

Lesson 1

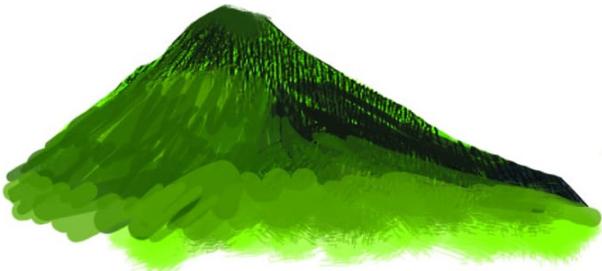
Afternoon on a Hill



Look at the pictures. Which ones have you seen in real life? Put a tick (✓) in the circles :



a sea



a hill



a desert



a river



a cloud



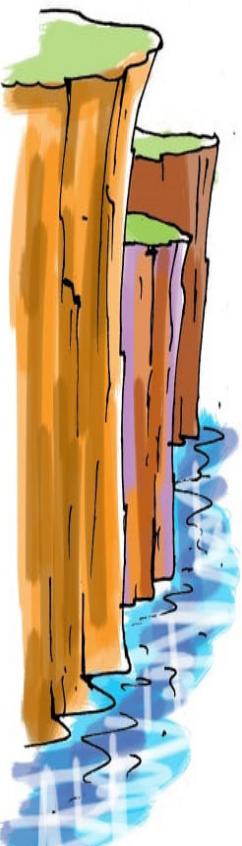
a cliff

Now, talk about your experience with your partner.



Let's recite a poem about the poet's visit to a hill in an afternoon.

Afternoon on a Hill



I will be the gladdest thing

Under the sun!



I will touch a hundred flowers

And not pick one.



I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.



And when lights begin to show

Up from the town,



I will mark which must be mine,

And then start down!

Edna St. Vincent Millay

About the poet :

Edna St. Vincent Millay is an American poet and dramatist. She was born on February 22, 1892 at Rockland Maine, US. She won the prestigious Pulitzer Prize for Poetry. She died on October 19, 1950. Her notable works include 'A Few Figs from Thistles', 'Ballad of the Harp-Weaver', etc.

'St'. is read as
'Saint'.

Let's learn the meaning of a few words from the poem :

gladdest : happiest

cliffs : high areas of rock with a very steep side, often at the edge of the sea or ocean

mark : to show the position of something



ACTIVITIES

Let's see how much we have understood :

1. Answer the following questions :

- a) What are the few things that the poet will see while standing on a hill in the afternoon?
- b) When will the grass bow down and rise again?
- c) What will the poet do on the hill in the afternoon?
- d) When will the poet go home?
- e) Why do you think the poet will not pick any flowers?

2. Write down the stanza from the poem that you like the most :



3. Read the following explanations of the three stanzas of the poem given below. Identify and write the stanza number next to each explanation:

The poet will look at cliffs and clouds and watch how the grass bows down because of the wind and rises again the next moment.

The lights will begin to show up from the town when it gets dark. The poet will identify the light that belongs to her place and return home.

The poet will climb a hill in the afternoon. She will be happy to do so. She will see and touch the flowers that are in abundance in the hill. But she will not pick a single flower.

4. Match the following :

The poet

show up from the town.

A lot of flowers

will be on a hill in the afternoon.

The grass

are in the hill.

Lights

bows down and rises again.



Group work:

5. Discuss with your friends what you have understood from the poem and share with your class.
6. Write the rhyming words from the poem for the ones given below :

brown

skies

run



7. Read the following phrases from the poem :

cliffs and clouds

Watch the Wind

mark which must be mine

Here, the poet has used a literary device called **alliteration** for special effect.

Alliteration : Alliteration is a literary device. It is the repetition of consonant sounds at the beginning of two or more words.

Write down a few sets of words using alliteration. One is done for you.

a) tall towers

8. a) "I will be the gladdest thing Under the sun!"

These two lines from the poem say that nature gives happiness to the poet. Besides happiness, nature gives us a lot of other things. Write down a few such things :

b) "Watch the wind bow down the grass And the grass rise."

The poet derives immense pleasure by looking at nature. Observe nature around you. What attracts you? Share with your friend.

9. Look at the picture and write description about it. You can use the ideas given in the box:



beautiful sunrise
beauty of nature
birds chirping

bright sunny morning
breathtaking view
flowers in bloom

vibrant colours
nature at its best
flowing water

10. Find words related to nature in the grid and encircle them. One is done for you.

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

Now, make sentences using each word:

11. a) In group, discuss with your friend how you can take care of nature. You can use the ideas given in the cards.

planting and
nurturing trees

disposing garbage
in bins

preserving
water

switching off the lights
while going out of the room

walking to nearby places
instead of using a vehicle

b) Look at the pictures. These represent some activities for nurturing a plant. Choose the appropriate words or phrases from the box and write them below the pictures :



● weeding



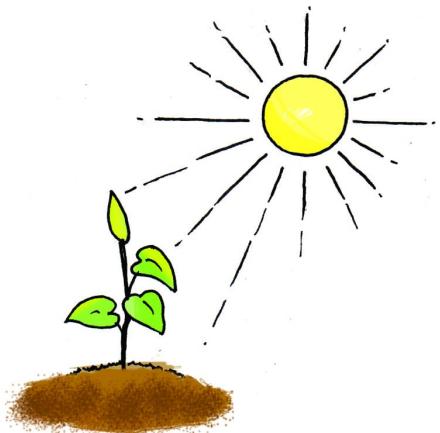
● providing nutrients

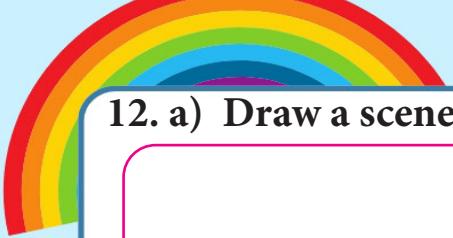
● watering regularly

● protecting from pests and diseases

● ensuring sufficient sunlight

● fencing





12. a) Draw a scenery :



b) Describe the picture to your friend without showing it to him/her. Your friend will listen to you and draw accordingly. Match your drawing with the one your friend has drawn after listening to you. Are the two pictures the same? Now, take turns doing the activity. Have fun!

13. a) Let's read these words aloud :

hill

rise

lights

wind

cliff

thing

pick

mine

Note that the letter 'i' is pronounced in two different ways in the words.

b) Read the words again. In Box A, write the words in which the letter 'i' is pronounced as in 'hill'. In Box B, write the words in which the letter 'i' is pronounced as in 'rise'. An example is written in each box for you.

Box A

Box B

hill _____

rise _____

You may hear the word 'wind' pronounced in two different ways.

Add words to each box.



Let's learn some grammar :

14. Read the poem 'Afternoon on a Hill' and find words which belong to different word classes. Write them down in the spaces given below. One word is provided as an example for each word class.

- a) Noun (a naming word) : hill , _____
- b) Pronoun (a word used instead of a noun) : I, _____
- c) Adjective (a word that describes a person, or a thing) : gladdest, _____
- d) Verb (a word that expresses state or an action) : touch, _____

15.a) **Read this line from the poem :**

"I will be the gladdest thing ..."

Here the word 'gladdest' is the superlative degree of the adjective 'glad'. The comparative degree of glad is 'gladder'.

We use the comparative degree and the superlative degree of adjectives for comparison. Generally, 'er' is added to the the adjective to make it comparative and 'est' is added to make it superlative.

Let's learn the comparative and superlative degrees of a few adjectives.

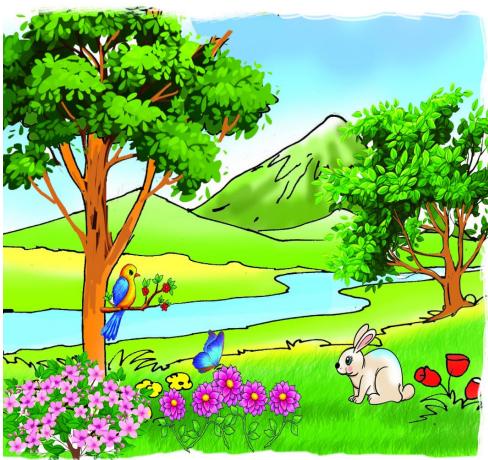
Positive Degree	Comparative Degree	Superlative Degree
cold	colder	coldest
light	lighter	lightest
clean	cleaner	cleanest
bright	brighter	brightest
tall	taller	tallest

b) Now, complete the following table:

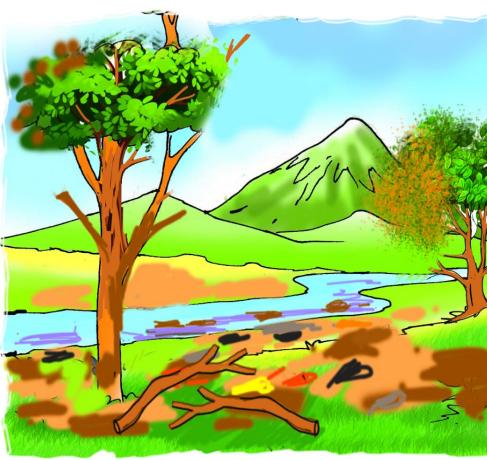
Positive Degree	Comparative Degree	Superlative Degree
quiet
.....	safer
.....	slowest

c) Look at the two pictures given below. Which picture do you like more and why? Discuss with your friend. You can use the adjectives given in the box in the comparative degree form.

Picture 1



Picture 2



- green
- clean

Work with your friend and suggest some ways to protect nature.

16. Read these lines from the poem :

I will be the gladdest thing ...

I will touch a hundred flowers ...

I will look at cliffs and clouds ...

I will mark which must be mine ...

When we talk about events or actions that will happen in the future, we use 'will'. We also use 'shall' and other verbs to talk about actions that will occur at some time in the future.



Now, look at the sentences :

- i) The poet goes to the hill in the afternoon.
- ii) The poet touches the flowers.

When we talk about events or actions that take place regularly, we use the simple present tense.

Now, write down two sentences stating the activities that you will do tomorrow in the space given below. Use 'will' or 'shall'.

.....
.....

Write down what you usually do in the morning. Use simple present tense.

.....
.....

17. Listen to the announcement of an art competition made by your class teacher. As you listen, fill in the blanks with the information from the text.

- a) The art competition will be held on the occasion of _____.
- b) The theme of the competition is _____.
- c) The competition will start at _____ a.m.
- e) The students have to bring the necessary _____.
- f) The school authority will provide only _____.
- g) _____ winners from each group will be awarded.

► The teacher will read out the listening text from page no. 22.

Did you know?



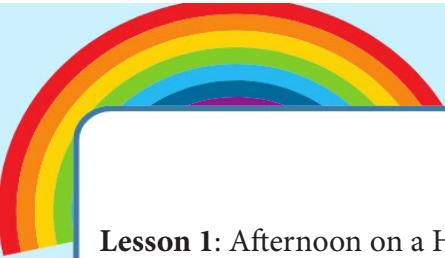
Molai Forest :

Molai forest is named after Jadav 'Molai' Payeng, an environmental activist from Majuli. Jadav Payeng, is known as the 'Forest Man of India'. He planted various tree species on a barren sandbar of the Brahmaputra river. His work transformed the barren sandbar into a large forest. This forest is now known as 'Molai Forest'. This forest is home to many wild animals, birds, etc.

Transcript of listening text

Announcement of an art competition :

On the occasion of World Environment Day, an art competition will be held on the school premises on June 5. The theme of the competition is 'A Clean and Green Environment'. The competition will be held in two groups: Group A, comprising Classes I to V and Group B, comprising Classes VI to VIII. The competition will start at 10 a.m. at the playground. The school authority will provide the drawing paper. The students have to bring the necessary art materials. Three winners from each group will be awarded.



For The Teacher

Lesson 1: Afternoon on a Hill

Theme: Nature

Form of text: Poem

- **Pre-reading :** Personal experience and a few words related to nature have been used as a preparation exercise for the next activity i.e., the reading of the poem.
- **Reading :** Activities 1, 3 and 5 are reading comprehension activities based on the text. The activities will help the learners develop reading skills like looking for specific information, summarising, global comprehension, inferencing, etc. There are close-ended as well as open-ended questions. The teacher will encourage learners to answer orally as well as in writing.
- **Writing :** Activity 9 is a scaffolded writing activity aiming to help learners write description. Activity 11(a) will help learners write captions below pictures.
- **Speaking :** Activity 6 will help learners recite the poem with rhythm. Activity 13(a) and Activity 13(b) will help learners pronounce two sounds of the letter 'i' correctly. Activity 11(a) will help learners talk about their ideas.
- **Listening :** Activity 18 is a listening activity. The teacher will read out the listening text and the learners will do the exercise. It will develop their skill of listening for specific purposes.
- **Vocabulary :** Meaning of a few words from the poem is given immediately after it in order to facilitate the learners to read and comprehend the poem on their own. In Activity 10, the learners will find out words from a grid and make sentences with the words they find.
- **Grammar :** In Activity 14, the learners will learn to identify Noun, Pronoun, Adjective and Verb. Activity 15(a), Activity 15(b) and Activity 15(c) are on Degrees of Comparison of Adjectives. In Activity 16, the learners will learn to use 'will' and 'shall' and Simple Present Tense.
- **Literary Devices :** In Activity 7, the learners will learn about a literary device called alliteration.

Activity 12(b) is gamification. Collaborative learning will happen in Activity 5. In Activity 11(a) and Activity 12(b), a lot of scope is provided for group work, pair work for collaborative learning and collaboration, which will foster values like helping each other, team spirit, etc. Activity 11(a) and Activity 11(b) will help learners imbibe values like keeping our surroundings clean, nurturing nature etc. Activity 15(e) will help develop critical thinking in the learners. Art is integrated in Activity 12(a).

Lesson 2

The Golden Touch



Read the sentences in the boxes and match them with the pictures. Write the name of each character in the space provided. You may take help from the names in the box given below:

SHAKTIMAAN

HARRY POTTER

WONDER WOMAN

He is a brave, loyal, and kind young wizard.



She is a courageous and compassionate superheroine.



He is a superhero who fights against evil forces to protect humanity.



Let's talk :



A magic wand

Imagine someone with a magic wand wants to grant you superpower. What superpower would you choose, and why?

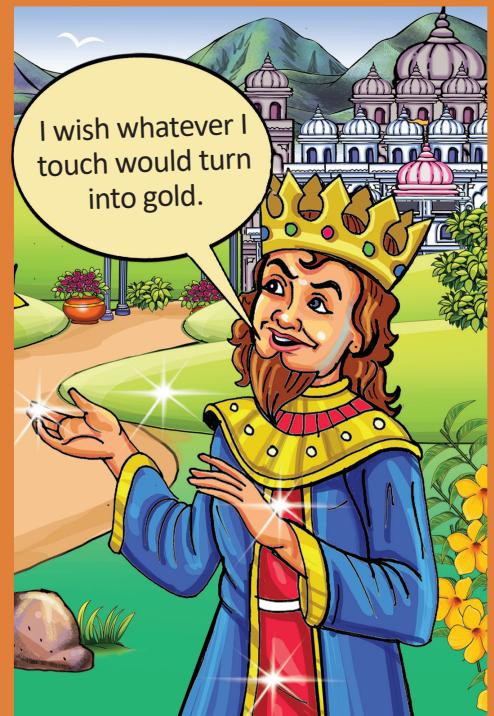
Let's read the story: The Golden Touch

Once upon a time, there was a king named Midas in ancient Greece. He was very rich but unhappy.



He always looked for ways to get money and gold.

One day, King Midas came across a Divine Spirit. He treated the Divine Spirit very well.





Are you sure?
This wish may lead
to trouble.

If my wish is
fulfilled, I will get
a lot of gold. I will
be the richest
king. Please,
grant me this
wish.

As you wish!

King Midas was very happy to
get his wish fulfilled. He wanted
to test his magical power.

Let me touch
this stone!

As the king insisted, the Divine
Spirit granted him the wish.

As soon as King Midas touched
the stone, it turned into gold.

Wow !!!
Unbelievable!
The stone has turned
into gold. Let me
touch other things
too.

Whatever the king touched turned
into gold.



Unfortunately, the king could not even eat or drink. Everything he touched, turned to gold immediately.

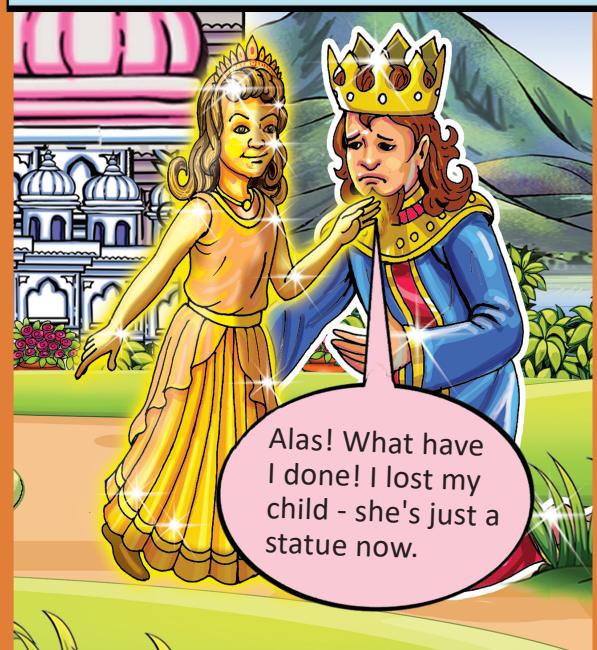


The king went to the garden. He saw his daughter coming towards him.



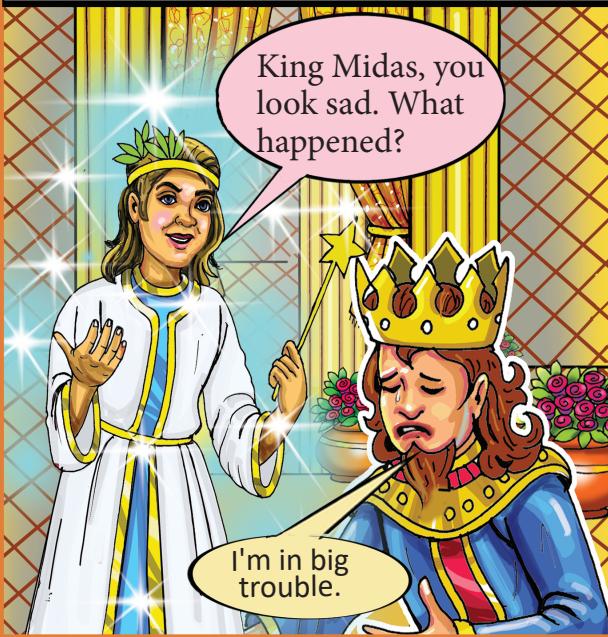
They hugged each other.

As soon as King Midas touched his daughter, she turned into a statue of gold. The king was shocked.



He saw that everything he touched turned into gold. The king's happiness turned into despair and he cried loudly.

The Divine Spirit heard King Midas crying. He appeared before King Midas.



King Midas immediately rushed to the river.



He hurried to the garden. He hugged the gold statue of the princess. As soon as the king touched it, the princess came back to life.



The water of the river washed away the golden touch.

That day onwards, King Midas became a changed person.



King Midas learned to be happy with what he had. He lived happily thereafter.

Let's learn the meaning of a few words from the lesson :

excited	:	feeling or showing happiness and enthusiasm
insisted	:	demanded that somebody agreed to do something
repenting	:	be sorry for something wrong that one has done
grant	:	to agree to give what someone had asked for
shocked	:	surprised and upset



ACTIVITIES

Let's see how much we have understood :

1. Answer the following questions :

- a) What did the king wish for?
- b) How did the king test his power?
- c) What happened to the princess when the king hugged her?
- d) How did the king get rid of his golden touch?
- e) What lesson did King Midas learn at the end?



2. Read the following statements. Put a tick (✓) on the correct statement, and cross (✗) on the incorrect ones:

- a) King Midas was very happy with his wealth.
- b) The king tested his new power by touching a stone.
- c) The Divine Spirit did not warn King Midas.
- d) When King Midas touched a stone, it turned into gold.
- e) The Divine Spirit didn't solve King Midas' problem.

3. Read the sentences given below, and replace the underlined part with a word from the box.

shocked excited granted insisted

- i. King Midas was surprised.
- ii. The Divine Spirit agreed to fulfil his wish.
- iii. King Midas demanded forcefully that his wish be fulfilled.
- iv. King Midas was happy and enthusiastic when his wish was fulfilled.

4. Choose the correct alternative from the options to complete each sentence:

a) King Midas' greatest desire was_____.

