SPRING BLOOM

TEXTBOOK IN ENGLISH FOR CLASS 6

SEMESTER - 1

Contents

Unit. No.	Name of the Unit	Month	Pg. No.
	Readiness Programme (Refer to Readiness book)	June-July	
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S3Q2J2

Teacher Corner

D1Y6J9

Student Corner

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

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

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Unit 1

FABLES AND FOLK TALES

I4P4Q9

Learning Outcomes

Learners will be able to:

- Recall, guess and reflect on different situations (CG3) and read the story of Ramanath with correct stress, pause, pronunciation and intonation. (CG1)
- Comprehend the text, identify the main events and reflect on it (CG1). And discuss collaboratively and come up with divergent creative solutions/answers. (CG1)
- Understand the use of homophones, conjunctions. (CG 5 & CG 6)
- Identify and understand the key vocabulary words such as "potion", "chant", "tended" etc. (CG1&CG5)
- Understand the cultural aspects and reflect on multilingualism of Indian Scenario. (CG5)
- Write the description of a banana in a paragraph. Learners will prepare a short play and perform, and explore Folk tales and prepare a Photo story and present to the whole class. (CG1 & CG2)

A BOTTLE OF DEW

Let us do these activities before we read.

I. Circle the picture that matches with each word. Check your answers by sharing them with your classmates and teacher.

1. worried



2. plantation



3. Sage



3. Surprise



II. Answer these questions and discuss them with your classmates and teacher.

1. Think of a time when you worked hard. What did you do then?
2. How did it help you?
3. How did it make you feel?

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Let us read

I

Rama Natha was the son of a rich landlord. His father left him large tracts of land when he died. But Rama Natha did not spend even one day looking after his land. This was because he had a funny idea–he believed there was a magic potion that could turn any object into gold. He spent all his time to learn more about this potion. People cheated him often, promising to tell him about it, but he did not give up. His wife, Madhumati, was tired of this and also worried because she saw how much money Rama Natha was spending. She was sure that soon they would be without money.

One day, a famous sage called Mahipati came to their town. Rama Natha became his follower and asked him about the potion. To his surprise the sage answered, "Yes, in my travels in the Himalayas, I heard how you could make such a potion. But it is difficult."

"Tell me!" requested Rama Natha, not believing his luck.

"You have to plant a banana plant and water it regularly with your hands. In winter, the morning dew is on the leaves. You have to collect the dew and store it in a bottle. When you have five litres of dew, bring it to me. I will chant some magic words, which will turn it into the magic potion. A drop of the potion will change any object into gold."

