BLOSSOMS - 5

English Reader

SEMESTER-1

Contents

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	Happy Start - Readiness (Refer to Readiness book)	June	
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S4I2K1
Teacher Corner

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Student Corner

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National Education Policy 2020

This textbook is prepared in accordance with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, highlighting the key principles and goals of language education. Language education lies at the heart of children's thinking, communication, and cultural understanding. Language helps learners express ideas, understand others, and connect with their family, community, nation, and the wider world. As emphasized in NEP 2020, learning languages strengthens oracy and literacy, builds effective communication skills, and supports creative expression. Multilingual learning enhances children's thinking abilities, cultural awareness, and respect for diversity. Language education also helps children develop a strong sense of identity and belonging, while appreciating different cultures and traditions.

Domain: Language and Literacy Development

CG-1 Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	C-1.1 Listens to poems, stories and conversations, and identifies important ideas in them C-1.2 Comprehends narrated/read out stories, and identifies characters, storyline, and key aspects C-1.3 Converses meaningfully and coherently C-1.4 Makes oral presentations and participates in group discussions
CG-2 Develops fluency in reading and the ability to read with comprehension	C-2.1 Develops further phonological awareness by blending phonemes or syllables into words and segmenting words into phonemes or syllables C-2.2 Examines the basic structure of the text and recognises words and sentences in print, and basic punctuation marks C-2.3 Reads stories and passages fluently and accurately with appropriate pauses C-2.4 Comprehends the meaning of stories, poems, and story posters C-2.5 Demonstrates interest in picking up and reading a variety of children's books
CG-3 Develops the ability to express understanding, experiences, feelings and ideas in writing	C-3.1 Writes a paragraph to express understanding and experiences C-3.2 Creates simple posters, invites, and instructions, with appropriate information and purpose C-3.3 Writes stories, poems, and conversations based on imagination and experiences
CG-4 Develops a wide range of vocabulary in various contexts and through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas

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1 Mallika Goes to School!



Learning Outcomes:

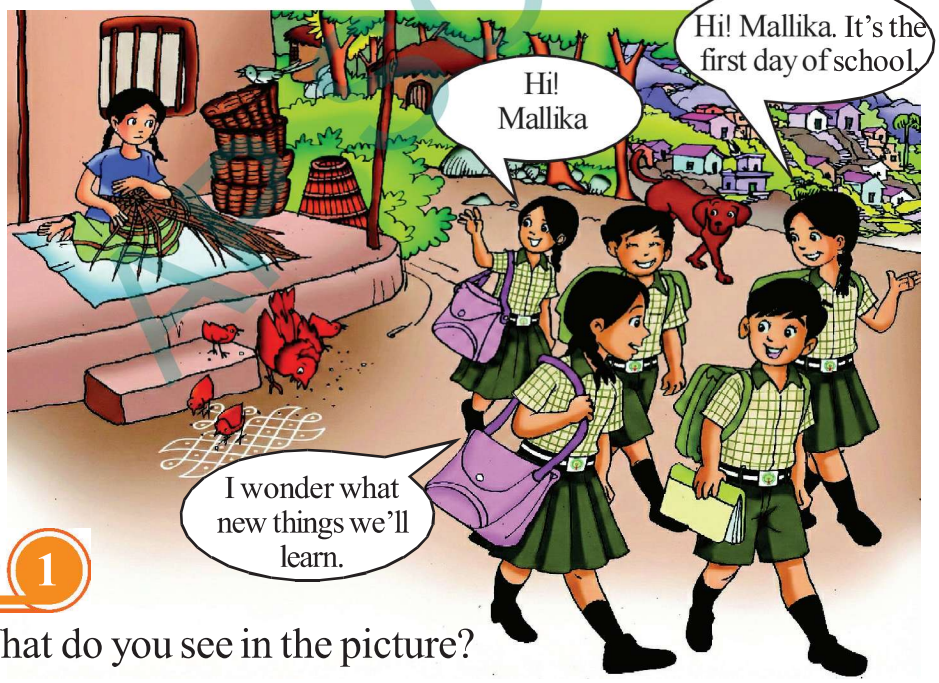
Learners will be able to:

- Read and comprehend the text 'Mallika goes to school' and identify the characters, and sequence of events. (CG -2)
- Retell the story in their own words orally and in writing, maintaining sequential order. (CG -1)
- Learn new vocabulary and use these words in daily life. (CG-4)
- Use collective nouns and apostrophe in contextual situations correctly. (CG-2)
- Create posters on hand wash programme and write letter writing. (CG-3)
- Write a short paragraph/diary entry imagining themselves as Mallika, expressing feelings and determination. (CG - 3)



Let us Interact

Look at the picture and answer the following questions.



Activity 1

1. What do you see in the picture?
2. Do the children in the picture seem to be happy? Why?
3. Why couldn't the little girl in the picture go to school?
4. Do you know the children of your age who do not go to school? Why can't they go to school?

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Let us Read

Mallika Goes to School!



Today is a very special day for Mallika. She was so **excited** that she couldn't sleep after **dawn**. She **eagerly** looked out of the window. The newly paved road seemed to be welcoming her. This is the day Mallika has been waiting for! Do you know, why? It's neither a festival nor her birthday. Today is going to be Mallika's first day at school. The school is not far away from her home. But she has to come down the main road from the hill to reach there.

Her family resides on the foothills of Nallamala forest. The way to the school is narrow, rocky and **uneven**. Her little brother, Nandu walks down the rocky path to school along with the other children in the neighbourhood. But Mallika couldn't, as she was differently-abled.

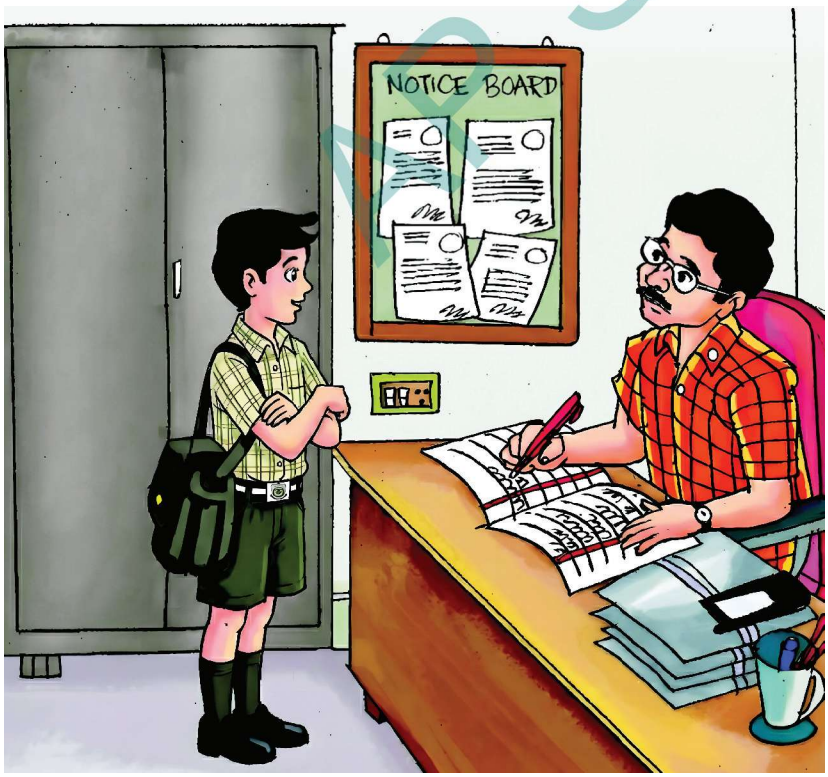
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Right from her childhood, Mallika couldn't walk. As she was growing older, she found that she could not do things like other children. "Don't worry! You can weave a variety of cane baskets faster than anyone else. You can paint beautiful pictures. You have magic in your hands." Her *Naanna* always **consoled** her. There was a celebration, when *Amma* brought a wheelchair home. Everyone in the family was excited that Mallika could wheel at least around the house.

One morning, while Mallika was painting the scene of the sunrise, Ranga, her neighbour, came to her. He was **astonished** to see her skill in painting.

"Would you like to come to school?" he asked.



"I have never been to school. The path to the school is too uneven and rocky for me to get down. Moreover, *Naanna* can't carry me all the way to school everyday," replied Mallika sadly.

"But would you like to come to school if possible?" he **insisted**.

"Of course, I dream to go to school like everyone else.

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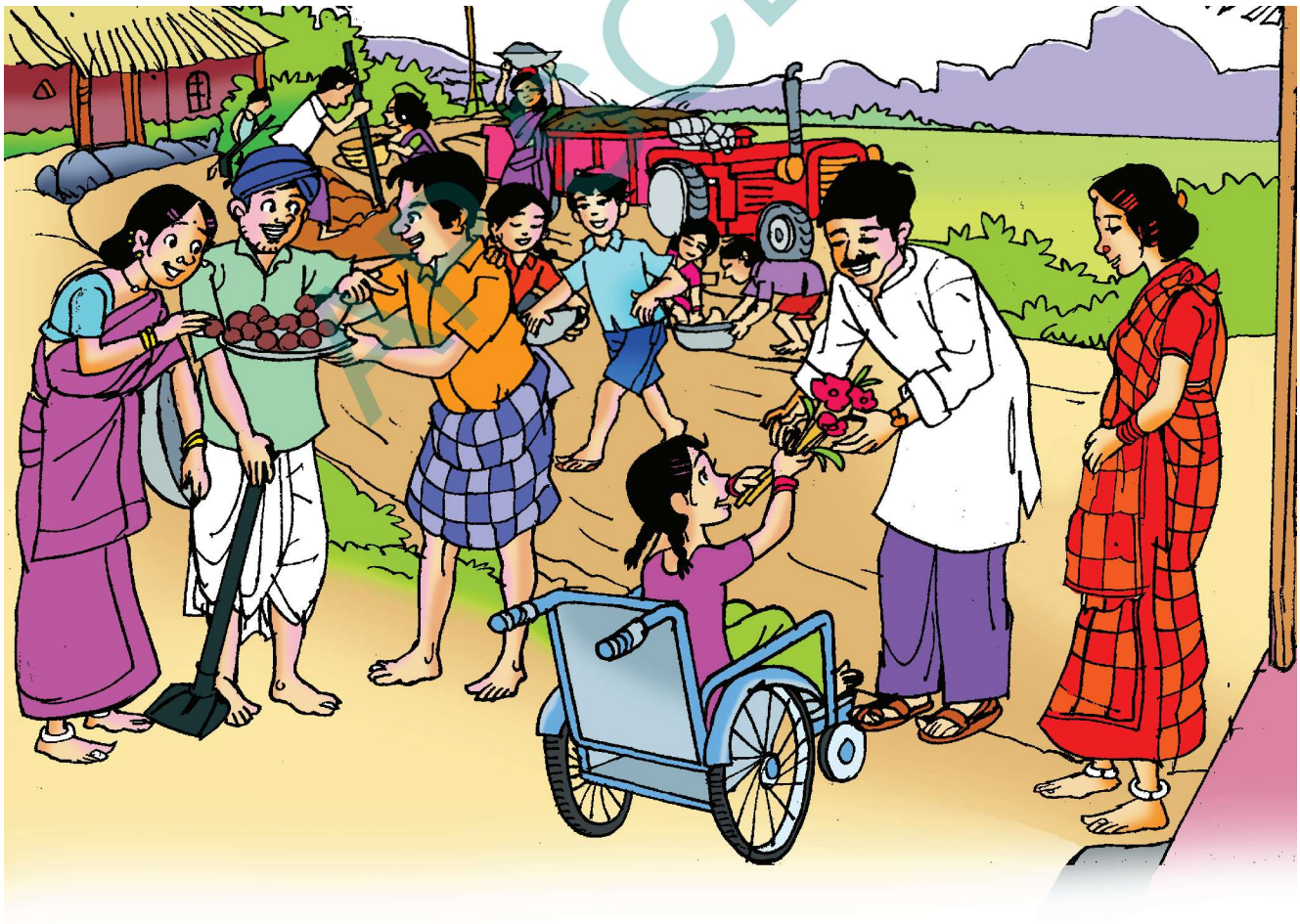
I too want to make friends, play games, wear a uniform and learn new things." Tears rolled down from her eyes as she spoke.

Ranga consoled her and went straight to meet the school headmaster. Explaining Mallika's situation he said, "She uses a wheelchair to move around but cannot reach school. I wish if we could all get together and level the path for Mallika."

"That's a very good idea, Ranga! Children have the right to get education. That includes Mallika as well," said the headmaster **patting** him on the back.

The next day he assembled the Parents' Committee and discussed the same. They made a plan so that Mallika could bring her wheelchair to school. For this, the uneven road had to be levelled.