- i) to hug his daughter
- ii) to have more gold
- iii) to wash his hands
- iv) to walk in the garden

b) _____ granted the wish of King Midas.

- i) The stone
- ii) The Divine Spirit
- iii) Midas' daughter
- iv) A golden statue



c) King Midas got rid of his golden touch_____.

- i) by wishing it away
- ii) by washing his hands in the river
- iii) by taking a walk in the garden
- iv) by hugging his daughter

d) The lesson that King Midas learnt from his experience is that _____.

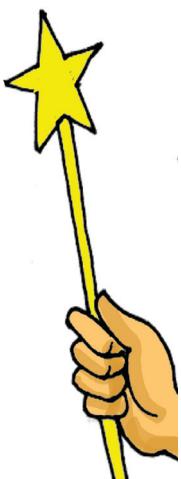
- i) gold is the key to happiness
- ii) power is more important than love
- iii) love and happiness are worth more than gold
- iv) greed is everything in life

e) After losing the golden touch, King Midas_____.

- i) became greedier
- ii) became wiser
- iii) remained the same
- iv) lost his kingdom

f) The message that the story conveys is that _____.

- i) material wealth gives happiness
- ii) greed makes a man blind and foolish
- iii) gold is more valuable than life
- iv) a golden touch is more valuable than happiness





5. Arrange the jumbled sentences in the proper order to get the summary of the story 'The Golden Touch'. Rewrite the sentences in the correct order. Begin some of the sentences with Then, After that, Next and Finally to show how the events happen.

- i. King Midas learned to be happy with what he had.
- ii. The Divine Spirit told Midas to wash his hands in the river.
- iii. King Midas quickly went to the river and washed his hands.
- iv. King Midas always wanted more gold. 1
- v. His daughter came back to life.
- vi. A Divine Spirit met King Midas one day.
- vii. When she hugged him, she instantly turned into a statue of gold.
- viii. King Midas became very sad.
- ix. The Divine Spirit said, 'I will grant you one wish.'
- x. Excited, he ran to tell his daughter the news.
- xi. King Midas said, "I wish whatever I touch turns into gold".



6. a) Some letters may have more than one sound. Let's take the example of the letter 'a'. Read these words aloud and notice the sounds of letter 'a' in them:

name

Midas

want

happy

grant

saw

b) Now, fill in the blanks in the following sentences with words given in the box below:

lost

she

pull

time

(i) The sound of 'e' in get is different from the sound of 'e' in _____.

(ii) The sound of 'i' in king is different from the sound of 'i' in _____.

(iii) The sound of 'o' in gold is different from the sound of 'o' in _____.

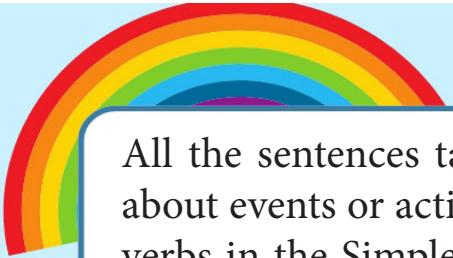
(iv) The sound of 'u' in turn is different from the sound of 'u' in _____.

Let's learn some grammar :

7. a) Read the following sentences, and notice the underlined words:

- i. He constantly looked for ways to get money and gold.
- ii. He treated the divine spirit very well.
- iii. He wanted to test the magical power.
- iv. The Divine Spirit granted the king his wish.
- v. He rushed to the palace.

The sentences given above refer to actions that happened before.



All the sentences talk about actions that happened before. When we talk about events or actions that took place at a definite time in the past, we use verbs in the Simple Past Tense. In the simple past tense of a verb, we say what we did yesterday, or last week, or even a long time ago. We use the second form of the verb by adding '-d' or '-ed' to the verb. Let's see the first and second forms of the underlined verbs:

Base form/ First form	Past form/ Second form
look	looked
treat	treated
want	wanted
grant	granted
rush	rushed

b) Read the lesson to find out the past forms of the verbs given below. Write them down in the space provided:

Base Form	Past Form
live	
turn	
touch	
shock	
realise	

There are a few verbs that do not follow the usual pattern of adding '-d' or '-ed' at the end to form the past tense.

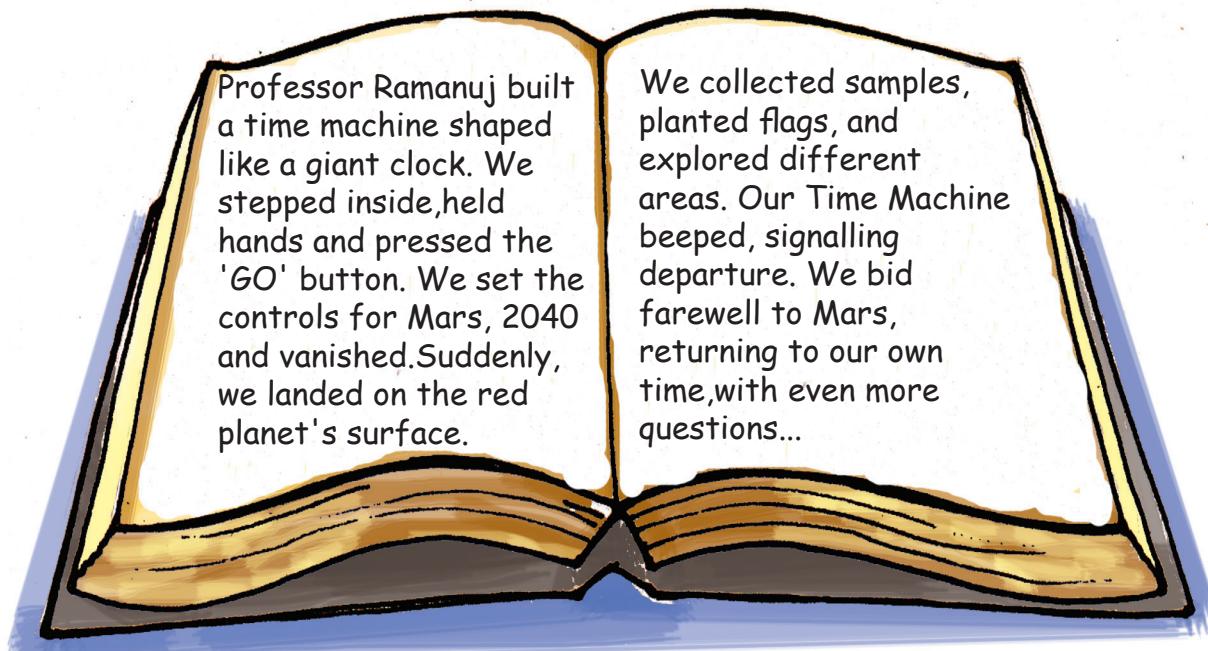
Examples :

go	went
become	became
get	got
see	saw

c) Read the paragraph, and fill in the blanks with the Simple Past Tense form of the verbs:

King Midas _____ (want) to be the richest king. So, he _____ (wish) for the power to turn everything he touched into gold. The Divine Spirit _____ (grant) him his wish. King Midas _____ (touch) a stone, and it _____ (turn) into gold. The princess also turned to a statue of gold when the king _____ (hug) her. Slowly, he _____ (realise) that everything he _____ (touch) turned into gold. He _____ (want) to get rid of the golden touch. He _____ (wash) his hands in the river. The water of the river _____ (remove) the golden touch from his hands.

8. a) Let's read an extract from a science fiction book :



b) Have you ever read science fiction before? Now, go to a library or search on the internet with the help of an elder to find such books. Write down the names of those books in the space given below :

c) Imagine that you live on the moon. Now, talk to your friend about your life there. Share with your friend how it is different from life on earth.



Let's read:

9. a) Read the following sentences and notice the underlined words:

- i The touch of the king turned his daughter into a statue of gold.
- ii. When the king touched the stone, it turned into gold.

The word 'touch' is used in two different way in the sentences. In the first sentence, the word touch is used as a noun, and it means the king's magical power. In the second sentence, the word touch is used as a verb, and it means what the king did.

b) Read the following sentences, and say how the meanings of 'drink' are different in both the sentences :

- i. The king could not even eat or drink because everything he touched turned to gold immediately.
- ii. The food and drink turned to gold as soon as he touched them.

Make sentences using the word 'drink' to show two different meanings:

c) Find more words from the lesson which can be used both as a noun and a verb. Write them down below :



Now, make sentences using these words as a noun and as a verb:

10. a) Look at the following words. They can be broken into different syllables. Read the words aloud and clap once for each syllable. Write down how many times you have clapped for each word. A few of them are done for you.

i. fulfil	ful-fil (2 syllables)	2 claps
ii. magical	ma-gi-cal (3 syllables)	
iii. celebration	_____	
iv. constantly	_____	
v. _____	_____	
vi. _____	_____	
vii. _____	_____	

Find out a few more words from the text having two or more syllables and complete the list above.

b) Notice that the word 'magical' is pronounced with more force on the **first syllable**, i.e. we say the first syllable more strongly than the others: ma-gi-cal. Again, the word 'fulfil' is pronounced with more force on the **second syllable**, i.e. we say the second syllable more strongly than the others : ful-fil. Listen how your teacher pronounces the word 'celebration'. Practise saying the words with correct stress.

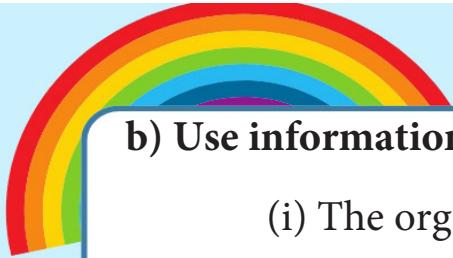
11. Listen to the story 'The Tale of the Talking Cave' and answer the questions orally:

- i. What trick did the fairies play?
- ii. What lesson did Deva learn?
- iii. What happened to the cave after the spell was lifted?
- iv. What message does the story convey?

12.a) Let's read the poster below :



- The teacher will read out the listening text from page no. 40.



b) Use information from the poster to complete the sentences :

- (i) The organiser of the magic show is _____.
- (ii) The show will be presented by _____.
- (iii) The show will be held from _____ on _____.
- (iv) The venue for the Magic Show is _____.
- (v) The address to buy tickets online is _____.

c) Design a poster for a play. Include the following details in your poster :

- Name of the play
- Date and time
- Venue
- Main characters
- A catchy slogan or tagline

Tongue Twister Time:

"Mystical magicians make mighty magic"



Make a tongue twister on your own:

Riddle time:

"I'm waved by magicians to make things disappear". What am I?

Draw me here:

Did you know?

Mysterious Mayong :

Mayong, known for magic, is located in the Morigaon district of Assam. Adjoining Pobitora Wildlife Sanctuary, it is 30 km east of Guwahati. It is a quaint village with a magical ambience. A large number of wizards, popularly known as 'oja' or 'bej' in the local language, live here. It is believed that they have a spell to cure every ailment and heal people in distress. The origin of the name Mayong is believed to have come from the Dimasa word 'Miyong' that means 'elephant'. Some others believe that it originated from the Sanskrit word 'Maya' meaning 'illusion.'

Transcript of listening text

The Tale of the Talking Cave

In a dense forest, a wise old monk named Deva lived in a small cave. One day, while Deva was meditating, a group of playful fairies decided to play a trick on him.

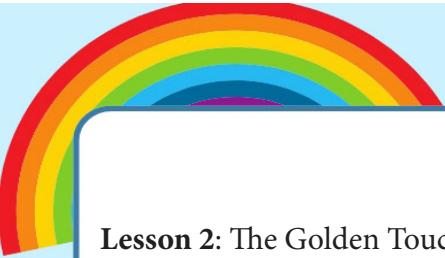
The fairies cast a spell on the cave, making the cave talk. The cave told Deva, "Deva I have been watching you for many years. You are a wise and just man, but I sense that you are also very proud."

Deva replied, "I think being proud is not bad. One must take pride in one's capabilities."

The cave said, "Taking pride in one's work is good, but being boastful is bad."

Deva realised that the cave was speaking the truth and that he needed to be more humble. He thanked the cave for its wisdom and promised to be more mindful of his own limitations.

The fairies lifted the spell, and the cave fell silent. Deva never forgot the lesson he learned from the talking cave.



For The Teacher

Lesson 2: The Golden Touch

Theme: Fantasy

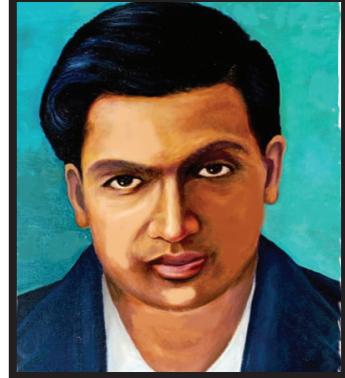
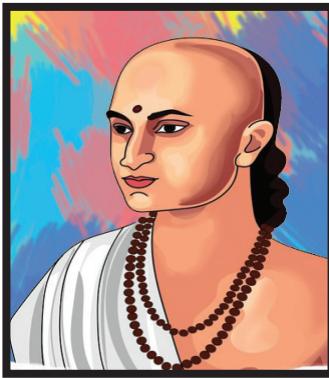
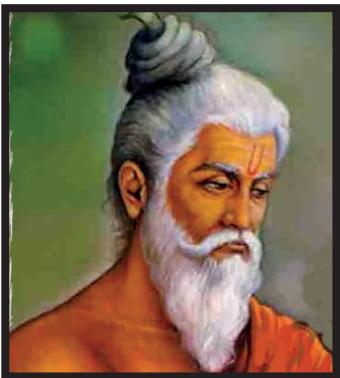
Form of text: Story

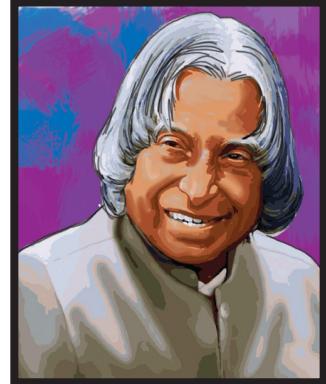
- **Pre-reading :** It is designed to activate their concept of fantasy.
- **Reading :** Activity 1, Activity 2 and Activity 4 are comprehension activities to check the learners' understanding of the story. These activities will help learners develop reading skills like reading for specific information, summarising, reading for gist, inferencing, etc. Activity 8(a) is a reading activity focusing on the skill of reading for gist. Activity 12(a) and Activity 12(b) will help learners read a poster.
- **Writing :** Activity 5 is a writing activity on sequencing and using connecting words. Activity 12(c) will help learners make posters.
- **Speaking :** Activity 16(a) and Activity 16(b) are pronunciation activities. These activities will help learners pronounce the vowels correctly. Activity 8(c) is a speaking activity. In this activity the learners will talk about an imaginary situation. Activity 10(a) and Activity 10(b) are pronunciation activities that will help learners say words with correct stress (i.e. pronouncing a syllable with more force than the other syllable/syllables in that word).
- **Listening :** Activity 11 will help learners develop listening skills like listening for specific information, listening for gist, etc.
- **Vocabulary :** The meaning of a few words from the text is given immediately after the text in order to facilitate the learners to read the text on their own. In Activity 3, the learners will be able to show their understanding of the meaning of a few words used in the text. Activity 9(a), Activity 9(b) and Activity 9(c) are vocabularies activity where the learners will learn that some words can be used both as a Noun and as a Verb.
- **Grammar :** In Activity 7(a), Activity 7(b) and Activity 7(c), the learners will learn about Simple Past Tense and will use in sentences.

Activity 8(c) will help learners develop critical thinking. Activity 8(b) will encourage learners to develop the habit of reading.



Science has contributed greatly to our daily lives. Do you agree? Discuss with your friend. Pictures of a few renowned scientists from India are given for you to identify them. Write their names in the given spaces. You can find the names in the balloons.





A.P.J. Abdul Kalam
C.V. Raman
Srinivasa Ramanujan

Kamala Sohonie
Aryabhatta
Sushruta

Let's read the conversation among three children- Nikita, Orgo and Meera in the following play:

Scene I

(Nikita is in her study room and is drawing a scenery. Orgo, her younger brother, is watching her draw the picture.)



Orgo : What a beautiful picture! But why have you painted the sky red?

Nikita : It's a sunset scene.

Orgo : I've noticed that the colour of the sky changes at different times.
Why is it so, Nikita ba?

Nikita : I don't know. You can ask your Science teacher tomorrow.

Orgo : You have painted the sky red, and you don't know the reason?

Nikita : Orgo, you can sit here, if you want. Please don't disturb me with silly questions.

Scene II

(Meera, a cousin of Nikita and Orgo, enters the room.)

Meera: What's wrong, Orgo? You look upset.

Orgo : I asked something to Nikita ba, but she scolded me instead of answering. She told me not to ask her any questions.



Nikita : Meera ba, I was busy drawing a scenery. Orgo irritated me by asking silly questions.

Meera : Is that true, Orgo?

Orgo : I simply asked why the colour of the sky keeps changing at different times. What's wrong about asking questions?

Meera : Nothing, I'm really happy that you have a curious mind. Curiosity is the root of many great discoveries and inventions.

Orgo : Really? Can you explain?

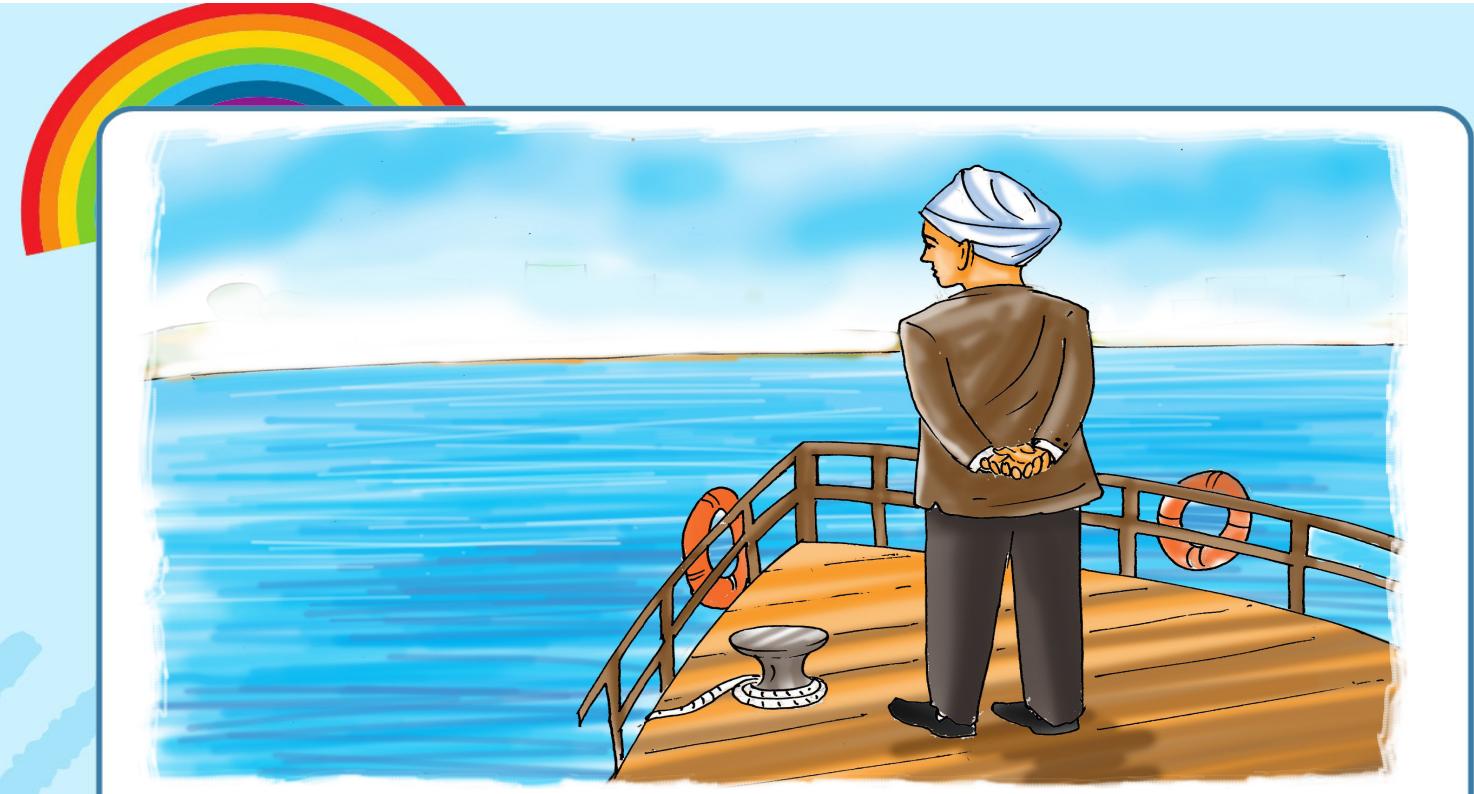
Meera : Sure. Let me tell you about one of India's greatest scientists Chandrasekhara Venkata Raman.

