Speaking & Writing :

1. Tell/Write your daily routine ...
I usually wake up _____.
2. Tell/Write your mother's / father's/ brother's/sister's routine.
My mother wakes up _____.



Teacher Activity

**I. Fill in the blanks with correct be/do/have form (present/past).**

1. She _____ (have) two brothers.
2. _____ you _____ (be) at the market yesterday?
3. They _____ (do) their homework now.
4. I _____ (have) a new bicycle last year.
5. He _____ not _____ (be) late today.
6. We _____ (have) rice for lunch.
7. _____ it _____ (do) rain in monsoon?
8. The students _____ (be) ready for the test.
9. Mother _____ (have) cooked idli already.
10. _____ they _____ (do) yoga every morning?

II. Fill in the correct question word (What/Where/When/Why/Who/How/Do/Is) or circle.

Yes/No as needed.

1. _____ is your name? (Ravi) ? What
2. _____ you like ice cream? (Circle: Yes / No)
3. _____ does school start? (7 AM) ? When
4. _____ is your house? (Near market) ? Where
5. _____ did you go yesterday? (To park) ? Where
6. _____ are you late? (Traffic) ? Why
7. _____ is your teacher? (Mrs. Rao) ? Who
8. _____ many books do you have? (Five) ? How
9. _____ this your pen? (Circle: Yes / No)
10. _____ will you finish homework? (By evening) ? When

III. Instructions: Underline 10 errors. Write the correct version next to each.

Ravi and I go to school every day. Him cycles fastly because he is late. Yesterday, they was playing cricket but it rained heavy. She doesn't like mathematics, so she study English instead. The teacher ask us questions and we answers them. Childrens run in the garden while there frend watch. I has two books in my bag. He run quickly to catch bus.



Teacher Activity

I. Let us Read : Ask the students to read the following passage carefully.

Rama Natha was a lazy farmer. He wanted quick wealth. His wife Madhumati was sad about poverty. Rama Natha met Sage Mahipati in the forest. The sage looked wise with a long beard. The sage gave him a banana sapling. He said to plant it and collect dew drops every morning for six years. Rama Natha did the work daily. He watered the plants. After six years, the tree grew big. It gave many bananas. Madhumati sold them in the market. She bought rice, dal and clothes. Rama Natha learned hard work brings real money. No magic works. He changed and worked hard. (A Bottle of Dew)

Now answer the following questions:

1. Why was Madhumati unhappy?

Ans : _____

2. What did the sage ask Rama Natha to collect daily?

Ans : _____

3. Where did Rama Natha meet the sage? ()

A. Market B. Forest C. Village

4. Antonym for "wise" as in The sage looked wise: ()

A. Foolish B. Knowledgeable C. Genius

5. What did Rama Natha learn in the end? ()

A. Magic work B. Hard work matters C. Laziness helps

II. Let us learn vocabulary:

Match the words on the left with their correct meanings or synonyms on the right.

Write the correct letter next to each word.

Word

Meaning/Synonym

- | | | |
|------------|-----|-------------------------------|
| 1. Sapling | () | A. Busy or active |
| 2. Dew | () | B. A young plant or tree |
| 3. Wealth | () | C. Drops of moisture on grass |
| 4. Lazy | () | D. Riches or money |
| 5. Patient | () | E. Not willing to work |



Teacher Activity



I. Let's do Grammar: Ask the students to write as many sentences as possible.

e.g: I am not playing now. I am reading English now.

I	Am / am not	reading	now.
He		playing	
She		eating	
It	Is/ is not	cooking	at the moment.
Raju		waiting	
My brother		sleeping	
My friends	Are/ are not	watching	here.
We		doing	
You		helping	
They		working	

II. Complete the sentences by filling in the blanks with the correct form of the verb in the present progressive tense (is/are + verb+ ing).

- Rama Natha _____ (collect) dew drops every morning.
- Madhumati _____ (go) to the market to sell bananas.
- The sage _____ (sit) under the banyan tree.
- Rama Natha _____ (water) the banana plant carefully.

III. Let's speak well: Role-Play: "Sage's Advice"

Language Function: Giving and receiving advice

(e.g., "You should...", / You should not "Why don't you...?" Let's)

Work in pairs. One student is Rama Natha (lazy farmer seeking magic). The other is Sage Mahipati. Role-play a conversation where Rama asks for quick wealth, and the sage gives the "dew task" advice. Switch roles after 2 minutes. Perform for the class.

- Rama: "Sage, I want to become a rich man. What should I do?"
- Sage: "You should plant a banana sapling and collect dew daily. Why don't you try hard work first?"

IV. Let's write:

Creative Writing Activity: "My Magic Shortcut"

Imagine you are Rama Natha. Write a diary entry (100-150 words) describing:

- How you felt collecting dew every day.
- Your surprise when the tree bore fruit.
- The lesson you learned about hard work.

Dear Diary,

Today I sold the bananas and got real money.....



Teacher Activity



I. Let's read: Read the following passage carefully.

Gajaraj was a royal elephant in the king's stable. He had plenty of food and a comfortable place to live, but he felt very lonely without a friend. One day, a thin stray dog wandered into the stable, tired and hungry, and Gajaraj gently pushed some of his food towards the dog. The dog happily ate the food and started visiting Gajaraj every day. Soon, Gajaraj and the dog, Buntree, began to play together and became close friends, even though they were very different animals.

One day, a farmer saw Buntree and realised that it was his lost dog, so he took away to his house with a rope. Both Gajaraj and Buntree missed each other badly and stopped eating their food because they were sad. The kind farmer understood their strong bond and brought Buntree back to the stable, leaving him free to choose. Buntree ran straight to Gajaraj, and the elephant lifted him happily with his trunk, while the mahout and the farmer smiled at their unusual friendship.

Answer the following:

1. Why was Gajaraj sad in the king's stable?

Ans: _____.

2. What is the main message of this story about friendship?

Ans: _____.

3. Who was Buntree? ()

- A. A royal horse B. A stray dog C. A farmer

4. What did the farmer do when he understood Buntree's feelings? ()

- A. Sold Buntree B. Beaten Buntree C. Let Buntree go back to Gajaraj

5. What quality do both Gajaraj and Buntree show in the story? ()

- A. Greed B. Loyalty C. Laziness

Let's learn vocabulary:

Match the words with their meanings.

Word

Meaning / Synonym

- | | | |
|-----------|-----|---|
| 1. Royal | () | A. Very thin and weak |
| 2. Stable | () | B. A strong feeling of support and care |
| 3. Stray | () | C. A building where animals are kept |
| 4. Bond | () | D. Belonging to a king or queen |
| 5. Lonely | () | E. Without company or friends |

Write the correct letter (A/B/C/...) next to each word.



Teacher Activity



Let's do grammar: Simple Past Tense

Write as many sentences as possible. Example: I met my friend last Sunday.

I	Met	Them	Yesterday. Last week. Last month. In 2020.
We	Played	Cricket	
You	Watched	A movie	
He	Came	To park	
She	Saw	Trees	
It	Cooked	Biryani	
They	Helped	Him/her	
My friend	bought	A watch	
My brother			

Fill in the blanks with the Simple Past Tense.

Gajaraj _____ (share) his food with Buntree.

Buntree _____ (run) happily towards Gajaraj.

The farmer _____ (watch) the two friends.

The mahout _____ (bring) food for Gajaraj and Buntree.

They _____ (enjoy) their friendship.

Let's speak well: Talking about friends.

Language function: Talking about similarities and differences with a friend

(Use: both, but, unlike, same, different)

Work in pairs. Each student talks about his/her best friend.

My friend and I both _____ . I like _____ ,

but my friend likes _____ . We are the same because

_____ . Unlike me, my friend _____ .

We are different, but we still _____ .

Let's write: "My Unlikely Friend"

Creative writing activity: Paragraph (80–100 words)

Write a paragraph about an “unlikely” friend in your life or imagination. It can be:

A friend from a different class, language, or background, or a pet or animal that is your friend, or a very shy/bold friend who is different from you. Include:

How did you meet this friend?

How you are different, but still good friends?

What do you learn from this friendship?

Starter:

“Everyone was surprised when we became friends because we are so different. My friend and I ...”



Teacher Activity

I. Let's read: Read the following passage carefully.

- Amber : (sitting under the neem tree) Ah, it feels so nice to sit here after school.
 Neem Baba : (in a gentle voice) Welcome back, Amber. How was your day?
 Amber : (surprised) Who's that? Oh! Are you... talking to me, Neem Baba?
 Neem Baba : Yes, my child. You can call me Neem Baba. I've been living here for many years, watching generations grow.
 Amber : Wow! That's amazing. Where did you come from, Neem Baba?
 Neem Baba : Long ago, my kind first grew in North India and Myanmar. But now, you can find neem trees in many countries because people discovered how useful Neem trees are.
 Amber : Useful? In what way?
 Neem Baba : Every part of me helps people and the earth. My leaves, bark, seeds, and flowers are used to make medicines, protect crops, and keep the surroundings clean.
 Amber : My grandmother once used neem leaves to cure my cold. She said neem is good for health.
 Neem Baba : She's right, Amber. People respect me for my healing and protection. Some even call me "nature's gift to humans."
 Amber : That's wonderful, Neem Baba! I never realized you do so much for everyone.
 Neem Baba : Trees like me quietly help people, animals, and the planet every day. We are your true friends, Amber.
 Amber : I understand. Thank you, Neem Baba. I'll take care of you and other trees too!

Answer the following:

1. Where did Amber sit after returning from school?

Ans: _____

2. What is the main message of the story?

Ans: _____

3. Where did Neem first grow, according to Neem Baba? ()

A. Only in America B. North India and the Myanmar region C. Only in South India

4. Why is neem called "nature's gift to humans"? ()

A. It gives flowers B. It is used only for furniture C. It has many helpful uses in daily life

5. Which parts of the Neem tree are useful? ()

A. Only the leaves B. Leaves, bark, seeds, and flowers C. Only the roots

II. Let's learn vocabulary:

Match the words with their meanings.

Word	Meaning / Synonym
1. Courtyard ()	A. Helpful or healing
2. Whisper ()	B. Open space inside or beside a house
3. Remedy ()	C. To talk in a very soft, low voice
4. Medicinal ()	D. A cure or treatment for an illness
5. Protect ()	E. To keep safe from harm



Teacher Activity



I. Let's do grammar: Simple Present Tense.

Example:

I	water the plants every day.
We	plant saplings every weekend.
You	read about neem every evening.
They	clean the pond every month.
He (Raj)	listens to stories daily.
She (Ramya)	talks to Neem Baba often.
It (Neem Baba)	grows tall in the courtyard.

Amber _____ (sit) under the neem tree after coming from school daily.

Neem Baba _____ (tell) stories about its uses to Amber.

Grandmother _____ (prepare) a neem remedy.

Farmers _____ (spray) neem water on crops.

We _____ (grow) plants and protect nature.

Let's speak well: Talking to a Tree.

Language function: Asking and answering questions; expressing thanks to nature

Work in pairs. One student is Amber, and the other is Neem Baba.

Amber: "Neem Baba, where _____ you from?"

Amber: "How _____ you help people?"

Neem Baba: "I am _____ people by giving shade and medicine."

Neem Baba: "Why don't you _____ more trees?"

Amber: "Thank you, Neem Baba. I am _____ to protect nature."

After practice, pairs can present their short conversation in front of the class.

Let's write: "The Helpful Tree Near My Home".

Write a short paragraph about a tree near your home or school (neem, peepal, mango, banyan, etc.). Include :

- Where the tree is and how it looks .
- How does it helps people, birds, or animals?
- What do you feel when you sit or play near it?
- One promise you make to protect trees.
- "The Helpful Tree Near My Home".

Starter:

"There is a special tree near my home. Whenever I go near it, I feel ..."



Teacher Activity

Let's read: Read the following passage carefully.

Prabhat loved winning every game he played. He felt proud and happy when he won, but he could not bear losing even a simple game like marbles. If he thought he might lose, he refused to play at all. One day, a new boy named Surya joined his school and soon became the best badminton player. Everyone was excited when Prabhat and Surya were chosen to play a friendly match on Friday. During the match, the game was close and Prabhat became scared of losing. When no one was looking, he secretly changed the score on the board so that it showed he had more points. He won the match, but that night he could not sleep well because he knew he had cheated. What surprised him more was that Surya still looked cheerful and continued to enjoy playing other games, even when he lost. Slowly, Prabhat realised that true sporting spirit means playing fairly and enjoying the game, not just winning at any cost.

Answer the following:

1. Why did Prabhat refuse to play games he might lose?

Ans: _____.

2. Who was Surya, and why was everyone excited about him?

Ans: _____.

3. Prabhat loved to: ()

A. Win every game B. Watch others play C. Lose and learn

4. Surya's attitude towards losing was: ()

A. Angry and sad B. Cheerful and relaxed C. Careless and rude

5. After his change of heart, Prabhat starts to: ()

A. Avoid all games B. Cheat in every match C. Enjoy games whether he wins or loses

Let's learn vocabulary:

Match the words with their meanings.

Word

1. Scoreboard ()

2. Cheat ()

3. Nervous ()

4. Sporting spirit ()

5. Change of heart ()

Meaning / Synonym

A. Change in the way you feel or think

B. A board that shows points in a game

C. To win by not following the rules

D. Feeling worried or afraid

E. Being fair and respectful in a game



Teacher Activity



I. Let's do grammar: Ask the students to write sentences using Modal auxiliaries.

Subject/Pronoun	Modal Auxiliary	Base Verb
I	can	play cricket.
We	have to	do yoga
You	will	practise regularly
He	could	score well.
She	may	perform well.
It	might	win the game
Raj	should	lose the match
My friend	has to	try hard
Children	must	do warm up exercises

e.g: I can play cricket but I can't play Tennis.

II. Fill in the blanks (Present Progressive).

Prabhat _____ (play) a badminton match with Surya.

Surya _____ (enjoy) the game even when he is losing.

The teacher _____ (watch) the players carefully.

The students _____ (clap) for both players.

Now Prabhat _____ (try) to show good sporting spirit.

Let's speak well: Talking about games and feelings.

Language function: Expressing likes/dislikes and feelings about 'Winning and Losing'.

Work in pairs. Ask and answer:

Which games are you playing these days?

How do you feel when you win?

How do you feel when you lose?

What is more important to you: winning or playing fairly? Why?

Use these sentence starters:

I like playing _____ because _____.

I feel happy when I win, but now I am also _____ when I lose.

For me, playing fairly is important because _____.

Let's write: "Winning, Losing and Me"

Creative writing (80-100 words)

Write a short paragraph about the time you played a game or sport. Include:

Which game did you play and with whom?

What happened in the game (did you win or lose?)

How you felt at first?

What time you learnt about honesty, teamwork, or sporting spirit?

Starter:

"Last week, I played _____ with my friends. At first, I only wanted to win, but then I realised that ..."



Teacher Activity

Let's read : Read the following passage carefully.

Bharat, or India, is known all over the world for its wise and brave people and its rich, colourful culture. From the snowy mountains and wide rivers to green forests and hot deserts, our land has many different kinds of places where people, animals, and plants live together. In a school hall, students gather for a programme called “Ek Bharat, Shreshtha Bharat”, where children from different states proudly talk about the art, crafts, music, and festivals of their regions. As each child speaks, the others realise that though their clothes, languages, and dances are different, they all share the same love and respect for their country. They understand that unity in diversity is India's real strength and that every region, from Kashmir to Kanyakumari and from Kutch to Kohima, adds something special to the story of “Incredible India”.

Answer the following:

1. What makes Bharat famous all over the world, according to the passage?
2. What do the children from different states talk about in the programme?
3. Why is India called "Incredible India" in this lesson?
4. Bharat is known as a land of: ()
 A. Only deserts and rivers B. Wise and brave people with rich culture C. Only big cities
5. The programme "Ek Bharat, Shreshtha Bharat" is about: ()
 A. Sports and games B. India's cultural unity and diversity C. Only science projects

Let's learn vocabulary:

Match the words with their meanings.

Word		Meaning / Synonym
1. Diversity	()	A. Great respect and love for one's country
2. Tradition	()	B. The wide variety of many different types
3. Heritage	()	C. Old customs and practices passed through time
4. Unity	()	D. History, culture, and art we get from the past
5. Patriotism	()	E. Being joined together as one



Teacher Activity



Let's do grammar: Let's use Simple Future.

Subject	Auxiliary	Verb	Cultural Activity /	Place / Occasion	Example Sentence
I/We/	will	visit	a temple	in Varanasi	I will visit a temple in Varanasi.
You	will	see	traditional dance	at a festival	You will see traditional dance at a festival.
He	will	taste	spicy food	in Hyderabad	He will taste spicy food in Hyderabad.
She	will	wear	a saree	at the celebration	She will wear a saree at the celebration.
They	will	watch	a cultural show	during Diwali	They will watch a cultural show during Diwali.
Children	will	learn	about Indian festivals	in school	We will learn about Indian festivals in school.
Raj	will	buy	handicrafts	from the market	He will buy handicrafts from the market.

Let's speak well: Talking about my State and my India

Language function: Describing places and expressing pride

Work in pairs. Think and share

One special thing from their state (food / dress / dance / festival / craft)

One thing they like about another state or region in India.

Use these sentence starters:

I am from _____. In my state, people like to _____.

A famous festival in my state is _____ because _____.

I like _____ state because _____.

We are different, but we all are Indians and we all _____.

Two or three pairs can share with the class.

Let's write: "My Incredible India"

Write a short paragraph on "My Incredible India". Include:

Two or three different places or regions you know (for example, a mountain region, a village, a city, a coastal area)

One or two examples of Indian culture (festivals, food, dress, music, dance, art, etc.)

One reason why you feel proud to be an Indian....

Starter:

"India is my country, and it is truly incredible. In the north/south/east/west, people ..."

LET US PRACTISE

I. Choose the correct option:

- Choose the correct spelt word. []
A) friands B) childran C) teachers D) parants
- Select the correct 'have' form to fill in the blank given below. []
They _____ a long discussion in the classroom yesterday.
A) has B) having C) had D) have
- Select the correct interrogative word to fill in the blank given below. []
_____ can we reach the railway station from here?
A) Where B) What C) Who D) How
- Identify the suitable tense of the verb to fill in the blank given below. []
They _____ in the playground.
A) are playing B) were playing C) is playing D) am playing
- Identify the suitable word for giving advice to fill in the blank. []
You _____ study regularly to score good marks.
A) may B) can C) might D) should
- Choose the suitable tense of the verb to fill in the blank given below. []
We _____ a new poem yesterday.
A) learn B) learned C) have learned D) are learning
- Choose the suitable language function to fill in the blank given below. []
_____ last time, he answered all the questions correctly.
A) But B) Both C) Unlike D) Different
- Select the suitable tense of the verb to fill in the blank given below. []
He _____ listening to classical music regularly.
A) likes B) like C) liked D) liking
- Select the suitable tense of the verb to fill in the blank given below. []
My friends _____ English every day.
A) practices B) practises C) practice D) practise
- Identify the suitable modal auxiliary to fill in the blank given below. []
I _____ complete my homework today.
A) has to B) has C) have D) have to
- Identify the suitable modal auxiliary to fill in the blank given below. []
Drivers _____ wear seat belts while driving.
A) may B) can C) must D) might
- Choose the suitable modal auxiliary to fill in the blank given below. []
They _____ visit their grandparents this weekend.
A) are B) will C) have D) has

II. Answer the following questions:

1. How long does Ravi do yoga every morning?
2. Which subject begins first in Ravi's class?
3. Ravi arrives early to school mainly to
4. What does Ravi's daily routine mainly teach us?
5. Which habit of Ravi can help a student become disciplined?
6. What did the sage give Rama Natha?
7. What lesson did Rama Natha learn in the end?
8. Why did Rama Natha water the plant every day?
9. What is the main idea of the story?
10. How can a student apply the story's lesson to studies?
11. Why did Gajaraj feel lonely?
12. How did Gajaraj treat the stray dog at first?
12. How did Gajaraj and Buntree become close friends?
14. What does the story show about friendship?
15. What would be a good way to solve a conflict in friendship?
16. What is the name of the talking tree?
17. What does Amber's grandmother use neem leaves for?
18. Why are neem trees found in many countries now?
19. What did Amber understand about neem trees at the end?
20. If the earth has fewer trees, what could happen?
21. Which sport did Prabhat and Surya play in a friendly match?
22. How did Surya behave after losing the match?
23. How did Prabhat feel when he realized he had cheated?
24. How did Surya demonstrate true sportsmanship?
25. What should a student focus on while playing any game?
26. Who participates in this programme?
27. What do children proudly talk about in the programme?
28. Why is "unity in diversity" considered India's strength?
29. What can we learn from the students' programme?
30. How can children in a school celebrate unity in diversity?

Unit 1

LEARNING TOGETHER



Learning Outcomes

Learners will be able to:

- Read the story of Jahnavi with correct stress, pause, pronunciation and intonation. (CG1)
- Comprehend the text, identify the main events and reflect on the story Jahnavi. (CG1)
- Identify and understand the key vocabulary words such as "splashed", "slithered", "murmuring", "startled", "conspiratorially", "clump", "rattling", "catamaran", "wailed" etc. (CG1&CG5)
- Understand the rules of capitalization and different sound words.(CG5 & CG 6)
- Understand the cultural aspects and reflect on multilingualism of Indian Scenario from the lesson "The Day the River Spoke". (CG5)
- Understand the importance of prepositions and adverbs use. (CG5)
- Observe the nature and describe their surroundings from their perspective in a paragraph. (CG2)
- Understand the cultural belief systems and linguistic landscapes of India and communicate in a poster. (CG1 & CG2)
- Explore and develop knowledge of different schemes of the government by exploring and using the technology and communicate the same globally. (CG4)

THE DAY THE RIVER SPOKE

Let us do these activities before we read.

I Close your eyes and quietly listen to the sounds around you for a minute.

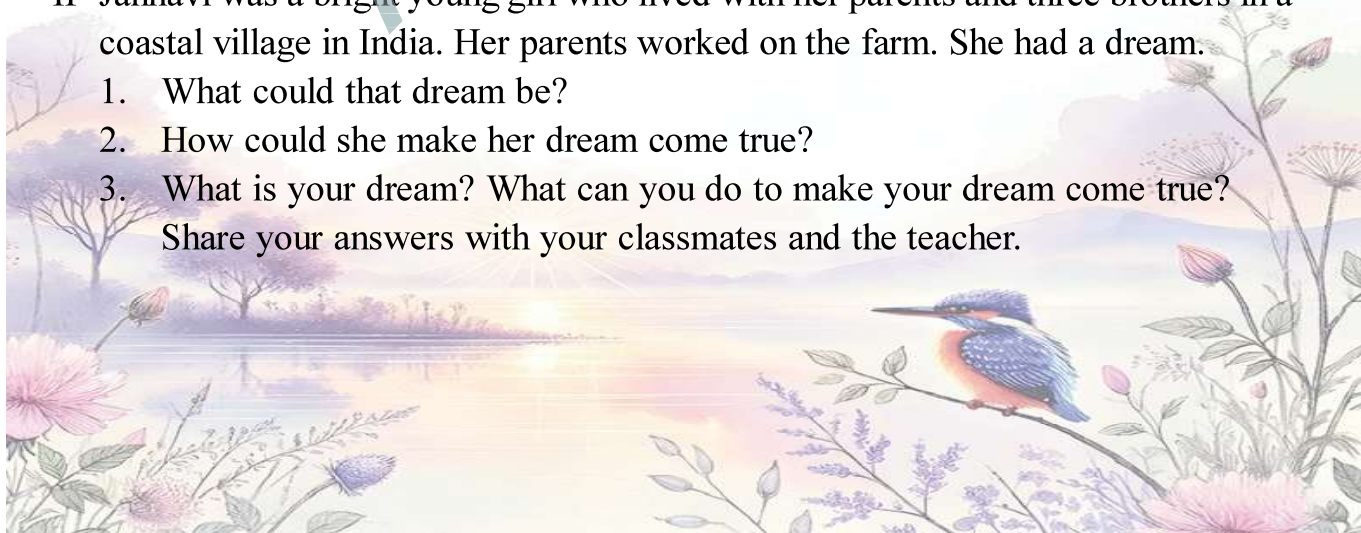
1. Are they trying to tell you something?
2. Do you think the things around you also listen to you all day long?

Share your answers with your classmates and the teacher.

II Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm. She had a dream.

1. What could that dream be?
2. How could she make her dream come true?
3. What is your dream? What can you do to make your dream come true?

Share your answers with your classmates and the teacher.





Let us read



splashed : fell in drops, making a sound

slithered: moved by sliding from side to side

murmuring: speaking in a low voice

startled: surprised

thicket: a dense group of bushes and trees

shrieked : made a high-pitched sound

A big bright tear **splashed** down her nose. And another. A kingfisher swept down, its wings an arrow of blue in the sunlight. And a green lizard **slithered** down to the river's edge to bask in the sun.

"Dear, dear!" said a sleepy, **murmuring** voice, "What's the matter?"

Jahnvi was **startled**, because she was sure she had been quite alone. It couldn't have been the lizard. And the kingfisher was up in the **thicket** of bamboo eating the fish it had caught. It couldn't be the parrots, because parrots **shrieked** and this was such a sleepy voice. She looked around her. There wasn't a soul in sight. She was rather scared and wanted to run away.

"You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

She was puzzled. It was such a voice, like the river. It couldn't be the river!

"Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."

"They won't let me go to school," said Jahnavi. "I asked my mother, 'Why can't I go to school like Ettan and Meena?' And Mother had replied, 'You are too small, baby. Maybe later.' " But when she was five, little Ramu was born and Mother still said, "Maybe next year. Jahnavi, mind your little brother while I go to the fields." Now, she was nearly ten and minding Little Appu, who was the smallest. "They don't want me. They only..."-she stopped with a sob...



"I am scared to go to school. And I'm so old now, they'll never let me go. But I want to go. I want to learn to read like Ettan and Meena." Jahnavi called her brother 'Ettan'. Ettan means 'Elder brother', but his real name was Gopi. "I want to know why spiders are yellow in yellow flowers, why bamboo trees rustle, why the moon always comes from behind the hills, never the other way, why the baby fish in the field water become frogs, why..."

"Stop!" said the River. "You make me breathless. So many whys! I can tell you where the moon goes," the River said conspiratorially. "It goes down towards the sea. I've seen; it always takes the same way-over the mountains and down to the sea, like me!"

rustle: light sound made by leaves rubbing against each other

conspiratorially: secretly



Let us discuss

1. What was Jahnavi's dream? Was it important to her? Why?
2. Do you think the river can help her in fulfilling her dream? How?

II

clump:

a small group of trees growing together

rattling: noise made by shaking things

catamaran: a kind of boat

wailed: (here) complained in a loud voice

"Even little Ramu goes to school," said Jahnavi, "pity, the school isn't by the sea," said the River. "Then I could take you along, you know. But, I suppose I couldn't really. You'd get your feet wet. And that would never do! I'm afraid there's only one thing you can do."

"Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."

"I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

The River laughed. "You? Scared?" the River said, "when you're not afraid of the green lizard, or of the snake in the bamboo **clump**, (Jahnavi startled) or the big trains **rattling** past that bridge."

"Trains are noisy; I prefer ships," said the River.

Jahnavi never knew the snake lived in the bamboo clump. "What are ships?" she asked.

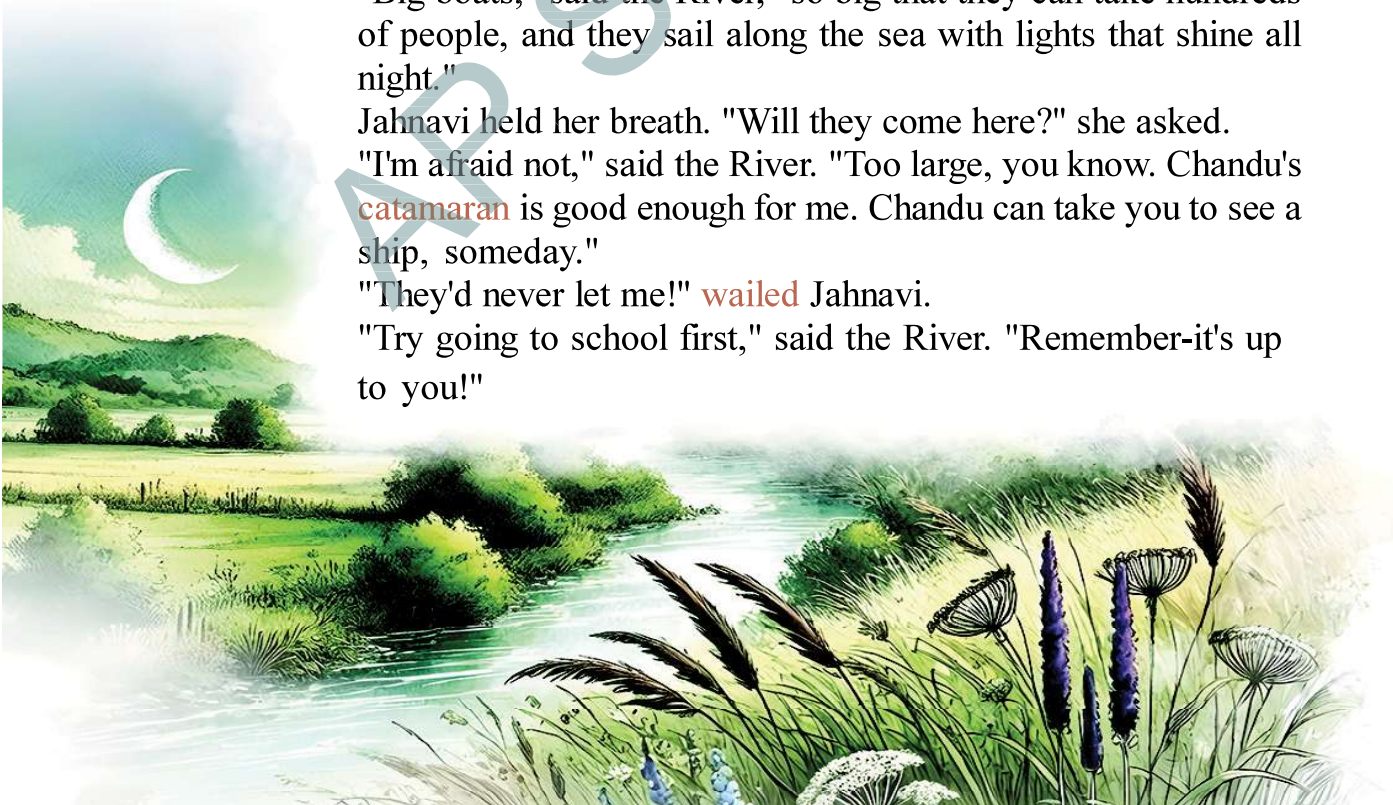
"Big boats," said the River, "so big that they can take hundreds of people, and they sail along the sea with lights that shine all night."

