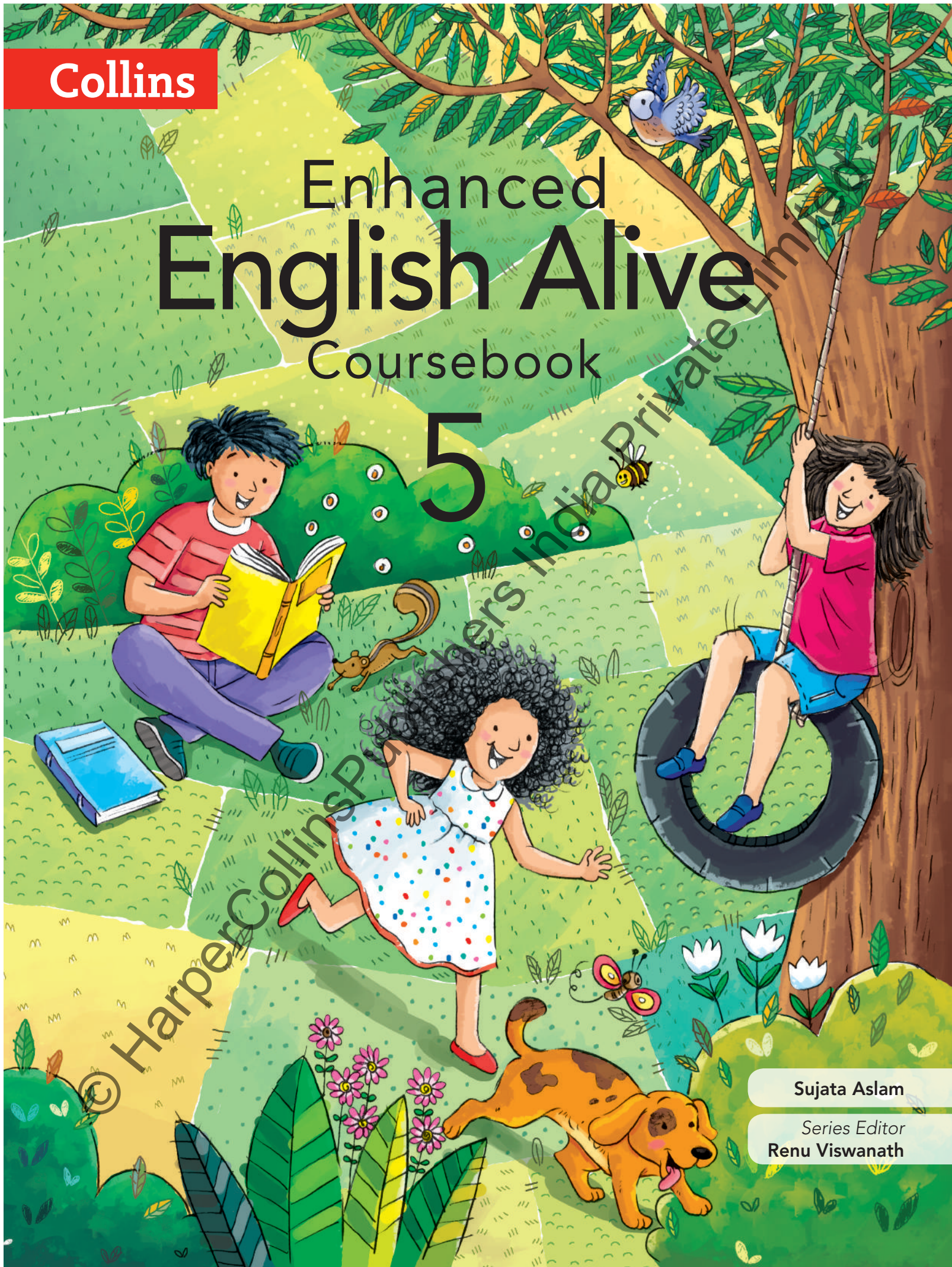


Collins

Enhanced English Alive

Coursebook

5



Sujata Aslam

Series Editor
Renu Viswanath

- View fullscreen
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- Insert note
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- Single/double page
- Zoom in
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Learning objects

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Dictionary

Read this poem and see what a sister does to take care of her little brother.

READING

Little, **helpless** baby she is,
While within your arms you lie,
Sister is sitting near
She will sing your lullaby.
When at last you fall asleep,
Not the **slightest** noise she'll make;
Quiet as a mouse she'll keep,
Without letting her **darling** wake.

COMPREHENSION

A. Choose the correct option.

- The baby's sister is sitting
 - near the baby.
 - far from the baby.
 - in another room.
- The baby's sister will
 - sing a lullaby.
 - play with the baby.
 - wake up the baby.

B. Answer the questions.

- Where is the baby lying?
- Who will keep quiet like a mouse?
- How is the baby's sister? Think of and write two words to describe her.

Life Skills and Values

1. Imagine you are playing outside your house, and your little brother is sleeping inside alone. Suddenly you hear your brother cry. What would you do?

2. You are watching TV with your friend. Your sister is sleeping in the next room. Your friend asks you to raise the volume of the TV. What would you do?

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IBW

Student + Teacher | Teacher-only

- a animations
- ia activities
- ilt instructor-led tutorials
- g games
- lp lesson plans
- tn teacher's notes
- v videos
- w worksheets
- W worksheets
- W answer keys
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Acknowledgements

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Acknowledgements for these texts will be made in the future editions of the book.

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Preface

Enhanced English Alive is a multi-skill course in English that adheres to the guidelines laid down by the **National Education Policy, 2020**. This edition retains the original essence of teaching communicative English using a cross-curricular approach and interactive and experiential teaching and learning methods. It offers high-quality English language materials with a coherent structured approach, effective integration of subject knowledge and life skills.

The series comprises Coursebooks and Workbooks for Foundational Stage (Nursery, LKG, UKG, Classes 1 and 2), Preparatory Stage (Classes 3 to 5), and Middle Stage (Classes 6 to 8). Literature Readers are for the Preparatory and Middle Stages (Classes 3 to 8). Each grade package includes a Teacher's Resource Pack and a Collins DigiSuite.

This series integrates the essence of **NIPUN Bharat** guidelines, which extensively deal with foundational literacy and numeracy. Each book aims to motivate learners to read independently, to improve their vocabulary, to develop their critical thinking and creative skills, as well as to enhance their ability to express themselves both verbally and in writing.

This series takes care of the requirements of **Structured Assessments For Analyzing Learning (SAFAL)**. Research-based activities and projects have been used to instill inquiry-based learning, while comprehension passages have been followed by extrapolative and value-based questions that involve analysis-based learning. Additionally, in the Middle Stage (Classes 6 to 8), an end-of year question paper is provided which is based on the latest CBSE guidelines.

Key features

Coursebooks

- **Warm-up:** A wide variety of picture-based fun activities or probing questions at the beginning of chapters initiate the learner into the subject and ensure his/her active engagement in the lesson. For grades 1 to 5, these activities are introspective and meditative inquiries that are based on the pedagogy of mindfulness as delineated in the NEP, 2020.
- **Reading:** Each book has well-chosen selections from a wide range of literary genres that are also useful in cross-curricular teaching. These include picture stories and comic strips.
- **Cross-curricular boxes:** This series specially covers topics that are interrelated with other subjects taught in the same grade. Dedicated boxes teaching these cross-curricular concepts are placed along the main text.
- **Glossary:** All new words in the text are highlighted and their meanings are given in simple language using the easiest possible words. Literary devices are also taught along with a glossary of literary terms.
- **Summary:** A short summary at the end of each text is provided for an easy way to remember the essence of the text.
- **Comprehension:** This section includes plenty of exercises including factual, inferential, and extrapolative questions.
- **Life Skills and Values:** There is a separate thematic section on life skills and values aimed at developing good character in students and equipping them with skills needed to cope with

different challenges in life. Guidelines set by NEP, 2020 have been followed in selecting these life skills and values.

- **Vocabulary:** Each chapter has boxed explanations of new vocabulary words and topics followed by a variety of exercises. Spelling is also taught in this section with proper rules and explanations. Moreover, dictionary skills are taught in books 3 to 5.
- **Grammar:** Grade-appropriate grammar is explained with several visual models and extensive examples from the learner's immediate world. Plenty of varied exercises follow them to ensure the learner has learnt the concept well.
- **Listening and Speaking:** This section aims at developing students' listening, speaking, and overall communicative skills through a wide variety of tasks and pair/group activities. Pronunciation is also covered in this section in books 3 to 5.
- **Writing:** This well-graded section has a variety of age-appropriate creative and scaffolded writing tasks. These cover informal and formal letters, diary entries, flow charts, posters, stories, biographies, notices, reports, travelogues, character sketches, book reviews, recipes, acrostic poems, articles, and picture-based compositions.
- **Activities:** There is a fun activity accompanying each poem. Most of these activities require working collaboratively in groups or pairs. These activities are varied and cover various twenty-first century life skills.
- **Projects:** Three well-designed cross-curricular projects are provided that are linked to topics taught in that particular grade in other subjects.
- **Cross-curricular Vocabulary:** A word bank teaching cross-curricular vocabulary is included at the end of books 3 to 5. Words are classified according to different subjects and categories.

Workbooks

The Workbooks have been carefully mapped to the Coursebooks, and created with the intention of independent learning. Each Workbook has 8 comprehension passages including poems. The vocabulary and grammar sections include a quick recap of the concepts covered in the corresponding chapter of the Coursebook. The listening, speaking, and writing sections allow learners extra practice. Additional assessment papers included in the Workbooks are patterned on the Structured Assessments For Analyzing Learning (SAFAL). These offer a scope for assessing the competencies of critical thinking, inquiry-based learning, and analysis-based learning.

Literature Readers

The Literature Readers teach critical appreciation of literature through short stories, folktales, fairytales, poems and extracts from classics from the literature of different ages. A summary at the end offers a revision and understanding of the essence of the text. Literary devices are also taught along with a glossary of literary terms.

Teacher's Resource Pack

The Teacher's Resource Pack contains model lesson plans, additional worksheets, and grammar-based projects covering all the pedagogical aspects included in the Coursebooks, along with listening texts and answer keys to all exercises across Coursebooks, Workbooks, Literature Readers, and additional assessment papers.

Key to Icons

Enhanced English Alive is a multi-skill course that is closely aligned with the National Education Policy, 2020. It uses an interactive approach, cross-curricular themes, and experiential activities to build communicative competence in students. This series aims to prepare learners with the various skills outlined in the National Education Policy, 2020. These skills have been tagged appropriately with easily recognizable icons for the user's convenience. Here is the key to all the icons used in this series.



Cross-Curricular Content

- The cross-curricular approach to a topic recognizes that all subjects are interlinked. It includes contributions from several different disciplines or viewpoints for effective learning.
- All chapters have dedicated boxes teaching cross-curricular content appropriate to that class. These boxes cover the following:



Science Scan covers topics related to science.



Maths Magic covers topics related to mathematics.



Earth Speak covers topics related to geography and environmental studies.



Looking Back covers topics related to historical events and personalities.



Fact File covers topics related to general knowledge and awareness.



Lit Bits covers topics related to literature and famous literary figures.



Art and Culture covers topics related to art and culture.



Twenty-First Century Skills

- The twenty-first century skills ensure that today's students can thrive in an ever-changing world and can use these skills to learn constantly.
- Here are the most commonly cited twenty-first century skills in this series:



Critical Thinking

Critical Thinking



Communication

Communication Skills



Collaboration

Collaboration



Creative Thinking

Creativity



ICT

Information Communication Technology Skills or Digital Literacy



Experiential Learning

- Experiential learning is a process of learning through hands-on experience. Here, students 'learn by doing' an activity followed by reflective observation on the experience from multiple perspectives.
- This method helps learners link existing knowledge to understand new concepts and apply it to make decisions.



Art Integration

- Art Integrated Learning (AIL) is a teaching-learning model that integrates fine arts (painting, sculpture, architecture, music, and poetry), performing arts (theatre and dance), and photography with teaching new concepts.
- This provides students with an experiential and a multi-disciplinary learning experience.



Happiness Content

- Learning should be an enjoyable process for learners. It should focus on building and understanding new concepts rather than rote learning.
- Children should experience happiness through learning and awareness, active participation in class, and also in their relationships with their friends and family.



India Focus

- India Focus puts spotlight on the heritage, culture, customs, and history and geography of the Indian subcontinent.
- This provides students a deeper understanding of their homeland and creates a sense of solidarity.