Nikita : Oh yes! I've heard his name. Isn't he remembered on February 28 every year?

Meera : That's right, Nikita. We observe the day as National Science Day to commemorate the discovery of Raman Effect. Before I talk more about C.V. Raman, let me share with you how his curiosity during a voyage led to a breakthrough in physics.

Orgo : I'm very eager to know more. What happened?

Meera : Okay, listen. In 1921, C. V. Raman, then a young man, was on a voyage. As he gazed at the vast sea, he wondered, "Why does the sea appear blue?" This question led to his groundbreaking discovery of the scattering of light. The phenomenon was named after him and came to be known as the Raman Effect.



Orgo : That's amazing! A simple question in his mind led to such a great discovery.

Meera : Exactly.

Nikita : I'm sorry, Orgo. I see now why asking questions is important.

Orgo : That's alright.

Meera : We should be inquisitive. Let me quote Raman, "Ask the right questions, and nature will open doors to her secrets."

Nikita

and Orgo: That's right, Meera ba.

Meera : However, Orgo, please remember it's also important to consider if someone is busy before asking that person a question. And Nikita, make sure that you don't dismiss questions straightaway. You can politely ask the person to wait.

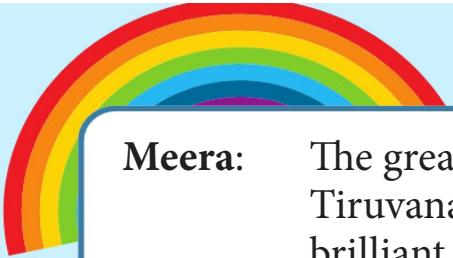
Nikita

and Orgo: We'll surely keep this in mind next time.

Meera : Excellent! Now, would you like to know more about C.V. Raman?

Nikita

and Orgo: Yes, please!



Meera: The great scientist was born on November 7, 1888 in Tiruvanaikkaval near Trichinapally in Tamil Nadu. He was a brilliant student. He completed his graduation and master's degree in physics from the renowned Presidency College, Madras.

Nikita : I've heard that Raman cleared the Indian Finance Service (IFS) exam.

Meera : Yes, he was appointed as Assistant Accountant General. But he left this job to pursue his passion for science. In 1917, he started working as a Professor of Physics at Raja Bazar Science College under the University of Calcutta. C.V. Raman was awarded the Nobel Prize in Physics in the year 1930 for his work on the scattering of light and for the discovery of the effect named after him.

Orgo : That's great! He's India's pride.

Meera : He inspires all of us. He was the founder of the famous Indian Academy of Sciences. The Indian Journal of Physics was also founded by him.

Nikita : Amazing! He contributed a lot to the field of physics.

Meera : Very true. He was awarded the highest civilian award of India, Bharat Ratna in 1954. It is awarded in recognition of exceptional service in any field of human endeavour. He breathed his last on November 21, 1970 in Bangalore.

Orgo : We've learned so much about C.V. Raman today. It's because of a simple question that I asked Nikita ba!

(Meera and Nikita laughed loudly.)



Let's learn some words and their meanings:

inquisitive : very interested in learning about different things

breakthrough : an important development that may lead to an achievement

renowned: famous and respected

voyage: a long journey especially by sea or in space

irritated : made someone angry or annoyed

ACTIVITIES

Let's find out how much we have understood.

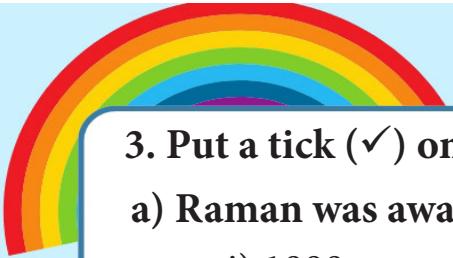
1. Answer the following questions:

- a) Who was the scientist that Meera was talking about ?
- b) What was the name given to the discovery made by C.V.Raman?
- c) What is the root of many discoveries and inventions?
- d) In which year did C. V. Raman win the Nobel Prize?
- e) What question did Orgo ask Nikita? Why was Nikita irritated by the question?
- f) "We'll surely keep this in mind next time".

What would Orgo and Nikita keep in mind?

2. Say whether the following statements are True or False:

- a) Nikita knew why the colour of the sky changes at different times.
- b) National Science Day is observed on 28th February.
- c) C.V Raman was born in Calcutta.
- d) Raman was not good in his studies.
- e) Raman breathed his last on November 21, 1970.
- f) Meera was happy about Orgo asking questions.



3. Put a tick (✓) on the correct option :

a) Raman was awarded the Bharat Ratna in

- i) 1888
- ii) 1954
- iii) 1930
- iv) 1921

b) C.V. Raman won the Nobel Prize for

- i) discovering the Raman Effect
- ii) clearing the IFS exam
- iii) working at Rajabazar Science College
- iv) completing his graduation

c) C.V. Raman was born in

- i) Tiruvanaikkaval
- ii) Madras
- iii) Calcutta
- iv) Bangalore

d) National Science Day is observed to

- i) honour Raman's contribution
- ii) celebrate Raman's birthday
- iii) commemorate the discovery of Raman Effect
- iv) pay tribute to Raman on his death anniversary

e) Nikita painted the sky

- i) orange
- ii) violet
- iii) red
- iv) blue

4. Read the lesson to complete the timeline given below. One is done for you.

Birth of
C.V. Raman



1888

1930

1954

1970

5. Underline some words in the text which are not familiar to you. In the following table, write down the words in the left column. Write the meaning of each word (by looking up in a dictionary) in the right column.

Words	Meanings

6. Frame a sentence of your own by using each word you have listed in the table above:

7. Find and write down the synonyms of the following words from the text:

curious :
breakthrough :
essential :
renowned :



8.a) Read the conversation between Orgo and his mother.



How can I know about the scientists from around the world?



Go to the library or search on the internet. I will help you get the information on the internet.

Ok, let me first go to the library.



Sure.



b) Orgo went to the library accordingly. He came across a biography of Thomas Alva Edison, the great inventor and read it. Here are a few pages from the biography.



Thomas Alva Edison became a great inventor due to certain qualities in him. He was eager to learn new things. He used to ask a lot of questions. He put great efforts to find the answers to his questions. He learned from elders, read a lot of books and

did scientific experiments in the laboratory that he had set up at the basement of his house. He faced many hurdles right from his childhood. But that did not stop him from doing what he wanted to. Qualities like these helped Edison to become the inventor that we know today.



c) Orgo made some notes of what he had read about Thomas Alva Edison. Read what Orgo wrote:

- Main topic: Edison became a great inventor due to certain qualities.
- Supporting information: The qualities
 - i) curiosity
 - ii) independent learning
 - iii) determination

Now, complete the paragraph with the help of the notes that Orgo has listed. You can use the connecting words given in the box.

Thomas Alva Edison had certain qualities that helped him to become a great inventor. Firstly, _____

- **secondly**
- **lastly**

9. a) Orgo and his friends read the notice on the notice board.

Rampur MV School, Golaghat

NOTICE

Date: 21st February, ____

The National Science Day will be observed on February 28 at the school. Every student is hereby asked to prepare a speech on 'Science in Everyday Life', and deliver the speech in her/his respective classroom in the presence of the class teacher on that day.

Headmaster

Complete the following sentence that conveys the message of the notice:

On the occasion of _____, every student will prepare _____ on _____.

b. Orgo wrote an e-mail to Meera asking for help to prepare the speech. Let's read what he wrote :

New Message - ✎ X

To meera@gmail.com Cc Bcc

Subject Request for help to prepare a speech

Dear Meera ba,

I have to deliver a speech on the topic 'Science in Everyday Life' on February 28 at my school. Will you please help me?

With regards,

Orgo

Send ▼ A U ✉ 😊 ⚠ ▣ 🔒 ✍ ⋮ ✖



c) The reply given by Meera to Orgo are in parts written in the cards. Read the parts:

With regards,
Meera

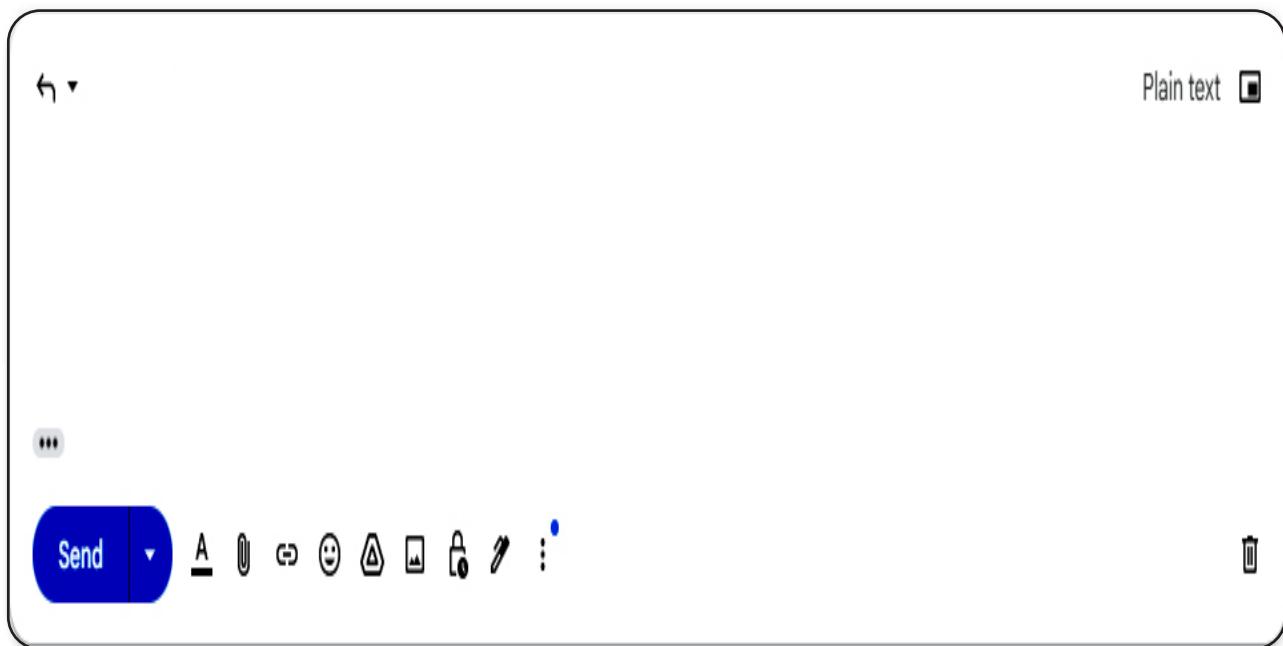
Subject : Agreeing to help

Dear Orgo,

To : orgo6@gmail.com

That's really nice. I will definitely help you. I will come to your house tomorrow. Both of us will search on the internet, find the relevant information and prepare the speech. Is that ok, Orgo? See you tomorrow.

Now, rearrange and write the parts in the proper places to get Meera's e-mail:





Let's learn some grammar:

10. a) Read these sentences:

- i) It is essential to have an inquisitive mind.
- ii) I am very curious to know more.
- iii) We are happy to learn about C.V. Raman.
- iv) In 1921, C.V. Raman, then a young man, was on a voyage.
- v) Orgo and Nikita were happy to learn about C.V. Raman.

Notice the underlined words in the above sentences.

The words 'is', 'am', 'are', 'was' and 'were' are different forms of the verb 'be'. The forms 'is', 'am' and 'are' are used in the present tense, and 'was' and 'were' are used in the past tense.

b) Now, fill in the blanks with the appropriate forms of the 'be' verb:

- i) Mita and Raman _____ my close friends.
- ii) Mita _____ Raman's neighbour.
- iii) I _____ in regular touch with them.
- iv) They _____ with me yesterday.
- v) We _____ very happy to visit a park together yesterday.

11. Look at the picture and read the sentences given beside it :



- i) Nikita is painting a scenery.
- ii) Orgo is standing near the painting.

When we talk about actions happening at the time of speaking, we use the Present Continuous Tense.



12. Now, read the following sentences :

- i) Nikita has drawn a scenery.
- ii) Meera has entered the room.

When we talk about actions that have just happened, we use the Present Perfect Tense.

13) Choose the correct option and fill in the blanks:

Nikita _____ (has come/is coming) to Meera's house. Meera and Nikita _____ (have watched/are watching) T.V. now. They _____ (have eaten/are eating) snacks while watching T.V.

14. a) Let's read the words in the box aloud and notice the beginning sound of each word:

scene	scolded	Science	scattering
-------	---------	---------	------------

All the four words begin with the consonant blend 'sc'. When we say the words 'scene' and 'science', they begin with the sound 's' as in 'sun'. When we say the words 'scolded' and 'scattering', 'sc' is pronounced like 'sk' as in 'sky'.

b) Now, read aloud the following words beginning with the consonant blend 'sc'. Write 's' if the word begins with 's' sound as in 'sun'. Write 'sk' if 'sc' is pronounced like 'sk' as in 'sky'. Two are done for you.

i) scale	sk _____.	v) scissors	_____.
ii) scent	s _____.	vi) score	_____.
iii) scene	_____.	vii) scooter	_____.
iv) scare	_____.	viii) scan	_____.



15. Read what Meera told Orgo and Nikita :

"However, Orgo, please remember, it's also important to consider if someone is busy before asking any questions to the person. And Nikita, make sure that you don't dismiss the questions straightaway. You can politely ask the person to wait."

Meera told Orgo and Nikita about some ways to behave well. Work with your friend and make a list of five examples of good behaviour. Present the list in a piece of a paper. Display the list in the classroom.

16. Think and say :

Nikita and Orgo have resolved their conflict with the help of Meera. This is an acceptable way of handling conflicts.

How do you address a conflict when you face one? List a few ways and share them with the class.

17. Listen to a news item about a moon mission read to you by your teacher. As you listen, fill in the blanks with the correct pieces of information.

- i) India became the _____ country to land on the South Pole of the moon.
- ii) The Chandrayan 3 mission was developed by _____.
- iii) The Chandrayan 3 landed on the moon on _____ August 2023.
- iv) We observe _____ Day on 23rd August every year.

18. Project :

You have learnt that C.V. Raman won the Nobel Prize for Physics in 1930. Now, find out the names of other Indians who won the Nobel Prize in different fields. Collect and paste their pictures on a chart paper. Include the following information about each of them:

Name :

Date of birth :

Place of birth :

Nobel Prize in the field :

Year of receiving the Nobel Prize:

→ The teacher will read out the listening text from page no. 58

19. Look at the illustration in Box 1. Try to draw a space shuttle in Box 2 following the steps shown in Box 1. Colour it and give it a name :

Box 1



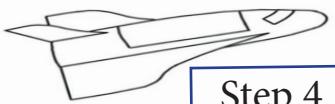
Step 1



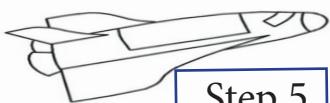
Step 2



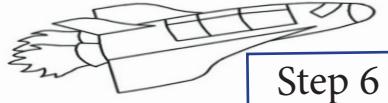
Step 3



Step 4



Step 5

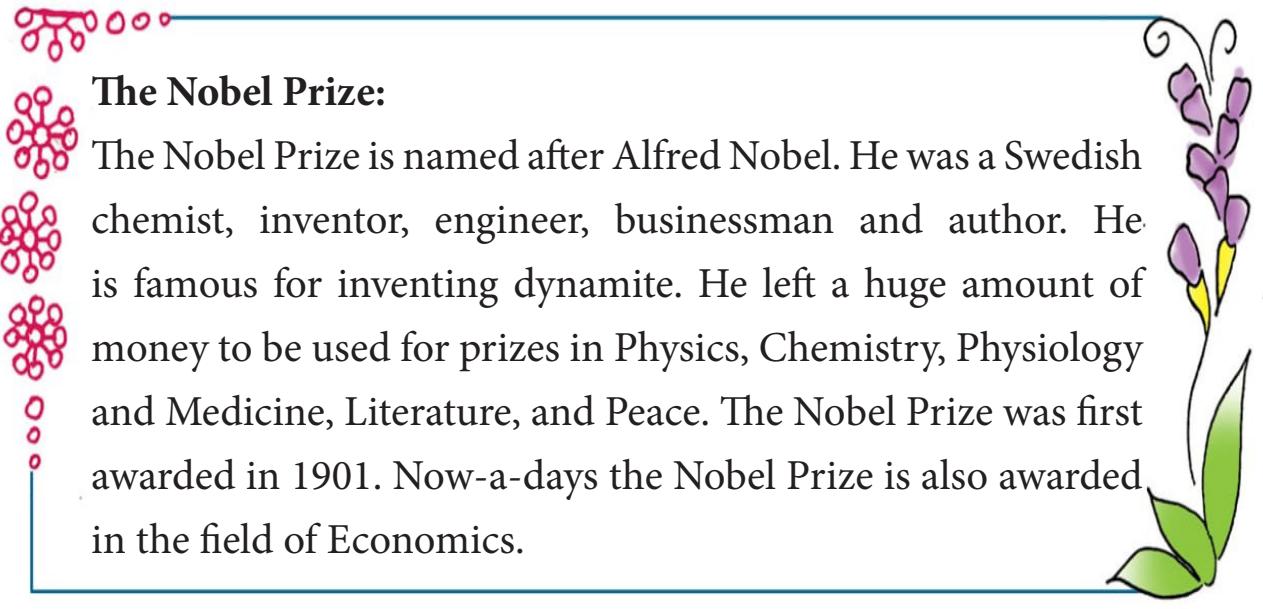


Step 6

Box 2



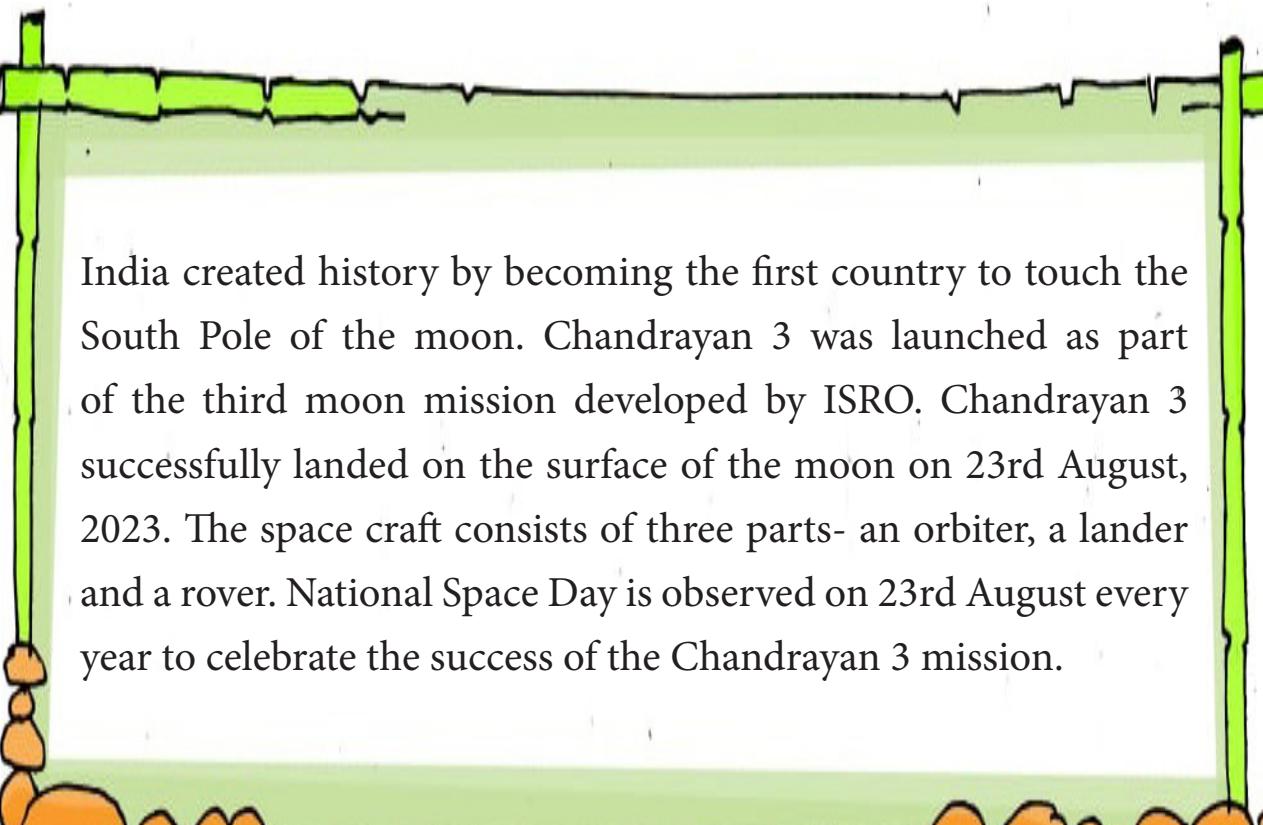
Did you know?