Jahnavi held her breath. "Will they come here?" she asked.

"I'm afraid not," said the River. "Too large, you know. Chandu's **catamaran** is good enough for me. Chandu can take you to see a ship, someday."

"They'd never let me!" **wailed** Jahnavi.

"Try going to school first," said the River. "Remember—it's up to you!"



Jahnavi gathered courage. The next day she reached the school, panting and out of breath and stood by the door listening while the teacher read out the lesson. It was a story about a prince called As?hoka, who became a great king. Little Appu had fallen asleep on her shoulder. She crept nearer and nearer till she was in the back row, squatting with the others on the earthen floor. Little Appu made no noise and she listened.

"Where did you spring from, little girl?" asked the teacher. "And what is your name? You're new in my class."

"She's Gopi's sister, Gopi is in the next class," said one of the boys. "It's Jahnavi," said another. "So, you're Gopi's little sister? Nice lad, Gopi."

"If you really, really want to come to my school, Jahnavi," the teacher had said, "we'll talk to your father about it. Don't you worry. We'll find a way."



Jahnavi saw the teacher walking up the steps to their gate the next evening when she was lighting the lamp. She could see her father scratching his cheek the way he did when he was worried and the teacher was nodding and saying something she couldn't make out. And Mother said, "Little Jahnavi, I shall miss you when you go to school. Girls should learn as much as they want. When I was your age, I wanted to go to school, but your grandmother said 'No', but now, I am glad the teacher came to talk to your father."



And Jahnavi said, "Mother, when I grow up, I'll be a teacher and I'll go from house to house in our village and ask all the little girls to come to my school. And I'll teach them all that I'm going to learn."

And she went down the path between the fields the next morning before school began, to meet the River. "I did it!" she told the River. "I was scared, but I did it! And they're letting me go. I'm going to learn to write my name and do sums and find out why our little fishes in the rice fields turn into frogs." She heard the river's sleepy chuckle, "Come again, little girl, and I'll tell you all about the ships that sail the sea."

KAMALANAIR

(An extract adapted from The Day the River Spoke)

ABOUT KAMALA NAIR:



Kamala Nair is an Indian architect, and a writer-illustrator of children's books. She grew up in Kerala, surrounded by rich wildlife, beaches, hills, and backwaters, which strongly influence her art and storytelling. Her work blends themes from nature, design, and architecture. Along with *The Day the River Spoke*, she has illustrated *Kamala is Speaking* by Shasta Clinch, and *The Leaping Laddoo* by Harshita Jerath. She enjoys travelling and exploring culture, history, and architecture around the world.

Let us discuss

Complete the table given below with Jahnavi's questions in Column 1 and the River's answers in Column 2. Check your answers with the teacher.

Column 1	Column 2
...why the moon always comes from behind the hills...?	
	... little girls can do as much as little boys.
	Big boats, so big that they can take hundreds of people, and they sail along the sea with lights that shine all night.
Will they come here?	



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. "You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day." She was puzzled. It was such a voice, like the river. It couldn't be the river! "Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."

(i) Complete the sentence with the correct option from those given in the brackets.

The tone of the River in the given extract is _____. (assuring/sympathising)

(ii) Select a phrase from the extract which shows that Jahnavi was a frequent visitor to the spot.

(iii) Choose the correct option to complete the sentence.

The use of an exclamation mark at the end of the line, 'It couldn't be the river!' expresses _____.

A. excitement B. hesitation C. irritation D. disbelief

(iv) Choose three qualities of the River highlighted in the extract from the words in the box given below.

affectionate forgiving thoughtful impatient kind-hearted

2. "Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay." "I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

(i) Complete the sentence with an appropriate reason.

According to the River, there was no difference between girls and boys because _____.

(ii) Identify whether the following statement is **true** or **false**.

The River encourages Jahnavi to have faith in herself and fulfill her desire to go to school.



(iii) Choose the correct option to complete the sentence.

When the River suggests that Jahnavi should 'slip along', it means that she should move _____ .

A. quickly B. casually C. quietly D. confidently

(iv) What does the repetition of the phrase I couldn't, tell us?

II Answer the following questions.

1. Why does the writer describe different aspects of nature in great detail at the beginning of the story? Why do you think the writer does this?
2. How did the River know so much about Jahnavi?
3. Jahnavi says, "And I'm so old now, they'll never let me go." What can you infer about Jahnavi and the school from this line?
4. Why did the River laugh when Jahnavi said she would be scared at school?
5. Why should Jahnavi follow the River's advice?
6. How does the conversation between Jahnavi and the River make the story more appealing?
7. What is the main message that the writer intends to convey?
8. How can we tell that Jahnavi's family didn't make her education prioritise?
9. In what ways does the River serve as a symbolic presence within the story.
10. How does the River act as a guiding force in Jahnavi's life?
11. What do Jahnavi's tears by the river reveal about her feelings and silent suffering?
12. How do Jahnavi's fears about school reflect the difficulties faced by girl children in getting education?



Let us learn

- I You have learnt that naming words are called nouns and only proper nouns begin with a capital letter. Why has the author used a capital letter for the 'River' even when it is a common noun? (Clue: Has the River been given qualities of a human being?)
- II There are a few words related to sound in the text. Pick the words from the text and write them next to the correct definition.
 1. made a high-pitched piercing sound
 2. to cause liquid to strike or fall on something
 3. a low continuous background noise
 4. cry with loud uncontrollable gasps
 5. to make a soft dry sound, like paper or leaves moving
 6. took a short quick breath through the mouth due to surprise, pain or shock
 7. shaking rapidly to make continuous short, sharp sounds

8. making a lot of noise
9. made a long, high cry, usually because of pain or sadness

Now, fill in the blanks with suitable sound words from exercise (II).

The classroom grew (i) _____ as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) _____, the children (iii) _____ wondering what comments awaited. Someone (iv) _____ in frustration, and the (v) _____ of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) _____ with excitement.

III The word 'catamaran' is used in the text. The word originates from Tamil language 'kattu maram' meaning 'tied wood'.

Find out the meanings of these words. From which Indian language these words were borrowed. An example has been given.

- | | | | |
|---------------------|-----------|------------|--------------|
| 1. karma (Sanskrit) | 2. sahib | 3. chutney | 4. guru |
| 5. verandah | 6. jungle | 7. areca | 8. palanquin |

IV Chandu, the fisherman, has a catamaran that the River preferred to a ship. Given below are some boats that are used in different parts of our country.



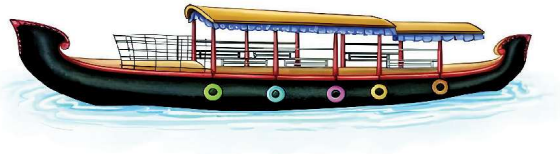
1. canoe



2. catamaran



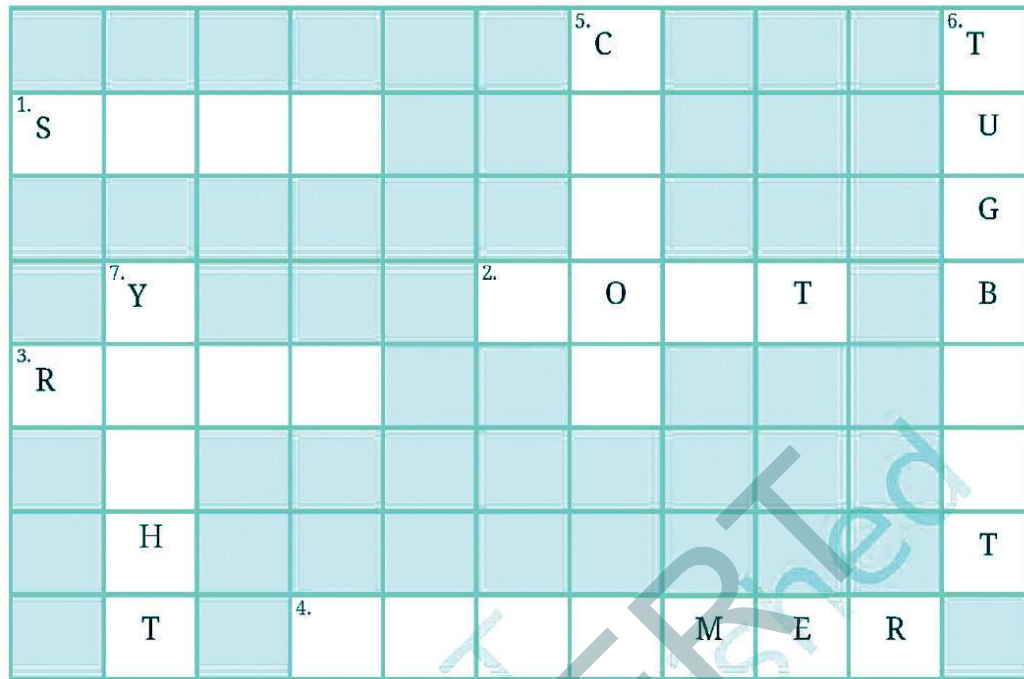
3. coracle



3. shikara

- (i) Which one would you like to travel in?
- (ii) Make a colourful drawing of a boat that you would like to travel in.

V Solve the crossword puzzle based on words related to water transport.



Across

1. a large vessel used for transporting goods or passengers by sea
2. a small vessel for travelling on water, typically propelled by oars, sails, or an engine
3. a flat floating structure for travelling across water
4. a boat or ship driven by steam

Down

5. a small, light, narrow boat, pointed at both ends and moved using a paddle
6. a boat with a powerful engine which can change direction easily and is used to pull large ships into and out of port
7. a boat with sails and sometimes an engine, used for either racing or travelling for pleasure, rhymes with 'cot'

VI Read the highlighted words in the following lines from the text.

"She goes down **towards** the sea. I've seen her; she always takes the same way-**over** the mountains and **down** to the sea, like me!"

Prepositions are words that indicate the relationship between nouns or pronouns and other elements in a sentence. They show direction, location, time or logical relationships between ideas.

Now, fill in the blanks with suitable prepositions given within the brackets.

Jahnavi takes the River's advice and goes to school. On her first day

1. _____ (at/in/on) school, Jahnavi stood nervously
2. _____ (in/ outside/ above) the gate, clutching her bag close to her. The bell rang and she hurried
3. _____ (outside/through/inside) the bustling classroom. She found a seat
4. _____ (among/between/from) two friendly classmates. The teacher greeted them warmly and started the lesson
5. _____ (about/in/for) numbers. Jahnavi listened attentively, feeling excited
6. _____ (at/about/for) the new adventure ahead.

VII Read the highlighted words in the following sentence from the text.

A kingfisher swept **down**, its wings an arrow of blue in the sunlight.

Words like **on, off, up, down** can function both as preposition and as adverb.



For example:

- ♦ *She ran **up** the stairs. (preposition)* ♦ *She rang me **up**. (adverb)*



Remember, a preposition will always be followed by an object (noun) whereas an adverb will tell you more about the action (verb).

Fill in the blanks with prepositions or adverbs.

1. The cat jumped _____ the table. (preposition)
2. The children played _____ until dark. (adverb)
3. She quickly ran _____ the park. (preposition)

4. The helicopter was hovering _____ (adverb)
5. We were just walking _____ chatting. (adverb)
6. After thoroughly wiping his shoes, he stepped _____ (adverb)
7. She drove slowly _____ the sharp curve. (preposition)
8. He placed the keys _____ the mat before leaving. (preposition)



Let us listen

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need. (*Transcript for the teacher on pg. 270*)

lawyer	desks	homemaker	principal	posters
newspapers	marriage	advertisements	careers	books

II You will once again listen to the five speakers. As you listen, match each statement 1-7 to each speaker (i)-(v). There are two statements that you do not need.

Statements	Speaker No.
1. Promotes active participation for all in school activities	<input type="text"/>
2. Comments on how school makes learning Mathematics joyful	<input type="text"/>
3. Believes in the power of education that leads to freedom of choice	<input type="text"/>
4. Shares that school also means companionship	<input type="text"/>
5. Understands that boys and girls have different abilities	<input type="text"/>
6. Persuades the parent to grant permission to attend school	<input type="text"/>
7. Believes that learning skills is not gender-based	<input type="text"/>



Let us speak

I Read the sentence given below.

"Dear, dear! What's the matter? ... You shouldn't cry, you know. And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

The River spoke to Jahnvi in a 'sleepy' voice. Work in pairs and take turns to speak the same sentence in 'other' voices. Some hints are given below.

happy surprised angry scared sad worried

II Janhavi asks the River for advice and the River gives advice. Read the given situations and work in pairs to **ask for and give advice**. Take turns to change your roles. Use the prompts given below.



1. Situation (i) : You wish to play football at school but it has an all-boys' team only.
2. Situation (ii) : You have been unable to score well in Mathematics due to nervousness during exams.
3. Situation (iii) : You really enjoy music classes but do not get enough time to practise for it.
4. Situation (iv) : You cannot see the blackboard clearly from the last bench

Asking for advice

- _____ problem _____ What do you think I should do?
- _____ problem _____ Do you think I should...?
- _____ problem _____ What would you do in my position?
- _____ problem _____ I'd appreciate your advice on this issue

Given advice

- I think you should
- Why don't you
- The best thing to do is
- If I were you,
- I would /wouldn't

Speaking Activity-1 (Page 13)

READ THE MOVIE REVIEW AND DISCUSS THE QUESTIONS

Taare Zameen Par is a heart-touching film that follows Ishaan, an imaginative child struggling with dyslexia, and how his life changes when a compassionate art teacher, Ram Shankar Nikumbh, recognises his hidden talent. The movie beautifully portrays the pressures children face, the misunderstandings in traditional schooling, and the need for patience, love, and acceptance. With powerful performances, emotional depth, and meaningful music, the film highlights that every child is unique and capable in their own way. It inspires parents and teachers to see beyond marks and nurture creativity. Overall, it is a moving and transformative family drama.



1. Who is the main character in the movie?
2. What problem does Ishaan face in the story?
3. Who helps Ishaan discover his hidden talent?
4. What message does the movie give about children?
5. Why is Taare Zameen Par called a heart-touching film?

Speaking Activity-2

"If I Were the River..." - Imaginary Monologue

Objective : Develop imagination, use personification, and practice expressive speaking.

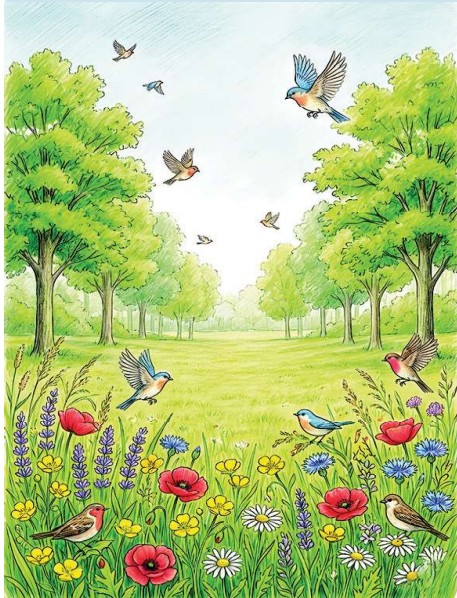
Begin your speech with one of these lines:

- "If I were the river, I would whisper stories to everyone who listens."
- "I flow through mountains and forests, and I have seen everything..."
- "When I look at the people on my banks, I feel..."
- "I have seen children laugh, women work, and birds sing beside me."
- "Sometimes I am calm, sometimes I roar - just like life itself."

Continue the story from there - describing what you see, feel, and teach as a river.



Let us write



OBSERVING NATURE

Take some time to observe the world around you. Over the next few days, pay attention to the colours, shapes, patterns, and textures found in nature. Look closely at the plants, trees, flowers, birds, and even the sky. Make detailed notes of what you observe, focusing on textures, movements, and how light plays with these elements. Record your observations in detail and the features that draw your attention the most-whether it's the soft ripple of water, the vibrant flutter of a butterfly or the colour of the birds or flowers.

Now, write a descriptive paragraph based on what you've observed. Highlight the colours, shapes, textures, and unique details that made an impression on you.

Give a title to your paragraph.

Ideas	Prompts
<ul style="list-style-type: none"> • What do you observe? 	<ul style="list-style-type: none"> • Every day, I see.. • I find it very interesting that...
<ul style="list-style-type: none"> • How do you feel? Why? 	<ul style="list-style-type: none"> • I like... because... • I feel... as...
<ul style="list-style-type: none"> • What is your message to everyone around you? 	<ul style="list-style-type: none"> • I want to tell you that... • My advice to all is...



Let us explore

I Discuss why rivers in India are considered to be sacred and most of them are referred to as female. Some rivers are referred to as male, for example, the Brahmaputra and the Sone.

II Whole Class Activity

1. India is a multilingual country, and many of us can speak two to three languages easily. Make a list of the languages that everyone in the class can speak and display it on a chart paper in the classroom.
2. In which language do you enjoy reading and learning the most?

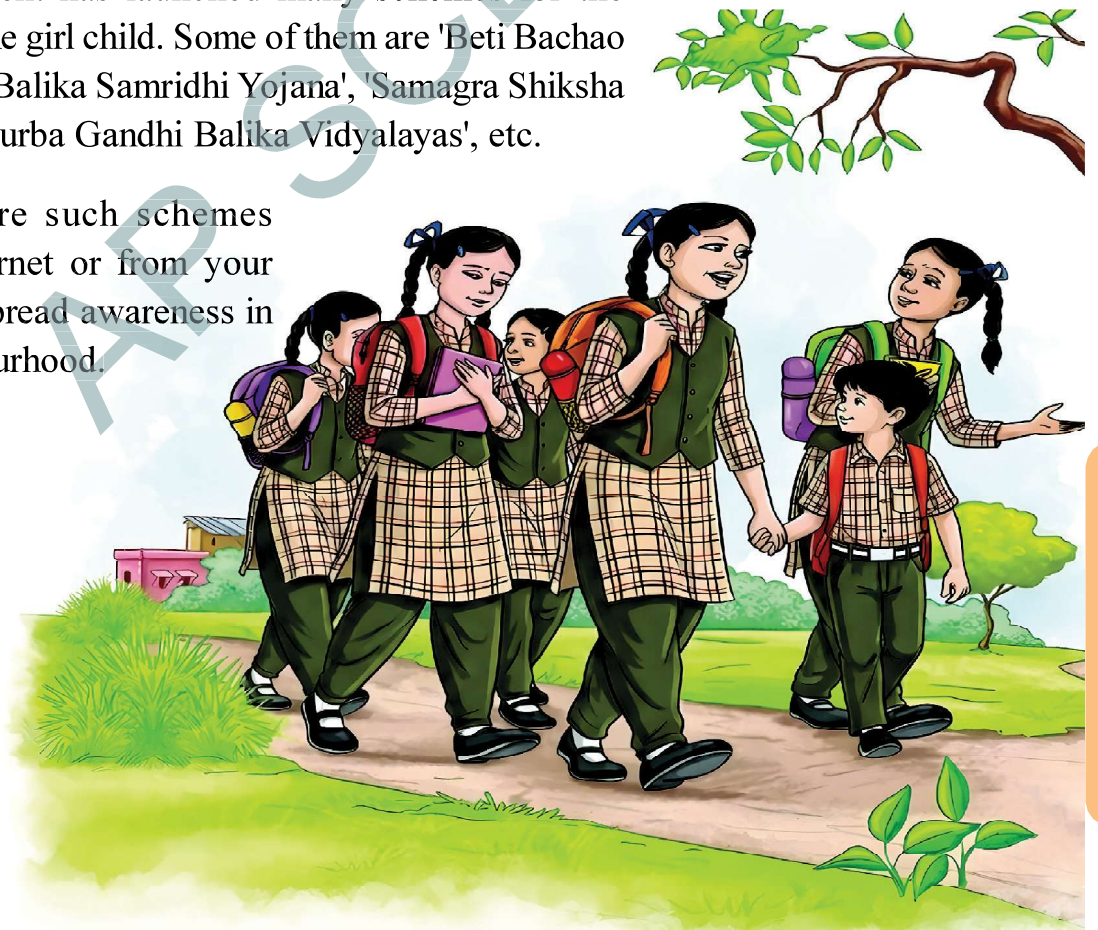
III Read the poster given below and answer the questions that follow.



1. What are the things you can observe in the poster?
2. Why do you think the girls look happy?
3. Dignity means 'self-respect'. What is the relation between 'dignity' and 'happiness' ?
4. How does a Nation prosper when its daughters are happy?

IV The Government has launched many schemes for the education of the girl child. Some of them are 'Beti Bachao Beti Padhao', 'Balika Samridhi Yojana', 'Samagra Shiksha Scheme - Kasturba Gandhi Balika Vidyalayas', etc.

Find out more such schemes from the internet or from your teacher and spread awareness in your neighbourhood.



TRY AGAIN

Learning Outcomes

Learners will be able to :

- Recite the poem "Try Again" with proper rhyme and rhythm and appreciate the poem. (CG4)
- Understand the poetic devices, comprehend and appreciate the themes such as "metaphor" "rhyme scheme". (CG4)
- Identify and understand the key vocabulary words such as "conquered", "despair", "strive", "mounted", "braced", "endeavour", "pondered" etc. (CG1&CG5)
- Read and understand different text, reflect and comprehend from the poem "Try Again".(CG3)
- Listen to the poem, comprehend and respond accordingly. (CG3 & CG5)
- Identify the different parts in a letter writing and write a letter. (CG3)
- Explore, collect folk songs, and differentiate between spider and ant after consulting science teacher. (CG 3&CG1)

Let us do these activities before we read.

I Who inspires you to do your best?

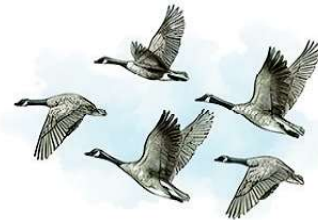
II Work in pairs, identify what you see in the pictures given below. What can we learn from them? Share your answers with your classmates and the teacher.



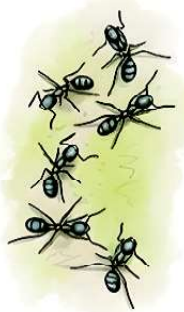
1.



2.



3.





Let us read

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

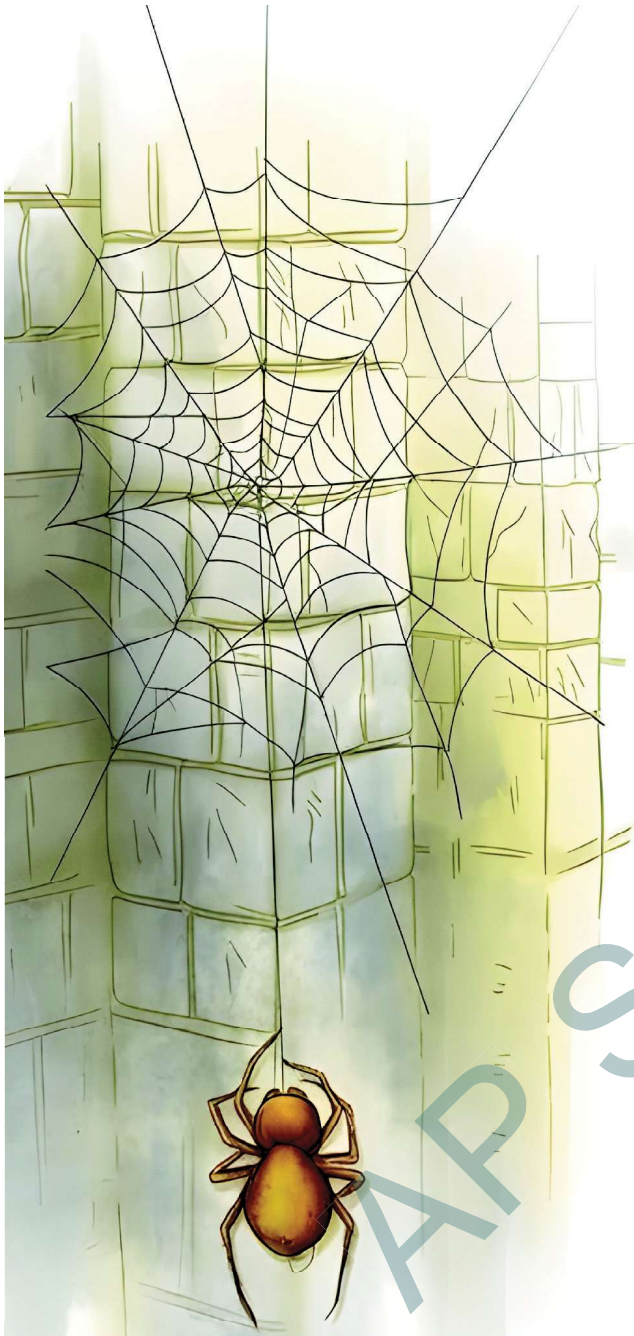
For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.





It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Its head grew steady - again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time."

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo, bravo!" the King cried out, "
All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

-ELIZA COOK



About Eliza Cook:

Eliza Cook (24 December 1818 - 23 September 1889) was an English poet and writer linked to the Chartist movement. She grew up in London during a period of social unrest and began publishing early. Her first poetry collection, *Lays of a Wild Harp*, appeared in 1835 when she

was just 17, followed by *Melania and Other Poems* in 1838. Cook's work was popular for its clear language, steady rhyme and themes drawn from home life, nature and social justice, which made her poems appealing to a broad reading public.

What is a Rhyme Scheme?

A rhyme scheme is the pattern of rhyming words at the end of each line in a poem. It shows how the last words of different lines sound similar.

We use letters of the alphabet (A, B, C, etc.) to mark the rhymes:

Lines that rhyme with each other get the same letter.

Lines that don't rhyme get a different letter.

How to write a rhyme scheme?

- Read the poem carefully.
- Look at the last word of each line.
- Give the first line the letter A.
- If the next line rhymes with it, also label it A.

If it doesn't rhyme, label it B, and so on.

Example:

Twinkle, twinkle, little star? A

How I wonder what you are? A

Up above the world so high? B

Like a diamond in the sky? B

Rhyme scheme = AABB

Let us discuss

I Complete the summary of the poem by filling in the blanks with suitable words from the text given in the box below. Share your answers with the teacher. An example has been given.

tried mounted despair attempts great
conquered low strive

The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. _____ after failing multiple times to achieve something 2. _____ for his people. In a moment of 3. _____ he observed a spider trying to reach its web high above. The spider 4. _____ every time it fell after getting close to its goal. It made nine 5. _____ and finally succeeded. The king said that the spider had 6. _____ and so would he. Inspired by the spider's determination, King Bruce decided to 7. _____. When he 8. _____ this time, he ultimately succeeded.

II Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.
2. The central idea of the poem is _____.

III Pick three examples from the poem for each of the following:

1. lines that describe the spider's efforts
2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

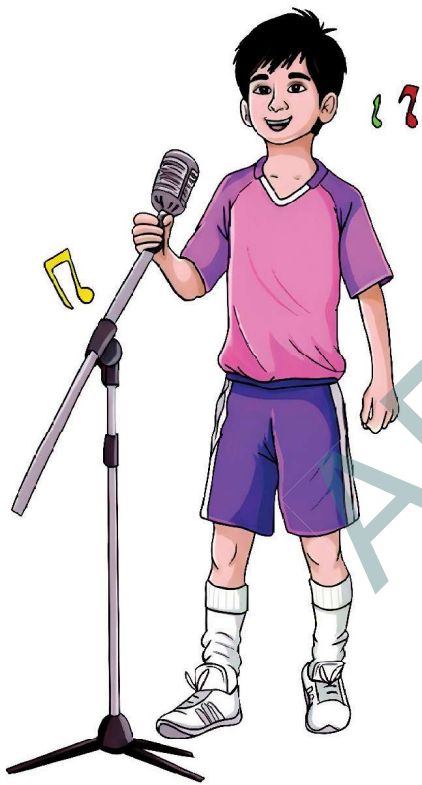
IV Why does the poet repeat the following words or phrases in the poem?
tried and tried; steadily, steadily; up, up

V Fill in the blanks by choosing the correct answer from within the brackets.

