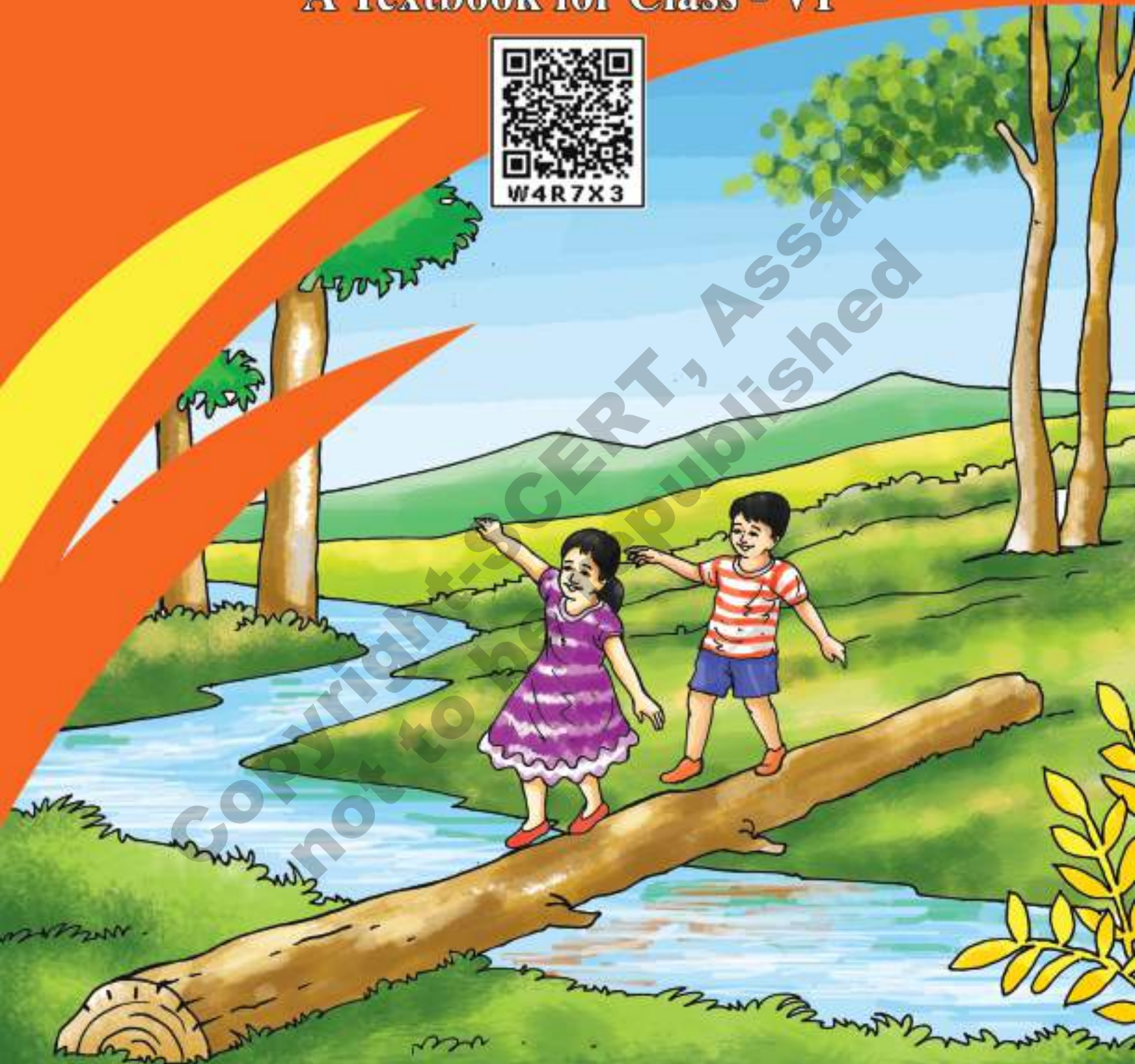


SUNBEAM ENGLISH READER - I

A Textbook for Class - VI



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Free textbook

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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Preface

Sunbeam English Reader-I is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of English textbooks for the Elementary level of Education in Assam for implementation from the academic year 2020.

Learning a language means using it for a variety of purposes. Interaction, discussion and sharing of ideas provide opportunities for gathering information about events and experiences. This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for learners joyful and meaningful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning experience.

At the end of each lesson a note for the teacher is appended in order to provide useful hints to make learning of English enjoyable and enduring. As a support for teachers and learners, Quick Response Code (Q R Code) has been introduced in this textbook. Passages for listening have also been provided at the end of Lesson 8 of the book.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook more effective, SCERT, Assam along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the contribution of the entire team for their relentless effort and resources in bringing out this textbook.

We thank the teachers, subject experts and the public for helping us update this edition of the textbook with revisions based on the feedback received from them. We invite further suggestions from students, parents, guardians and general public for improvement of the textbook.



Dr. Nirada Devi
Director, SCERT, Assam

A Note to the Teacher

Congratulations, and welcome to the new academic year! In this session, you will be teaching English to the students of Class VI through **Sunbeam English Reader-I**, a new textbook aimed at making the learning and teaching of English enjoyable and interesting for both learners and teachers. This textbook has eight lessons, each based on a theme relevant for learners of this age group in terms of content and language level. The activities accompanying the lessons are aimed at developing learners' English comprehension skills, and their ability to listen to, speak and write English appropriately, and with confidence. The activities are meant for learners to complete individually, and also in pairs and groups, so that learning English is both meaningful and enjoyable for them.

As you know, **learning by doing** is the most effective way of learning a new skill. Learning a language is learning a skill, because language is used to **do** things in real life, such as expressing our feelings, communicating our needs, performing functions such as greeting, requesting, inviting, writing an application, and so on. We have all learnt our language(s) by listening to what others say while they do things, and by trying to say it ourselves, by making mistakes and not being punished for it.

Through the activities in this textbook, we hope you will encourage your learners to read and understand the lessons by themselves, improve their vocabulary and grammar, and their speaking and writing skills. There are also activities through which learners can practise using English for non-textual activities like making posters and signboards, taking part in quizzes and debates, preparing speeches and stories and sharing them. We request you to let each child try doing the activities and reading the lessons by themselves, even when you feel some children find it difficult. This struggle is necessary for them to develop confidence to speak, read and write in English.

In this textbook, you will also find listening passages at the end to develop learners' listening comprehension. Please read the passages out to learners for the listening activities. Learners should only read them *after the activity* to see whether they have got the correct answers. In the textbook, we have also included a **Read for Pleasure** section, where there are interesting short pieces for your learners. This section is meant to give them practice in reading for pleasure and entertainment, so that they develop the habit of reading. You may conduct activities on the content to ensure that the learners have got into the habit of reading.

Finally, you will notice that there are lessons and activities that include stories or incidents about people from various ethnic, linguistic, religious and cultural backgrounds. There are also lessons and activities relating to children with special needs (CWSN). These are meant to develop in your learners empathy and understanding towards people who are different from them. Please use these lessons and activities to help your learners learn inclusivity and acceptance, so that they can become caring, tolerant and responsible citizens of the country.

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4. View list of e-resources available and click on any e-resource of your choice



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Learning Outcomes

The learner -

1. participates in activities in English like role play, group discussion, debate, etc.
2. recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
3. responds to oral messages, telephonic communication in English and communicates them in English or home language
4. responds to announcements and instructions made in class, school assembly, railway station and in other public places
5. reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
6. reads to seek information from noticeboard, newspaper, Internet, tables, charts, diagrams and maps, etc.
7. responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
8. uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts
9. writes words/phrases/simple sentences and short paragraphs as dictated by the teacher
10. uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing
11. refers to dictionary to check meaning and spelling, and to suggested websites for information
12. writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiner, etc.
13. drafts, revises and writes short paragraphs based on verbal, print and visual clues
14. writes coherently with focus on appropriate beginning, middle and end in English/Braille
15. writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience
16. visits a language laboratory
17. writes a Book Review

Lesson 1

The Rainbow



Work in pairs and make a list of three gifts of nature that you know about:

(i) _____ (ii) _____ (iii) _____

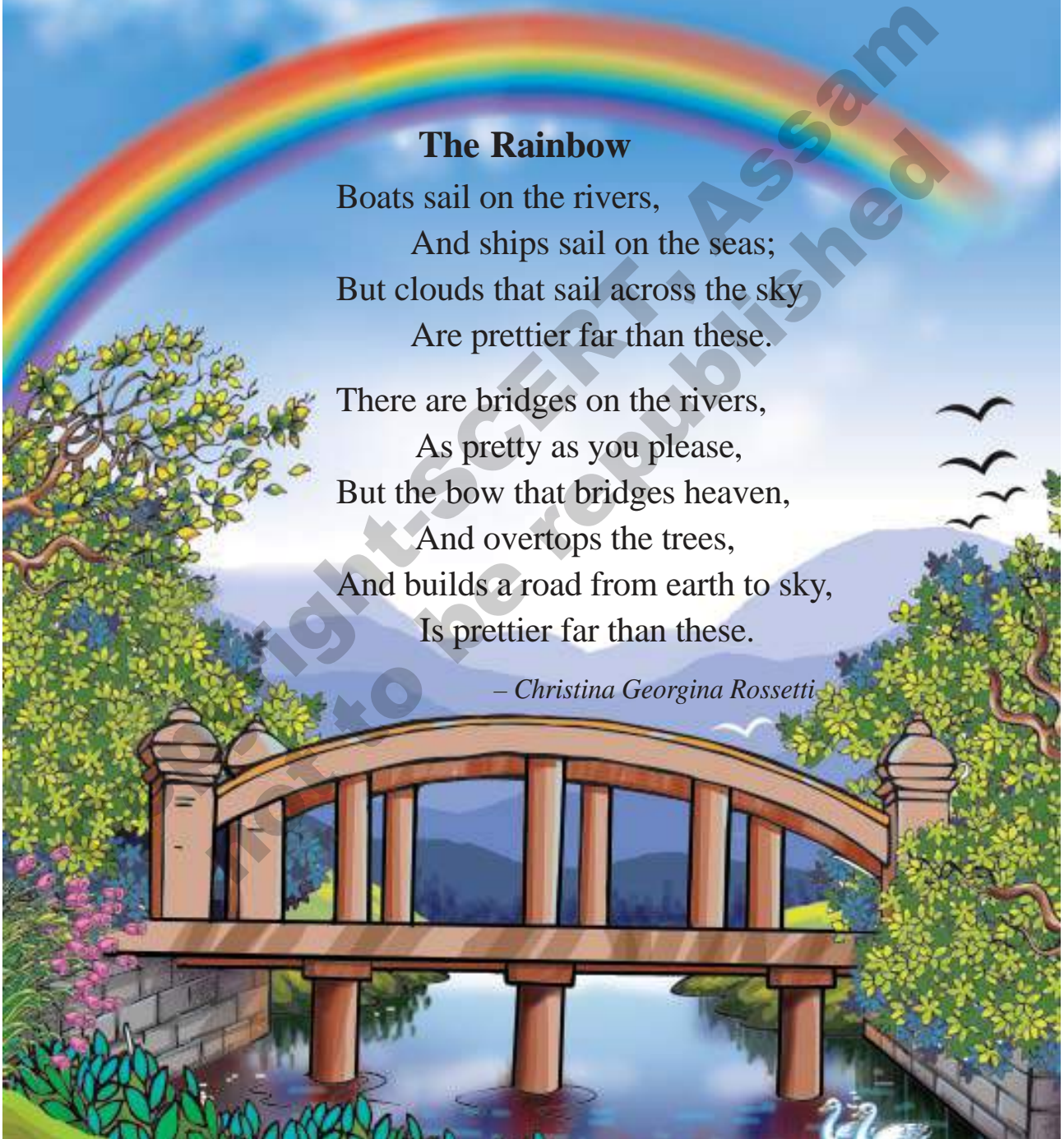
Now read the poem below and find out if your words match those in the poem.

The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please,
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

– Christina Georgina Rossetti




ACTIVITIES

1. Complete the following sentences by reading the poem “The Rainbow”:

- Boats sail _____.
- _____ sail on the seas.
- But _____ sail across the sky.
- Boats and ships are pretty, but clouds are _____.
- The ‘bow’ in the poem is the _____.

2. Match the following:

Boats	Prettier
Ships	Pretty
Clouds	Prettier
Rainbow	Pretty



3. What are the things that the rainbow does? Fill in the blanks below with words from the poem.

The Rainbow 

- heaven
- the trees
- from earth to sky

4. Two summaries of the poem are given below. Which one do you like more? Discuss your answer with the friend sitting next to you. Then share your thoughts with the rest of the class.

- The poem ‘The Rainbow’ is about nature. Here the poet compares the beauty of nature and man-made beauty. She finds that beauty created by nature is prettier than man-made beauty. The clouds that sail across the sky are prettier than boats sailing on rivers and ships sailing on the seas. But the rainbow is prettier than all the pretty things that sail on the rivers.




(b) Boats sail on the rivers and ships sail on the seas. But the clouds that sail across the sky are prettier than these boats and ships. The bridges in the rivers are beautiful. But the rainbow that builds a road from earth to sky is prettier than the bridges.

5. (a) As you know, rhyming words are words that end with the same sound, such as *sound-round*. Here are some words from the poem ‘The Rainbow’. Work with your friend and write two words that rhyme with each of them:

boat	<input type="text"/>	<input type="text"/>	sea	<input type="text"/>	<input type="text"/>
river	<input type="text"/>	<input type="text"/>	cloud	<input type="text"/>	<input type="text"/>
ship	<input type="text"/>	<input type="text"/>	sky	<input type="text"/>	<input type="text"/>

(b) Now say the words aloud and recite the poem ‘The Rainbow’ for practice.

6. (a) Make a list of things that:

sail on rivers and seas	move on the road	fly across the sky
		

(b) Now make three sentences with any of the words from the list above.

.....

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.....

7. Read the following stanza of 'The Rainbow' and write what you have understood about it. Draw a picture to go with it:

*Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.*

8. Let's learn some grammar:

Read the poem 'The Rainbow' once again. Find words belonging to the following word classes and write them in the spaces below. One is done for you. You may fill the spaces with other words if you do not find an appropriate word in the poem.

- (a) **Noun** (naming words, for example, 'boat'): _____, _____
- (b) **Pronoun** (a word used instead of a noun; for example, 'it'): _____, _____
- (c) **Adjective** (a word that describes a person or a thing; for example, 'pretty'): _____, _____
- (d) **Verb**: (a word or a group of words that expresses an action; for example, 'eat', 'run'): _____, _____

☞ For Activity 7, the teacher will help the learners to write the lines in prose form.

9. The words you have written in 8 (c) are called adjectives because they say something more about a noun or a pronoun. In the poem 'The Rainbow', you found the adjectives pretty and prettier. Such adjectives show the degree of something, as shown below:

Comparison of Adjectives

Positive Degree

Pretty

Comparative Degree

Prettier

Superlative Degree

Prettiest

Now think of two other adjectives that can be compared in the same way, and write them in their degrees (positive, comparative and superlative) in the space below:

Now complete the table below by filling in the columns as shown in the examples. Two have been done for you.

Positive Degree	Comparative Degree	Superlative Degree
Pretty	Prettier	Prettiest
Beautiful	More beautiful	Most beautiful
heavy		bravest
famous		
simple	more popular	
active		

10. You must have seen in the poem how a word belonging to one word class may be used as a different word class. For example,

bridge (noun): There is a *bridge* on the river.

bridge (verb): The rainbow *bridges* the earth and sky.

Now make sentences using the following words first as a noun, and then as a verb:

book, hand, back, sail, bow, water

.....

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11. Let's practise our word building skills. Make a few words with each of the letters from the word RAINBOW. First make a three letter word, then a four letter word, and so on. One is done for you:

R →	red	read	river	reader	rainbow
A →					
I →					
N →					
B →					
O →					
W →					

12. (a) Ask the following questions to your partner and write his/her answers in the given space:

(i) Have you ever seen a rainbow?

.....

(ii) What does the rainbow look like?

.....

(iii) When do you see a rainbow?

.....

(iv) What colours do you see on a rainbow?

.....

Violet
Indigo
Blue
Green
Yellow
Orange
Red



- (b) Write a few sentences on how you feel when you see a rainbow in the sky. You can take help from the box.

happy excited full of joy

.....

.....

.....

13. Look at the picture and read the poem about a bird which lived on the island of Mauritius in the Indian Ocean.

The Dodo

The Dodo used to walk around
And take the sun and air.
The sun yet warms his native ground-
The Dodo is not there!

The voice which used to squawk and squeak
Is now forever dumb-
Yet you may see the bones and beak
All in the museum.



– Hillaire Belloc

Dodos were large birds that could not fly. They are no longer on the earth now. They have become **extinct**.