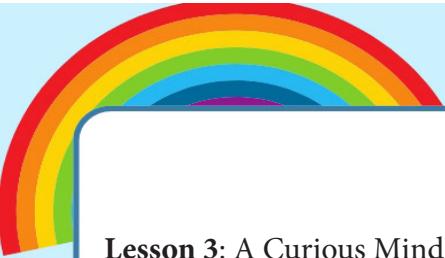
The Nobel Prize:

The Nobel Prize is named after Alfred Nobel. He was a Swedish chemist, inventor, engineer, businessman and author. He is famous for inventing dynamite. He left a huge amount of money to be used for prizes in Physics, Chemistry, Physiology and Medicine, Literature, and Peace. The Nobel Prize was first awarded in 1901. Now-a-days the Nobel Prize is also awarded in the field of Economics.

Transcript of listening text



India created history by becoming the first country to touch the South Pole of the moon. Chandrayan 3 was launched as part of the third moon mission developed by ISRO. Chandrayan 3 successfully landed on the surface of the moon on 23rd August, 2023. The space craft consists of three parts- an orbiter, a lander and a rover. National Space Day is observed on 23rd August every year to celebrate the success of the Chandrayan 3 mission.



For The Teacher

Lesson 3: A Curious Mind

Theme: Science and Technology

Form of text: Play

- **Pre-reading :** It is designed to introduce the learners to a few great scientists from India. Scope is given to the learners for speaking.
- **Reading :** Activity 1, Activity 2, Activity 3 and Activity 4 will check the learners' understanding of the text. Activity 9(a) will help learners develop the reading skill of reading a notice and get the gist.
- **Writing :** Activity 8(b) and Activity 8(c) are preparation activities for writing a paragraph. The learners will learn to identify topic sentence and supporting details and proceed to write a paragraph using connectors. Activity 9(b) and Activity 9(c) will help learners write an e-mail. Activity 9(c) is a guided activity.
- **Speaking :** Activity 14(a) and Activity 14(b) will help learners pronounce the consonant blend 'sc' correctly. In Activity 16, the learners will share personal experience.
- **Listening :** In Activity 17, the learners will listen to a text for specific information.
- **Vocabulary :** Meaning of few words from the poem has been given immediately after it in order to facilitate the learners to read and understand the poem on their own. In Activity 8, learners will learn to make compound words. In Activity 9, the learners will combine letters to make words.
- **Grammar :** Activity 10(a) and Activity 10(b), the learners will learn about different forms of 'be' and will use different forms in sentences. Activity 11 is on Present Continuous Tense and Present Perfect Tense. This activity will help learners use verbs in Present Continuous Tense and Present Perfect Tense.

The Pre-reading Activity will help the learners develop their critical thinking. Activity 8(a) will encourage learners to read beyond the textbook. It will encourage learners to use digital resources for learning purposes. In Activity 14, collaborative learning will happen. This Activity will help learners form good behaviour. Activity 16 will help learners develop Emotional Intelligence. In Activity 15 collaborative learning will happen and team spirit will be developed. In Activity 18, learners will go beyond the textbook. Art is integrated in Activity 19.

Lesson 4

My Land



Look at the picture and tell your friend what you can see:



Tell your friend how you feel when you see the Indian National Flag flying high in the sky.

Let's recite :

My Land

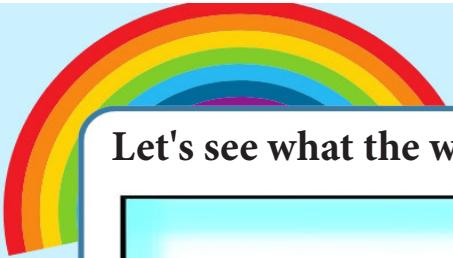
She is a rich and rare land;
Oh! she's a fresh and fair land;
She is a dear and rare land
This native land of mine.

No men than hers are braver,
Her women's hearts ne'er waver;
I'd freely die to save her
And think my lot divine.

Thomas Osborne Davis

About the poet :

Thomas Osborne Davis was an Irish poet. He was born on October 14, 1814 at Mallow, Ireland. He wrote 'A Nation Once Again', 'The Battle of Fontenoy', etc. He died on September 16, 1845.



Let's see what the words below mean in the poem :

rare : something not seen very often

native : connected with a place where you were born and
lived for the first few years of your life

waver : become weak or unsteady

divine : wonderful, connected with good



ACTIVITIES

Let's check how much we have understood:

1. Answer the following questions :

- According to the poet, who are the bravest men?
- When will the poet consider his lot divine?
- How do you know that the poet loves his country?
- What is the poem about?

2. Write 'T' for the correct statement and 'F' for the incorrect statement in the box near each sentence:

- The poet's native land is rich and rare.
- The women of the poet's native land are courageous.
- The poet is in praise of the men and women of his native land.
- The poet will die to save his native land unwillingly.
- The poet does not love his native land.

3. Read the following explanations of the two stanzas of the poem given below. Identify and write the stanza number next to each explanation:

The poet says that the men of his native land are braver than those of other lands. The women are courageous. The poet will die willingly to save his native land and will consider his lot divine if that happens.

The poet is all praise for his native land. He says that his native land is rich and rare, fresh and fare, dear and rare. He takes pride in the uniqueness of his native land.

4. Write the rhyming words from the poem for the ones given below:

fare

saver

shine

5. In group, discuss with your friends what you have understood from the poem and share with the class.

6. Find out some examples of alliterations from the poem and write down in the space provided:



7. a) The poet has used a few adjectives to describe his Native Land. Write the adjectives in the space provided:

b) Now, write a few sentences using the words you have listed above to describe the poet's Native Land.

8. We can show love and respect for our country in our daily life by doing small acts like the ones mentioned below.

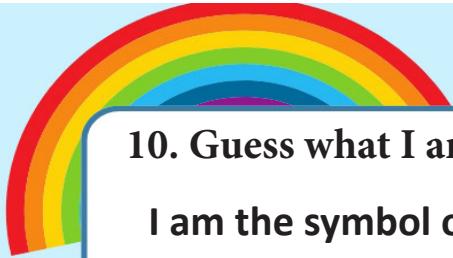
- Helping to keep the park, roads, schools, offices, etc. clean.
- Conserving electricity by turning off lights and fans when not in use.

Now, add a few such acts to the list and write down in the space provided:

9. Listen to the text read out to you by your teacher. As you listen, write down the answers in the given spaces beside the questions:

- Where was Bhogeswari Phukanani born? _____
- When did the Quit India Movement start? _____
- When did Bhogeswari Phukanani die? _____

► The teacher will read out the listening text from page no. 71.



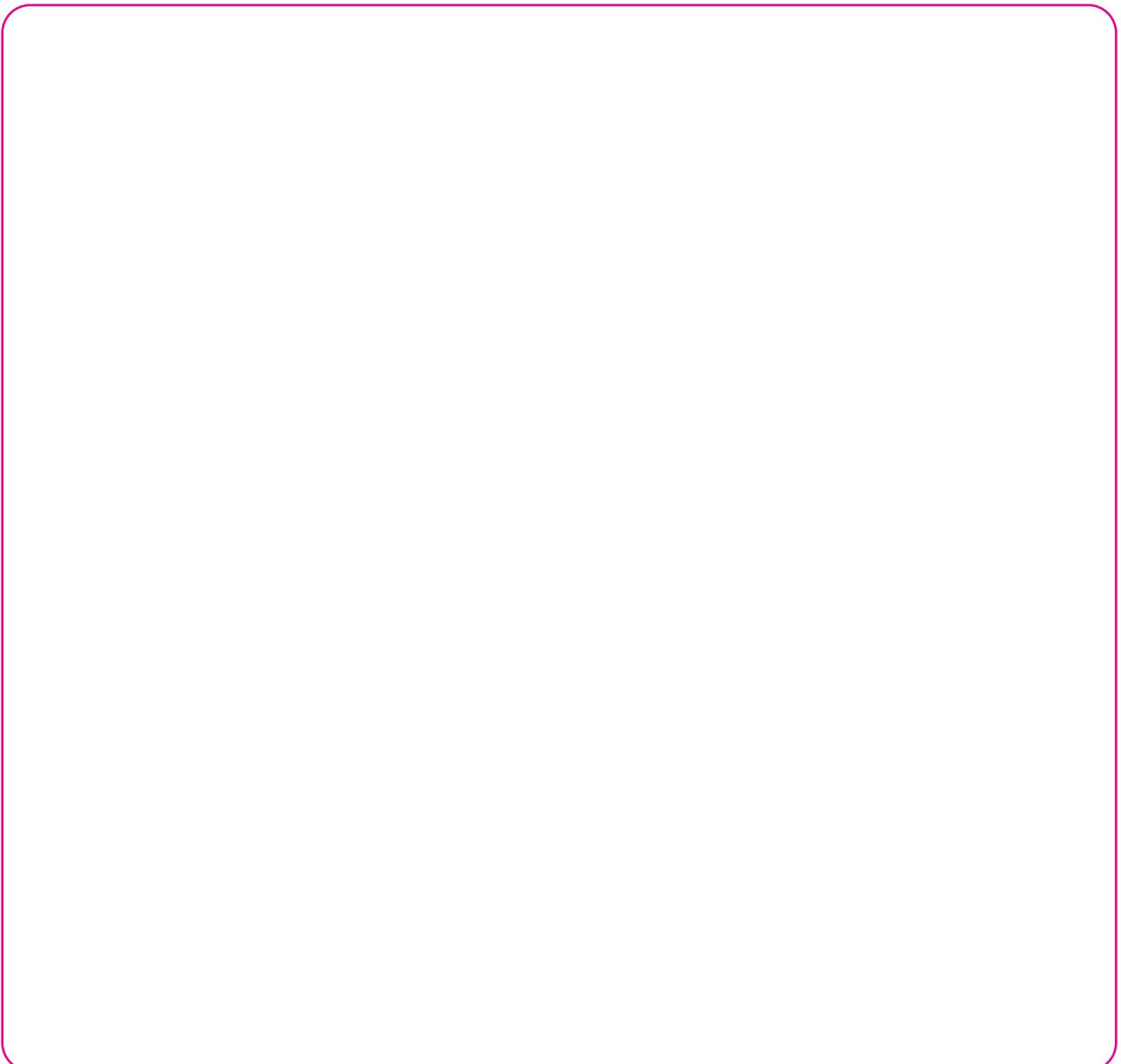
10. Guess what I am:

I am the symbol of might and light,
Of unity and freedom that flies high.
The wheel in my heart represents progress,
Courage, peace and prosperity in three colours.

Now, write what I am in the space given below:



Draw and colour me:





11. We take pride in our national flag, historical monuments, etc. Write the names of a few historical monuments of Assam in the space given below:

Now, read the following letter:

Dear Jennisha,

Place :

Date :

How are You? I am fine here. I hope you all are doing well.

I am very happy to receive your letter today. I was thinking of writing to you about my recent visit to a place of importance. I went to visit Charaideo Maidam with my parents. It has been included in the UNESCO World Heritage Site. It is matter of pride for all of us. You must visit Charaideo Maidam. I am winding up for today. Wish you good health.

Your loving friend,

Pihu

Now, find out who the writer of the letter is and what the matter of pride is that the writer is talking about. Write your answer in the space provided below:



12. Write a letter to your friend telling him/her about your visit to a place. While writing the letter, you should remember the following points :

- Write the name of the person to whom you are writing the letter.
- Mention the date.
- Begin the letter by greeting the person.
- Write the introductory paragraph. For example, you may ask him/her about their well being.
- In the body of the letter include information and other details you want to convey. It contains the information and other details you want to convey.
- In the conclusion, write the summary of the letter and a concluding statement.
- Sign off the letter by greeting, your friend.
- Finally, put your signature below the greeting.

13. Let's read the conversation between Jennisha and her grandmother:



Grandma, my friend Pihu went to Charaideo Maidam.



Did she? We will also go to Charaideo Maidam soon.



I want to see the Rang Ghar too.



Rang Ghar is a historical monument.



I saw the photo of Rang Ghar.



That's nice.

Now, let's play roles. Take turns in pairs to play the roles of Pihu and her grandmother.



14. Work in groups. Discuss and find out the names of a few historical monuments and a few places of importance of Assam. After the discussion write the names and the information that you have now about the historical monuments and the places of importance of Assam:

15. Let's say these words aloud and notice the pronunciation of 's' in 'save', 'sh' in 'fresh' and 'ch' in 'rich'.

save

fresh

rich

Now, let's practise saying the following words correctly:

sun

sea

sure

wish

share

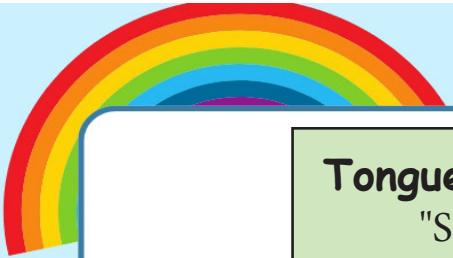
shine

touch

change

each





Tongue Twister Time:

"Seven shy sharks share chunky chocolate chips"

13. Let's learn some grammar:

a) Notice the underlined word in the following line from the poem:

I'd freely die to save her...

Here, 'ly' is added to the adjective 'free' to make a new word 'freely'.

'Freely' is an adverb.

b) Read the adjectives written in the box:

rare

fresh

fair

dear

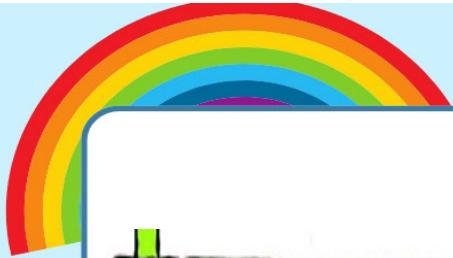
divine

Now, add 'ly' to each of them to make adverbs and write in the given spaces:

c) Choose one adjective and the adverb formed by adding 'ly' to it and make sentences using the adjective and the adverb:

14. Project work:

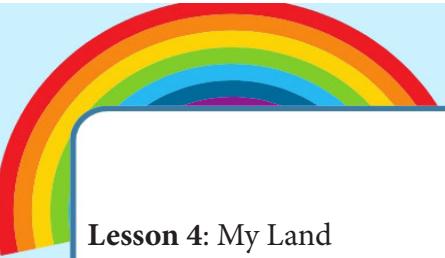
Collect old magazine, newspaper, etc. and cut out images that represent landscapes, food, clothing and cultural symbols of your native land. Now, make a collage pasting these cut-outs on a cardboard. Display it in the classroom.



Transcript of listening text

Bhogeswari Phukanani :

Bhogeswari Phukanani was a freedom fighter who was born in a noble Ahom family of Nagaon. She joined the Quit India Movement. The movement started in 1942. She was a leader of the women's wing of the movement in Barhampur near Nagaon. Bhogeswari Phukanani died a martyr's death on September 20, 1942.



For The Teacher

Lesson 4: My Land

Theme: Patriotism

Form of text: Poem

- **Pre-reading :** It is designed to evoke the feeling of patriotism with the help of picture reading, some scope of speaking is given to the learners.
- **Reading :** Activity 1, Activity 2, Activity 3 and Activity 5 are reading comprehension activities based on the text aiming to develop reading skills like looking for specific information, summarising, global comprehension, inferencing, etc. The teacher will help learners answer the questions orally as well as in writing. Activity 11 will develop the skill of reading for gist.
- **Writing :** Activity 11 and Activity 12 will help learners write informal letters.
- **Speaking :** Activity 4 on rhyming words will help learners recite the poem with rhythm. Activity 13 is a conversation practice. Activity 15 will help learners pronounce words with 's', 'sh' and 'ch' correctly.
- **Listening :** In Activity 9 the skill of listening for specific information will be developed.
- **Vocabulary :** Meaning of a few words from the poem is given immediately after it to facilitate the learners to read and comprehend the poem on their own.
- **Grammar :** Activity 16 will help learners identify adverbs and turn adjectives into adverbs.
- **Literary Devices :** Activity 6 is to check the understanding of their concept of alliteration.

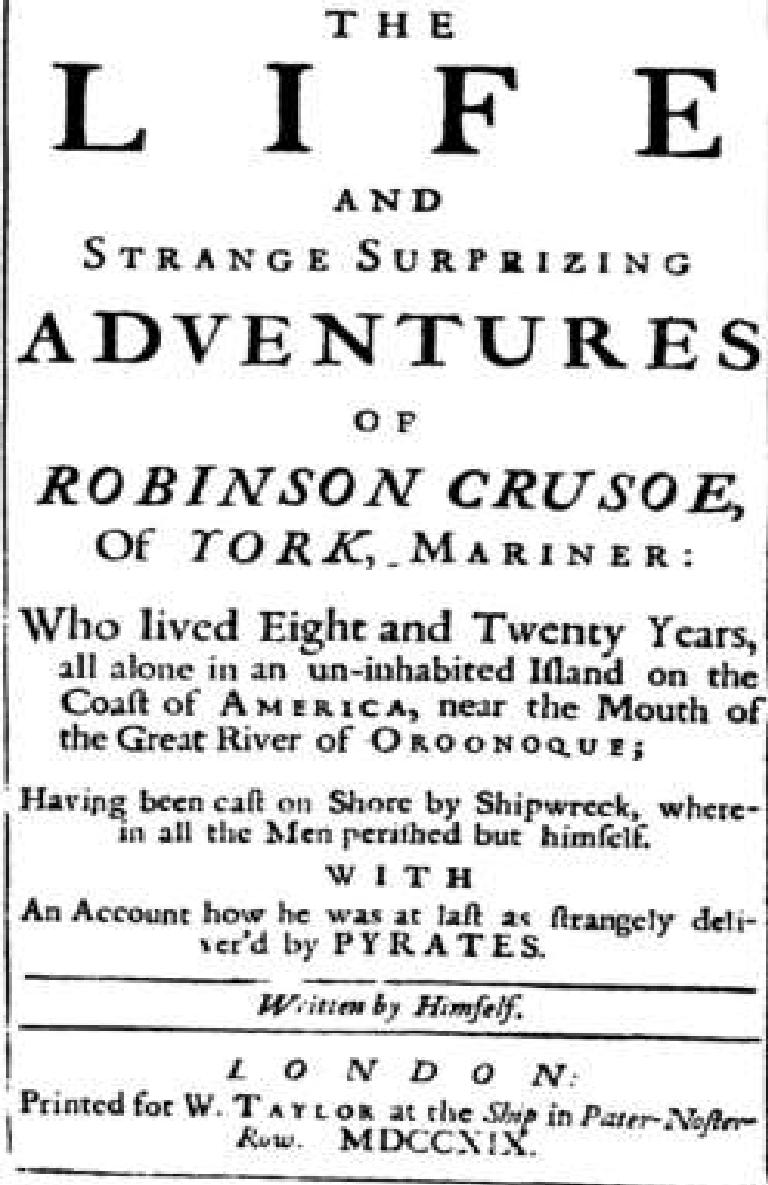
Activity 5 and Activity 14 will encourage collaborative learning and collaboration. The content and the carefully designed activities will help learners develop values like patriotism, love for one's country. Art is integrated in the project work.

Lesson 5

Robinson Crusoe



Look at the picture of the cover page of a book and read what is written on it:



Now, say who the book is about and what it is about.

Talk to your friend and find out if he/she has read any such books. If yes, tell the class what book/books your friend has read.