1. The rhyme scheme of the poem is _____. (AABB/ABBA/ABAB)
2. 'Bravo' is an example of _____. (conjunction/interjection/ adjective)
3. The poet uses 'twas and 'tis for the sake of _____. (rhythm/ rhyme/contraction)

VI The spider's climbing is compared to King Bruce's own struggles. Just as the spider repeatedly attempts to reach its web, Bruce is trying to achieve a great deed for his people. This poetic device is called **metaphor**. It strengthens the poem's message about perseverance-keep trying till we succeed.

A **metaphor** is a figure of speech that involves an implied comparison between two unlike things without using 'like', 'as', or 'as...as'. It suggests that one thing is another, highlighting similarities between them to add deeper meaning or understanding



1. Read the following sentences and identify metaphors and similes. Write **M** for metaphor and **S** for simile.

- (i) He ran as fast as a cheetah.
- (ii) The world is a stage.
- (iii) The night was as dark as coal.
- (iv) He sang like an angel.
- (v) Her voice was music to his ears.
- (vi) The classroom was a zoo.
- (vii) The baby slept like a log.
- (viii) Her smile was as bright as the sun.
- (ix) The lake was a mirror, reflecting the sky.

2. Read the following sentences and transform the similes to metaphors and metaphors to similes. Two examples have been given.

- (i) Knowledge spreads like the branches of a mighty tree.
Knowledge is a spreading branch of a mighty tree.
- (ii) His courage was a beacon, guiding us through the storm.
 - *His courage was as bright as a beacon guiding us through the storm.*
 - *His courage was like a beacon guiding us through the storm.*
- (iii) The book was a treasure chest, filled with endless adventures.
- (iv) Her laughter was a melody that brightened the darkest days.

- (v) The mountain stood as a guard, watching over the valley below.
- (vi) The night was like a velvet cloak, wrapping the world in mystery.
- (vii) Her thoughts were like butterflies in a summer meadow.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.*

*Now just at that moment a spider dropped,
With its silken, filmy clue;*

- (i) Select the phrase which shows the physical expression of the King's emotional state.
- (ii) Why does the poet use the word 'low' before despair?
- (iii) Choose the correct option to complete the sentence.

In the line, 'And after a while he pondered there', the word 'pondered' means _____.

A. paused B. thought C. noticed D. rested

- (iv) Choose the correct option from the words given in the brackets.

The phrase 'silken filmy clue' creates an image of something that is _____ (long and light/very delicate and soft).

2. *"...when it toils so hard to reach and cling, And tumbles every time.
" But up the insect went once more,*

*Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?*

- (i) Choose the correct option to complete the analogy.

toil: hard:: _____ : _____

A. roll: tumble B. tumble: circle
C. compress: roll D. jump: tumble

- (ii) List any two characteristics of the spider highlighted in the line, 'But up the insect went once more'.



(iii) Choose the correct option to complete the sentence.

The expression 'Ah me!' in the extract indicates a sense of _____

- A. happiness B. stress
C. relief D. loneliness

(iv) Complete the sentence with an appropriate reason.

Readers are able to relate to this extract because _____

II Answer the following questions.

1. How does the first stanza help in setting the mood of the poem?
2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.
3. The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?
4. How does the spider inspire us to overcome despair and not give up?
5. The poem teaches us that failures are stepping stones to success. Explain.
6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.
7. What emotions does King Bruce experience when he watches the spider fall again and again?
8. How does the spider's repeated struggle reflect the value of perseverance and courage?
9. How does the moment of the spider's success affect King Bruce's thinking and attitude towards failure?
10. What message does the poet convey through the comparison between the spider and King Bruce?



Let us learn

I Write the opposites of the following words taken from the poem.

1. up x _____
2. fast x _____
3. glad x _____
4. win x _____
5. succeed x _____



II Choose the correct meaning of the underlined words in the following sentences from the box given below. Frame sentences of your own for these words.

1. work very hard and/or for a long time
2. prepared themselves for something difficult
3. an attempt to do something new or difficult
4. to try very hard to achieve something

- (i) Please make every endeavour to arrive on time.
- (ii) Ants toil tirelessly to save food for rainy season.
- (iii) We encourage all students to strive to do their best.
- (iv) The sailors braced themselves against the strong wind.

III The poem uses words that show distance.

For example:

a long way up, inch by inch, higher and higher, half-yard higher

Classify the words or phrases in the box given below based on the distance (far or near) and write in the space provided. You may take the help of a dictionary.

proximity	middle of nowhere	vicinity	adjacent
remoteness	yonder	afar	a stone's throw
light year	hairline	farther	

Far

Near

IV Read the following line from the poem.

'Twas a delicate thread it had to tread,

Now repeat the lines five to six times. Are you able to say it clearly?

Create more tongue twisters of your own.



Let us listen

I You will listen to a story about an ant. Read the questions given below and before you listen, guess the answers to these questions. (*Transcript for the teacher on pg. 271*)

1. What was the ant known for?

- (i) determination (ii) strength (iii) wisdom

2. Why was the ant unable to take the *roti* home?

- (i) It was stuck under a rock.
(ii) It was too heavy to carry.
(iii) It was pulled by other ants.



3. What was the bird doing?

- (i) playing with the ant
(ii) searching for food
(iii) picking up leaves



4. How did the bird make the ant feel?

- (i) proud (ii) inspired (iii) relaxed

5. How did the fellow ants help?

- (i) by advising the ant continuously
(ii) by standing still near the ant
(iii) by joining the ant in her efforts



II Now, listen to the story once again and as you listen, check whether your answers are correct.





Let us speak

Narrate a personal experience about a time when you were motivated by someone or something to carry on and never give up. Your perseverance helped you. Use the following sentence prompts as a guide for your narration. Use as per your topic.

1. Introduction:

- I remember a time when I felt like giving up. It was when...
- There was a moment in my life when I faced a big challenge. It happened when...

2. Describe the challenge:

- The challenge I faced was...
- I was struggling with...
- The problem seemed too big because...

3. Feeling disheartened:

- At first, I felt discouraged and thought about giving up because...
- I didn't think I could succeed because...
- I felt upset and wanted to leave because...

4. The source of motivation:

- But then, I saw/heard/read about...
- Someone/something inspired me to keep going. It was...
- I remembered the poem... do not quit...

5. Taking action:

- After feeling inspired, I decided to...
- I gathered my strength and...
- With a new sense of willpower, I...
- I asked for help from...

6. The result:

- In the end, I was able to...
- Thanks to standing firm and never giving up, I achieved...
- I felt proud because...
- It was worth it because...

7. Reflection:

- This experience taught me that...
- I learned that perseverance is the key to success...
- Now, I always remember to...
- The lesson I learnt from this is...





Let us write

King Bruce was inspired by the spider that kept on trying till it was successful. Think about the steps you can take to overcome a difficult situation and write them down.

Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise **not to quit** and persevere.

Remember to use transition words like 'To begin with...', 'Next...', 'After that...', 'Then...', 'Finally...', to share the steps of your plan.

You may begin this way:

20, Rajendra Nagar Jeevanpur

23 August 20XX

Dear Monika,

Thank you for your letter asking me about...

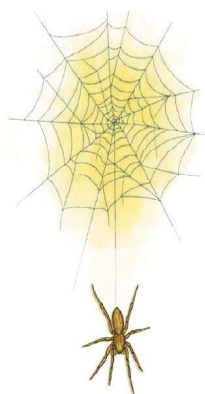
You may end this way:

Yours affectionately,

Deepa



Let us explore



- I Collect folk songs in your own language that connect us with nature and compile them as a class project.
- II Did you know that spiders are not insects? They belong to a group called the arachnids. Observe a spider and an ant from a distance and note down the differences between them. Share your observations with your classmates. Ask your Science teacher for more information to know about spiders better.
- III Let us learn how to weave a spider web.
 1. Take three sticks (each about eight inches long) and a roll of old wool.
 2. Tie the sticks together in the centre with the wool (Fig. 1).
 3. Start weaving the web by putting a loop around every stick (Figs. 2 and 3).

4. Complete the web and tie the thread in a knot on the stick where the web is complete (Fig. 4).

Now, decorate it with words and phrases you learnt about the spider in the poem or anything else that you like.

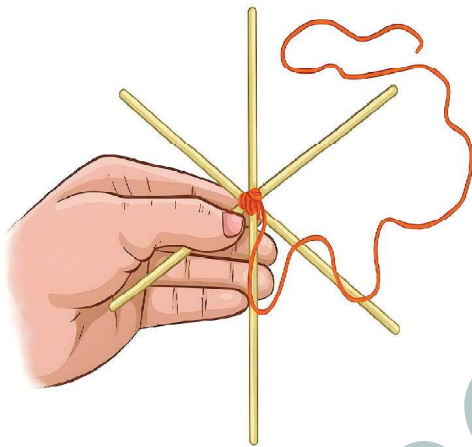


Fig - 1

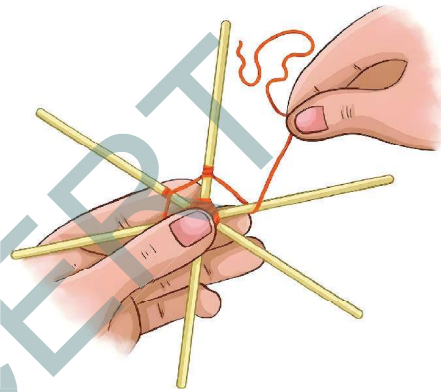


Fig - 2

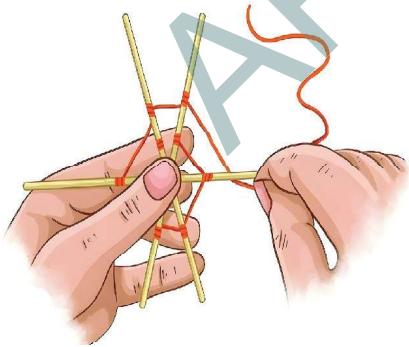


Fig - 3

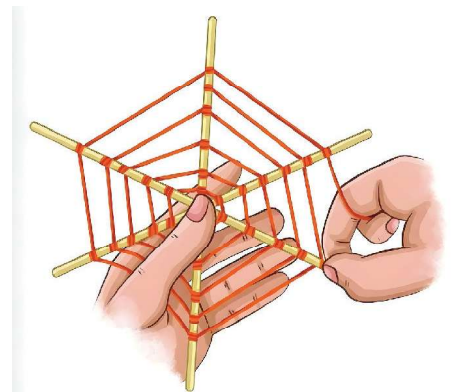


Fig - 4

THREE DAYS TO SEE

Learning Outcomes

Learners will be able to:

- Read with proper stress, pause and intonation and comprehend the personal experiences of Helen Keller. (CG1)
- Identify and understand the key vocabulary words such as "symmetry", "shaggy", "quiver", "behold", "mastodons", "haunts", "tactile sense", "morsel" etc. (CG1&CG5)
- Work collaboratively, think creatively and communicate their ideas. (CG1 &CG3)
- Identify the modal verbs and choose the functions they express. (CG5)
- Write a descriptive paragraph on a person, place, object or an event or a memorable experience using the guidelines. (CG5)
- Explore using technology, reflect and communicate the same globally. (CG3&CG1)

Let us do these activities before we read.

I Work in pairs. Recall a visit to a place that you liked. Discuss the details of that place and write about the following:

1. Name of the place

2. The person(s) you went with

3. The things that you could:

- see
- listen
- smell
- taste
- touch and feel

II How does this memory make you feel?

III Do you think your visit/experience would be different if you could not see or hear? Share your answers with your classmates and the teacher.

Did you know that our five senses are essential for us to experience and make sense of the world around us?





Let us read



I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate **symmetry** of a leaf. I pass my hands lovingly about the smooth skin of a silver **birch**, or the rough, **shaggy** bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy **quiver** of a bird in full song.

At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that 'window of the soul', the eye.

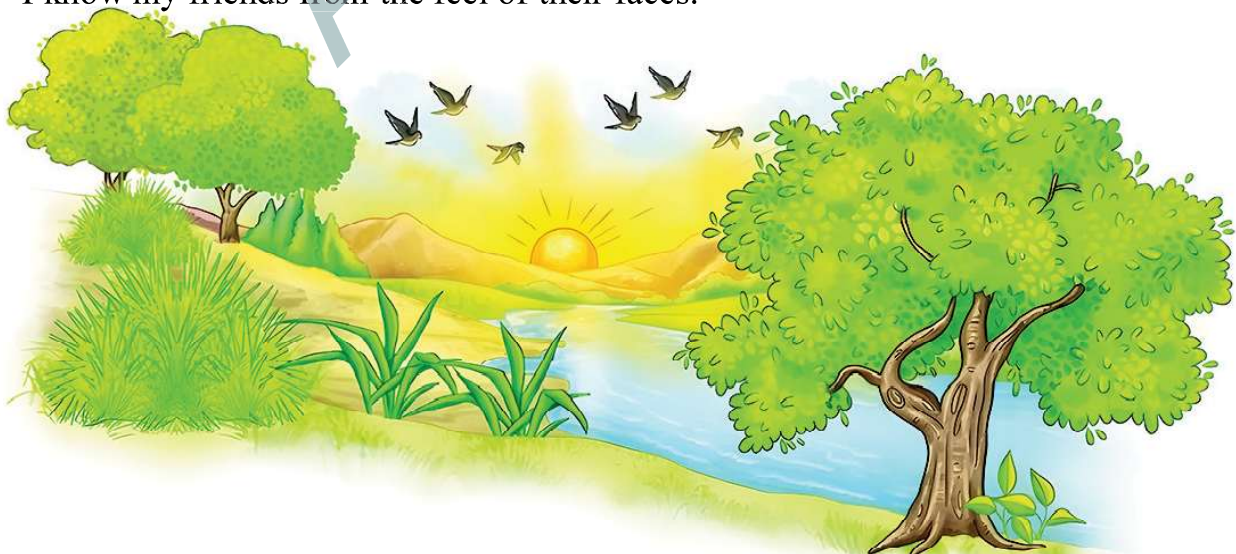
I can only 'see' through my finger tips the outline of a face. I can detect laughter, sorrow and other obvious emotions. I know my friends from the feel of their faces.

symmetry:
evenness

birch: a slender tree with thin peeling bark

shaggy: hairy

quiver: shiver



behold: see

panorama:
scene

glimpse:
brief look

pageant: display

condensed:
brief

carcasses:
remains

mastodons: a
large animal
similar to an
elephant, but
with fur

stature:
physique, build

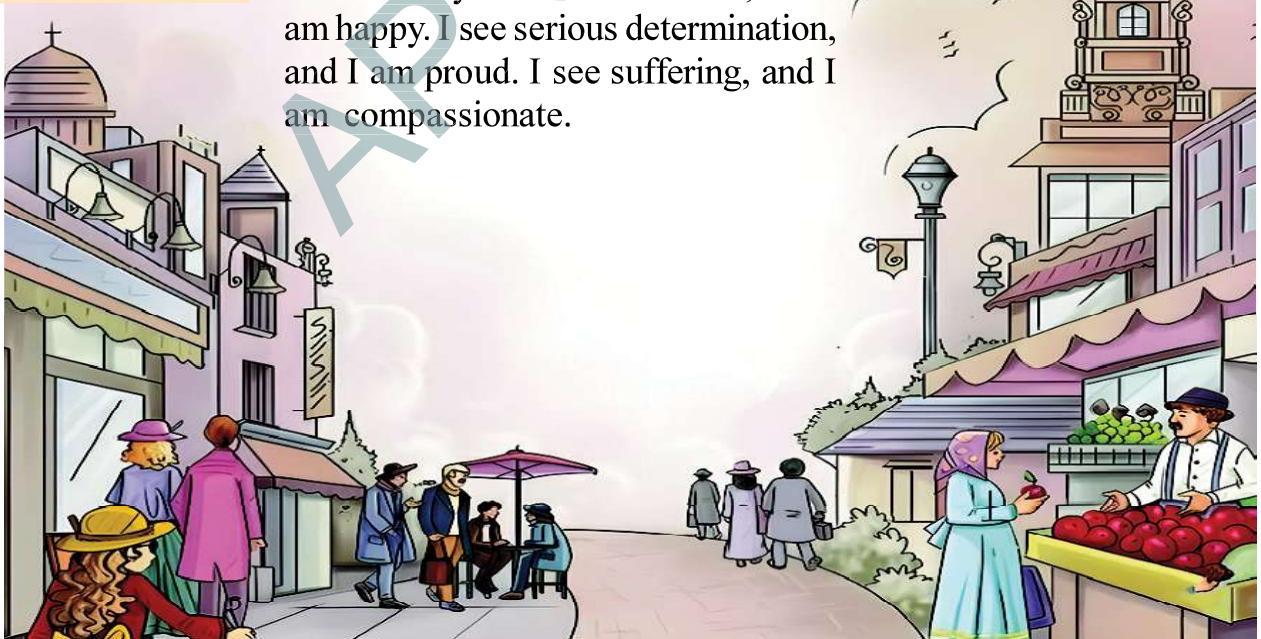
haunts: regular
meeting
places

merely: just

The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should **behold** with awe the magnificent **panorama** of light with which the sun awakens the sleeping earth. This day I should devote to a hasty **glimpse** of the world, past and present. I should want to see the **pageant** of man's progress, and so I should go to the museums. There my eyes would see the **condensed** history of the earth-animals and the races of men pictured in their native environment; gigantic **carcasses** of dinosaurs and **mastodons** that roamed the earth before man appeared, with his tiny **stature** and powerful brain, to conquer the animal kingdom .

The following morning, I should again greet the dawn, anxious to discover new delights, new revelations of beauty. Today, this third day, I shall spend in the workaday world, amid the **haunts** of men going about the business of life. The city becomes my destination.

First, I stand at a busy corner, **merely** looking at people, trying by sight of them to understand something of their daily lives. I see smiles, and I am happy. I see serious determination, and I am proud. I see suffering, and I am compassionate.



At midnight, permanent night would close in on me again. Naturally in those three short days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realise how much I had left unseen.

I who am blind can give one hint to those who can see: use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to your other senses. Hear the music of voice, the song of a bird, the mighty **strains** of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your **tactile sense** would fail. Smell the perfume of flowers, taste with relish each **morsel**, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the **facets** of pleasure and beauty, which the world reveals to you through the several means of contact, which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

strains: tunes

tactile sense:
sense of touch

morsel: a small
piece of food

facets: aspects

HELEN KELLER



About Helen Adams Keller:

Helen Adams Keller (June 27, 1880 - June 1, 1968) was an American writer, activist and advocate for people with disabilities. Despite being deafblind from early childhood, she completed her college education and went on to write several books, including *The Story of My Life* and *The World I Live In*. She travelled widely, giving lectures and working with the American Foundation for the Blind to promote the rights and welfare of people who were blind or deaf.

Let us discuss

- I Work in pairs. Identify the statements that are true from the ones given below. Share your answers with the teacher.
1. The author expresses a deep longing to experience the world through the sense of hearing.
 2. The author would like exploring the city only to observe how people are suffering.
 3. The author would spend the first day seeing the people whose kind-heartedness and friendship have enriched her life.
 4. The author acknowledges that even in three days, she would not be able to see everything.

5. The author feels that everyone can find the greatest joy merely by the sense of touch.
6. The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.
7. On the third day, the author would like to observe people in their daily lives and understand their experiences.

II Complete the table given below with what Helen Keller wanted to do on the three days if she had sight.

Day 1	Day 2	Day 3
see the people, know her friends from the feel of their faces, ...	arise with the dawn, ...	

III The author says that you need eyes to be able to 'see' the true self of a person. Therefore, she refers to the eye as 'window of the soul'. How is the narrator able to understand the feelings of a person?



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.*

- (i) What does the 'delicate symmetry of a leaf' symbolise?
- (ii) List two phrases from the extract that describe the texture of objects in nature.
- (iii) Complete the sentence appropriately.

The phrase 'awakening Nature after her winter's sleep' refers to _____.

- (iv) What is the tone of the writer in this extract?
 - A. nostalgic
 - B. proud
 - C. admiring
 - D. celebratory

2. *The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day*

I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums.

(i) The word 'thrilling' has been used with 'miracle'.

Which of the following words does not match with the word 'thrilling'?

A. experience B. tale C. knowledge D. adventure

(ii) Why does the writer refer to the earth as 'sleeping earth'?

(iii) Complete the sentence with an appropriate reason.

The writer wishes to dedicate the day to a brief look at the present and past world because .

(iv) Why does the writer use 'should' multiple times in the extract?

II Answer the following questions.

1. The sense of touch makes up for the loss of sight and hearing. Explain this statement with reference to the text.
2. Why does the author believe that the sense of sight is the most wonderful?
3. How might the author's opinion on making the most of our senses guide us to be kinder towards people with special abilities?
4. What is the significance of imagining the loss of a sense, according to the author?
5. How does the author encourage people to approach their everyday sensory experiences?
6. What do the author's choices for the three days tell us about her values and priorities?
7. How does the writer's description of feeling nature through touch help us understand her deep connection with the world despite her blindness?
8. Why does the writer choose to spend her first day of sight with people rather than with nature or places?
9. How does the writer's plan for the second day show her respect for nature, history, and human progress?
10. What message does the writer give to those who can see through her advice at the end of the passage?





Let us learn

I Sensory words are descriptive—they describe how we experience the world: how we see, hear, smell, taste or feel something.

Complete the following table with sensory words from the text in Column 2 for the five senses in Column 1. Add new words in Column 3.

Column 1	Column 2	Column 3
What you see	panorama	
What you hear	music	
What you smell	perfume	
What you taste	relish	
What you feel	rough	

II Read the following sentences from the text and underline the verbs.

- *I should divide the period into three parts.*
- *On the first day, I should want to see...*
- *The next day I should arise with the dawn...*
- *I should behold with awe...*

The words you have underlined are a combination of two verbs. In each of these sentences, 'should' is the modal verb (suggestion), and the second verb (divide, want, arise, behold) is the main verb.

Modal verbs are auxiliary verbs that express necessity, possibility, permission, or ability. They are used before the main verb to give additional information about the function of the main verb. Common modal verbs include can, could, may, might, shall, should, will, would, must, and ought to.

III Identify the modal verbs in the following sentences. Choose the functions they express from those given in the box below.

possibility necessity polite request ability moral obligation

1. You can learn a lot from this experience.
2. They might arrive late due to traffic.

3. She must finish her homework before dinner.
4. They ought to apologise for their mistake.
5. He would like to have some *lassi*, please.

IV Read the situations in Column 1 and functions in Column 2. Fill in the blanks in the sentences in Column 4 with appropriate modal verbs from Column 3. After filling in the blanks, explain the function of each modal verb you used to your classmates and the teacher.

Column 1	Column 2	Column 3	Column 4
1. You want to leave work early.	permission	can, could, may, might, must, ought to, shall, should, will, would	(i) _____ I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow.	obligation		(ii) I _____ finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	advice		(iii) You _____ consider all the pros and cons before making a decision.
4. There are dark clouds in the sky.	possibility		(iv) It _____ rain later today.
5. Asking someone to pass the salt at the dinner table	polite request		(v) _____ you pass the salt, please?
6. Advising someone to apologise for a mistake	moral obligation		(vi) You _____ apologise for the mistake you made.
7. Deciding where to go for picnic	suggestion		(vii) We _____ go to any park nearby for picnic.



Let us listen

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1-7 given below. (*Transcript for the teacher on pg. 272*)

Statements	True or False
1. Anuj finds the concept of Braille fascinating and wants to learn more about it.	_____
2. Mother is unsure of the school's efforts to include students with visual impairment.	_____
3. Anuj initially thinks that Digital India is only about learning how to use computers.	_____
4. Mother believes that screen readers are very effective for persons who are visually impaired.	_____
5. Anuj already knew that persons who are visually impaired can use computers and smartphones.	_____
6. Anuj wants to know about the effectiveness of assistive technologies for persons who are visually impaired.	_____
7. Mother believes a right mindset is the best support for persons who are visually impaired.	_____



Let us speak

Work in pairs. Take turns to speak for a minute on any one of the senses you value the most. Use the given prompts to frame your response before you speak.

- I value my sense of sight/ sound/ touch/ smell / taste the most because...
- One of my favourite experiences is...
- This is so because...
- I appreciate being able to see/ hear/touch/ smell/ taste...
- God forbid, if I were to lose the sense of sight/ sound/ touch/ smell / taste, it would make me feel...
- I would not be able to...
- I thank God that I am able to see/ hear/ touch/ smell / taste.

Remember to

- speak clearly and confidently
- glance at your notes for reference rather than reading
- make eye contact
- use gestures if you wish to
- pronounce words clearly and avoid mumbling
- speak at a steady, moderate pace



Let us write

A **descriptive paragraph** describes a person, place, object or event to create a memorable experience for the reader. Write a descriptive paragraph describing a place that you visited recently.

Follow the guidelines given below to draft this paragraph.

1. In the opening line, begin with something interesting to capture the reader's attention. Introduce the place you visited.
2. In the supporting lines, describe the place using adjectives and specific details that appealed to your five senses-sight, sound, smell, taste, and touch. You may include alliterations, similes, and personifications to hold the reader's attention.
3. In the concluding lines, summarise the description to provide a final impression. Mention what was the most important thing about that place which others should also experience



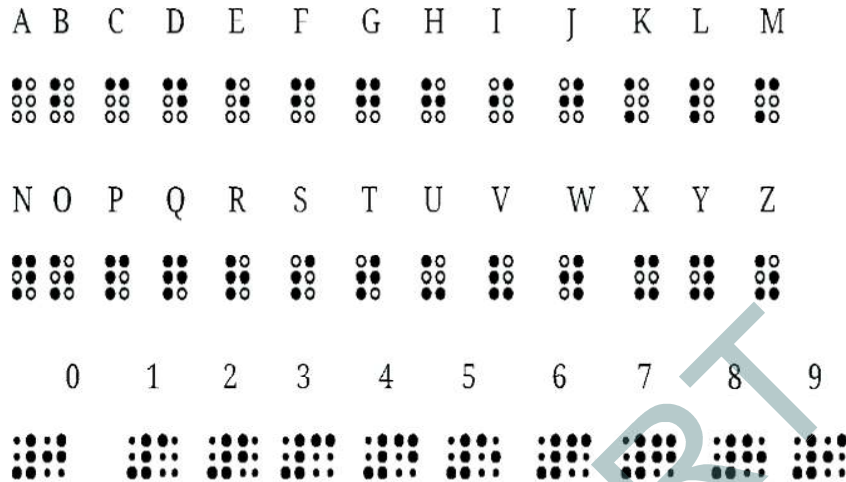
Let us explore

I Do you know how persons with visual challenges are able to read and write? They read through touch with the help of Braille, a code of raised dots that represents the letters of the alphabet. This tactile code was developed over a period of nine years by Louis Braille, who became blind at a very young age due to an accident



Louis Braille
(Courtesy FMT)

Study the code given below and write your name using it. You may use bindis or grains of daal to make the dots that you can touch and feel.



- II Have you heard about the International Day of Persons with Disabilities? Find out when and how it is observed in India. Write your findings on a sheet and put it up on the class board.
- III Do you want to know about sign language? Go to the link given below to learn about the Indian sign language.

https://ncert.nic.in/pdf/accessibility/ISL_200word_v15.pdf



TRANSCRIPTS

THE DAY THE RIVER SPOKE



Let us listen (refer to page 241)

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need.

SPEAKER (i) : (Father) Should girls attend school? Yes, they should. I do my best to ensure that both my son and daughter get equal opportunities. I look forward to their successful careers and rewarding lives. I feel education gives freedom to make choices in life. Whether my daughter wants to work in an organisation or be a homemaker, it should be her choice and the same applies to my son.

SPEAKER (ii) : (Grandmother) I went to school but many girls at that time could not attend school because some elders in the village felt that girls should help in the house and take care of their little brothers and sisters. I am happy that the situation has changed today.

SPEAKER (iii): (Teacher) The school prepares students for meaningful and useful participation in the world of work by learning hands-on abilities and skills, developing equal respect for head-hands-heart, valuing the dignity of labour, and understanding vocational choices for the future.

SPEAKER (iv): (Student) I like to go to school. I feel that by coming to school and reading the books, I learn about things from all over the world. I also have friends with whom I can share my feelings.

SPEAKER (v) : (Principal) Everyone should attend school. You must've noticed that the girls are doing very well. However, as the Head of an institution, I know that all students can work hard. My message to students is that they should attend school regularly and take part in every school activity without bothering whether it is for girls or boys. The idea is to focus on learning.

II You will once again listen to the five speakers. As you listen, match each statement 1-7 to each speaker (i)-(v). There are two statements that you do not need.



TRY AGAIN

Let us listen (refer to page 255)

1. You will listen to a story about an ant. Read the questions given below and **before you listen**, guess the answers to these questions.

Hello everyone,

I'm sure you have enjoyed learning about King Bruce and the spider. Let me share another story with you.