Two days later, there was a great excitement at the school. It was Saturday- a *'No Bag Day'*. The teachers along with the students picked up all the stones and pulled out all the **weeds** using spades and **hoes**. The village *Panchayat* contributed by laying a good road. Everyone wanted Mallika to come to school.



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All the children were happy. But the happiest of all was Mallika. She gave the headmaster a **bouquet**. Her parents thanked everyone with *Raagi laddoos*.

The path to the school is now ready. "I never dreamt I would see a day like this," Mallika **wiped** her tears in excitement.



However difficult life may seem, there is always something you can do and succeed at. ***- Stephen Hawking***

Glossary

excited	:	felt very happy
dawn	:	early morning before sunrise
eagerly	:	showing a lot of interest
uneven	:	not even and flat
console	:	to comfort someone at the time of grief
astonished	:	more surprised
insisted	:	demanded continuously
patting	:	tapping with hand in appreciation
weeds	:	unwanted plants
hoe	:	a gradening tool used to dig
bouquet	:	a bunch of flowers
wiped	:	removed

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Activity 2

Let us Think



I. Answer the following questions.

1. What has Mallika been waiting for?
2. Where did Mallika's family reside? Why was it difficult for Mallika to reach school?
3. How is Mallika different from others?
4. What astonished Ranga very much?
5. How did Ranga help Mallika? What does this tell us about him?

II. Fill in the blanks with the suitable words given in the hint box.

education	excited	weave	narrow	wheelchair



1. Mallika was so _____ that she couldn't sleep after dawn.
2. The way to the school is _____, rocky and uneven.
3. Mallika can _____ a variety of cane baskets.
4. Mallika uses a _____ to move around.
5. Children have the right to get _____.

Let us Learn



Activity 3

Vocabulary



Choose the correct meaning of the underlined word in the given context. One has been done for you.

e.g. She **eagerly** looked out of the window. (c)

a) rarely b) lazily c) heartily

The underlined word **eagerly** means, **'heartily'** in the context. Now, find out the contextualized meanings of the underlined words choosing from the given words. Your teacher will support you.

1. She was so **excited** that she couldn't sleep after dawn. ( )

   a) very happy b) very angry c) very calm

2. The way to the school is **narrow**, rocky and uneven. ( )

   a) wide b) not wide c) broad

3. Her *Naanna* always **consoled** her. ( )

   a) comforted b) scolded c) hated

4. "But, would you like to come to school if possible?" he **insisted**. ( )

   a) said firmly b) asked c) enquired

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5. The next day, he **assembled** the Parents' Committee. ( )

a) dispersed b) went c) brought together

6. The village *Panchayat* **contributed** by laying a good road. ( )

a) wanted b) assisted c) liked

7. I never **dreamt** I would see a day like this. ( )

a) imagined b) slept c) saw

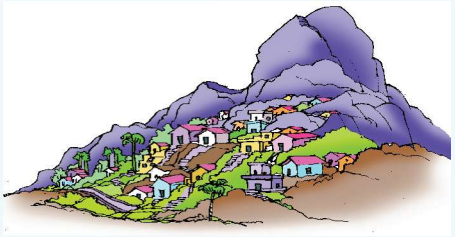
Activity 4

Observe the highlighted words in the sentences given below.

- Her family resides on the **foothills** of Nallamala forest.
- You can weave a variety of cane baskets faster than **anyone** else.

The words **foothills** and **anyone** are made from two smaller words.

- foothills = foot + hills
- anyone = any + one



Look at more examples.

1.	sun	+	flower	=	sunflower
2.	news	+	paper	=	newspaper
3.	black	+	board	=	blackboard
4.	rain	+	bow	=	rainbow
5.	hand	+	bag	=	handbag

A combination of two or more words to form a new word is known as a **Compound Word**.

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I. Let's identify and underline the compound words in the given sentences.



1. I have many books on my bookshelf.
2. The firemen put out the fire.
3. We wear a raincoat in the rainy season.
4. I got sunglasses as a birthday gift.
5. It is very important to have breakfast in the morning.

II. Read the story again and write down any five compound words:

1) _____

2) _____

3) _____

4) _____

5) _____

Compound words can be written:

- as one word with no hyphen.
  e.g. classroom, anyone
- as hyphenated words.
  e.g. mother-in-law, ready-made
- as separated words.
  e.g. high school, no one.

Activity 5

Grammar

Read the following sentences.

- The next day the headmaster assembled the Parents' **Committee.**
- Mallika gave the headmaster a **bouquet** .

The underlined words in the above expressions are nouns, which identify a group of people and a group of things. These are called **Collective Nouns**.

A Collective Noun is a word that refers to a group.

Identify and underline the Collective Nouns in the following sentences.



1. An army of soldiers is marching at the parade.
2. She distributed a pack of sweets on her birthday.
3. A school of fish swims together.
4. My mother gave me a bunch of grapes.

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5. We watched a galaxy of stars last yesterday.
6. A flock of birds flew over the playground.
7. A herd of cows are grazing in the fields now.
8. A swarm of bees attacked the villagers.
9. A band of musicians played the music beautifully.
10. A team of players arrived at the stadium last evening.



Activity 6

Read the following sentences:

- Mallika's family **resides** on the foothills of Nallamala.
- I **wear** a uniform.

The underlined words are action words (verbs). The above sentences are talking about the present situation and situations that happen in general. These sentences are in the **Simple Present** form.

Some more examples:

- I **read** a lot. He **reads** a lot.
- She **likes** ice creams. Her friends **like** cakes.

What did you notice in the above sentences?

The underlined action words (verbs) sometimes take an '-s' and sometimes don't. Look at the table given below to understand this:

I	drink	milk.
You		
We	read	
They		
He	drinks	English.
She		
It	reads	
Ranga		

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I. Fill in the blanks with the present form of the verbs given in the brackets:



1. Mallika _____ beautiful pictures. (paint)
2. Her parents always _____ her. (console)
3. Ranga _____ Mallika to reach school. (help)
4. Revathi _____ her homework after school hours. (do)
5. We _____ after completion of our homework. (play)

Sometimes, we express as:

* I **don't do** my homework after my school hours.
* He **doesn't play** before completion of his homework.

The words don't and doesn't are used before the verb in negative sentences. Look at the table given below.

I, You, We, They	don't	cheat others.
He, She, It, Mallika	doesn't	

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II. Fill in the blanks with 'don't' or 'doesn't'.



1. My friend _____ speak Urdu.
2. My father _____ go to market.
3. Our dog _____ eat meat.
4. I _____ use a mobile phone.
5. We _____ like junk food.

Let us Write

Read the sentences below and observe the underlined words:

* **It's** neither a festival nor her birthday.
* Today is going to be **Mallika's** first day at school.

Observe the highlighted APOSTROPHE (') in different words.

* In the first sentence, the APOSTROPHE (') is used to contract words.

  e.g. It's = It is

* In the second sentence the APOSTROPHE (') is used to show the possession.

  e.g. Mallika's first day = the first day of Mallika

a) When we contract the words, we say…

It is mine = ***It's*** mine; she is = ***she's***;
we are = ***we're***; she has = ***she's***;

It is a cat.

It's wagging **its** tail.



b) Possession in plurals:

We use an apostrophe (') after the words if it is a plural word.

e.g. The high school of boys = ***Boys'*** High School

The school of girls = ***Girls'*** school

c) Irregular plural nouns:

For plural nouns like children, people, men, women etc., the apostrophe mark (') comes after the word itself followed by 's'.

children's books; ***people's*** decision; ***men's*** wear.

NOTE: Never use APOSTROPHE with pronouns like *yours*, *hers*, *theirs* and *its*. For e.g. The tail of the cat is black in colour. Here we should say…
Its tail is black in colour.

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d) Singular nouns ending with ‘s’:

* In the case of a singular noun that ends with 's', (possessive 's') is used after the word.

e.g. orders of the boss = boss's orders.

*In the case of a Proper Noun, there is a choice -

The drama of Shakespeare = ***Shakespeare'*** story / ***Shakespeare's*** story

The poetry of Keats = ***Keats'*** poetry / ***Keats's*** poetry

Activity 7

I. Choose and put the apostrophe (’) in an appropriate place to abridge the expression and say aloud. One is done for you.

Can’t	I’ve	I’ll	We’re	Let’s
You’re	I’d	That’s	Don’t	Couldn’t

e.g. I would = I’d

1. You are = _____ 2. Let us = _____ 3. Do not = _____

4. I will = _____ 5. Can not = _____ 6. Could not = _____

7. We are = _____ 8. I have = _____ 9. That is = _____

II. Add an apostrophe at the right place in the given sentences:

1. My friends bat is broken.
2. Its handle is broken into pieces.
3. Today we are going to play kabaddi.
4. Its a short walk from my school to the playground.
5. There is a signboard at the entrance that reads,‘Childrens Playground’.



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Activity 8 Preparation of a Poster

Observe the following poster.

Admissions open for 2026

Mandal Parishad Primary School

Annavaram

Knowledge is Power

Enroll Now!



WE PROVIDE

Free Education
Free Uniforms
Free Mid Day Meal
Free School Supplies



Sports & Games
Library facility
Digital Education
Overall Development



Interactive Learning
Individual Attention
Activity Based Learning
Group / Peer Learning



We assure the best future to your children.

Contact: 9440XXXX19 The Headmaster, MPPS Annavaram

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I. Now, answer the following questions:

1. What is the name of the school shown in the poster?

Ans: _____

2. List any three free facilities provided by the school.

Ans: _____

3. What is the slogan mentioned in the poster?

Ans: _____

4. What kind of learning methods are followed in the school?

Ans: _____

5. Who should be contacted for admission?

Ans: _____

II. Now, work in groups. Prepare a poster on '**Hand Wash Programme**'.

The following hints are helpful in writing your poster.

Instructions:	*Hints for you:*
* Choose a clear title * Include a catchy slogan * Use short sentences/phrases * Include all relevant information * Include attractive pictures * Include the addresser's details	**Handwash day:** 15 October - wet hands - apply soap - wash 20 seconds - rinse well - dry with towel. **Slogan :** Clean hands are safe hands. **Addresser :**

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Activity 9

Once, Mallika's brother Nandu got a fever and wrote a leave letter to his class teacher. Here it is...

Leave Letter

20.07.2026,
Jagathi.

To
The Class Teacher,
IV Class,
M. P. P. School, Jagathi.

Sir,

I am suffering from fever and the doctor has advised me to take rest. So, I am unable to attend school for two days. Kindly grant me leave from 20.07.2026 to 21.07.2026. I shall be grateful if you grant me leave of absence.

Thanking you.

Yours obediently,
Nandu
Roll No: 12, IV Class

Now, write a letter to your class teacher, asking leave for two days, as you have to attend a marriage function.

A letter applying for leave

……,

……

To

The ……..,

……..school,

……

As ……,
I am unable to…… . Kindly……
……..absence.

Thanking you.

……,

……

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Let us Listen and Respond

Listen to the conversation and enact the role play.



Ranga : Good morning, Sir!

Headmaster : Good morning Ranga!

Ranga : I've come to you to talk about differently-abled Mallika.

Headmaster : About Mallika! Oh, I know her. She can't come to school, can she?

Ranga : Yes, sir! She uses a wheelchair to move around. But she can't reach school as the path is rocky and uneven.

Headmaster : It's true.

Ranga : I wish, we could all get together and level the path for Mallika.

Headmaster : That's a good idea, Ranga! All the children have the right to education. That includes Mallika as well.

Ranga : Great, sir! At any cost, we should bring Mallika to school.

Headmaster : Sure, Ranga! Tomorrow I'll discuss with the School Management Committee and make arrangements that Mallika could reach school.

Ranga : Thank you, Sir!

Headmaster : You are most welcome, my dear!

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Activity 10

Group Discussion

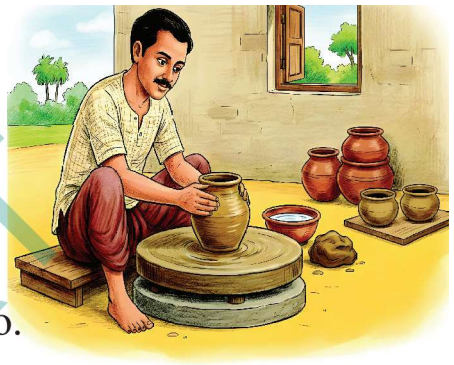
1. At last, Mallika could reach school. Imagine, how her schooling could be?
2. Do you have a ramp in your school? If not, how would you make it possible?
3. While you are playing, a differently-abled boy comes to you. How would you include him in your play?
4. While you are travelling in a bus, you see a woman standing with a kid in her arms. Can you do something to help her?



Let us Explore

Activity 11

In this story, Mallika is good at painting and weaving baskets. Now, complete the project work following the instructions given.