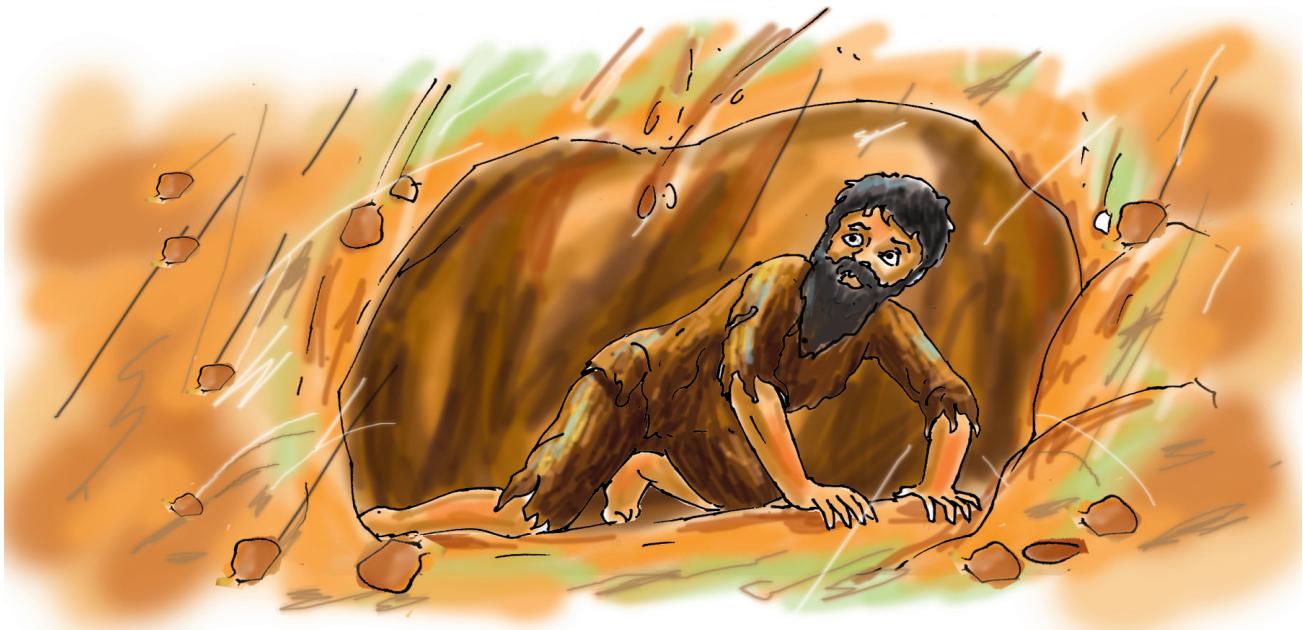
Let's read about an adventurer Robinson Crusoe. Let's read what happened to him one day:

Robinson Crusoe was an adventurer. He went on several voyages. Unfortunately during one voyage, the ship in which he was voyaging was destroyed. Luckily Robinson Crusoe reached an island safely. He spent twenty eight years there. Surviving on that island was not less than an adventure for him. His days were eventful. He kept a journal and carefully noted down almost everything he did and experienced there.



Here is an account of the events of one day from his journal. This will give a glimpse of how adventurous Robinson Crusoe's days were on the island.

I was at the entrance into my cave. All of a sudden, I was shocked by something frightening. I looked around and saw pieces of earth from the roof of the cave and the edge of the hill coming towards me.



I was very scared. I thought I would die if I stayed in the cave any longer. I knew I was not safe in the cave at that moment. So, I ran out of the cave to the open. As soon as I stepped on the ground, I realised it was a terrible earthquake.

The ground that I was standing on shook terribly. I dropped on the ground on my knees and hands. The violent motion of the earth made my stomach sick. There were three major shocks at about eight minutes distance. The earthquake was very powerful. It could have destroyed the strongest building on the earth. I heard a deafening sound. It was the sound of a big rock falling into the sea. I looked towards the sea.



The sea was becoming fearful. I knew it was because of the earthquake. The tremors were stronger under the sea than on the surface. The sea appeared angry and violent. At the same time, the sky was covered with black clouds. The wind started to blow and grew little by little to become a strong hurricane. All of a sudden, the sea was covered with foam, the shore was overflowed and the trees were uprooted in a horrifying manner. What a fearful sight it was!

The storm weakened after a few hours. But that did not bring me any relief as it started to rain heavily. I went in and sat down in my tent. It was raining heavier than before. I decided to go to the cave.

I sat in the cave cautiously. There was no more shocks. I felt safe. I told myself, " What an adventure I had today! I must celebrate my survival of the day!"



It was indeed an adventure-an adventure of a very different kind.

Let's see what the words below mean in the lesson :

adventure : an unusual and exciting or daring experience

tremors : shocks, shivering

deafening : very loud

foam : a mass of small bubbles





ACTIVITIES

Let's check how much you have understood:

1. Answer the following questions:

- What happened during the earthquake?
- Why didn't Robinson Crusoe feel safe during the earthquake?
- Why did the sea become fearful?
- Where did Robinson Crusoe take shelter first when it rained?
- What qualities of Robinson Crusoe helped him survive the day?

2. Say whether the following statements are True or False:

- Robinson Crusoe was in the cave when the earthquake struck.
- Robinson Crusoe dropped on the ground on his knees and hands.
- There were eight shocks in about three minutes.
- The sky became clear after the hurricane had abated.
- There was another mild shock after the hurricane was over.

3. Match the following:

The earthquake

flooding of the fortification

The storm

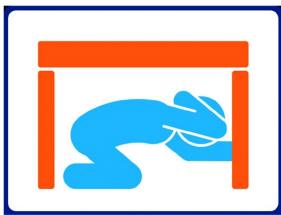
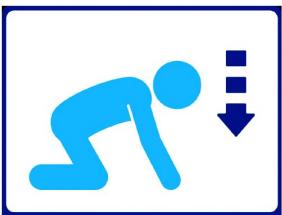
falling pieces of earth from the roof of the cave
and the edge of the hill

The rain

overflowing of the shore, uprooting of trees, etc.

4. a) Write what Robinson Crusoe did to reduce the risk of injury when the earthquake occurred:

b) Let's learn a few more safety measures that we must follow during an earthquake to reduce the risk of injury. Look at the pictures below and write the word or phrases from the box under the appropriate picture:



- HOLD ON
- DROP
- COVER

c) Work in pairs: Find some other such safety measures and write down on a piece of paper. Display the work in the classroom.

5. a) Look at the pictures and write below each picture what the person in that picture is doing.



b) Discuss in groups what may happen to the person in each picture and suggest ways to reduce the risk of injury or threat to life.



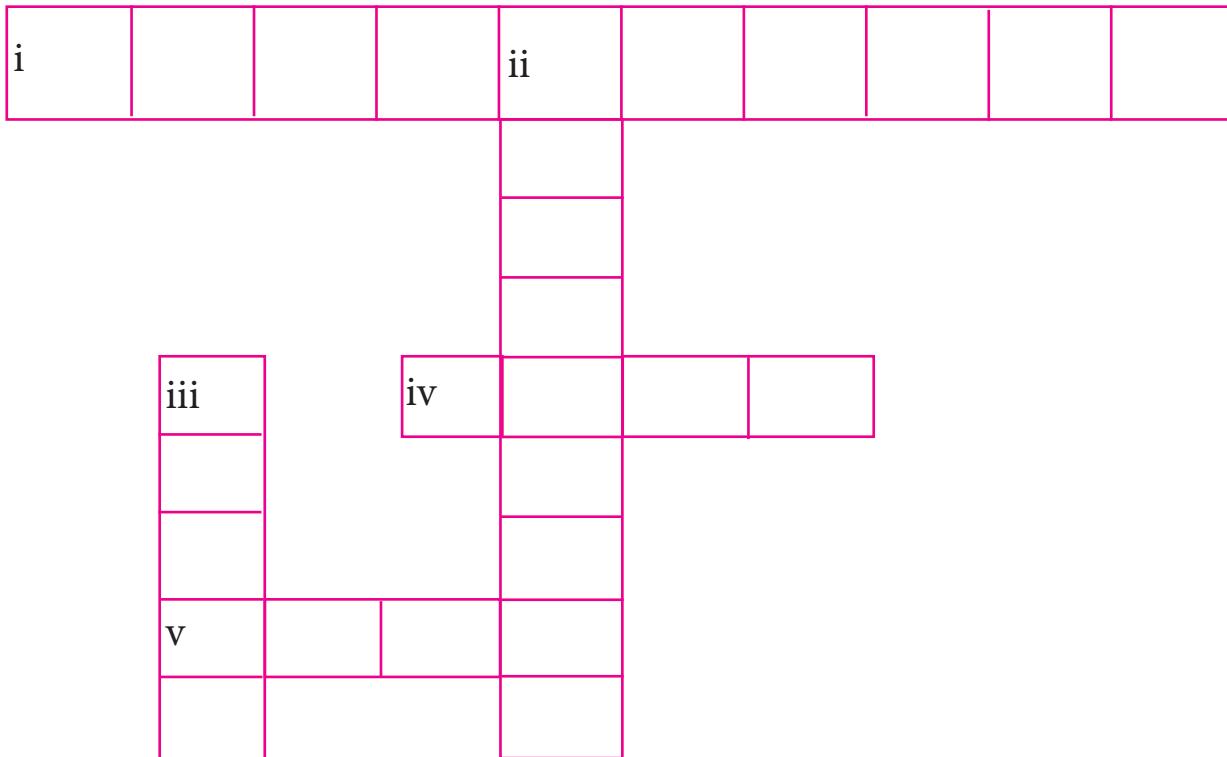
6. Complete the crossword puzzle using the hints given below:

Across:

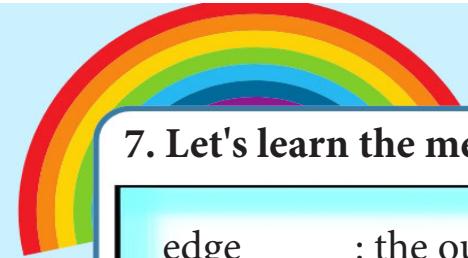
- i) a sudden violent shocks of the earth's surface
- iv) natural movement of air
- v) the condensed moisture of the atmosphere falling visibly in separate drops

Down:

- ii) a violent storm with very strong wind, especially in the western Atlantic
- iii) an extreme condition of weather with wind and rain and often thunder and lightning



Now, make sentences using the words you have found:



7. Let's learn the meaning of these words from the lesson:

edge : the outside limit of an object, area or surface

cautiously : carefully, especially in order to avoid danger, mistakes, risks

uprooted : pulled a tree or a plant, etc. out of the ground

weakened : became less strong, powerful, determined or effective

scared : feeling fear



Now, fill in the blanks with the words you have just learned to complete the sentences:

He was standing _____ at the _____ of the cliff. He was not
_____. He looked below. He saw the trees were _____ by the
storm last night. The storm caused a lot of damage before it _____
after an hour.

8. List a few situations when you were frightened:

Now, work in pairs. Come up with some ways how you can handle the situations confidently. Share your ideas with the class.



9. Let's read the words in the box aloud:

dreadful

earth

death

heavily

heard

deafening

a e i
o u

In the words 'dreadful', 'death' and 'heavily', the combination of the vowels 'e' and 'a' is pronounced like the way the vowel 'e' is pronounced in 'bed'. In the words 'earth' and 'heard', the pronunciation of the combination of the vowels 'e' and 'a' is like the pronunciation of the letter 'i' in 'bird'.

Let's practise saying these words correctly.

10. Let's learn some grammar:

Look at the underlined words in the following sentences from the lesson:

- I was at the entrance into my cave.
- I thought I would be buried alive if I stayed in the cave any longer.
- As soon as I stepped on the ground, I realised it was nothing but a terrible earthquake.
- I heard a deafening sound of a big rock falling into the sea.
- The tremors were stronger under the sea than on the surface

Words like 'at', 'into', 'in', 'on', 'under', etc. are called prepositions. They are used to show the position of one thing in relation to another.

Now, fill in the blanks with appropriate prepositions from the box to complete the sentences:

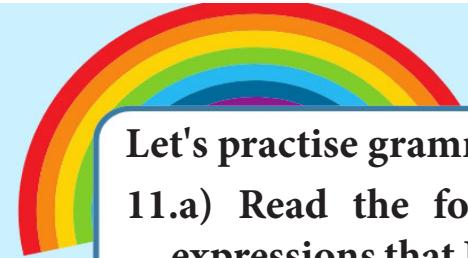
in

on

at

under

One day Robinson Crusoe was walking _____ the shore. Suddenly, it started to rain. Robinson Crusoe had to take shelter _____ a tree. After some time the rain abated. He looked _____ the sky. There were still a lot of black clouds _____ the sky.



Let's practise grammar:

11.a) Read the following expressions in the cards. These are some expressions that Robinson Crusoe used while narrating the earthquake.

all of a sudden

tremors

shocks

powerful

out in the open

shook terribly

destroyed

sick in the stomach

major shocks

three shocks in eight
minutes distance

b) Now, take ideas from the expressions given in the cards to write a few sentences about what happens when an earthquake occurs. Use the verbs in the Simple Present Tense.



12. Write a paragraph about a natural disaster like flood, storm, etc.

13. Listen to a weather forecast read out to you by your teacher . As you listen, put a tick (✓)if the statements. Put a cross (✗) if the statement is false in the box.

- a) The weather forecast is for November 9.
- b) The day will be sunny.
- c) The weather forecast is for 12 hours.
- d) Thick fog and chilly wind may be expected in the afternoon.
- e) The maximum temperature is predicted to be 18°C .



- The teacher will read out the listening text from page no. 84.

Some of the oldest and widely read stories in the world are stories of adventure. Do you have any such stories in your culture? Find these out from your elders or someone from your community. Learn the stories and share them with your friends in the class.

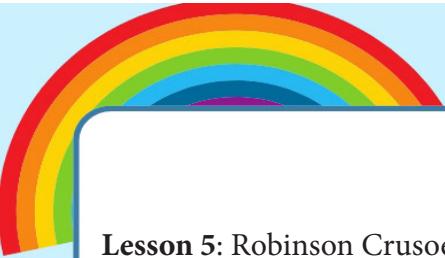
Did you know?

Adventure Sports:

Adventure sports are unusual, daring, sometimes risky activities performed by individuals. Adventurous interest of individuals is at the root of inventing a wide range of adventure sports. Rafting, surfing, mountaineering, trekking, etc. are some very popular adventure sports. In India, there is a rapid rise in the popularity of adventure sports. Rishikesh is known as the adventure capital of India owing to its success with rafting and bungee jumping.

Transcript of listening text

Good morning, today is November 10. Here's the weather forecast for Gopalpur for the next twenty four hours. The morning will remain cold and windy. The day will be sunny with a gradual rise in the mercury. A strong gust of wind may be expected in the late afternoon. Thick fog and chilly wind may be expected at late night. Maximum temperature is predicted to be 24°c and minimum temperature is predicted to be 18°c .



For The Teacher

Lesson 5: Robinson Crusoe

Theme: Adventure

Form of text: Narrative

- **Pre-reading :** This Activity will develop the reading skill of reading for gist, which skill is very essential while selecting books in the library, in the book shop, in the book fair, etc.
- **Reading :** Activity 1, Activity 2, Activity 3 and Activity 4 will help learners develop reading skills like reading for specific information, inferencing, etc.
- **Writing :** Activity 4(b) and Activity 5(a) will help learners write captions below pictures. Activity 5(b) and Activity 8 will help the learners write items in a list. Activity 12, the learners will write a paragraph.
- **Speaking :** Activity 9 will help learners pronounce the combination of the letters 'e' and 'a' in words correctly.
- **Listening :** In Activity 15, the learners will listen to a weather forecast. This Activity aims to develop listening for specific information.
- **Vocabulary :** Meaning of a few words is given immediately after the text in order to facilitate the dearness to read the text on their own. Activity 6 is a crossword puzzle. There is an extension of this Activity, where the learners will demonstrate their understanding of the meanings by making sentences with the words that they have found in the crossword puzzle. In Activity 7 the learners will learn the meaning of a few words from the text and use them in sentences.
- **Grammar :** In Activity 10, the learners will learn a few prepositions and use them correctly in sentences. Activity 11(a) and Activity 11(b) is a practice exercise focusing on the use of Simple Present Tense.

In Activity 4(c), Activity 5(b) and Activity 8 collaborative learning will happen. Activity 14 will help learners know their culture and make others learn about their culture.

Lesson 6

An Indomitable Spirit



Look at the pictures below. The people in the pictures are all great Indian sportspersons. Match their pictures with the sports they are associated with.



Javelin throw



Cricket



Boxing



Para athletics



Football



Badminton

Who is your favourite sports personality? Say a few lines about her/him or about any sports personality.

Miss Anamika Pegu has been awarded the State Sports Award. She has been invited to Banipur MV School for a public felicitation. After the felicitation programme, she has been interviewed by a correspondent of a Sports Channel, Mr. Sunil Gogoi. Let's read the interview to know the journey of Miss Anamika Pegu:



Interviewer: Hello! Miss Anamika Pegu.

Interviewee: Hello! you can call me Anamika.

Interviewer: Congratulations Anamika!

Interviewee: Thank you.

Interviewer: What a great feat at such a young age! You are a rising star in the field of para athletics in Assam.

Interviewee: Thank you.

Interviewer: At what age did you start running?

Interviewee : I started running at 12, but rigorous training began at 14.

Interviewer: Who introduced you to running?

Interviewee : Mr. Ranen Patar, my physical therapist encouraged me to try adaptive running.

Interviewer: Anamika, what inspired you to take up sports?



Interviewee: Growing up, I was always fascinated by sports and my parents always encouraged me to participate in sports. I found comfort in athletics and soon discovered my passion. My physical disability did not hold me back from pursuing my passion.

Interviewer : Anamika, it must feel great to be a national level Para athlete. Tell us about your journey.

Interviewee : It's been a challenging but rewarding journey. I started competing at the district level, the state level, and eventually at the national level. My participation in each event made me more determined to move forward.

Interviewer : What challenges did you face and how did you overcome them?

Interviewee : I mainly faced infrastructure limitation and self-doubt. I must tell you that my coach has been very helpful. We somehow managed to make the most of the resources available with us. To overcome my self-doubt, I focussed on my strengths, worked hard, and surrounded myself with positive influences.

Interviewer : What is your typical training routine?

Interviewee : I am trained in adapting techniques for my needs three times a week. My coach helps me with balance, stride and endurance. I always try to run at least five kilometres at one session.

Interviewer : How do you balance sports and studies?

Interviewee : Time management is crucial. My teachers and friends help me with my studies. I am very grateful to them.

Interviewer: Who is your inspiration?

Interviewee : Deepa Malik, India's first woman Para athlete to win a Paralympic medal. Her determination inspires me.

Interviewer: What are your future goals?



Interviewee : Oh, Yes! My short-term goal is to win the national championship. Ultimately, I want to represent India in international competitions.

Interviewer : How does it feel to represent Assam in national level events?

Interviewee : It's an immense honour. I'm proud to showcase Assam's talent and resilience on the national stage.

Interviewer : What message would you like to convey to the youth of Assam?

Interviewee : My message to the youth of Assam is, "Believe in yourself. Set and pursue your dreams. Please chase your passion."

Interviewer : What advice would you like to give to them?

Interviewee : Focus on your strengths. Life has ups and downs. So, don't allow failures to let you down, and handle success carefully. Stay dedicated. Most importantly, enjoy what you do.

Interviewer : Thank you, Anamika, for sharing your inspiring story. I wish you all the best for your future career. Your achievement will certainly be an inspiration for others.

Interviewee : Thank you.

Interviewer : Thank you for giving me your valuable time.

Let's learn what the words below mean in the lesson:

fascinated : extremely interested and attracted to something

pursuing : to follow or continue to try to achieve something

self-doubt : lack of confidence

crucial : very important

showcase : a situation or setting where something can be displayed

resilience : an ability to recover from difficulties quickly

potential : qualities that exist and can be developed



ACTIVITIES

Let's find out how much we have understood:

1. Put a tick (✓) on the correct option:

a) Anamika Pegu was encouraged to take up adaptive running by

- i) Sunil Gogoi
- ii) her parents
- iii) Ranen Patar
- iv) Deepa Malik

b) Anamika Pegu started running at

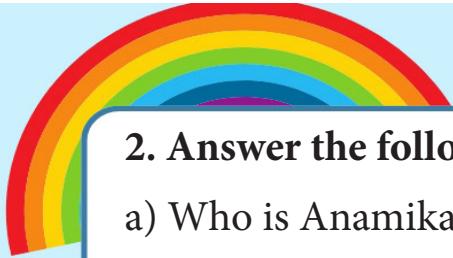
- i) 12
- ii) 14
- iii) 03
- iv) 05

c) India's first woman para-athlete to win a paralympic medal is

- i) Deepa Malik
- ii) Sunil Gogoi
- iii) Ranen Patar
- iv) Anamika Pegu

d) Anamika Pegu won

- i) the National Championship
- ii) the State Sports Award
- iii) the Olympic Medal
- iv) all of the above



2. Answer the following questions orally:

- a) Who is Anamika Pegu?
- b) How did Anamika Pegu overcome the challenges she faced?
- c) What is the typical training routine of Anamika Pegu?
- d) What message has Anamika Pegu conveyed to the youth of Assam?
- e) What is Anamika Pegu's ultimate goal?