In a thick green forest, there lived a little ant. She was known for her determination and never-give-up attitude. One sunny day, the ant found a delicious piece of *roti* that was too big for her to carry alone.

"This crumb is huge, but I must get it back to the anthill. My family will be so happy!" she thought to herself.

She tried to lift the crumb with all her might, but it was too heavy. She tried pushing it, pulling it and even rolling it, but nothing seemed to work. Exhausted and saddened, she sat down and began to cry. As the ant sat there, feeling beaten, she noticed a small bird nearby. The bird was trying to build a nest. It picked up twigs and leaves, but every time it tried to place them, the wind would blow them away. However, the bird did not give up. It kept trying, over and over again, until finally, it managed to build a strong nest.

"If that bird can keep trying and succeed, then I shouldn't give up either," she thought, feeling inspired.

Determined once more, the ant gathered all her strength and decided to try again. She called her fellow ants for help. Together, they formed a chain and lifted the crumb with their combined strength. Slowly but surely, they carried the crumb back to the anthill.

"We did it! Thank you, everyone! We showed that with teamwork and never giving up, we can achieve anything!" the ant shouted, excited and grateful.

She and her friends celebrated their success.

We too should learn this lesson from the ant's experience-never give up, no matter how difficult the situation may seem.

Hope you all liked the story.

Thank you!

2. Now, listen to the story once again and as you listen, check whether your answers are correct. Rectify wherever needed.

THREE DAYS TO SEE



Let us listen (refer to page 267)

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1-7 given below.

ANUJ : Ma, we have a new student in our class, Tara. She's quite talkative and pleasant. You know, the writing in her books doesn't look like ours. It's different. She told us that it's called Braille.

MOTHER : It's great to know that your school has facilities to address the needs of the visually impaired. Thanks to the Digital India Initiative, which is paving the way for inclusion of the visually impaired.

ANUJ : Oh, Digital India! That's about being computer literate, isn't it?

MOTHER : Well, Digital India is about more than just internet access. It aims to include everyone, including people with disabilities, by providing digital infrastructure and services. For the visually impaired, it means access to assistive technologies like screen readers, voice-over-enabled smartphones and apps that can make daily activities easier.

ANUJ : Ohh... interesting. What is a screen reader, Ma?

MOTHER : I knew you'd ask about it! Well, a screen reader is a software application that helps people who are visually impaired use computers and smartphones. It reads out the text displayed on the screen and provides audio feedback.

ANUJ : That's amazing! So, Tara can use a computer just like we do?

MOTHER : Yes, she can.

ANUJ : So, it makes a big difference in their daily lives.

MOTHER : It certainly does. It ensures that people who are visually impaired can use digital services independently, without help from others. This can improve their quality of life. It also opens up more job opportunities in fields like IT, banking, and more, where they can work just efficiently like anybody else.

ANUJ : Wow! So that means people who are visually impaired can work and do things on their own? I'm so proud of my school.

MOTHER : Yes, and this way, we can ensure that the benefits of Digital India reach everyone, helping them to participate fully in all areas of life.

Remember, inclusion is not just about having the right tools, but also about having the right mindset.

Unit 2

WIT AND HUMOUR



Learning Outcomes

Learners will be able to:

- Understand that communication can happen beyond language-through gestures, expressions, and actions. (CG5)
- Read the story with correct pronunciation and intonation and identifies main characters - Doctor Dolittle, Polynesia, Cat's-food-Man, and the Horse. (CG1&CG6)
- Infer meanings of new words/vocabulary (e.g., scholar, spectacles, cellar, countryside) from context or glossary.(CG5)
- Identifies humor and wit in the story and explains how communication between humans and animals adds fun and meaning. (CG3)
- Answer, understand the story and write the story by arranging the given events in correct order. (CG1)
- Recognises and uses words related to animals, emotions, and communication (e.g., vet, language, twitching, spectacles).(CG6)
- Understand Compound Words- hyphenated words, open compound words, closed compound words and complete the tasks (CG5) and identify the palindrome and verb forms. (CG 5 & CG 6)
- Visit a 'goshala' and find out how the cows are looked after, find out names of different organizations which work for animals, and know how to take care of stray and abandon animals. (CG 4)

ANIMALS, BIRDS AND Dr. DOLITTLE

Let us do these activities before we read.

- I Do you have a pet or a domestic animal? If yes, why? If not, why not? How do people usually spend time with a pet or domestic animal? Share your thoughts with your classmates and the teacher.
- II You must have read stories where animals and birds talk. If you had a chance to communicate with an animal or a bird, who would you like to speak to and why? Share your thoughts with your classmates and the teacher.
- III If we closely observe the body language of animals and birds, we can understand what they want to tell us. Work in pairs and study the pictures given below. Find out what emotions these animals and birds are trying to convey. Share your observations with your classmates and the teacher.



1



2



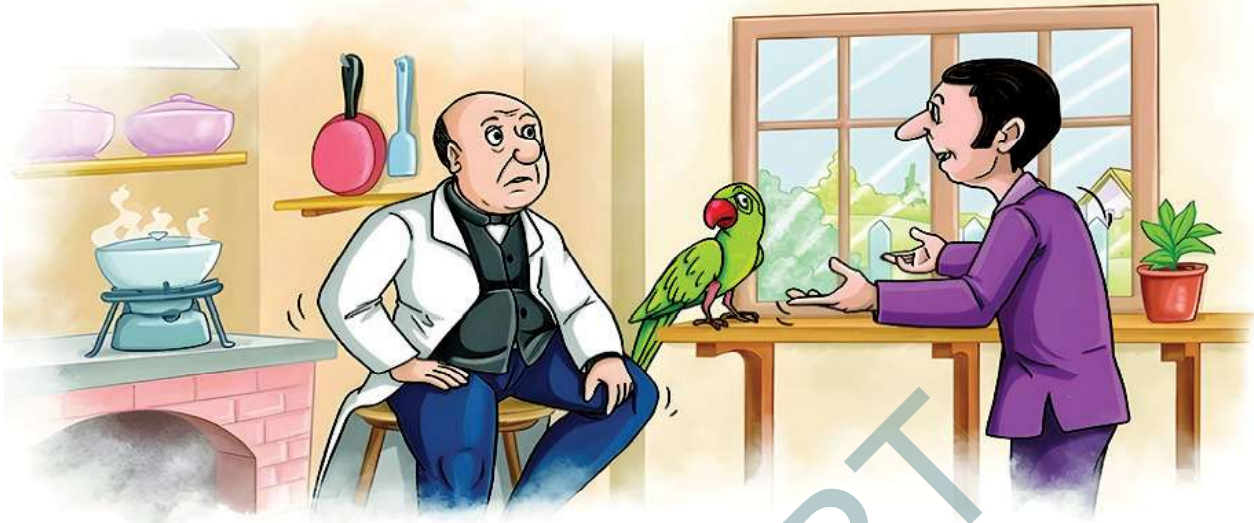
3



4



Let us read



scholar: a learned person

Doctor Dolittle was sitting in his kitchen talking with the Cat's-food-Man who had come to see him with a stomach-ache.

"Why don't you give up being a people's doctor, and be an animal doctor?" asked the Cat's-food-Man.

The parrot, Polynesia, was sitting in the window looking out at the rain and singing a sailor song to herself. She stopped singing and started to listen.

"You see, Doctor," the Cat's-food-Man went on, "you know all about animals-much more than what these vets here do. That book you wrote-about cats, why, it's wonderful! I can't read or write myself-my wife, Theodosia, is a **scholar**, and she read your book to me. You might have been a cat yourself. You know the way they think."

When the Cat's-food-Man had gone the parrot flew off the window on to the Doctor's table and said, "That man's got sense. That's what you ought to do. Be an animal doctor. Give the silly people up-if they haven't brains enough to see you're the best doctor in the world. Take care of animals instead-they'll soon find it out. Be an animal doctor."

"Oh, there are plenty of animal doctors," said John Dolittle, putting the flowerpots outside on the windowsill to get the rain.

"Yes, there are plenty," said Polynesia. "But none of them are

any good at all. Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?"

"I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages-people's language and bird language," said Polynesia proudly. "If I say, 'Polly wants a **cracker**', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?" "That means, 'Is the porridge hot yet?'-in bird language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the drawer and came back with a book and a pencil. "Now don't go too fast-and I'll write it down. This is interesting-very interesting-something quite new. Give me the **Birds' A.B.C.** first-slowly now.

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon, while it was raining, Polynesia sat on the kitchen table giving him bird words to put down in the book.

At teatime, when the dog, Jip, came in, the parrot said to the Doctor, "See, he's talking to you."

"Looks to me as though he were scratching his ear," said the Doctor.

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails-with everything. Sometimes they don't want to make a noise. Do you see now

cracker: a thin, dry biscuit usually eaten with cheese

Birds' A.B.C.: (here) the language that birds speak



the way he's twitching up one side of his nose?"

"What's that mean?" asked the Doctor.

"That means, 'Can't you see that it has stopped raining?'" Polynesia answered.

"He is asking you a question. Dogs nearly always use their noses for asking questions."

After a while, with the parrot's help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether.

Let us discuss

I Complete the following sentence by selecting a suitable reason.

The Cat's-food-Man suggests to Doctor Dolittle that he should become an animal doctor because he believes that Dolittle

-
1. earns less fee by treating human patients
 2. enjoys the company of animals as they speak less
 3. dislikes spending time with human patients
 4. knows more about animals than the local veterinarians

II Fill in the blanks by choosing the suitable option given in the brackets.

Doctor Dolittle reacts to Polynesia's information about animal languages with both excitement and _____ (certainty/curiosity). He rushes to _____ (write/memorise) the bird words she provides and is interested in learning more.

III Do you think Doctor Dolittle would be famous as an animal doctor? If yes, why? If not, why not?

II

As soon as the Cat's-food-Man had told everyone that John Dolittle was going to become an animal doctor, old ladies began to bring him their pet pugs and poodles who had eaten too much cake; and farmers came many miles to show him sick cows and sheep.



One day a plough horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse language.

“You know, Doctor,” said the horse, “that vet over the hill knows nothing at all. He has been treating me six weeks now—for something or the other. What I need is spectacles. I am going blind in one eye. There’s no reason why horses shouldn’t wear glasses, the same as people. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him, but he couldn’t understand a word of horse language. What I need is spectacles.”

“Of course—of course,” said the Doctor. “I’ll get you some at once.”

“I would like a pair like yours,” said the horse—“only green. They’ll keep the Sun out of my eyes while I’m ploughing the field.”

“Certainly,” said the Doctor. “Green ones you shall have.”

“You know, the trouble is, Sir,” said the plough horse as the Doctor opened the front door to let him out—“the trouble is that anybody thinks he can doctor animals—just because the animals don’t complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people’s doctor.”

“Well, well!” said the Doctor.

“When will my glasses be ready?”

“I’ll have them for you next week,” said the Doctor.

“Come in again Tuesday—Good morning!”



countryside:
rural area

Then John Dolittle got a fine, big pair of green spectacles; and the plough horse stopped going blind in one eye and could see as well as ever.

And soon it became a common sight to see farm animals wearing glasses in the **countryside**, round Puddleby; and a blind horse was a thing unknown.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them.

Now all these animals went back and told their brothers and friends that there was a doctor in the little house with the big garden who really was a doctor. And whenever any creatures got sick—not only horses and cows and dogs—but all the little things of the fields, like harvest mice, badgers, and bats, all came at once to his house on the edge of the town, so that his big garden was nearly always crowded with animals trying to get in to see him.

There were so many that came that he had to have special doors made for the different kinds. He wrote ‘HORSES’ over the



front door, ‘COWS’ over the side door, and ‘SHEEP’ on the kitchen door. Each kind of animal had a separate door—even the mice had a tiny tunnel made for them into the **cellar**, where they waited patiently in rows for the Doctor to come round to them.

And so, in a few years’ time, every living thing for miles and miles got to know about John Dolittle, M.D. And the birds who flew to other countries in the winter told the animals in foreign lands about Dolittle who could understand their talk and help them in their troubles. In this way he became famous among the animals—all over the world. He was happy and liked his life very much.

cellar: a room below ground level often used for storage

HUGH LOFTING

About Hugh John Lofting:



Hugh John Lofting (14 January 1886 - 26 September 1947) was an English-American author and a trained civil engineer best known for creating Dr. Dolittle. His famous character, Dr. John Dolittle, learns to speak with animals and becomes an internationally known veterinarian. Lofting also wrote for younger readers, including *The Story of Mrs. Tubbs* (1923) and *Tommy, Tilly, and Mrs. Tubbs* (1936). His other works include *Porridge Poetry* (1924), *Noisy Nora* (1929) and *The Twilight of Magic* (1930).

Let us discuss

- I What became a common sight in Puddleby after Doctor Dolittle started treating animals?
1. Humans talking to farm animals
 2. Farm animals wearing glasses
 3. Farm animals learning bird language
 4. Birds riding atop farm animals
- II What challenges do you think Doctor Dolittle might face if more and more animals come to him for help?
1. How might he overcome these challenges to ensure that he provides good treatment?
- III Arrange the following events in correct order according to the story. Two have been done for you. Share your answers with your classmates and the teacher.

1. Doctor Dolittle decides to stop being a doctor for people and becomes a doctor for animals.	
2. Animals from near and far come to Doctor Dolittle for help, crowding his garden.	
3. A man with a stomach-ache visits Doctor Dolittle and suggests he should treat animals instead of people.	(i)
4. Polynesia teaches Doctor Dolittle animal languages, and he starts understanding and communicating with animals.	
5. A plough horse with vision problems visits Doctor Dolittle, who prescribes green spectacles, to improve the horse's eyesight.	
6. The parrot, Polynesia, encourages Doctor Dolittle to become an animal doctor, revealing that animals can talk.	(ii)
7. Doctor Dolittle installs special doors for different animals to enter his house for treatment.	
8. Doctor Dolittle's ability to communicate with animals helps him diagnose and treat their illnesses effectively.	
9. Doctor Dolittle gains fame among animals worldwide, and they come to him from various places for his help.	
10. Word spreads, and people start bringing their sick pets and farm animals to Doctor Dolittle for treatment.	



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. “If I say, ‘Polly wants a cracker’, you understand me. But hear this: Kaka oi-ee, fee-fee?”

“Good Gracious!” cried the Doctor. “What does that mean?”

“That means, ‘Is the porridge hot yet?’—in bird language.”

“My! You don’t say so!” said the Doctor. “You never talked that way to me before.”

“What would have been the good?” said Polynesia, dusting some cracker crumbs off her left wing. “You wouldn’t have understood me if I had.”

(i) Complete the sentence by choosing the correct option.

In the line, “Good Gracious!” cried the Doctor, the expression

‘Good Gracious’ can be replaced by _____

A. bravo B. gosh C. alas D. hurray

(ii) Why had Polynesia never used bird language with the Doctor earlier?

(iii) Identify whether the following statement is true or false.

Polynesia had been munching on a food item while talking to Doctor Dolittle.

(iv) How did Doctor Dolittle feel according to the extract?

A. anxious B. surprised C. angry D. relaxed

2. “I would like a pair like yours,” said the horse—“only green. They’ll keep the Sun out of my eyes while I’m ploughing the field.”

“Certainly,” said the Doctor. “Green ones you shall have.”

“You know, the trouble is, Sir,” said the plough horse as the Doctor opened the front door to let him out—“the trouble is that anybody thinks he can doctor animals—just because the animals don’t complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people’s doctor.”

(i) Choose a word from the extract to complete the analogy.

digging: flower bed:: _____: field

(ii) Choose the correct word to complete the sentence.

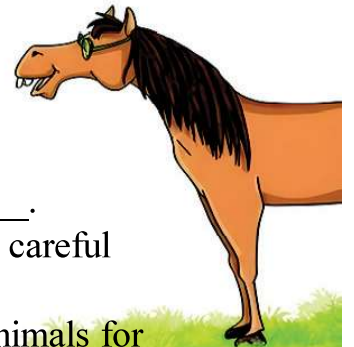
Doctor Dolittle’s attitude in the extract is _____.

A. respectful B. sentimental C. understanding D. careful

(iii) Complete the sentence with an appropriate reason.

Based on the extract, we can conclude that doctors take animals for granted because _____.

(iv) Do you agree with the concluding sentence of the extract? Why/why not?



II Answer the following questions.

1. How can we say that Polynesia was a good trainer of animal language?
2. Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.
3. How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?
4. Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.
5. What changes do you think would happen in the world if people suddenly gained the ability like Doctor Dolittle, to understand and communicate with animals
6. Why did Doctor Dolittle decide to give up being a people's doctor and become an animal doctor?
7. How did Polynesia's words change Doctor Dolittle's life?
8. Why do the animals feel safe and comfortable with Doctor Dolittle?
9. What message does the writer want to give about care, kindness, and understanding?
10. How can we show similar respect and sensitivity towards animals and nature in our daily life?



Let us learn

I Read the following words from the text.

Cat's-food-Man, bird language, flowerpots

Are all the words that are combined to form another word written the same way?

Compound words are formed by combining two words of different parts of speech to create a new word that has an entirely new meaning. They are of three types-hyphenated (Cat's-food-Man), open compound words (bird language) and closed compound words (flowerpots).

Complete the following table correctly by choosing words from the box given below. An example has been done for you.

sailor song teatime check-in plough horse
harvest mice windowsill well-bred

Hyphenated Words	Open Compound Words	Closed Compound Words
check-in		

II Create compound words from the table given below.

A	B
1. fun	(i) head
2. high	(ii) birds
3. never	(iii) flying
4. early	(iv) loving
5. song	(v) risers
6. over	(vi) tops
7. tree	(vii) ending

Now, complete the paragraph with suitable compound words from the table. An example has been done for you.

After being treated by Doctor Dolittle, the A. **fun-loving** dolphins danced playfully in his sanctuary. The B. _____ chatter of monkeys echoed through the C. _____, their ailments cured. D. _____ eagles soared gracefully E. _____ their health restored. F. _____ among the G. _____ chirped joyfully from the branches. All creatures were happy with Doctor Dolittle's care.

III Underline the names of animals that are hidden in the sentences given below.

Clues are given within the brackets. An example has been done for you.

1. Dr. Dolittle was eating **oatmeal** for his breakfast. (a farm animal)
2. Old ladies began to bring him their pets. (an insect)
3. The author sees the connection between humans and animals. (a farm animal)
4. The three baby dinosaurs are from ice age. (field animal)
5. The patients who came late didn't know where to go. (ship of the desert)

IV Read the following sentence from the text. Study the highlighted words. But that stupid man over the hill **never even** looked at my eyes.

The highlighted words spell and read the same backwards too.

A word, phrase, or sequence that reads the same backwards as forwards is a **palindrome**.

Some of the common palindromes include ‘Was it a car or a cat I saw?’, ‘Madam, I’m Adam’ and ‘A man, a plan, a canal—Panama’.

Read the sentences below and identify the palindrome words and sentences.

1. Step on no pets.
2. Naman saw a race car at the show.
3. Nitin speaks in Malayalam.
4. The engineer used a rotator to check the surface level.
5. The pilot relied on the radar to navigate safely.
6. Eva can I see bees in a cave?

The verbs in 1. and 3. are in present continuous form. The verbs in 2. and 4. are in simple present.

Now create your own palindrome and share it with your classmates and the teacher.

V Underline the verbs and identify the tense form in the following sentences from the text.

1. *He is asking you a question.*
2. *Oh, there are plenty of animal doctors.*
3. *I am going blind in one eye.*
4. *... the trouble is that anybody thinks he can doctor animals.*

VI Read the following sentences from the text.

- *That man's (man has) got sense.*
- *Can't you see that it has stopped raining?*

In the first sentence the verbs, ‘has got’ denote an action that is relevant at the time of speaking.

In the second sentence, the verbs ‘has stopped’ denote an action that is recently completed

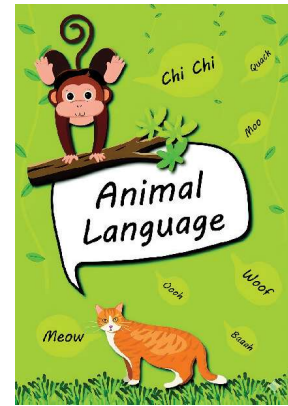
We use **present perfect tense** to indicate:

- a recently completed action
- an action that started in the past and is relevant even at the moment of speaking
- an action in the past where the focus is on the action and not on the time of occurrence (but relevant at the time of speaking)

Structure of Present Perfect Tense: has/ have + V3 (past participle)

Fill in the blanks using the correct form of verbs (present perfect) given within brackets.

Since becoming an animal doctor, Doctor Dolittle 1. _____ (learn) to communicate with all animals and birds. He 2. _____ (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. _____ (teach) him bird-language, and he 4. _____ (write) books about his adventures. Many people 5. _____ (bring) their sick animals to his door. Over the years, Dolittle 6. _____ (become) renowned worldwide for his unique abilities.



Let us listen

- I You will listen to an announcement. As you listen, state whether the following statement is **true or false**. (*Transcript for the teacher on pg. 321*)
Dr. Dolittle's new clinic presents an offer of free medicines.
- II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.
1. The new clinic is located in the town of _____.
 2. The address is 12, _____ Lane.
 3. The clinic is open Monday to Friday from _____ a.m. to 5 p.m.
 4. Special timings for _____ are on Saturdays from 11 a.m. to 2 p.m.
 5. Dr. Dolittle will ensure that animals get the _____.
 6. All animals—horses, cows, _____, wild animals, and others are welcome.



Let us speak

Conversation between a doctor and a patient

- Read the information about the problems 1–4.
- Use the cue cards provided to guide your conversation.
- Take turns to play parts of doctor and patient.

Problem 1: Cough and cold

- *Solution:* Ginger and honey mix
- *Additional Advice:* Drink warm fluids and rest.





Problem 2: Dry lips

- *Solution: Apply ghee*
- *Additional Advice: Stay hydrated and avoid wetting your lips*

Problem 3: Sore throat

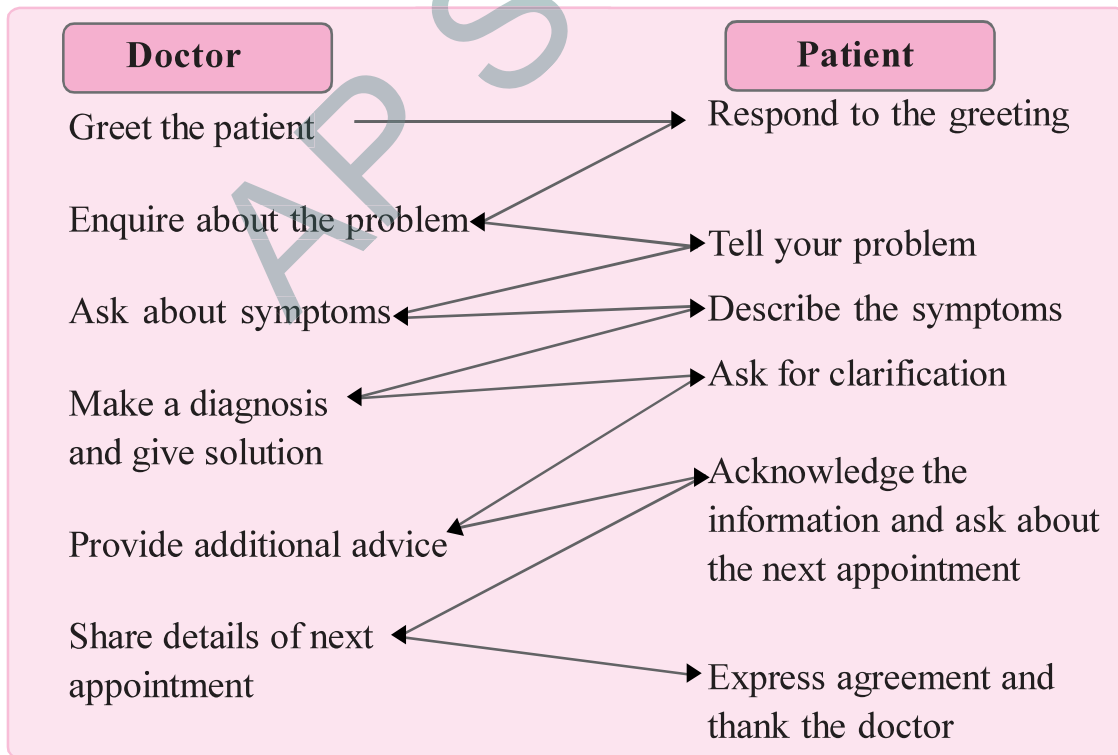
- *Solution: Gargle with warm salt water.*
- *Additional Advice: Drink herbal teas and avoid cold drinks*



Problem 4: Fatigue

- *Solution: Ensure adequate sleep and a balanced diet.*
- *Additional Advice: Take short walks to increase energy levels*

Cue cards





Let us write

A **notice** is a means of formal communication for a particular group of persons. It informs them about some important event, such as an invitation to a meeting, an announcement, to give instructions, make appeals, etc.

Write a notice in about 50 words about the Annual Health Check-up for students of Grades 6–8. Remind students to collect their health check-up cards from the class teacher. Include all other necessary details about date, time, and venue.

Complete the draft of the notice by using the words and phrases given in the box below.

inform	queries	health card	health check-up
assembly hall		Grades 6–8	please contact
Thursday and Friday			

Name of the School
NOTICE

12 July 20XX

_____ Mention Heading _____

This is to _____ all the students of Grades 6–8 about the Annual Health Check-up.

Date: _____, 27 and 28 July 20XX

Time: 9:00 a.m. to 12:15 p.m.

Venue: _____

All students are requested to bring their _____ for the check-up.

For _____ or further details _____ the undersigned.

Asma

Asma

In-charge

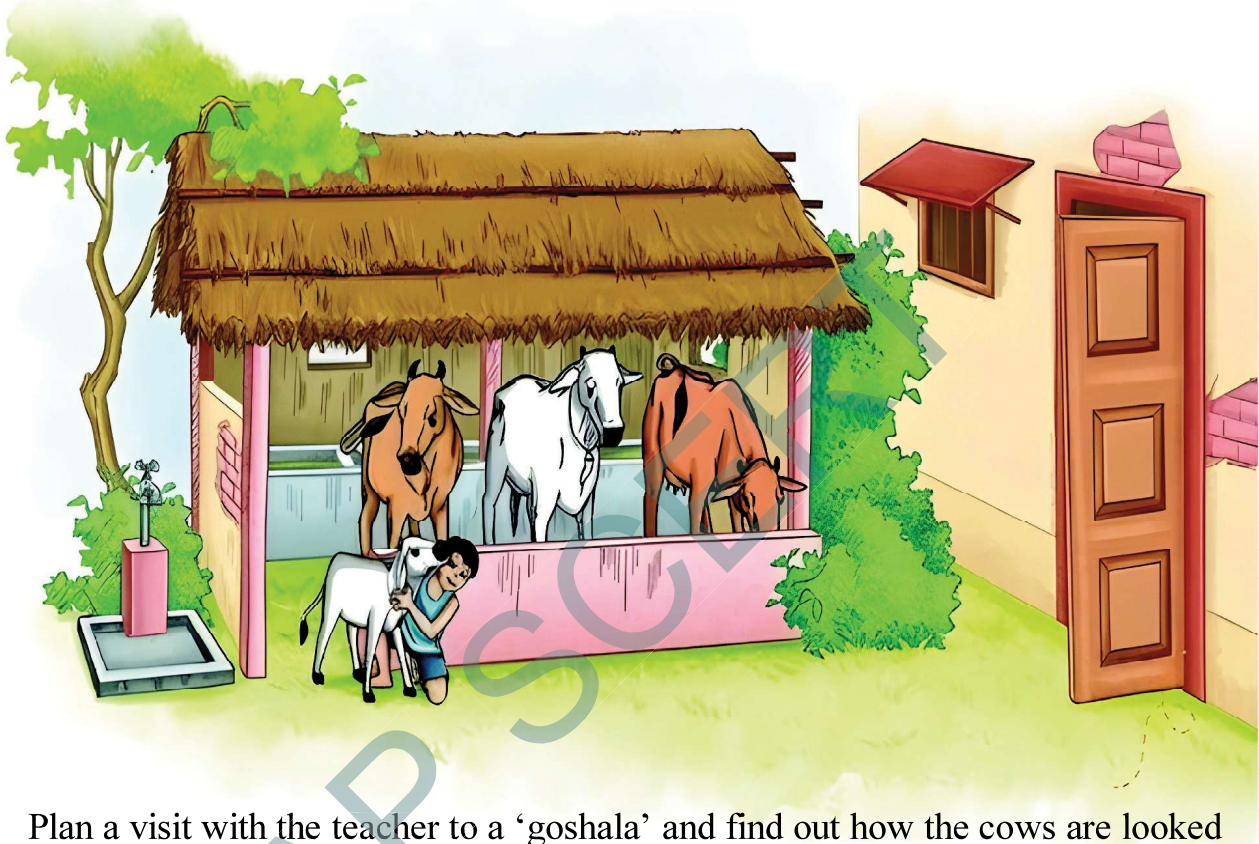
Remember to

- use formal language in third person.
- mention the reason for writing the notice and any other relevant information. For example, whom to contact, when and where, etc.
- write the notice in a box.