Project Work: Visiting an Artisan Nearby

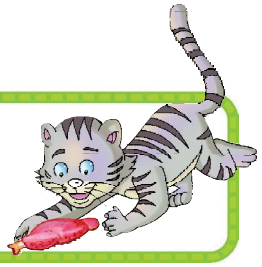
Instructions for Students:

1. Visit a nearby artisan such as a Potter, Carpenter, Tailor, or Basket - maker.
2. Observe their work and talk to them about what they do.
3. Fill in the table with the information you collect.
4. Draw pictures of their craft.

S.No	Name of the Artisan's Type of Work	Materials/ Tools Used	From where they procure the raw material	What I Learned from the Visit
1.				
2.				

Tongue - Twisters

- Nine nice night nurses nursing nicely.
- I saw a kitten eating chicken in the kitchen.



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Let us Practise

1. Which of the following is a **compound word**? ( )

   A) student B) class C) book D) blackboard

2. Select the suitable **collective noun** to fill in the blank.

A _____ of keys was lying on the teacher's table. ( )

   A) tribe B) flock C) bunch D) troop

3. Choose the correct **meaning** for the underlined word given below.

   The teacher was <u>astonished</u> by the student's quick answer. ( )

   A) more laughed B) more smiled C) more surprised D) more scolded

4. Identify the correct **opposite** word for the underlined word. ( )

   The small village is located in the <u>foothills</u>, while the temple stands on the____.

   A) headhills B) hilltops C) neckhills D) waisthills

5. Choose the **suitable** word to fill in the blank given below.

   This machine _____ work properly without electricity. ( )

   A) isn't B) doesn't C) don't D) didn't

6. Identify the correctly used **apostrophe** to fill in the blank given below.

   My sister is studying in _____ high school ( )

   A) girls' B) girl's C) gir'ls D) gi'rls

7. Match the following

A		B
1. Compound word	( )	A. console
2. Collective Noun	( )	B. sunflower
3. Present form of verb	( )	C. don't play
4. Negative form of verb	( )	D. committee

8. How did Mallika's parents encourage her despite her disability?
9. Why did the headmaster agree with Ranga's idea immediately?

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10. Fill in the blanks with suitable **verbs** given in the brackets.

(consoled, assembled, dreamt, contributed)

The villagers _____ in the school hall and _____ whatever they could to help the family that had lost their home. The elders _____ them with kind words. That night, the family _____ of rebuilding their house and starting life a new with hope and courage.

11. Read the following passage and answer the questions.

Two days later, there was a great excitement at the school. It was Saturday a 'No Bag Day'. The teachers along with the students picked up all the stones and pulled out all the weeds using spades and hoes. The village Panchayat contributed by laying a good road. Everyone wanted Mallika to come to school.

1. Which day was declared as 'No Bag Day'?
2. How did the village Panchayat help the school?
3. Which of the following tools were used to remove weeds? ( )

A) knives and forks B) sticks and ropes

C) spades and hoes D) pens and books

4. What work did the teachers and students do together? ( )

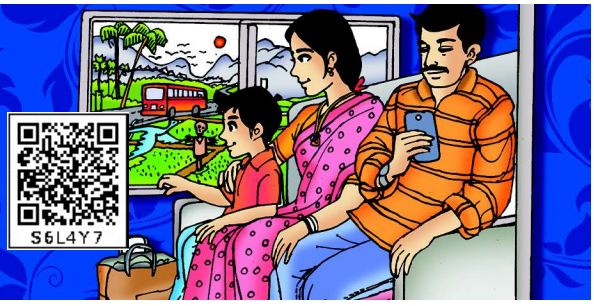
A) Cleaned classrooms B) Decorated the school

C) Removed stones and weeds D) Planted trees

12. Prepare a poster on "Mega Parents' Meeting".
13. Write a leave letter to your class teacher requesting four days leave.
14. If a child in your village faces a similar problem, how would you help him or her attend school?
15. How can a school use a "No Bag Day" to help the community like in the lesson?
16. Do you think Ranga did the right thing by approaching the headmaster? Give reasons.
17. Was the school's decision to involve parents and villagers effective? Why or why not?

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2 My Sweet Memories



Learning Outcomes:

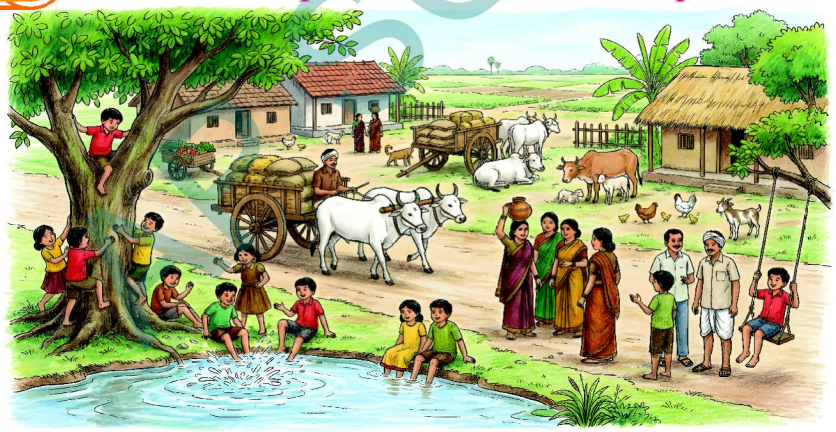
Learners will be able to:

- Read and comprehend the text - 'My Sweet Memories' and identify the narrator's experiences and key events. (CG-2)
- Express personal memories and experiences through short oral or written narratives. (CG-1)
- Identify and use indefinite pronouns, simple past and simple past negative sentences. (CG-2)
- Participate in group discussions about the importance of family, friendship, and share experiences. (CG-1)
- Listen to a poem 'Written in March' and enjoy its rhythm. (CG-1)
- Write a diary entry or paragraph describing their own sweet memory, showing creativity and emotion and tries to write about celebrations of Deepawali in their own words. (CG-3)

Let us Interact

Activity 1

Look at the picture and answer the questions.



1. What do you see in the picture? Can you name the animals and people shown in it?
2. Where do you think the man on the bullock cart is going? What might they be carrying?
3. Can you name three things you can find in a village that are also seen in this picture?
4. How is this village different from a town or city? What things are missing or different?
5. If you could add one more thing to this picture, what would it be and why?

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Let us Read

My Sweet Memories

It is summer. Santhosh's **vacation** has started. His family is going to Ramapuram, his grandparents' village. He has the habit of writing a diary. Let's know his experiences in his own words.



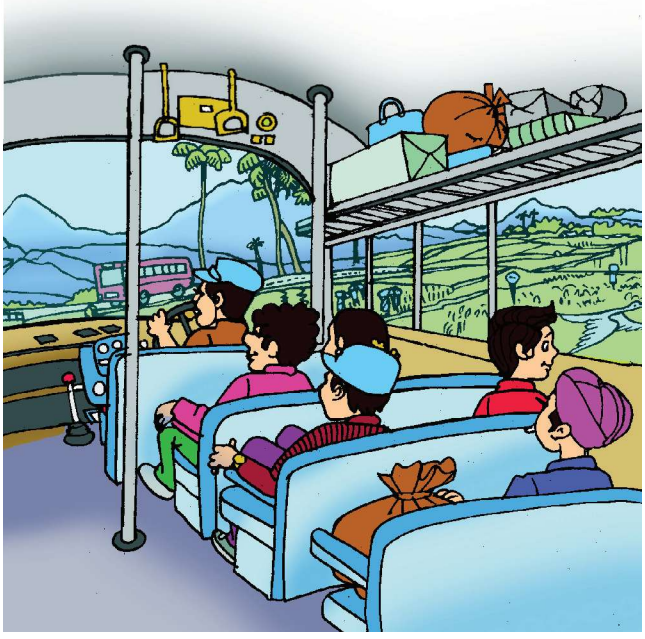
April 24th

I am very eager to visit my grandparents' village. I will meet my grandparents and cousins. I have packed my clothes and toys. We are going to travel by a bus. I am so excited.

April 25th

Our journey started today. Luckily, I got a seat near the window. The weather was **pleasant** in the morning. There were **numerous** trees with yellow flowers on either side of the road. There were many white cranes in the **lush** green paddy fields. The **scarecrows** were arranged to scare away the birds in the fields. There was less traffic. The village was peaceful with fresh air.

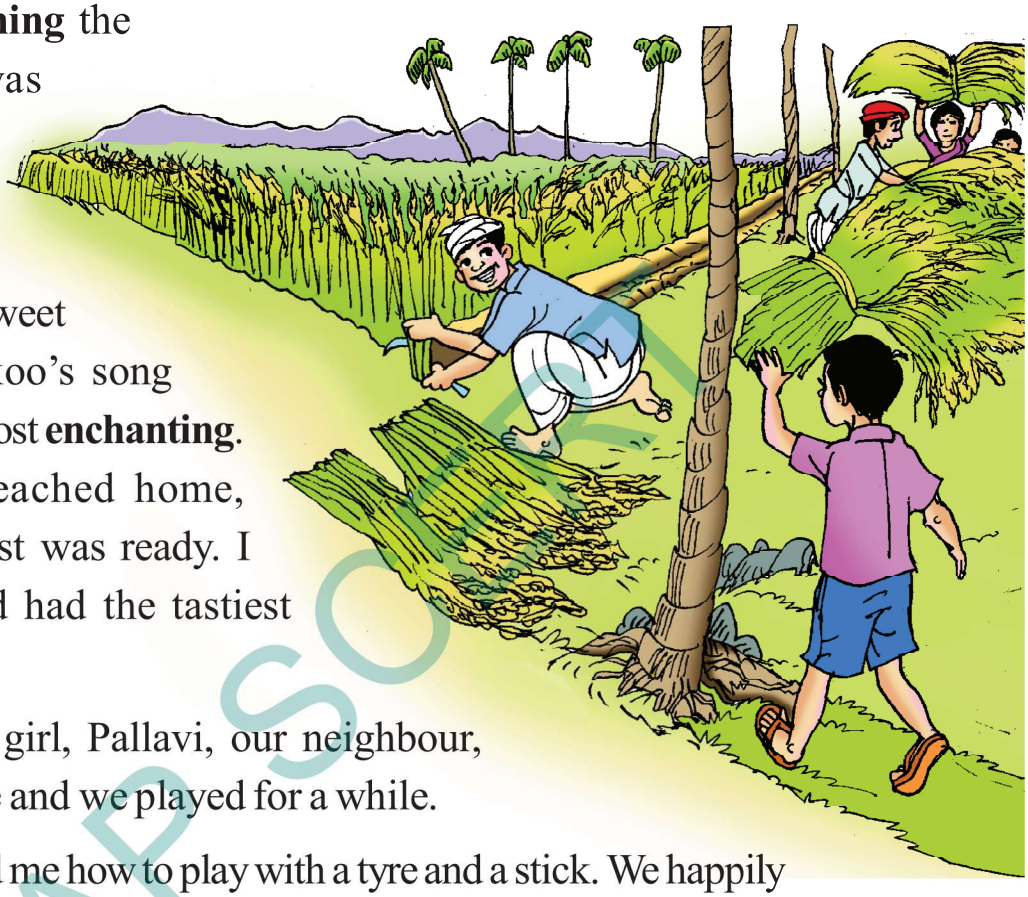
I got off the bus and ran to meet my grandparents. They were delighted to see me. The house was surrounded by many big trees. There were jackfruit, mango, neem, banana, pomegranate and coconut trees. The mango tree was heavily **laden** with fruit. I tasted the first mango of the season. It was so tasty and juicy.



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April 26th

I woke up early today. I went out for a walk in the morning. The cool breeze was pleasant. The coconut palms were **swaying** lazily. My grandfather was busy with some farmers in the fields. Some of them were cutting the crops and some of them were **threshing** the paddy. The air was filled with the sweet sound of birds all over singing in their sweet voices. The cuckoo's song was perhaps the most **enchanting**. By the time I reached home, delicious breakfast was ready. I freshened up and had the tastiest breakfast.



Meanwhile a girl, Pallavi, our neighbour, came to our house and we played for a while.