In small groups, discuss why we should take care of nature's gifts such as plants and animals.

14. Look at the picture and read the following sentences:

The picture is of the white winged wood duck. The white winged wood duck lives in tropical forests and the wetlands of Assam, Arunachal Pradesh and parts of South



East Asia. The number of white winged wood ducks is decreasing. Let's not allow this duck to become extinct.

Discuss in groups what you would do to stop it from becoming extinct. Write down a few steps that you would like to take to conserve it.

You may take help of the following words and phrases for your discussion:

protect		
stop killing	love and care	preserve nature
earth	extinct	

15. Say these words aloud after your teacher for pronunciation practice:

Box A	
boat	wood
ship	duck
tree	sail

Box B	
nature	extinct
pretty	rainbow
river	across

Now think of two other words like those in Box A and Box B and say them aloud.

*The teacher will tell the learners that each word in Box A has one vowel sound in it. Note that in the words boat, wood, tree and sail, there are two vowel letters or repetition of the same vowel letter. But they are considered as one vowel sound. This means they have one syllable each. All the words in Box B have two vowel sounds. This means they have two syllables each. The word nature has the syllables na-and-ture. In the word nature, the first syllable is pronounced with greater force than the second syllable. In the word across, the second syllable is pronounced with greater force. A syllable pronounced with greater force than the other syllable in a word is called a **stressed** syllable.*

For the Teacher

The theme of this lesson, and the poem 'The Rainbow', is nature. By reading the lesson and doing the activities, learners will become familiar with words, sentences and ideas to express their feelings about nature and its gifts.

- The pre-reading activity before the poem is meant to test learners' knowledge of nature terms. The teacher may then direct the attention of students towards the poem in order to check which of the gifts of nature, mentioned in it, match those in their lists.
- Interest in the poem may be further developed by asking the learners to draw and colour a rainbow or by telling them to find pictures of the rainbow or other things mentioned in the poem. The learners may be asked to describe what they see in the pictures that they have brought.
- The teacher will help learners to find the word 'sail' and its usage in the dictionary and draw their attention to sentences like:
 - (a) I saw a boat sail across the river.
 - (b) I saw a ship sail across the sea. (Pictures may be used for this purpose.)
- The illustration given in the book may be used to elicit answers to questions such as:
 - (a) Where is the bridge in the picture?
 - (b) Where is the rainbow?
- Activity 4 introduces learners to a longer piece of writing-the summary of a poem. The teacher should encourage learners to read the summaries on their own and discuss their answers. By doing this, learners will develop confidence to write short summaries themselves.
- The teacher will read the poem aloud with proper stress and rhythm to enable learners to identify the rhyming words like: seas – these; please – trees – these. This will help learners to do the pairwork in Activity 5(a) and facilitate them in reciting the poem with ease.
- Activity 6-7 are meant to help learners use the language of nature to compose sentences on their own. The teacher should not dictate answers; instead he/she should encourage learners to write on their own, even if they make a few mistakes.

- Activity 12 (a), Activity 13-14 are mainly related to reading and speaking. These activities are meant to give learners practice in using the newly learnt words and sentences in spoken English. The teacher can put learners in small groups and monitor their discussions.
- Activity 15 is designed for practice of pronunciation with emphasis on the stressed syllables.

Teachers must take care to pronounce the words provided correctly, so that learners learn to pronounce them appropriately themselves.

- The teacher can have a discussion on ‘word class’ before learners do the grammar Activities 8 and 9. The learners will be helped to identify adjectives in the poem ‘The Rainbow’. This will make the introduction to the ‘Degrees of Comparison’ easier.
- Activity 10 will create awareness in the learners about how words in one word class can be used as a different word class, for example, bridge (noun) and bridge (verb).
- Activity 11 is an interesting word extension task that learners can do in pairs or small groups.

The teacher will plan the additional activities in pairs and groups, as per the requirements of the learners, in order to encourage active learning and further develop their understanding of the poem and the language. The activities can be done verbally or/and in writing. The teacher will continuously interact with and guide the learner in these activities.

Learning Outcomes:

The learner:

- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of idea and events and relates with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.



Lesson 2

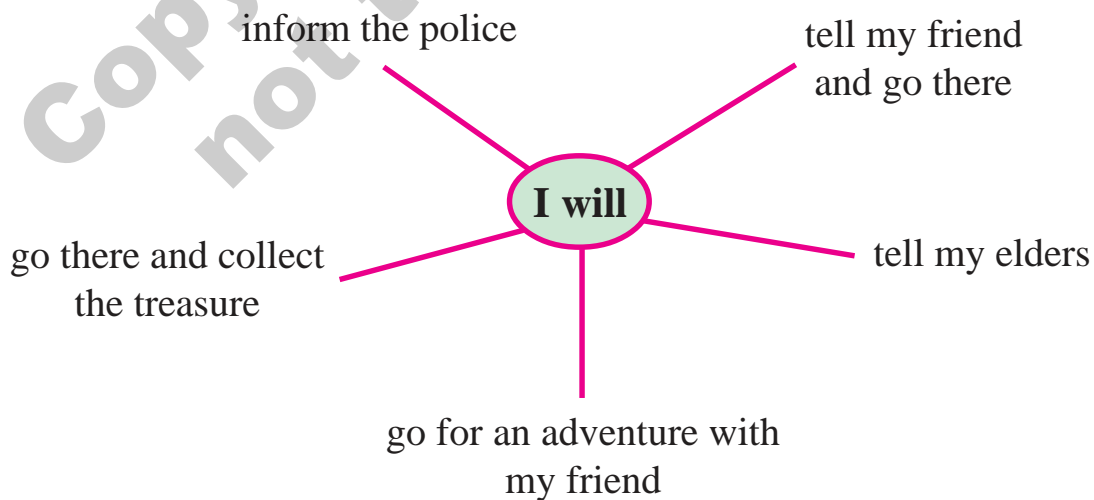
Tom Sawyer



Here is a picture showing a chest of hidden treasure. Look at it carefully and say where it is hidden:



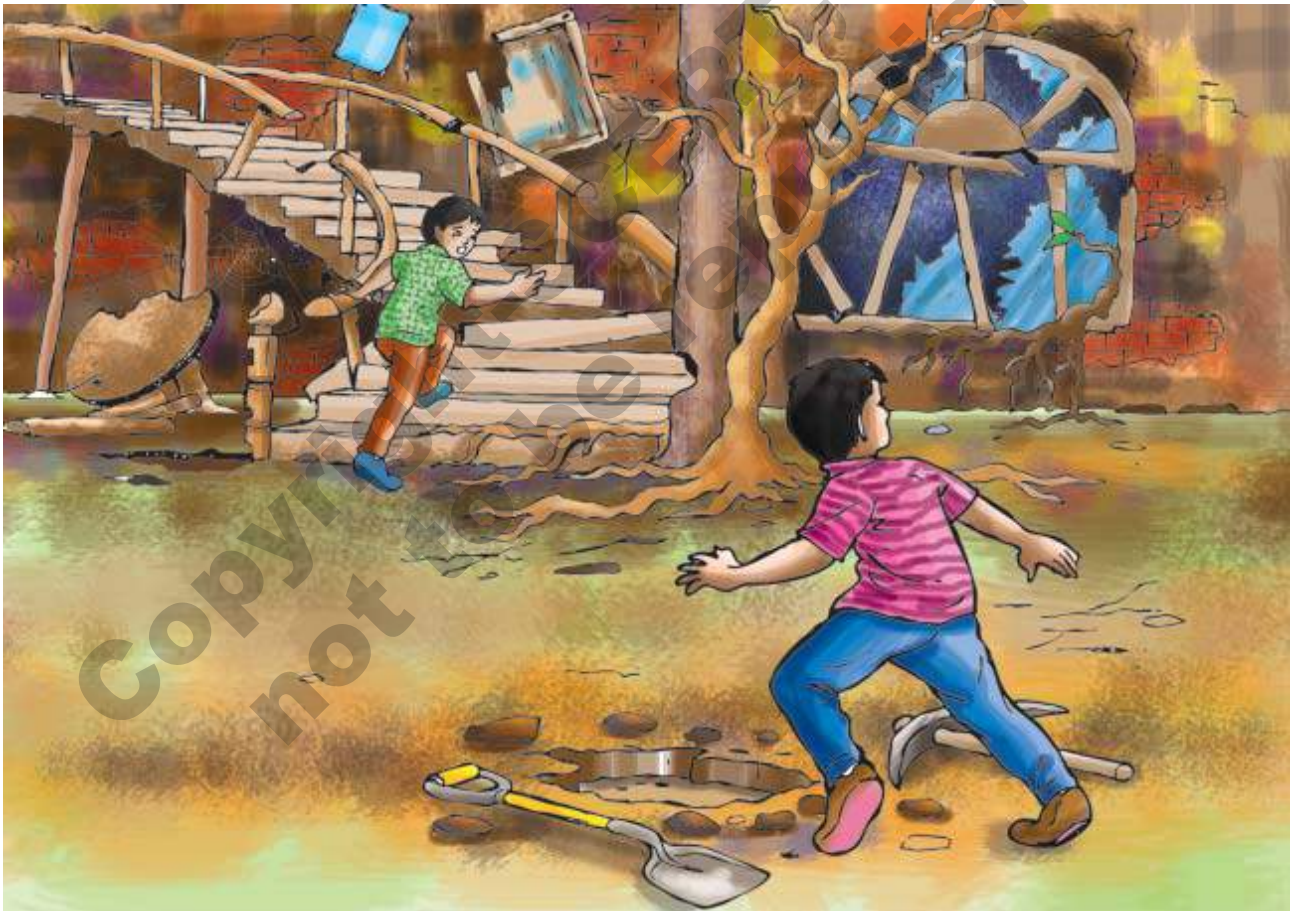
Now talk with your friend and say what you will do if you find such treasure.



Now let us read a story about a young boy Tom and his friend Huck. Let's find out what happened to them.

Tom was fond of adventures. He had always dreamt of finding boxes of hidden treasure in haunted houses. So he made a plan with his friend Huck. On a Saturday evening, the two friends decided to go on a treasure hunt.

The two boys selected a broken down house in a quiet place. It was at a distance, far away from the village. "I don't want to go to a haunted house. I'm afraid of ghosts," Huck said to Tom. "Come on, Huck, ghosts don't come before midnight. We won't be there the whole night," Tom assured his friend.



Tom and Huck entered the house armed with a pickaxe and a spade. They started digging at a particular place inside the house. After digging for

some time they were tired and stopped digging. Just at the moment, they heard a voice outside. Shocked, they left their pickaxe and spade, ran up the staircase and hid themselves inside a room on the first floor. Through a hole in the floor of the room they saw two men entering the house. One was a well known thief named Joe. He was tall. The other man was short and lame. The two men noticed the pickaxe and the spade left behind by Tom and Huck, and they started digging at the place the boys had chosen. After some time Joe's spade struck something solid, and soon he dug out a box full of gold coins. The two men cried out in joy.

"It's a great discovery. I wonder who buried the box in this house," Joe said to his friend. "Forget the men who buried the box. Have you thought of the pickaxe and the spade? Who left them here? I think someone had come here before we arrived. Let's search the house."

"The man left the pickaxe in the room. I'm sure he's now hiding on the first floor," said Joe to his companion. He started going upstairs with his companion. The two boys felt their blood running cold. Thankfully, the old stairs collapsed and Joe toppled to the ground. The boys began to breathe more easily.



Wrapping the box with a blanket, Joe lifted it on his shoulder, and the men left the place. On seeing the two men leaving the house, Tom and Huck ran downstairs.

“Thank God! We had a narrow escape!” Huck said to Tom. “See! I told you! Treasures are indeed buried in haunted houses!” said Tom. “But where is the treasure, Tom? We came looking for it, and missed it. They dug the place with the help of our tools and took away the gold coins!” grumbled Huck. “Don’t worry, Huck,” said Tom. “Let’s go and search for hidden treasure in some other haunted place.”

ACTIVITIES

1. Let’s find out how much we have understood. Choose the correct answer from the options to complete each sentence.

(a) On a Saturday night Tom and Huck went out to find

- (i) ghosts
- (ii) hidden treasure
- (iii) thieves
- (iv) tools

(b) Tom and Huck entered the house armed with

- (i) a pickaxe
- (ii) a spade
- (iii) a pickaxe and a spade
- (iv) an axe and a spade

(c) Tom and Huck saw

- (i) two men entering the house
- (ii) one man entering the house
- (iii) Joe entering the house
- (iv) three thieves entering the house

(d) “Thank God! We had a narrow escape!” Who said this to whom?

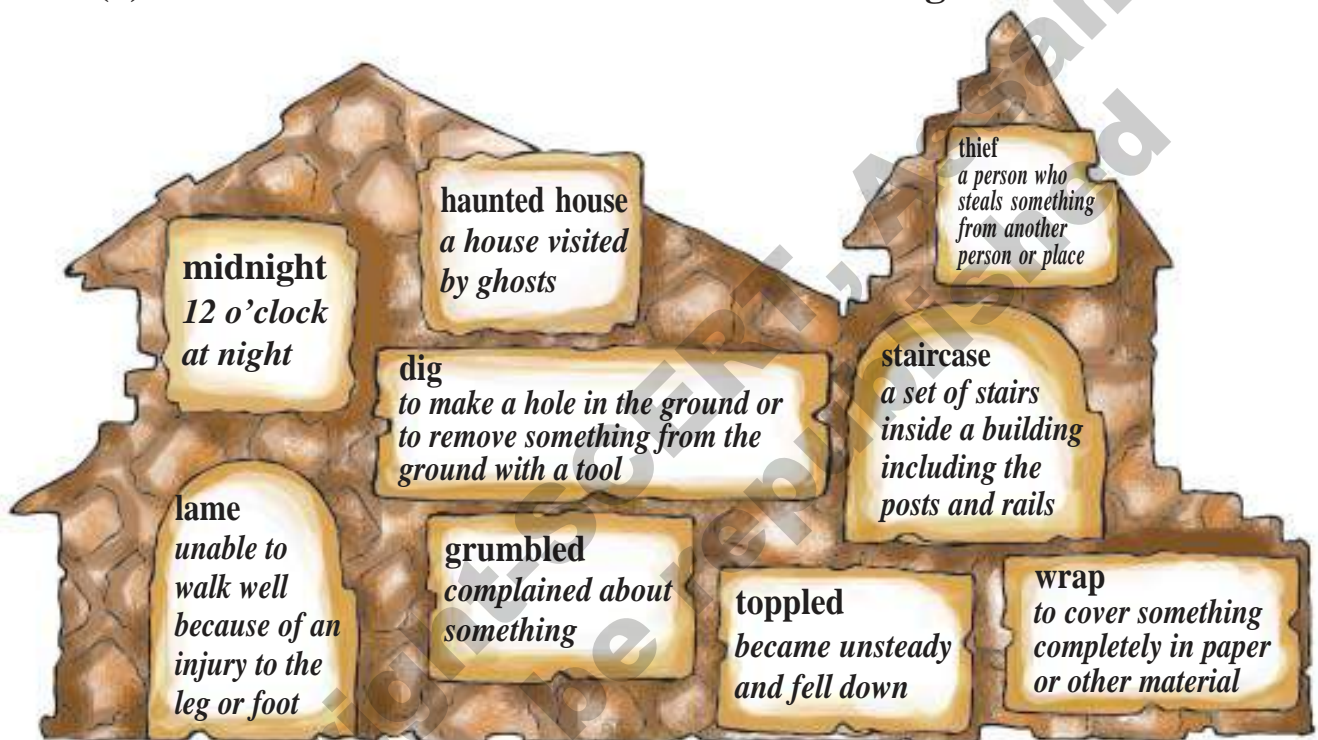
- (i) Tom said it to Huck.
- (ii) Joe said it to Huck.
- (iii) Huck said it to Joe.
- (iv) Huck said it to Tom.



2. Read the story and answer the following questions briefly in your own words:

- (a) What did Tom always dream of ?
- (b) What plan did Tom make with his friend Huck?

3. (a) Let us learn some words and their meanings.



(b) Now rewrite the sentences replacing the underlined parts with the words you learnt above.

- (i) Tom and Huck selected a house visited by ghosts for their new adventure.
- (ii) Tom and Huck started their journey at 12 o'clock at night.
- (iii) The thief was trying to make a hole in the ground.
- (iv) He saw a set of stairs including posts and rails inside the haunted house.
- (v) Joe, one of the two men was a person who steals things.

4. Arrange the jumbled sentences in the proper order to get the summary of the story “Tom Sawyer”. 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.

- (a) They heard a voice outside.
- (b) Two men entered the house.
- (c) Tom and Huck went out to find some treasure.
- (d) They started to dig at the place which Tom and Huck had chosen.
- (e) The two men left the place taking the box of the gold coins.
- (f) Tom and Huck hid themselves inside a room on the first floor.
- (g) The boys started to dig at a place inside the house.
- (h) They selected a broken down house.