Let us explore

- I The word ‘goshala’ translates to ‘cowshed’ in English. It is a Sanskrit word that is made up of the words ‘go’, which means ‘cow’, and œala, which means ‘shed’ or ‘hall’.



Plan a visit with the teacher to a ‘goshala’ and find out how the cows are looked after.

- II Ayurveda is the oldest existing medical system in India. Animals received good medicinal care in ancient India. Indian medical treatises like *Charaka Samhita*, *Sushruta Samhita*, and *Harita Samhita* contain references of care of animals. Find out names of different organisations that work for the welfare of animals with the help of the teacher.

- III What is the best way to take care of stray and abandoned animals?

1. Provide food and water for the animal
2. Take them to an animal shelter
3. Adopt them by taking them home

Give reasons for your responses.



A FUNNY MAN

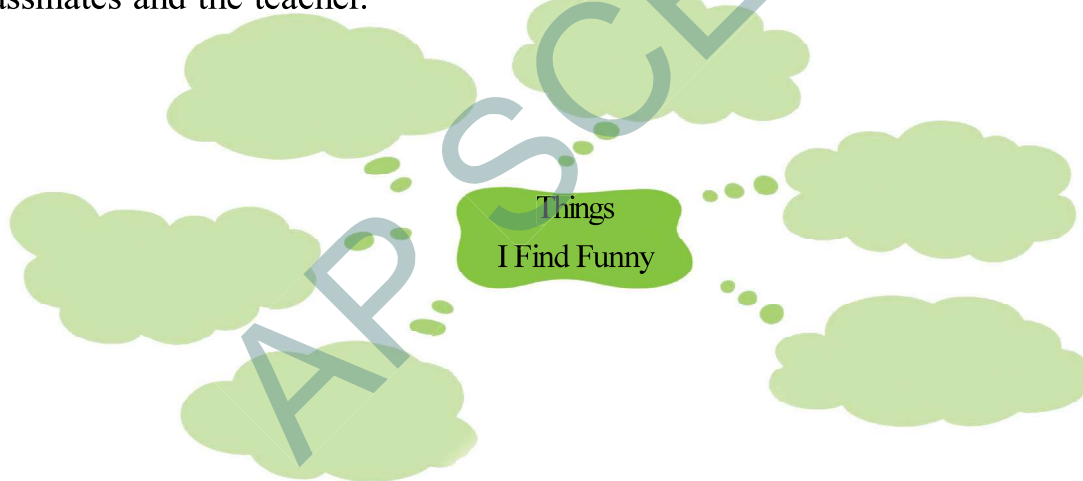
Learning Outcomes

Learners will be able to:

- Identify the funny characters in the Indian mythology and compare the acts of a funny man with modern day activities. (CG 1)
- Read the poem aloud with correct pronunciation and rhythm, identifying rhyming words such as man-can, street-feet, rose-nose. (CG5)
- Understand and appreciate the poetic devices such as "Alliteration", "Simile". (CG4&CG6)
- Choose the correct answers and rewrite the lines of the poem in the correct order. (CG1)
- Identify and understand the key vocabulary words such as "polite", "highness", "staggered" etc. (CG1) (CG5)
- Read the phrases, Phrasal verbs from the poem and complete the matching and fill in the blanks. (CG 5)
- Match the verbs with adverbs or prepositions to make new phrasal verbs and use them in new sentences. (CG5)
- Identify the rhyme scheme of limerick and write a few lines of limerick. (CG4)

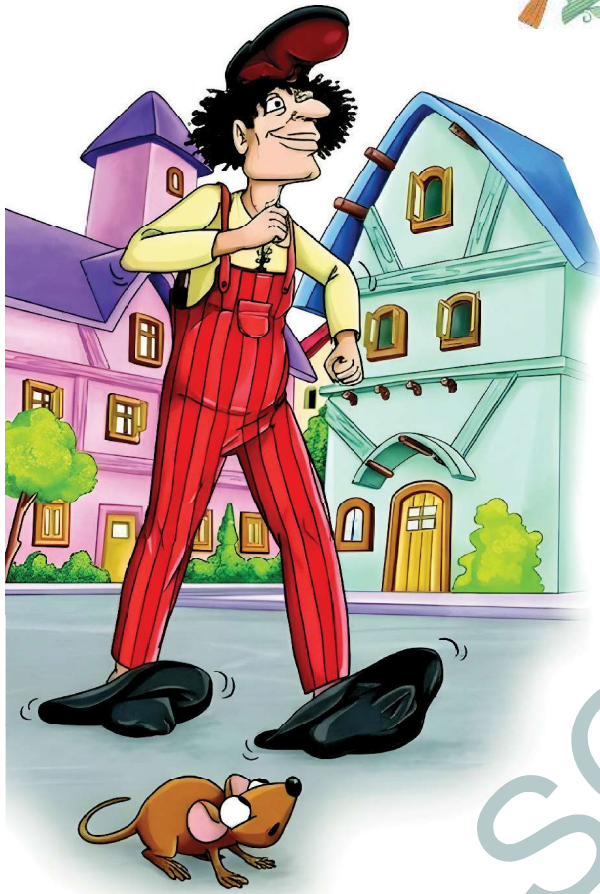
Let us do these activities before we read.

Look around you for things or people that make you laugh. Write them in the bubbles given below. Share the reasons for your answers with your classmates and the teacher.





Let us read



About Natalie Joan:

Natalie Joan, the author of "A Funny Man," wrote children's poems and stories in the early 20th century. Her work is known for gentle humour and a playful sense of imagination. In this poem, she uses simple rhyme, absurd situations and lively characters to create a light, cheerful mood. Her humorous language keeps young readers engaged and shows how nonsense can be enjoyable.

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

He said, "Allow me to present
Your Highness with a rose."
"And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, "Well!
I never saw a rose with such
A funny looking smell."

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

NATALIE JOAN

Let us discuss

I Work in pairs. Identify the **true** statements. Check your answers with the teacher.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

II Identify the words from the poem based on the meanings given. Share your answers with your classmates and the teacher.

1. a small seedless raisin - C ___ R ___ T
2. moved unsteadily - S ___ G G ___ D

III Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____ .
2. The rhyme scheme of the poem is _____ ; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____ .

What is **Imagery**?

Imagery is the use of descriptive words that create pictures in our mind using our five senses-sight, sound, smell, taste, and touch.

Examples of Imagery

Sense

Example

What You Imagine

Sight



"The golden sun set behind the purple hills".

You can see the colorful sunset.

Sound



"The leaves rustled softly in the breeze".

You can hear the soft rustling.

Smell



"The aroma of freshly baked bread filled the air".

You can smell the bread

Taste



"The lemonade was cold and tangy on my tongue".

You can taste the lemonade.

Touch



"The kitten's fur was soft and warm".

You can feel the softness of fur.

IV Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a (humorous and nonsensical/ confusing but thought-provoking) scene. _____
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____ (alliteration/simile)

V Rewrite the following line from the poem in the correct order.

1. *But never had I seen before
Such a funny sounding sight.*

Sometimes, the poets change the word order (inversion) in a line in order to maintain a rhythm.

2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

VI Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.

1. Analyse how the poet creates humour through the funny man's illogical actions. Support your answer with three examples from the poem.
2. Discuss the importance of repetition in the poem, focusing on how the word "funny" contributes to its overall tone and message.



Let us think and reflect

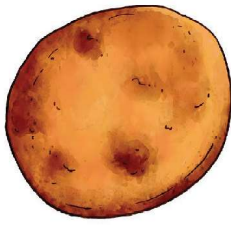
I Read the extracts given below and answer the questions that follow.

1. *He said, "Allow me to present Your Highness with a rose." And taking out a currant bun He held it to my nose.*

I staggered back against the wall And then I answered, "Well!"

- (i) Why does the funny man address the poet as 'Your Highness'?
- (ii) Choose a phrase from the extract which indicates a polite request.
- (iii) Choose the option which shows a 'currant bun'.





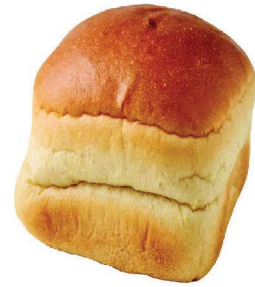
A. Image 1



B. Image 2



C. Image 3



D. Image 4

(iv) Complete the sentence with an appropriate reason.

When the poet says, 'Well!', it expresses surprise. This was so because _____.

2. *You never heard in all your life
Such a funny feeling sound.*

*"My friend, why do you wear two hats
Upon your feet?" I said.*

*He turned the other way about,
And hopped home on his head.*

(i) Choose the line from the extract which tells us that the sound was unique.

(ii) Complete the sentence with an appropriate reason.
The poet calls the funny man 'my friend' because _____.

(iii) What does the reaction of the funny man to the poet's question tell us about him?

(iv) Choose the correct option to complete the sentence.
The last line of the extract makes the readers feel _____.

. A. dreamy B. impatient C. worried D. cheerful

II Answer the following questions.

1. Which character trait of the funny man was most appealing to you? Why?
2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?



3. What alternative title would you suggest for the poem? Give reason(s) for your choice.
4. Why do you think the poet has included dialogues in the poem?
5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?
6. How did the poet feel when he first saw the funny man, and which lines in the poem show this reaction?
7. Why do you think the poet describes the man's actions and appearance as "funny"? What effect does this create on the reader?
8. What is unusual about the way the man presents the "rose"? How does this incident add to the humour of the poem?
9. How does the poet use sound and smell to describe the man's strange behaviour? Give examples from the poem.
10. What do you think the poem suggests about accepting people who are different or unusual? Explain your answer with reference to the poem.



Let us learn

Read the following phrases from the poem.

- walking down
- taking out
- sat down

These are phrasal verbs.

Phrasal verbs are combinations of a verb with a preposition or adverb that together function as a single unit. They often have meanings that are different from the individual words used alone. The same verb followed by different prepositions or adverbs conveys different meanings.

I Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

Column 1	Column 2
1. take up	(i) to understand or comprehend something
2. take after	(ii) to assume control or responsibility for something
3. take in	(iii) to begin to study, practice, or do something
4. take over	(iv) to become successful or popular quickly
5. take off	(v) to resemble or look similar to (usually a family member)

Now, fill in the blanks with suitable phrasal verbs from the table given in I. You may change the tense of the verb, if required.

- The new technology is set to _____ traditional methods of communication.
- I tried hard to _____ what the writer wanted to say but was unsuccessful.
- Arjun decided _____ to painting as a hobby.
- The smartphone quickly _____ the sales in the market.
- Sheela _____ her father; they have the same smile.

II Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2.

2. Write their meanings in Column 3. An example has been done for you.

Column 1	Column 2	Column 3
1. look	after, away, up, for, in, on, into, down, off, out	look after: take care of,
2. run		
3. put		
4. break		
5. call		

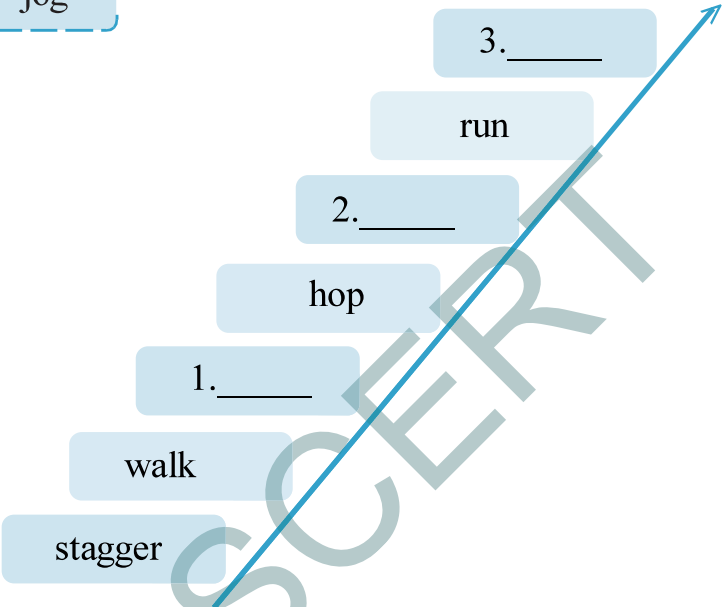
Now, frame sentences of your own using any five phrasal verbs.

III Read the following words from the poem.

walking, staggered, hopped

The given words denote the different ways of walking. Arrange the words given in the box in increasing order of pace.

sprint, trot, jog



Let us listen

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration. (Transcript for the teacher on pg. 321)



1.



2.



3.



4.

II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

1. Ate lunch
2. Took off shoes
3. Put shoes in the room
4. Laughed at the mistake
5. Placed the plate in the room
6. Prepared for the presentation
7. Put the plate in the kitchen



Let us speak

Read the joke given below.

A man is talking to God.

The man says, "God, how long is a million years?"

God replies, "For me, it's about a minute."

The man asks, "How much is a million rupees?"

God smiles and replies, "It's less than a rupee for me."

The man quickly requests, "God, may I have a rupee?"

God promptly says, "Wait a minute."

Work in pairs and take turns to tell the joke.

Remember:

- Narrator's voice – your own voice (speak in a matter-of-fact manner)
- Man's voice – change to louder voice (speak with respect)
- God's voice – deep voice (speak in a pleasant tone)

Now, work in pairs to create a joke and tell it in front of the class.



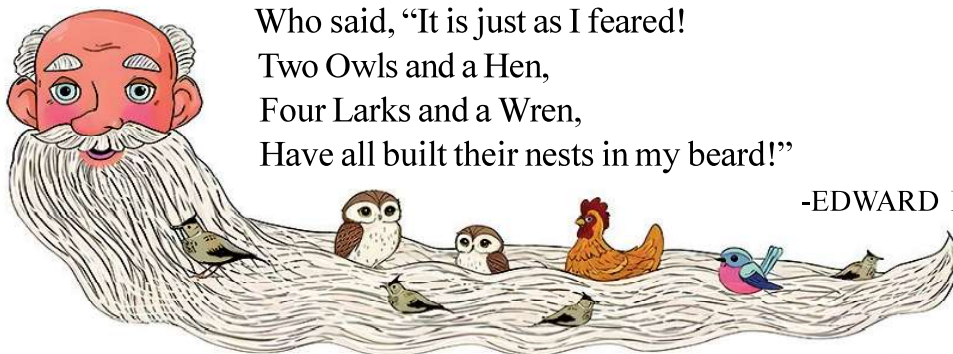
Let us write

I A limerick is a nonsensical and funny verse consisting of five lines.

Study the limerick given below and identify the rhyme scheme.

1. There was an old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

-EDWARD LEAR



PERFORMANCE ART OR ABSTRACT THEATRE: The funny man's actions, such as singing a song and hopping on his head, resemble performance art or abstract theatre, where artists break conventional rules to create thought-provoking, often humorous experiences.

CHILDREN'S ENTERTAINMENT AND COMEDY SHOWS: The funny man's behaviour is reflected in children's shows to evoke laughter.

In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.

III Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book *Abol Tabol*.

You may also share a similar poem from your native language with your classmates and the teacher.



IV Read and enjoy the poem.

MY LOST PENCIL

Oh pencil, dear pencil, where have you gone?
I just had you here a minute at dawn!
You were sharp and perfect, ready to write,
Now you're missing-gone from sight!

Did you roll off my desk? Did you fall to the floor?
Did someone swipe you for sure?
It's always the same, I've lost fifty this year,
By the end of the month, they just disappear!

Next time, I'll tie you with tape or a string,
Because losing my pencils is a real thing.



SAY THE RIGHT THING

Learning Outcomes

Learners will be able to...

- Discuss the 'Athithi Devo Bhava' and know how to be polite towards guests. (CG 3 & CG5)
- Read the text with proper stress, pause and intonation and get the important events of the play Say The Right Thing. (CG1)
- Understand the suffixes and do the matching exercise and fill in the blanks based on suffixes. (CG 5)
- Identify and understand the key vocabulary words such as "hilariously", "blunders", "embarrasses", "eager", "tolerance" etc. (CG1&CG 5)
- Identify the verbs and complete the tasks with present continuous and present perfect continuous.
- Identify the various kinds of sentences and punctuate them appropriately.
- Rewrite the play 'Say the Right Thing' as a short story. (CG 3)
- Explore the 'Vasudhaiva Kutumbam' and the essence of G 20 theme. (CG 6).

Let us do these activities before we read.

I Work in pairs and discuss.



अतिथिदेवो भव

1. What does 'Athithi Devo Bhava' mean?
 2. Why is it important to be polite to guests?
- II Choose the statements that display polite behaviour when you have guests at home.
1. Offer the guests a glass of water.
 2. Enquire about the well-being of the guests.
 3. Ask the guests when they would leave.
 4. Comment critically about the habits of guests.
 5. Accompany the guests to the door when they leave.
- III Sometimes you find that a few friends in class are rude while disagreeing with each other on certain issues. Work in groups. How would you deal with such a situation? Share at least three ways in which you can do this.



Let us read

This is a humorous play in which a mother advises her daughter to say the right thing at the right time. However, when guests arrive, the daughter **hilariously** forgets her mother's guidance. Read the play to find out how she commits **blunders** and **embarrasses** the guests as well as her mother.

Characters

- MARY SHAW : a young girl
MRS. SHAW : Mary's mother
MRS. HARDING : the wife of Mr. Harding, a wealthy man
MRS. LEE : Mr. Harding's married sister

hilariously: in a very funny way

blunders: careless mistakes

embarrasses: makes (the guests) uncomfortable



Scene I

- MRS. SHAW : The room looks cleaner now. Put that coat away in your bedroom. This room isn't the place for coats.

- Mrs. Harding and Mrs. Lee will soon be here, and they don't want to see that.
- MARY : You're always telling me to put things away.
- MRS. SHAW : Yes, I am. You leave your clothes all over the house.
- MARY : I'm not a child!
- MRS. SHAW : No, you're not. So please keep your clothes in your own room.
- MARY : Why are those two women coming here? Who's Mrs. Harding?
- MRS. SHAW : She's the wife of a wealthy man, Mr. Harding. He has just bought a big house in Lanfield. They lived in London before. She's coming to have a talk. I met her in a shop and asked her to come.
- MARY : Oh, I've seen her children. They often come along the road. Who's Mrs. Lee?
- MRS. SHAW : She's Mr. Harding's sister. She has been staying with them for a while.
- MARY : What are you going to talk about?
- MRS. SHAW : I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.
- MARY : I can talk now. I've been able to talk for a long time.
- MRS. SHAW : Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?
- MARY : I can talk very well when I like. I'll stay with you today and talk to them when they come.
- MRS. SHAW : Oh, I don't think so. You can go out for a walk. It will be better if you do that.
- MARY : Why?
- MRS. SHAW : If you stay with me, you may not say the right thing.
- MARY : I know the right things to say: "Good afternoon", "How are you?" and things like that. Let me stay today. I can do it very well. I'll show you. Anyone can talk.

MRS. SHAW : You may stay if you like. But take care. I want to know Mrs. Harding well. I want her to ask me to go to their house. There isn't much to do here in Lanfield, and I want to know some more people. I want some more friends here. So take care when you say anything.



MARY : Tell me what to say.

MRS. SHAW : I can't tell you everything, but you'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too. And if everyone stops talking, say something to make them talk again. They don't want to sit here and look at the floor without speaking. Think of something to say.

MARY : I can do that. There's always something to say. Must I do anything else?

MRS. SHAW : When they are ready to leave, don't jump out of your chair and look gladly at the door. You must look sorry when they want to leave.

MARY : What shall I do when they want to go?

MRS. SHAW : Ask them to stay a little while longer. Just say, "Must you go? Can't you stay?" or something like that. You like them and you want them to stay, and you must let them understand that.

MARY : That's not very hard, is it? I'll remember that. "Must you go? Can't you stay? Must you go? Can't you stay?"

MRS. SHAW : That's right. Now take your coat to your room and change into a clean dress. You must look nice when they come. And if everyone stops talking, say something kind to make them talk again. And don't say anything that will make them angry.

MARY : I will remember. I've often done harder things than this.

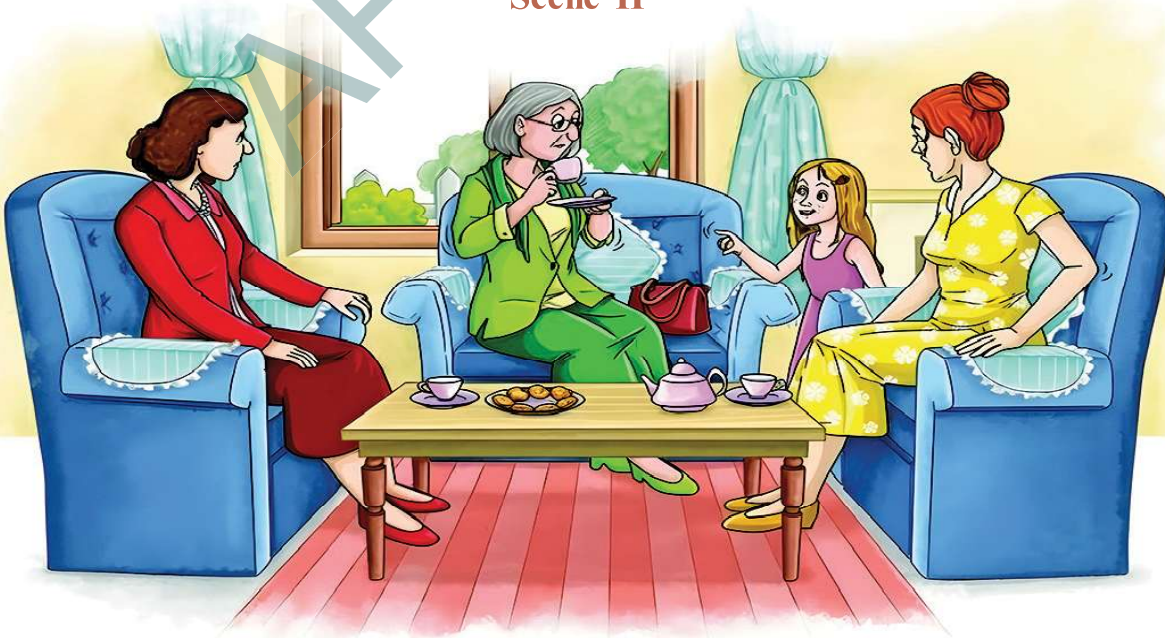
Let us discuss

I Complete the table given below based on Scene I of the play. An example has been done for you. Share your answers with your classmates and the teacher.

Speaker	Words of the Speaker	Reason
Mrs. Shaw	The room looks cleaner now. Put that coat away in your bedroom.	To instruct Mary to keep the room tidy
Mary	You're always telling me to put things away.	
	I'm not a child!	
Mrs. Shaw		To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

II Do you think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit? Why or why not?

Scene II



- MRS. SHAW : So you like Lanfield, Mrs. Harding! I'm very glad.
- MRS. HARDING : Yes, we like it very much. It's not the same as London, but there are some very nice people here, and we've found a good house. (No one says anything more, and Mrs. Shaw looks at Mary.)
- MARY : What beautiful children you have, Mrs. Harding! I've often seen them walking along the road.
- MRS. HARDING : Oh, I haven't any children.
- MARY : Oh, yes, you have! I've seen them: a little boy and a little girl.
- MRS. HARDING : (not very pleased) I have no children; believe me.
- MARY : Oh!
- MRS. SHAW : (quietly) They must be someone else's children. Have you met Mr. Best? He's a nice man. He lives near you.
- MARY : Oh, Mr. Best! He lives here and he works in London. He goes all the way to London by train every morning, and then he comes all the way back by train every night. He lives in trains! (she laughs) What kind of life is that? Why do people do things like that? They do not know how to live. And he reads two newspapers in the train every day. He never reads a book. But he's only a banker, and bankers can't think.
- MRS. LEE : My brother's a banker. He goes to London by train every morning and comes back every night. He reads two newspapers in the train in the morning, and another every night.
- MARY : Oh, I'm sorry. I didn't know.
- MRS. SHAW : Bankers always have to read a lot of newspapers. Do you know Mrs. Best? She's a nice woman. I like her.
- MARY : But have you seen her clothes? She goes out in a blue dress with a red coat over it. (she laughs)
- MRS. HARDING : I have a blue dress, and I often put on my red coat at the same time.
- MRS. SHAW : (quickly) I like blue dresses and red coats. (No one says anything.)

MARY : I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.

MRS. HARDING : I stay in bed in the morning myself.

MRS. LEE : I often go to the doctor.

MARY : Oh, I'm sorry. (No one speaks.)

MRS. SHAW : Do you know Mrs. Grantley? She's one of my best friends.

MARY : But she's so talkative! Talkative women aren't very interesting, are they?

MRS. LEE : My mother's a very talkative woman.

MARY : Oh, I'm sorry. I didn't know.
(No one says anything.)

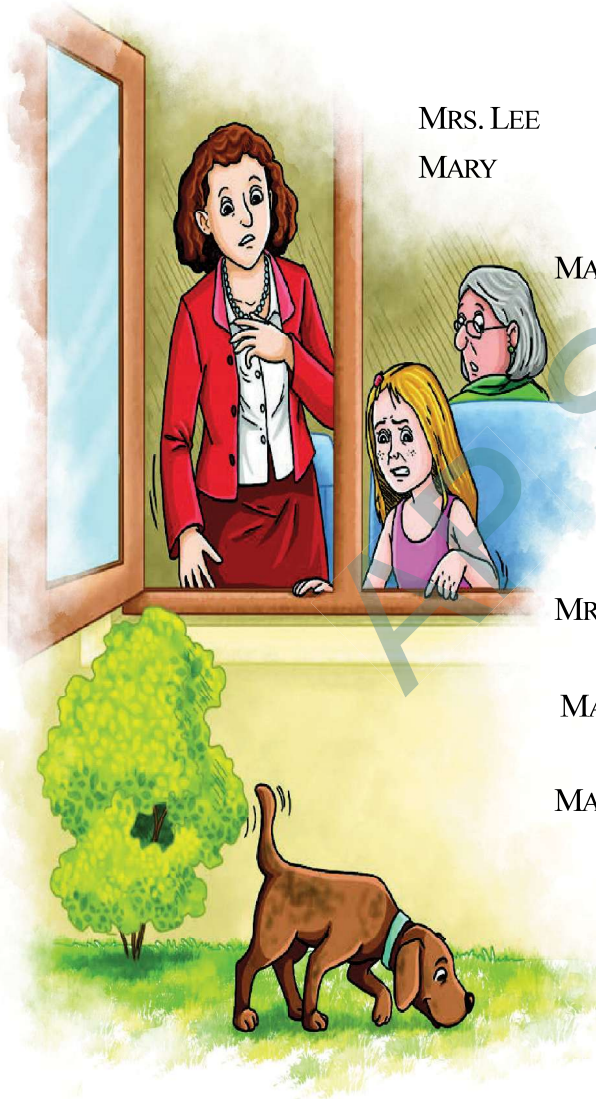
MARY : (looking out of the window):

Oh, there's that dog again! It always looks very dirty. I don't like dogs, do you? Who wants a dog? That dog's always near our house. Why do people keep dogs? Who wants a dog? Why doesn't its owner keep it clean? Have you seen it?

MRS. HARDING : (looking out of the window) Yes, I've seen it. That's Towzer. It's our dog.

MARY : (with a red face) Oh, I didn't know!
(No one speaks.)

MARY : (still looking out of the window)
There's Mr. Pomeroy on his horse. He's always talking about horses. He rides a horse every day, and practises shooting. Why must he do that? What have they done to Mr. Pomeroy? Why do some men like horses more than they like people? It's hard to understand men.



- MRS. LEE : My brother practises shooting when he has the time, and he rides his horse when he can. He sold his house in London and bought a house here because he wanted to ride and practise shooting.
- MRS. HARDING : (looking at Mrs. Lee) It's getting a little late. We must go now, Mrs. Shaw. It has been very nice to have a little talk. (She looks at Mary.)
- MRS. LEE : Very nice. (She looks at Mary.)
- MRS. SHAW : It was very good of you to come to see us. Please stay a little longer.
- MARY : (unable to say the right thing even now) Oh, must you stay? Can't you go?

G.C. THORNLEY

About G. C. (Granville Calland) Thornley:

G. C. (Granville Calland) Thornley (1902-1981) was a British writer and editor known for his work in English Language Teaching. He produced simplified versions of classic literature, making well-known stories easier for language learners to read and enjoy.

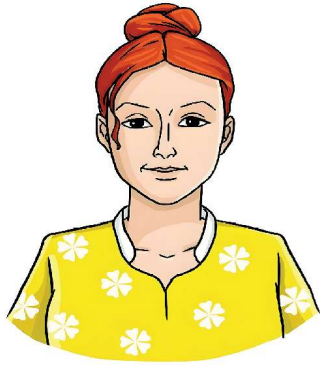
Let us discuss

- I Rectify the **false** statements given below from Scene II of the play. An example has been done for you. Share your answers with your classmates and the teacher.
1. Mrs. Harding states that they do not like London as it is not the same as Lanfield.
Rectification: Mrs. Harding states that they like Lanfield very much even though it is not the same as London.
 2. Mrs. Harding was pleased to know that Mary was familiar with her children.
 3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.
 4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.
 5. Mary shares that she finds the dog outside the window cute.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.