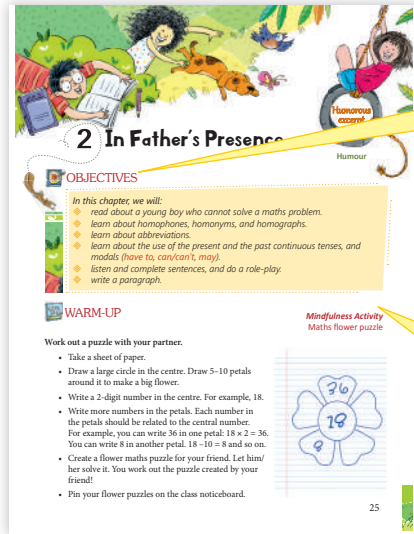


Sustainable Development Goals

- The Sustainable Development Goals, adopted by the United Nations in 2015, are a collection of 17 interlinked global goals designed to achieve a better and more sustainable future for all by 2030. Here are the 17 goals:



Key Features

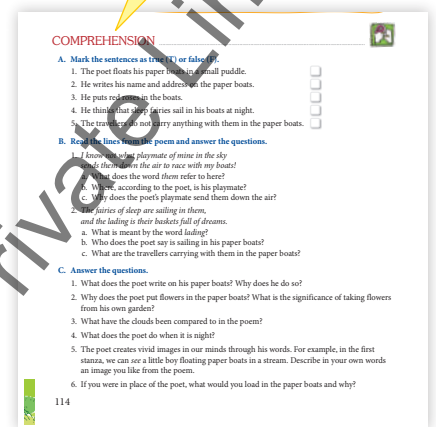


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Objectives: All learning goals for the chapter listed out

Warm-up: Mindfulness activities to help train the student's mind to be involved in the present moment without getting distracted, followed by theme-based warm-ups

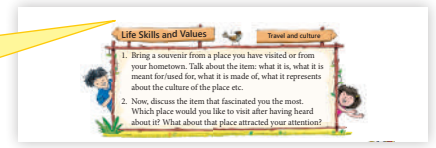
Comprehension: Covers factual, inferential, and extrapolative questions



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Reading: A good balance of Indian and global selections from a wide range of literary genres that are useful in cross-curricular teaching

Life Skills and Values: Value-based questions to develop good character through experiential learning



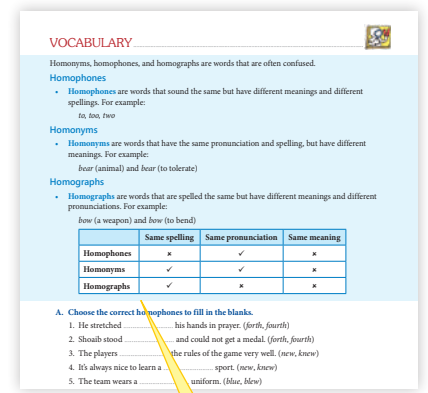
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Cross-curricular boxes: Topics related to other subjects highlighted

Glossary: Meanings for new words and literary devices given alongside the text



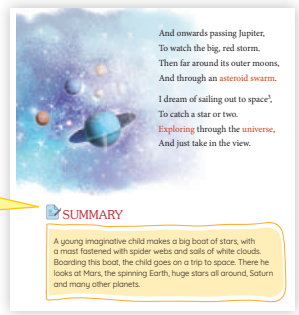
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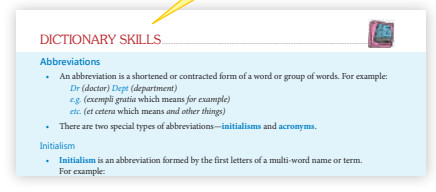
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Summary: A short summary at the end of each text for a mental revision and an easier way of remembering the essence of the text

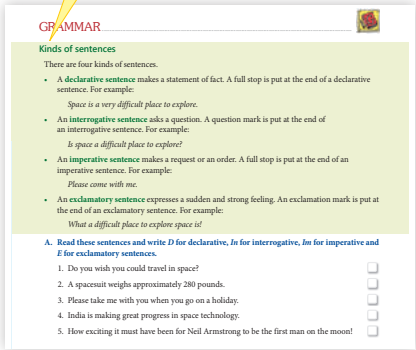


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Grammar: Grade-appropriate grammar explained with several visual models and extensive examples, followed by exercises

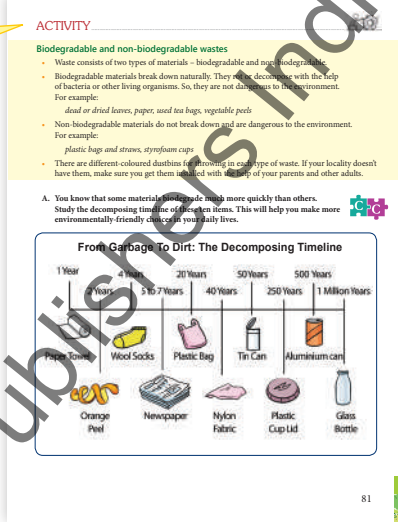


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Writing: A well-graded section with a variety of creative and scaffolded writing tasks:

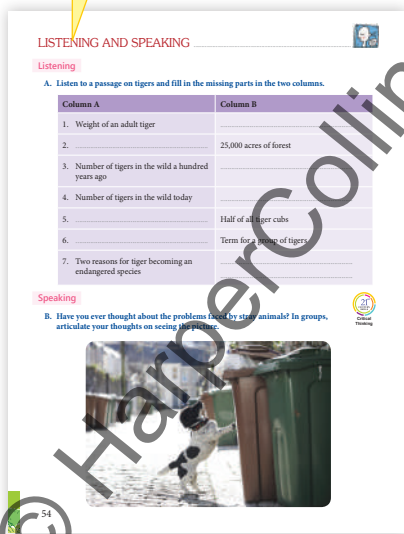
- letter writing
- diary entry
- flow charts
- poster making
- biography
- notice writing
- report-writing
- travelogue writing
- character sketch
- book review
- recipe writing
- acrostic poem
- data interpretation
- picture composition

Activity: A collaborative fun activity with each poem

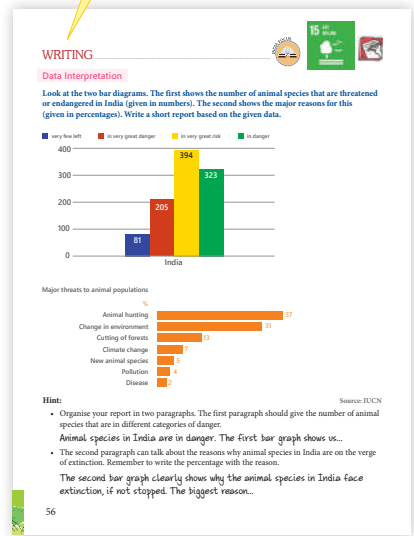


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Listening and Speaking: A wide variety of communicative activities leading to collaboration and team building; also covers pronunciation

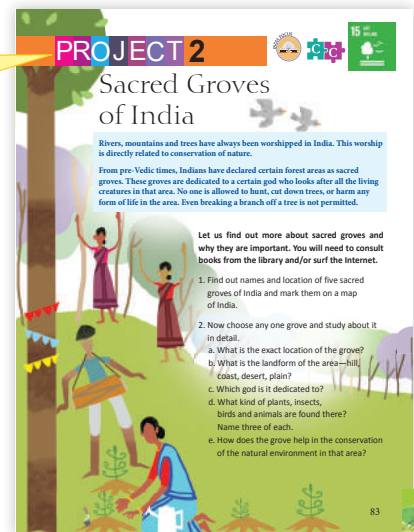


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Project: Three cross-curricular projects linked to topics taught in other subjects in this grade



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This series integrates the essence of NIPUN Bharat guidelines and the requirements of Structured Assessments For Analyzing Learning (SAFAL).

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2. In Father's Presence (Humorous excerpt)	Humour	Maths flower puzzle	Factual, inferential and extrapolative	Education and reflection	<ul style="list-style-type: none"> Homophones, homonyms, and homographs Abbreviations
3. Have You Earned Your Tomorrow (Poem)	Universal Kindness	Breathe, recollect and narrate	Factual and inferential	Interdependence and care	<ul style="list-style-type: none"> Interrogation
Project 1		Traditional Martial Arts of India			
4. Trapped (Short story)	Empathy with Animals		Factual, inferential and extrapolative	Showing empathy	<ul style="list-style-type: none"> Collocations
5. Underground (Poem)	Earth and Creatures		Factual, inferential and extrapolative	Caring for environment	<ul style="list-style-type: none"> Similes
6. Healing the Hills (Non-fiction article)	Saving the Planet	Peaceful interactions	Factual, inferential and extrapolative	Nature conservation	<ul style="list-style-type: none"> Phrasal verbs
7. Awareness About Our Environment (Poem)	Environmental Conservation		Factual, inferential and extrapolative	Protecting the environment	<ul style="list-style-type: none"> Imagery
Project 2		Sacred Groves of India			
8. Thunder and Anansi (Folktale)	Myths in World Culture	Be a superhero!	Factual, inferential and extrapolative	Making a difference	<ul style="list-style-type: none"> Synonyms and antonyms
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10. Paper Boats (Poem)	Imagination and Travel		Factual, inferential and extrapolative	Travel and culture	<ul style="list-style-type: none"> Metaphor
11. The Happy Prince (Short story)	Courage in compassion		Factual, inferential and extrapolative	Compassion and patriotism	<ul style="list-style-type: none"> Expressions with <i>do</i> and <i>make</i>
Project 3		Famous Landmarks			
12. Dressing up for Space (Magazine article)	Space	Heartbeat exercise	Factual, inferential and extrapolative	Exploration and endurance	<ul style="list-style-type: none"> Etymology
13. Sailing Out to Space (Poem)	Space and Curiosity		Factual, inferential and extrapolative	Imagination	<ul style="list-style-type: none"> Rhyme scheme

	Grammar	Listening and Speaking	Writing/Activity
	<ul style="list-style-type: none"> • Abstract nouns • Forming abstract nouns • Subject-verb agreement 	<ul style="list-style-type: none"> • Listening to a passage on Eklavya and marking T/F • Role-playing a situation on being considerate • <i>t</i> pronounced as <i>ch</i> 	<ul style="list-style-type: none"> • Writing an email
	<ul style="list-style-type: none"> • Present continuous tense • Past continuous tense • Modals: <i>have to</i>, <i>can/can't</i>, <i>may</i> 	<ul style="list-style-type: none"> • Listening to a passage about Vedic Maths and filling in the blanks • Role-playing a situation on counselling a friend 	<ul style="list-style-type: none"> • Writing a paragraph
			<ul style="list-style-type: none"> • Group initiatives for community
	<ul style="list-style-type: none"> • Degrees of comparison • <i>will</i> and <i>going to</i> for future time 	<ul style="list-style-type: none"> • Listening to a passage on tigers and filling in the missing information in a column • Picture analysis on the problems faced by stray animals and providing solutions • Syllables 	<ul style="list-style-type: none"> • Data interpretation
			<ul style="list-style-type: none"> • Creating and playing an animal quiz • Treating animals the right way
	<ul style="list-style-type: none"> • Adjectives ending in <i>-ing</i> and <i>-ed</i> • Adverbs 	<ul style="list-style-type: none"> • Listening to a passage about an Indian environmentalist and filling in a form • Role-playing a situation between a parent and a child 	<ul style="list-style-type: none"> • Writing an article • Writing an acrostic poem
			<ul style="list-style-type: none"> • Studying a decomposing timeline • Sorting biodegradable and non-biodegradable wastes
	<ul style="list-style-type: none"> • Subject-verb-object structure • <i>for</i> and <i>since</i> 	<ul style="list-style-type: none"> • Listening to a conversation and filling in the blanks • Sharing one's thoughts on reusing everyday items • Silent letters <i>b</i>, <i>l</i>, <i>r</i> and <i>s</i> 	<ul style="list-style-type: none"> • Describing a procedure
	<ul style="list-style-type: none"> • Direct and reported speech • Reporting verbs • Inverted commas 	<ul style="list-style-type: none"> • Listening to a description and filling in the blanks • Creating and presenting a mind map on how to reduce the impact of natural disasters • Pronunciation of <i>ch</i> 	<ul style="list-style-type: none"> • Creating a comic strip
			<ul style="list-style-type: none"> • Making dolls representing different countries
	<ul style="list-style-type: none"> • Active and passive voice • <i>whose</i> and <i>which</i> 	<ul style="list-style-type: none"> • Listening to descriptions of animals and completing a table • Role-playing an interview with a character from the story • Silent letters <i>g</i>, <i>k</i>, <i>n</i> and <i>w</i> 	<ul style="list-style-type: none"> • Writing a travelogue
	<ul style="list-style-type: none"> • Kinds of sentences • Transformation of sentences • <i>if</i> clauses 	<ul style="list-style-type: none"> • Listening to a story and numbering events in order • Enacting a skit or describing a lunar eclipse 	<ul style="list-style-type: none"> • Writing a story based on pictures
			<ul style="list-style-type: none"> • Making a chart or scrapbook on <i>A Colony on Mars</i>

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1 Chuskit Goes to School

Helping the Community



OBJECTIVES

In this chapter, we will:

- ◆ read a heart-warming story of a girl who cannot walk.
- ◆ learn about compound adjectives.
- ◆ learn to arrange words in alphabetical order.
- ◆ learn about abstract nouns and subject-verb agreement.
- ◆ listen to a story and answer questions.
- ◆ role-play a situation.
- ◆ write an email.