Pallavi showed me how to play with a tyre and a stick. We happily ran down the lanes balancing the tyre with a small stick. She was very eager to show me the village. We stopped

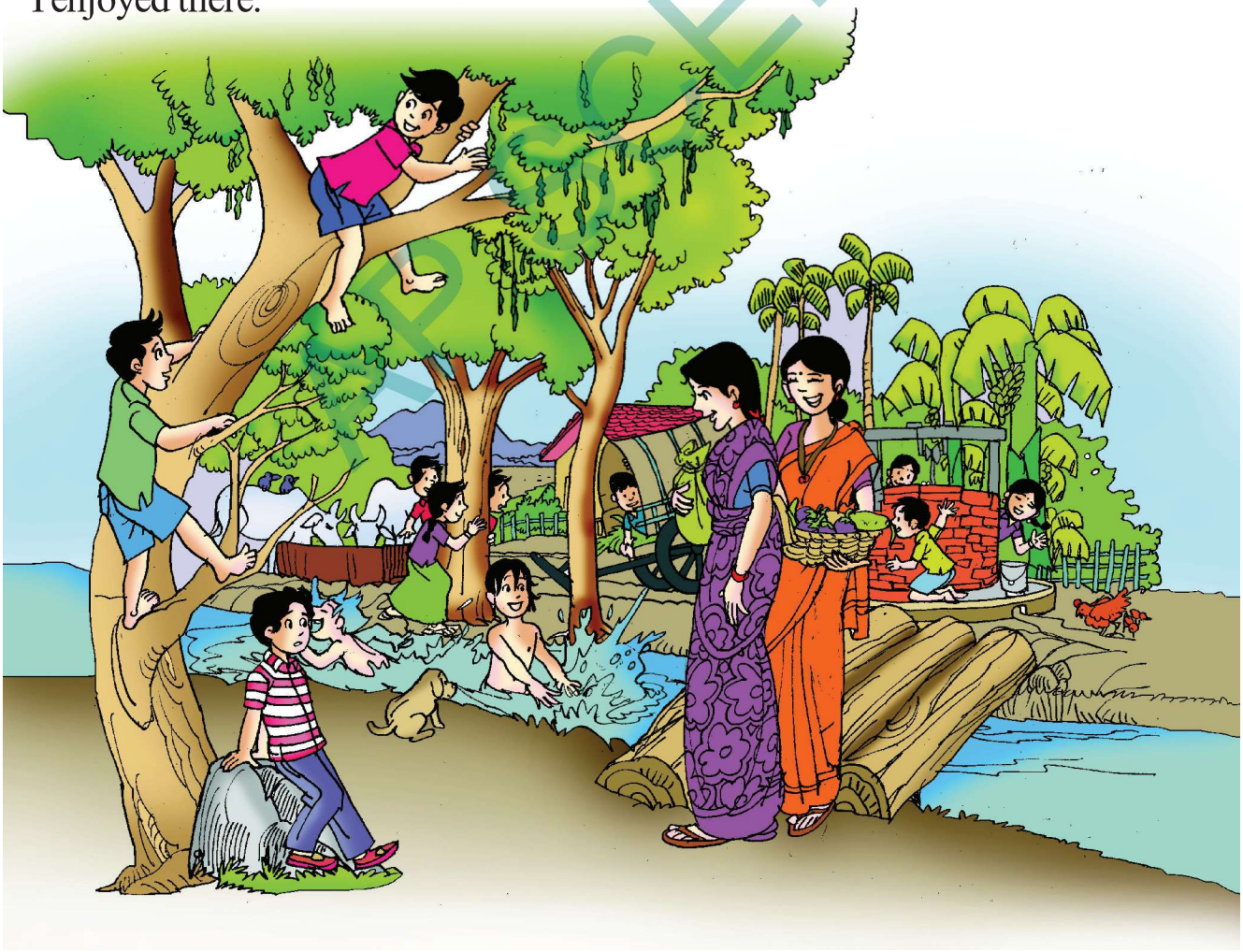


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to talk to Pallavi's friends- Aman, Peter and Sruthi. Aman was helping his father in milking their cows. Peter and Sruthi were sitting with their grandmother breaking groundnut pods and piling them neatly. Later they would take the nuts to the village market to sell them. I helped them for some time.

April 27th

Today my mother and my aunt took me to the canal for a bath. There were many children **splashing** around in the canal. Some boys were climbing to the top of the tall tamarind tree. Girls were playing hide and seek near the big banyan tree. I played for some time in the cool water but I could not swim. So, I sat on a big smooth rock and watched my friends swimming like fish. They talked and laughed a lot as they washed their clothes and dried their wet hair in the sun. The canal was so clean that I could see the **pebbles** and colourful fish swimming by. I enjoyed there.



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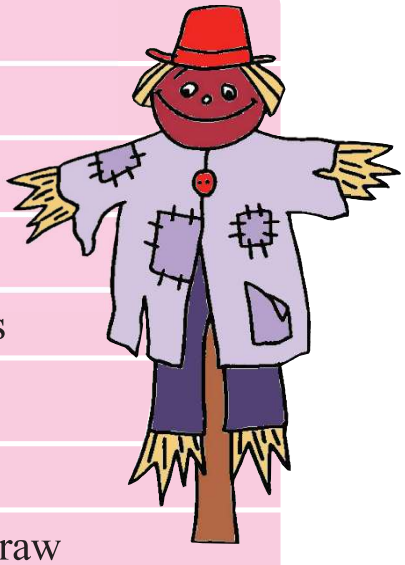
April 28th



We returned home in the city. The trip to our grandparents' house was very enjoyable. Those three days flew away so fast. I realized that during my stay, I neither watched television nor played video/mobile games. I am eagerly looking forward to my next visit.

Glossary

vacation	:	holiday
pleasant	:	nice and enjoyable
numerous	:	many, a large number of
lush	:	a thick growth
scarecrow	:	a human like object in old clothes
laden	:	fully loaded
swaying	:	moving slowly from side to side
threshing	:	separating grains from a plant / straw
enchanting	:	pleasing delightfully
splashing	:	sound made by something striking into water
pebbles	:	small smooth and round stones



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Activity 2

Let us Think



I. Answer the questions.

1. Name some of the activities of the village children during their vacation.
2. Did Santhosh enjoy his morning walk? How do you know?
3. How did Santhosh spend his time when he went to the canal?
4. How did Santhosh know that the canal was so clean?
5. Why did Santhosh forget to watch television or play video / mobile games?
6. Is T.V. or video/mobile game the only way to pass time? Can we do something else?

II. Choose the correct answer.

1. Santhosh went to _____. ( )

   (a) Ramapuram (b) Krishnapuram (c) Rangapuram

2. The paddy fields were _____ in colour. ( )

   (a) white (b) green (c) blue

3. _____ helped his father in milking the cows. ( )

   (a) Peter (b) Sruthi (c) Aman

4. The girls were playing near a _____ tree. ( )

   (a) banyan (b) coconut (c) neem

5. Santhosh returned home on _____. ( )

   (a) April 24th (b) April 28th (c) June 11th

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Let us Learn



Activity 3

Vocabulary



Let's revisit the following sentences from the reading text.

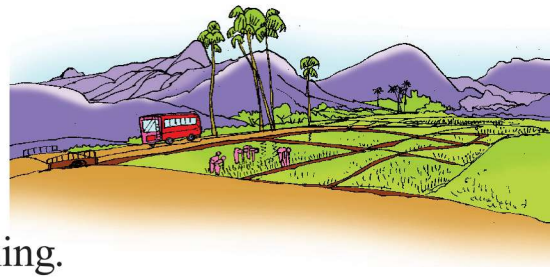
1. I got a seat near the window.
2. I have tasted the first mango of the season.

   The opposite words for the underlined words are far and last respectively. Such words which give the opposite meanings are called **antonyms.**

Here are some antonyms for your understanding.

less	×	more	hard	×	soft
fresh	×	stale	thick	×	thin
beautiful	×	ugly	narrow	×	broad

Rewrite the following sentences by changing the underlined word with its antonym. One is done for you.



Example: Our journey **started** yesterday.

The journey **ended** today.

1. The weather was **pleasant** in the morning.

   _____.

2. The river was so **clean**.

   _____.

3. I sat on a **smooth** rock.

   _____.

4. The breakfast was **delicious.**

   _____.

5. The mango was **tasty.**

   _____.

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Activity 4

Match the events with the dates and write the date-wise events of Santhosh's diary. One is done for you.

	Date	Event
1	April 24th	A. Returned home
2	April 25th	B. Went for a canal bath
3	April 26th	C. Visited farm fields
4	April 27th	D. Packed clothes and toys
5	April 28th	E. Started journey

1. Santhosh started his journey on April 24th.
2. _____
3. _____
4. _____
5. _____

Activity 5

Grammar



Read the following sentences carefully.

- "There is **no one** at home. And **nothing** is there to do. It is very boring. Let's go out and do **something**," Pallavi said to Santhosh.

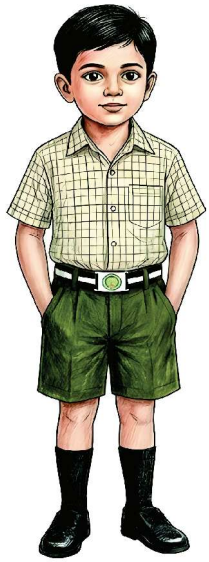
In the above sentences, the under lined words i.e., '**no one**', '**nothing**' and '**something**' do not refer to any specific person or thing. Such words are called **Indefinite Pronouns.**

These pronouns are used to talk about people, places or things without saying exactly who, where, or what they are.

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Here is a list of Indefinite Pronouns referring to people, places and things.

People	Places	Things
anyone anybody	anywhere	anything
everyone everybody	everywhere	everything
no one nobody	nowhere	nothing
someone somebody	somewhere	something



Now, complete the sentences choosing a suitable word.

1. I lost my watch. I've looked for it _____. (everywhere / anywhere / nowhere)
2. _____ broke the window. (nothing/everywhere/someone)
3. It's a secret. Don't tell _____. (anyone /something/no one)
4. I'm looking for my glasses. I can't find them _____. (everything / anywhere / something)
5. The problem is very difficult. _____ knows the answer. (something / anywhere / nobody)

Activity 6

Let's revisit the following sentences from the lesson.

- Our journey **started** today.
- Pallavi **showed** me how to play with a tyre and a stick.

In the above sentences, the underlined words are the past forms of the verbs '**start**' and '**show**' respectively. The above actions really took place and the speaker expressed the same using the above past form of the verbs. But sometimes, we need to express certain actions that did not take place.

e.g. 1. It **rained** yesterday. 2. It **did not rain** yesterday.

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The negative of the verb form **rained** is written as **did not rain.**

i.e. did not rain = did + not + rain **or** didn't + rain (in contracted form)

Here are some more examples.

S.No.	Simple Past	Simple Past Negative
1.	I got your letter.	I did not get your letter.
2.	Aman helped his father.	Aman did not help his father.
3.	Sruthi learnt her lesson.	Sruthi did not learn her lesson.
4.	The lion killed the mouse.	The lion did not kill the mouse.
5.	We saw a movie last week.	We did not see a movie last week.

I. Now, change the following into their negatives.

S.no.	Simple Past	Simple Past Negative
1.	The bird flew.	
2.	He sold the car.	
3.	She lost her bag.	
4.	The train left the station.	
5.	I sang a song.	
6.	We returned home.	
7.	They enjoyed the trip.	

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Activity 7



Let us Write

Read Santhosh's diary entry on his birthday.

Tuesday, 14 July, 2026.

Dear Diary,

Today is my birthday! I woke up at around six and had breakfast with my family. My parents hugged and gave me the largest bar of chocolate I have ever seen! They also gave me a new dress, a football and a board game. My parents had invited my friends to my birthday party in the evening. I received a potted plant, a storybook, and a set of colour pencils as gifts. My mother had baked a strawberry cake that tasted delicious. We also had *biryani* and ice cream. I enjoyed every moment of the day. I think this is the best birthday I have ever had!

Santhosh

Now, write a diary entry describing how you celebrated Deepavali. Use the hints given below.

(Deepavali - house decoration - new clothes - Lakshmi pooja- colourful lights - rangoli patterns - burning crackers - enjoyed)

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Activity 8



Paragraph writing on a given topic:

Look at the following paragraph.

Every year in the month of January, a balloon festival is held in Delhi. On the day of the festival, one can see a large number of huge and colourful hot-air balloons floating across the skies. There are 'balloon fights' and hot air balloon rides where we can enjoy breathtaking views standing inside the baskets tied to the hot air balloon. It's really a memorable experience.

A paragraph is a group of sentences that conveys a single idea.

A paragraph consists of :

- A topic sentence that tells the reader the main idea of a paragraph. (***Every year.....Delhi***)
- Supporting details that give details about the main idea. (***On the day…….. across the skies.***)
- A concluding sentence that brings the paragraph to a clear end. (***It's…..... experience***.)

Now, write a paragraph about your favourite holiday trip. Write your sentences under the correct headings.

Topic : _____

_____.

Supporting details: _____

_____.

Concluding sentence: _____

_____.

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Activity 9



Let us Listen and Respond

We use 'may' to say that something is possible.