large tracts of land: large areas of land

potion: a liquid with magical properties

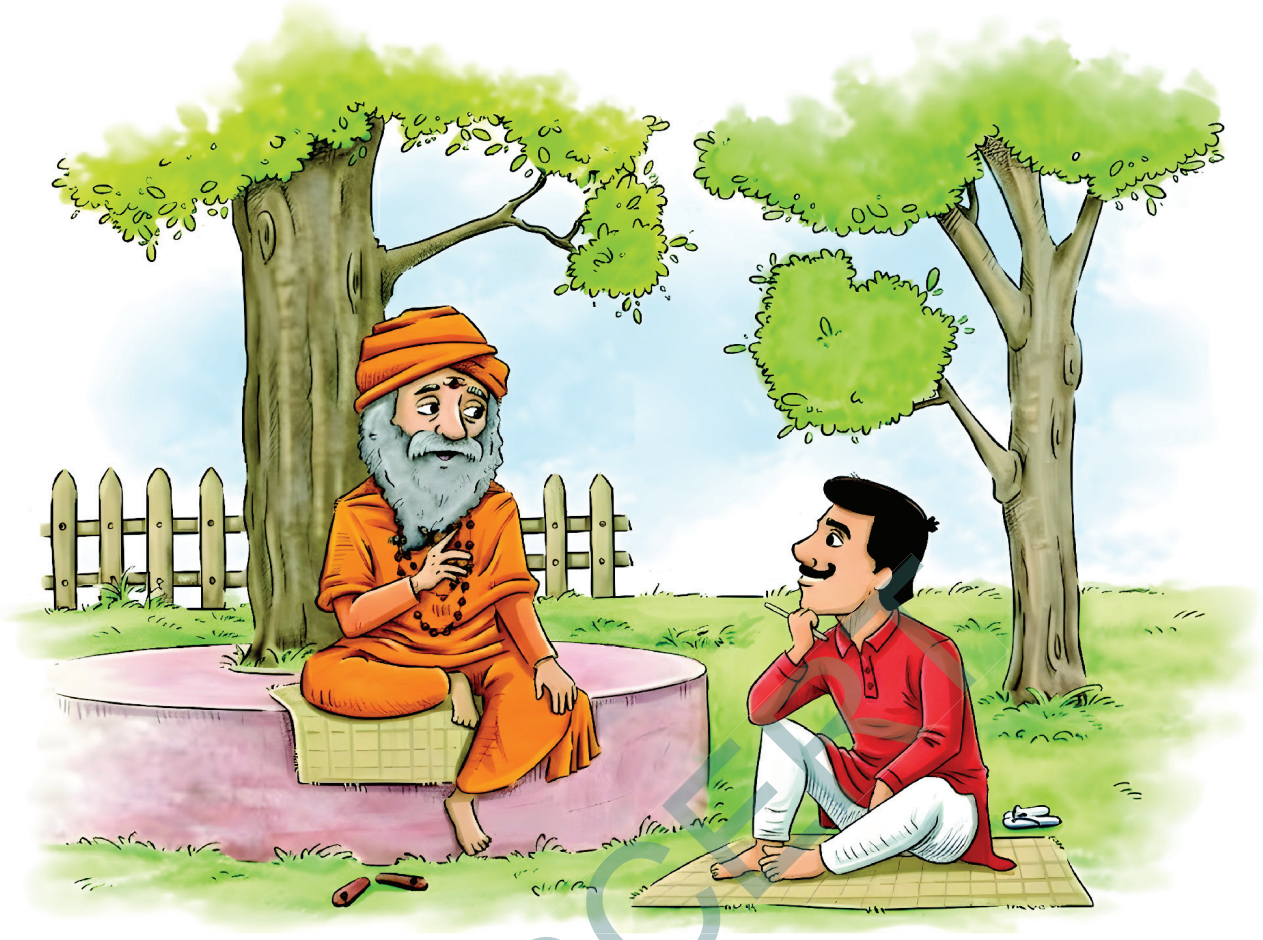
give up: stop trying

dew: small drops of water on leaves that form during night



chant: to repeat or sing a word or phrase

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Rama Natha was worried. "But winter is only for a few months. It will take me years to collect five litres of dew."

"You can plant as many banana plants as you want. But remember, you must look after them yourself and collect the dew with your own hands."

Let us discuss

1. What did Rama Natha believe?
2. Who was Madhumathi? Why was she worried?
3. How did the sage help Rama Natha?
4. What funny things did Rama Natha have?
5. How and why did people cheat Rama Natha?
6. Do you think Rama Natha will be able to collect the dew? Give a reason.

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II

Rama Natha went home, and after talking to his wife started cleaning his large fields, which had been lying empty all these years. There he planted rows and rows of banana plants. He tended them carefully and during the winter months collected the dew that formed on them with great care. His wife helped him too. Madhumati gathered the banana crop, took it to the market and got a good price for it. Over the years, Rama Natha planted more and more plants and they had a huge banana plantation. At the end of six years, he finally had his five litres of dew.

tended: looked after



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Carefully, he took the bottle to the sage. The sage smiled and muttered something over the water. Then he returned the bottle and said, "Try it out." Rama Natha sprinkled a few drops on a copper vessel and waited for it to turn to gold. To his surprise nothing happened!

"This is cheating," he told the sage. "I have wasted six precious years of my life."

But sage Mahipati only smiled and called Madhumati to come forward. She came with a big box. When she opened it, inside shined stacks of gold coins!

Now the sage turned to the very surprised Rama Natha and said, "There is no magic potion that can turn things into gold. You worked hard on your land and created this plantation. While you looked after the trees, your wife sold the fruits in the market. That's how you got this money. It was your hard work that created this wealth, not magic. If I had told you about this earlier, you would have not listened to me, so I played a trick on you."

Rama Natha understood the wisdom behind these words and worked even harder on his plantation from that day on.

muttered: spoke in a low voice

precious: valuable

wisdom: deep understanding

SUDHA MURTY

About the Author

Sudha Murty is a famous Indian author whose stories beautifully capture the essence of Indian life and values. She writes in a simple and heartfelt style that often carries deep moral messages. Like many of her other works, A Bottle of Dew is set in the backdrop of rural India. The story enlightens Rama Natha, a man who discovers that true success comes through hard work, not by wishing for an easy way to gain wealth either by magic or through short cuts.



Sudha Murty

Let us discuss

1. Why was Rama Natha angry?
2. Why did Rama Natha ignore his inherited land and what did he focus on instead?
3. How did Rama Natha and Madhumati create wealth?
4. How did the sage's trick teach Rama Natha an important lesson about hard work?

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Let us think and reflect

I. Read the following lines and answer the questions that follow.

(a) *He spent all his time to learn about the magic potion. People cheated him often, promising to tell him about it, but he did not give up. His wife, Madhumati, was tired of this and also worried because she saw how much money Rama Natha was spending. She was sure that soon they would be without money.*

(i) Complete the sentence with a suitable reason.