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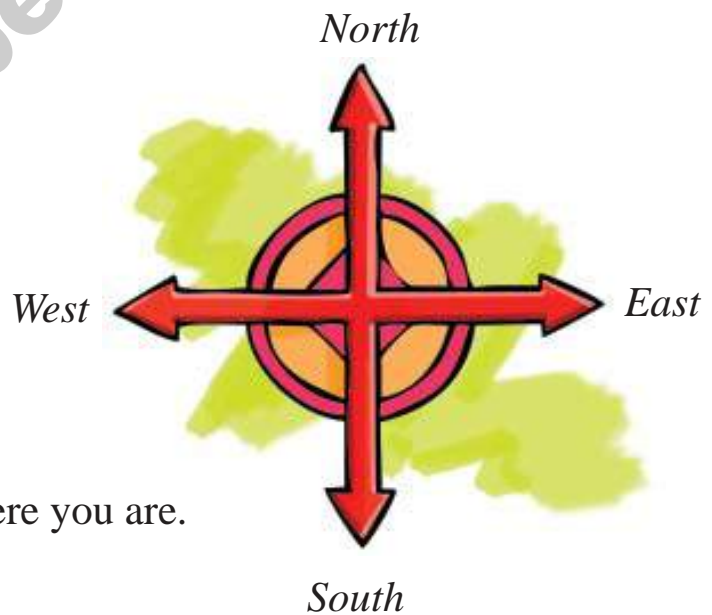
5. (a) **Work in pairs. Take turns and ask your partner to answer questions like the ones given below:**

- What story did you read last month?
- What is the name of the story?
- Who is the author?
- What is the story about?
- Which character in the story you liked most?
- Who was the character in the story you didn't like?

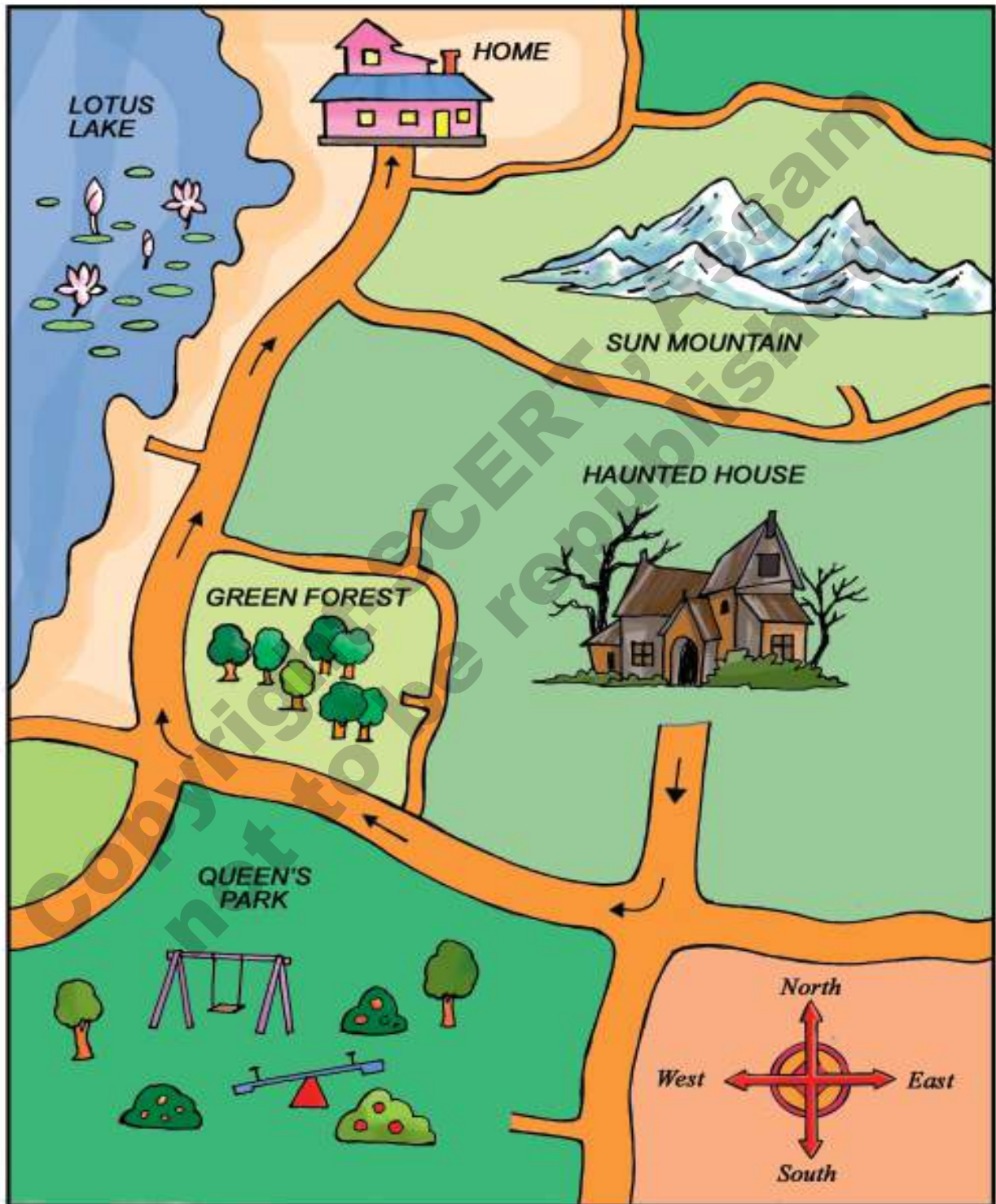
(b) **Now, write a paragraph on a story you have read in your own words.**

6. (a) **Read the following sentences. We use them generally while giving directions to someone. Remember, these are called imperative sentences.**

- Go straight.
- Walk to the road.
- Turn to your left.
- Walk to the north.
- Open the gate and there you are.



- (b) Now, use some sentences like the ones you have just learned to help your friend to find the way home from the haunted house.



7. Let's learn some types of sentences:

We use sentences to perform certain functions. Depending on the function we have different types of sentences. e.g.

- (a) Tom was fond of adventures.
- (b) Tom and Huck entered the house.

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

Here are two other sentences:

- (c) Have you thought of the pickaxe?
- (d) Who brought them here?

Sentences (c) and (d) are interrogative sentences. They are used to ask questions.

Here are two other sentences:

- (e) Read the story.
- (f) Switch on the light please.

These sentences are instructions or orders or requests. They are called imperative sentences.

Now look at two other sentences:

- (g) What a beautiful picture!
- (h) How lovely the picture is!

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

8. Here are a few tools used by farmers. Learn their names.



9. Identify the different types of sentences and write what they are called:

(a) Tom and Huck decided to go on a treasure hunt.

(b) Go and search for hidden treasure, Joe.

(c) Who buried the box in this house?

(d) Tom and Huck ran downstairs.

(e) Dig the ground.

(f) The boys began to breathe more easily.

(g) Let's search the house.

(h) Oh! It's a great discovery!

(i) Thank God! We had a narrow escape!

(j) The two men cried out in joy.

For the Teacher

The theme of this lesson is adventure. The learners should be encouraged to share their ideas and opinions on hidden treasures before they read the lesson.

- The teacher should draw learners' attention to the illustration and the word map provided below it to develop learners' curiosity to read the lesson by themselves. The learners may be encouraged to imagine the complete story, by working in pairs. The students will then find a natural enthusiasm to read the story as it unfolds to its climax.
- While doing Activity 1-4, learners may be asked to work in pairs or groups, to interact with one another and discuss the answers to help their comprehension of the story.
- Activity 4 is also designed to help learners to use words like *then*, *after that*, *next* and *finally* while telling a story as the course of events happen.
- Activity 5 and Activity 6 are extension activities that give learners the opportunity to use English for discussing real life experiences.
- Activity 6 (a) and Activity 6 (b) will enable learners to use imperative sentences correctly. Learners will be made aware of the assertive, the interrogative, the imperative and the exclamatory sentences in Activity 7 and Activity 9, and they will learn their usage in the appropriate manner.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses synonyms, antonyms appropriately, deduces word meanings from clues in context while reading a variety of texts
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing
- write grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

Lesson 3

Dhyan Chand



Look at the pictures below. The people in the pictures are all great Indian sportspersons. In pairs, discuss and write down the names of the sportspersons from the options given in the box. Can you guess which sport each player is famous for?



- Viswanathan Anand • Saina Nehwal • Chungneijang Mary Kom Hmangte
- Sania Mirza • Bhaichung Bhutia • Sachin Tendulkar

Now, think of one famous sportsperson from Assam and tell the class why he or she is famous.

Here is a story about Dhyan Chand, one of the greatest hockey players the world has seen.

Dhyan Chand was one of the eminent Indian sports personalities who achieved world fame. Dhyan Chand attained international stature in the field of hockey and is counted among the greatest sports legends. It is said that what Pele is to football and Muhammad Ali is to boxing, Dhyan Chand is to hockey. He remains the greatest hockey player of all time. Till the arrival of Dhyan Chand, the Europeans and the Americans were the leading masters of the game. Dhyan Chand shocked the Europeans and the Americans with his splendid performance in three Olympics.

This great hockey player was born as Dhyan Singh on 29th August 1905 into a Rajput family in Allahabad. The turning point of his life came when he joined the British Indian Army at the age of 16.

The Army gave him the much needed opportunity and facilities to practise hockey. He preferred to do his practice sessions at night after his duty hours. He often waited for the moon to come out so that the visibility in the field improved. His practice sessions coincided with the rising of the moon and so, Dhyan Singh came to be called Dhyan Chand by his fellow players. His coach also predicted that he would one day shine like the moon. He gave him the title Chand. (Chand is a Hindi word for moon).



A few years later in 1928, he led the Indian hockey team to win the first Gold Medal for India in Amsterdam. He won his second Gold in the 1932 Olympics in Los Angeles. The last Gold came to him in the 1936 Olympics in Berlin where he led the Indian team. He also won the title of “hockey personality of the century” there.

Dhyan Chand was given the nicknames ‘The Wizard’ and ‘The Magician of Hockey’ for his superb ball control. During his sporting career spanning twenty three years (1926 to 1949), he scored a total of 570 goals in 185 matches, according to his autobiography titled *Goal*.

The Government of India awarded him the national honour of Padma Bhushan in 1956. He passed away at the age of 74 in Delhi on 3 December 1979. Very appropriately, his birthday 29th August is celebrated as National Sports Day.

ACTIVITIES

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

- (a) With which other sportspersons is Dhyan Chand compared?
- (b) Who were the leading masters of hockey when Dhyan Chand started his career?
- (c) When did the turning point in Dhyan Chand’s life come?
- (d) How did Dhyan Singh become Dhyan Chand?
- (e) Where did Dhyan Chand win the title “hockey personality of the century”?
- (f) What is his birthday celebrated as?
- (g) Why was he given the nicknames ‘The Wizard’ and ‘The Magician of Hockey’?

2. There are six paragraphs in the lesson. Read the following headings and match them with the respective paragraphs:

- (a) Recognition and awards received by Dhyan Chand
- (b) Dhyan Chand’s achievement in the international arena
- (c) Dhyan Chand, an international legend in hockey
- (d) Dhyan Chand’s early life
- (e) Dhyan Chand’s goals
- (f) How Dhyan Singh became Dhyan Chand

3. Match the following parts with the correct information from the lesson:

(a) Dhyan Chand was born	came in 1928.
(b) He joined the British Indian Army	India's second gold in hockey.
(c) The first gold medal for India	in 1905.
(d) The 1932 Olympics brought	Dhyan Chand's autobiography.
(e) <i>Goal</i> is the name of	at the age of 16.

4. Let's check how much we have understood the lesson. Say whether the following statements about Dhyan Chand are true or false:

- (a) Dhyan Singh came to be called Dhyan Chand.
- (b) Dhyan Chand was born in Allahabad in 1905.
- (c) He was born in the month of September.
- (d) Dhyan Chand was a football player.
- (e) India won the first Gold medal in Hockey in 1928.
- (f) Dhyan Chand scored a total of 600 goals in 20 matches.



5. Arrange the letters to form words. You will find words from the lesson you have just read.

stautre ledgens praticec visilibity ceraer

Now, pronounce the words correctly with the help of your teacher.

6. Work with a friend. Consult a dictionary and match the words in column A with their meanings in column B.


Hint: Look at the top or bottom margins of the dictionary pages to find out the first word (entry) and the last word on that page.

A	B
fame	a person who is especially good at something
stature	the state of being known by many people
legend	the importance and respect that a person has because of his or her ability and achievement
visibility	a very famous person especially in a particular field
wizard	how far something can be seen

7. Here is an exercise to practise the new words you have learned. Say the words aloud and match the words in column A with their synonyms (words with similar meaning) in column B. One is done for you:

A	B
famous	grand
greatest	sportsperson
joined	well-known
player	enlisted
splendid	biggest

Note: An arrow points from 'player' in column A to 'sportsperson' in column B.

 The teacher may help learners to find out the words.

8. Read the following information given in the lesson:

- (a) Dhyan Chand joined the British Indian Army at the age of 16.
- (b) He attained international stature in the field of hockey.
- (c) He won the title of “hockey personality of the century”.

All these sentences talk about things that already happened. 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.

Now look at these sentences:

- (a) Dhyan Chand remains the greatest hockey player of all time.
- (b) Chand is a Hindi word for moon.
- (c) We are reading the autobiography of Dhyan Chand.

When we talk about events or actions that take place in the present, we use the Simple Present and Present Continuous tense.

Here are some sentences that mention events that have not yet happened:

- (a) We are celebrating Dhyan Chand’s birthday shortly.
- (b) I shall buy a copy of the biography of Dhyan Chand.
- (c) I will play hockey with my friends in the afternoon.

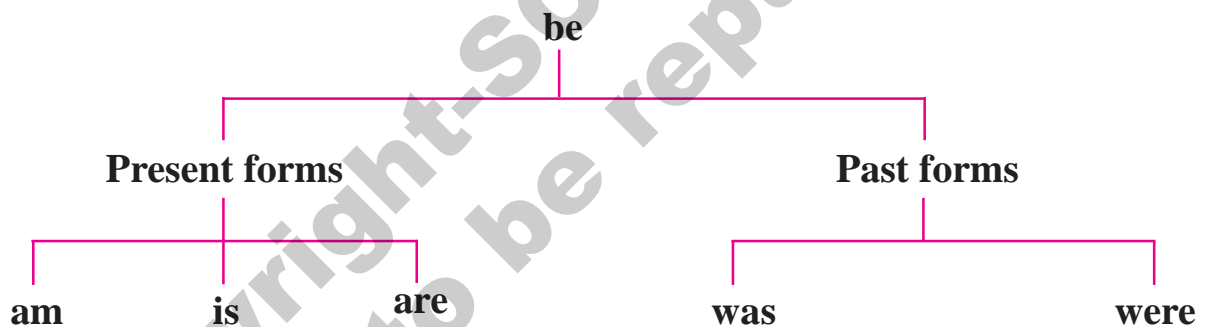
When we talk about events or actions that will happen in the future, we use ‘will’ or ‘shall’, or other verbs in the Present tense. These verbs are used to talk about future time.

9. Let's revise what we have just learnt. In the table below, write down the verbs from the sentences you just read in the correct columns. One is done for you.

Simple Past Tense	Simple Present Tense	Present Continuous Tense	Future Time
		are reading	

Now make a few sentences using these verbs.

10. The verb 'be' has the following forms:



Note how these verbs are used in sentences:

- (i) am : I **am** a student of class VI.
- (ii) is : He **is** my brother.
- (iii) are : We **are** brothers.

All the above three sentences have the 'be' verb in the Present form.

Now look at these sentences.

- (iv) was : I **was** absent yesterday.
- (v) were : They **were** in the room.

These two sentences have the 'be' verb in the Past form.



11. (a) Rewrite the passage given below by putting the verbs in their appropriate forms in the blanks. Remember the rules you have just learnt:



- (i) An inter-district football tournament was held at Barpeta recently. Teams representing Kokrajhar and Barpeta _____ (play) the match. A large number of people _____ (watch) the match. They _____ (support) the local team. A section of the crowd _____ (be) from Kokrajhar. They _____ (support) the Kokrajhar team loudly.
- (ii) The match _____ (start) at 3 p.m. Within 10 minutes Ranjit Bharali _____ (score) a goal for Barpeta. There _____ (be) a loud cheer from the supporters of the Barpeta team. But their joy _____ (be) short-lived. Within the next five minutes Kokrajhar _____ (score) their first goal. The score _____ (be) 1-1 at half time.