1. It **may** rain today. (It is possible that it will rain today.)
2. She **may** come tomorrow.

   (There is a possibility of her coming tomorrow.)
3. The train **may** be late. (There is a possibility of train being late.)



4. I **may** go to Delhi next week.

   (There is a possibility of my going to Delhi next week.)
5. He **may** get good marks. (There is a possibility of his getting good marks.)

Now, work in pairs. Take turns to ask and answer the questions using 'may'. You can also add more questions of your own.



What will you do this evening?

I may watch T.V.



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Which colour dress will you wear tomorrow?





I cannot find my bag. Have you seen it anywhere?





When will the English test be?





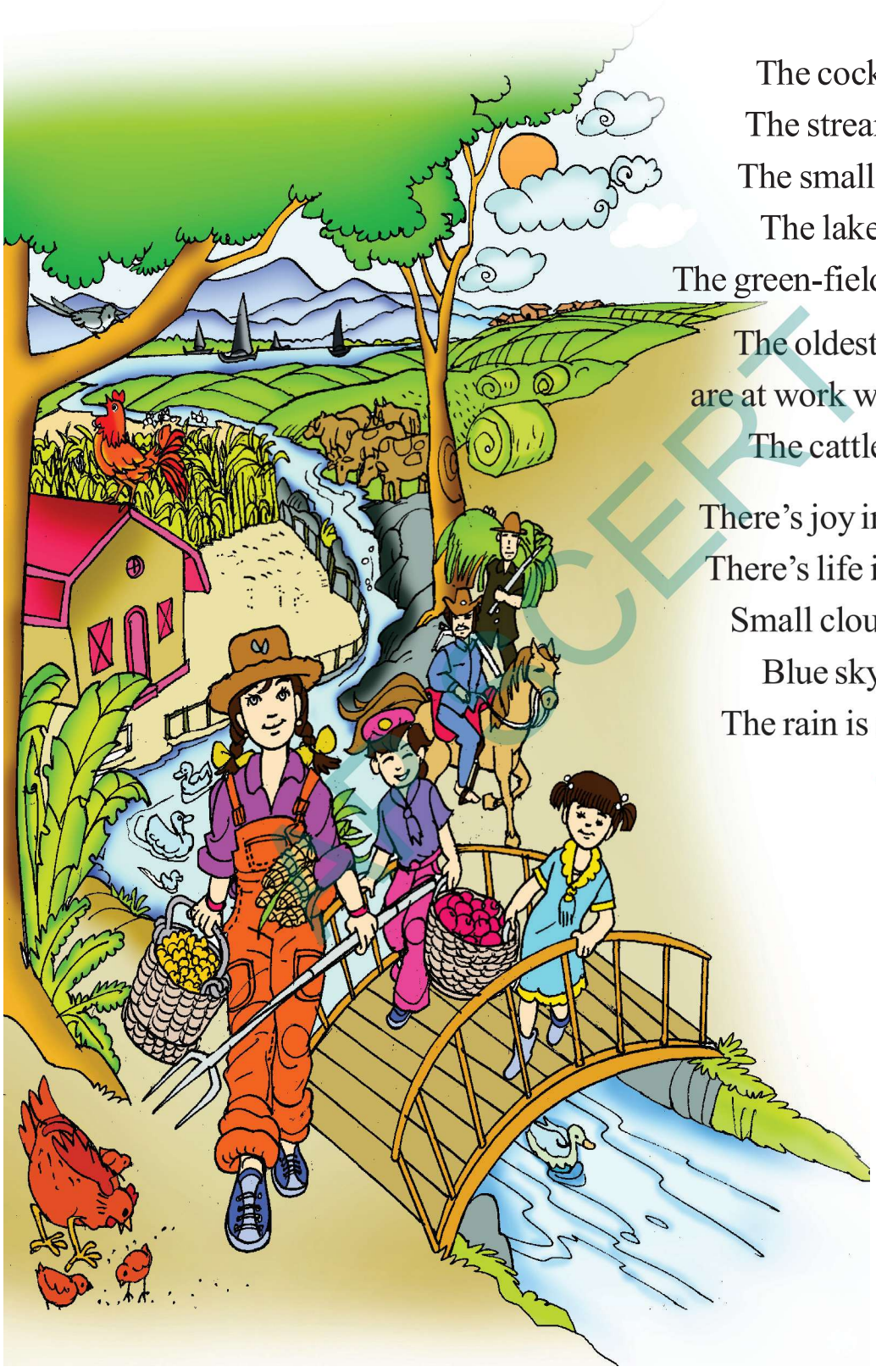
When will your father arrive?



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POEM

Written in March



The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter
The green-field sleeps in the sun;

The oldest and youngest
are at work with the strongest;
The cattle are grazing.

There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

- William Wordsworth.



English Poet
(1770-1850)
The United Kingdom

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Glossary

crowing	:	the characteristic loud cry of a cock.
stream	:	a small, narrow river.
twitter	:	a repeated short sound made by birds
doth (old English)	:	do / does
glitter	:	shine brightly / sparkle
cattle	:	a group of animals with horns and cloven hoofs.
prevailing	:	existing at a particular time.

Activity 10

Let us Think



I. Answer the following questions.

1. What are the cattle doing?
2. What glitters in the poem?
3. Who works along with the strongest?
4. What shows that the rain is over and gone?
5. Describe the poem in your own words.

II. Find words from the poem that rhyme with the following words. Add a few words of your own.

1. crowing, flowing, _____,_____
2. twitter,_____, _____,_____
3. youngest, _____,_____,_____
4. mountain, _____ ,_____,_____
5. sailing, _____,_____,_____

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Let us Explore

Activity 11

'My Memory Album'

Instructions to Students:

1. Think about your **sweetest memories -** such as a family trip, a festival celebration, your first day at school, your birthday, or a fun day with friends.
2. Draw **pictures** related to those moments.
3. Write **2–3 sentences** under each picture describing what happened and how you felt.
4. Arrange them neatly on A4 sheets or in a small notebook and decorate them with borders or stickers.
5. Give your project a title -*'My Memory Album'* or *'Moments I Love to Remember.'*
6. Be ready to **share one memory aloud** in class.



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Let us Practise

1. Choose the **opposite** word for the underlined word given below.
   The classroom has <u>broad</u> windows, yet the doorway is very _____. ( )
   A) wide B) long C) narrow D) short
2. Choose the correct **indefinite pronoun** to fill in the blank given below.
   The smell of flowers was _____ in the garden. ( )
   A) everyone B) everybody C) everything D) everywhere
3. Select the correct **meaning** for the underlined word from the sentence below.
   The river **<u>glitters</u>** like silver when the sun shines on it. ( )
   A) shines bright B) preserves silver C) contains silver D) shines dull
4. Choose the correct **indefinite pronoun** to fill in the blank given below.
   I left my book _____ in the classroom. ( )
   A) somewhere B) anywhere C) everywhere D) nowhere
5. Select the suitable **negative verb** to fill in the blank given below.
   I _____ my homework because there was a power cut last night. ( )
   A) didn't finish B) don't finish C) didn't finished D) don't finished
6. Select the suitable **verb** to fill in the blank given below.
   The students _____ a lot from their mistakes in yesterday's examination.
   A) have learnt B) learnt C) are learnt D) were learnt
7. Match the following

A		B
1. Indefinite pronoun	[ ]	A. rained
2. Opposite of 'start'	[ ]	B. didn't kill
3. Simple past verb	[ ]	C. everything
4. Simple past negative	[ ]	D. end

8. Write a diary entry from Santosh's point of view after returning from his grandparents' village, recalling his experiences and memories there.

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9. Fill in the blanks using the verbs/verb phrases provided in the brackets below.
(did not see, learnt, helped, did not get)
The teacher _____ the student after noticing his difficulty in studies. Though he tried hard, he _____ the expected marks in the test. From this experience, he _____ the importance of regular practice. Later, he _____ failure as the end of success.

10. Read the following passage and answer the questions.
I got off the bus and ran to meet my grandparents. They were delighted to see me. The house was surrounded by many big trees. There were jackfruit, mango, neem, banana, pomegranate and coconut trees. The mango tree was heavily laden with fruit. I tasted the first mango of the season. It was so tasty and juicy.
1. Where did the narrator get off before meeting his grandparents?
2. How did the grandparents feel when they saw the narrator?
3. Which tree was heavily laden with fruit? ( )
A) coconut tree B) neem tree C) mango tree D) banana tree
4. Which of the following trees is NOT mentioned in the passage? ( )
A) jackfruit B) pomegranate C) apple D) coconut

11. Compare how Santhosh felt at home with how he felt in the village.
12. Describe the scene Santhosh saw during his morning walk in the village.
13. Write a paragraph about your favourite game that you like the most.
14. Do you think visiting grandparents' village is important for children? Give reasons.
15. Evaluate whether outdoor activities are better for health than indoor games.
16. Prepare a short conversation between Santosh and his friend during their playtime at the canal.
17. How does the lesson help us understand the importance of family and relationships?

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3 The Necklace



Learning Outcomes:

Learners will be able to:

- Read and comprehend the story - 'The Necklace', identify the main characters, setting, and sequence of events. (CG -2)
- Converse about the characters in the story meaningfully with friends. (CG-1)
- Learn the new words and their meanings through dictionary. (CG-4)
- Learn and use order of adjectives and 'wh' words. (CG-2)
- Write short stories using given hints. (CG-3)
- Participate in group discussions on values such as honesty, humility and contentment. (CG-1)
- Talk about different kinds of ornaments on their own. (CG-4)



Let us Interact

Look at the picture and answer the following questions.



1. What do you observe in the picture?
2. Name the ornaments shown in the picture.
3. Are the girls wearing any ornaments?
4. Is it good to spend more money on ornaments?
5. Can you say names of some ornaments that people generally wear?

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The Necklace

- A French Tale

Let us Read

Matilda was a pretty and admirable girl born into a family of poor **artisans** in Paris. She was married to a small clerk in the Ministry of Education. She wanted to enjoy every **delicacy** and luxury.

One evening her husband came home happily. He held an invitation to a birthday party to be held on January 26th. Matilda started crying when her husband told her about the birthday party. Husband asked, "What is the matter with you?"



Matilda controlled herself. "Nothing," and said calmly. "I don't have a good dress for the occasion." He offered to buy her a suitable dress costing nearly four hundred **francs.**

The day of the party drew near. Matilda became sadder. "I have absolutely no jewels," she complained. Then her husband told her to borrow some jewels from her rich friend, Jane.

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The next day Matilda met her friend and told her problem. Jane went to her dressing table, took out a large box, opened it and said, "Choose, my dear!" Matilda saw many bracelets, pearl necklaces, earrings in gold and gems. It was difficult for Matilda to decide what to take. Suddenly she **discovered** a beautiful diamond necklace. Her hand trembled as she lifted it. "Could you lend me this?" she asked **anxiously.** "Of course, dear," said Jane.

The day arrived. Matilda was the prettiest woman present in the party. She danced madly. Matilda and her husband danced for a long time and left for home. While changing the dress, she uttered a cry. The necklace was no longer round her neck.

They searched **furiously** in the folds of her dress and all over the way. It was nowhere. He went to the police, the newspapers, to offer a reward. But it was of no use. Finally, the couple had lost all the hopes. To gain time, Matilda wrote to her friend that the **clasp** on the necklace was broken and she was having it mended.



After a long search, a similar necklace was found in a shop worth thirty six thousand francs. But Matilda had eighteen thousand francs only. She borrowed the rest. The necklace was bought and handed over to Jane. Matilda now entered the life of terrible **poverty**. Matilda and her husband took ten years to pay the debt off completely. They did all the work by themselves to pay the money. Matilda looked old now. But sometimes, she thought of that beautiful evening long ago.

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One Sunday, she suddenly saw a woman taking a child out for a walk. It was Jane, still young. She went up to her.

"Good morning, Jane!" Jane looked closely at her, surprised that an ordinary-looking woman had addressed her so familiarly.

"Do I know you?" she asked. "Yes, I am Matilda."

"Oh, my Matilda, how much have you changed!" Matilda told her friend everything that had happened. In the end, Jane halted and was looking, wide-eyed, and open-mouthed at her friend.

"Have you bought a diamond necklace to replace mine?" she asked. "Yes, you didn't notice, did you?" Matilda smiled in innocent happiness. Jane grabbed both Matilda's hands. "Oh! My poor Matilda, but mine was **imitation.** It was worth about five hundred francs."

(Adapted from 'The Necklace' by Guy De Maupassant)

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Glossary

artisan	:	a person who does skilled work with the hands
delicacy	:	a special or tasty food
francs	:	French currency
discover	:	find
anxiously	:	in a worried or nervous way
furiously	:	angrily; intensely
clasp	:	a link or a hook
poverty	:	state of being poor
imitation	:	a copy (not real)

Activity 2

Let us Think



I. Answer the following questions.

1. What kind of a girl was Matilda?
2. Why did Matilda's husband come home happily?
3. Who helped Matilda to go to the party?
4. What was the price of the replaced necklace?
5. If you were Matialda, would you borrow ornaments ? Why/ Why not?