WARM-UP

A. All of us are different from each other in terms of our abilities. Let's play a game in pairs. Choose a partner. Remember, roles are going to be reversed for each step.

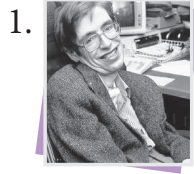
1. Blindfold your partner. Hold their hand and get them to walk around the classroom, corridor, or school garden. Let them describe their feelings as they walk blindfolded.
2. Think of the names of three books/films. Enact the names through gestures and ask your partner to guess the titles.
3. Request your partner to hop on one leg. Ask them to talk about how it feels when they are not using both their legs.

Mindfulness Activity

Sharing abilities



B. Match the pictures with the descriptions of these differently-abled people.



a. **Helen Keller**, an American author, was the first deaf and blind person to go to college. She proved to the world that deaf and blind people could also learn to communicate and lead a successful life.

b. **Stephen Hawking** was an English scientist and author of *A Brief History of Time*. He suffered from ALS, a disease that had gradually paralysed him over the years. He communicated using a speech-generating device.

c. **Sudha Chandran** is an Indian film and television actress. She lost a leg following a road accident. She, however, continued dancing, and went on to become a famous Bharatanatyam dancer.

READING



Chuskit is a little girl who cannot go to school because she is unable to walk. Let's find out if her dream of going to school and receiving education comes true.



eagerly: showing a lot of interest or excitement about something

Ama-ley: 'mother' in Ladakhi language

gur-gur tea: butter tea that is made in a long cylindrical wooden vessel. The tea is churned with butter, salt, and milk in this vessel. A low gur-gur noise is produced during churning.

Losar: a festival celebrating the Ladakhi or Tibetan New Year. It has its origin in the fifteenth century.

gonpa: a Buddhist monastery
prayer wheel: A prayer wheel is made of a hollow metal cylinder, and fixed on a handle. On the outside of the cylinder are prayers in Sanskrit. Buddhist devotees spin these wheels.

Chuskit woke up early that morning. It was a very special day and she was too excited to sleep till late. She **eagerly** looked out of the window next to her bed. It was spring time in Ladakh and the apricot trees were in full bloom. **Ama-ley** was awake too. Chuskit could hear Ama-ley in the kitchen making **gur-gur tea**. This was a day Chuskit was going to remember for a long time. Can you guess why? No, it was not **Losar**. That was many months away. Nor was it any other special day in her village, like the **gonpa** festival, or a wedding day.

Today was going to be Chuskit's first day at school. At nine years, she had waited a long, long time for this. The school was not very far away from her home. To get there, you had to walk up to the main road. Just before the **prayer wheel**, you took the path to the left of the road that ran along a narrow stream. Near the poplar trees, you crossed the stream by jumping over the big rocks.



Once you got to the other side, a short walk up a slope took you to the school. All the children of Skitpo Yul, Chuskit's village, walked to school every day. But not little Chuskit. She could not walk.

Chuskit was born with legs that did not work like everyone else's. Her father had taken her to the village **amchi** and then to the doctors in Leh. But no amount of medicine had helped her walk. At first, Chuskit did not realise that she was in any way different from Stobdan, her younger brother, or her cousins. But soon there were many things she could not do as easily as they could.

'That does not matter,' her **Aba-ley** would tell her. 'You can stitch better than any of them. And you draw very well.' Aba-ley often brought her some colour pencils from Leh.

Chuskit used a chair fitted with wheels to move around. Elders called it a wheelchair. When Aba-ley first brought the wheelchair home, everyone in her family was very excited. 'Now I won't have to carry Chuskit everywhere. I can wheel her around,' said Ama-ley, with tears of happiness in her eyes. 'And I will be able to go wherever I want!' cried Chuskit excitedly.

Slowly, Chuskit learnt to use her wheelchair. She would ask her mother to seat her in the wheelchair outside her home every evening.

One evening, when Chuskit was sitting outside the house with her grandfather, a young boy came up to her. He carried a letter which he handed over to her grandfather. '**Julley!** The bus driver asked me to give this to you,' he said.

'My name is Abdul,' he said turning to Chuskit. 'I study in Class 6 at the government school. I have often wondered why you don't come to school.'

'Julley, Abdul,' said Chuskit. 'I have never been to school. The path to the school is too uneven and pebbly and my wheelchair will get stuck. It would be very difficult for my parents to carry me to school and back every day.'

'But would you like to come to school?' asked Abdul.

'Of course!' replied Chuskit. 'I hear my younger brother talk of all the things he does at school. I want to study like everyone else,

Earth Speak



- Ladakh is a union territory. It is a high altitude, cold region in the Himalayas.
- It is bounded by the Karakoram and the Himalayan mountain ranges.
- Ladakh is thinly populated. Leh is the largest town there.



amchi: a doctor practising the Tibetan system of medicine, also called amchi
Aba-ley: 'father' in Ladakhi language
Julley: a greeting in Ladakhi language, meaning 'hello' and 'goodbye'



make friends, play games, wear a uniform and even write exams. You may not believe this, but I sometimes dream of carrying a school bag, even eating packed lunch...'

'Enough! Enough!' interrupted her grandfather. 'Stop dreaming, Chuskit. You know you cannot go to school.'

Fact File

- A 'right' refers to what a person is allowed to do.
- The Constitution of India provides a set of rights to all Indian citizens. These are called the Fundamental Rights.
- There are six Fundamental Rights. The Right to Education is one of them.



'Meme-ley, please,' pleaded Chuskit softly with tears in her eyes as her grandfather walked away angrily. 'Meme-ley does not understand how I feel,' said Chuskit. 'I too want to learn to read and do maths. Do you understand?'

'I do,' said Abdul. 'Chuskit, I will see you later. I must go now. Julley!'

The next day, Abdul went straight to the headmaster's room after assembly. 'Julley, Azhang-ley!' he said. 'I want to talk to you about a girl from our village who does not go to school. She is Stobdan's sister, Chuskit.'

'Oh yes,' replied the headmaster. 'I know her. She is unable to walk, isn't she?'

'Yes, Azhang-ley. She uses a wheelchair to move around but cannot reach school, as the path from her home is too rough and uneven. I was wondering if we could all get together and level the path and build a small bridge across the stream.'

'That's very thoughtful of you, Abdul,' said the headmaster as he patted him on the back. 'What made you think of Chuskit and her problems?'

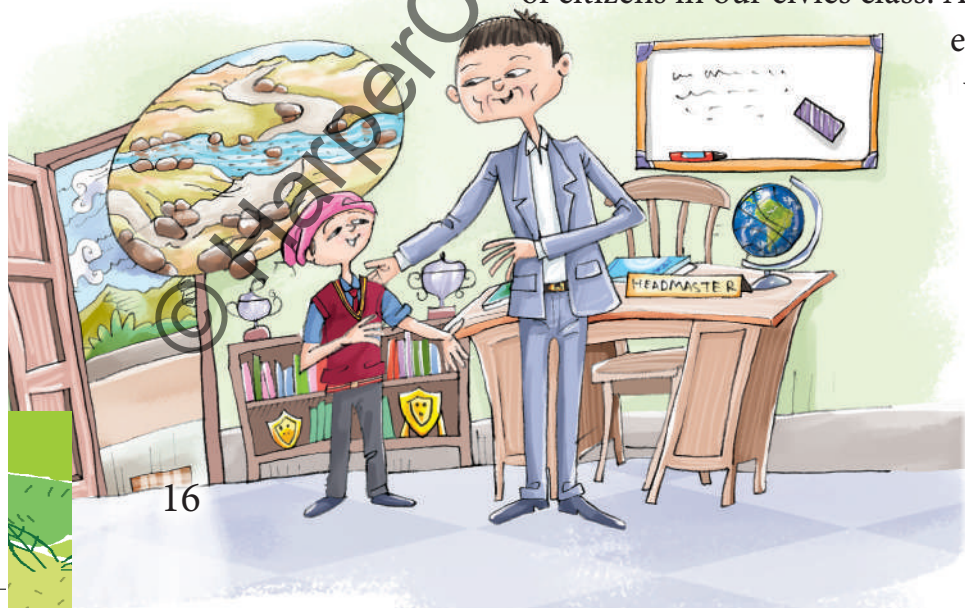
'Azhang-ley, last week we read about the fundamental rights of citizens in our civics class. All children have a right to education. That includes Chuskit as well, doesn't it?'

'Yes, you are right, Abdul. Let me discuss this with the other teachers,' replied the headmaster.

The next day the headmaster shared Abdul's ideas with all the teachers and asked them what they felt. 'Impossible!' said one of them.



Meme-ley: 'grandfather' in Ladakhi language
Azhang-ley: a term used with respect for an elderly man in Ladakhi language
level: to make the ground even or flat



‘How will Chuskit be able to write, play, and go to the toilet like the other children do?’

‘That’s exactly what we must work out,’ said the headmaster. ‘I hear that in the village of Mentok Yul, the Village Education Committee has helped build a special toilet for one of their children who cannot walk. We could ask them what they have done. But first we must get Chuskit to school. Then we could think of ways of helping her do things in school.’

Two weeks later, there was great excitement at the government school. All the children gathered outside in the playground. They came to school without their school bags: there weren’t going to be any classes that day!

The teachers divided the children into groups. One group worked in front of Chuskit’s house and another on the path along the stream. A third group with older children worked hard to help some of their teachers build a strong wooden bridge across the stream.

Chuskit’s parents provided everyone with hot tea and biscuits. Chuskit’s grandfather sat under a willow tree by the stream watching the busy schoolchildren.

‘I never dreamt I’d see a day like this!’ he thought to himself as he wiped a tear.

At the end of the day, it was a tired but happy group of children that returned to their homes. The path from Chuskit’s home to the school was now ready!

Chuskit was going to school for the first time in her life. And that’s why she was so excited!

SUMMARY

Chuskit was a little girl from Ladakh who could not walk. This made it impossible for her to go to school. Her wheelchair would get stuck on the uneven path. However, her biggest dream was to go to school. Abdul, a boy in Class 6, understood her wish. He persuaded the school headmaster to level the road and build a bridge across the stream. One day, all the students and teachers got together and worked on the road and bridge. The path was ready, and Chuskit was finally able to fulfill her dream!



COMPREHENSION



A. Mark the sentences as true (T) or false (F).

1. Chuskit got up early that morning because it was the Losar festival.
2. The school was very far from Chuskit's home.
3. Chuskit went to school every day by bus.
4. Abdul was a student of Class 6 at the government school.
5. Abdul offered to help Chuskit go to school.
6. Meme-ley was unhappy that Chuskit would be able to go to school.