(b) Imagine you are one of the spectators watching the match. Your friend Rajiv, an ardent football fan engages you in a telephonic conversation. Fill in the blanks to complete the conversation. One is done for you.

Rajiv : What is going on now?

Rani : Mintu is kicking (kick) the ball. The crowd _____
(cheer) loudly. He has scored the first goal.

Rajiv : Now what is the Kokrajhar team _____ (do)?

Rani : Aswini of Kokrajhar team _____ (run) to the centre. Now
he _____ (kick) the ball while the centre forward of
Barpeta _____ (try) to stop the advance.

12. Do you recognise the man in this picture? He is Girish Sharma, a champion para-badminton player. Find out more about Girish Sharma and complete the information on him for your class noticeboard.

Name: Girish Sharma

Birth: Rajkot, Rajasthan

Major achievement: Gold medal in Paralympics
Asia Cup for differently abled people

Childhood:

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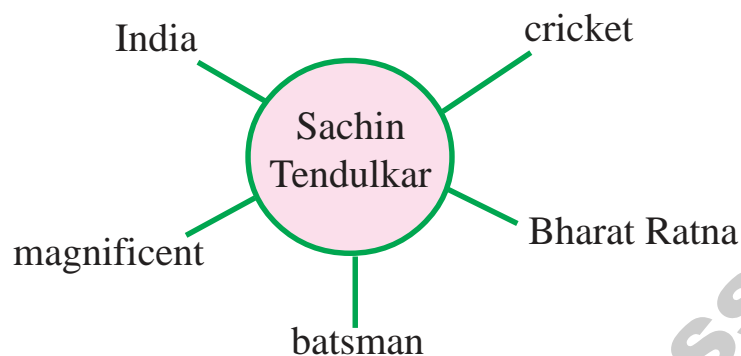
Education:

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Other medals won:.....

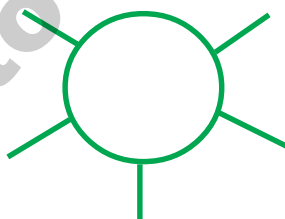


13. Which sport do you like the most? Here are some sentences on Sachin Tendulkar, the world famous cricketer.



- (a) My favourite player is Sachin Tendulkar.
- (b) He plays cricket.
- (c) He played for the Indian cricket team.
- (d) He is a magnificent batsman.
- (e) He was awarded the Bharat Ratna by the Indian government.

Now write the name of your favourite player in the circle as shown. Then write five words related to that person. Tell the class a few sentences about the person using the words you have written. You can write your sentences in the space below before sharing them with the class.



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14. Quiz Time:

Your teacher will hold a quiz to find out how much you learned from the lesson.

Here are the rules:

- You will be put in groups A, B, C and so on.
- Your teacher will keep the score on the blackboard.
- There will be one mark for each correct answer.
- The group with the highest score will be the winner.

Questions:

- When and where was Dhyan Chand born?
- When did the turning point of his life come?
- At what time of the day did he prefer to do his practice sessions?
- What was his name before he was called Dhyan Chand?
- Where did the Indian Hockey team win the first gold medal for India?
- Where were the 1932 Olympics held?
- Who led the Indian team to win the third gold medal in Berlin?
- What are the nicknames given to Dhyan Chand?
- How many goals did he score during his sporting career?
- What is the name of Dhyan Chand's autobiography?
- When was he honoured with the Padma Bhushan?
- Whose birthday is celebrated as National Sports Day?



For the Teacher

Based on the theme 'Sports', this lesson is the biography of the famous hockey player, Dhyan Chand.

- The pre-reading activity is designed to develop the speaking skill of the learners. The teacher may also direct the students' attention to the importance of sports and games as an essential element of education and emphasise their role in developing physical and mental fitness and stamina. The common thread of hardwork and determination in the success of the sports personalities, whose pictures are given in the pre-lesson activity, may also be highlighted. While discussing eminent sportspersons from Assam, you can talk about Abhiruchi Sports Day on 3rd September marking the Birthday of Assam's first Arjuna Awardee Bhogeswar Baruah.
- Activity 1-4 are comprehension check activities. Learners can discuss the answers orally before writing them down.
- Activity 5-7 are meant for vocabulary building as well as pronunciation. You may help learners to find out the meaning of words by teaching them to use the dictionary.
- Tense forms (Simple Present, Present Continuous etc.) and the different forms of the verb 'be' are given for practice in Activities 8, 9 and 10. Direct the learners' attention to the different uses of Tense through the exercises. You can add your own sentences to help them practise.

Activity 11 (a) and Activity 11 (b) will give learners an opportunity to use the newly learnt Tense forms in real life tasks. You can make learners do these activities in pairs or in small groups.

- Activity 12 is an integrated activity. Divide learners into groups and initiate a discussion on Girish Sharma. Encourage and help them to find more information on Girish Sharma from books or from the internet. Make sure they go to genuine websites.
- In Activity 13, learners are provided with some information about Sachin Tendulkar. By asking learners to form a similar word web around the name of a favourite sportsperson and speaking about this person to the class using the words they have written, they will develop confidence in spoken English. After they have orally shared their ideas, allow them to write their sentences in the space provided in Activity 13.

- Activity 14 is expected to arouse the learners' interest and motivate them to participate. This will help the teacher to assess the learners' knowledge and understanding of the text as well as their ability to use English spontaneously. The listening and speaking skills can thus be simultaneously assessed.

Learning Outcomes:

The learner:



- participates in activities in English like role play, group discussion, debate, etc.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates them with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts
- writes words/phrases/simple sentences and short paragraphs as directed by the teacher
- refers to dictionary to check meaning and spelling, and to suggested websites for information
- write grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

Lesson 4

Uses of ICT



Can you name the devices in the two boxes below? Work with a friend.
Write down at least three uses of each of the devices:

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

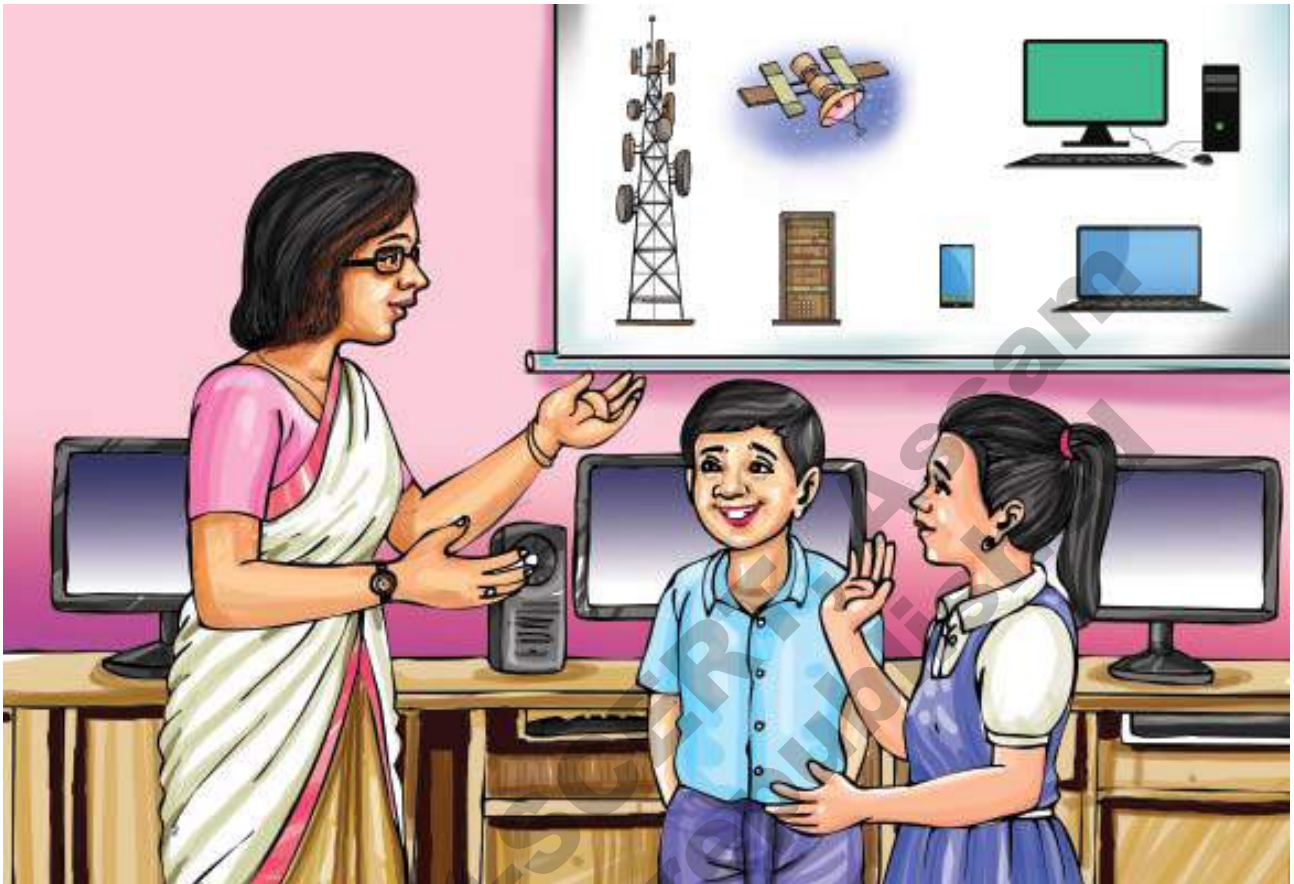
Can you say in what ways these two devices are similar and in what ways they are different? Both these devices are used in ICT. Do you know what ICT is?

Now read the lesson to find out.

Apurba and Anees came to their teacher with a complaint. “Ma’am, a few of our classmates are peeping through the window of the ICT lab. The seniors are working there.”

Reetwika Ma’am looked at the two pupils. She smiled at them and said, “Is that so? Do you also want to see what is going on at the lab?”

“Yes, Ma’am!” they responded cheerfully. The teacher promised to take their class to the lab that afternoon.



At the Lab

- Ma'am** : Hello everyone! Let's begin with a question. Can anyone tell me the name of this lab?
- Anees** : ICT lab Ma'am.
- Ma'am** : What is the full form of ICT? Anyone?
- Apurba** : Sorry Ma'am, I don't know.
- Ma'am** : ICT stands for Information and Communication Technology. Will you remember it?
- Hari** : Yes, Ma'am, Information and Communication Technology.
- Ma'am** : Now let's look at the projection screen. What do you see on the screen?

- Sapna** : There are computers, a laptop, a mobile phone and a radio.
- Majoni** : There is a tall tower and a satellite.
- Ma'am** : Very good! Besides these, there is a server in the picture.
- Hari** : Yes, Ma'am.
- Ma'am** : Can anyone tell me some of the uses of a computer?
- Anees** : We use a computer to draw, calculate and play online games.
- Apurba** : Sometimes we watch movies too.
- Ma'am** : Very good! A computer can perform many other tasks. You can design, compose, edit, download and save images and audio-video materials.
- Sapna** : Madam, can we do similar things on our mobile phones? I have seen my brother once recite and record a poem on his mobile phone. He sent it to his English teacher for her comments.
- Ma'am** : In fact, that is a good example of the use of ICT. Like computers, a smartphone is a digital device that can perform similar functions. For most of these tasks, the computer and the mobile phone require internet connectivity.
- Anees** : Madam, are both the computer and the mobile phone ICT?
- Ma'am** : They are ICT devices that use technology to create, collect, process and manage information.
- Mary** : Madam, what do the seniors do in the lab?
- Ma'am** : Here they learn about hardware and software components of a computer. They also learn to use ICT for their studies.
- Mary** : Ma'am, could you tell us more about ICT?

Ma'am : Of course. It is the use of technology to communicate information at a very fast speed and with accuracy. For example, a computer requires internet connectivity to enable searching for information. There are applications called search engines or browsers like Google or Yahoo that we use to search for information. These search engines take you to various websites containing information for your specific questions.

Hari : I have played online games. But how do we use ICT for studies?

Ma'am : In many ways, actually. For example, if you are asked to do a project on English Grammar, you'll be able to use your ICT skills to locate, access and gather information from websites like *www.cambridgeenglish.org* or *www.oxfordonlineenglish.com*. Let's visit the ICT lab tomorrow. I will show you ways in which ICT can help us learn English grammar.

All the children: Yes, Ma'am! Thank you, Ma'am!

ACTIVITIES

1. Here is some of the information you just read about in the lesson. See if you can remember what you read. Work in pairs. Note down the answers from your memory and then read the lesson again to check if they are correct.
 - (a) What is the full form of ICT?
 - (b) What are the uses of a computer?
 - (c) What do children learn in the computer lab?
 - (d) Why do people depend on technology?
 - (e) What are some uses of ICT? (You can think of at least five uses.)

2. Work with a friend. Read out statements (a), (b) and (c), and ask him/her to say if they are true or false. Your friend will now read statements (d), (e) and (f), and you will have to say if they are true or false.

(a) ICT stands for Information and Computer Technology.

(b) We can use a computer to draw and calculate.

(c) A smartphone is a digital device that can perform similar functions as a computer.

(d) A mobile phone is not a device used for ICT.

(e) We can use ICT to do a project on English grammar.

(f) Google and Yahoo are search engines.



3. In the box below are some words from the lesson. Read the sentences and replace the underlined words with the correct word from the box.

devices movies a satellite calculate seniors

(a) The elder students are working in the computer lab.

(b) There is a tall tower and an electronic device that is sent into space and moves around the earth.

(c) We use computers to draw, to find out a total number and play online games.

(d) We watch films on a computer too.

(e) Computers and mobile phones are pieces of equipment that are used to create, collect, process and manage information.

4. Here is some information from your lesson. Read the lesson quickly and find out the paragraph in which the information is given. Whoever completes the task first will be the winner.

- (a) Mobile phones and computers are some devices which use technology to create, collect, process, manage and consolidate information.
- (b) To perform different functions the computer and the mobile phone require internet connectivity.
- (c) One can use ICT skills to locate, gather and access information from respective websites.
- (d) ICT stands for Information and Communication Technology.
- (e) Computers can be used to draw, calculate, design, compose, edit, download and save pictures, audio and video, watch movies, play online games, etc.

5. Let's learn some grammar:

Here are some sentences from the lesson. Fill in the blanks with the options given in the brackets.

- (a) The teacher smiled _____ (in/at) them.
- (b) The teacher promised to take their class _____ (to/at) the lab that afternoon.
- (c) 'What do you see _____ (in/on) the screen?' the teacher asked.
- (d) The student asked, 'Can we do similar things _____ (in/on) our mobile phone?'
- (e) ICT is the use of technology _____ (to/for) communicate information at a very fast speed.

Words like in, on, at, to, and, for are called Prepositions. They are used to show the position of one thing in relation to another.

Now fill in the gaps in these sentences with appropriate prepositions from the choices given:

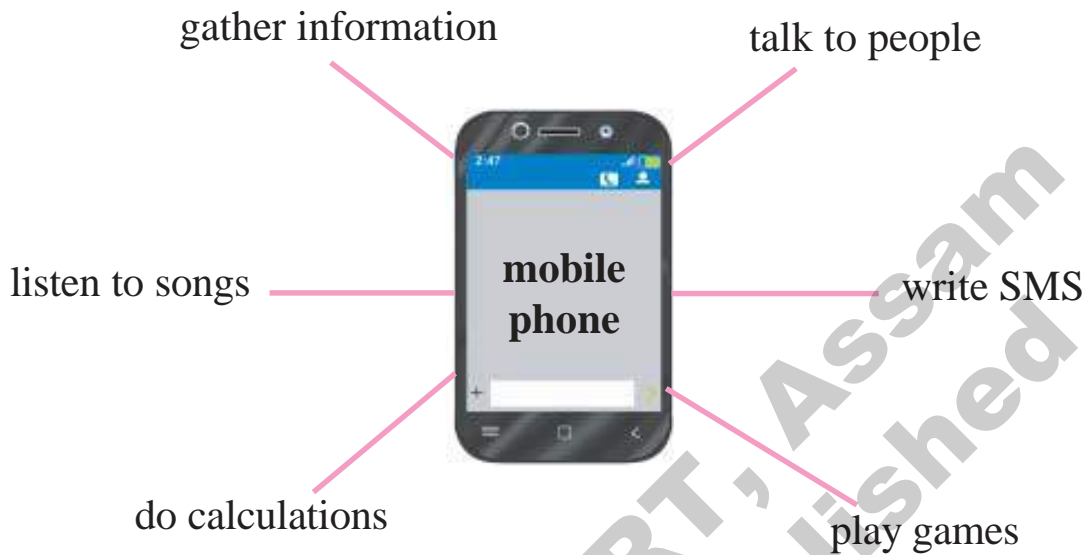
- (i) Please tell me some uses _____ a computer. (in/of/on)
- (ii) A computer is used _____ type, draw and calculate. (to/by/at)
- (iii) My brother recorded a poem _____ his mobile phone. (to/of/on)
- (iv) He sent it _____ his teacher. (by/to/in)

- 6. In your earlier classes, you learned about asking questions using Wh-words such as why, who and where. Like Wh questions, can is also used to ask or enquire about something, such as: ‘Can we do similar things on our mobile phone?’**

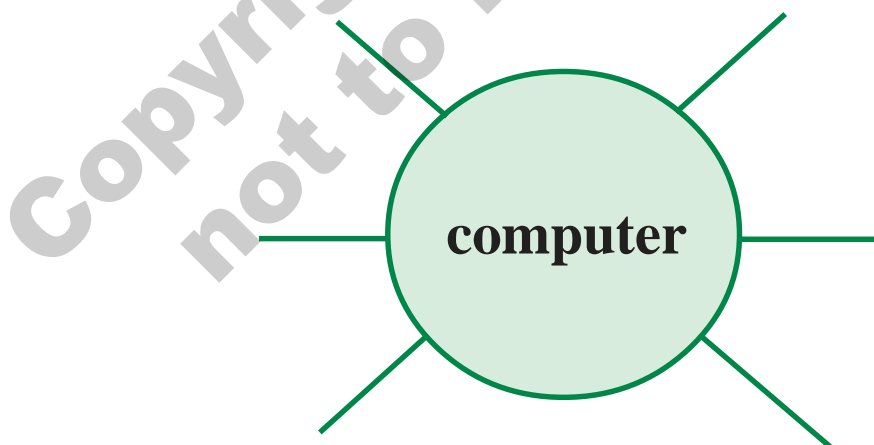
Think about five questions on ICT that you can ask your friend. Begin each question with Can and end it with a question mark.