II. Read the following sentences and state whether they are True (✓) or False (✗).

1. Matilda was born in New York. ( )
2. The husband of Matilda was a secretary to the minister. ( )
3. Matilda chose a pearl necklace. ( )
4. Matilda borrowed eighteen thousand francs. ( )
5. The couple worked hard with the help of a maid to pay off the debts. ( )

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Let us Learn



Activity 3

Vocabulary



Let's observe the underlined words in the following sentence.

- Matilda was a **pretty** and **admirable** girl.

  In the above sentence, **pretty** and **admirable** are Adjectives.
- Adjectives describe the Nouns.
- Adjectives can be formed from Nouns and Verbs.

  Now, we are going to learn to form Adjectives from Verbs.

The underlined word **admirable** is describes Matilda. 'Admirable' is formed from the words 'admire + able.

'Admire' is a Verb, but it becomes an Adjective by adding 'able'.

Here is a list of words which are formed as adjectives by adding suffixes like **able, ful, ible, ent, ant, ive, ing** etc.

-ful	-able	-ible	-ent
useful	remarkable	flexible	different
helpful	expandable	sensible	excellent
harmful	payable	responsible	urgent

-ant	-ive	-ing
pleasant	selective	amusing
ignorant	creative	relaxing
resistant	talkative	surprising

Activity 4

A. Now, match the following words with suitable suffixes and write them in column C.

S.No.	A	B	C
1.	use	ful	
2.	remark	able	
3.	differ	ent	
4.	resist	ant	
5.	select	ing	
6.	amuse	ible	
7.	expand	ive	
8.	sense		
9.	please		

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My word list:

B. These are the new words from the story. Now, refer to a dictionary and find their meanings.

S.No.	Word	Meaning
1.	artisan	
2.	delicacy	
3.	francs	
4.	discover	
5.	anxiously	
6.	debt	
7.	innocent	

Order of Adjectives

Grammar



Let's observe the underlined words in the following sentence.

- She discovered a beautiful, diamond necklace.

Adjectives generally describe the Nouns, but there is an order in using the adjectives if they are more than one in a sentence.

Order

1. Number (one, two, three…) / Determiner (a,an,the)
2. Opinion (beautiful)
3. Size (big)
4. Age (old)
5. Shape (round)
6. Colour (blue)
7. Origin (Venetian)
8. Material (diamond)
9. Purpose (wedding)

e.g.: A beautiful big old round blue Venetain diamond wedding ring.

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Look at the following examples.

1.



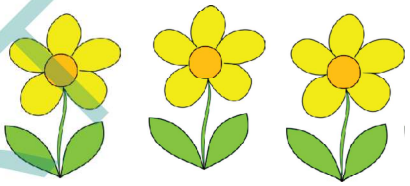
boy
a boy
a little boy
a smart little boy

2.



bag
a bag
a leather bag
a white leather bag
a big white leather bag

3.



flowers
three flowers
three yellow flowers
three tiny yellow flowers
three lovely tiny yellow flowers

4.



necklace
a necklace
a diamond necklace
a big diamond necklace
a beautiful big diamond necklace
a beautiful big blue diamond necklace

Activity 5

Complete the table by using the examples given above. One is done for you.

number	opinion	size	colour	material
a	beautiful	big	blue	diamond

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Activity 6

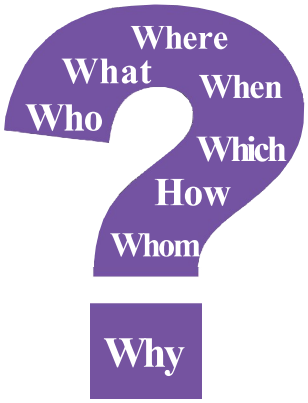


Underline *'Wh'*-words in the following sentences.

1. **When** did you go to the market?
2. **Why** do you trouble me?
3. **Where** will you meet him?
4. **How** did you spend your holidays?
5. **Whom** do they want to elect?

These are called **question words**. Let's learn how to use these *'Wh'* words.

- **Who-** used for questioning about a person.
- **What-** used for questioning for particular information.
- **Where** –used for questioning about the place.
- **When**-used for questioning about the time.
- **Which**- used for questioning about the object.
- **How**-used for questioning about the manner.
- **Why**-used for questioning a reason.



Fill in the blanks with suitable 'Wh' words given in the brackets.

1. _____ is your brother? (Who / What)

A: Sujay is my brother.

2. _____ does she finish work? (When / Who)

A: She finishes work at 5 o'clock.

3. _____ did you keep your money? (When / Where)

A: I kept money in my purse.

4. _____ will you meet your friend? (Who / Where)

A: I will meet my friend at school.

5. _____ much did you pay for that dress? (How / when)

A: I paid 1000 rupees for the dress.

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Let us Write

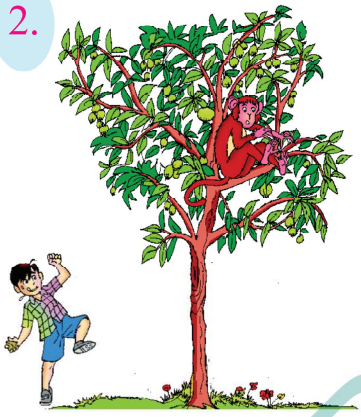
Activity 7

II. Look at the pictures and read the story.

1.



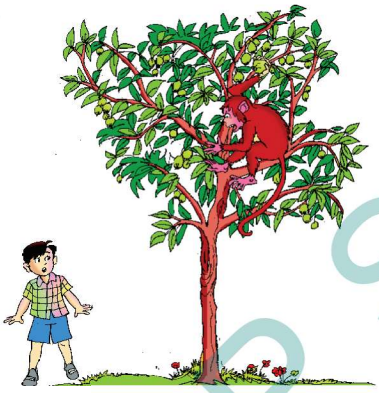
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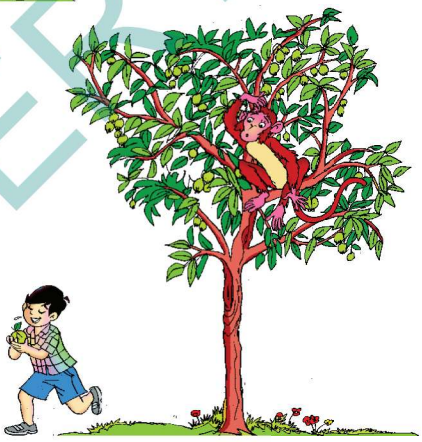
3.



4.



5.



A hungry boy - saw guava tree -jumped high to reach guavas-not successful-monkey in tree-boy threw a stone at guava - monkey threw guava at boy-boy thanked monkey.

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The Clever Boy

On a hot day, a boy walked a long way and was tired. He stopped under a guava tree to take rest. He was hungry and wanted to eat guava. He jumped up but he could not reach the fruit.

The boy saw a monkey on the tree. He had an idea. He picked up a stone and threw it at guava. The monkey saw this. It plucked a guava and threw it at the boy. The boy thanked the monkey and ate the guava.

Activity 8

Now, look at the pictures and clues that follow. Write a story using the pictures and clues given.

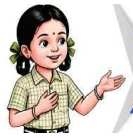


Once in a forest - an elephant - unhappy with his grey colour - asked friends for help - friends painted him white - elephant happy - caught by king's soldiers - wanted to present white elephant to king - elephant felt sorry - sudden rains - white colour washed off - soldiers left - disappointed - elephant happy - said, "My colour is my blessing."

Now, write a story using the above hints.

Be happy with what you are

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Let us Speak

Activity 9

Expressing agreement : Conversation for Role play

I. Observe the following dialogues and do a role play to accept the request.

Matilda: Could you please lend me your necklace?

Jane : With pleasure! Come and choose one.

Matilda : Sure!

Jane : Can I take this diamond necklace ?

Matilda : By all means!

II. Express your agreement in a polite manner using the phrases given below.

Phrases used to express agreement:

- Yes, I agree.
- You are right.
- That's so true.
- Absolutely.
- Exactly.
- Sure.
- Okay.

- I'm sorry.
- I'm afraid. I disagree.
- No, not at all.

Observe the following dialogues and pick the right agreements from the brackets.

Deepthi: Hey, look at Rathna's bangles, are't those nice?

Keerthi : Yes, _____. (you are right / I'm afraid)

Lakshmi : They perfectly match with her hands.

Devi : I_____ (am sorry / absolutely) agree with you.

Raj: They must be very expensive, are't they?

Ratna :No ,_____ they are very cheap.(sure / not at all). I bought them in the village fair.

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Let us Explore

Activity 10

Observe the different kinds of Ornaments shown below :


Ring


Choker


Bangle


Ear stud


Nose pin

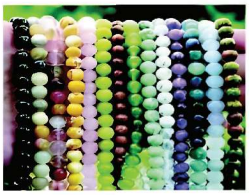

Brooch


Crown


Hoop earring


Amulet


Armlet













Let us Respond

1. What are the names of the different types of jewellery shown in the pictures?
2. Which material do you think is used to make these ornaments?
3. Name two types of earrings shown in the pictures.
4. Where do we purchase ornaments generally?



Let us Do

Prepare different types of ornaments using papers, charts and natural materials (pebbles, sea shells etc). Name and colour them and present in your class room.

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Let us Practise

1. Choose the suitable **suffix** to form an adjective to get a meaningful sentence.
   Rani made remark_____ progress in her studies within a short time. ( )
   A) -ible B) -able C) -abul D) -abal
2. Identify the correct **meaning** for the underlined word.
   The owner shouted <u>furiously</u> at the driver for his rash driving. ( )
   A) normally B) happily C) angrily D) excitedly
3. Select the suitable **opposite word** for the underlined word.
   The judge protected the <u>innocent</u> and sentenced the _____. ( )
   A) genuine B) excellent C) marvellous D) guilty
4. Fill in the blanks using the words given in brackets.
   (resistant, selective, different, useful)
   The teacher is _____ while choosing books that are _____ for students. Good students are _____ to bad influences and distractions. Though students are _____ in their abilities, proper guidance helps everyone succeed.
5. Choose the suitable **adjective** to fill in the blank given below.
   This bag is_____, so it can hold more books when needed. ( )
   A) expanding B) expanded C) expandable D) expand
6. Select the correct **interrogative word** to fill in the blank given below.
   _____ colour do you like the most? ( )
   A) Where B) Why C) When D) Which
7. Choose suitable **polite form** to fill in the blank given below.
   _____ if my words hurt your feelings. ( )
   A) I am sorry B) I am happy C) I am jealous D) I am fine
8. Match the following.

A		B
1. Interrogative word of place	[ ]	a. respond
2. Interrogative word of reason	[ ]	b. excellent
3. Adjective	[ ]	c. where
4. Verb	[ ]	d. why

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9. Read the following passage and answer the questions.

The next day Matilda met her friend and told her problem. Jane went to her dressing table, took out a large box, opened it and said, "Choose, my dear!" Matilda saw many bracelets, pearl necklaces, earrings in gold and gems. It was difficult for Matilda to decide what to take. Suddenly she discovered a beautiful diamond necklace. Her hand trembled as she lifted it. "Could you lend me this?" she asked anxiously. "Of course, dear," said Jane.

1. What did Matilda tell to her friend?
2. Why was it difficult for Matilda to decide what to take from the box?

10. Where did Jane keep the jewellery? ( )

A) in a cupboard B) in a bag

C) on a shelf D) on her dressing table

11. Why was it difficult for Matilda to decide what to take? ( )

A) She was in a hurry B) There were many ornaments

C) Jane refused to help D) The jewellery was old

12. What was revealed about the original necklace when Matilda met her friend again?
13. Evaluate whether it was right for Matilda to borrow expensive jewellery she could not afford.
14. What is the difference between Matilda's attitude at the beginning and after ten years of hardship?
15. How did the choices of Matilda and her husband affect their life afterward?
16. Write a short diary entry as Matilda on the day after the party.
17. Imagine that you are Matilda's husband. Write a letter to your friend describing your experiences
18. How would you help a friend who feels ashamed after losing something valuable?
19. Write a conversation between Matilda and Jane when Matilda went to ask Jane for the necklace.