B. Choose the correct option.

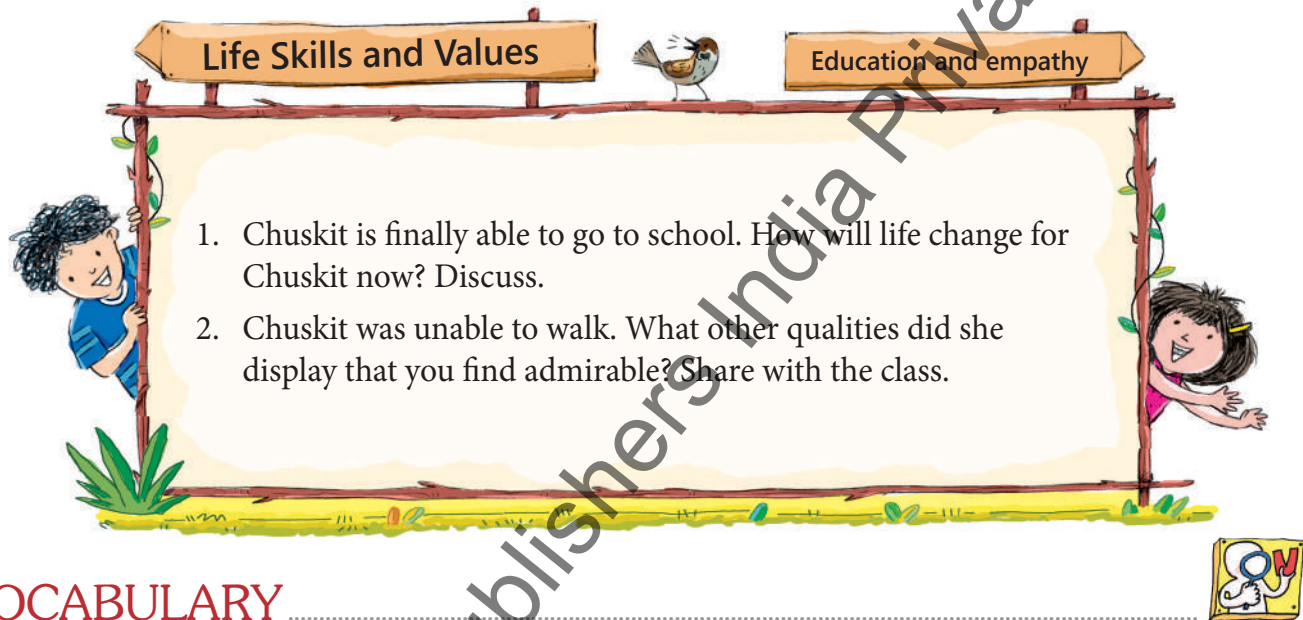
1. Chuskit had never been to school because
 - a. her parents could not afford the fees.
 - b. her parents felt that girls should not study.
 - c. she could not walk.
2. Abdul was inspired to help Chuskit go to school because he was
 - a. a sensitive boy who had read that all children have a right to education.
 - b. Chuskit's friend.
 - c. also differently-abled.
3. Even when she got a wheelchair, Chuskit could not go to school at first as
 - a. the path to the school was too uneven and pebbly and her wheelchair could get stuck.
 - b. she could not move her wheelchair for such a long distance.
 - c. her parents did not allow her to go alone.

C. Read the sentences from the story and answer the questions.

1. *You can stitch better than any of them. And you draw very well.*
 - a. Who says this and to whom?
 - b. Why does the speaker say this?
2. *And I will be able to go wherever I want!*
 - a. Who is the speaker here?
 - b. Why is she/he not able to go wherever she/he wants?
 - c. Why will she/he be able to go anywhere now?
3. *'I never dreamt I'd see a day like this!' he thought to himself as he wiped a tear.*
 - a. Who is *he*?
 - b. What is *he* thinking about?
 - c. What does this show about his character?

D. Answer the questions.

1. How was Chuskit different from her cousins?
2. What did Chuskit often dream of?
3. How did Abdul help Chuskit? What does this tell us about him?
4. What had the Village Education Committee of Mentok Yul done for one of the children who could not walk?
5. Do you think Chuskit's grandfather was extremely attached to her? Support your answer with evidence from the story.
6. What do you think would have happened when Chuskit went to school for the first time? How would she have felt when she got back home?



VOCABULARY

Compound adjectives

- Read the following phrases.

a *well-known* festival

a *nine-year-old* girl

school-going children

a *kind-hearted* boy

The words in blue are compound adjectives.

- **Compound adjectives** are made up of two or more words; they convey a single idea and add to the meaning of the nouns they modify.
- Sometimes, when a compound adjective comes before a noun, the words forming it are connected with a hyphen.

A. Fill in the blanks with the correct compound adjectives from the box.

ice-cold multi-talented snow-capped steep-sided thought-provoking well-mannered

1. water flowed in the stream.
2. The road was full of pebbles.

3. Ladakh is surrounded by mountains.
4. Chuskit was a and girl.
5. Abdul gave a idea to the headmaster.

B. Match words in Column A with words in Column B to make compound adjectives in Column C.

Column A	Column B	Column C
1. air	a. eyed	i. an jar
2. blue	b. fed	ii. a bird
3. chocolate	c. looking	iii. a cupcake
4. good	d. flavoured	iv. a actor
5. slow	e. tight	v. traffic
6. soft	f. powered	vi. a man
7. solar	g. spoken	vii. batteries
8. well	h. moving	viii. a dog

DICTIONARY SKILLS



Words in a dictionary are arranged in alphabetical order. Arrange these sets of words in alphabetical order.

1. dreamt, day, wiped, tear, wisdom
2. today, long, time, first, prayer
3. special, tea, sleep, school, tree
4. elder, everyone, carry, home, eyes

GRAMMAR



Abstract nouns

- A noun is the name of a person, animal, place, thing, or idea. Nouns can be abstract or concrete.
- A **concrete noun** is the name of something that can be felt with our sense organs. Concrete nouns can often appear in singular and plural forms. For example:

My mother gave me two flowers.

Children made a strong wooden bridge across the stream.

- An **abstract noun** is the name of an idea, an emotion, a quality, a state or an action. Abstract nouns cannot be felt with our sense organs. For example:

Ama-ley had tears of happiness in her eyes.

All children have a *right* to *education*.

There was great *excitement* at the government school.

- Some more examples of abstract nouns are given below.

Ideas: justice, truth, wisdom

Emotions: happiness, love, sorrow

Qualities: beauty, courage, kindness

States: childhood, sickness, youth

Actions: laughter, movement, theft

Forming abstract nouns

- Abstract nouns can be formed from other words.

- From common nouns

friend → *friendship*

mother → *motherhood*

- From verbs

appear → *appearance*

break → *breakage*

clean → *cleanliness*

discover → *discovery*

grow → *growth*

realise → *realisation*

- From adjectives

cruel → *cruelty*

free → *freedom*

happy → *happiness*

long → *length*

poor → *poverty*

wise → *wisdom*

A. Tick the words that are abstract nouns.

1. bridge

2. loyalty

3. hope

4. victory

5. water

6. wheelchair

B. Change the following words into abstract nouns.

1. believe

2. child

3. honest

4. treat

5. think

6. true

Subject-verb agreement

- The verb in a sentence must agree with its subject in number.
- If the subject is singular, the verb must also be singular; if the subject is plural, the verb must also be plural. This is known as **subject-verb agreement**. For example:

The *road* *is* too rough and uneven.

The *roads* *are* too rough and uneven.

In the first sentence, the subject, *the road*, is singular. Therefore, the verb used is also singular – *is*.

In the second sentence, the subject, *the roads*, is plural. Therefore, the verb used is also plural – *are*.

- We must identify whether the subject of a sentence is singular or plural so that we can use the correct form of the verb.
- When two singular subjects are joined by the conjunction *and*, they form a plural subject; so a plural verb is needed. For example:

Chuskit and Stobdan now go to school together.

- When a phrase such as *neither...*, *either...*, or *one of the...* forms the subject, the subject is singular; so a singular verb is used. For example:

One of the teachers helps Chuskit with maths work.

- When a singular subject is followed by a plural phrase, it takes a singular verb. For example:

Abdul along with his friends is clearing the path along the stream.

- When a plural subject is followed by a singular phrase, it takes a plural verb. For example:

The pebbles on the path were slippery.

- When two singular subjects are joined by the conjunction *or/either...or/neither...nor*, they form a singular subject; so a singular subject is needed. For example:

Either Aba-ley or Ama-ley is providing snacks to the children.

- Some nouns look plural but are actually singular. These include names of subjects, words such as *news* and *measles*, titles of books and movies that end in *-s*. For example:

Physics is my favourite subject.

The news of landslides is alarming.

Bedtime Stories is my favourite book.

- A collective noun is considered as one unit, so it takes a singular verb. For example:

Our team has won the match.

A herd of cows is crossing the road.

- When the emphasis is on the individual members of a group, the collective noun takes a plural verb. For example:

The staff make a monthly contribution.

(This sentence would sound better as: *The staff members make a monthly contribution.*)

C. Choose the correct option to fill in the blanks.

1. The little boy (*is/are*) unable to walk.
2. Now Chuskit, along with her brother and cousins, (*go/goes*) to school.
3. One of the students at the government school (*come/comes*) to Chuskit's home.
4. The headmaster, the teachers and the students (*are/is*) preparing a path from school to Chuskit's home.
5. Either my brother or my sister (*are/is*) coming over for my birthday.

D. Fill in the blanks with the correct form of the verb given in brackets.

1. The Constitution (*give*) us six Fundamental Rights.
2. All the children of this village (*go/goes*) to school.
3. The members of the committee for inclusive education (*meet*) every month.
4. The people of Ladakh (*celebrate*) Losar, the New Year festival, for fifteen days.
5. The decision to make a road (*be*) taken by the headmaster and the teachers.

LISTENING AND SPEAKING



Listening

A. Listen to the passage and mark the sentences as true (T) or false (F).

1. Eklavya was one of the Pandava princes.
2. Dronacharya taught him archery.
3. Eklavya became such an expert archer that he could hunt an animal just by hearing its sound.
4. He gave his right thumb as *guru dakshina* to Dronacharya.
5. Eklavya will always be remembered because he was a loyal disciple.

Speaking

B. Form a group of four members and role-play one of the following situations.

You are playing in a park with your friends. A visually-impaired boy comes to the park. He looks around, as if wanting to play. What would you do in this situation?

OR

An elderly lady lives in the flat next to yours. Your family often sees her struggling with her grocery and vegetable bags. Can you do something to help her?

Pronunciation

t pronounced as *ch*

- Read these words in which the letter **t** is pronounced as **ch**.
fortune (*for-chune*) *culture* (*cul-chure*)
- In most cases, when **t** is followed by *u*, it is pronounced as **ch**.
- Remember that there are some exceptions too: *tube*, *turn*

C. Circle the words where *t* is pronounced as *ch*.

1. constitute, mature, rapture, status, turn
2. capture, mixture, punctuation, study, Turkey
3. apparatus, fracture, picture, situation, temperature
4. tutor, nature, stupid, texture, tube
5. altitude, autumn, moisture, return, adventure

WRITING



Writing an email

The entrance of your school does not have a ramp for children with special needs. Write an email to the principal of your school, requesting her/him that such a ramp may be constructed.

Remember:

- We must be sensitive towards the needs of differently-abled people.
- The government is making efforts to create facilities for people who may need special assistance to do certain tasks.
- These include construction of ramps, lifts, etc. at public places.

A screenshot of an email client window. The window title is 'India Private Limited'. The menu bar includes 'File', 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. The toolbar contains icons for 'New Message', 'Reply', 'Reply All', 'Forward', and 'Delete'. The email body is structured as follows:

To: *(email ID of the person to whom you are writing)*

Subject: *(The reason for writing)*

CC: *(Copy - if you want to send a copy of the email to someone else)*

BCC: *(Blind copy - If you want to send a copy of the email to someone without the other recipients knowing about it)*

Dear Ma'am/Sir,

Introduction: *(Clearly state the situation that exists in your school and the problems arising from it.)*

Body: *(What action you would like to request your school to take?)*

End: *(Express your gratitude in advance.)*

(The email will be written in formal language.)

Yours sincerely,
(Your full name and Class)



2 In Father's Presence



OBJECTIVES

In this chapter, we will:

- ◆ read about a young boy who cannot solve a maths problem.
- ◆ learn about homophones, homonyms, and homographs.
- ◆ learn about abbreviations.
- ◆ learn about the use of the present and the past continuous tenses, and modals (*have to, can/can't, may*).
- ◆ listen and complete sentences, and do a role-play.
- ◆ write a paragraph.

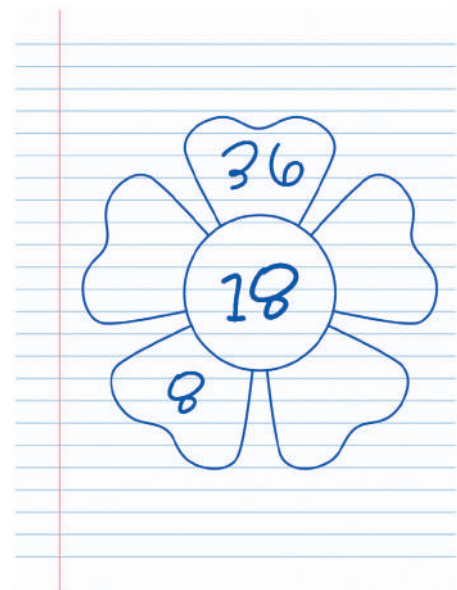


WARM-UP

Work out a puzzle with your partner.