3. Match the following:

Anamika Pegu

a physical therapist

Deepa Malik

a correspondent of a Sports Channel

Sunil Gogoi

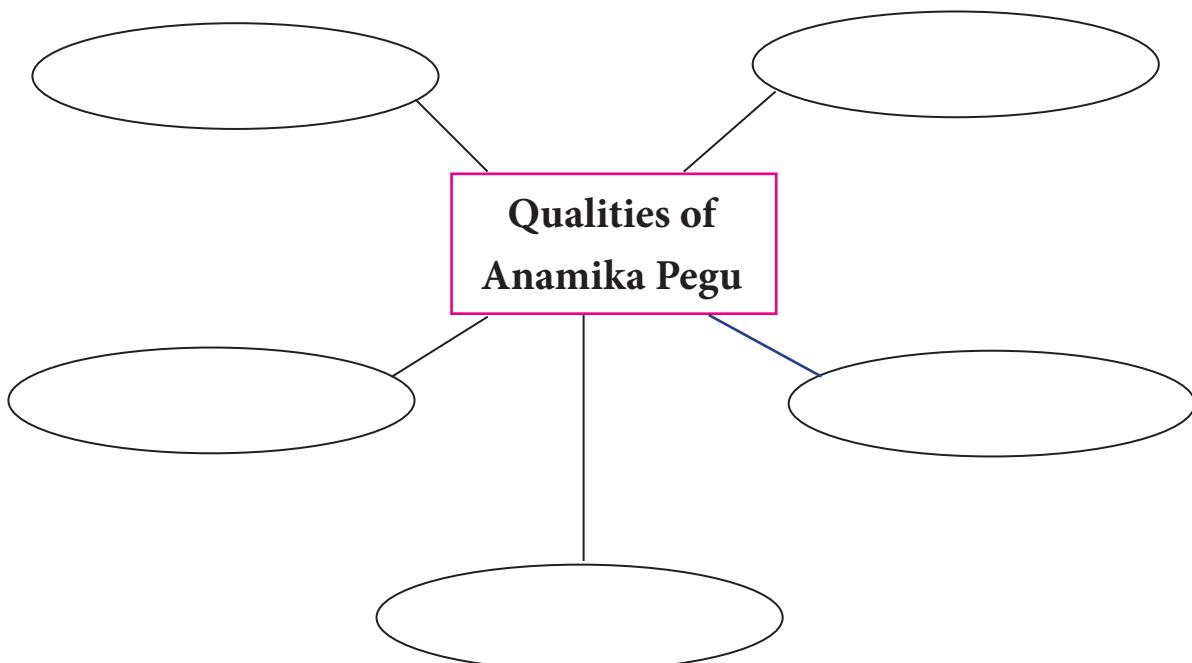
a paralympic medal winner

Ranen Patar

a para-athlete

4. a) Write a few qualities of Anamika Pegu :

Qualities of
Anamika Pegu





b) Now, write three sentences using any three words you have listed:

5. a) Read the following phrases with their meanings:

Phrases	Meanings
a great feat	something difficult needing a lot of skill, strength, courage, etc.
a rising star	a person who rapidly gains fame in a particular field
a physical therapist	a person who is trained to help patient recover from injuries
time management	use of one's time effectively or productively

b) Now, fill in the blanks with the phrases you have just learned:

i. I want to become a _____.

ii. The State Athletics Championship showcased many _____.

iii. _____ helped him complete the task in time.



6. a) Read the message of Anamika Pegu to the youth of Assam:

"Believe in yourself. Set and pursue your dream. Please chase your passion."

Complete the following sentence to get the message of Anamika Pegu regarding 'dream':

Anamika Pegu has told the youth of Assam to _____ and _____ their dreams.

b) Now, work in pairs and talk with each other. Find out what your friend dreams of and what he/she does to realize the dream.

7. a) Read what Anamika Pegu said :

"I am trained in adapting techniques for my needs three times a week. My coach helps me with balance, stride and endurance. I always try to run at least five kilometres at one session."

Sportspersons follow a rigorous training routine. Discuss with your friend why they do so. You can use the ideas given in the box:

- development of physical abilities needed for their sports
- prevention of injuries
- maximizing performance

8. Anamika Pegu has taken running as a sport. To many of us running is an exercise to keep ourselves fit and healthy. Besides running, we also do other activities for this purpose.

Look at the pictures below. They tell us about some activities that we do to stay fit and healthy. Choose the correct phrase from the box and write below the appropriate picture:



- exercising
- drinking plenty of water
- eating a variety of vegetables
- eating fruits regularly
- getting enough sleep



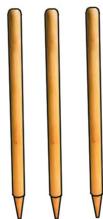
Now, write some more activities that you do to keep yourself fit and healthy:

9. a) Let's identify a few objects associated with cricket. Choose the names of the objects from the box and write down in the given spaces:











stumps

bat

helmet

ball

gloves

Let's learn some more words related to cricket :



an umpire



a bowler



a batter

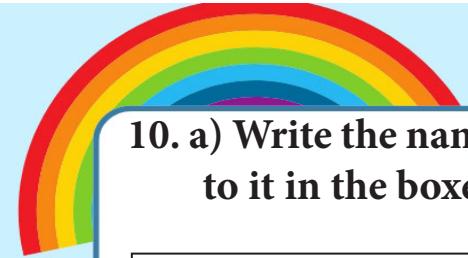


the wicket keeper

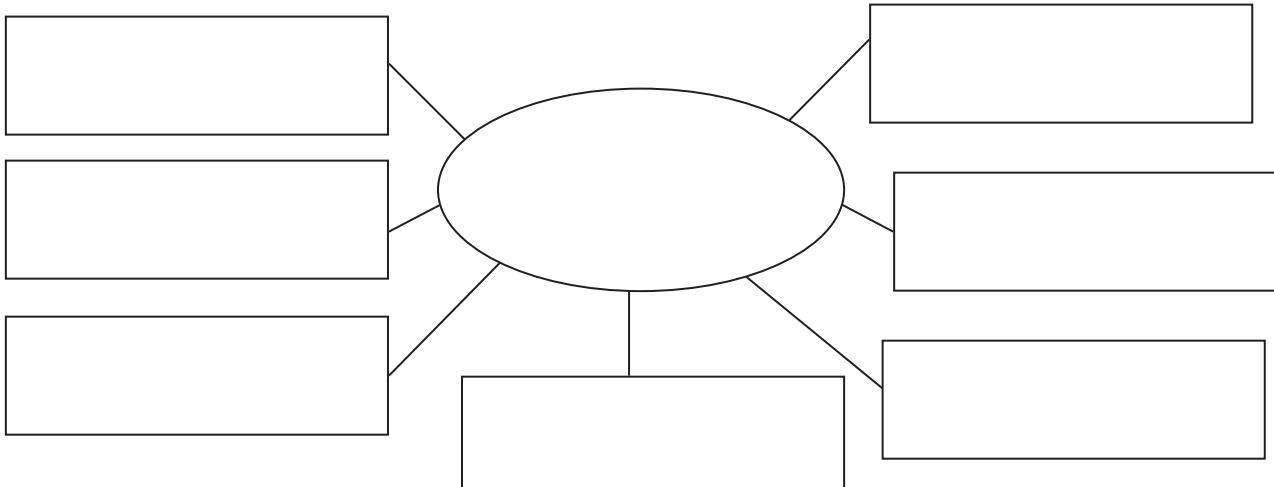
b) Now, fill in the blanks with the words you have just learned to complete the paragraph on cricket.

Cricket

Cricket is a popular outdoor game. It is played between two teams. Each team consists of eleven players and is led by a captain. It is played with a _____ and a _____. When the game is played, one team bats and the other team fields. The person who bats is called a _____ and the person who bowls is called a _____. The _____ is a key member of the fielding side. He/She is positioned behind the _____ and keeps a close eye on the batsman. There are _____ who see that the game is played by following the rules of the game. The team that scores more runs wins the match.



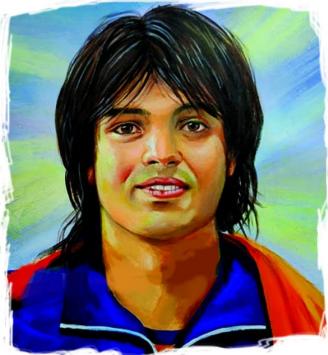
10. a) Write the name of a game/sport in the oval and a few words related to it in the boxes.



Now, write a paragraph about the game/sport :

11. In groups, discuss and invent a game. Write the procedure of how to play the game and the rules to be followed while playing the game. Play the game in your Games period with your friends.

12.a) Imagine that you have to interview any one of the famous sportspersons whose pictures are given below. Put a tick (✓) on the picture of the sportsperson you want to interview.



Neeraj Chopra



M.S. Dhoni



Avani Lekhara



Geeta Phogat



Mary Kom



Lionel Messi

b) Now, write a few questions that you may want to ask him/her :

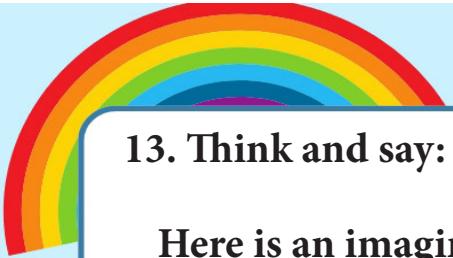
i) _____

ii) _____

iii) _____

iv) _____

v) _____



13. Think and say:

Here is an imaginary situation.

A big ceremony is organised at your home on a particular day. You have the district level selection camp of your favourite sport on the same day. You can either attend the ceremony or attend the selection camp.

Now, decide what you will do. What will you consider before taking that decision?

14. a) Let's read these words aloud:

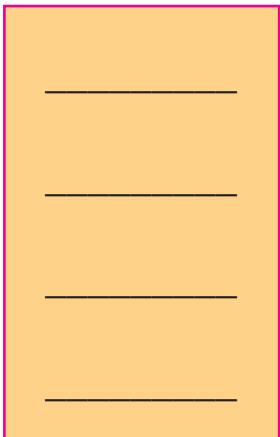
stage encouraged age

goal Pegu again

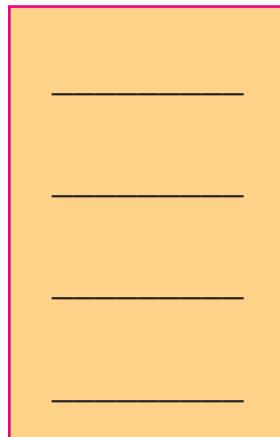
Note that the letter 'g' is pronounced in two different ways in the words.

b) Read the words again. In Box A, write down the words in which the letter 'g' is pronounced as in '*go*'. In Box B, write down the words in which the letter 'g' is pronounced as in '*page*'.

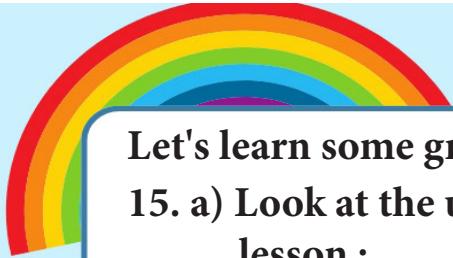
Box A



Box B



Add words to Box A and Box B.



Let's learn some grammar:

15. a) Look at the underlined words in the following sentences from the lesson :

- i) My participation in each event made me more determined to move forward.
- ii) Time management is crucial.
- iii) My short-term goal is to win the national championship.

'-tion', '-ment', '-al', '-ship' are added to 'participate', 'manage', 'nation' and 'champion' to make the new words 'participation', 'management', 'nation' and 'champion'. **'-tion', '-ment', '-al', '-ship'** are suffixes.

A suffix is a letter or a group of letters added at the end of a word to make a new word.

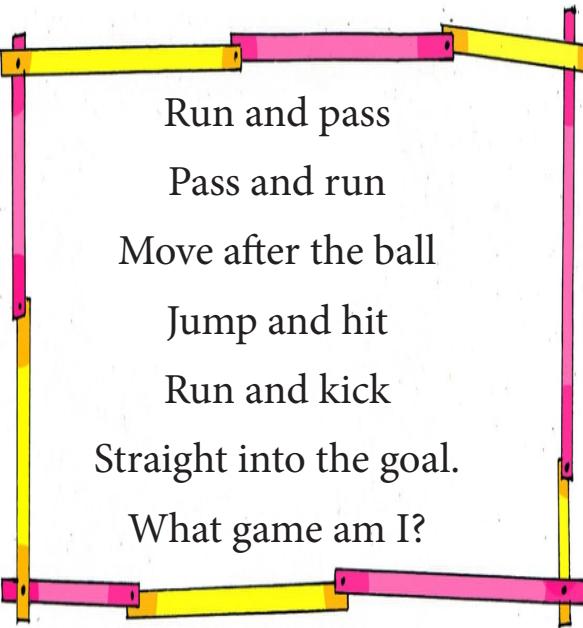
b) Now, write words in the following table that end with the suffixes **'-tion'**, **'-ment'**, **'-al'**, **'-ship'**:

-tion	-ment	-al	-ship

Now, make sentences using any one word from each column and write down:



16. a) Read the riddle and say which sport is being referred to:



b) Now, try to create a riddle about your favourite game/sport or about any game/sport. Share it with your friends.

16. A one-day cricket match is being played between Town Club and Navrang Club. Here is the running commentary of the last over of the match. As you listen to it, write 'T' for the correct statement and 'F' for the incorrect statement in the box:

- i) Navrang Club was batting.
- ii) Eleven runs were needed in the last over.
- iii) Manas was bowling the last over.
- iv) Robin was clean bowled in the last ball.
- v) Town Club won the match.

17. Project work :

Collect photos and information about four Indian sportspersons from newspapers, magazines etc. You can take help of your elders to get the information from the internet. Take one fourth of a chart paper. Paste the photos on it and write the information below the appropriate photos.

- The teacher will read out the listening text from page no. 101.

Did you know?

Paralympic Games:

The Paralympic Games or Paralympics is a major international multisport event. Athletes with a range of disabilities from around the world can participate in the Paralympics. It includes both individual and team sports. Some of the sports are running, swimming, cycling, wheelchair, tennis, etc. The Paralympics show that everyone can achieve his/her dreams, inspite of the challenges he/she faces in his/her life.

Transcript of listening text

Town Club needs eight runs from the last over with just one wicket in hand. With tight bowling and fielding Navrang Club has been giving Town Club a tough time so far. Lots of field arrangement happening now. First ball of the over- from Manas to Robin- a beautiful delivery! No runs. Second ball, Manas isn't getting the line right. Too much to leg- a single in the offside. Nitul is on strike. Third ball- Nitul hits a smashing over boundary- six ! Fourth ball, beautiful delivery no runs. Fifth ball, Nitul swings the bat but misses the ball. No runs scored. One run required from the last ball- one wicket in hand. Who will script victory today? Last ball, straight to the stumps. Nitul is clean bowled. What a victory for Navrang Club!



For The Teacher

Lesson 6: An Indomitable Spirit

Theme: Health and Sports

Form of text: Interview

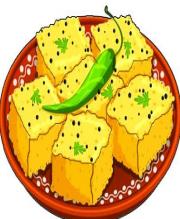
- **Pre-reading :** It is designed to familiarise with the theme of the lesson. This Activity gives some scope for speaking.
- **Reading :** Activity 1, Activity 2, Activity 3, Activity 4(a) and Activity 6(a) will help learners develop reading skills like looking for specific information, inferencing etc., getting the gist.
- **Writing :** Activity 7(a) is a guided writing activity. In Activity 10(a) the learners will write the words associated with a sport/game they choose and write a paragraph with the help of those words.
- **Speaking :** Activity 6(b) will help learners share personal information. Activity 14(a) and Activity 14(b) will help learners pronounce the letter 'g' correctly. In Activity 9(a), the learners will learn a few words related to cricket and in Activity 9(b), the learners will use the words correctly.
- **Listening :** In Activity 16, the learners will listen to a running commentary of a cricket match. This Activity will develop the listening skill for specific information in the learners.
- **Vocabulary :** Meaning of few words from the text is given immediately after the text in order to facilitate the learners to read and comprehend the text on their own. In Activity 4(b), the learners will make sentences using the words listed in Activity 4(a). Activity 5 (a) and Activity 5(b) will help learners learn a few phrases and use them in sentences.
- **Grammar :** Activity 12(a) and Activity 12(b) will give the scope to practise framing questions. Activity 15(a) and Activity 15(b) will help learners learn about suffixes and make new words using suffixes.

In Activity 7(a) collaboration will happen. Activity 8 will encourage learners to form habits to stay healthy. Activity 11 will develop their creativity. It will also encourage them to play games or sports. Activity 13 will help learners to develop decision making capacity. Activity 16(a) is a riddle. Activity 16(b) will help the learners to develop their creative thinking. Activity 17 will encourage learners to look for resources beyond the textbook.

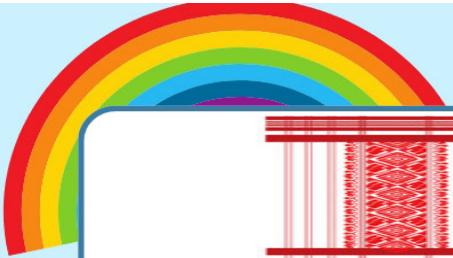


Our country India is full of different cultures and traditions. Read the statements in column A and match them with the relevant festivals in column B. These are different harvest festivals celebrated in different states of India:

A	B
<p>i. A four-day harvest festival is celebrated in South India. Homes are decorated with <i>kolmas</i>, mango leaves and flowers.</p>	LOHRI
<p>ii. A harvest festival is celebrated in North India. This festival marks the beginning of the sun's journey towards the northern hemisphere.</p>	UTTARAYAN
<p>iii. A harvest festival is celebrated in Punjab. People light bonfires and sing and dance around them.</p>	PONGAL
<p>iv. A harvest festival is celebrated in Gujarat. The most iconic part of this festival is kite flying.</p>	MAKAR SANKRANTI



Now, say a few lines about any one harvest festival that you celebrate.



Gamosa: A Thread of Love

Read:



SCENE I

The scene opens in Rumi and Bubu's room.

Rumi (jumps out of the bed): Bubu ! It's Bihu time !

Bubu (with excitement): I know ! I've been waiting for weeks!

Rumi (dressing up): I'm wearing *mehkela chador*! Go and get ready soon.

Rumi takes a quick bite of a snack and hurries out.

SCENE II

The scene shifts to the small lane in front of Rumi and Bubu's house. Minki, Suman, and Jumi are waiting. Rumi and Bubu too join the group. They are all dressed up in Bihu attire.

Rumi : Friends, we have a problem. Jivan *khura* and Minati *jethai* invited us to perform *husori* at both their houses.

Bubu : And we don't know where to go first !

Minki : Jivan *khura*'s house is nearer.

Jumi : But Minati *jethai* likes us so much. She often treats us with delicious *ladoos*.



Suman (laughing): That's a tough choice then!

Bubu : But I like *ghila pitha* more than *ladoos*.

Rumi (smiling): She makes them all. Let's go to her first.

Suman : Okay, settled then! We'll go to *Minati jethai*'s house first.

They all start to beat the *dhol*, *toka*, and *taal* and march towards *Minati jethai*'s house.

SCENE III

The scene shifts to the courtyard of *Minati jethai*'s house.



Minati jethai (welcoming): Children ! I'm so glad to see you.

Rumi (smiling): We're also happy, *jethai*.

The group begins to perform *husori*.

They start singing – “*Husori e sot*

Aami bihu maru jot

Dubari nogoje tot...”

Minati jethai (with a warm smile, holding a *bota* and a *gamosa*): Wow, your performance was wonderful !

Bubu along with friends approaches *Minati jethai*.

Minati jethai (noticing Bubu) : Bubu, you haven't *tied* any *gamosa* either around your head or around your waist.

Bubu (himself): Where's my *gamosa* ?

Rumi, Suman, Minki and Jumi share worried glances.