1. *Mary* : *What are you going to talk about?*

Mrs. shaw : *I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.*

Mary : *I can talk now. I've been able to talk for a long time.*

Mrs. shaw : *Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?*

Mary : *I can talk very well when I like. I'll stay with you today and talk to them when they come.*

Mrs. shaw : *Oh, I don't think so. You can go out for a walk. It will be better if you do that.*

(i) What does Mrs. Shaw imply when she says, "One day you'll have to go to some of these houses yourself and talk to the people there"?

- A. She believes Mary should start learning about hosting guests then.
- B. She thinks Mary is ready to visit these houses independently.
- C. She wants Mary to develop social skills for the future.
- D. She hopes Mary will avoid these social interactions entirely.

(ii) Complete the following sentence with the **correct** option from the brackets.

Mrs. Shaw and Mary are discussing how to _____. (have a polite conversation/ get to know people better)

(iii) Why did Mary insist on staying with her mother when the guests arrived?

(iv) Match the following character traits to the characters in the extract:

A. eager B. inexperienced C. cautious

Mary Mrs. Shaw

2. *Mary* : *I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning.*

And why must she always ask for the doctor? I've never been to a doctor in my life.



Mrs. Harding : I stay in bed in the morning myself.

- (i) Complete the following sentence suitably.
Mary could spot Mrs. Cotter in the street because _____.
- (ii) What does Mary's comment about Mrs. Cotter staying in bed and calling the doctor suggest about her understanding?
- A. She is worried about why Mrs. Cotter stays in bed all morning.
B. She is unable to understand why people need medical help.
C. She thinks Mrs. Cotter is scared and lonely for staying in bed.
D. She believes Mrs. Cotter is right to rest and take care of herself.
- (iii) How can we say that Mary enjoyed good health?
- (iv) Identify whether the following statement is **true** or **false**. Mary might have unintentionally offended Mrs. Harding.

II Answer the following questions.

1. What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?
2. What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?
3. What do you think the repeated stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?
4. How does Mary's attitude towards the guests change throughout the play?
5. What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?
6. In what way does the play show the importance of knowing how to engage in polite conversation?
7. Why does Mrs. Shaw repeatedly advise Mary to say the "right thing at the right time"? What does this reveal about social behaviour in society?
8. How does Mary's honesty turn into a source of humour in the play? Give two examples where her words create embarrassment.
9. How does the contrast between Mrs. Shaw's expectations and Mary's actions add to the comic effect of the play?
10. What feelings do Mrs. Harding and Mrs. Lee experience during the visit? How are these feelings conveyed through their responses and silence?
11. Do you think Mary's mistakes are intentional or innocent? What does this suggest about her character?



Let us learn

I Study the following words taken from the text.

humorous, hilariously, coming, beautiful

The given words are made by adding word endings like -ous, -ly, -ing, and -ful to the root words humour, hilarious, come, and beauty. Such word endings are called **suffixes**.

- *humour* + *-ous*
- *hilarious* + *-ly*
- *come* + *-ing*
- *beauty* + *-ful*

Note

the spelling variant when the word ends in 'e' as in 'come' and 'y' as in 'beauty'

Now, divide the following words from the text as root words and suffixes. Check your answer with the teacher.

gladly banker guidance quietly walking

1. Study the words in Column 1. Match the suffixes in Column 2 with their meanings or purpose in Column 3. Write a few examples for each in Column 4. Share your answers with the teacher.

Column 1	Column 2	Column 3	Column 4
Biology	(i) -logy	A. change to adverb	Sociology
tolerance	(ii) -ance	B. change to plural	
stopped	(iii) -ed	C. a study of	
backward	(iv) -ward	D. change to superlative	
courageous	(v) -ous	E. change to past tense	
quietly	(vi) -ly	F. change to a noun	
toughest	(vii) -est	G. in a certain direction	
tomatoes	(viii) -es	H. change to adjective	

2. Fill in the blanks using words given in the brackets by adding suitable suffixes. To communicate (i) _____ (effective), choose your words and topics (ii) _____ (wise). Avoid (iii) _____ (discuss) things you don't know much about or that could upset someone. Remember to be (iv) _____ (respect) towards others, including yourself, and express your (v) _____ (appreciate). Finally, always be (vi) _____ (response) by replying promptly to communicate.

II Read the highlighted words in the following sentences from the text.

- But does anyone want to hear the things that you **say**?
- I can't **tell** you everything.

Select the correct answer.

Is there a difference in the meanings of 'say' and 'tell'? (Yes/ No)

- 'Say' focuses on the message and does not always require a listener.
- 'Tell' focuses on who receives the message and always needs a listener.

1. Fill in the blanks with suitable words from the sets of words given in the box below. Make changes in the verb forms (tense), if necessary.

- fetch : go somewhere to get something and bring it back
- bring : take something with you to the place you are going
- see : something that we view, whether or not we pay attention
- look : focus your eyes in a certain direction by paying attention
- live : permanent place of residence
- stay : temporary presence in a location as a guest or visitor
- study : spend time learning something as part of formal education
- learn : gain knowledge or skill through study or experience
- speak : express thoughts or ideas aloud, often in formal situations
- talk : engage in informal conversation with someone
- hear : perceive sounds unintentionally through the ears
- listen : pay attention to sounds or speech intentionally

- (i) I _____ at the photo, but I didn't _____ anyone familiar.
- (ii) I'd better go and _____ my mother from the station, and then _____ her home.
- (iii) I need to _____ for my mathematics exam this weekend, so I hope to _____ new concepts along the way.
- (iv) I can _____ the music from my neighbour's house, but I need to _____ to it carefully to understand the lyrics.
- (v) "Could I _____ to Mrs. Kalpana, who is going to _____ to us about gardening," said Ritu.
- (vi) I _____ in a small town, but I often _____ with my relatives in the city.

III Read the following sentences from the text and underline the verbs.

- *They lived in London before.*
- *I met her in a shop and asked her to come.*

As you know, the verbs you have underlined are in simple past tense. (actions that happened in the past or distant past)

Read the following sentence from the text and underline the verb.

She has been staying with them for a while.

The verb you have underlined is in **present perfect continuous** tense.

We use **present perfect continuous** (has/have + been + verb + -ing) to indicate: The duration of an action that started in the past and continues up to the present moment.

- Mrs. Shaw **has been preparing** the room since the morning for Mrs. Harding and Mrs. Lee's visit.
An action that was ongoing in the recent past, with its results evident now. The focus is on the ongoing activity rather than its completion.
- Mrs. Shaw **has been cleaning** the room since the morning. (The room looks spotless now.)
- The students **have been practising** a play about the story. (They are rehearsed and ready.)

1. Fill in the blanks using the verbs given in brackets in present continuous or present perfect continuous tense.

The students (i) _____ (organise) a play and setting up the stage. They (ii) _____ (prepare) for weeks to make everything perfect. The performers (iii) _____ (rehearse) every day, and their excitement (iv) _____ (grow). The sound in-charge (v) _____ (test) the microphones to check the sound quality. Everyone (vi) _____ (work) hard, and now the place (vii) _____ (buzz) with energy and excitement.

IV Read the explanation about the kinds of sentences given in the table below.

Kinds of Sentences	Function	Punctuation	Examples from the text
Declarative sentences	to state or convey information	end with a full stop (.)	There's always something to say.
Interrogative sentences	to ask questions	end with a question mark (?)	What shall I do when they want to go?
Exclamatory sentences	to express strong feelings or emotions	end with an exclamatory mark (!)	What beautiful children you have, Mrs. Harding!
Imperative sentences	to give order, command or request	end with a full stop (.)	Put that coat away in your bedroom.

1. Identify the kinds of sentences and punctuate them appropriately.

- (i) the meeting starts at 10.00 a.m. in the conference room
- (ii) what an exciting adventure it was
- (iii) how did you solve the problem so quickly
- (iv) what is the weather forecast today
- (v) how beautiful is the rainbow
- (vi) clean up your room before dinner
- (vii) the children are planning a surprise party for their mom
- (viii) turn off the music



Let us listen

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and her son about basic manners. As you listen, fill in the blanks given below by selecting the correct option. (*Transcript for the teacher on pg. 322*)

1. How did the son behave in the grocery queue?
(i) strangely (ii) impatiently (iii) politely
2. The mother finally refers to her son as a.
(i) polite young man (ii) responsible son (iii) grateful person

II You will once again listen to the conversation. As you listen, select four **true** statements from 1- 7 given below.

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness.
2. The son recognises the value of apologising and understands that it shows he notices others.
3. The son is gradually learning the importance of polite words and actions from his mother's guidance.
4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level.
5. The son feels that covering his mouth when coughing is only important when he's at home.
6. The son receives all advice readily while understanding its importance.
7. The mother uses praise to support the polite behaviours she wants her son to continue practising.



Let us speak

As you know

- **Intonation** is the rise and fall of the pitch of tone while speaking. Let us learn about sentence stress.
- **Sentence** stress is laying emphasis on certain word(s) in a sentence.

Example: → The emphasis on particular words helps to convey the meaning and importance of the sentence.

☞ Reethu *likes* ice cream.

(Here, "likes" is stressed because it shows the main idea.)

☞ Sathvika likes *ice cream*.

(Here, "ice cream" is stressed to show what she likes.)

→ **Content words** like book, run, beautiful, quickly, etc., are mostly stressed instead of **function words** like she, in, is, etc., in a sentence.

I Speak the given declarative sentence aloud.

I saw *Mrs. Cotter* this afternoon.

- Use falling intonation towards end of the sentence as declarative sentences usually have falling intonation.
- Stress the words 'Mrs. Cotter'.

Remember, stress does not mean to say the word louder than others. It means to say a word with more emphasis than others.

Content words are the important words in a sentence that carry the main meaning. They help us understand what someone is talking about.

We usually stress (say them louder) when we speak.

They tell us what the sentence is about.

(Content Words: Nouns, main verbs, adjectives, and adverbs are usually content words.)

Example sentence:

The little boy ran quickly to school.

Content words: boy, ran, quickly, school

(They give the main meaning of the sentence.)

Functional words (or function words) are the small words in a sentence that help to connect the main (content) words and show grammar or structure. They do not carry much meaning by themselves but are important for making correct sentences.

Examples of Functional Words:

Articles: a, an, the

Prepositions: in, on, at, to

Pronouns: he, she, it, they

Conjunctions: and, but, because

Helping verbs: is, am, are, was, were, have

II Speak the following declarative sentences with falling intonation and stress the highlighted words.

1. **The** room **looks** cleaner **now**.
2. **You** always **talk** too much.
3. **You** leave **your** clothes **all** over the **house**.

III Work in pairs and speak the following sentences 1-5 aloud, as Mary. Apply stress and falling intonation. Match each of the sentences to the meaning they convey in (i)-(v).

Sentences

- | | |
|--|---------------------------------------|
| 1. I didn't hurt anyone today. | 2. I didn't hurt anyone today. |
| 3. I didn't hurt anyone today. | 4. I didn't hurt anyone today. |
| 5. I didn't hurt anyone today . | |

Meaning conveyed

- (i) I might have done other things but did not hurt anyone.
- (ii) I might cause hurt usually, but not anyone on this day.
- (iii) The action of hurting anyone did not occur.
- (iv) I, specifically, did not hurt anyone, possibly implying someone else might have.
- (v) I may have spoken a lot many things but not a single person was hurt.

IV Now, speak the given declarative sentence with rising intonation towards the end of sentence and stress the highlighted words.

I saw **Mrs. Cotter** this afternoon.

The rising intonation makes it sound like a question. It asks whether I was the person who actually saw Mrs. Cotter: Did I see Mrs. Cotter this afternoon?

Remember

The way we use stress and intonation in a sentence can change the meaning of what we wish to say if we are not careful.



Let us write

- 1 Rewrite the play 'Say the Right Thing' as a short story, focusing on Mary's interactions with her mother and the guests.
 - Ensure the story captures the main events, character emotions, and humorous moments effectively.
 - Use paragraphs to organise your story and include descriptive language to bring the characters and events to life.

You may refer to the following hints:

- Begin with an introduction: describe Mary and Mrs. Shaw, their relationship and the setting of the story.
- Explain Mrs. Shaw's instructions to Mary before the guests arrive and Mary's confidence in handling the situation.
- Narrate the events when Mrs. Harding and Mrs. Lee visit, highlighting Mary's remarks and the guests' reactions.
- Include key moments of humour and awkwardness to maintain the tone of the play.
- Conclude by commenting on how the visit ended and Mary's impact on the situation.

2 Describe Mary's character in about 80-100 words, using examples from both scenes.

3 Do you think Mrs. Shaw is right in blaming Mary for everything? Justify your answer in 60-80 words.

4 Imagine Mary writes a letter of apology to Mrs. Harding after the visit. Write the letter in about 120 words.

5 If you were Mary, what three rules would you follow while talking to guests?

6 How does this play remain relevant even in today's society? Explain briefly.



Let us explore

I Work in groups. Enact your favourite part of the play.

Points to remember:

- Allot a specific role to each member in the group. For example: director, narrator, and characters
- Include the actions and expressions as indicated in brackets in the play.

II Find out how people greet guests who visit their homes in different languages. Share it with your classmates and the teacher.



III 'Vasudhaiva Kuṭumbakam' (वसुधैव कुटुम्बकम्) is a Sanskrit phrase which means the world is one family. *Vasudha* (वसुधा) means Earth; *eva* (एव) translates to 'is thus' and *Kuṭumbakam* (कुटुम्बकम्) means 'family'. The phrase originates from ancient Indian texts like the *Maha Upanishad* and the *Hitopadesha*.

This saying highlights the interconnectedness of all people, suggesting that humanity is part of a single global family. It encourages unity, cooperation, and treating others with kindness and empathy, regardless of differences in nationality, race, or religion. The message is often used to promote global peace and mutual understanding among diverse cultures and nations. 'Vasudhaiva Kutumbakam' was chosen as the theme for the G20 Summit which captured the essence of global unity, common bonds, and shared aspirations for a better future.

TRANSCRIPTS

ANIMALS, BIRDS, AND DR. DOLITTLE



Let us listen (refer to page 286)

- I You will listen to an announcement. As you listen, state whether the following statement is **true** or **false**.

Greetings and attention everyone!

We are excited to announce the opening of Dr. John Dolittle's new clinic in the town of Woodstock. The clinic is located at 12, Rose Lane. It will be open Monday to Friday from 9 a.m. to 5 p.m. Special timings for birds are on Saturdays from 11 a.m. to 2 p.m. Dr. Dolittle is renowned for his ability to communicate with animals and shall ensure that they receive the best care possible. All animals are welcome, from horses and cows to pets and wild animals. For the best veterinary care, visit Dr. John Dolittle's new clinic in Woodstock.

Thank you.

- II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

A FUNNY MAN



Let us listen (refer to page 297)

- I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration.

Hello. This is quite a funny incident. One day, I was so preoccupied with preparing for my presentation. After a long day of studying at a friend's place, I finally came home. Exhausted, I removed my shoes at the door and headed straight to the kitchen for some lunch. I served myself dal-chawal and ate it, still thinking about all the topics I needed to cover.

Once I finished my lunch, I got up to put my shoes away in my room and placed my plate in the kitchen. However, being so preoccupied, I ended up doing the opposite! I walked to my room with my plate in hand and left it on my desk. Then, I took my shoes and placed them in the kitchen!

As I stood there, confused, I realised what I had done. I couldn't help but laugh at myself. I shook my head, recovered my shoes from the kitchen and kept the plate in the kitchen.

- II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

SAY THE RIGHT THING



Let us listen (refer to page 316)

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and a son about basic manners. As you listen, fill in the blanks given below by selecting the correct option.

MOTHER : Why were you getting impatient in the grocery store?

SON : Was I really? I just didn't like waiting so long.

MOTHER : I know waiting can be boring, but remember, we always stand in queues and wait for our turn. It's fair for everyone, right?

SON : Hmm, I guess. Even if it takes a lot of time?

MOTHER : Well, that's when we practise patience. And when it's our turn, what do we say to the shopkeeper?

SON : We say, 'Thank you'. And 'Please' if we ask for something, right?

MOTHER : Yes! Those are polite words. Why do you think they're important?

- SON** : Maybe because they make people feel respected?
- MOTHER** : Exactly! It shows gratitude and kindness. And what about yesterday when you bumped into that lady with the blue sari?
- SON** : Oh, I said sorry right away. You always tell me it's important to apologise.
- MOTHER** : That's true. Why do you think it's important to apologise?
- SON** : Um... so people know I didn't mean to do it and that I care?
- MOTHER** : Yes, it shows you're responsible. And how about when we're in places like the library? What kind of voice should we use?
- SON** : Oh, I know this! We speak softly so we don't bother others.
- MOTHER** : Right again! It's called using an 'inside voice'.
- SON** : I know. I also know that we should cover our mouth when we yawn, sneeze or cough in a gathering or a public place.
- MOTHER** : Absolutely! You're getting really good at remembering these things. And when we talk at home or school, what should we do when someone else is speaking?
- SON** : We wait for our turn. It's not well-mannered to interrupt.
- MOTHER** : You've got it, Rohan. You're becoming a really polite young man.
- SON** : Thanks, Ma. So, do you think I'll be ready to handle the grocery queue next time?
- MOTHER** : Certainly! And maybe we can get some ice cream as a reward if you do it well.
- SON** : Deal! And... thank you!

II You will once again listen to the conversation. As you listen, select four true statements from 1-7 given below.

Unit 3

DREAMS AND DISCOVERIES



Learning Outcomes

Learners will be able to :

- Guess the inventions and discuss about world today without inventions. (CG 5)
- Read the text of the lesson "My Brother's Great Invention" fluently with correct pronunciation, pauses and intonation and identify main events, characters and sequences in the story. (CG1)
- Identify and understand the key vocabulary words such as "scowling", "rigged up", "tinkering", "elaborates", "smugly", "stealthily", "sceptical", "crestfallen", "offended", "groggily" etc. (CG1&CG5)
- Arrange the events in the correct order, and analyze characters' actions, motives, and dilemmas. (CG1)
- Recognise onomatopoeic words, binomials, phrasal verbs, and idioms and phrases. (CG 5)
- Underline the verbs, and fill in the blanks with simple past and past perfect form of verbs. (CG 5)
- Think about different vocations and write a paragraph. (CG 2)
- Explore different Indian inventors and their inventions. (CG 6)

MY BROTHER'S GREAT INVENTION

Let us do these activities before we read.

I Work in pairs and guess the invention.

1. I am a concept invented by ancient Indian mathematicians. I add value to numbers. Without me, calculations in the modern digital world would be impossible. Who am I?
2. I am an ancient Indian practice, now popular globally. I focus on physical and mental well-being. What am I?

II Discuss in groups of four what you think the world today would have been like without inventions and discoveries.

III Fill the grid given below with missing letters to complete the words. These words display qualities of an inventor.

C	R		A	T		V		T				
C	U					I	T	Y				
R	I			-	T		K		N	G		
D	E	T	E			I	N	A	T	I		
I			G	I		A		I	O	N		



Let us read

I

racket: a loud and disturbing noise

sopping: soaking

scowling: having an angry or frowning expression

rigged up: assembled something temporarily

tinkering: experimenting or fiddling

dynamos: electric generator

"Who put that water bag here?" roared my father from the front doorstep. "Your burglar alarm," I hissed to my brother Anand, who was getting ready to disappear from the house. Ma rushed in to see what the **racket** was all about and found Papa standing there, **sopping** wet and **scowling**.

"I want to know who is behind this nonsense," Papa said grimly. "I think it's supposed to be a burglar alarm," Ma said, in a soothing voice.

"I don't care what it's supposed to be," Papa said. "Where's that boy? I'm sure he **rigged this up**."

Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

Before this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house. The trouble with him is that he thinks he is a scientist. He loves **tinkering** with all sorts of electrical gadgets, tools, **dynamos**, planks of wood, and things like that. And he keeps creating 'inventions' that never workout as they are supposed to.

Recently there had been a rush of thefts in the colony and Anand had got it into his head that what was needed was a burglar alarm. So, the minute Papa left for the office and Ma for the market, he started on his latest scheme. As usual I had to be involved, though I'd have preferred to finish my novel. "If you get a shelling, don't bring me in," I warned Anand.

"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."



Anand loves words like blueprint-it makes him feel professional! Anyway, I looked at the **elaborate** drawing of doors, wires, and bells and asked, "How does this thing work?"



"It's quite simple. The moment the door opens, this alarm is tripped off and makes a **clanging** sound. Then this water bag here is loosened and falls on the thief's head. By then we call the police-simple!"

"But how does the alarm know that a burglar is opening the door?"

"I've taken care of that," Anand said loftily. I had my own doubts about the alarm's guessing powers, but kept them to myself because when Anand is in one of his inventive moods, nothing stops him.

"You see," Anand explained **smugly**, "A thief tries to open the door **stealthily**. I've rigged it up so that the alarm works only when the door is opened gently."

I was **sceptical**. "Remember, if Papa asks, I'm not involved," I warned. "Now clean up this mess before anyone gets home."

As you already know, my doubts about the alarm were quite justified. Papa, who always opens the door softly, was thoroughly soaked and angry as angry could be. Anyway, for a week after

this, Anand did not dare try out

anything new. Then we saw this film 'Back to the Future'. I don't know if you have seen it, but it's all about a time machine. Well, that was the end of peace and quiet in the house.

My brother decided that he had to make a time machine too. Papa locked up his tool box and hid the key while Ma kept a wary eye on her oven and mixer. Because, as I told you, when Anand is on one of his inventing binges, he takes apart all the gadgets in the house to collect parts. You can't imagine the noise that was going on-hammering and

elaborate:
detailed

clanging: a
loud ringing
sound like
that of a metal
being hit

smugly: proudly

stealthily:
quietly or
carefully so
that one is not
seen or heard

sceptical:
doubtful



frantic:
hurried and
disorganised

**crestfallen
look:** sad
and
disappointed
appearance

offended: felt
upset or hurt

sawing and clattering. Anand's room, next to our room, was transformed into a network of wires, springs, levers, and bulbs. There was an enormous panel which was to be control switchboard. As for Anand, he went around looking like a savage. When Ma didn't notice, the fellow didn't even comb his hair. Anand just wouldn't let anyone into his room. Finally, after a fortnight of **frantic** activity, the time machine was ready. "We can try it out tonight," Anand announced to everyone at home at lunch time.

"I don't know what you've been up to in that room, but you're not trying out anything new," Papa said firmly.

"But it's a time machine! I've invented it," Anand protested. "When I say NO, I mean NO," Papa said, glaring.

"Poor boy," Ma said noticing Anand's **crestfallen look**. "At least let's take a look at it."

Papa sighed. "All right, but if the house falls, it's your fault."

As it turned out, we could not try out the time machine that day at all. The next day, Papa and Ma were going to Kharagpur, a few hours away from Calcutta (now Kolkata), for a wedding. Ma was worried about leaving us alone, but we reassured her. "We're old enough to look after ourselves, Ma," I said. "And we can go next door to Sharma Aunty if we need anything."

"And it's only one night," Anand added.

"All right. But promise me you won't do anything with that time machine till we come back," Ma said sternly, looking at Anand. He promised half-heartedly, **offended** at this lack of respect for his creation. I breathed a sigh of relief.

Let us discuss

I Complete the cause-and-effect table given below.

Causes	Effects
1. Anand set up his burglar alarm and rigged it to work when the door was opened softly.	

2.	Anita was able to avoid any responsibility as Anand faced the consequences alone.
3. We watched the movie 'Back to the Future'.	Anand:
4. Papa firmly said 'NO' to trying out the time machine.	

II Do you think Anand was able to keep his promise regarding the time machine? If yes, why? If no, why not?

II

They left by the afternoon train and were coming back the following evening. Anand fell asleep immediately, but I stayed up to finish a novel. At about eleven thirty I thought I heard a scratching at the front door. Telling myself it was only my imagination, I went back to the book. A little later there was a rattle and a click. I was really scared, I can tell you, what with a murder story before me and then strange noises in the middle of the night! I shook Anand and whispered, "Listen, there's someone at the door."

"Go and open it then," he muttered **groggily**.

"You silly! Someone's trying to get in," I said.

Anand sat up. "Who? What?"

"I don't know," I said. "What shall we do?"

"Let's holler for help," he said. Before we could do anything, the door swung open and we found ourselves looking at a **ruffianly** fellow with a green scarf around his neck. Anand **gasp**ed.

"Hey, it's Boppa!" I whispered. It was indeed the fellow who had recently begun sweeping out the compounds in our row of houses. So, he was the thief, and no wonder. He knew exactly when the occupants were out, leaving the coast clear.

The fellow gave an evil grin. "One squeak out of you and see what happens," he said, **brandishing** his **cudgel** and backing out of the room. We heard him slide the latch in.

"What do we do now?" I asked in a low voice.

groggily:
sleepily

ruffianly:
rough or
violent looking

gasped: took
a short,
deep breath
in surprise

brandishing:
waving

cudgel: a short,
thick stick
used as a
weapon



muffled: not a very clear and loud sound

eerie: strange

clattering : continuous loud noises

"Let's shout anyway," Anand suggested.

The door opened suddenly again in the middle of our discussion.

"No noise from you! Now, where is your father's room?"

I was about to direct him upstairs when Anand said quickly, "The one next to this one."

"You silly goose!" I said angrily as soon as the man had gone.

"That's your room. He'll come back as mad as mad can be."

"At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few **muffled** thumps, an **eerie** whine, and a low, humming sound.

"My time machine, he's started it!" Anand gasped. "I wish we could get out of this room and see what is happening out there."

There was another howl, much fainter this time, and a great deal of **clattering**. We shouted for all we were worth. In a few minutes, we heard footsteps running up our drive. Thankfully we recognised Mrs. Sharma's voice, along with her husband and Dr. Mohan—also a neighbour.

"Anand! Anita! Children, what's the matter? Where are you?"

"Here!" we shouted in **unison**. In a minute the door was unlocked.

"What on earth has been happening here, children?" Sharma Uncle asked. Both Anand and I fell over ourselves trying to explain. "Where is the fellow now?"

"The last we heard, he was in the time machine," I explained **hastily**, seeing everyone looking rather puzzled.

unison:
together

hastily: quickly



We entered the room cautiously and turned on the lights. The time machine was still humming softly but otherwise there was no other sound from the room.

"Well, where is he?" Dr. Mohan asked, **peering** behind the door.

"Did you imagine this?"

"Oh no," I protested. "How could both of us have imagined the same thing?"

"Maybe he ran out," Anand suggested.

"I'm sure we'd have seen him. There's only one way out of this house and we came the same way as soon as we heard you," Sharma Uncle sounded very sure.

"Look!" Anand said, pointing to the floor. "He was wearing that." Near the panel of switches was the green scarf.

peering: looking carefully

indulgently:
fondly

intruders:
people who enter a place without permission

dismantled:
taken apart

niggling: slight feeling (of)



"Let's search the house-perhaps he's still around," Dr. Mohan said, going upstairs.

Boppa was nowhere to be seen. "Well maybe he did run out and we missed him," Mrs. Sharma said at last, "I can't imagine what else could have happened."

"My time machine! He's gone through that!" Anand burst out, his eyes shining.

"What an imagination this boy has!" Mr. Sharma said, smiling **indulgently**. "Now off to bed, both of you. I'll spend the night here so you needn't worry about any more **intruders** now."

Needless to say, Boppa was never seen again. Anand insists that his time machine worked and he disappeared into the past. The machine itself was **dismantled** because Papa thought it wasn't safe (maybe he also had a **niggling** suspicion that it worked), so we couldn't try it out.

As for Anand, he is convinced that he is a **genius** and has launched a new project-something about a telephone to contact creatures in outer space. Tell you all about it next time.

ANITA RAU BADAMI



About Anita Rau Badami:

Anita Rau Badami (born 24 September 1961) is a Canadian writer of Indian origin. She is a novelist, short-story writer and journalist. Her stories often explore family life and the imaginative inner world of children, encouraging creativity and curiosity. Her major novels include *Tamarind Mem* (1997), *The Hero's Walk* (2000) and *Can You Hear the Nightbird Call?* (2006).

Let us discuss

Arrange the following events in the correct order of occurrence.

1. The door swings open, and they see Boppa, standing there with an evil grin.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
4. Anita wakes Anand up, informing him that someone is trying to get into the house.
5. Anand misleads Boppa into entering his room instead of his father's room.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *Before beginning this story, let me put you in the picture.*

I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.



(i) Complete the following sentence suitably by choosing the correct option from those given in the brackets.

When Anita says, "...let me put you in the picture", she wants to _____ (introduce/ summarise) the situation for the benefit of the readers.

(ii) Anand loves 'tinkering' with all sorts of electrical gadgets. This means that he enjoys _____ gadgets.

- | | |
|-----------------------------|------------------------------|
| A. dismantling and creating | B. labelling or naming |
| C. repairing or improving | D. collecting and displaying |

- (iii) Which of the following options most suitably describes Anand's personality?
 A. methodical and cautious B. creative and experimental
 C. energetic and hasty D. shy and reserved
- (iv) Based on the extract, compare what Anita thinks of her brother Anand with what he thinks of himself.