- Take a sheet of paper.
- Draw a large circle in the centre. Draw 5–10 petals around it to make a big flower.
- Write a 2-digit number in the centre. For example, 18.
- Write more numbers in the petals. Each number in the petals should be related to the central number. For example, you can write 36 in one petal: $18 \times 2 = 36$. You can write 8 in another petal. $18 - 10 = 8$ and so on.
- Create a flower maths puzzle for your friend. Let him/her solve it. You work out the puzzle created by your friend!
- Pin your flower puzzles on the class noticeboard.

Mindfulness Activity Maths flower puzzle



Swaminathan is unhappy. His father's courts are closed and he is certain that it could create problems with the fun he had planned to have with Rajam, Mani, Sankar and the Pea during his summer vacations. Swaminathan is proved right.

One sunny afternoon, his father, feeling that Swaminathan spends too much time playing, commands his son to stay at home, dust his books clean and sit down to study with him. Swaminathan is devastated. Read this excerpt from R. K. Narayan's *Swami and Friends* and find out what follows.

Looking Back



- An *anna* was the former currency used in India, Pakistan, and Burma. It was 1/16 of a rupee. It used to be a copper coin.
- This is how a 2 Annas coin looked!
- During British rule, the rupee was subdivided into 16 *annas*. This continued till 1957. From April 1957, each rupee had 100 *Naya Paisa*.



Swaminathan sat in his father's room in a chair, with a slate in his hand and pencil ready. Father held the arithmetic book open and dictated: 'Rama has ten mangoes with which he wants to earn fifteen annas. Krishna wants only four mangoes. How much will Krishna have to pay?'

Swaminathan gazed and gazed at this sum, and every time he read it, it seemed to acquire a new meaning. He had the feeling of having stepped into a fearful **maze**. His mouth began to water at the thought of mangoes. He wondered what made Rama fix fifteen annas for ten mangoes. What kind of a man was Rama? Probably he was like Sankar. Somehow one couldn't help feeling that he must have been like Sankar, with his ten mangoes and his **iron determination** to get fifteen annas. If Rama was like Sankar, Krishna must have been like the Pea. Here Swaminathan felt an **unaccountable** sympathy for Krishna.

'Have you done the sum?' father asked, looking over the newspaper he was reading. 'Father, will you tell me if the mangoes were ripe?'

Father regarded him for a while and **smothering** a smile remarked: 'Do the sum first. I will tell you whether the fruits were ripe or not, afterwards.'

Swaminathan felt utterly helpless. If only father would tell him whether Rama was trying to sell ripe fruits or unripe ones! Of what **avail** would it be to tell him afterwards? He felt strongly that the answer to this question contained the key to the whole problem. It would be **scandalous** to expect fifteen annas for ten



- maze**: a system of passages designed in a way that it is difficult to find your way through it
- iron determination**: great strength and desire to do something
- unaccountable**: strange, without any reason
- smothering**: (here) hiding
- avail**: help
- scandalous**: (here) shocking

unripe mangoes. But even if he did; it wouldn't be unlike Rama, whom Swaminathan was steadily beginning to hate and invest with the darkest qualities.

'Father, I cannot do the sum,' Swaminathan said, pushing away the slate.

'What is the matter with you? You can't solve a simple problem in Simple Proportion?'

'We are not taught this kind of thing in our school.'

'Get the slate here. I will make you give the answer now.'

Swaminathan waited with interest for the miracle to happen. Father studied the sum for a second and asked: 'What is the price of ten mangoes?'

Swaminathan looked over the sum to find out which part of the sum contained an answer to this question. 'I don't know.'

'You seem to be an extraordinary idiot. Now read the sum. Come on. How much does Rama expect for ten mangoes?'

'Fifteen annas of course,' Swaminathan thought, but how could that be its price, **just price**? It was very well for Rama to expect it in his **avarice**. But was it the right price? And then there was the **obscure** point whether the mangoes were ripe or not. If they were ripe, fifteen annas might not be an improbable price. If only he could get more light on this point!

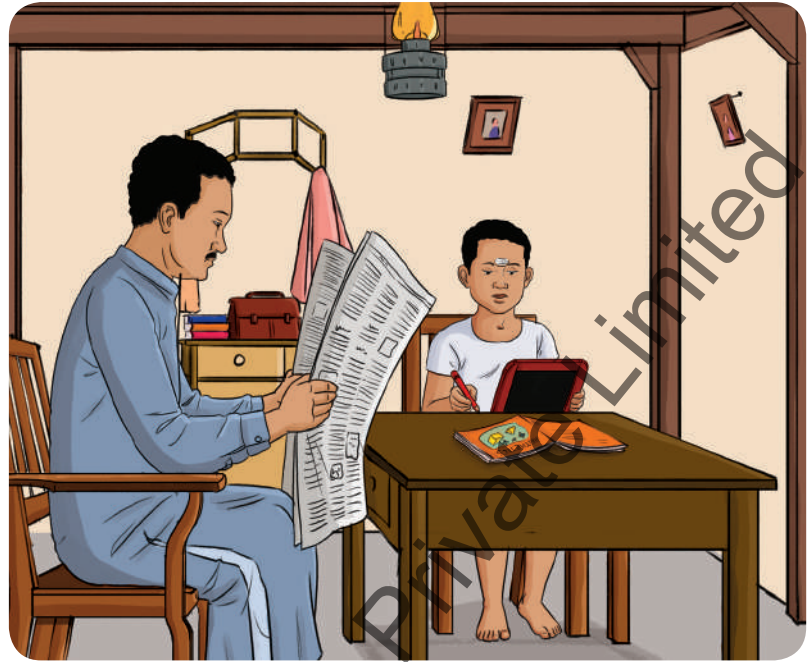
'How much does Rama want for his mangoes?'

'Fifteen annas,' replied Swaminathan without conviction.

'Very good. How many mangoes does Krishna want?'

'Four.'

'What is the price of four?'



just price: fair or correct price
avarice: greed
obscure: something difficult to see or to understand

Father seemed to delight in torturing him. How could he know? How could he know what that fool Krishna would pay?

‘Look here, boy. I have half a mind to thrash you. What have you in your head? Ten mangoes cost fifteen annas. What is the price of one? Come on. If you don’t say it—’

His hand took Swaminathan’s ear and gently twisted it. Swaminathan could not open his mouth because he could not decide whether the solution lay in the **realm** of addition, subtraction, multiplication, or division. The longer he hesitated, the more violent the twist was becoming. In the end when father was waiting with a scowl for an answer, he received only a squeal from his son.

‘I am not going to leave you till you tell me how much a single mango costs at fifteen annas for ten.’



What was the matter with father? Swaminathan kept blinking. Where was the urgency to know its price? Anyway, if father wanted so badly to know, instead of **harassing** him, let him go to the market and find it out. The whole brood of Ramas and Krishnas, with their endless transactions with odd quantities of mangoes and fractions of money, were getting disgusting.

Father admitted defeat by declaring:

‘One mango costs fifteen over ten annas. Simplify it.’

Here he was being led to the most **hideous** regions of arithmetic, Fractions.

‘Give me the slate, father. I will find it out.’ He worked and found at the end of fifteen minutes: ‘The price of one mango is three over two annas.’

He expected to be **contradicted** any moment. But father said: ‘Very good, simplify it further.’



realm: any area of activity, interest, or thought; (here) activities related to maths

harassing: (someone) troubling you for a long time

hideous: extremely ugly or unpleasant

contradicted: saying what someone has just said is wrong

It was **plain sailing** after that. Swaminathan announced at the end of half an hour's **agony**: 'Krishna must pay six annas,' and burst into tears.

At five o'clock when he was ready to start for the club, Swaminathan's father felt sorry for having worried his son all the afternoon.

'Would you like to come with me to the club, boy?' he asked when he saw Swaminathan **sulking** behind a pillar with a **woebegone** face. Swaminathan answered by disappearing for a minute and reappearing dressed in his coat and cap.



Maths Magic

You go to the market to buy 3 kg sugar. The price of sugar is ₹100 for 5 kg. How much money would you pay to buy 3 kg sugar? To do this, calculate the cost of 1 kg and multiply that by 3.

$$5 \text{ kg} = ₹100$$

$$1 \text{ kg} = \frac{100}{5} = ₹20$$

$$3 \text{ kg} = 20 \times 3 = ₹60$$

So, the unitary method is a method of solving a problem by finding out the cost of 1 unit and then calculating the necessary value by multiplying the single unit. The unitary method is used to solve problems of speed, distance, time, and cost of things.

SUMMARY

Swaminathan was planning to enjoy his summer vacations with his friends. But his enjoyment did not last long. His father's courts were also closed, and he decided to brush up his son's maths. He gave Swaminathan a simple sum to solve. But the sum was about mangoes and Swaminathan got caught up in thinking about the ripeness and sweetness of the mangoes. He finally gave up. Swaminathan's father explained the method to him and even twisted his ear. Swaminathan was understandably upset. Soon, however, with his father guiding him, Swaminathan was able to solve the maths problem. Feeling sorry for his son, Swaminathan's father took him to the club for an outing.



plain sailing: extremely easy
agony: great physical or mental pain
sulking: showing your unhappiness by being silent and moody
woebegone: very sad

COMPREHENSION

A. Mark the sentences as true (T) or false (F).

- Swaminathan's father decided to brush up his son's maths as he felt that Swaminathan was spending too much time playing.
- He gave Swaminathan a sum in which he had to calculate the cost of twenty oranges.
- Swaminathan could not solve the maths problem because he had not been taught how to do such sums in school.

- Swaminathan was keener to find out about the ripeness of the fruit rather than the cost of the fruit.
- Father gave Swaminathan more sums to solve when he went to the club.

B. Choose the correct option.

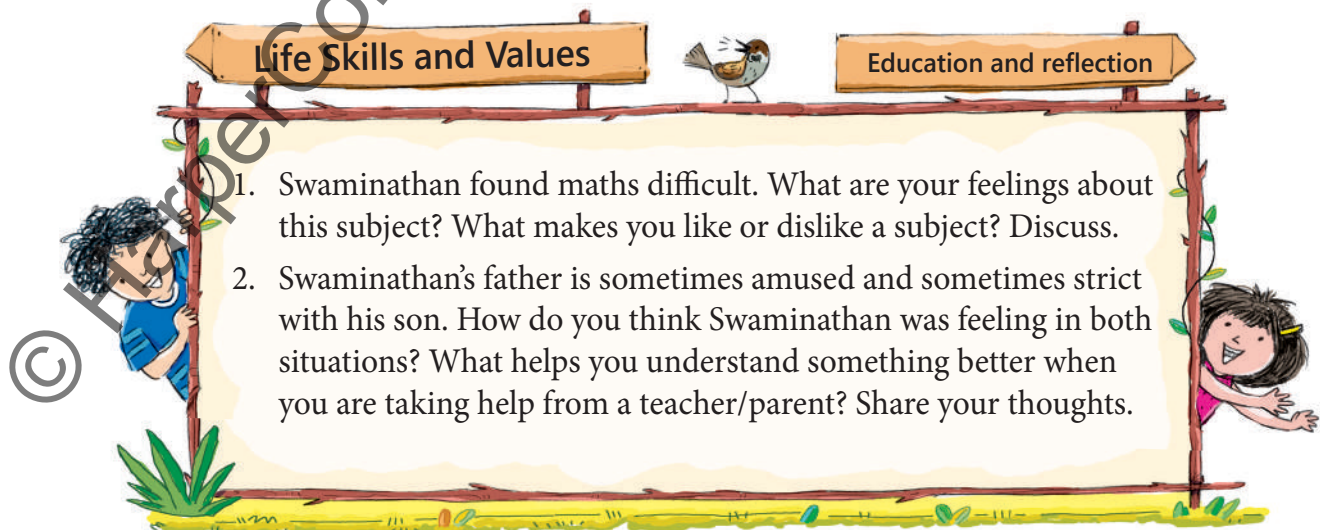
- Swaminathan's father decided to teach maths to his son
 - because his courts were closed, and he had free time.
 - just before going to the court.
 - just after Swaminathan came back from school.
- When Swaminathan read the problem, he began thinking
 - about what kind of man Rama was, rather than about the problem.
 - that the key to the solution was in the fact whether the mangoes were ripe.
 - Both a. and b.