- (a)
- (b)
- (c)
- (d)
- (e)

7. Read the words in the word web:



Work with a friend. Make a similar word web for a Computer and use the words in sentences. Then tell the class about a computer using these sentences.



8. (a) Look at the following words. They can be broken into different syllables. Read the words aloud and clap your hands for each syllable. Write how many times you have clapped for each word in the given box. One is done for you.

(i)	information	in-for-ma-tion	4 syllables	4 claps
(ii)	calculation	_____	_____	
(iii)	projection	_____	_____	
(iv)	communication	_____	_____	
(v)	_____	_____	_____	
(vi)	_____	_____	_____	
(vii)	_____	_____	_____	
(viii)	_____	_____	_____	

- (b) Find out a few more words from the text having three or four syllables and add them to the list.
- (c) Notice that information and calculation are pronounced with the stress in the third syllable, i.e. we say the third syllable more strongly than the others:

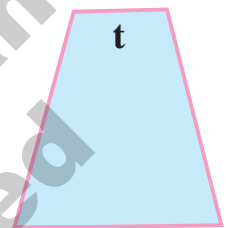
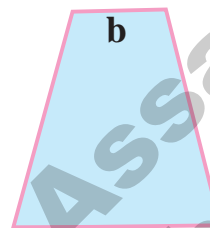
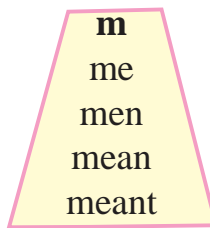
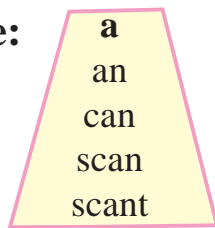
in-for-ma-tion cal-cu-la-tion

Listen to your teacher pronounce projection and communication. Which syllable is being stressed? Practise saying the words with the correct stress.

9. Working with words:

Let's play with a word pyramid. Sit in groups of four. Complete the word pyramids by adding one letter at a time. When you add a letter it must form a word. You can add a letter in front, in the middle, or at the end of the letter/word. The group that has the maximum number of correct words is the winner.

Example:



10. Imagine you are Anees. Write a diary entry about your first visit to the new ICT lab in your school.

You can include the following points in your diary entry:

- (a) What you saw
- (b) How you felt
- (c) What ICT means
- (d) The different purposes for which a computer is used
- (e) For what purpose you plan to use it, and so on

11. Do you know the meanings of these words: *braille*, *screen reader*, *auditory e-learning*, *tactile* and *portable interactive dictionary*? These are all ICT resources used by visually impaired people – people with no eyesight or little eyesight – to learn things and communicate with others using their computer.

Do you know anyone with little or no eyesight?

With your parents' help, look up ways in which visually impaired people do their daily chores. You can watch YouTube videos to find out how young children who cannot see, use their senses of touch and hearing to lead their daily lives. Remember that visually impaired people have other skills that are highly developed. So, we should treat them with respect, and not pity. They may be able to do many things that people with good eyesight cannot.

Now read the passage below and try to complete the information in the advertisement that follows. Work with a friend sitting next to you.

Braille is a tactile writing system invented by Louis Braille in 1829 to help visually impaired people read and write. Braille is traditionally written on paper which has a system of raised markings, called embossed paper.



There are now computer screens and other electronic supports for Braille users. Visually impaired people can now type on a keyboard using special braille lines, or use a screen reader which reads out what is written on the computer screen. This technology is part of auditory e-learning resources designed for visually impaired people, so that they can stay updated and connected with others, and live independent lives.

Wanted: A Braille Instructor for Visual Academy

Visual Academy, a school for visually impaired children, is looking for an instructor for their computer lab. The main duties of the instructor will be to help visually impaired children to use the computer. She or he will have to

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

The salary for the post is per month, and the instructor will get an allowance for and

Interested applicants should write to The Principal, Visual Academy, M.G. Road, Kampur on or before

Lady instructors will be given preference.

For the Teacher

The theme of this lesson is ICT and its role in education and other areas of life.

‘Uses of ICT’ focuses on the development of technology-friendly vocabulary of the learners, and upon the uses of digital devices like the computer, the smart phone, internet connectivity and so on in education, professional life, business, communication and entertainment, among others.

- While engaging learners in different activities in the text, the focus should be on the learners’ real life experiences with the digital world and on their immediate environment (using the mobile, internet among others.)
- Pair work and group work will provide excitement to learners and make learning a joyful experience. So, learners must be given opportunities to complete the tasks with one another’s help.
- The lesson provides sufficient information about ICT. The activities are designed to enable the teacher to test the knowledge and understanding gained by the learners about the different digital devices, along with their functions while reading the text.
- Grammatical elements like prepositions, their uses and functions will be learnt in context and assessed in Activity 5.
- Activity 6 is intended to enable the learners to recall the use of ‘wh’ questions before helping them to learn the formation of similar questions using ‘can’. The teacher can provide different learning opportunities for using these by way of conversation before learners write them down.
- Speaking with correct pronunciation and accurate stress is practised in Activity 8. Learners are expected to acquire the ability to listen to and follow the teacher while breaking down words into different syllables and uttering the stressed syllables more strongly than the others. Ask learners to find out more words from the text having three or four syllables and add them to the list given in Activity 8 (a). Pronounce the words ‘information’ and ‘calculation’ with stress in the third syllable. Help learners to identify the stressed syllable. Also say the

words ‘projection’ and ‘communication’ and ask learners to identify the stressed syllable while they practise saying these words with the correct stress.

- Activity 9 is a vocabulary building exercise with an interesting word game. Divide the class into groups of four and help them to complete the word pyramid by adding one letter at a time. Enable them to add letters to make meaningful words. These letters may be added in front, in the middle or at the end of the word. The group that forms the maximum number of correct words should be declared the winner.
- The teacher will help the learners to write a diary entry about their first visit to the new ICT lab. Activity 10 will allow learners to practise the language they learnt in the lesson, while Activity 11 will sensitize them to the lives of differently abled people.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

Lesson 5

A Holiday in Delhi



Do you recognise the pictures given below? They are all places of historical importance and tourist interest in Delhi. Their names are given in jumbled order. Working in pairs, find out their names and write them in the space given below.



PARMLIANET HUOES



TRAHRASPATI BHVANA



DIAIN ATEG



DRE FRTO



LOSUT EMPLET



TUBQU NAMIR

Would you like to visit the city during your holidays?

Let us now read about a trip to Delhi by two young children Rishov and Rishika.



It was a lovely October morning. “Delhi is so beautiful!” thought Rishov as he looked out of the window of the speeding bus.

How he and his sister Rishika had pestered their parents for a holiday trip to Delhi! “Father, let us go to Delhi for the Puja holidays,” Rishika had pleaded. Rishov and his mother had fully supported her. “Don’t say no,” she had begged her father. Rishov fondly recalled that father had been rather reluctant that day. “What about your exams in November?” he asked. But they had noticed a smile on his lips.

“Don’t worry, Father. Rishika will do well,” Rishov recalled saying. “And so will I.”

Their mother too was on their side and ultimately father had agreed.

“We’ll go by air, Father,” Rishika had pleaded. “Say yes again!”

“OK,” said father with a mischievous smile.

Tickets were arranged, two rooms were booked in a good hotel and the trip chalked out in no time. Three days later they were in Maple Inn, a lovely hotel in South Delhi. It was a nice hotel with lavish lawns and a wonderful complimentary buffet breakfast.

Everything about Delhi amazed Rishov and especially Rishika. There was so much to see! The huge structure of the Red Fort amazed them. Rishika recognized the India Gate and shouted to her father excitedly, “Father, look!” Then, this morning they were on a luxury bus to Agra. They couldn’t afford to miss the Taj Mahal.

The bus sped on and Rishov felt wonderful. Suddenly he saw something on the floor of the bus below his seat. He bent down and picked up a wallet lying on the floor.

Father, sitting beside him, was as usual, fast asleep. He always slept in cars and buses while travelling. Mother no longer got embarrassed by Father’s habit. Rishov woke him up and showed him the wallet. “Father, this wallet was lying under my seat.”

“I see. Open it and see if you can find any card to trace the owner,” he said.

“There’s a lot of money, Father,” Rishov said.

“Is there? The wallet must be returned. See if you find something about the owner.”

“Look, father! There’s a slip of paper with a few telephone numbers and one number marked as ‘my number’ inside a pocket of the wallet,” he told his father.

“Shall we ring the person up?” Rishov said. “You try, Rishov,” father said.

Rishov dialed the number from his father’s mobile phone. A voice replied, “Hello! Rajeev Sharma from Agra here. May I know who is speaking?”

“Hello! I’m Rishov Baruah from Guwahati. My younger sister, my parents and I are travelling from Delhi to Agra on a bus. I found a wallet under my seat. Is it yours, by any chance?”



“Yes, it is! You don’t know how worried I was! I had my ATM card, my driving licence and my PAN card inside the wallet. There was some money as well.”

Rishov told him that they were visiting Agra and would be stopping at the Taj Mahal area. He gave the man the number of the bus. He also described the colour and model of the bus. He told Mr. Sharma that they should be in Agra in an hour’s time. If he could come up to the tourist bus stop near the Taj Mahal, Rishov would hand over the wallet to him. Meanwhile, they would keep contact over the mobile phone.

Rajeev Sharma was waiting with his mobile phone fixed to his ear at the bus stop. When he saw the bus, he stood by the door. He introduced himself as a young businessman in the city. He was very happy to get the wallet back. “I don’t know how to thank you!” he said, offering Rishov a thousand rupees from the wallet. Rishov refused to take the money, and said he was happy that Mr. Sharma had got back his lost wallet. Rajeev Sharma thanked them once again, and promised to keep in touch.

ACTIVITIES

1. Let's see how much you have understood the lesson. Read the sentences below and put a tick on the correct option to complete each sentence:

(a) Rishov, Rishika and their parents went to Delhi during their

- (i) summer holidays
- (ii) Puja holidays
- (iii) winter holidays
- (iv) Bihu holidays

(b) They went to Delhi by

- (i) air
- (ii) bus
- (iii) train
- (iv) their own car

(c) Maple Inn is a lovely

- (i) palace
- (ii) fort
- (iii) restaurant
- (iv) hotel

(d) Rishov found a wallet lying on the

- (i) seat of the bus
- (ii) floor of the hotel
- (iii) floor of the bus
- (iv) bus stop



(e) **The person who dialed the number was**

- (i) Rishov
- (ii) Rishov's father
- (iii) Rishika
- (iv) Rishov and Rishika's mother



(f) **The person who was very happy to receive the wallet was**

- (i) Rishika
- (ii) Rishov
- (iii) Rajeev Sharma
- (iv) Rishov and Rishika's father

2. **Here are some sentences about Rishov and Rishika's holiday. Arrange the sentences in chronological order (as they happened in the story).**

- (a) They saw the Red Fort and India Gate.
- (b) They went to Agra.
- (c) Rishov and Rishika pleaded with their father for a holiday trip to Delhi.
- (d) They returned the wallet to its owner.
- (e) Tickets were bought and the hotel was booked.
- (f) Rishov found and picked up a wallet lying on the floor of the bus.

3. (a) **What is a diary entry? Read to know.**

A diary entry is a written record of one's thoughts, feelings, opinions and plans that have occurred during the day. These entries are arranged by date.

Diary writing format:

- (i) Write the date of the entry on the left hand corner of the entry.
- (ii) Choose the topic of entry.
- (iii) One can address the diary as 'Dear Diary' or give the diary a name.



(b) Rishov is trying to record the important points about their holiday in his diary. Working with a friend, read the lesson and help Rishov to complete his diary entry:

October 5th : Started our journey to Delhi

Places we visited : _____, _____ and _____

Hotel we stayed in : _____

What I found under my seat : _____

Who it belonged to : _____

How I found Mr. Sharma : _____

Where I returned the wallet : _____

The most memorable thing about our vacation : _____

4. Now, try to record the important points about one of your holidays. You may work in groups to complete your diary entry. You can check the points on the left if you like.

Date of your journey:

Place you visited:

Place you stayed in:

What you did there:

What interesting things happened to you:

What you most liked about that holiday:

Which place you would like to visit in future:

5. Rishika is talking on her mobile phone with her friend Minati who lives in Delhi. Read the conversation between Rishika and Minati. The conversation is not given in proper order. Re-arrange the sentences spoken and write them in sequence in the space given.

- * Fine. How are you Rishika?
- * Are you coming by air?
- * Fine, thank you! We're coming to Delhi.
- * Yes, by Air India.
- * OK dear. I'll be at the airport.
- * We'll reach on 5th October.
- * Hello! How are you Minati?
- * Oh! It'll be nice to meet you all again. When are you coming?



Rishika

1



2



Minati



3



4



5



6



7



8



Now work in pairs. Practise the conversation with a friend of yours.

6. Let's learn some negative sentences. They are sentences that express a negative meaning using 'No' or 'Not'.

Look at the following sentence:

"I don't know how to thank you."

- **The form "I don't know" is negative.**
- **The positive form is "I know".**
- **When there is no auxiliary (helping) verb before the main verb we use 'do' + 'not', which is shortened to 'don't' in the present tense and 'didn't' in the past tense.**
- **If there is an auxiliary, the 'not' comes after the auxiliary, as follows:**
 - (a) I would like to meet Rajeev Sharma.
I wouldn't like to meet Rajeev Sharma.
 - (b) I will give you the book.
I won't give you the book.

Here are some sentences from the lesson or related to the story.

Change the sentences into negative:

- (i) We'll go by air.
- (ii) Their mother too was on their side.
- (iii) The Red Fort amazed them.
- (iv) Rishov's father booked two rooms in the hotel.
- (v) The wallet must be returned.
- (vi) Rishov told him how he had found the wallet.
- (vii) He gave the man the bus number.
- (viii) Open the wallet, please.

7. Conversation practice (Pairwork):

Here is a part of the conversation between Rishov's father and the receptionist of Maple Inn. Mr. Baruah is trying to book rooms for their stay in Delhi.

Take turns in pairs to play the roles of Mr. Baruah and the receptionist.



- | | |
|--|---|
| (a) Hello. I am Bhargav Baruah from Guwahati. Is it Maple Inn? | (b) Hello, Good morning. Yes it is. Welcome to Maple Inn. |
| (c) I would like to make a reservation in your hotel for the first week of October. Are there any rooms available? | (d) Yes, we have several rooms available, sir. Can you please tell me the exact date of your arrival? |
| (e) Oh, sure! It is fifth October. | (f) How long will you be staying, sir? |
| (g) Four days. | (h) Great! How many rooms would you like to book? |
| (i) Two double bedrooms. What is the room tariff? | (j) Rs.500 per night, per room, sir. Taxes will be extra. |
| (k) Thank you very much for the information. | (l) It's my pleasure. If there is anything more you want to know, please contact us. We look forward to your visit. Have a good day, sir. |
| (m) Thank you. | |

8. Find new words from each of the following words and write them out in the space given. One is done for you.

below wallet person father smile lawns
 low

Find more such words from your text and add them to your list.