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4 Kalam with Children



Learning Outcomes:

Learners will be able to:

- Read and comprehend the text 'Kalam with Children'. (CG-2)
- Identify Dr. A.P.J. Abdul Kalam's interaction with children and the key ideas shared. (CG-2)
- Learn and use the prepositions of movement ,simple present and simple past tense and their usage. (CG-2)
- Write about usage of comma (,), writing biographical sketch of Abdul Kalam, Gandhi ….. (CG-3)
- Learn and use the synonyms and antonyms of words from the passages. (CG-4)
- Listen to a poem 'paper boats' and enjoy its rhythm. (CG-1)
- Write a short paragraph/diary entry imagining themselves as one of the children interacting with Kalam, expressing feelings and aspirations. (CG-3)



Let us Interact

Look at the picture and answer the following questions.

dream, dream, dream!
dreams transform into thoughts, and
thoughts result in action. - A.P.J. Abdul Kalam



Activity 1

1. What are the children doing in the picture?
2. Who is the man in the picture?
3. What do you know about him?
4. What do you think about the above quote?

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Let us Read

Kalam with Children

A.P.J. Abdul Kalam was an Indian aerospace scientist who served as the 11th President of India from 2002 to 2007. Kalam always interested in educating children. After his presidency, he continued to be a popular public figure, giving lectures and writing books to inspire students and young people to dream big and work hard. He is remembered as an inspiring leader, Missile Man of India, People's President, whose life demonstrated the power of perseverance and dedication. He passed away on July 27, 2015, while delivering a lecture in Shillong.

Here, a few students interacted with Kalam. Let us read the conversation between Kalam and the students.

Student-1 : What is your full name and who was your best friend in school?

Kalam : My full name is Avul Pakir Jainulabdeen Abdul Kalam. During my school days Pakshi Ramanatha Sastry was my best friend.

Student-2 : How far is the '**favour of fortune**' necessary?

Kalam : Hard work comes first. Fortune favours the hardworking. There is a famous saying,"God helps those who help themselves."
There is another saying, "It takes many years of hard work to make an overnight success".

Student-3 : Please tell us, who do you think is the first scientist?

Kalam : I think the child is the first scientist, because the children are the source of unending questions. Science was born and lives only by questions.

Student-4 : What is the secret behind remembering various formulae of Science and Mathematics?

Kalam : By constant application, one can remember various formulae of Science and Mathematics.



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Student-5 : Which has been the happiest day in your life?

Kalam : I once worked with doctors, who were making **callipers**. When children were given those light weight callipers, they started running. They could even pedal cycles. The sight of happiness on their faces was **bliss** to me.

Student-6 : Can you tell us any unforgettable incident from your childhood?

Kalam : I am reminded of my class V teacher, Shri Siva Subramania Iyer. He taught us how birds fly. He showed us real life examples at the seashore of Rameswaram. It is an unforgettable occasion which is **etched** in my memory forever. It helped me to take up the study of Science.

Student-7 : You are an ideal man. Could you, give us your suggestions to become good human beings, please?

Kalam : Sure! Hard work and scientific temper combined with **spirituality** will make you a good human being. Try to find good things in others.



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Student-8 : You **give away** bravery awards every year. What is your definition of courage?

Kalam : Saving others from **disaster** without minding about your own safety is courage.

Student-9 : What is your message to the citizens of India?

Kalam : My message to the youth is given in the 10 point oath, which I normally **administer**. Some of them are as follows:

- From now onwards, I will make at least 10 persons to read and write to those who cannot read and write.
- I will plant at least 10 saplings and shall ensure their growth through constant care.
- I will not support any religion, caste and language differentiation.
- I will always be a friend of the mentally and physically challenged and will work hard to make them feel normal, like the rest of us.
- I will proudly celebrate the success of my country and my people.

Glossary

favour of fortune	:	good luck
callipers	:	a metal support for weak or injured legs
bliss	:	complete and perfect happiness
etched	:	fixed something permanently
scientifc temper	:	having a curious mind using a logic to understand
spirituality	:	appreciation for religious values
give away	:	to present something
bravery	:	fearlessness in dangerous situations
disaster	:	an unexpected natural or man-made event causing great damage
administer	:	put into use; to carry out

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Activity 2

Let us Think

I. Answer the following questions.

1. Who was the best friend of Abdul Kalam in his school days?
2. How can we remember the formulae of Mathematics and Science?
3. How did Abdul Kalam explain courage?
4. How did Subramania Iyer inspire Kalam?
5. What would be your question if you were there with Abdul Kalam?

II. Fill in the blanks with appropriate words.

1. According to Kalam, _____ comes first.
2. Child is the first _____.
3. Shri Siva Subramania Iyer taught us how _____ fly.
4. One can remember various formulae of Science and Mathematics by _____.
5. Kalam advised children to see _____ in others.

Activity 3

III. Read the newspaper article aloud.



Flamingos enjoy themselves at the Pulicat lake in Nellore district on Thursday.

PINK | LOVE **Bird watching has been arranged at Nelapattu**

3-day Flamingo festival kickstarts at Pulicat lake

AVINASH P. SUBRAMANYAM | DC
TIRUPATI, JAN. 2

The three - day Flamingo festival has kickstarted at Sullurpeta Mandal in Nellore district. The Flamingo festival is held annually at the Pulicat lake, where the migratory birds stay for 2-3 months for breeding.

The district administartion has made elaborated arrangements for the bird festival at the Government Junior College premises in Sullurpeta.

• ENSURING THE safety of visitors interested in boating at BV Palem, the administration has deployed ace swimmers and made it is mandatory for visitors to wear life jackets.

• SANITATION, DRINKING water kiosks, food stalls and barricades to manage the crowds are in place at the venues.

Ensuring the safety of visitors interested in boating at BV Palem, the administration has developed ace swimmers and made it is mandatory for visitors to wear life jackets.

Sanitation, drinking water kiosks, food stalls and barricades to manage the crowds are in place at the venues.

As per the itinerary the fest would take off with the tradational shobha yatra, followed by a series of programmes like the release of balloons , Gopuja and others on day one. Cultural activities have been planned for all the three days for bird lovers who are attending the fest. Facility for bird watching has been arranged at Nelapattu, Atakanitippa and BV Palem from 10 am to 5 pm .

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Now, Answer the following.

1. What is the newspaper article about?
2. Who participated in the rally?
3. Why did Siberian birds visit the region?
4. Where do we celebrate the Flamingo festival?
5. When do we celebrate the Flamingo festival?



Vocabulary

Let us Learn 

Read the following sentences and observe the underlined words.

1. Abdul Kalam is a **dedicated** scientist.
2. Abdul Kalam is a **committed** scientist.

Though we have used different words in these sentences, they have the same meaning.
Such words, which are nearly equal in meaning are called synonyms. We can often use them interchangeably in sentences.

Examples:

Kohli is a **famous** cricketer.
Kohli is a **popular** cricketer.

The show **begins** at 6 p.m.
The show **starts** at 6 p.m.

Activity 4

Match the following words with their synonyms.

1.	bliss	( )	a)	luck
2.	success	( )	b)	begin
3.	fortune	( )	c)	popular
4.	award	( )	d)	attitude
5.	famous	( )	e)	happiness
6.	temper	( )	f)	prize
7.	first	( )	g)	victory



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Activity 5

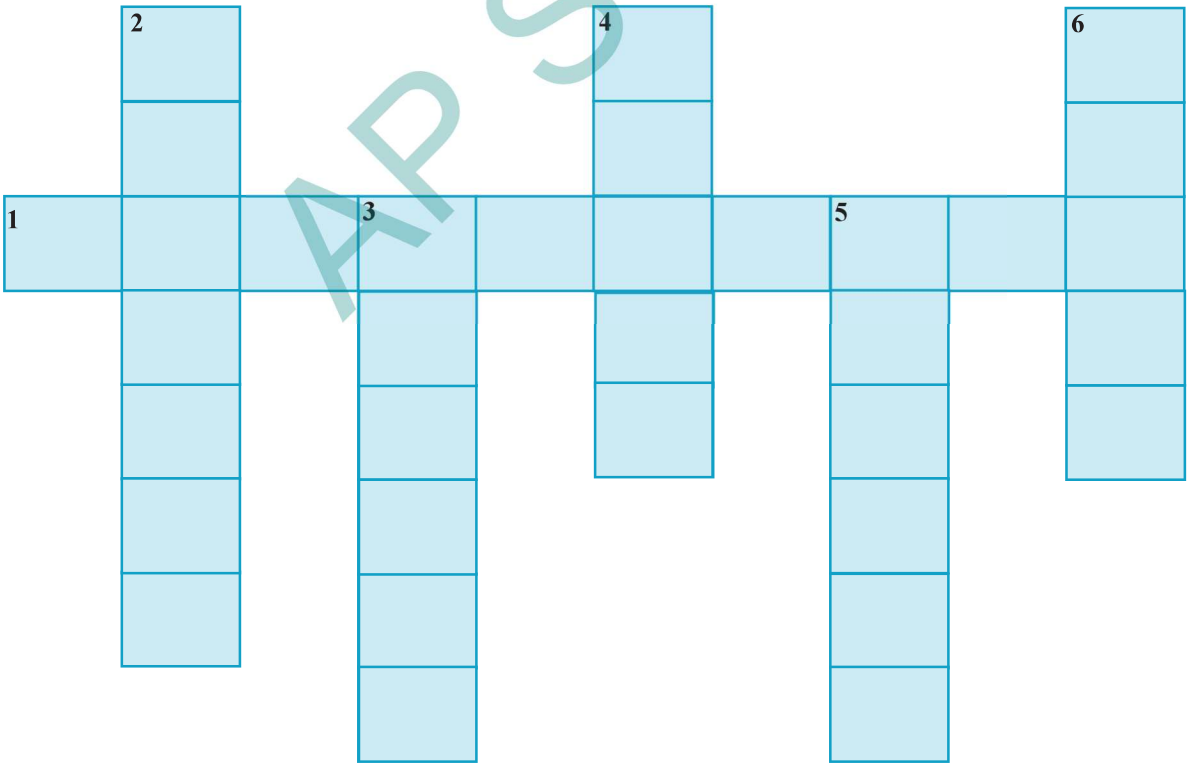
Write the antonyms of the given words using the words in the help box.

unreal, misfortune, first, enemy, failure, forget

1. fortune x _____
2. success x _____
3. remember x _____
4. last x _____
5. real x _____
6. friend x _____

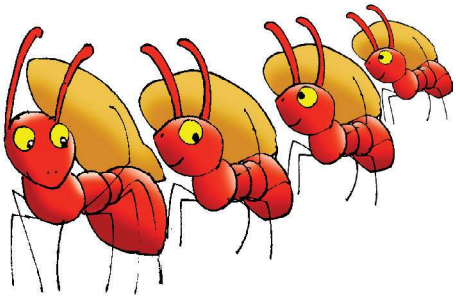


Complete the following grid using the antonyms of the above words according to their numbers.



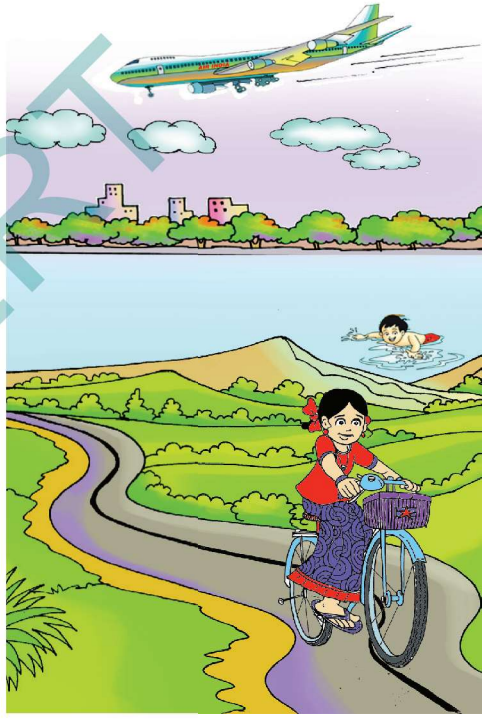
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Grammar



Read the story and observe the highlighted words.

*One day an ant found a small block of jaggery. Immediately, it signalled its friends about the food. Within no time an army of ants started rolling the block **towards** the anthill. The anthill was in **between** two coconut trees. On their way, they crawled **across** a wall, **over** a small twig and crawled **along** some saplings in a garden. Finally, they broke the block of jaggery into pieces and carried them **into** the anthill.*



The highlighted words are **Prepositions** and they say about **movement**. Hence they are called **Prepositions of Movement.**

Examples:

1. The aeroplane is flying above the clouds.
2. She is riding her bicycle along the road.
3. A man is swimming across the river.

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Activity 6

Fill in the blanks with correct Prepositions of Movement given in the brackets. One is done for you.



e.g. I like to walk along the canal. (along / over)

1. The cat jumped _____ the stool. (in / over)
2. The earth revolves _____ the sun. (around / over)

3. The train is passing _____ the tunnel. (out / through)

4. The girl is walking _____ the road. (in / across)

5. They are going _____ the building. (towards / on)

6. There is a cat _____ the two tables. (along / between)

Activity 7

Read the following sentences.