C. Read the sentences from the story and answer the questions.

- Here Swaminathan felt an unaccountable sympathy for Krishna.*
 - Who was Krishna?
 - Why did Swaminathan feel sympathy for him?
- How could that be its price, just price?*
 - What is the price in the maths problem?
 - Why did Swaminathan think it couldn't be a 'just price'?
- Here he was being led to the most hideous regions of arithmetic.*
 - What, according to Swaminathan, was the most hideous part of maths?
 - How was he led into that region?

D. Answer the questions.

- Why did Swaminathan feel that the sum was like a 'fearful maze'?
- Why did Swaminathan's father smile? Why did he have to hide his smile?
- How did Swaminathan finally get the answer?
- How did Swaminathan's father try to make up for his unpleasant behaviour with his son?



VOCABULARY



Homonyms, homophones, and homographs are words that are often confused.

Homophones

- **Homophones** are words that sound the same but have different meanings and different spellings. For example:

to, too, two

Homonyms

- **Homonyms** are words that have the same pronunciation and spelling, but have different meanings. For example:

bear (animal) and *bear* (to tolerate)

Homographs

- **Homographs** are words that are spelled the same but have different meanings and different pronunciations. For example:

bow (a weapon) and *bow* (to bend)

	Same spelling	Same pronunciation	Same meaning
Homophones	x	✓	x
Homonyms	✓	✓	x
Homographs	✓	x	x

A. Choose the correct homophones to fill in the blanks.

1. He stretched his hands in prayer. (*forth, fourth*)
2. Shoaib stood and could not get a medal. (*forth, fourth*)
3. The players the rules of the game very well. (*new, knew*)
4. It's always nice to learn a sport. (*new, knew*)
5. The team wears a uniform. (*blue, blew*)
6. The wind hard, making it difficult for the player to bowl. (*blue, blew*)

B. Write sentences with the homonyms to bring out their different meanings.

1. a. fair (an event)

.....

- b. fair (quite good)

.....

2. a. lie (to rest in a flat position)

.....

b. lie (to say something you know is not true)

3. a. kind (helpful)

b. kind (a type)

C. Each sentence has a homograph in bold. Underline the words in brackets that rhyme with the homographs.

1. The rope was **wound** around the flagstaff. (*pound/doomed*)
2. The player could not play as he received a **wound**. (*pound/doomed*)
3. The **sow** was housed comfortably in the pen. (*low/now*)
4. The farmer realised it was time to **sow** the harvest. (*low/now*)
5. The archer carefully placed the arrow on his **bow**. (*low/now*)
6. The player made a **bow** to the audience. (*low/now*)

DICTIONARY SKILLS



Abbreviations

- An abbreviation is a shortened or contracted form of a word or group of words. For example:
Dr (doctor) *Dept* (department)
e.g. (*exempli gratia* which means *for example*)
etc. (*et cetera* which means *and other things*)
- There are two special types of abbreviations—**initialisms** and **acronyms**.

Initialism

- **Initialism** is an abbreviation formed by the first letters of a multi-word name or term. For example:

BCCI (*Board for Control of Cricket in India*)

CNG (*Compressed Natural Gas*)

Acronym

- An **acronym** is an abbreviation formed by the first letters of a multi-word term, and these letters are pronounced as one word. For example:

PIN (*Postal Index Number*)

UNICEF (*United Nations International Children's Emergency Fund*)

A. Write the abbreviations of the following.

1. Mister
2. Versus
3. World Health Organisation
4. Department

B. Write the full forms of the following abbreviations.

1. St.
2. BP
3. E.g.

GRAMMAR



Present continuous tense

- Continuous tenses tell us that an action continues.
- The **present continuous tense** shows that an action is happening at the moment of speaking or it is in progress. For example:

I am preparing dinner.

The children are playing in the garden.

Formation of the present continuous tense

Singular subject	I	am	+	-ing (present participle) form of the verb. For example: <i>playing, dancing, reading</i>
	He/She/It	is		
Plural subject	We/You/They	are		

Past continuous tense

- The **past continuous tense** shows that an action continued for some time in the past. For example:

I was preparing dinner.

The puppies were sleeping at that time.

Formation of the past continuous tense

Singular subject	I/He/She/It	was	+	-ing (present participle) form of the verb. For example: <i>playing, dancing, reading</i>
Plural subject	We/You/They	were		

A. Look at the picture. Form sentences in both present and past continuous tenses to describe the picture.



Present continuous:

1.
2.
3.

Past continuous:

1.
2.
3.

Modals: *have to, can/can't, may*

- Some verbs are used with another verb to ask for/give permission, show ability to do something, or show that it is necessary to do something. They are called **modals**. *Have to, can/can't, and may* are examples of modals.
- *Have to* is used to say that it is necessary to do something.
We have to practise daily.
- *Can/can't* is used to talk about abilities.
He can play football but he can't play tennis.
- *May* is used to ask for/give permission.
'May I start the game?' he asked.
You may enter the classroom.

B. Complete the sentences with *have to*, *can/can't*, or *may*.

1. Sakshi is hardworking. She win the first prize.
2. It is not possible. Soumesh participate in my place.
3. I borrow this book, please?
4. The participants of the Maths Olympiad undergo rigorous training.
5. We follow the rules of the debate competition.
6. Rajnish take part in the annual concert as he has fever.

LISTENING AND SPEAKING



Listening

A. Listen to a passage about Vedic Maths and fill in the blanks.

1. Mathematics began in India around
2., and are some famous Indian maths scholars.
3. Indian mathematicians discovered and the system.
4. is the language in which ancient Indian mathematical works are written.
5. Ancient Indian mathematical works were written in the form of
6. The people of the Indus Valley Civilisation had a standard system of and invented a
7. People of Vedic times used large numbers and counted up to a

Speaking

B. Imagine your friend doesn't like maths and has not fared well in the maths test. Work in pairs and role-play to advise your friend. Reverse roles and let your friend counsel you. You may use the following phrases.

- I know how you feel...
- Maths may not appear very interesting at times...
- Maths is so useful...
- Try harder next time...
- My elder sister is so good at maths...
- My father has bought me a maths puzzle book...

WRITING



Writing a paragraph

Your summer vacations are about to begin. You have planned a lot of activities with your friends in the neighbourhood. Your parents have different ideas. They have enrolled you for a science and maths coaching class and painting lessons. What can you do in this situation to move towards a happier solution? Write down your thoughts in a paragraph.

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3 Have You Earned Your Tomorrow

Universal Kindness



OBJECTIVES

In this chapter, we will:

- ◆ read a motivating poem about helping others.
- ◆ learn about interrogation, a poetic device.
- ◆ take initiatives to help our community.



WARM-UP

Mindfulness Activity

Breathe, recollect and narrate

Sit down, preferably cross-legged in a circle. Follow these steps.

- Close your eyes. Breathe slowly.
- Try to remember a situation when you helped someone or when someone helped you. It could be a friend, brother, sister, or your parents.
- How did you feel at that time?
- Open your eyes. If you want to talk about the incident, tell your friends and teacher about it.
- Now, how do you feel after narrating the incident?



READING

We are happy when we meet some people and don't feel quite good when we meet others. Let's read this poem by Edgar Albert Guest to find out why this happens. Can we bring joy in someone's life?

Literary Device



1. and 2. These are examples of **alliteration**, a literary device. The sound of the consonants, *t* in *toiling time* and *s* in *sorely spent* are repeated.
3. *scar of discontent* – This is a **metaphor**. Unhappiness has been compared to a scar and the comparison word 'like' has not been used.



passed his way: met someone
toiling time: time for working hard
churlish: unfriendly, bad-tempered, or rude
vanish: disappear
throng: a crowd of people
parting with the day: the end of day or evening time
slipping: (here) coming to an end
rejoicing: feeling happy about something
hopes were fading: losing hope
sorely: in pain
trail: way or path
scar: a mark left on your skin after a wound has healed
discontent: not being happy or satisfied
slumber: deep sleep
earned: received something because you deserve it; for example, praise

Is anybody happier because you **passed his way**?

Does anyone remember that you spoke to him today?
This day is almost over, and its **toiling time**¹ is through;
Is there anyone to utter now a kindly word of you?

Did you give a cheerful greeting to the friend who came along?
Or a **churlish** sort of 'Howdy' and then **vanish** in the **throng**?
Were you selfish pure and simple as you rushed along the way,
Or is someone mighty grateful for a deed you did today?

Can you say tonight, in **parting with the day** that's **slipping** fast,
That you helped a single brother of the many that you passed?
Is a single heart **rejoicing** over what you did or said;
Does a man whose **hopes were fading** now with courage look ahead?

Did you waste the day, or lose it, was it well or **sorely** spent²?
Did you leave a **trail** of kindness or a **scar** of **discontent**³?
As you close your eyes in **slumber** do you think that God would say,
You have **earned** one more tomorrow by the work you did today?

SUMMARY

In this short and simple poem, the poet gives an important message through a series of questions: Were you kind and polite to everyone you met today? Did you make someone happy? Did you help someone be brave? Even if you helped one person today, you deserve a happy tomorrow. Whether you are young or old, you can always help people through big or small deeds.

COMPREHENSION



A. Replace the underlined words with the words from the poem that are opposite in meaning to make meaningful sentences.

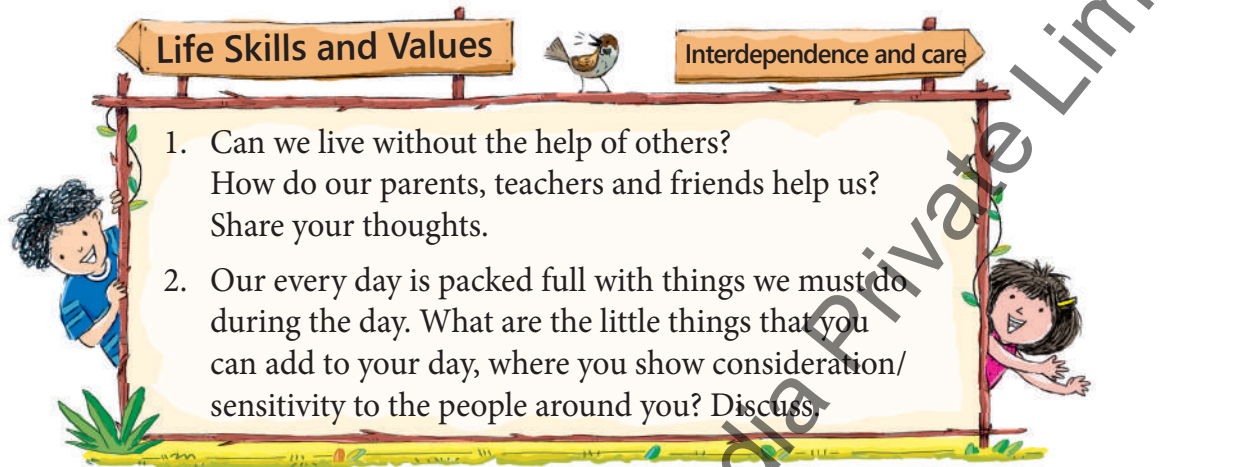
1. Is anyone sadder because you met him today?
2. The day has ended and sleeping time is over.
3. Did you give a churlish greeting to a friend you met?
4. Were you totally unselfish as you went about your work?
5. Is someone really ungrateful for something you did today?
6. Does a man whose hopes were rising is now feeling brave?

B. Read the lines from the poem and answer the questions.

1. *This day is almost over, and its toiling time is through*
What does 'toiling time' refer to?
 - a. a time to work
 - b. a time to sleep
 - c. a time to talk
2. *Can you say tonight, in parting with the day that's slipping fast,
That you helped a single brother of the many that you passed?*
What is slipping fast?
 - a. a friend
 - b. a pet dog
 - c. the day
3. *Did you leave a trail of kindness or a scar of discontent?*
What do 'trail of kindness' and 'a scar of discontent' refer to?
 - a. Did you walk on a long road filled with happiness?
 - b. Did you help people or did you spread unhappiness?
 - c. Did many kind and happy people help you?

C. Answer the questions.

1. Write the meaning of the first stanza in two or three sentences.
2. What are the two methods of greeting people mentioned by the poet? Which one should we adopt?
3. What, according to the poet, should be our last thought before we go to sleep?