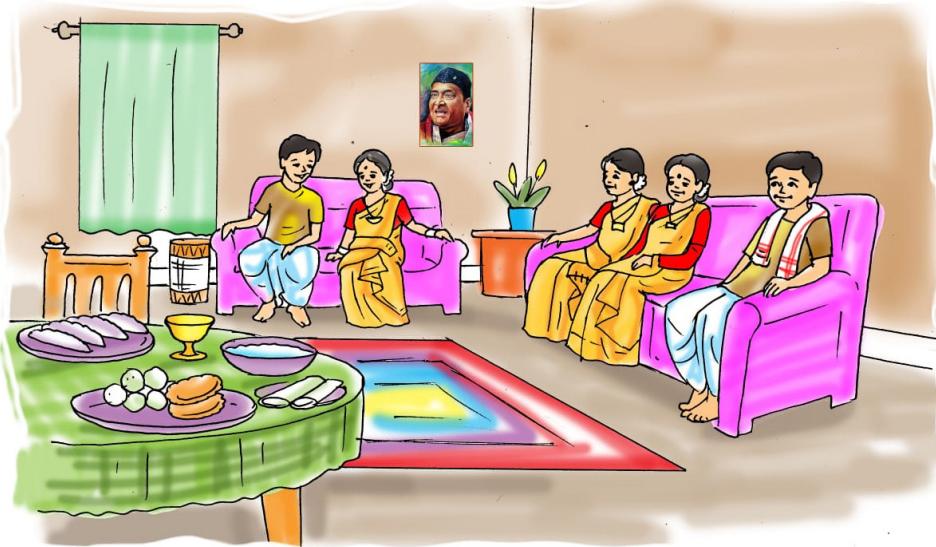
Minati jethai (calmly) : Don't worry, Bubu. Let's proceed with the blessing ritual...

Bubu nods, still distracted. *Minati jethai* bows down with offerings before them and they chant blessings for the family.

Minati jethai (smiling): Now come inside and enjoy Rongali Bihu's delicacies!

The children cheer, except Bubu, who is lost in thought.

SCENE IV



The children are in *Minati jethai*'s drawing room.

Minki approaches Bubu.

Minki (concerned): Bubu, what's wrong ?

Bubu (sadly): My *gamosa*... *aita*'s gift.

Suman (helpfully): I have an extra *gamosa* in my bag.

He hands over the *gamosa* to Bubu.

Bubu (happily): Thanks, Suman!

Bubu ties the *gamosa* around his head, but still looks troubled. The scene fades out with *Bubu*'s mixed emotions.

SCENE V

The scene opens at *Jivan khura*'s house.

Jivan khura (welcoming) : Oh, dear children ! Please, come...

The group begins to perform *husori*.

They start singing – “*Deutar podulit*

Gundhaise madhuri

Keteki molemolai O...”

After the *husori* performance, the family bows down for blessings.



Suman (chanting): May your family be blessed with prosperity and happiness!

Khuri hands over the offerings in a *bota* to *Suman*.

Bubu (accepting the offerings): Thank you, *khuri*!

Khuri (offering treats): Now, let's go inside and have *pithas* and *jalpan*!

The children leave *Jivan khura*'s house after enjoying Bihu delicacies.

SCENE VI

The scene opens on the lane in front of *Jivan khura*'s house. As the children leave, *Bubu*'s distress grows.

Bubu (muttering to himself) : Oh no ! My *gamosa*! What will mother say?

Rumi : Bubu, what's wrong ?

Bubu (ashamed) : My *gamosa*, *Rumi ba*... I lost *aita*'s gift.

Jumi : Don't worry, Bubu. We'll explain it to your mother.

Minki : Yes ! We were all excited and didn't notice that your *gamosa* was missing.



Suman : Bubu, we're with you.

The group nods in solidarity.

Rumi : We'll tell *Maa* that it wasn't just your fault.

Minki : We're responsible too.

Bubu smiles slightly, feeling supported.

The scene fades out with *Rumi*, *Bubu*, and their friends walking together, beating their *dhol*, *toka*, and *taal*.

SCENE VII

The scene opens with the group entering *Bubu*'s house.

Rumi (opening the gate) : Let's get over with this.

They enter quietly expecting, *Bubu*'s mother to be angry when she finds out about the *gamosa*. *Bubu*'s mother rushes out, holding a *gamosa* and smiling.

Rumi and Bubu's mother (excitedly) : *Bubu*, how was your day? How did you manage without this *gamosa*?



Bubu looks shocked but relieved.

Mother (laughing): You left your *aita's gamosa* on the *sorai*!

She gives the *gamosa* to Bubu.

Rumi and the other children burst into laughter.

Bubu (gratefully): *Maa...*!

Mother (warmly): All of you come inside, wash up and have some *jalpan*.

All rush inside. They have a good time eating and chatting. Finally, the family sees Jumi, Minki, and Suman off.



Jumi: Thanks, *khuri*.

Minki: See you tomorrow, Rumi and Bubu.

Suman (waving): Bye !

Jumi, Minki, and Suman exit.

Rumi(teasing): Bubu, you were worried for nothing.

Bubu(smiling): I learned my lesson. I'll be more careful next time.

Mother(lovingly): *Aita's* gift is safe!

The scene fades out.

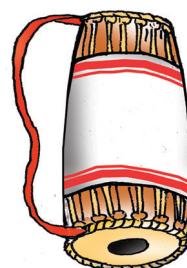
ACTIVITIES

1. Let's find out how much we have understood:

- i. Who were waiting for Bihu?
- ii. Who jumped out of the bed?
- iii. Who invited them to perform *husori*?
- iv. Where did they go first to perform *husori*?
- v. Who made delicious *ladoos*?
- vi. Why was Bubu sad?
- vii. How did Suman help Bubu?

2. a) In the lesson 'Gamosa: A Thread of Love', you have come across words like *dhol*, *pepa*, *toka*, etc. These are the names of musical instruments played during Bihu. Find out names of other musical instruments that are played during festivals that your friends celebrate:





b. Draw a picture of any musical instrument:

3. Guess what I am called :

Bubu's mother is the sister of Anuska's father. What is the relationship between Bubu and Anuska. The answer is hidden in the jumbled letters.

U	C	O	S	I	N
---	---	---	---	---	---

4.a) Let's read :



I am Harpal Singh. I am from Punjab. We celebrate Baisakhi in the spring season. It marks the beginning of the harvest season and the solar new year in our state. We prepare various types of sweets and dishes like *makkey ki roti*, *sarso ka saag*, *chole bhature*, *badam kheer*, *gajar ka hawla* etc.

I am Venkata Rao. I am from Andhra Pradesh. We celebrate Ugadi with great fanfare. This festival marks the beginning of the new year in our state. We wear new clothes and make rangoli designs. We love feasting on Ugadi. The most important festive dish during Ugadi is *Pachodi*, a chutney. *Ugadi pachodi* is a mixture that represents a combination of six sensory experiences - sweet, sour, salty, bitter, spicy and pungent.



- The teacher will help learners understand kinship words like *khura*, *khuri*, *jethai*, *aita*, etc. and introduce them to the English terms of these words.



Hello, I am Manubhai Patel from Gujarat. We celebrate Uttarayan, a harvest festival all over Gujarat. This festival marks the beginning of the summer season. Kite flying is one of the most significant aspects of Uttarayan. During this festival, we enjoy a variety of food items. Among all, I love *undhiya* (a mixed vegetable made with yam, beans, etc), *chikki* (a snack made with sesame seeds, nuts, and jaggery, etc.) and *jalebi*.

Hello friends, I am Radhika Krishnan. I hail from Kerala. We celebrate Vishu in our state. In Sanskrit, *Vishu* means equal. It marks the beginning of the traditional solar year in April. Vishu is a time for cultural festivities, with communities organising colourful processions, traditional performances, and competitions. People gather for traditional feasts called *vishu sandhya* where mouth-watering dishes are served on a banana leaf. Special dishes like *vishu kanji*, *thoran* and *vishu katta* are also made.



I am Martha Sangma. I am from Meghalaya. We celebrate Wangala. It is a harvest festival. It is a time to give thanks to the sun god *Saljong* for a bountiful harvest and to seek blessings for the coming year. This festival also marks the end of the agricultural season and the start of winter. The festival is known for its rhythmic beat of 100 drums. One can enjoy dishes like bamboo shoot curry and rice cakes.

b) Fill in the boxes with details derived from the texts that you have read:

Name of the festival	State	Food items
(i) Uttarayan		
(ii) Ugadi		
(iii) Baisakhi		
(iv) Wangala		
(v) Vishu		

5. Work in pairs. Find out in the grid, the names of some festivals that we celebrate in different parts of our country. You may take help from the box given at the bottom of the grid :

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

UGADI

BAISAIKHI

GUDI PADWA

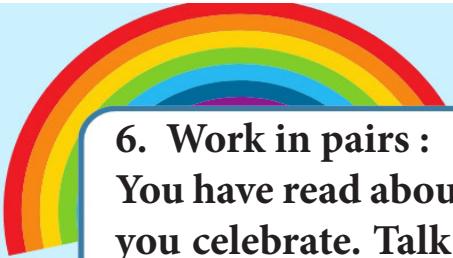
PONGAL

PUTHANDU

NAVRATRI

VISHU

WANGALA



6. Work in pairs :

You have read about different festivals in India. Now, name a few festivals you celebrate. Talk about the common practices in the festivals that you celebrate with those of others.

7. a) Let's read a page from Bubu's diary :

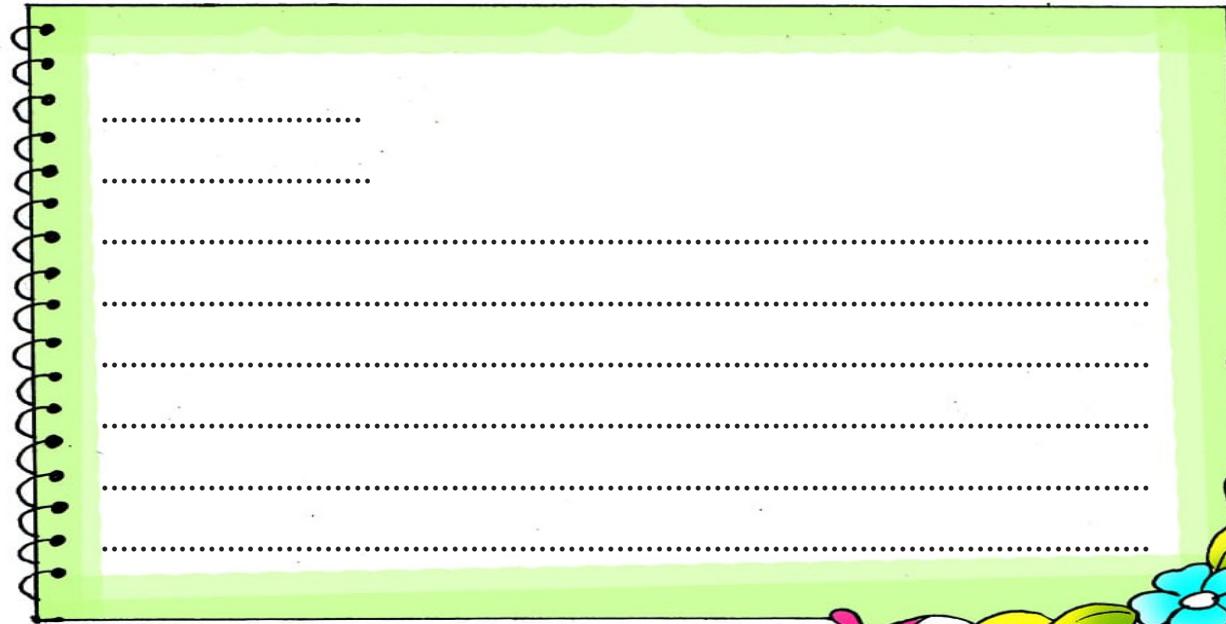
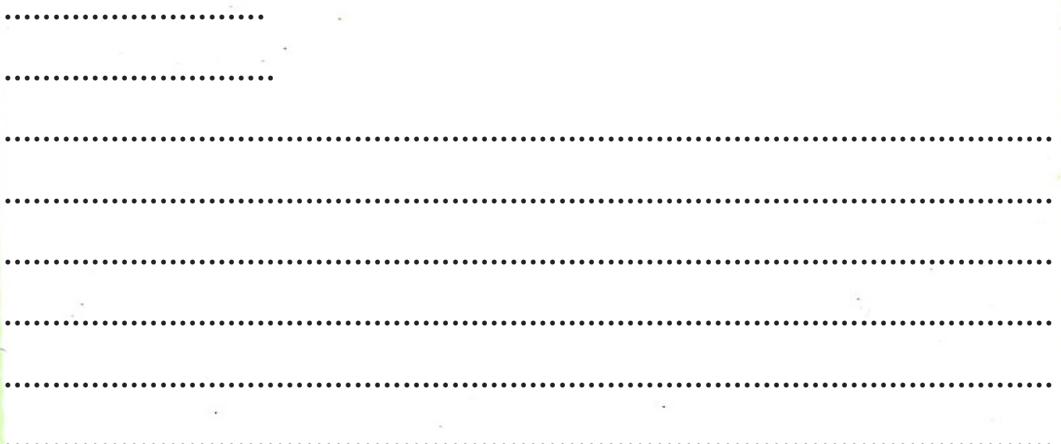
Sunday

13th April, 2025

Dear diary,

What a day it was! We all had been waiting for this day of the year. We performed *husori* in the neighbourhood. We had a great time eating *ladoos*, *pithas*, *jalpan* and what not! Minati *jethai* treated us with mouth-watering delicacies. I forgot my *gamosa* at home. It was gifted by *aita*, and the whole day I kept worrying about it. At last I found it. It was a day full of both enjoyment and worry.

b) Now, write a diary entry describing how you celebrated your favourite festival. You can take help from the diary entry of Bubu.



► The speaking activity at Q. no.6 will focus on the Simple Present Tense, and the writing activity at Q. no. 7. b) will focus on the Simple Past Tense.

8. Ms. Nandini Rao is a close friend of Rumi and Bubu's mother, Papari Baurah. Ms. Rao visits them during Bihu. She loves to eat bihu delicacies, especially *til pitha*. This time, she has not been able to visit them during Bihu. So, she calls Ms. Baruah to wish her on Bihu. She also asks her the recipe of *til pitha*. Ms. Baruah tells Ms. Rao how to make *til pitha* over phone.

Listen to the telephonic conversation between Ms. Rao and Ms. Baruah about the process of making *til pitha*. Now, choose the correct options and underline the sentences given below:

- Soak the rice for 1 hour/2 hours.
- Cover the rice powder with a wet/dry cloth.
- Coarse grind the sesame seeds/rice.
- Add jaggery to the rice powder/sesame seed powder.
- Spread the ground rice flour on a paper/*tawa*.



9. a) Let's read these words and notice the sounds of the letter 'c' in combination with different vowels :

Box 1	Box 2	Box 3	Box 4	Box 5
'c' with 'a' 'ca' can call came calm	'c' with 'e' 'ce' cell recess celebrate performance	'c' with 'i' 'ci' city circle excite delicious	'c' with 'o' 'co' come cover welcome encourage	'c' with 'u' 'cu' cure cute culture curious

The letter 'c' in the words of Box 1, Box 4, and Box 5 are pronounced like the letter 'k' in kangaroo, kudos etc.

Again, the letter 'c' in the words of Box 2 and Box 3 are pronounced as the letter 's' in sell, seen, simple etc.

So, we can say that generally when the letter 'c' is followed by the letter 'a', 'o', and 'u', it is pronounced like 'k'. And when the letter 'c' is followed by the letters 'e' and 'i', it is pronounced like 's'.

→ The teacher will read out the listening text from page no. 120.



b. Listen to your teacher saying the following two words from the lesson :

concern

delicacies

c. Find out more such words and say them aloud.

10. a) Let's learn about the types of sentences :

We use sentences to perform certain functions. Depending on the functions, we have different types of sentences. Let's read the following sentences from the lesson and understand their types :

- (a) Minki, Sumon and Jumi are waiting.
- (b) She often treats us with delicious *ladoos*.

These two sentences are **assertive sentences**. They state something or give us information.

Here are two other sentences :

- (c) Where is my *gamosa*?
- (d) How did you manage without this *gamosa*?

These are **interrogative sentences**. They are used to ask questions.

Here are two other sentences :

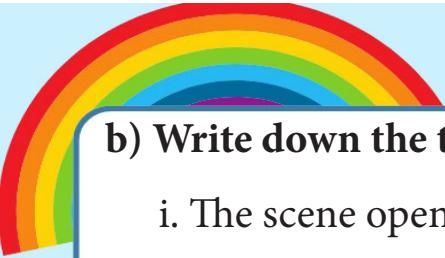
- (e) Come, wash up and have some *jalpan*.
- (f) Get ready soon.

These are **imperative sentences**. They are used to give instructions or orders. They are also used for making requests.

Now, look at these two sentences:

- (g) Oh no! My *gamosa*.
- (h) Wow! Your performance was wonderful !

These are **exclamatory sentences**. They express strong feelings or emotions.



b) Write down the types of the sentences:

i. The scene opens in Rumi and Bubu's room.

ii. How was your day?

iii. Come inside and enjoy Rongali Bihu's delicacies.

iv. Oh! I am glad to see you all.

c) Now, write down more such sentences in the space below. You may take help from the lesson.

(i) Assertive :

(ii) Interrogative :

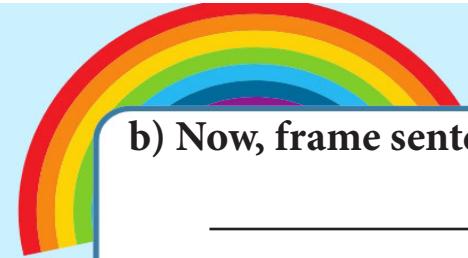
(iii) Imperative :

(iv) Exclamatory :

Let's practice grammar:

11. a) Read the lesson and fill in the table with two examples for each word class:

Noun	Pronoun	Verb	Adjective
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



b) Now, frame sentences with the words that you have written:

12. a) Notice the underlined part in the following sentence:

She jumps out of her bed when she hears her friends talking.

Here, jumps out is a phrasal verb.

b) Identify and underline some phrasal verbs in the lesson. Write down a few of them in the space given below:

c) Now, frame sentences with any two phrasal verbs that you have listed:

i) _____ : _____

ii) _____ : _____



Think and say:

13. Read the discussion between Bubu and the other children from SCENE II:

Rumi : Friends, we have a problem. Jivan *khura* and Minati *jethai* invited us to perform *husori* at both their houses.

Bubu : And we don't know where to go first !

Minki : Jivan *khura*'s house is nearer.

Jumi : But Minati *jethai* likes us so much. She often treats us with delicious *ladoos*.

Suman (laughing): That's a tough choice then!

Bubu : But I like *ghila pitha* more than *ladoos*.

Rumi (smiling): She makes them all. Let's go to her first.

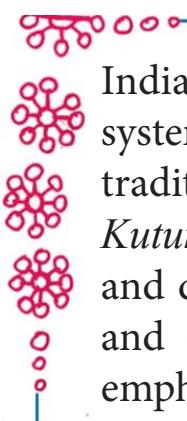
Suman : Okay, settled then! We'll go to Minati *jethai*'s house first.

The *husori* group had a problem of deciding where to go first. They settled the matter through discussion among themselves and decided to go to Minati *jethai*'s house.

What do you do when you face such a situation? How do you settle it down? Share a few ideas with the class.

14. The lesson 'Gamosa: A Thread of Love' is in the form of a drama consisting seven different scenes. Act out the drama in class.

Did you know?



India is a land of rich cultural heritage and strong value systems. At the heart of Indian culture lies a deep respect for tradition, family, and community. The concept of *Vasudhaiva Kutumbakam* (the world is one family) reflects India's inclusive and diverse culture, where people from different backgrounds and faiths coexist harmoniously. Indian culture also gives emphasis on education, self-discipline, and spiritual growth, inspiring individuals to strive for excellence and self-realisation.



Transcript of listening text

Ingredients :

- (i) *Bora rice* (Glutinous rice) - 1 kilogram
- (ii) *Til* (Black sesame seeds) - 250 grams
- (iii) *Gur* (Jaggery) - 1/2 kilogram

Process of making *til pitha* :

Step 1 : Wash and soak rice for an hour. Strain rice and spread it out on a paper. Let it dry slightly.

Step 2 : Grind rice to a very fine powder and then sieve it.

Step 3 : Press the rice powder to make it airtight and cover it with a wet cloth.

Step 4 : For the filling, wash and strain black sesame seeds, and let it dry.

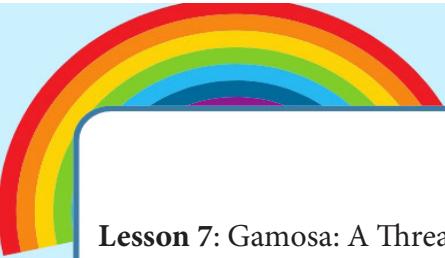
Step 5 : Roast the sesame seeds in a pan until it gives out a nutty fragrance. Coarse grind the sesame seeds.

Step 6 : Add jaggery to the ground sesame seeds and mix it nicely.