9. Read each row of the table below and make a sentence taking the words from each of them:

Here is an example :

Rang Ghar	Sivasagar	monument
-----------	-----------	----------

Rang Ghar is a monument in Sivasagar, Assam.

The name	Where it is	What it is
1. Taj Mahal	Agra	monument
2. Maple Inn	South Delhi	hotel
3. Red Fort	Delhi	fort
4. India Gate	Delhi	monument
5. Agra Fort	Agra	fort

10. Did you like reading about Rishov and Rishika's holiday? Imagine you are planning to visit a place of your interest. How would you prepare yourself for the visit? Write a few sentences about your plan. You may include the following points:

- (a) how you will travel
- (b) who will go with you
- (c) what you plan to see
- (d) how you are feeling about the visit

.....



For the Teacher

- Here is a story about a visit to Delhi. The story will be interesting for your learners, they will be acquainted with Delhi; and also read about the exciting things that happened to Rishika and Rishov. The story is also likely to teach learners certain values, and help them learn how to respond politely in English.
- “A Holiday in Delhi”, a story based on inculcation of values, involves language development through activities for comprehension, diary entry, telephonic conversation and role play. While making learners complete the activities, focus should be on bringing up situations that the learners can identify with.
- The teacher can elicit from the learners the comments and opinions on Rishov and Rishika’s experiences during their bus journey from Delhi to Agra. The teacher can also help the learners to focus on values such as honesty, sincerity, care and compassion for others.
- Activity 1 and Activity 2 are aimed at checking comprehension. Activity 3 introduces learners to the format of a diary entry. Arrange the students in pairs and ask them to help Rishov complete his diary entry based on the points provided in Activity 3(a). Based on this activity, divide the learners into groups and in Activity 4, help them to make a diary entry about their own holidays.
- In Activity 5, learners will read the conversation between Rishika and Minati. The conversation which is given in a jumbled order will have to be rearranged and written in sequence before learners practise this conversation. By working in pairs and practising the telephonic conversation in Activity 7, which is designed as role play between Mr. Baruah and the receptionist of Maple Inn, the learners will be able to develop confidence in speaking in English outside the classroom.

- The grammar practice activity on ‘negative sentences’ in Activity 6 will help learners to revise their understanding of the lesson, and learn grammar in context, i.e. related to the lesson. Activity 7 is an extension activity for speaking practice. The teacher can use his/her mobile phone to record learners’ conversation and help them correct any mistake by replaying the recordings for the learners.
- The children’s imagination, spontaneity and writing skills will be developed in Activity 10.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, character, sequence of ideas and events and relates with his/her personal experiences
- reads to seek information from noticeboard, newspaper, internet, tables, charts, diagrams and maps, etc.
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

Lesson 6

Pollution



Here is a puzzle for you. The word given below means something that makes us unwell. Can you rearrange the letters to get the correct word?

A S E D I S E

Hint: The word starts with 'D':

--	--	--	--	--	--	--

What are the things that make us unwell? Talk to your friend and write some of them here. One is done for you:

Dirty water, _____, _____, _____, _____, etc.

Most of the things that cause diseases are a result of pollution.

What is pollution? Read the lesson to find out more.



Can we live without air? No, we cannot. We need air to breathe, and the air we breathe must be clean and fresh. The air mixed with dust and smoke is polluted air. When polluted air goes into our lungs, we can fall ill.

When you visit an industrial area, what do you see? You see smoke coming out of chimneys. The air becomes thick with clouds of smoke. The fumes of cars, buses and trucks also fill the air.

Your ears are also filled with the noises of factories and trains. The smoke of factories and the fumes of automobiles make the air dirty. This is how air becomes polluted.

Air is polluted all the time by smoke and foul smells. Can we survive in such an environment? No, we cannot. What can we do then? We can take good care of our environment and protect it from being spoilt.

One of the ways of protecting the environment is to make people aware of the dangers of destroying the world around us.

Green plants enrich the air with oxygen. They use up the carbon dioxide and other harmful gases. In this way plants protect us from a number of diseases. So we must warn people of the dangers of cutting trees. We should plant more trees.

There are many other ways in which we can keep the air clean. Cars and buses should be cleaned regularly to reduce the release of harmful gases. Factories must adopt measures to protect the environment.

We must also take steps to keep the water clean. Like air, water is very valuable for us. We cannot live without water. We need water in our daily lives. People cannot survive in an environment where water is polluted either by natural causes or by man-made causes. You must have heard about the water of the Brahmaputra becoming dark and polluted in 2018. Scientists had analysed the water and found some harmful matter in it. This was the result of an earthquake at the source of the river. Similarly, the garbage that we dump into rivers pollutes the water, making it unfit for all living beings. Other sources of water pollution are industrial waste and the wastes from commercial establishments. Industries release waste material into the rivers and make them toxic.



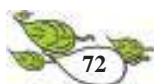
Our soil can also become polluted when the fertility of the soil is lost and it becomes unfit for human and animal use. Use of too many pesticides, dumping of non degradable household and industrial waste can also damage the soil. Such practices need to be stopped. Only then will the world be a safer place to live in. People should be aware of the danger posed by pollution to the survival of life on earth. Together, we must do all we can to save our planet and ourselves.

ACTIVITIES

1. **Do you realise the importance of protecting the environment from pollution? Check how much you remember by answering the following questions:**
 - (a) The air mixed with dust and smoke is polluted air. How does the air get polluted in an industrial area?
 - (b) Why do we need clean and fresh air?
 - (c) What happens when the air becomes polluted?
 - (d) Why is our environment getting spoilt?
 - (e) How can we protect our environment?
 - (f) How do green plants and trees help us and our environment?
 - (g) What steps should we take to keep our environment clean?
 - (h) How does water become polluted?
 - (i) How does soil become polluted?
2. **In the lesson you read about some ways in which our environment gets polluted. In your notebook make three columns like this:**

A	B	C
Air pollution	Water pollution	Soil pollution
Fumes of automobiles		

Now write the causes of these different types of pollution in the proper columns, taking the help of information provided in the lesson. One has been done for you.



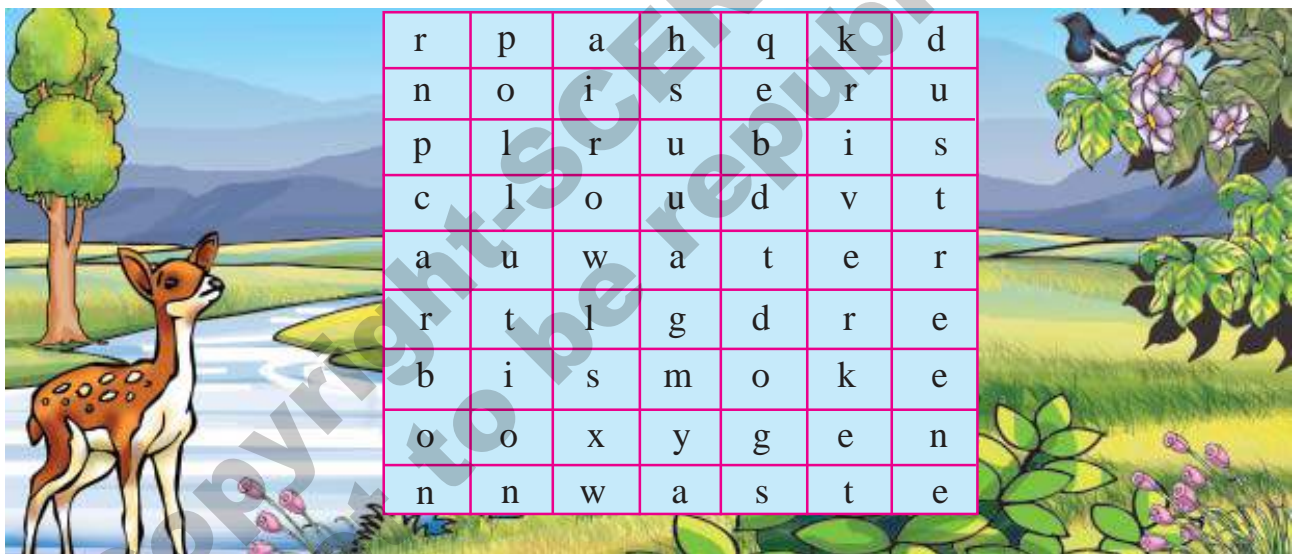
3. Here's a game for you:

Say the word 'pollution' to your friend. Ask him or her to say a sentence with it. Then your friend will say another word related to pollution and you will have to make a sentence with it. Continue the game using as many words related to pollution as you can think of.

4. Read the text again and find out the words that you do not understand. Look up their meanings in the dictionary. Write down the ones that are suitable for the sentences in the text. One is done for you.

waste rubbish, especially domestic refuse

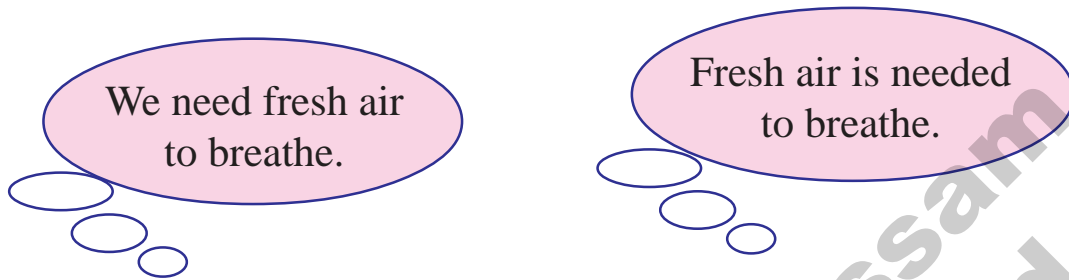
5. Find out the hidden words in the grid. They are all related to the environment. Hint: There are six words across, and four down.



6. Work in groups of four or five. Discuss and write a few slogans to protect the environment in the space given below. Then, write them on chart paper and hang the chart paper in your classroom.

7. Let's learn some grammar:

Read the sentences written on the smoke bubbles:



When the subject of a verb is the person or thing that performs the action, the verb is said to be in the active voice.

When the subject of a sentence is the receiver of an action or is affected by the action of the verb, the verb is said to be in the passive voice.

Now look at what active and passive sentences look like:

e.g. (i)

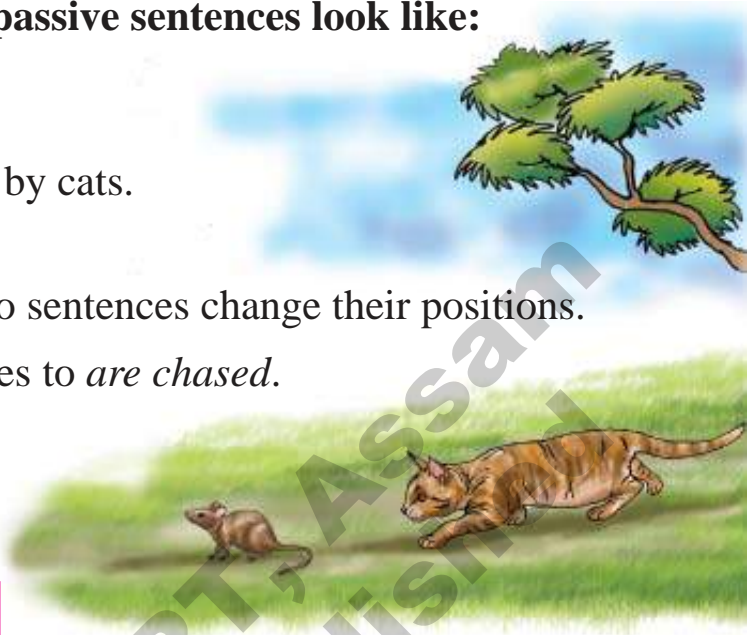
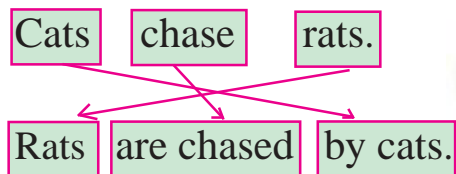
Active – Cats chase rats.

Passive – Rats are chased by cats.

What did you notice?

(i) Some words in the two sentences change their positions.

(ii) The verb *chase* changes to *are chased*.



(ii) Look at another example. You will see the same change.

Smoke spoils the air.

The air is spoilt by smoke.

Now, work in pairs. Find some more active sentences and write in the bubbles on the left. Then write their passive forms in the bubbles on the right:

Now, rewrite the following sentences in passive voice, and write it on a chart paper to make a poster. You can colour it, write a heading, and hang it in your classroom.

We need clean air. We need fresh water too. Some animals eat green leaves. Trees and plants breathe the air that we breathe out. They help us to breathe fresh air.

8. Read this story called ‘Night River’ and complete the task that follows:

Long, long ago a night river flowed in the heart of the blue planet where we live. The river could dance and flow as it wished and was a friend of the people. The night river was home to different kinds of aquatic animals and plants. It provided pure water to the animals and the plant kingdom. The river cooled the surroundings and made the soil fertile. It was used for water transport and gave us water for drinking, washing, cooking, bathing, cleaning, etc. The people on the blue planet were happy with the gifts given by the mighty night river. But one day, the night river turned yellow. It was no longer a beautiful blue.

Why do you think this had happened?

In small groups, discuss and note three reasons.

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.....

.....

Share your thoughts with the rest of the class.

9. Here is a class project for you. Talk to your parents and relatives and write three sentences on what to do and what not to do to make our environment pollution free:

.....

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.....

.....

.....

.....

.....

10. Draw a picture to show a clean and healthy environment.



11. Read the words spoken by the headmaster in the morning assembly:



By using the sentences of the headmaster write a paragraph on the topic “Protection of the environment”. You may add your own sentences.

Choose any one of the headmaster's statements on environment and design a poster.



12. Say these words aloud. Observe the difference.

o in– not	o in– our
o in– to	o in– woman
o in– go	o in– women

The letter o is pronounced differently in all these words.

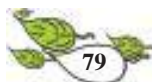
☞ The teacher will help the learners to say the words correctly.

13. Read the following and find the answer:

I'm always in black, and I'm always in white;
I'm grave and I'm gay, I'm heavy and light;
In form too I differ – I'm thick and I'm thin,
I've no flesh and no bones, yet I'm covered with skin;
I often die soon, though I sometimes live ages,
And no king alive has so many pages.
Who am I

--	--	--	--

Answer: Book



For the Teacher

- In this lesson, learners will learn important issues on the environment, such as pollution and its prevention. They will become familiar with words and terms relating to the environment, which they can use to create awareness of the environment. Before they read the lesson, the teacher will be able to find out what learners already know by making them complete the pre-reading activity.
- Activities 1 and 2 are meant to help learners revise the main points in this lesson. These comprehension questions may be elicited orally to test the learners' understanding of the lesson and to develop their speaking ability.
- Activities 3, 4 and 5 will enrich learners' vocabulary. Activity 6 is a group work. Divide the class into groups of 4 or 5 and after a discussion, help them to write slogans to protect the environment. This will develop their ability to think. Besides, they will also become aware of the need for the protection and preservation of the environment.
- Under the section 'Let's learn some grammar', learners will be introduced to Active and Passive sentences. Provide more sentences to illustrate the difference between Active and Passive sentences. Help the learners find some sentences in the Active form and write them in the bubbles on the left side of the page. Then ask them to write the Passive forms in the bubbles on the right.
- Activities 9, 10 and 11 are creative activities that encourage learners to use their imagination. Awareness towards preservation and conservation of nature can also be developed through these activities. The story called 'Night River' will help learners to understand that our beautiful blue planet may be destroyed if we do not take care to preserve and conserve mother nature. They will also learn how to structure a story.

- The words in Activity 12, will be read aloud by the teacher. This will help learners understand how ‘o’ is pronounced in different ways in different contexts. Next, learners will repeat the same correctly. They will carefully observe whether, on repetition, there is a difference in their pronunciation.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and in writing
- refers to dictionary to check meaning and spelling and to suggested websites for information
- writes grammatically correct sentences of a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

Lesson 7

The Mountain and The Squirrel



Have you come across the word 'proud'? The word has two meanings, one positive and one negative.

Work in pairs. Use the dictionary to find out both the meanings and write them in the space below:

(a) _____

(b) _____

Now think and tell which meaning- (a) or (b) is opposite of the following words:

humble, modest

Discuss with your partner whether we should be proud or humble. Give two reasons for your answer.

Now read a poem about a mountain and a squirrel, who have a quarrel about who is greater. After reading, say which one of them is proud, and which one is humble.



The mountain and the squirrel
Had a quarrel,
And the former called the latter “Little prig”.
Bun replied,
“You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere.
And I think it no disgrace
To occupy my place.
If I’m not so large as you,
You are not so small as I,
And not half so spry:
I’ll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.”

– *Ralph Waldo Emerson*

ACTIVITIES

1. Did you like the poem? Write three words you connect with each object you found in the poem. One has been done for you.