VOCABULARY

Interrogation

Interrogation or asking questions is a kind of poetic device. The poet uses it not to ask a question but to emphasise a point.

The writer knows the answer and makes sure that the reader also understands the answer from a poetic perspective.

Read this line from a famous poem.

If winter comes, can spring be far behind?

Here the poet, Shelley, knows that after winter, spring season arrives. Or after a time of sorrow comes a time of happiness. He uses interrogation only to emphasise the point for the reader.

Given below are some questions from the poem. Write the point that the poet wants to draw our attention to through these questions.

1. Did you give a cheerful greeting to the friend who came along?
Or a churlish sort of 'Howdy' and then vanish in the throng?
2. Can you say tonight, in parting with the day that's slipping fast,
That you helped a single brother of the many that you passed?

3. Did you waste the day, or lose it, was it well or sorely spent?
Did you leave a trail of kindness or a scar of discontent?

ACTIVITY



Group initiatives for community

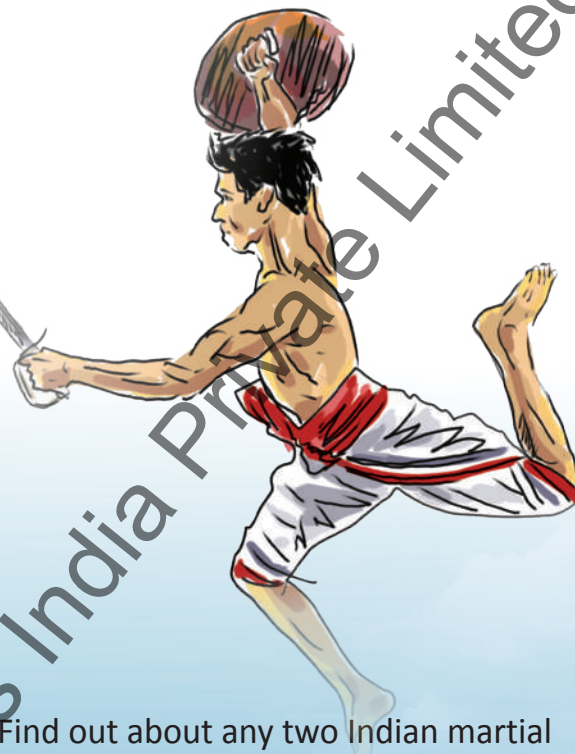
Divide the class into four groups. Each group will be assigned an initiative from the list given below. Complete the projects sincerely and share your experiences with the class.

- Find out the address of a senior citizens' home in your city. Write letters or emails to the people living there.
- Talk to the non-teaching staff of your school. Have classes (once a week or so) to teach them simple conversations in English.
- Take the permission of your principal. Collect old clothes and create a 'Wall of Kindness' near your school.
- Make festival cards for Diwali, Christmas, Eid or for other special days. Send them through post to a children's home in the neighbourhood.

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Traditional Martial Arts of INDIA



Have you heard of martial arts? The word *martial* means *related to fighting or war*. A martial art is a technique of fighting and self-defence.

Martial arts have also been played as sports since ancient times. Today, several martial arts are played as competitive sports. Some of them use weapons like swords and sticks, while others are played without any weapons. Judo, karate, and fencing are some examples of martial arts.

India is home to several traditional martial arts. These arts were beginning to die out as they were not practised for a long time. However, they are being revived. They have contributed to the development of some modern Asian martial arts too. Some examples of Indian martial arts are *kalaripayattu*, *silambam*, *gatka*, *musti yuddha* and *thang la*.

Find out about any two Indian martial arts using the Internet, books or other useful resources. Choose martial arts from different parts of the country—east, west, north, and south. Collect pictures of both the martial arts. Use an online collage making software and create two posters. Add the information that you have collected about the martial arts as text on the poster.

Remember to include the following information about each martial art.

- The name of the martial art as the heading
- A brief history of the martial art including its place of origin
- A brief description of the techniques used and skills required
- Weapons used, if any
- Its popularity and relevance today
- Drawings or pictures illustrating the martial art moves



4 Trapped

Empathy with Animals



OBJECTIVES

In this chapter, we will:

- ◆ read a story about how animals respond to attacks and kindness.
- ◆ learn collocations.
- ◆ learn to form and use degrees of comparison.
- ◆ learn to use **will** and **going to** to express future time.
- ◆ listen to information and complete a table.
- ◆ do a picture analysis and identify syllables.
- ◆ write a report based on data interpretation.



WARM-UP

Work in pairs and discuss the two pictures.



1. What similarities and differences do you find between the two pictures?
2. Is there a difference in how you feel when you look at the two pictures? If yes, what is it?

READING

A bear finds himself in danger after he enters a village. Read this story by Sigrun Srivastava to find out what happens to him.

The bear **padded** down the village path, and stopped to sniff the air. The village lay sleeping in the hot, afternoon sun. The bear walked on. He was young and chubby. Blades of grass lay **knotted** on his soft, shining, black fur.

When he arrived at an open gate, he peeped into a courtyard. A girl sat near a cot, scrubbing a brass plate with ash and sand. The polished plate sparkled in the midday sun. The **glare** hit the bear's eyes. He purred. The girl looked up. The dish fell from her hands, and she shrieked, '*Bhaloo!*'

What noise was that? The young bear was puzzled—he was frightened. He drew back a step or two. But then there was a loud noise that made him really scared.

Dogs! Barking burst out from everywhere, far and near! Suddenly, the young animal could smell danger. He turned towards the road that led through the fields back into the forest. But it was too late!

The road was not safe. It was full of humans! Their hunting cries rang in the air. The bear ran as fast as he could over open drains and a garbage dump.

Science Scan



- Bears are large mammals. There are eight living species of bears. The polar bear mostly eats meat and fish while the panda eats only plants.
- Most species of bears, except grizzly and polar bears, are shy and scared of humans.
- Three species of bears are found in India: the Himalayan black bear, the brown bear and the sloth bear.



padded: (here) walked
knotted: in knots
glare: strong, bright light
Bhaloo: a Hindi word for bear



But the hunters **pressed in on him**. Through a cloud of dust, he saw them coming towards him—a gang of children with raised sticks. And close **on their heels** were the dogs. ‘Get him! Get him! Get him!’

The bear did not understand the cries, but the wild barking of the dogs terrified him. He turned and ran blindly—into the next lane and the next, and then into another. But his efforts were **in vain**. Confused with terror, he lost his way.


Now he was angry. He rushed down a lane that led into a square. The animal did not know that the square led nowhere! The square was walled in on all four sides. In the middle of it was an old, dry well. The bear got to the well in a few leaps and looked around. There was no place to hide. He was trapped!

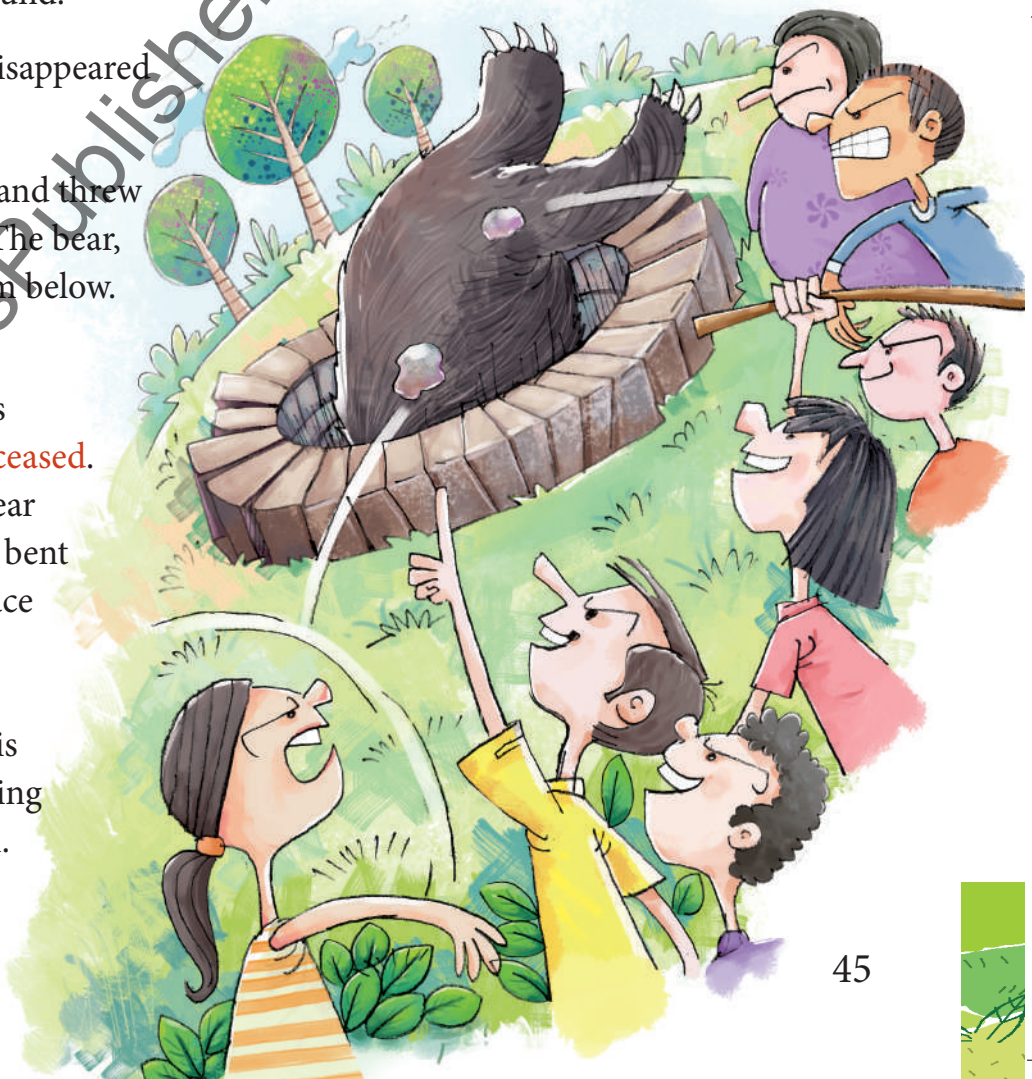
The animal now turned round to face the children and the dogs. The children began to throw stones at him, and he was hit—first on his shoulder, then on his back. The dogs dug their teeth into his **hind legs**. The bear shook himself free and hit them with a paw. They fell back, and he swung round.

And with one **mighty** leap, he disappeared into the dark depths of the well.

The children bent over the rim and threw stones and sticks into the well. The bear, angry and terrified, **snarled** from below. This went on for some time.

Then, all of a sudden, the stones stopped falling, and the shouts **ceased**. The wounded and frightened bear looked up. A single human face bent down from the top. It was the face of a girl. The bear did not know that, but he heard the girl’s kind and gentle voice and felt that this was a friend. There was something in her voice that comforted him. He stopped snarling.


pressed in on him: moved towards him
on their heels: close behind them
in vain: without any useful result; without success
hind legs: the back legs of an animal
mighty: large and impressive
snarled: growled
ceased: stopped



‘That’s better,’ the girl said. ‘Poor bear! How tired you must be! Now sit down and wait. I’ll get you out of this.’

She turned round and faced the children. Everybody **held her in high regard** and the children knew that their bear-chase would displease her.



held her in high regard:

respected her deeply

torturing: hurting physically or mentally

didi: a word for ‘elder sister’ in Hindi and several other Indian languages

rescue: to save (somebody/ something) from a dangerous or harmful situation

soothingly: trying to make someone feel better

‘Why are you **torturing** this animal?’ she asked them. ‘He has done you no harm. Go away!’

‘Come on, Meera **didi**. We didn’t mean any harm,’ she heard someone say. ‘The bear frightened the girl, and we wanted to scare him—that’s all. It was just a joke.’

‘I don’t think so,’ she said. ‘Chasing a young bear into a well! Luckily, the poor bear hasn’t broken his neck. Now, could you help me get him out? Can you get me a ladder?’

‘I can,’ said a small boy, Lakshman, and ran off. In a few minutes he was back, dragging a ladder behind him. ‘I’ve got a ladder,’ he said.

‘Wonderful!’ said Meera. ‘This will help us **rescue** the trapped animal. Now, help me get it into the well. Careful! We mustn’t frighten the little fellow.’

Meera looked into the well and spoke **soothingly** to the bear. Then, slowly and carefully, she and Lakshman lowered the ladder into the well. The little bear growled in anxiety. He clawed at the ladder wildly.