2. *I was about to direct him upstairs, when Anand said quickly, "The one next to this one."
 "You silly goose!" I said angrily as soon as the man had gone.
 "That's your room. He'll come back as mad as mad can be."
 "At least it will give us some time to think of something," Anand said.
 "He'll take a while to locate the light switch. Let's shout."
 All of a sudden there was a crash followed by a loud scream.
 More strange noises emerged from the next room-a few muffled thumps, an eerie whine, and a low, humming sound.*



- (i) Complete the sentence given below with a suitable reason.
 Anita was angry with Anand because _____.
- (ii) Which action of Anand shows his presence of mind?
- (iii) What might be the cause of the strange noises emerging from the next room?
 A. The intruder moving furniture around
 B. Anand's time machine getting activated
 C. The intruder locating the light switch
 D. Anand's invention malfunctioning
- (iv) Which of the following best describes the atmosphere in this extract?
 A. relaxing B. peaceful C. tense D. sad
 E. suspenseful F. joyful
- (a) A, D and E (b) B and F (c) C and E (d) Only D

II Complete the table with the suitable traits of the characters based on evidence from the text. Choose the traits given in the box below. An example has been done for you.

creative curious careful responsible bothersome confident

Character	Traits	Evidence from the text
Anand	1. bothersome	<i>And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house.</i>
	2. _____.	<i>He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.</i>
	3. _____.	<i>"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."</i>
Anita	1. _____.	<i>"We're old enough to look after ourselves, Ma..."</i>
	2. _____.	<i>"But how does the alarm know that a burglar is opening the door?"</i>
	3. _____.	<i>"Now clean up this mess before anyone gets home."</i>

III Answer the following questions.

1. What prompted Anand to create the burglar alarm?
2. How did Anand's father become the target of the burglar alarm?
3. How did Anand's parents and sister react to his ideas?
4. How did Anand behave when he was on his 'inventing binges'?
5. Why did Mr. Sharma not believe Anand when he spoke about his time machine?
6. Give an ending to this story, explaining what might have happened to Boppa.
7. How did Anand's inventions disturb the peace and safety of his family, and what lesson does this teach us?
8. How does Anita's behaviour towards Anand show her maturity and concern for the family?
9. How do the funny and frightening moments in the story make it more interesting to read?
10. How does the unexplained disappearance of Boppa encourage the reader's imagination?



Let us learn

Read the highlighted word in the following sentence.

It's quite simple. The moment the door opens, this alarm is tripped off and makes a **clanging** sound.

Such sound words are called onomatopoeic words.

Onomatopoeia is the use of words that imitate actual sounds of the thing they describe. The 'boom' of a firework exploding, the 'ding-dong' of a bell, the 'pitter-patter' of rain drops, the 'tick-tock' of a clock are all examples of onomatopoeia

1. Read the sound words used in the story in Column 1. Complete Column 2 by matching expressions from the box given below. An example has been done for you.

whispered angrily
constant and loud construction noises
sudden loud sound of breaking
a continuous low and soothing sound

Column 1	Column 2
(i) Crash	sudden loud sound of breaking
(ii) Humming	
(iii) Hissed	
(iv) Hammering, sawing, clattering	

- II Read the highlighted phrase in the following sentence from the text.

Well, that was the end of peace and quiet in the house.

The highlighted phrase displays a combination of two words generally used together in a fixed order. Such phrases are called binomials.

Binomials are expressions consisting of two words, usually linked by a conjunction such as 'and' or 'or' that are commonly used together in a fixed order. The two words convey a single meaning or an opposite.

1. Match the words in Column 1 with the correct pairs in Column 2 to make binomials.

Column 1	Conjunction	Column 2
(i) safe	and or	A. break
(ii) odds		B. cons
(iii) make		C. never
(iv) pros		D. take
(v) now		E. sound
(vi) give		F. ends

2. Complete the following sentences with suitable binomials from 1.
- This project will be a _____ moment for our team's success.
 - After a long journey, we were relieved to arrive home _____.
 - Every friendship works well when there is a balance of _____.
 - She organised all the _____ in the cupboard, to make space for new clothes.
 - Before making a decision, it is important to weigh the _____ carefully.
 - This is our final chance to perform on stage, it is _____.
3. Complete the paragraph by using the phrasal verbs given in the box below.

tripped off let up turned out rigged up

It had been raining and we (i) _____ time to set up for the function, so we quickly (ii) _____ some decorations using whatever materials we had. We accidentally (iii) _____ the fire alarm because of the smoke from the bonfire. Thankfully, the rain (iv) _____ just as the guests were arriving, and despite all the chaos, the function (v) _____ to be a huge success.

III Read the highlighted expressions in the following sentence from the text.

And this is not the first time he's **got on Papa's nerves** or **frightened someone half to death** in the house.

The highlighted expressions are called idioms.

An **idiom** is a phrase or expression that has a meaning different from the literal meaning of the individual words. It is like a special saying that people understand in a specific way. For example, 'It is raining cats and dogs' means it's raining very heavily.

Complete the following sentences by filling in the blanks with suitable idioms from the text given in the box below.

leaving the coast clear get on our nerves fell over ourselves
frighten me half to death get a shelling

1. Shekhar knew he would _____ for breaking his mother's favourite flower vase.
2. We _____ trying to help the injured dog and get it to the vet as quickly as possible.
3. Faizy distracted Kanchan, _____ for us to get inside the room to prepare the birthday surprise.
4. The constant power fluctuations during meetings can _____.
5. When I am alone at home, any unexpected loud noise in the night can _____.

IV Read the highlighted words in the given sentence.

It **was** indeed the fellow who **had** recently **begun** sweeping out the compounds in our row of houses.

Here we refer to two completed actions _____ the recent past (new action) and the later past (old action).

1. Underline the verbs in simple past and past perfect tense for the following sentences from the text.
 - (i) Ma had rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.
 - (ii) Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.
2. Fill in the blanks with the simple past or past perfect form of the verbs given in brackets.
 - (i) After Rohan A. _____ (finish) his homework, he B. _____ (decide) to go for a walk. He C. _____ (leave) the house and D. _____ (realise) he E. _____ (forget) his keys inside.
 - (ii) By the time we A. _____ (reach) the station, the train B. _____ (already/leave). We C. _____ (wait) for the next one to arrive.
3. Combine the pairs of sentences using the time expressions in the boxes given below and rewrite them using the past perfect tenses. An example has been done for you.
 Example: Rohan had packed his suitcase before he left for the airport.

Old Actions	Time Expressions	New Actions
(i) Rohan packed his suitcase.	before, after, by the time, when	He left for the airport.
(ii) We started work.		He arrived in the morning.
(iii) They set up the tents.		The others brought food and medicine.
(v) The villagers left the village.		They heard the teacher coming.
(iv) The students became quiet.		The flood submerged the entire area.



Let us listen

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1-5 given below. (*Transcript for the teacher on pg. 373*)

1. Toby misses his school.
2. Anita accepts Toby as her friend.
3. Anita asks Toby about one of his facial features.
4. Toby tells Anita that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.

II Listen to the conversation again and fill in the blanks with the exact words you hear.

1. Toby: I miss my _____ and home.
2. Toby: Well, we _____ don't need to eat anything. We get our _____ from the Sun.
3. Anita: Oh! Don't you ever feel like having ice creams and _____?
4. Anita: Okay, tell me one thing. How are you able to see with only _____ eye?
5. Toby: I can see beyond mountains and _____ woods and even _____.



Let us speak

Speaking Activity:

Study the poster think and speak about it



Use each prompt given below and express your thoughts.

The poster is released by _____.

The poster is on _____.

The poster mainly states that _____.

There are mainly _____ components.

They are _____.

In my opinion be protected means _____.

I think be educated is the _____.

I Read the following sentences from the text.

As usual, I had to be involved, though I'd have preferred to finish my novel.

"We're old enough to look after ourselves, Ma," I said.

The word 'though' is pronounced to rhyme with the word 'low'. The word 'enough' is pronounced to rhyme with the word 'puff'.

In English there are many words ending with -ough, which are pronounced very differently. Listen to the teacher say these words aloud and notice how they are pronounced.

bough	dough
through	cough
thought	plough

Now, work in pairs. Pronounce these words out loud and put them in the correct boxes given below.

Sounds like 'oo'	Sounds like 'off'	Sounds like 'o'	Sounds like 'ow'	Sounds like 'aw'

Share more words that sound similar to the words in the table.

II Read the story given below aloud. Check the correct pronunciation with the teacher. In spite of a nagging **cough**, the woman continued working in her farm, right **through** the **rough** weather. She filled up the **trough** with water for her cows and **ploughed** the fields to plant the seeds. She then plucked some raw mangoes from a low **bough** of a mango tree to make a spicy chutney. **Though** the day had been **tough**, she smiled peacefully as she had already prepared **dough** to make **enough** rotis for dinner.

III *Now try saying this tongue twister fast as many times as you can clearly.*
The boy with the tough dough on the rose bough fell in the trough and caught a cough.



Let us write

Think about different vocations that you see around or you are currently studying. For example: electrician, mechanic, chef, nurse, graphic designer. You may add more vocations to the list given here.



Now, choose a vocation and write a paragraph. You may use the hints given below.

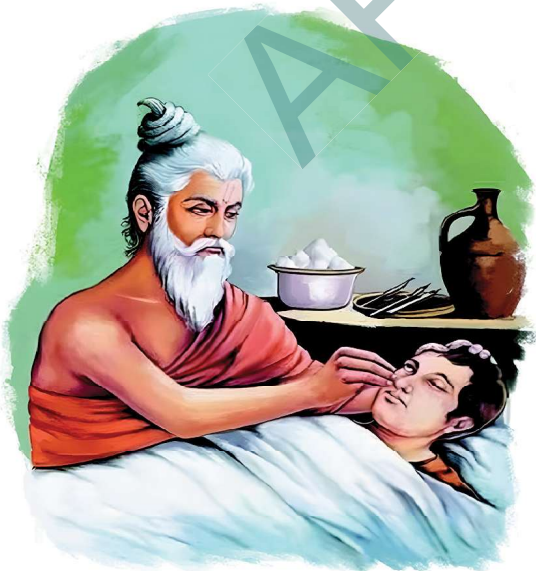
- why you like this vocation
- what training is needed
- what tools and equipment are required
- who would your co-workers be
- highlight the importance of team work
- how you would deal with the customers
- how you plan to pursue it with a sense of pride



Let us explore

Creativity is 'thinking new things'; innovation is 'doing new things' and an invention is 'bringing ideas or objects together in a novel way to create something that did not exist before'. All it takes is a simple idea.

Human beings are naturally very curious and creative, and this has led to many scientific and technological inventions. You must have heard about many famous inventions. Some of them are mentioned below. You may look for the names of more such Indian inventors and their inventions.



- Sushruta (sixth century B.C.), was a pioneer figure in medical science. His innovations in surgery paved the way for modern surgery.



- Dr. Janaki Ammal (Padma Shri) was a brilliant woman scientist of India who made a significant contribution to the field of cytogenetics.

- Under the directorship of Dr. A.P.J. Abdul Kalam (Bharat Ratna), Indian Space Research Organisation (ISRO) launched the satellite Rohini in near-earth orbit with India's first Satellite Launch Vehicle in 1980 (the project was named 'SLV-III').



- Dr. Narinder Singh Kapany (Padma Vibhushan) is known as Father of Fibre Optics. He played a pivotal role in inventing fibre optics. He was named one of the seven 'Unsung Heroes of the Twentieth Century' for his invention.

PAPER BOATS

Learning Outcomes

Learners will be able to:

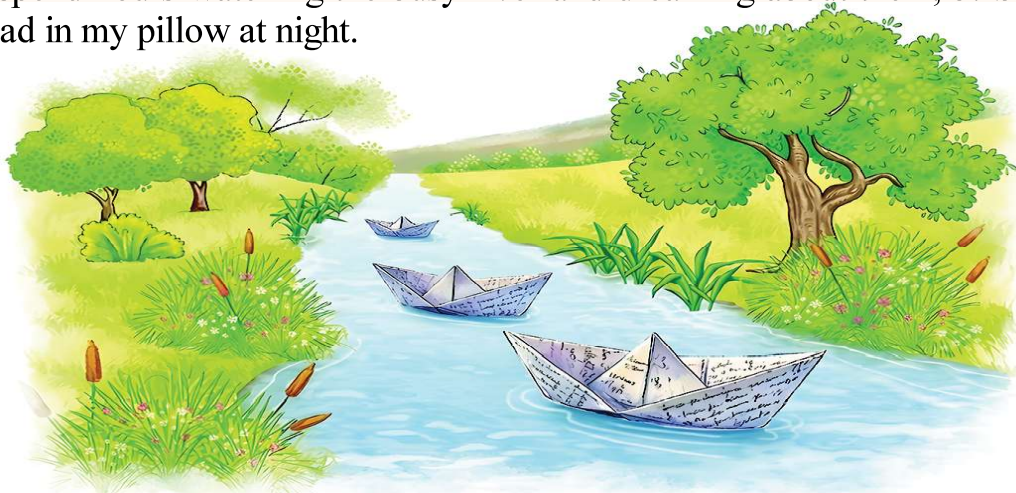
- Read poem "Paper Boats" with fluency, correct pronunciation, pace, rhyming, rhythm and expressions. (CG6)
- Choose correct words and identify the true/false statements from the poem "Paper Boats". (CG1)
- Identify the poetic device "alliterations" and match the descriptions. (CG 6 & CG1)
- Identify and understand the key vocabulary words such as "bulging", "boats", "sailing", "wings of the wind" etc. (CG1 & CG 5)
- Make phrases, such as "Blooms of the dawn" Fairies of Sleep" write the appropriate words in the correct column, match the opposites.
- Create an eco-friendly craft and make a presentation using the phrases. (CG 5)
- Write a diary entry expressing their joy of experiencing a rainy day. (CG 2)
- Recall what they call in their mother tongue the shiuli flowers, the other fragrant flowers and solve the riddles. (CG 6)

Let us do these activities before we read.

- I Read the questions given below. Share your answers with your classmates and the teacher.
 1. What comes to mind when you think about 'paper boats'?
 2. What do you think someone might hope for when they send a paper boat down a stream?
 3. Read the title of the poem 'Paper Boats' and predict what the poem might be about.
- II Read the given paragraph and match the highlighted words with their meanings given in the box below.

loading speedily flowing swelling putting bouncing

I love to play beside a 1. **running** stream at a short distance from my grandparent's house. I love to see it 2. **skipping** along to join a river. On the river, I can see boats with 3. **bulging** sails moving swiftly. Some of them take the people from one shore to the other while in some of them people can be seen 4. **lading** things too. I can spend hours watching the busy river and dreaming about them, 5. **burying** my head in my pillow at night.





Let us read

Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am.

I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.

I know not what playmate of mine in the sky sends them down the air to race with my boats!

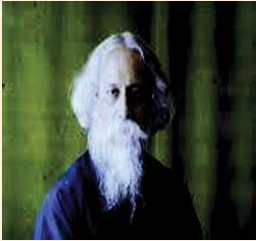
When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

-RABINDRANATH TAGORE

About Rabindranath Tagore:

Rabindranath Tagore (born May 7, 1861, in Calcutta) was a Bengali poet, writer, musician and thinker. He became the first non-European to receive the Nobel Prize in Literature in 1913 for Gitanjali. A leading voice of the Bengal Renaissance, he founded the school at Santiniketan, which later became Visva-Bharati University. Tagore wrote more than 2,000 songs, including India's national anthem, Jana Gana Mana. He passed away on August 7, 1941.



Let us discuss

I Choose the correct words from the brackets to complete the summary of the poem given below.

The poet sends paper boats down a 1. _____ (stream/river) each day, writing his name and the name of his 2. _____ (school/ village) on them. He hopes that someone in a 3. _____ (strange/familiar) land will find them and know who he is. The poet fills his boats with 4. _____ (rose/shiuli) flowers from his garden, hoping they will be safely carried to another land at 5. _____ (night/ morning). As he launches his boats, he imagines that the 6. _____ (clouds/ birds) in the sky are like friends, racing with his boats. At night, he dreams that his paper boats continue to 7. _____ (swim/float) under the midnight stars, with the fairies of sleep sailing in them, their baskets full of 8. _____ (dreams/ fruits).

II Choose the correct option for the following.

The theme of the poem is _____.

1. innocence 2. imagination 3. ignorance
4. playfulness 5. travel

- (i) 1, 2 and 3 (ii) 3, 4 and 5 (iii) 1, 4 and 5 (iv) 1, 2 and 4

III Identify whether the following statement is **true** or **false**.

The setting of the poem is a natural, outdoor environment.

IV Complete the following sentence by choosing the correct word given within the brackets.

The tone is _____ (sad and serious/gentle and wishful) and the mood is _____ (thoughtful/boring).

V Identify the examples of alliteration from the poem.

VI Fill in the blanks with suitable words from the poem.

1. The repetition of words _____ and _____ emphasises the passage of time.
2. The poet uses imagery like _____ and _____ to create a clear picture in the minds of the readers.

VII Match the descriptions in Column 1 with what they symbolise in Column 2.

Column 1	Column 2
1. the child's innocence, dreams, hopes, and messages sent out into the world	(i) midnight stars
2. purity, beauty, and the start of a new day	(ii) paper boats
3. the vast universe and the child's dreams continuing through the night	(iii) shiuli flowers

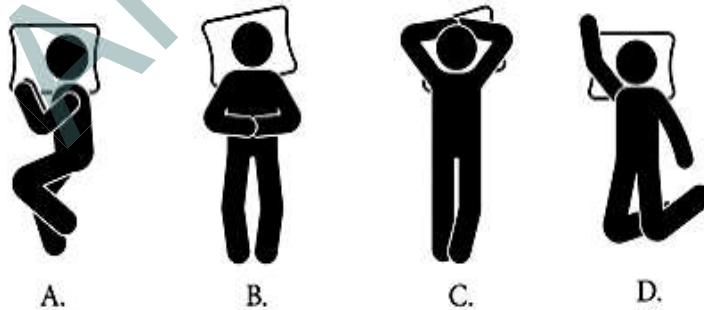


Let us think and reflect

I Read the extract given below and answer the questions that follow.

1. *When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.*

(i) Select the option that is most likely to be the speaker as per the extract.



(ii) What can be inferred about the speaker's feelings when night comes?

(iii) What kind of beings are the 'fairies of sleep' imagined as? Select the most appropriate option.

A. mischievous B. gentle C. fearsome D. playful

(iv) Fill in the blank by selecting the correct option from those given in the brackets. The phrase 'lading is their baskets full of dreams' suggests that the speaker imagines the fairies of sleep carefully _____ (carrying his dreams /collecting his wishes) in their baskets.

II Answer the following questions.

1. Why do you think the poet writes his personal details on the paper boats?
2. The poet talks about the imagination of a child. Support this view with examples from the poem.
3. How does the poet bring together imagination and reality to make the poem more interesting?
4. What is the symbolic meaning of the shiuli flowers in the poem?
5. How does the poet describe the clouds in the poem?
6. Why are the paper boats described as carriers of dreams?
7. Explain the theme of innocence in the poem "Paper Boats" with examples.
8. What do the paper boats show about the child's imagination and feelings?
9. How do the shiuli flowers and clouds add beauty and emotion to the poem?
10. How does the poem express a sense of innocence, wonder, and connection with nature?



Let us learn

I The poet has used phrases like 'blooms of the dawn' and 'fairies of sleep' in the poem. In the same way we can create phrases. Now, select words from Column 1 and Column 2 and combine them with 'of'. Write as many phrases as possible in Column 3. An example has been done for you.

Column 1		Column 2	Column 3
wings	of	the birds	wings of the wind
waves		the wind	
dreams		the evening	
songs		the children	
glimmers		the rain	
cries		the stars	
tears		the thunder	
roars		the ocean	
shadows		the clouds	

II The poet uses words like 'dawn', 'night' and 'midnight' to show different parts of the day. The box given below has some more words. Write the words in the appropriate columns.

twilight	dawn	dusk	sunrise	noon	daybreak
nightfall	sunset	midnight	sunup	forenoon	sundown
noontime	night-time	noontime	midday		

Morning	Afternoon	Evening	Night

III Match the words from the text given in Column 1 with their opposites in Column 2.

Column 1	Column 2
1. strange	(i) halt
2. dawn	(ii) emptying
3. launch	(iii) sink
4. bulging	(iv) dusk
5. float	(v) ordinary
6. lading	(vi) shrinking



Let us listen

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the true statements from 1–7.
(*Transcript for the teacher on pg. 374*)

1. Sai was trying to make an origami boat.
2. Sai's father used to do origami as a child.
3. Paper was very expensive so it was used only for special occasions.
4. People have been making paper cranes for thousands of years.
5. There is a belief that if you make a thousand paper cranes, your wish will come true.
6. The art of origami is about enjoying the process.
7. Sai's father suggests making a paper bookmark next time.



Let us speak

Create any craft item using eco-friendly materials. Make a presentation in front of your classmates and teacher about the craft item you have made.

Your presentation should include the following information:

- Introduction of the item
- Description of how you made it
- Reason why you like the craft
- Conclusion

Use the phrases given below to make your presentation.

- Today, I'm going to show you a... I made.
- This... is made of... (materials)
- It's... (describe colour, shape, size)
- It can be used to...
- First, I started by...
- Then, I used... (tool or material) to...
- The most difficult part was to...
- This... is special to me because...
- I hope you enjoyed seeing my craft and learning about it.
- Thank you for your attention.





Let us write

A diary entry is a personal document. It records an individual's account of a day of her or his life expressing the thoughts, feelings and opinions in the individual's mind.

The guidelines to compose a diary entry include:

- mentioning day, date and time of writing it
- beginning with a general sentence describing the day or feelings towards an event or experience
- giving details
- concluding with a final remark

Now, write a diary entry expressing your joy experiencing a rainy day. You may begin as given below:

Friday, 15 July 20XX

6:30 p.m.

Dear Diary,

It was quite humid today. On my journey back from school, I wished that it would rain. And it did! ...

1. Why are the paper boats described as carriers of dreams? The poet sees the clouds as playmates. Create a short dialogue between the poet and a cloud about racing with the boats.



Let us explore

I Shiuli flowers often find a mention in Rabindranath Tagore's poems. These flowers are found in many parts of our country.

Look at the pictures of shiuli flowers and recall what you call them in your language.

1. Find out names of some more trees or plants in your locality which have fragrant flowers. Write their names in your language and English language. Draw any two flowers and colour them.



II Solve the riddles given below. Share your answers with your classmates and the teacher.

1. I have water that you cannot drink, People come to see how in me the Sun sinks.
I can be rough, I can be calm, I hold within myself plenty of charm.
My depths tell a never-ending tale.
Who am I with dolphins and the whale?



2. I sit in stillness, but move with the wind,
My surface mirrors the world you are in.
The trees around me live happily, In me,
you can take a dip daily.
Home to ducks, frogs, fish, and all, Can
you guess what I am, after all?

3. I gently travel through valleys deep,
My soft murmur can make you sleep.
Little paper boats float on me in rain
The merry laughter of the kids I gain.
You may sit beside me without any fear,
Who am I who skips along, crystal clear?



4. I have a bed, but I do not sleep.
I have a bank, but no money I keep.
I carry stories, old and new,
High mountains to the oceans blue.
I journey far to meet the sea,
Can you guess, who I can be?

Let us Learn

TONE:

‘The mood of a poem is the feeling or emotion that the reader gets while reading the poem.’

It shows how the poem makes you feel - happy, sad, peaceful, excited, or scared.

In short:

Tone = Poet's feeling

Mood = Reader's feeling

How do we find the mood of a poem?

To find the mood, you can:

1. read the poem carefully,
2. notice the words and images - Are they happy, dark, calm, or scary?
3. think about your own feelings when you read it, and
4. ask: "What emotion does this poem make me feel?"

Kinds of Moods (Common Types)

Mood	Meaning / Feeling	Example Words or Images
Happy / Cheerful	Makes the reader feel joy or excitement	sunshine, laughter, song
Sad / Sorrowful	Makes the reader feel unhappy	tears, rain, darkness
Peaceful / Calm	Gives a sense of quiet and rest	soft breeze, gentle waves
Scary / Frightening	Creates fear or tension	night, shadows, scream
Hopeful	Fills the reader with confidence or dreams	light, dawn, success
Angry / Serious	Makes the reader feel strong emotions	thunder, storm, fight
Playful / Humorous	Makes the reader laugh or smile	funny, silly, dance
Patriotic	Creates pride and love for one's country	flag, nation, freedom

Example:

> "The flowers danced in the gentle breeze,
The sky was clear, the air at ease."

The poem gives a feeling of peace and happiness ?

Mood = Calm and Cheerful

NORTH, SOUTH, EAST, WEST

Learning Outcomes

Learners will be able to:

- Share their ideas on travelling, on their state where they live in, and their boundary states. (CG 3)
- Read the text "North, South, East, West" fluently with correct intonation, identify key ideas, events, locations and comprehend the text. (CG1)
- Identify and understand the key vocabulary words such as "glaciers", "chirping", "snoring", "mangroves", "rafting", "dive" etc. (CG1& CG5)
- Complete the word grid, and complete the exercises on subject-verb agreement. (CG 5)
- Pairs about their preferences with respect to the questions. (CG 5)
- Write an application of leave using the format and verbal cues. (CG 3)
- Solve the cross-word puzzle, and explore the ancient places list of UNESCO. (CG 6)

Let us do these activities before we read.

I Work in pairs. Discuss the place that you have enjoyed travelling to. Talk about who you went with, how you travelled, and what you learnt from the experience.

II Which State or Union Territory of India do you live in? Write the following details about it.

1. Part of the country-North, East, Northeast, West, South or Centre
2. Its capital
3. Language
4. River(s)
5. Tourist attraction
6. Food

III Work in pairs. Recall the names of the states of our country which have 'Pradesh' in their names. Mention if it is in the North, East, Northeast, West, South or Centre of our country. Recall any special feature about each 'Pradesh'. Share your answers with your classmates and the teacher.

First Part of the Name	Second Part of the Name	Part of the Country	Special Feature
1.	Pradesh		
2.			
3.			
4.			



Let us read

Shaana, who lives in Rameswaram island, is travelling the length and breadth of the country with her parents, exploring the many landscapes, people and cultures of India. She shares her travel experiences through postcards that she writes to her friends back at school. Let us read these postcards.

30 April 20XX

Hi everyone,

You won't believe where I am!

I'm way up north, at the Thajiwas glacier in Kashmir. The glaciers are white and blue and we have to wear four layers of clothes. Appa and Amma love it here, and they like throwing snowballs at each other. But they say there was much more snow last year.

I also like the snow, but my hands are shaking from not wearing gloves, so I don't think I can write any more. Send my love to PT Miss and Library Ma'am.

Love,

Shaana



chirping:

short, sharp
sound made
by birds

snoring:

making a
loud noise as
one breathes
while
sleeping



10 May 20XX

Dear class,

We took another train yesterday and reached Himachal Pradesh. It is very quiet, and we can see so many mountains from our cabin. Colourful birds wake me with their chirping when the Sun rises in the east.

I also think I hear bears growling in the west when it gets dark. But Amma says that's just Appa snoring. I would love to meet a bear and give it a hug.

With love from your best friend,
Shaana

A circular illustration showing a young girl in a pink and yellow striped dress hugging a large brown bear. They are in a night setting with a starry sky and mountains in the background.

17 May 20XX

Hi everyone,

Did you know that Arunachal Pradesh is far away from Himachal Pradesh? Himachal is in the north but Arunachal is all the way in the east. I thought all the Pradesh states sat next to each other.

We took two trains and drove a long time to get here. This morning, we walked through a forest to reach our treehouse. The forest here is so thick that if you blink or stop to tie your shoelaces, you will get lost.

I love Arunachal the best so far and am beginning to enjoy myself. I hope we get to see red pandas.

With love,
Shaana

24 May 20XX

Dear classmates,

It did not take any time at all to travel south west and get to the Sundarbans in West Bengal. Today, Amma and Appa took me out onto the river in a small boat. Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.

We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

How is everyone? Are you missing me yet?

Love,
Shaana

30 May 20XX

Hi everyone,

We travelled across the country, all the way from east to west, from West Bengal to Gujarat, and it took us two-and-a-half days!

I don't know why my Amma and Appa brought me to the middle of the desert. It's hot, dry, and there's sand everywhere. It's like a beach without the sea! But I do really love the clothes here. They're so pretty and colourful.

I am sure you're all busy with your holiday homework. Amma gave me a surprise test today, and I passed with 88 per cent.

Love,
Shaana



rafting:

**the sport of
travelling down
a river in an
air-filled rubber
boat**

7 June 20XX

Dear class,

Today was the best day ever! We drove east from the desert to the Narmada river, which flows all the way to the centre of India, and it only took us six hours. In the afternoon, Amma, Appa, and I went **rafting** in the river and you won't believe how wild and scary it was. I always thought rivers were calm, but up close they're really fast. Appa says that there used to be a lot more water, and rafting was much scarier then.

I was fully wet by the time I was done, and Appa was so scared that he decided never to go rafting ever again. I love the water so much and can't wait to go back.

Your best friend,
Shaana

12 June 20XX

Dear classmates,

Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.

There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus. Maybe when we're in Class 11.

Love,
Shaana



15 June 20XX

Dear friends,

It was the most memorable day in my life. Amma, Appa (Nanna) and I travelled across Andhra Pradesh and saw many beautiful places. Our first stop was Araku Valley, a cool hill station surrounded by green hills and coffee gardens.