Step 7 : Heat a *tawa* (cast iron pan)

Step 8 : Scoop out some ground rice flour. Spread the rice flour on the *tawa* and press it gently with your fingers. The rice flour will gradually take the form of a roundish sheet. Put some sesame filling on it. Roll the sheet and gently push it to the edge of the *tawa*. Let the outer shell become hard and crunchy, according to your taste.

Your *til pitha* is ready !



For The Teacher

Lesson 7: Gamosa: A Thread of Love

Theme: Culture

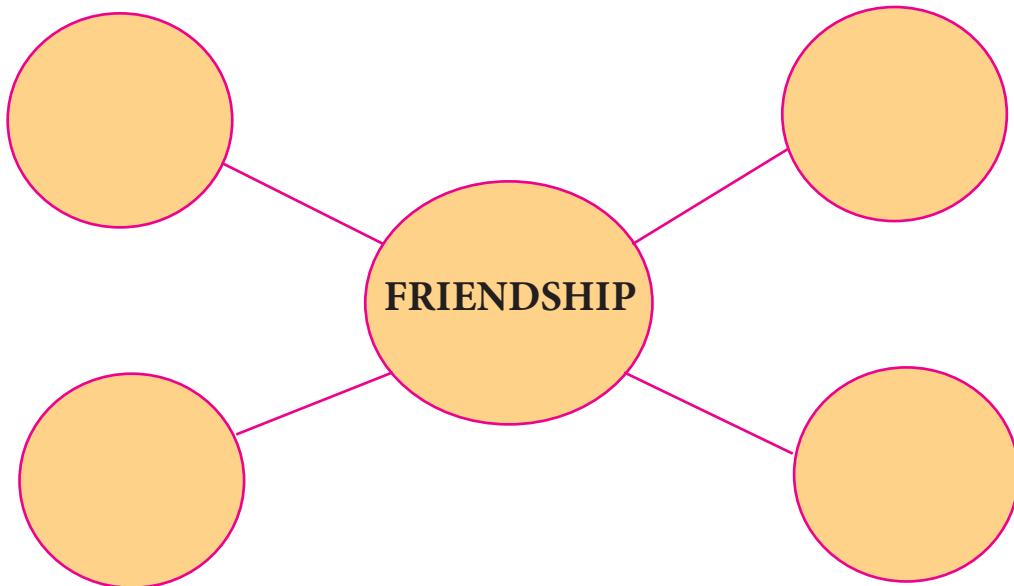
Form of text: Drama

- **Pre-reading :** It is designed to check the learners' previous knowledge about harvest festivals of different parts of India. Scope is given to the learners to speak.
- **Reading :** Activity 1 and Activity 4 are reading comprehension activities to check how much the learners have understood the text. Activity 7(a) is also a reading comprehension activity.
- **Writing :** Activity 6(b) will help learners write diary. They will learn to write about celebration of festivals.
- **Speaking :** Activity 9(a) and Activity 9(b) are pronunciation activities aiming to help learners speak with correct pronunciation. Activity 6 will help learners develop their speaking skill of talking about their culture. Activity 14 is a role play. The learners will enact the drama in this activity.
- **Listening :** Activity 8 will help the learners to listen to follow instructions.
- **Vocabulary :** In Activity 5, the learners will find out words in a grid.
- **Grammar :** Activity 10(a), Activity 10(b) and Activity 10(c) are on Types of Sentences. In Activity 11(a) and Activity 11(b), learners will practise grammar. Activity 12(a) and Activity 12(b) are on 'Phrasal Verb'.

Art is integrated in Activity 3. Activity 13 will help learners develop critical thinking. Activity 2(a) and Activity 6 will help learners learn about different cultures.



What comes to your mind when you think of the word 'friendship'? Write your ideas in the blank circles.



Read the words. Put a tick (✓) in the box near each word that you can use to describe your friend.

trustworthy

caring

unreliable

helpful

unselfish

kind

uncaring

unhelpful

supportive

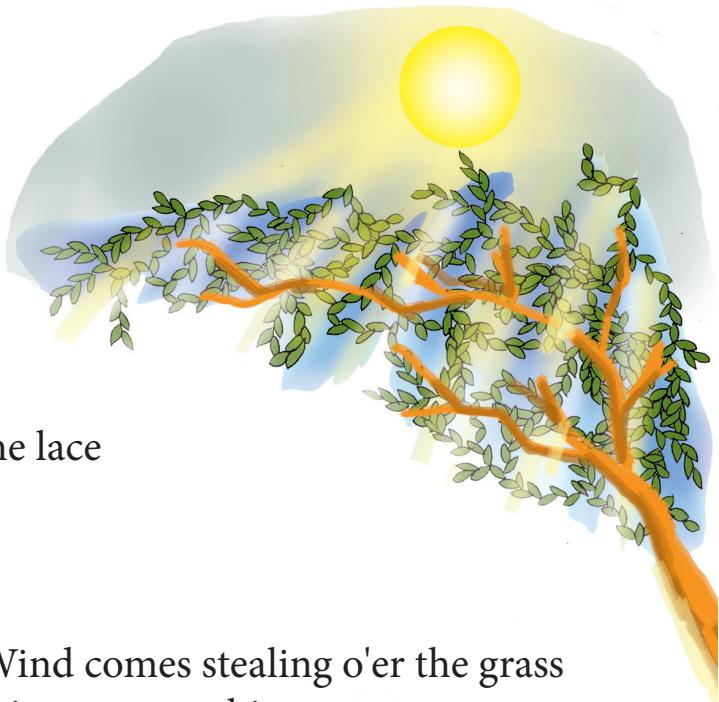
indifferent



Read the poem and learn about some of the poet's friends :

Friends

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.



The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

The Wind comes stealing o'er the grass
To whisper pretty things;
And though I cannot see him pass,
I feel his careful wings.

So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

Abbie Farewell Brown



About the poet :

Abbie Farewell Brown is an American author. She was born on August 21, 1871 at Boston, Massachusetts. She is well known for her children poems and fantasy stories. Some of her famous works are 'The Book of Saints and Friendly Beasts', 'A Pocketful of Posies', etc. She died on March 5, 1927 at Boston, Massachusetts.



Let's learn what the following words mean in the poem:

bent : leaned in a particular direction
flickers : glimmers ; sparks
stealing : secretly moving
whisper : murmur ; talk softly in the ear
scarcely : barely ; hardly
gentle : calm and kind



ACTIVITIES

Let's check how much we have understood:

1. Answer the following questions :

- a) Who are the poet's friends ?
- b) What is the Sky like ?
- c) What does the Sunshine do?
- d) What does the Wind whisper?
- e) Whose careful wings does the poet feel?
- f) Why should a child never feel a fear ?
- g) Can you consider the sky, the sunshine and the wind as your friends? Why?

2. Write the rhyming words from the poem for the ones given below:

while _____

grass _____

tree _____

things _____

lace _____

near _____

head _____

see _____

3. Read the following explanations of the four stanzas of the poem given below. Identify and write the stanza number next to each explanation:

The Wind comes secretly and whispers pretty things. The poet cannot see the Wind, but feels the careful touch.

The poet says that there are many gentle Friends around us. One can hardly see them. The poet asks the child not to be afraid because wherever the child might be, his Gentle friends will be around.

The Sunshine passes through the leaves and falls upon the poet's face. The poet compares the falling of sunshine upon the face with mother kissing a child before bed.

The poet lies under a tree and looks at the Sky through it. The Sky is like a kind big smile, bent sweetly over the poet.



4. Use the ideas written in the cards to tell the summary of the poem to the class:

lying on the ground

invisible

a child

no fear

lace of leaves

kisses like Mother

gentle friends

whisper pretty things

careful wings

a kind big smile

looking through the trees

5. Write what the word 'friend' means to you:

Friend: _____

Now, write who your friends are:

6. a) Read the following lines from the poem:

"The Sky is like a kind big smile
Bent sweetly over me."

Here, the poet uses a literary device called 'simile' where the word 'like' is used to compare 'The Sky' with 'the smile'.

A **simile** is a literary device to compare one thing with another of a different kind using 'like' or 'as'. This literary device is used to make a description more vivid.



Find the other simile in the poem and write it down:

b) Let's learn a few similes:

- i) Like a breath of fresh air
- ii) As pure as snow
- iii) Like a ray of sunshine
- iv) As cold as ice
- v) As bright as the moon

7. Read the poem and underline the following words in the poem :

Sky

Sunshine

Wind

S s
W w

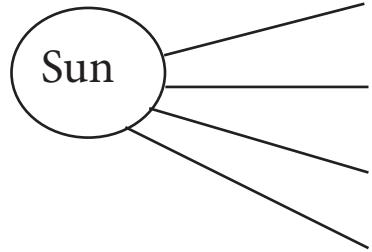
The poet has given the sky, the sunshine and the wind human like characters. The poet has used capital letters at the beginning of each word, just like we use them before our names.

The poet gives human qualities to objects and animals and makes them human like. This is known as **personification**.

Now, write the activities of the Sky, the Sunshine and the Wind that resemble human actions below the respective headings in the table:

The Sky	The Sunshine	The Wind

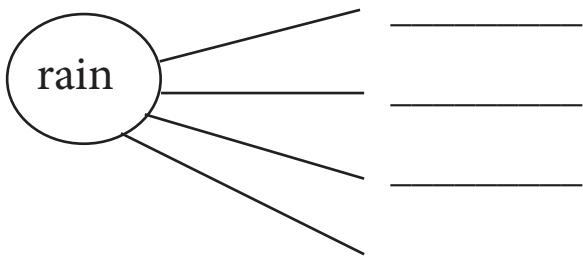
8. You have come across the word 'Sunshine' in the poem. There are many words that begin with the word 'Sun'. Let's read a few of them:



screen	sunscreen
glass	sunglass
light	sunlight
flower	sunflower



Now, add words to 'rain' to make new words :





9. Let's make as many words as we can from the letters in the grid (without repeating letters) and write in the given spaces. One is done for you.

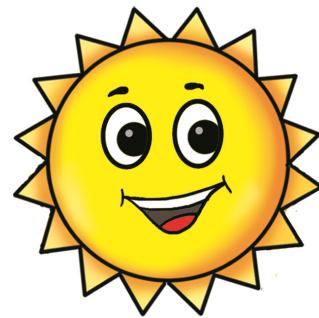
S	A
N	F
R	U

FUN



Let's learn some grammar :

10. a) Read the phrase written in the card :



Here, the adjective 'kind' is placed before the adjective 'big'.

When more than one adjective is used before a noun, the adjectives are placed in a particular order. Let's learn the order of adjectives which we usually use:

Order	Relating to	Example
1	opinion	kind
2	size	big
3	physical qualities	thin
4	shape	round
5	age	young
6	colour	green
7	origin	Indian
8	material	plastic

b) The order of adjectives in the following sentences is not correct. Read the sentences:

I met a tall old kind man. He bought me a plastic red round beautiful ball. He also bought me a wooden heavy bat.

Now, rewrite the sentences by placing the adjectives in the right order:



11. fill in the blanks with adjectives from the box to complete the sentences :

cotton white tall red beautiful young cute tiny

- i. I saw a _____ girl.
- ii. She was wearing a _____ frock.
- iii. She had a _____ bag.

12. Let's practise some grammar :

- a) Read the words and write 'adj.' for adjective and 'adv.' for adverb near the words. Two are done for you.

kind	adj.
sweetly	adv.
pretty	
careful	
gentle	
scarcely	

- b) Now, change the adjectives into adverbs and the adverbs into adjectives and write down in the given spaces. You can take help from the box.

kind	_____
sweetly	_____
pretty	_____
careful	_____
gentle	_____
scarcely	_____

carefully
scarce
gently
prettily
sweet
kindly

13. Read the verbs written in the cards :

look up

flickers

comes

The poet has used these verbs to talk about actions that happen regularly. Now, choose the verbs to indicate that these actions will happen tomorrow and fill in the blanks to complete the sentences:

- The poet _____ (will look up/looked up) through the tree.
- The Wind _____ (is coming/will come) secretly.
- The Sunshine _____ (has flickered/will flicker) through the lace of leaves.

14. Let's practise pronunciation :

Let's read aloud the words in the box and notice the end sound:

friends flickers kisses leaves
comes things wings



All the words end with 'z' sound as in 'zoo'.

Let's read aloud the following words and put a tick (✓) on the ones which end with 'z' sound as in 'zoo'.

paralympics sports cliffs
tremors physics lights
voyages smiles shocks



15. Let's read what is written in Board 1 and Board 2:

Board 1

- I listen to my friend when he/she wants to share something.
- I help my friend when needed.

Board 2

- I walk away when my friend faces any challenges.
- My friend should talk to me only.

In which Board would you like to write something about you? Think, decide and write something about you on that Board.

16. Write a few sentences about one of your friends . You can include the points given in the box:

- details of your friend
- qualities of your friend
- activities you do together
- support given
- fun activities
- occasions you celebrate together



17. Do you know that discussing with a friend might help you overcome a challenge in your life? Think of a problem that you have faced. Discuss with your friend and share with the class how that problem might be solved.

Think and say :

18. What will you do if your friend/friends ask/asks you to do something that you consider is not appropriate?

Let's learn to say 'No' :

19. Say 'No'

- when someone touches you in a way that makes you feel uncomfortable
- when someone asks you to accompany or meet him/her alone in an isolated place

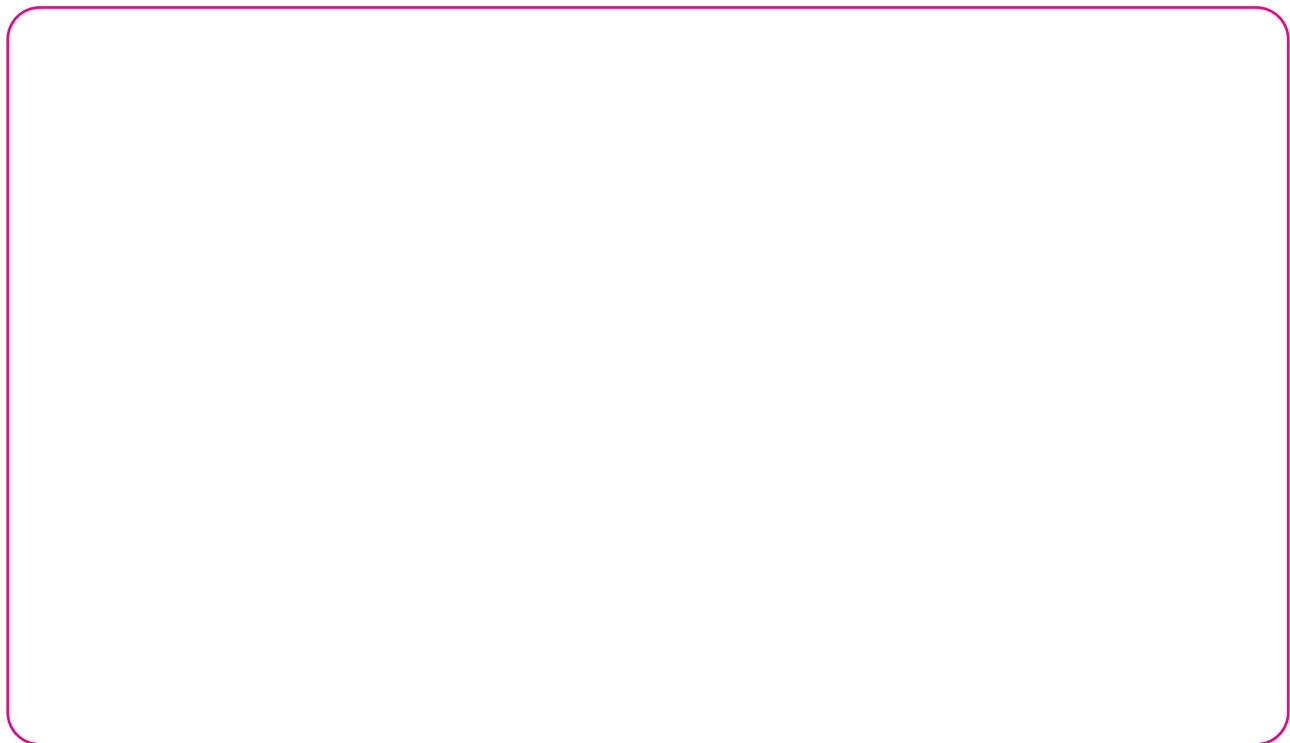
Add two more situations when you will say 'No'.

20. Tell a story of friendship to the class. It can be a folktale or a tale from books. You may also create and tell a story on friendship.

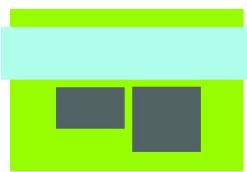
21. a) We wish our friends and relatives on special occasions in different ways. A greeting card is one of them. Here is a greeting card for the New Year. Read it:



Now, prepare a greeting card for your friend's birthday and write a birthday wish:



22. Your friend has invited you to the birthday party to be celebrated at his/her house. As you have never been to your friend's house, you are going to ask your friend for directions. Remember, while giving directions, certain instructions, phrases and words are used. Look at the pictures below and read the instructions, phrases and words written below the pictures:



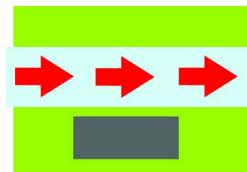
Next to



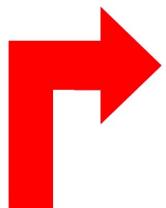
Go straight on.



Take the first left.



Go past.



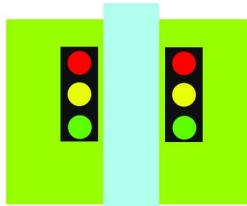
Turn right.



Opposite



Roundabout



Traffic lights

Now, listen to your teacher read out the directions to your friend's house. As you listen, move a finger or a pencil on the map below according to the instructions to find your friend's house and enjoy the birthday party.



- The teacher will read out the listening text from page no. 137.

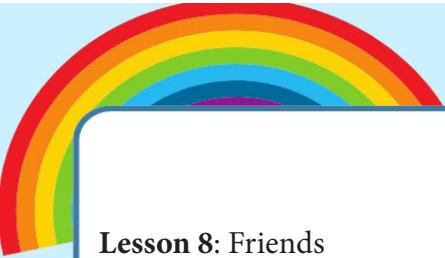
Did you know?

Pen pal:

There was a time not long ago, when the word 'pen pal' was a familiar one especially among the children of your age. Pen pal is someone with whom one has friendship but who usually doesn't meet. The relationship is maintained particularly via postal mail. Pen pals are generally long distance friends, though it is not always the case. They are from different places and even from different countries. One gets to know the culture, the way of life, facts, etc. of different places or countries from their pen pals. Having a pen pal may seem irrelevant to many in this digital era. Now a days people can communicate through different social media and get the information of different places and countries through the internet.

Transcript of listening text

You start from the point marked 'X' on Nilachal Path. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn right on to Himgiri Path. Go straight on and take the first left on to Nibir Path. Go straight on until you find a book shop to your right. Opposite to the book shop is my house.



For The Teacher

Lesson 8: Friends**Theme:** Friendship**Form of text:** Poem

- **Pre-reading :** It is designed to help learners activate their concept about friendship mainly through vocabulary.
- **Reading :** Activity 1, Activity 3, Activity 4 and Activity 5 will help learners identify main point, summarise, find specific information after a careful reading.
- **Writing :** Activity 15 will help learners write items in a list. Activity 16 will help them to write about someone.
- **Speaking :** Activity 17 will help learners develop the speaking skill of sharing personal experience with someone . Activity 20 will help learners develop the skill of narrating a story.
- **Listening :** Activity 22 is designed to help learners listen to and understand directions.
- **Vocabulary :** Meaning of a few words from the poem has been given immediately after it in order to facilitate the learners to read and understand the poem on their own. In Activity 8, learners will learn to make compound words. In Activity 9, the learners will combine letters to make words.
- **Grammar :** Activity 10(a) and Activity 10(b) are on 'Order of Adjectives' in a sentence. Practice exercises have been given to reinforce their learning. From Activity 12 to Activity 14 are practice exercises which will give scope to the learners to consolidate their learning of grammar in the previous lessons. Activity 22 will help learners learn a few specific expressions used while giving directions. Activity 21 will help learners learn the language function of wishing someone.
- **Literary Devices :** Activity 6(a) and Activity 6(b) will help learners learn what a 'simile' is while Activity 7 will help learners learn what 'personification' is.

Activity 19 will help learners develop the skill of how to be safe. It will develop their decision making capacity. Activity 18 will develop the critical thinking and decision making capacity of the learners. In Activity 17, collaborative learning and collaboration will happen. Art is integrated in Activity 21(a) and Activity 21(b).