‘No, no,’ said Meera softly. ‘It’ll not hurt you. It’s just a ladder! Move back, make room for the ladder!’



The bear stepped back and sniffed at the ladder curiously. Slowly, he tried the first step, then another and then the third. He climbed the next six steps quickly. When he had almost reached the middle of the well, he stopped and looked up at the girl with trusting eyes.

‘Come up,’ she said gently. ‘No one is going to hurt you.’ She and Lakshman moved away from the well. ‘Would the bear come up safely?’ Meera wondered. Anything could happen before that. The ladder could slide off. Or it could fall forward. Or one of its **rungs** could break. Or...

As they watched anxiously, the head of the bear emerged above the rim of the well, and then, his shoulders. Then he sniffed, climbed onto the rim, and leapt to the ground. He looked at Meera.

‘Go on, run home,’ she said, smiling at him.

The bear got to his legs and bowed. Yes, he did! Lakshman saw him bow. He bowed to Meera and then padded down the lane to the main road. Once he was on the road, he ran through the large green fields back into the forest.



rungs: the bars that form steps on a ladder

SUMMARY

A young bear wandered into a village. The frightened villagers chased him and tried to catch him. The bear was terrified by the noise and the barking of dogs. As he ran, he got trapped in a square walled in on four sides, with a dry well in the middle. The bear jumped into the well to save himself. But the children kept throwing sticks and stones at him. Suddenly, the stones stopped falling and a girl's gentle voice told him not to be afraid. Meera, the kind girl, arranged for a ladder. The bear was able to climb the ladder and escape.

COMPREHENSION



A. Complete the flow chart to show the order of events in the story. You may add more boxes if needed.



B. Choose the correct option.

- The bear sensed danger when
 - he heard the girl's scream.
 - he heard people shouting.
 - he heard the barking of dogs.
- When the bear found that the road was not safe,
 - he ran into the jungle.
 - he ran into a nearby river.
 - he ran down a lane that ended in a square.
- The bear felt trapped because
 - the square was walled in on all sides.
 - his feet were tied with rope.
 - he was caught in a cage.
- When the bear was trapped, he tried to save himself
 - by jumping into a well in the square.
 - by biting the children and dogs.
 - by jumping over a fence.

C. Read the sentences from the story and answer the questions.

- How tired you must be! Now sit down and wait. I'll get you out of this.*
 - Who makes this statement and to whom?
 - Why would the listener be tired?
- I've got a ladder,' he said.*
 - Who is *he*?
 - Why has he brought a ladder?

D. Answer the questions.

- How did the bear realise that Meera did not mean him any harm?
- How did the bear come out of the well?
- What kind of girl was Meera? Support your answer with evidence from the story.
- If Meera had not arrived there, what would have probably happened to the young bear?
- Do you think the title of the story is a suitable one? Why/Why not?

Life Skills and Values **Showing empathy**

- Why do you think snakes or monkeys are attacked with sticks and stones when they enter somebody's house? What would you do in such a situation? Think and discuss.
- Animals such as bears, monkeys, and even tigers are sometimes trained to perform tricks in the circus. Do you think it is right? Share your thoughts.



Collocations

- A *collocation* is a combination of two or more words that often go together. For example:
*It's my turn to **make the bed**.*
- The group of words *make the bed* is a collocation. It means 'to arrange the sheets and covers on the bed'. We cannot substitute the word 'make' in this collocation with its synonyms such as 'prepare' or 'create'. Collocations are very common in English, and using the correct collocation is important.
- There are different types of collocations. The collocation *make the bed* is a *verb + noun collocation*. Here are some more examples of verb + noun collocations.

<i>break a promise</i>	<i>break a record</i>
<i>do a favour</i>	<i>do the shopping</i>
<i>have a bath</i>	<i>have a holiday</i>
<i>make a fortune</i>	<i>make a mistake</i>
<i>take a decision</i>	<i>take a message</i>

In these examples, one verb may be used with many nouns to form verb + noun collocations.

A. Match the verbs and nouns to form collocations.

Column A	Column B
1. come	a. a chat
2. get	b. a difference
3. have	c. a job
4. make	d. an opportunity
5. miss	e. to an end

B. Form verb + noun collocations with the nouns given below and make sentences. One is done for you.

- a party: Let us have a party to celebrate our success.
- a phone call:
- advice:
- an email:
- an exam:
- an opinion:



Degrees of comparison

- Adjectives have three forms—positive, comparative, and superlative. These forms are also called degrees. For example:

Positive	Comparative	Superlative
big	bigger	biggest
unusual	more unusual	most unusual

- The positive form is used to describe a person or thing. For example:

My sister is tall.

The book is interesting.

- The comparative form is used for comparing two people or things. For example:

My sister is taller than my mother.

The book was more interesting than the film.

- The superlative form is used for comparing three or more persons or things within a group. For example:

My sister is the tallest girl in her class.

This is the most interesting book I've ever read.

Spelling rules for comparatives and superlatives

- To make the comparative form, we add the suffix *-er* to the adjective in the positive form.
- To make the superlative form, we add the suffix *-est* to the adjective in the positive form. For example:

Positive	Comparative	Superlative
big	bigger	biggest
clever	cleverer	cleverest

- Some adjectives are irregular. Their comparative and superlative forms are different words altogether. For example:

Positive	Comparative	Superlative
bad	worse	worst
good	better	best
little	less	least

- A few adjectives form their comparative forms by adding *more/less* before them and their superlative forms by adding *most/least* before them. For example:

Positive	Comparative	Superlative
difficult	more difficult	most difficult
useful	less useful	least useful

A. Complete the table with the adjectives in their three forms of comparison.

Positive	Comparative	Superlative
1. ....	.....	fastest
2. hot	.....	.....
3. ....	.....	most colourful
4.	nicer	.....
5.	smarter	.....
6. important	.....	.....
7. ....	.....	funniest
8.	less spicy	.....

B. Fill in the blanks with the correct form of the adjectives in brackets.

1. It was the (*big*) bear I had ever seen.
2. Lakshman brought a (*long*) ladder.
3. The young bear was (*frightened*) than ever before.
4. The weather this summer has been (*bad*) than last year because the forest has been cut down.
5. Martha is (*industrious*) than any other girl in the class.
6. Technology has made shopping (*easy*) and (*fast*).

Will and going to for future time

- *Will* and *going to* are used when we refer to the future.
- *Will* + **verb** is used to:
 - make predictions or talk about things that are certain to happen.
Our school team will win.
 - show willingness to do something or make a promise.
I will help you write the report.
- **Am/is/are** + *going to* + verb is used to
 - talk about a plan or decision already made for the future.
I am going to watch the film this weekend.
 - show intention.
They are going to buy tickets for the match.
 - show that something is likely to happen.
It is going to rain.

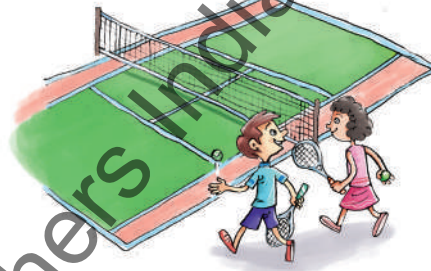
C. Match each situation with the correct speech bubble.

He will win the race.

Aiza will teach you how to play tennis.

Rishabh will take part in the obstacle race.

We have done it once and we will do it again.



D. Respond to these situations with *be going to*. Use the verb given in brackets. One is done for you.

1. There is no milk for the team. (*get*)

Okay, I am going to get some.

2. The sky is overcast. (*rain*)

.....

3. The phone is ringing. (*answer*)

.....

4. The players want water. (*arrange for*)

.....

5. The players land in Brazil tonight. (*meet*)

.....

6. The cricket equipment is too heavy for me to move it alone. (*ask for help*)

.....

LISTENING AND SPEAKING



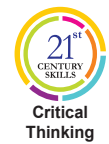
Listening

A. Listen to a passage on tigers and fill in the missing parts in the two columns.

Column A	Column B
1. Weight of an adult tiger	.....
2.	25,000 acres of forest
3. Number of tigers in the wild a hundred years ago	.....
4. Number of tigers in the wild today	.....
5.	Half of all tiger cubs
6.	Term for a group of tigers
7. Two reasons for tiger becoming an endangered species	..........

Speaking

B. Have you ever thought about the problems faced by stray animals? In groups, articulate your thoughts on seeing the picture.



Pronunciation

Syllables

- A **syllable** is a single unit of speech into which a word is divided.
- It contains a **single vowel sound** and one or more consonants.
- A consonant sound alone cannot form a syllable but a vowel alone can form a whole syllable on its own.
- A word may have one, two, or more syllables.
- A word is separated into syllables when it is spoken. For example:
The word **forest** has two syllables: *for* and *est*.
These can be marked as *for/est* or *for.est*.
The word **over** has two syllables: *o/ver*.
- In most dictionaries, syllable breaks are marked.

A. Say these words aloud.

One syllable	Two syllables	Three syllables
tree	chil.dren	af.ter.noon
well	some.one	a.ni.mal
bridge	hair.brush	fur.ni.ture
grand	Mon.day	pho.to.graph
whale	base.ment	tri.an.gle

B. Break these words into syllables. You may consult a dictionary, if needed.

1. classroom
2. difficult
3. grass
4. morning
5. shoulder
6. victor
7. playground
8. monster
9. alligator
10. government

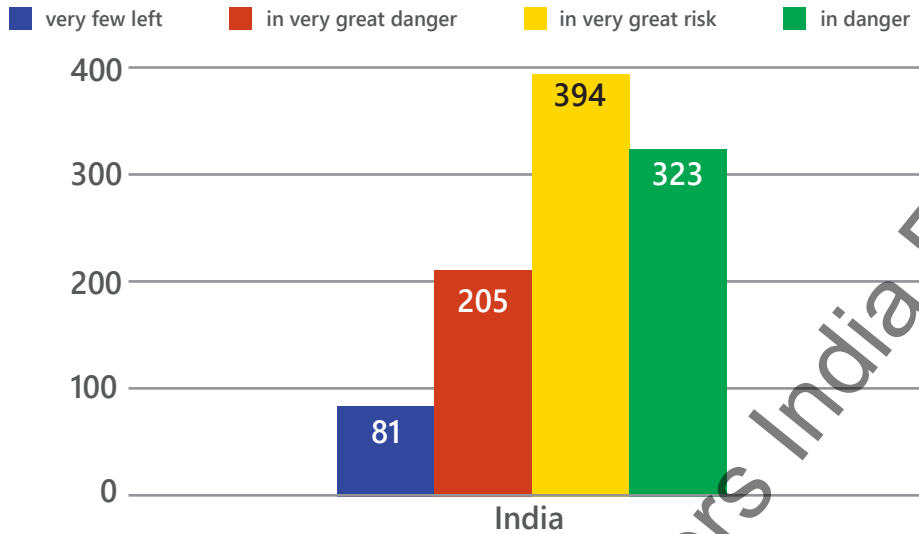


WRITING

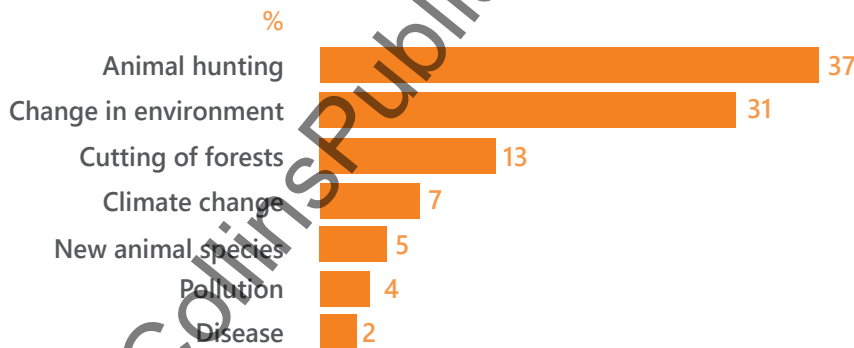


Data Interpretation

Look at the two bar diagrams. The first shows the number of animal species that are threatened or endangered in India (given in numbers). The second shows the major reasons for this (given in percentages). Write a short report based on the given data.



Major threats to animal populations



Hint:

Source: IUCN

- Organise your report in two paragraphs. The first paragraph should give the number of animal species that are in different categories of danger.

Animal species in India are in danger. The first bar graph shows us...

- The second paragraph can talk about the reasons why animal species in India are on the verge of extinction. Remember to write the percentage with the reason.

The second bar graph clearly shows why the animal species in India face extinction, if not stopped. The biggest reason...

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