The train journey through tunnels, waterfalls and coffee gardens was truly thrilling!

The fresh air and tribal culture like Dhimsa folk dance made the visit unforgettable.

We enjoyed ourselves very much by participating in DHIMSA folk dance along with tribal women. Later we went to RK Beach. We played in the water, walked on the soft sand and watched the bright, colourful Sun set. After that we visited the Dolphin Nose. The breathtaking sea view and the Shipyard from the top was amazing! Every place we visited full of beauty and joy. This unforgettable trip filled my heart with happiness and made me feel proud of Andhra Pradesh.

Your friend,

Shaana



17 June 20XX

Dear friends,

I can't believe we're in the same state again! We travelled south, and I will be home soon.

We reached Chennai yesterday, and on the way to Puducherry, we decided to learn how to surf. I think I'm good at it now because I only fell down twice. Amma and Appa splashed water on each other and behaved like children. It's a good thing I was there to control them.

The beaches here are not like the ones we have on our island. The waves are a lot rougher and the water is browner, but I still like it here.

Your best friend,

Shaana

surf: (here) a water sport that involves standing on a long lightweight board and riding a wave to the seashore



22 June 20XX

Hi everyone,

I just crossed the Pamban bridge.

I could see the ocean on both sides. How amazing that a train can travel across the sea like this!

I'm almost home, and I can't wait to give you my final letter in person.

Love,

Shaana

dive: (here) swim underwater with special breathing equipment; (past tense: dove)

pebbles: small, smooth stones

24 June 20XX

Dear classmates,

I thought Amma and Appa would be tired from all our travelling, but we made one last stop at the Olaikaadu beach before we reached home. And I'm so happy we did.

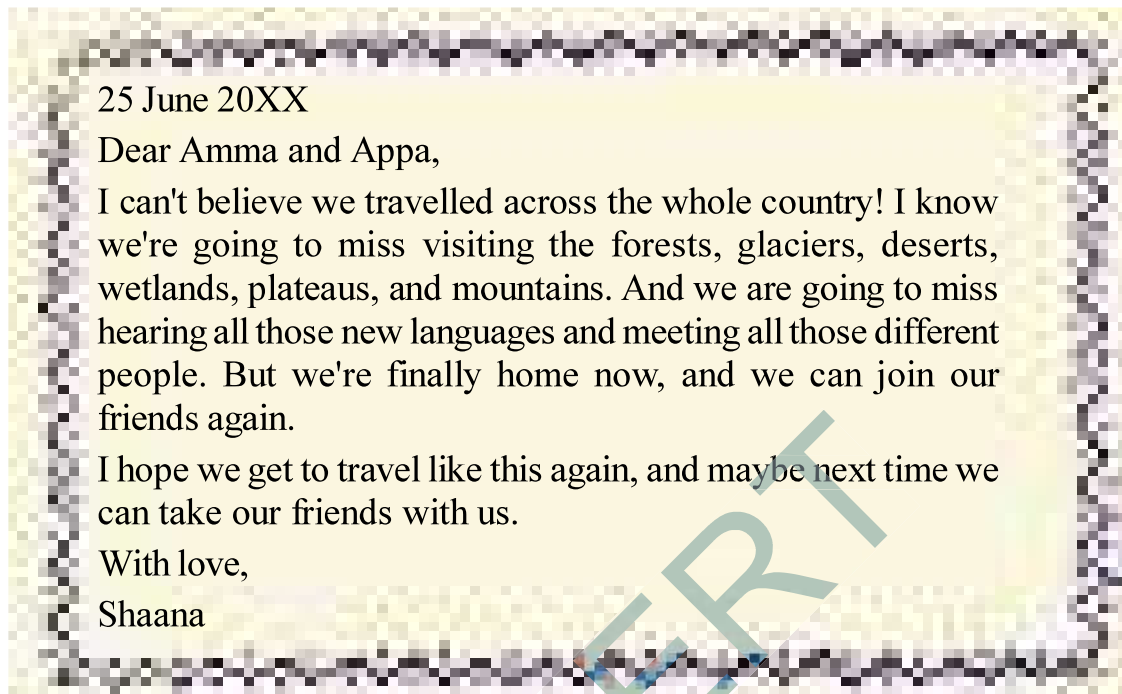
Amma wanted to teach me how to **dive**, but they did not have diving suits my size, so I spent the day floating and looking at the fish while my parents dove below me.

We found all sorts of **pebbles** on the beach, and I can't wait to give them to you in person tomorrow.

Your best friend,

Shaana





C.G. SALAMANDER

(Excerpts from North, south, East, West)

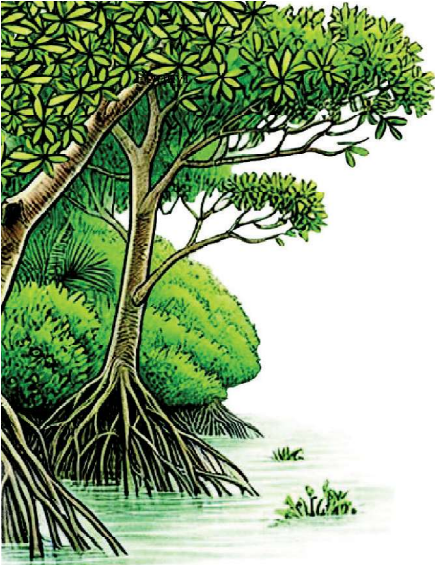
Let us discuss

Complete the table given below based on Shaana's postcards. An example has been done for you. Share your answers with your classmates and the teacher.

Places Visited	Interesting Descriptions and Activities
1. Thajiwas glacier, Kashmir	white and blue glaciers; throwing snowballs
2. Himachal Pradesh	
3.	walking through a thick forest to reach the tree house
4. Gujarat	
5. The Narmada river	
6. Chennai	
7.	floating and looking at the fish; Appa and Amma went for a dive
8. Andhra pradesh	



Let us think and reflect



I Read the extracts given below and answer the questions that follow.

1. *Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.*

We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

How is everyone? Are you missing me yet?

- (i) What feeling does Shaana most likely experience when she says, "I never knew such a place existed..."?
A. pride B. hope C. relief D. wonder
- (ii) Complete the following sentence with a suitable reason.
Amma is sad about the frequent flooding in Sundarbans because
- (iii) Select the evidence from the text that reflects a feeling of the speaker's slight nervousness.
- (iv) Select the option that applies to both the Assertion and the Reason.

Assertion : The speaker is missing her friends.

Reason : The speaker wishes to know the well-being of her friends.

- A. Both the assertion and the reason are true, and the reason correctly explains the assertion.
- B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion.
- C. The assertion is true, but the reason is false.
- D. Both the assertion and the reason are false.

2. *Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.*



There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.

(i) Complete the sentence with a suitable reason.

The speaker chooses to stay awake because . _____

(ii) What does the speaker mean by saying, 'You won't believe how nice the plateaus look'?

(iii) What has been the change in the speaker's attitude towards tunnels?

- A. from fear to comfort B. from courage to confidence
C. from doubt to clarity D. from fascination to delight

(iv) Fill in the blanks with the correct option from those given in the brackets.

The speaker's wish to share the experience of touring the plateaus with others indicates her _____ (ability to communicate/sense of connection) as well as the value she places on _____ (shared experiences/updating information) with her peers.

II Answer the following questions.

1. Shaana mentions that she used to be afraid of tunnels. What could have been the most likely reason for her to be scared of tunnels?
2. Do you think Shaana's Appa and Amma enjoyed themselves, just like children do? Support your answer with evidence from the text.
3. Shaana mentions less snow in the glaciers and more flooding in the Sundarbans. Explain what these observations indicate.
4. Shaana's visits to different parts of the country highlight the diversity of India's geography. Support this statement with evidence from the text.
5. How does Shaana use language to convey her excitement, curiosity, and sometimes her fears about the places she visits?
6. What might Shaana have learnt from her travels across India? How would it impact her understanding of the country?
7. What could be the author's purpose of presenting the text in the form of postcards?
8. How do Shaana's postcards show her curiosity and excitement about different places in India?
9. How does Shaana's relationship with her parents add warmth and humour to the travel experiences?



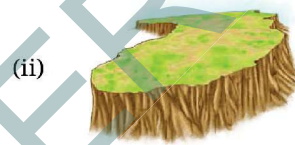
Let us learn

I Read the words from the text given in Column 1 and match them with suitable pictures in Column 2.

Column 1

1. glaciers
2. treehouse
3. wetlands
4. plateaus
5. pebbles
6. rafting

Column 2



II Read the situations given in Column 1. Choose the associated words from the text given in the box below and write them in Column 2. An example has been done for you.

blink scary existed amazing splashed floating

Column 1	Column 2
1. In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep.	scary
2. There used to be a bookstore near my house. But it is now shifted to the town.	
3. The flashes of light from the car made her suddenly close and open her eyes several times.	
4. The children jumped into the pool and threw water at each other with loud noises.	
5. My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience.	
6. When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky.	

III The following word grid has six words related to 'travel' used in the lesson. Circle the words in the grid. You can search horizontally and vertically. The last letter of each word has been highlighted.

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

IV Read the following sentences from the text and underline the subject and the verb.

1. *Amma and Appa are fast asleep.*

(When the subject of a sentence has two or more nouns or pronouns that are connected by 'and', we use a plural verb).

2. *It's hot, dry, and there is sand everywhere.*

(In case the subject is 'it', the verb that follows is either 'is' or 'was' depending on the tense of the sentence).

3. *There are so many hills here, and beaches too.*

(When we begin a sentence with 'there', the subject comes after the verb).

The subject of a sentence is closely linked to the verb. The verb form changes depending on whether the subject is singular or plural and if it is in the third person. Choosing the correct verb based on the subject is called subject-verb agreement.

Let us understand subject-verb agreement better.

- A subject and its verb must agree, even if other words or phrases come between them.

The formation of paragraphs **is** important in writing.

- When the subjects are considered individually, we use a singular verb. Every man and woman **has** the right to vote.
- Collective nouns such as 'class', 'committee', 'audience', 'team' can be singular or plural, based on the context of the sentence. If the sentence implies the group is acting as one unit, the noun is singular and takes a singular verb.

The committee **decides** on the new policy tomorrow.

- The indefinite pronouns 'each', 'either', 'every', 'much', and 'neither' always require singular verbs.

Each of the children **was** given a gift.

- Subjects that look plural because they end in 's' but refer to one thing are singular.

Mathematics **is** an interesting subject.

- Some nouns (like glasses, scissors, pants, and tongs) are plural but take a singular verb when the phrase 'pair of' is placed before it. Here, 'pair' is the subject.

This pair of scissors **is** sharp.

- When subjects are joined by 'or' or 'nor', the verb should match the subject that is closer to it.
 - ✓ Neither the students nor the teacher **wants** to cancel the trip.
 - ✓ Either the manager or the employees **are** responsible for the mistake.

V Choose the correct option from the words given in the brackets.

1. A pair of sunglasses _____ (is/are) essential when travelling to sunny destinations.
2. Either the tour guide or the tourists _____ (has/have) to arrive first at the meeting point.
3. The information on travel expenses _____ (is/are) useful for first-time travellers.
4. Neither the flight crew nor the pilot _____ (was/were) aware of the delay.
5. The news about the heavy rains _____ (makes/make) many people reconsider their vacation plans.
6. A pair of binoculars _____ (is/are) useful for spotting wildlife on a safari.
7. The hill stations in India _____ (remains/remain) a popular travel destination during winter.
8. Keeping accounts _____ (is/are) important for spending money wisely during travel.
9. Either the ticket or the bus passes _____ (need/needs) to be used for travelling in the tourist bus.
10. Neither the passengers nor the taxi driver _____ (was/were) aware of the best route to the hotel.



Let us listen

You will listen to a girl speak about the story of how Agartala got its name and the importance of *agar*. As you listen, choose the correct option for the questions given below. (*Transcript for the teacher on pg. 375*)

1. What does the word 'Agartala' mean?
 - (i) under the agar tree
 - (ii) beside the agar tree
 - (iii) around the agar tree



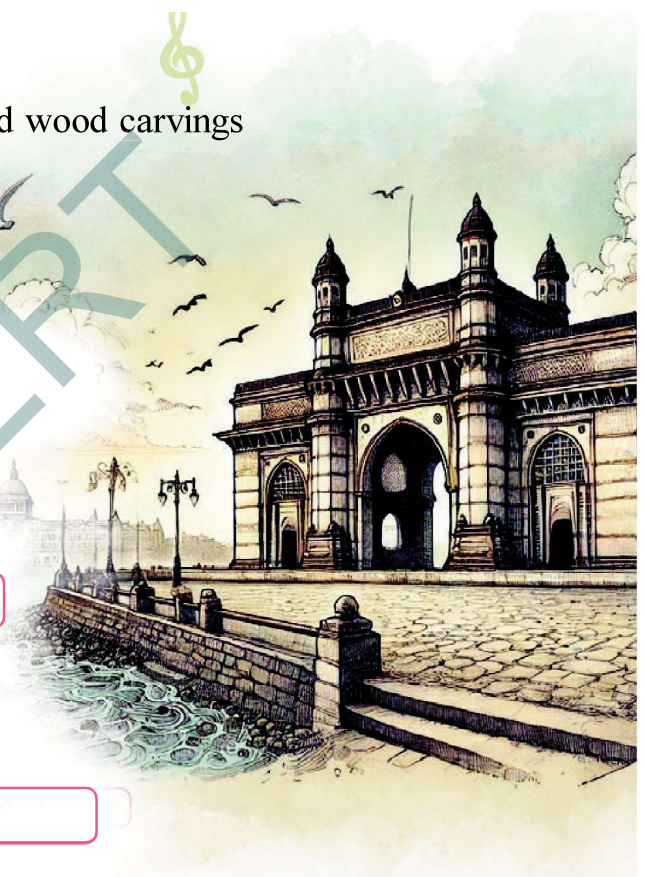
2. Which of these is another name for agarwood trees?
 (i) gharuwood (ii) sandalwood (iii) rosewood
3. What kind of smell does agarwood have?
 (i) woody and citrusy (ii) woody and flowery
 (iii) fresh and citrusy
4. How is agarwood formed?
 (i) when the tree dries (ii) when the tree dies
 (iii) when the tree gets infected
5. What is agarwood used to make?
 (i) incense and edible oil (ii) perfumes and wood carvings
 (iii) gum and candies



Let us speak

Read the questions listed below.
 Which of the two given options do you prefer?

1. How do you like to travel?
 Bus train
2. What kind of a trip do you like?
 Family trip school trip
3. Where would you like to go?
 Beaches mountains
4. What do you like to do on a trip?
 Adventure activities sightseeing
5. When do you like to travel?
 Winter summer
6. What kind of places would you like to visit?
 Historic monuments wildlife sanctuaries
7. How long a trip would you like?
 Short long



Now, work in pairs and tell each other about your preferences with respect to the questions. You may use the phrases given below to speak about your choices.

- I prefer... to... because...
- I would rather... than... because...
- I like... better than... as...
- ... is or are better than... because...
- ... appeal or appeals to me more than... as...
- I am alright with both, but I prefer... because...
- Given a choice, I would go for... over... as...



Let us write

Imagine that you have to travel to your hometown to attend a family event. Write an application to the Principal of your school, requesting leave of absence. Remember to include the duration of the leave, the reason for the leave and mention how you will complete your school work. Use the format of the application and the verbal cues given below.

_____ (House no. and street)

_____ (City)

_____ (State or Union territory)

_____ (Date)

The Principal

_____ (Name of your school)

_____ (City)

_____ (State or Union territory)

Subject: Request for leave for... days

Dear _____ (Madam or Sir),

I am writing to request _____ days leave with effect from _____ to _____ in order to attend _____

I would like to assure you that I would _____.

I would be grateful if you could grant me the leave.

Yours sincerely,

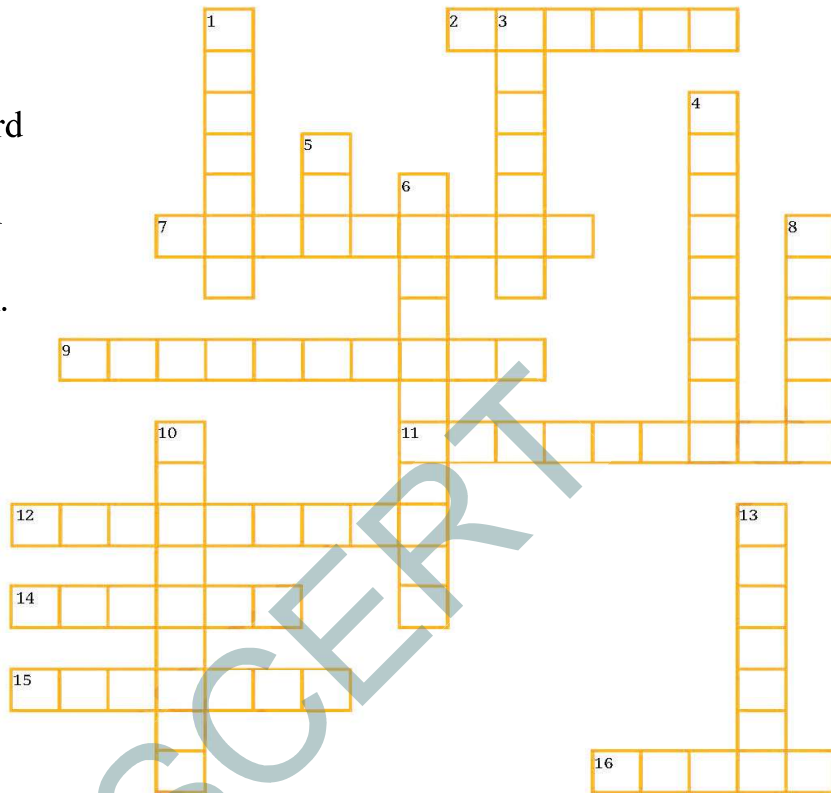
_____ (Name)

_____ (Class, Section, Roll Number)



Let us explore

I Solve the crossword puzzle by identifying the States and Union Territories of India using the clues given.



Across

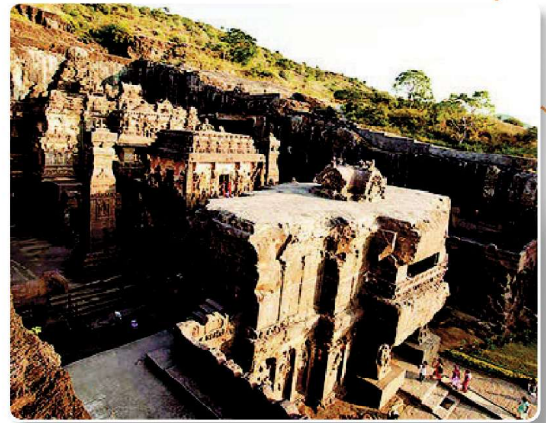
2. Pangong Lake
7. Thar Desert
9. Serenity Beach
11. Hampi
12. Nagarjuna Sagar Dam
14. Thangka Paintings
15. Rann of Kutch
16. Nalanda University

Down

1. Dampa Tiger Reserve
3. Cellular Jail
4. Double Decker Living Root Bridge
5. Dudhsagar Falls
6. Gangotri Glacier
8. Chilika Lake
10. Chota Nagpur Plateau
13. Kurukshetra



II There are many ancient places to visit in India. For example, Kailasa, the majestic cave temples of Ellora. They are officially listed on the World Heritage list by UNESCO. These caves were carved out of the vertical basalt cliffs of the Sahyadri hills. You may visit this site to know more about these caves - <https://indianculture.gov.in/stories/kailasa-majestic-temple-ellora>



The Kailasa Temple
Source: UNESCO

1. Rani-ki-Vav (the Queen's Stepwell) is located at Patan, Gujarat and is also on the World Heritage list by UNESCO. Stepwells are a distinctive form of water resource and storage systems on the Indian subcontinent, and were constructed during ancient times. They evolved over time from what was basically a pit in sandy soil towards elaborate multi-storey works of art and architecture.



Rani-ki-Vav
Source: UNESCO

Now, find out about the unique places in your village, region or state and share the details with your classmates and the teacher.



III The Hornbill festival is a unique festival that is held annually in the Kisama village near Kohima, the capital of Nagaland.

In groups of four, find out about this festival- when it is held, who participates in it, what its purpose is, what events are held, etc. Share your findings with your classmates and the teacher.

TRANSCRIPTS

MY BROTHER'S GREATEST INVENTION



Let us listen (refer to page 339)

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1-5.

ANITA : Hi, Toby! Do you miss your planet?

TOBY : Very much, Anita! I miss my people and home.

ANITA : Oh! I wish I could do something about it! But I am happy to have you as my friend.

TOBY : Thank you, Anita!

ANITA : Er... could you tell me something more about yourself?

TOBY : Why not! What do you want to know about me, Anita?

ANITA : What do you eat for breakfast?

TOBY : Well, we Martians don't need to eat anything. We get our energy from the Sun.

ANITA : Oh! Don't you ever feel like having ice creams and chocolates? I can't think of life without them!

TOBY : No, Anita! We are made of different stuff.

ANITA : Okay, tell me one thing. How are you able to see with only one eye? I see only one big eye in the centre of your face.

TOBY : My friend, we Martians need only one eye to see clearly. In fact, I can see even with my eye closed. I can see beyond mountains and clouds, wood and even metals. I can see that you are carrying a toy in your pocket. It's a blue aeroplane. Isn't it? And yes! That apple you just had for breakfast is going round-and-round in your stomach right now!

ANITA : (gasps in disbelief) Oh my goodness!

II Listen to the conversation again and fill in the blanks with the exact words you hear.

PAPER BOATS



Let us listen (refer to page 349)

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the true statements from 1-7.

FATHER : Sai dear! What are you working on there with all that paper?

SAI : Baba, I am trying to make an origami crane, but it's a bit tricky. I keep messing up the folds.

FATHER : Ah, origami! I remember doing that when I was your age. You know, Sai, origami has a really interesting history.

SAI : Really? I thought it was just something fun to do with paper.

FATHER : It is fun, but it's also an age-old art form. Origami started in Japan over a thousand years ago. Back then, paper was really expensive, so it was only used for special occasions, like religious ceremonies.

SAI : Wow, I didn't know that. So, it wasn't just for doing crafts?

FATHER : It wasn't until the seventeenth century that people began making animals, flowers and other designs just for fun.

SAI : So, people have been making paper cranes for hundreds of years?

FATHER : Yes, and the crane is especially important in Japanese culture. It's a symbol of peace and long life. There's even a belief that if you fold a thousand paper cranes, you can make a wish, and it will come true.

SAI : A thousand cranes? That's a lot! But it sounds like a really nice tradition.

FATHER : It is. Origami isn't just about the final shape-it's about the process, the patience and the creativity involved. And over the years, it's spread all over the world, with people adding their own styles and techniques.

SAI : I had no idea origami had such a long history. It makes folding this crane feel even more special.

FATHER : I'm glad you think so, Sai. Perhaps we can start with something simpler next time. How about we make an

origami paper boat next? It's easier, and we can float it in the stream outside.

SAI : A boat sounds awesome! Let's do it! But first, I want to finish this crane. Can you help me with the last few steps?

FATHER : Of course! Let's finish this crane together. After that, we'll sail our paper boat.

NORTH, SOUTH, EAST, WEST



Let us listen (refer to page 368)

You will listen to a girl speak about the story of how Agartala got its name and the importance of agar. As you listen, choose the correct option for the questions given below.

Hi everyone,

We all know that Agartala is the capital of Tripura. But did you know how Agartala got its name? It's made up of two words: 'agar', which is a type of tree, and 'tala', meaning underneath. So, Agartala means 'under the agar tree'. These trees are also called aloeswood, eaglewood, or gharuwood. It is also referred to as 'wood of the gods'.

Agarwood, the wood from these trees, is really special. It smells amazing-like a mix of woody and flowery scents. It is one of the rarest and the most expensive woods in the world. People have used it for thousands of years in medicines, perfumes and rituals. It has been described as early as 1400 BCE in the Vedas. The Egyptians are believed to have used agarwood incense as part of their rituals more than 3,000 years ago.

Here's something even more remarkable-agarwood only forms when the tree is hurt or infected with a bug or virus. Instead of dying, the tree creates this dark, sticky, sweet-smelling substance called agar oil which protects it from further infection.

Agarwood is very important to people in Agartala. It's used to make perfumes, incense, and the hand carvings which Tripura is famous for.

And here's the best part: the tree was once almost extinct, but now, thanks to people taking care of it, you can find it in almost every house in northern Tripura. How great is that!

UNIT:1 LEARNING TOGETHER

Word	Phonetic Transcription (IPA)	Notes
shrieked (v)	/ʃri:kt/	Use the long /ee/ sound as in <i>see</i> . “sh” = /ʃ/.
conspiratorially (adv)	/kənˌspɪr.əˈtɔ:ri.ə.li/	Primary stress on “ tor ”; secondary on “ spir .” Say smoothly without pausing.
catamaran (n)	/'kæt.ə.mə.ræn/	Stress on “ kat .” “ran” rhymes with <i>man</i> .
squatting (v)	/'skwɒt.ɪŋ/	Stress on “ skwot .” “ing” = /ɪŋ/, short <i>i</i> sound.
monarch (n)	/'mɒn.ək/	Stress on “ mon .” “arch” pronounced as <i>uhk</i> , not <i>ark</i> .
grieved (v)	/gri:vd/	Long /ee/ sound. Voiced /v/ before final /d/.
endeavour (v/n)	/ɪnˈdev.ə(r) /	Stress on “ dev .” The ending <i>-our</i> sounds like <i>er</i> .
symmetry (n)	/'sɪm.ə.tri/	Stress on “ sim .” Final <i>-try</i> sounds like <i>tree</i> .
quiver (v)	/'kwɪv.ə(r) /	Stress on “ kwi .” The <i>qu</i> gives a /kw/ sound.
panorama (n)	/'pæn.əˈrɑ:mə/	Stress on “ raa .” Secondary stress on <i>pan</i> .
mastodons (n)	/'mæs.tə.dɒnz/	Stress on “ mas .” Plural <i>-s</i> sounds like /z/.

UNIT:1 WIT AND HUMOUR

Word	Phonetic Transcription (IPA)	Notes
countryside (n)	/'kʌn.tri.saɪd/	Stress on “ kun .” “side” uses the long /aɪ/ sound as in <i>ride</i> .
twitching (v)	/'twɪtʃ.ɪŋ/	Stress on “ twich .” “twi” = /twɪ/, “ching” = /tʃɪŋ/.
porridge (n)	/'pɒr.ɪdʒ/	Stress on “ por .” “ridge” = /ɪdʒ/, short <i>i</i> sound.
ploughing (v)	/'pləʊ.ɪŋ/	Stress on “ plow .” “plough” = /pləʊ/, “ing” = /ɪŋ/.
staggered (v)	/'stæg.əd/	Stress on “ stag .” “gered” = /gəd/, weak <i>uh</i> sound in second syllable.
hilariously (adv)	/hɪˈleə.ri.əs.li/	Stress on “ lair .” Clear /ɪə/ sound in “leə.”
embarrasses (v)	/ɪmˈbær.əs.ɪz/	Stress on “ bar .” Ending <i>-es</i> = /ɪz/, soft <i>uh</i> before it.

UNIT:1 DREAMS AND DISCOVERIES

Word	Phonetic Transcription (IPA)	Notes
scowling (v)	/ˈskəʊ.lɪŋ/	Stress on “ skowl .” The diphthong /aʊ/ sounds like <i>now</i> .
smugly (adv)	/ˈsmʌg.li/	Stress on “ smug .” The vowel /ʌ/ sounds like <i>u</i> in <i>cup</i> .
stealthily (adv)	/ˈstelθ.i.li/	Stress on “ stel .” The “th” is unvoiced /θ/ as in <i>think</i> .
frantic (adj)	/ˈfræn.tɪk/	Stress on “ fran .” The vowel /æ/ as in <i>cat</i> .
crestfallen (adj)	/ˈkrest.fɔː.lən/	Stress on “ krest .” The /ɔː/ in <i>fall</i> sounds like <i>taught</i> .
look (v)	/lʊk/	The vowel /ʊ/ as in <i>book</i> ; short and rounded.
groggily (adv)	/ˈgrɒ.gɪ.li/	Stress on “ grog .” The vowel /ɒ/ as in <i>cot</i> .
ruffianly (adj)	/ˈrʌ.fi.ən.li/	Stress on “ ruf .” The /ʌ/ as in <i>cup</i> ; secondary stress on <i>an</i> .
eerie (adj)	/ˈiə.ri/	Stress on “ ee .” Diphthong /iə/ like <i>ear</i> .
indulgently (adv)	/ɪnˈdʌl.dʒənt.li/	Stress on “ dul .” The /ʌ/ as in <i>cup</i> ; “ge” gives /dʒ/ sound.
dismantled (v)	/dɪsˈmæn.təld/	Stress on “ man .” The /æ/ as in <i>cat</i> ; ending softly /əld/.
bulging (v)	/ˈbʌl.dʒɪŋ/	Stress on “ bulg .” The /ʌ/ as in <i>cup</i> ; “g” gives /dʒ/ sound.
fairies (n)	/ˈfeə.rɪz/	Stress on “ fair .” Diphthong /eə/ like <i>hair</i> .

Mind Map