Squirrel	Mountain	Forest
tree		
nut		
climb		

2. Read the poem once again and answer the following questions:

- (a) Why did the mountain call the squirrel “Little prig”?
- (b) What did the squirrel say to the mountain?
- (c) What are the main differences between the mountain and the squirrel?
- (d) “If I’m not so large as you,
You are not so small as I,
And not half so spry:
I’ll not deny you make
A very pretty squirrel track.”

Who said these lines and to whom?

- (e) The word ‘former’ means *the first one out of two*, and the word ‘latter’ means *the second one out of two*. “And the former called the latter Little prig” – Who is the ‘former’ and who is the ‘latter’ in the poem?

- (f) Write down the lines from the poem that mean the following:
- (i) The squirrel is not as big as the mountain and the mountain is not even half as energetic as Bun.
 - (ii) Everyone is unique in their own way. People have different skills and everything is put very wisely.
 - (iii) To make a year and a revolution around the sun all types of things and weather must be taken into consideration.

3. Read the following lines:

But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere.

Why does the poet talk about a year and a sphere?

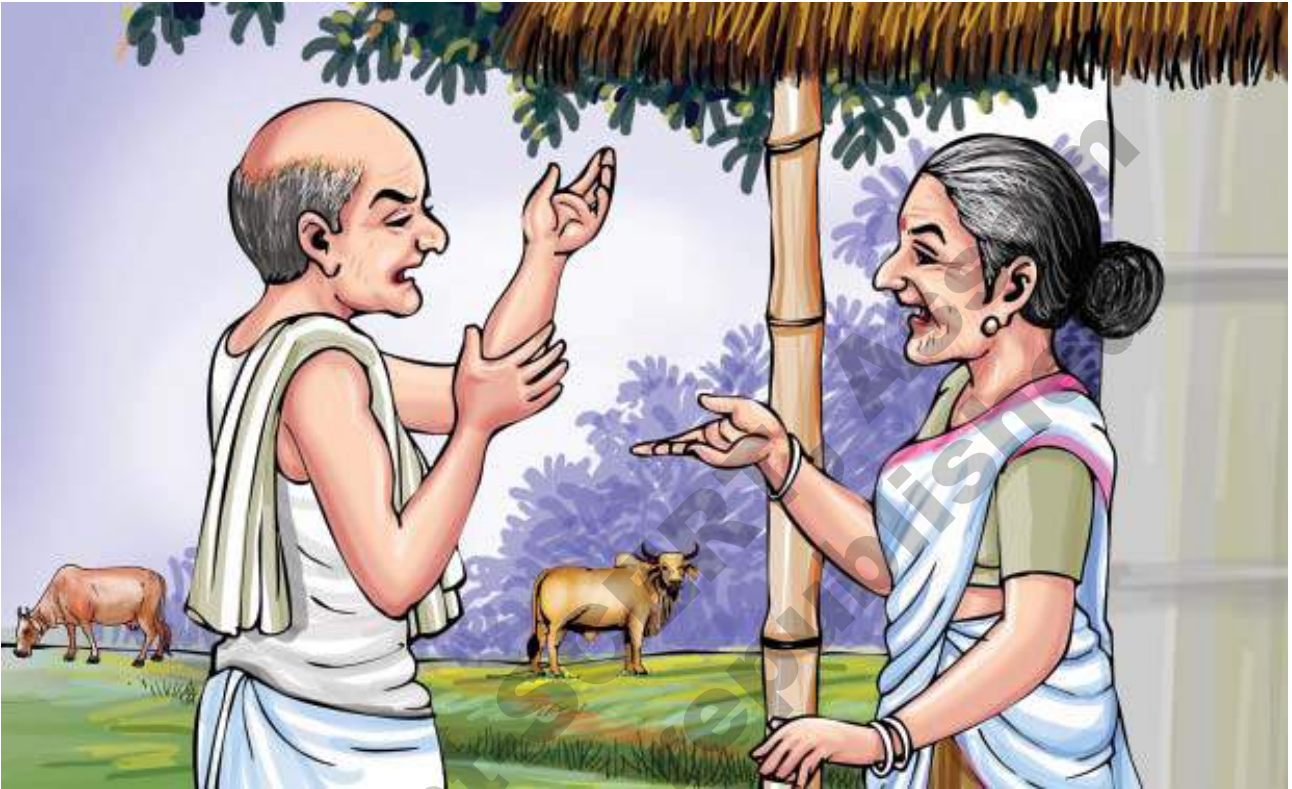
4. Here are some sentences related to the poem. Which sentences are true, and which are not true? Correct the ones which are wrong and write the correct sentences in your notebook.

- (a) The mountain called the squirrel 'Little prig'.
- (b) The squirrel told the mountain that it wasn't a disgrace to be small.
- (c) The mountain is not as spry as the squirrel.
- (d) The squirrel can carry a forest on his back.

5. Discuss in groups and share your answers with the class.

- (a) What was the cause of the fight between the mountain and the squirrel? Why do you think so?
- (b) Tell your friends two things you like about the squirrel and two things you dislike about the mountain.

- 6. Have you heard the folk tale about an old man and his wife? They were quarrelling about whose work was harder. Read and enjoy the story!**



Once upon a time there was an old man who lived with his wife on a farm. One day they had a big quarrel. The old man said, “Keep quiet, woman! You are so lucky. You do easy work, you get time to rest and to enjoy yourself with your friends.” The old lady was very angry. “How dare you say that! I do such hard work! I work from morning till night cleaning the house, cooking food for you, washing your clothes, feeding the animals. Try doing it one day!” So the old man and the old lady decided to change places for one day. The old man stayed at home to do house work, and his wife went to the paddy field with the plough and the bullocks.

What do you think happened that day? Whose work was easier? Think of an ending for the story. Discuss your thoughts with the friend next to you and share it with the class.

7. Look at this sentence.

- (a) The mountain said to the squirrel, “You are a little prig”.

The words used by the mountain to call the squirrel are given in inverted commas. When the exact words used by the speaker is given in inverted commas, we call the words or sentences – direct speech.

We can rewrite the sentence by providing the information indirectly as follows:

The mountain told the squirrel that he was a little prig.

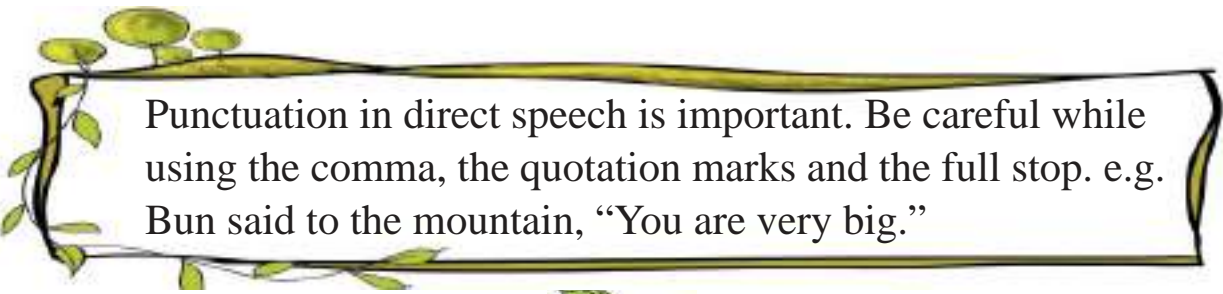
This is an example of an indirect narration – or indirect speech. Here is another example:

- (b) Bun said to the mountain, “You are very big.”

Bun told the mountain that he was very big.

What changes did you notice when the sentence in direct speech was turned into indirect speech?

- (i) You must have seen that the inverted commas and comma are removed.
- (ii) The word ‘that’ is added.
- (iii) The verb ‘are’ which is in the Present Tense changed to ‘was’ in the Past Tense.
- (iv) The pronoun ‘you’ became ‘he’.



Punctuation in direct speech is important. Be careful while using the comma, the quotation marks and the full stop. e.g.
Bun said to the mountain, “You are very big.”

Now try and change the following sentences from direct to indirect speech.

- (i) Anurag said to Anu, “You are a lazy girl.”
- (ii) Anu said to Anurag, “You are doubtless very smart.”
- (iii) He said to her, “I play cricket.”
- (iv) She replied, “I don’t play cricket.”
- (v) She added, “I dance Bihu.”
- (vi) He said to her, “I don’t dance Bihu.”
- (vii) Arun said, “A lazy girl cannot dance.”
- (viii) Anurag said, “I agree with you.”

8 . You know that we have names for people who do different kinds of work. For example, you are a student because you study in school. Do you know other such names? Fill in the table below with appropriate names.

(i) Who serves us food in a restaurant?	Waiter
(ii) Who takes care of sick or injured people?	
(iii) Who teaches us in school?	
(iv) Who operates the controls of an aircraft?	
(v) Who takes care of our teeth?	
(vi) Who puts out fires?	

9. What would you like to be when you grow up? Think of five reasons why you have chosen this profession and share them with the class.

10. The pictures given below show people practising different occupations or professions. Read and complete the sentences with appropriate words.

(a)



(i) Terang is a _____. He grows _____ and vegetables. He supplies food to the people living in towns and cities.



(ii) Reshma is a _____. People get their grocery supplies from her shop.



(iii) Robert is a _____. He drives the car of the Governor. He is very honest and hardworking.



(iv) Neboli is a _____. She flies the aeroplane to different parts of the country. She is very careful because the lives of the passengers depend upon her.



- (iv) Akhilesh is a _____. He is very brave. He guards our borders against enemies.



- (v) Mrs. Agarwal is a famous _____. She is a hard-working woman. She employs over a hundred people in her industrial company.



- (vii) Tina is an _____. She works in a firm that designs houses and factories.

(b) Fill in the gaps in the sentences below using the information given above. Use *although* where needed:

- (i) Although Mr. Shekhar Sharma is the Governor, when he is in his car, his life depends on the _____.
- (ii) _____ Terang is not as rich or powerful as Mr. Sharma, Mrs. Agarwal and Tina, they will get food to eat only if farmers like _____ grow crops in the fields.
- (iii) _____ Akhilesh is not a General, the people of the country are safe because of _____ like him.
- (iv) Grocers like _____ can do business only because farmers like _____ produce things which she sells in her _____.

For the Teacher

The poem is about a mountain and a squirrel, but the theme is about learning to be humble. This aspect can be discussed to help learners work out the meaning of the poem.

- You may begin eliciting different meanings of the word 'proud' through the pre-reading activity. This will not only enhance their word stock; it will also help them respond to the poem better.
- Read the poem aloud with appropriate voice modulation while the learners listen to you, so that they understand and enjoy it better.
- Ask children to look for words and phrases in the poem suggesting the quarrel between the mountain and the squirrel. This will enable them to comprehend the main idea (central idea) and locate the details in the poem.
- Comprehension and vocabulary building activities will thereafter become easy to handle. Divide the class into groups and encourage them to discuss the questions in Activity 5. When they share their answers with the class, do not let anyone interrupt or point out mistakes. The practice of speaking aloud, and on a longer topic will help develop learners' confidence to speak.
- Activity 6 will generate a lot of individual responses, and children may use their imagination to build up interesting ending to the story. Sharing their thoughts to the class will create confidence to speak fluently and eventually, accurately.
- The poem being a conversation, leads itself easily to a discussion of the direct and indirect speech. Hence Activity 7 will give learners practice in this grammatical element without undue focus on memorization of grammar rules.
- Activities 8, 9 and 10 are meant to connect the theme and language of the lesson to learners' own lives. In Activity 10 (a) there are certain visuals that will help learners choose the appropriate words for the blanks. All these activities will give learners practice in talking and writing about different professions and the nature of work associated with these professions.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing
- refers to a dictionary to check meaning and spelling, and to suggested websites for information
- writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners, etc.

Lesson 8

I Love My Country



You have probably heard or read about people who took part in the freedom movement of India. Look at the pictures of the people below and say what is common among them. Arrange the letters to find out the answer.

They are all

o	r	f	e	d	e	m
---	---	---	---	---	---	---

f	g	i	e	h	t	r	s
---	---	---	---	---	---	---	---

Can you name them? If you can, write their names under the pictures. Your teacher will help you with the answers.



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Now read about an Assamese freedom fighter Bhogeswari Phukanani.

Ananta : Do you know who Bhogeswari Phukanani was?

Priya : I have heard her name, but there's very little I know about her.

Ananta : Let's read about her then.

Bhogeswari Phukanani was a freedom fighter who was born in a noble Ahom family of Nagaon. Her parents were Atmaram Buragohain and Nileswari. She married Bhogeswar Phukan, and they had six sons and two daughters.



Bhogeswari Phukanani was living a peaceful family life till she reached her late 50s. During this time, the freedom movement led by Mahatma Gandhi was at its peak. The Quit India Movement started in 1942 and thousands of people came out to the streets. Bhogeswari Phukanani too could not stay away; she joined the movement with her children and grandchildren.

Bhogeswari Phukanani was the leader of the women's wing of the movement in Barhampur near Nagaon. She was so inspiring that more and more people joined the movement eagerly. On September 16, 1942 the British government imposed a ban on the Volunteers' Training Camp at Barhampur and arrested the volunteers. In protest against this action, a public rally was organized at Barhampur on September 18, 1942. Hundreds of people gathered there. Pratap Chandra Sharma presided over the meeting. Soon, a troop of soldiers arrived to disperse the gathering and Pratap Chandra Sharma was arrested.

But the freedom fighters could not be stopped. A large crowd of around two hundred and fifty people led by Bhogeswari Phukanani and Ratnamala Phukan began to arrive at the meeting ground. They were stopped on the way by the British forces. One British officer tried to take away the flag from Ratnamala forcefully. Seeing this, Bhogeswari Phukanani could not remain calm, and she started beating the officer with the pole of her flag till he fell unconscious. After a few minutes he recovered but he could not bear the insult. So, in anger, he took out his pistol and shot at Bhogeswari Phukanani from a close range.

Bhogeswari Phukanani fell on Ratnamala's lap and became unconscious. Two days later, on September 20, 1942, she breathed her last at her own house. She died a martyr's death, laying down her life for her country's freedom.

ACTIVITIES

1. Let's check our understanding:

(a) **Bhogeswari Phukanani was a**

- (i) freedom fighter
- (ii) martyr
- (iii) freedom fighter and martyr
- (iv) volunteer

(b) **Bhogeswari Phukanani lived a peaceful life till she reached her**

- (i) late 80s
- (ii) late 20s
- (iii) late 50s
- (iv) late 60s

(c) **The Quit India Movement started under the leadership of**

- (i) Bhogeswari Phukanani
- (ii) Mahatma Gandhi
- (iii) Volunteers of Barhampur
- (iv) Pratap Chandra Sharma

(d) **Bhogeswari Phukanani died on**

- (i) September 20, 1943
- (ii) September 18, 1942
- (iii) September 16, 1942
- (iv) September 20, 1942



2. Rearrange the following sentences about the lesson in the proper sequence taking the help of information from the lesson.

- Bhogeswari Phukanani inspired many people to join the protest rally at Barhampur.
- When he recovered, he shot her with his pistol from a close range and she died.
- She soon became the leader of the women's wing of the movement in Barhampur.
- When thousands joined the Quit India Movement in 1942, Bhogeswari Phukanani could not remain idle.
- Bhogeswari Phukanani started beating the officer with the pole of her flag.
- Bhogeswari Phukanani was leading a peaceful family life with six sons and two daughters.
- At the rally, a British officer tried to take away the flag from Ratnamala forcefully.

3. (a) Here are the meanings of some new words you read in the lesson:

martyr: one who dies or suffers greatly for a great cause

rally: a large public meeting

disperse: to move apart and go away in different directions

(b) Fill in the blanks to check your understanding:

- (i) A _____ was organised in protest against British rule.
- (ii) The police _____ the crowd.
- (iii) Bhogeswari Phukanani was a freedom fighter and she died a _____ death.

4. Now look at the dictionary to find out the meanings of the following words. Write them in the space given:

ban: _____

calm: _____

lap: _____

unconscious: _____

5. Look at the pictures. They are all freedom fighters. Can you match their names with the pictures? Now say a few sentences about a freedom fighter that you know:



Kushal Konwar

Bhagat Singh



Mohandas
Karamchand Gandhi



Sarojini Naidu

Kanaklata Barua



6. Listen to your teacher read and tell you more about our freedom fighters. As you listen, fill in the blanks in the sentences:

Complete the following sentences by noting the correct words as you listen:

- (a) Kanaklata Barua was an Indian freedom fighter from_____.
- (b) The Quit India Movement started in 19_____.
- (c) Kushal Konwar was a _____ fighter.
- (d) Mohandas Karamchand Gandhi is better known as _____.
- (e) Bhagat Singh is often referred to as _____ Bhagat Singh.
- (f) Sarojini Naidu was a nationalist and _____.