* Kalam **likes** to spend time with children.

* Hard work **comes** first.

The underlined words in the above sentences tell us about an action that is repeated or an event that takes place regularly. These verbs are in the **Simple Present Tense.**

I. Tick (✓) the sentences that are written in the **Simple Present Tense** and underline the verbs. One is done for you.

e.g. Fortune **favours** the hard working. (✓)

1. God helps those who help themselves. ( )

2. I think the child is the first scientist. ( )

3. I once worked with doctors. ( )

4. They started running. ( )

5. He taught us in his lectures how birds fly. ( )

Now, read the other sentences that are not ticked:

* I once **worked** with doctors.

* They **started** running.

* He **taught** us in his lectures how birds fly.

The above underlined verbs speak about things that have already taken place. The verbs are in **Simple Past Tense.**

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Let's observe Simple Present and Simple Past tense words.

Simple Present Tense	Simple Past Tense
work	worked
favour	favoured
like	liked
peel	peeled
teach	taught
start	started

Remember, we add '-d' or '-ed' to most words to change them to their Past Tense form. Some words, like teach change forms entirely as 'taught'.

II. Complete the sentences with the correct **Simple Present** and **Simple Past** forms of the Verbs given in brackets. One has been done for you.

e.g. Kalam **likes** to spend time with children. *(like)* (simple present)

Kalam **liked** to spend time with children. *(like)* (simple past)

1. The teacher _____ real life examples. (show) (simple present)

   The teacher _____ real life examples. (show) (simple past)

2. Fortune _____ the hard working. (favour) (simple present)

   Fortune _____ the hard working. (favour) (simple past)

3. They _____ running. (start) (simple present)

   They _____ running. (start) (simple past)

4. He _____ us in his lectures how birds fly. (teach) (simple present)

   He _____ us in his lectures how birds fly. (teach) (simple past)

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Let us Write

Let's read the following sentences. Identify the punctuation mark (,) used in the given sentences.

1. I worked with doctors, scientists, politicians and students.
2. I was taught English, Science, Mathematics and Tamil by our teachers.

Read and observe the commas used in the above sentences.

A Comma (,) is used to denote a pause. Look at the picture and find out where we usually use Comma (,) while writing a sentence.

A Comma is used to separate a list of three or more items.

e.g. All students have to bring a pen, a pencil and a book.

A Comma is used before a quotation.

e.g. Abdul Kalam said, "Try to find good things in others."

Comma is used when we write a date, between the month and year.

e.g. Akash was born on 26 August, 2019.

A Comma is used when someone is addressed directly.

e.g. Madhu, come here.

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Activity 8

I. Rewrite the following sentences inserting commas, wherever necessary. One is done for you.

e.g. Bharathi visited Delhi Mumbai Agra and Kolkata.

Bharathi visited Delhi, Mumbai, Agra and Kolkata.

1. My mother bought fruits sweets and new clothes for the festival.

.....

2. My mother says "Do not tell lies."

.....

3. My date of birth is 26 August 2010.

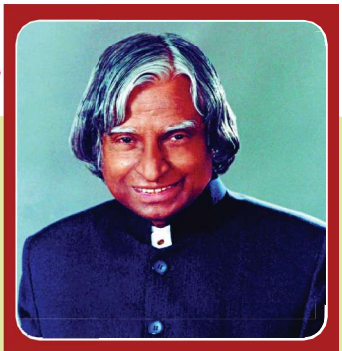
.....

4. Fathima please help me.

.....

Activity 9

1. Read the following details about A.P.J. Abdul Kalam.



A.P.J. Abdul Kalam

Name : Avul Pakir Jainulabdeen Abdul Kalam

Birth : 15 October, 1931 - Rameswaram, Tamilnadu, India.

Studies : Physics and Aerospace Engineering

Works : Aerospace Scientist, 11th President of India

Death : 27 July, 2015 - Shillong, Meghalaya, India

Awards Received : Padma Bhushan (1981), Padma Vibhushan (1990), Bharat Ratna (1997), NSS Von Braun Award (2013), Hoover Medal (2009).

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Now, prepare a short paragraph about Abdul Kalam, using the information given.

The full name of Kalam is …….. He was born on..... . He studied…….....He worked as..... He received awards like…….. .. .. He died on…..... .

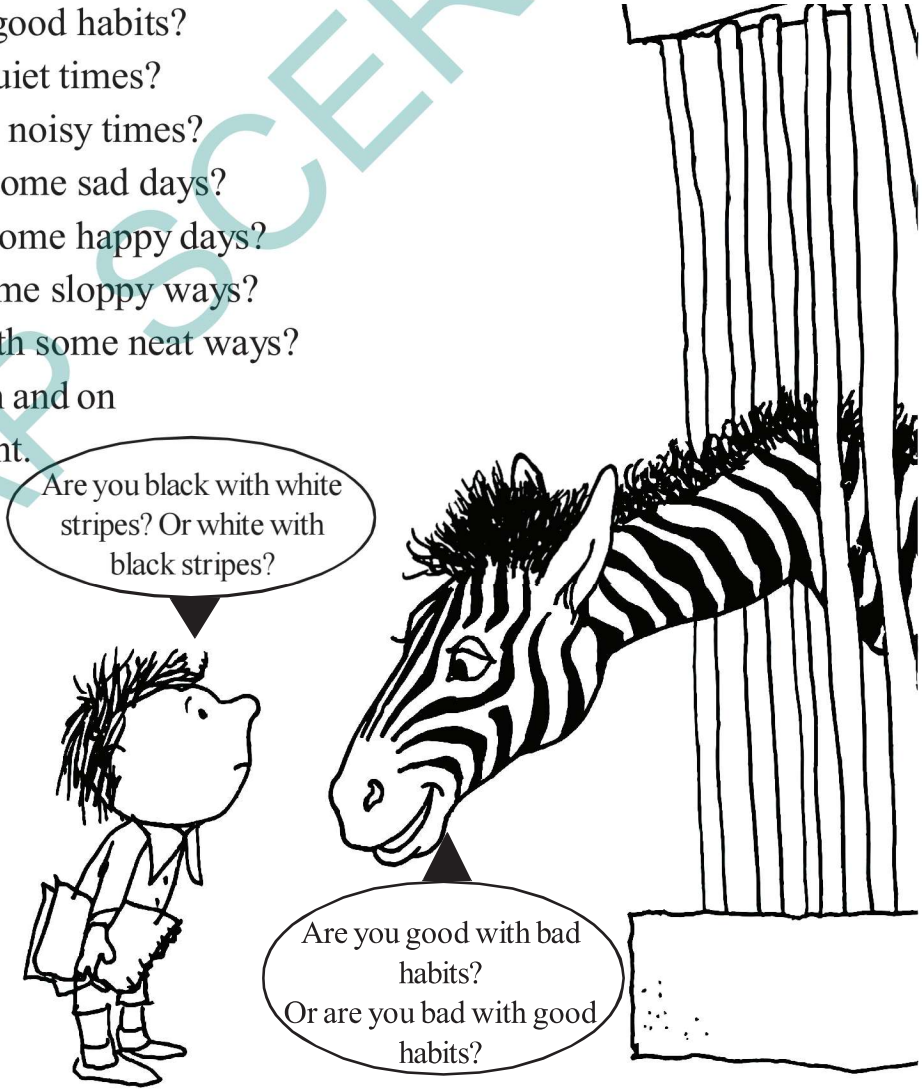
Activity 10



Let us Listen and Respond

I asked the zebra,
Are you black with white stripes?
Or white with black stripes?
And the zebra asked me,
Are you good with bad habits?
Or are you bad with good habits?
Are you noisy with quiet times?
Or are you quiet with noisy times?
Are you happy with some sad days?
Or are you sad with some happy days?
Are you neat with some sloppy ways?
Or are you sloppy with some neat ways?
And on and on and on and on
And on and on he went.
I'll never ask a zebra
About stripes
Again.

-Shel Silverstein



Read the above poem and tell what kind of questions you ask the Zebra?
Ex. One is done for you.
1. What is your name?

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Let us Recite

Paper Boats

Day by day I float my paper boats
one by one down the running stream.

In big black letters I write my name on them
and the name of the village where I live.

I hope that someone in some strange land
will find them and know who I am.

I load my little boats with shiuli flowers
from our garden, and hope that these
blooms of the dawn will be carried safely to
land in the night.





- Rabindranath Tagore
Bengali Poet
(1861-1941)
INDIA

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Glossary

running	:	flowing
stream	:	a small narrow river
blooms	:	flowers
shiuli flower	:	*parijatha* flower

Activity 11

Let us Think



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

1. The poet floats his paper boats in a small stream. ( )
2. The poet lives in a town. ( )
3. The poet wants someone to know who he is. ( )
4. The poet loads jasmine flowers in the boats. ( )
5. The shiuli flower blooms in the evening. ( )

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

1. Do you make paper boats?
2. When do you play with paper boats?
3. Why does the poet write his name and his village name on the paper boats?
4. The poet loads the boat with shiuli flowers. Why does he do so?
5. Which line of the poem do you like the most? Why?



Let us Speak

If you want to get any information about other person or thing or object, then we ask a few questions. It is called an interview.

The person who asks questions, he/she is called an interviewer.

The person who gives answers he/she is called an interviewee.

Now,one student acts as interviewer and other as the interviewee. Enact a role play to know more about your friend.

1. Who is your inspiration?
2. What is your goal and how you will achieve it?
3. What are the challenges you are facing in reaching your goal?



Let us Do

Collect information about any scientist and present in the classroom.

Name of the scientist:

Country belongs to :

Innovations of the scientist :

Awards received :

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Let us Practise

1. Choose the suitable **synonym** for the underlined word given below.
   The team celebrated its <u>success</u> after winning the match. ( )
   A) happiness B) popular C) victory D) luck
2. Choose the suitable **opposite word** for the underlined word and fill in the blank.
   We must <u>remember</u> our responsibilities and never _____ our values. ( )
   A) recollect B) return C) care D) forget
3. Identify the suitable **meaning** for the underlined word given below.
   We drank fresh water from the <u>stream</u> during the trek. ( )
   A) a small narrow river B) a small narrow sea
   C) a small narrow ocean D) a small narrow well
4. Identify the **tense** of the given sentence below.
   She visited her grandmother last week. ( )
   A) simple present B) simple past C) simple future D) simple perfect
5. Choose the suitable **Preposition of movement** for the underlined word given below
   The train passed _____ a long tunnel. ( )
   A) across B) through C) above D) between
6. Put **commas** and **quotation marks** wherever necessary.
   Raju said I will finish my homework today and sat at his desk. He said I have lost my pencil eraser sharpener and pen. After some time he smiled and said I have forgotten them at my home.
7. Match the following

A		B
1. Simple present verb	[ ]	a. towards
2. Simple past verb	[ ]	b. revolve
3. Preposition of movement	[ ]	c. prize
4. Synonym of 'award'	[ ]	d. started

AP SCERT

8. Read the following passage and answer the questions.

I am reminded of my class V teacher, Shri Siva Subramania Iyer. He taught us how birds fly. He showed us real life examples at the seashore of Rameswaram. It is an unforgettable occasion which is etched in my memory forever. It helped me to take up the study of Science.

1. What topic did the teacher teach the students?
2. How did the lesson at the seashore influence the writer?
3. Where did the teacher show real-life examples? ( )

A) In the classroom B) At the playground
C) At the seashore of Rameswaram D) In the laboratory

9. What does the phrase "etched in my memory forever" suggest? ( )

A) The memory was painful B) The memory was temporary
C) The memory was deeply remembered D) The memory was forgotten

10. Develop a short speech to tell your class, how Kalam's teacher inspired him to become a scientist.
11. Identify two habits Kalam mentioned that help a child grow in science and explain their connection.
12. Explain why Kalam believed hard work was important.
13. Do you think applying formulae constantly is the best way to remember them?
14. Was Kalam right to say that a child is the first scientist?
15. Do you agree that real-life examples help students learn better than only reading books? Give reasons.
16. Why do you think Kalam said that Science was born and progressed only because of questions?
17. Write a **biographical sketch** of Dr. A. P. J. Abdul Kalam.

Full name	:	Avul Pakir Jainulabdeen Abdul Kalam
Born	:	15 October 1931, Rameswaram, Tamil Nadu
Parents	:	Jainulabdeen (father), Ashiamma (mother)
Education	:	Physics (B.Sc.), Aerospace Engineering
Profession	:	Scientist
Major role	:	Missile Man of India
Position	:	11th President of India (2002-2007)

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