7. Let's read to know some interesting events of Gandhiji's life.

- Gandhiji went to South Africa to practise law. But soon he found his practice disgusting. He then decided to work for the common people. He led a very simple life. He used to wash his own clothes and do other household chores with his wife, Kasturba. They washed dishes and even cleaned their own toilets themselves. Many Indian and European guests used to come to their house. The new guests did not know about their system and so sometimes Kasturba had to clean toilets for their guests. One day she said, "Why should I clean the toilets of others? I hate doing it." "Are you sure you won't do it? I'll do it then," said Gandhi. Tears rolled down from Kasturba's eyes. She realized her fault.
- Gandhiji always wanted to do something good. Once a leper came to his door. He offered him shelter, dressed his wounds, and began to look after him. Later on, he sent him to a hospital. Gandhiji used to work a few hours in a hospital daily. It brought him to a close touch with the suffering Indians. Most of them were labourers. This experience inspired Gandhiji to work for the common people in India.

Work in groups and try to collect information of other freedom fighters. Share the interesting events or incidents with other groups.

8. (a) Some of the words in the passage are missing . Read the passage carefully and complete it with suitable words from the box:

freedom brave love won pride work rule sacrificed

Once India was under the _____ of the British. Many _____ men and women fought for its _____. Some of them even _____ their lives. They did this out of their _____ for the country. The freedom of our country was _____ after a lot of hard _____ and sacrifice. We should take _____ in their sacrifice. Freedom is precious.

- (b) Now, think and write how you can show your love for your country:

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9. Collect or draw pictures of a few freedom fighters of Assam and paste them in the given space. Write at least three sentences about one of them.

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10. Let's practise some grammar.

Work in groups. Read the lesson quickly once more and find words that describe Bhogeswari Phukanani, such as 'freedom fighter' and 'noble'. Then put all the words in the columns below. One has been done for you.

Nouns	Adjectives	Verbs
freedom fighter	noble	fought

11. What do you learn from Activity 10? Word classes like nouns, adjectives, verbs and adverbs are words that carry the meaning of a sentence. Word classes like prepositions, articles or conjunctions support the words that carry meaning. Now let us look at a few more adjectives. Let us look at the uses of few and little in these sentences:

- (a) We use **few** before a countable noun to mean there is hardly any number of something and **little** to mean there is hardly any amount of something.
- (i) There are **few** girls in the class.
- (ii) I have **little** time to spare as I am very busy.
- (b) We use **a few** to mean a small number of something and **a little** to mean a small amount of something.
- (i) There are **a few** books on the table.
- (ii) There is **a little** milk in the cup, you can take it.
- (c) We use **the few** to refer to whatever number of something is there and **the little** to refer to whatever amount of something is there.
- (i) I rely on **the few** friends I have.
- (ii) **The little** water in the bucket is muddy.

Fill in the blanks with few, a few, the few, little, a little or the little:

- (i) There is _____ milk in the pot; it should be enough for your cup of tea.
- (ii) I have _____ time for a cup of tea; I have to rush back to office.
- (iii) I bought _____ books from the book fair. I wanted to buy more, but I did not have enough money.
- (iv) The train stopped for _____ minutes, so I managed to go out and buy a bottle of water.
- (v) There were _____ boys in the room; it was mostly filled with girls.

12. Read the following paragraph.

When Bhogeswari Phukanani led the crowd of freedom fighters at the public rally, the people were carrying flags in their hands. The organizers had asked everyone to bring flags. Many volunteers brought some extra flags to the rally.

Talk to your friend and find out the colours of our National Flag. Do you know what the different colours of the national tricolour stand for?

The top band is saffron in colour and stands for strength and courage.

The white middle band with the Dharma Chakra indicates peace and truth.

The last band is green in colour. It stands for fertility, growth and auspiciousness of the land.

Ask your elders and learn more about our National Flag.

13. Fun Time

- Use chart paper, colour pencils, glue and sticks and make your national flag.
- Take out a class rally in your playground with one of you playing the role of Bhogeswari Phukanani. The rest can be the other freedom fighters who joined the rally.



14. Recite:

My Land

*rare: something
not seen very often*

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

*waver:
become
weak or
unsteady*

*divine: wonderful/
connected with good*

lot: a person's luck

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

For the Teacher

In this lesson, learners will learn to read, discuss and write about an important historical moment in our freedom struggle. They will be able to learn words, sentences and ideas to describe historical events in their own lives. The lesson will also generate a discussion on love for one's country.

- The pre-reading activity will help the learners revise their knowledge of important freedom fighters. They can also revise spelling and vocabulary through this activity.
- Comprehension and vocabulary enrichment activities in 1, 2, 3 and 4 can be discussed orally before learners do the writing exercises. This will also prepare them for the speaking activity in Activity 5. Activity 6 is a listening activity- the teacher should read aloud the passage given at the end of the book to give learners practice in listening to English spoken at a normal conversational speed.
- Activities 7, 8 and 9 are meant to help learners listen, speak and write about freedom fighters in their own words using the newly learnt vocabulary. Activity 10 and Activity 11 practise an important grammar point, and since they are connected to the theme of the lesson, learners will be able to learn their use in a familiar context.
- Activities 12 and 13 are fun activities and these will create interest and give learners an opportunity to work together. The poem 'My Land' is meant to add to the theme and familiarize learners with another way of expressing feelings for one's country.

Learning Outcomes:

The learner:

- participates in activities in English like role play group discussion, debate, etc.
- recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts
- writes word/phrases/simple sentences and short paragraphs as dictated by the teacher
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing
- refers to dictionary to check meaning and spelling and to suggested websites for information
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- visits a language laboratory

Passages for Listening

Lesson 8, Activity 6

Kanaklata Barua was an Indian freedom fighter from Assam. She was shot dead while leading a procession bearing the National flag during the Quit India Movement of 1942.

Kushal Konwar was a freedom fighter. He happened to be the only martyr in India who was put to death during the last phase of the Quit India Movement 1942-43.

Mohandas Karamchand Gandhi better known as Mahatma Gandhi, was the leader of the nationalist movement in India leading to its freedom from British rule. The Quit India Movement was launched at the Bombay session under the leadership of Mahatma Gandhi. It was an important landmark in India's struggle for freedom.

Bhagat Singh was an Indian nationalist. He is considered to be one of the most important revolutionaries of the Indian independence movement. He is often referred to as Shaheed Bhagat Singh.

Sarojini Naidu was an Indian nationalist and poet. She was a follower of Mahatma Gandhi and fought for the attainment of *Swaraj*. Her collection of poems earned her literary fame.



READ FOR PLEASURE

This section in the textbook titled **Read for Pleasure** aims at providing students with stories, poems, biographies, etc. which they will read for information and pleasure. It is hoped that such efforts towards reading for pleasure will encourage students to read similar passages on their own which will contribute towards development of their reading skills.

My Shadow

I have a little shadow
that goes in and out with me,
And what can be the use of him
is more than I can see.
He is very, very like me
from the heels up to the head,
And I see him jump before me
when I jump into my bed.

The funniest thing about him
is the way he likes to grow –
Not at all like proper children,
which is always very slow;
For he sometimes shoots up taller
like an India-rubber ball,
And he sometimes gets so little
that there's none of him at all.

– R.L. Stevenson

2. Forgiveness

Have you heard of Leo Tolstoy? He was a great Russian writer. Here is a story by Tolstoy about a man named Martin, the old shoemaker, and how he spread God's message of Love.

An old woman was carrying a basket of apples and a sack of wood-shavings. The sack was too heavy for her, and as she walked, she shifted the sack from one shoulder to the other. Just then a boy walked up to her, grabbed an apple, and tried to run off with it. But the old woman was too quick for him. She caught him with both hands, pulled his hair and shook him hard. The boy screamed, and the woman screamed even louder. She cursed him and tried to take him to the police station. The boy said that he was innocent, but the old woman would not listen to him.

Martin the old shoemaker, who had watched the whole scene from his window, rushed up to them and tried to separate the two. "Let him go, please, Grandma," he said. "In God's name, forgive him." "Why should I?" the woman screamed. "He has stolen my apple! I have plucked each apple with so much care, and I have travelled a long way to deliver them."

"I haven't stolen any apple," protested the boy angrily. "I was only trying to count them." "Come on- boy," said Martin. "I saw you take that apple, so don't try to make up stories. Say sorry to Grandma, and she will forgive you." The boy started crying, "O do forgive me, Grandma. I'm very sorry. I won't do it again."

"That's the way! Here, take this apple," Martin picked up an apple and gave it to the boy. "I have taken your apple, Grandma, and I will pay you for it." She grumbled. "You have only spoiled him more now. What he deserves is a good beating!" Martin tried to calm her. "I am only following God's wish, Grandma. He has commanded us to forgive, otherwise he will not forgive us. We should forgive everyone-especially naughty little boys!"

Finally, the old woman agreed. "All right, all right. I forgive him. But children these days are really very spoilt." "Pardon me, Grandma," replied Martin, "but isn't it the duty of elders like us to teach them what is right?" "O do forgive me, Grandma," pleaded the boy once again, "I won't steal apples again."

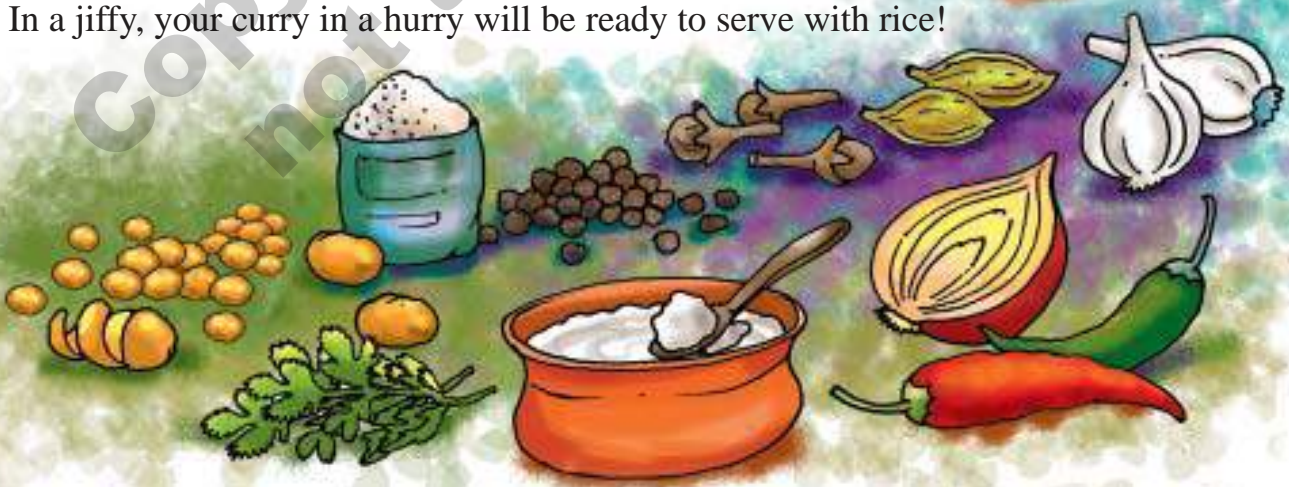
The old woman started to leave, and just as she was about to lift her sack, the boy ran forward and said, "Let me help you, Grandma. I'm going your way, and I will carry that for you." Tears came to the old woman's eyes. "Thank you, young man. Now my journey won't seem so long." The two walked away together, and the old woman even forgot to ask Martin for the money.



Curry in a Hurry!

If you want to serve plain rice with some curry,
But don't know what to do because you're in a hurry,
Don't waste time in worry –
Rush! Don't tarry.

Pick some green peas and red cherry tomatoes,
To tickle the palate with the colours of the mistletoe.
Use the baby potatoes in their brown jackets,
Take out the spices from their packets.
Now toss in the vegetables in heated oil,
Add the salt, pepper, curd, herbs and some spice,
Pour in warm water, simmer, let boil,
In a jiffy, your curry in a hurry will be ready to serve with rice!



Sleeping Beauty

Once upon a time in a far-off land there lived a king and a queen. For many years they had no children. Then, one day, the queen gave birth to a pretty little girl.

“She is so beautiful,” said the king. “We must celebrate her birth,” said the queen. They invited all the fairies to see the baby girl. Each one of them blessed her.

One said, “You will be beautiful.”

One said, “You will be kind.”

Another said, “You will be graceful.”

A fourth one said, “You will have a sweet voice.”

Thus they all blessed her.

But there was a wicked fairy too. She whispered, “You shall sleep for a hundred years.”

Years passed by. This baby became a beautiful young woman. On her sixteenth birthday, an old woman visited the palace. She taught the princess how to use a spindle. As the princess ran downstairs to show her mother the spindle, she fell down. The spindle pricked her finger. With a cry of pain she fell down. Then she fell asleep.

Everyone in the palace fell asleep too. The king, the queen, the cook, the dog, and even the trees and flowers fell into a deep sleep.

A hundred years passed by. One day, a handsome young prince came to that country. He heard about the king’s palace and the princess. As soon as he entered the palace, a strange thing happened. Everyone woke up. The king, the queen, and the beautiful princess woke up. The princess was very happy to see the handsome prince. Soon they got married and lived happily ever after.



Can Mice Eat Iron?

Once upon a time there lived a merchant in a town. Though he worked hard he wasn't able to earn much. So, he decided to move to another town and start a new business. But he had a big iron beam which he got from his father. It was too heavy to carry. So, he decided to leave it in the custody of his dear friend till he returned.

The merchant settled down in the new town and started his new business. He was successful in his business.

After a few years, the merchant came back to his old town. He went to his friend's house to bring back the iron beam. He asked his friend to return the beam. But his friend was greedy and he did not want to return the beam to him. He said, "Dear friend, I am sorry to say that the iron beam was eaten by mice though I kept it in a very safe place."

The merchant could understand the evil intention of his friend but he didn't show it. With a clever smile he said, "What a pity! Don't worry much about it as nothing is lost forever." Saying this, he left for home.

The merchant made a plan to teach his friend a lesson. On the following day, he came to his friend's place and said to him, "I am going for a bath in the river, I don't want to go alone. Would you mind sending your son with me?" The friend readily sent his son with the merchant.

After some time the merchant left the boy in his house and returned to his friend's house alone. He said to his friend, "I am very sorry. I could not save your son. He was carried away by a hawk when I was bathing in the river." Hearing this, the friend got very angry and said, "What a lie! Can a hawk carry away a boy of his age! I will go to the court to get justice."

Both of them went to the magistrate. The merchant's friend said, "Sir, can a hawk lift and carry away a fifteen year old boy?"

The magistrate could smell something fishy. He questioned the merchant and asked him to relate the story. Once again, the merchant very calmly retold the story about the iron beam. He said, "If mice can eat an iron beam, why can't a bird carry away a boy?"

The magistrate at once realized the evil intention of the merchant's friend. He ordered him to return the iron beam immediately to the merchant. He asked the merchant to bring back the boy and return him to his father.

The merchant's friend was ashamed of his behaviour and promised not to trick anyone in future.



Gulliver I



Once upon a time there lived a man named Lemuel Gulliver. One day, he set off on a voyage in a ship called the Antelope. A few days later his ship hit a rock and was wrecked. Gulliver managed to swim to the shore. But he was very tired and fell into a deep sleep.

At daybreak, Gulliver opened his eyes and was about to sit up, but he found himself tied to the ground. He could not move his arms or legs. He was very surprised. He was even more surprised when he saw about forty men standing on his chest. Each man was about six inches tall. When Gulliver tried to turn his head, the strings that bound his arms snapped.

The tiny people were very frightened. They shot hundreds of sharp arrows at him. Gulliver was hurt and lay still. They called him Man-mountain.

Gulliver II

The king of the little people ordered that food and wine be given to Gulliver. The little people who were known as Lilliputians set to work immediately. They brought baskets of bread, meat and wine. After his meal Gulliver fell fast asleep.

While Gulliver was fast asleep, these little people made a platform on wheels. They hoisted Gulliver on to the platform. Nine hundred men pulled the platform and brought Gulliver- the Man-mountain that the king had captured to show to the people of the city. Soon the people of Lilliput and Gulliver became good friends.

One day a fleet of fifty ships from the Blefuscu islands invaded Lilliput. The people of Blefuscu were also like the Lilliputians. Gulliver waded out to sea and dragged the whole fleet of ships to Lilliput. However, Gulliver knew that the people of Blefuscu were innocent. He visited Blefuscu and made friends with the people there. Meanwhile Gulliver saw a sailing ship heading for England. He boarded the ship and arrived in England. His friends were very happy to see him. He told them about his strange adventure in the land of Lilliput. He even showed them the tiny cows and sheep which he had brought to England. It was indeed a strange adventure,
(adapted)



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