Rama Natha did not 'give up' because _____.

(ii) Read the column which shows 'what happened' and write the correct outcome in the next column.

What Happened	Outcome
A. People promised to tell Rama Natha about the magic potion.	
B. Rama Natha was spending a lot of money.	

(iii) Write whether the following statements are True or False.

a) Madhumati was troubled about what her husband did.

b) Rama Natha was very happy digging his fields.

c) The sage wanted to show the right path to Rama Natha.

(b) *Carefully, he took the bottle to the sage. The sage smiled and muttered something over the water. Then he returned the bottle and said, "Try it out." Rama Natha sprinkled a few drops on a copper vessel and waited for it to turn to gold. To his surprise nothing happened!*

(i) Choose the option that lists the events given below in the correct order.

a) The sage smiled.

b) Rama Natha gave the bottle to the sage.

c) Rama Natha dropped a few drops of water on a copper vessel.

d) He said something in a low voice over the water.

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e) Rama Natha waited to see if the magic worked.

(a) a, b, d, b, c (b) b, a, d, c, e

(c) c, d, a, b, e (d) a, d, b, g, c

(ii) Fill in the blank with the correct word from the lines given above.

Seeing that the plant had dried up, the gardener_____some water on it.

(iii) How might Rama Natha have felt when nothing happened to copper vessel?

II. Answer the following Questions.

1. What did the sage ask Rama Natha to do to make the magic potion?
2. Why did the sage ask Rama Natha to do everything himself?
3. How could Rama Natha have a big banana plantation after six years?
4. How did the sage make Rama Natha believe that there is no magic potion?
5. What feelings do you think Madhumati had while Rama Natha was wasting money and time? How did she show her maturity in the story?
6. Why do you think Sage Mahipati chose to teach Rama Natha through a trick instead of telling him the truth directly?
7. How did Rama Natha change as a person by the end of the story? Which experience influenced him the most?
8. What message does the story give about hard work and blind belief in shortcuts to success?
9. If you were in Rama Natha's place, how would you feel after learning that there was no magic potion? What lesson would you learn from it?
10. Fill in the 'before' and 'after' table about Rama Natha.

What he did before meeting the sage	What he did after meeting the sage
(i)	(i)
(ii)	(ii)

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Let us learn

1. Read the following words from the story.

promised	spending	cheated	luck
remember	huge	difficult	market

Use the words correctly to complete the paragraph given below. There are two extra words in the box that you do not need.

There was a farmer who had a _____coconut plantation. He worked hard and did not depend on _____. Every day was_____ but he did not give up. One day, a man bought a bag of coconuts from him,___ _____ and to pay him the money the next day. Days passed and the man did not pay him anything. The farmer felt_____. About two months later, he met the same man and asked him about his money. The man said, "Oh! I had forgotten. Now, I_____ buying coconuts from you." And he paid the money.

2. Read the words from the story in Column A. Read the new words in Column B. Complete the meanings of the words given in Column B. Meanings of some words are given below.

Coloumn A	Coloumn B	Meanings of words in coloumn B
I	eye	
your	you're	short form of 'you are'
dew	due	happening at some time in the future
son	sun	
one	won	past tense of win
ate	eight	
see	sea	

The words given in each row of the table above have the same sounds but different spellings and meanings. Such words are called **homophones**.

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3. Choose four pairs of homophones from the table above, and for each pair write a sentence that uses both homophones in the same sentence. Check your answers by sharing them with your teacher and classmates. An example has been given below:

*I **ate eight** bananas for breakfast today.*

4. Match the phrases in Column A with the phrases in Column B. Use the connecting words given in the middle column to make meaningful sentences.

Coloumn A	Connecting words	Coloumn B
The children submitted their work (When?)	because	the bell rang.
He did not want to try rock climbing (Why?)	before	there was a traffic jam.
The children ran towards the gate (When?)	as soon as	the deadline.
Nitin was late to school today (Why?)	as	of his fear of heights.

Now, write the new sentences in your notebook.

5. Here are two sentences with letter 'b'.

Read them slowly the first time. As you read them a few more times, read them faster each time.

Bunty bhaiya bought a big bunch of bananas.
A big bunch of bananas was bought by Bunty bhaiya

Now, try to create a tongue twister on your own and share it with your peers.

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Let us listen

You will listen to what Madhumati does with the bananas from her plantation. As you listen, number the events in the correct order in which they happen. Write the number in the box beside each event. (refer to page 200 for transcript)

1. Gives two bananas to a boy who is hungry
2. Meets her friend Kalawati in the market
3. Visits her mother and gives her two dozen bananas
4. Chooses to go home as only some bananas were left
5. Visits her neighbour and gifts them a bunch of bananas
6. Gives twelve bananas to her friend
7. Goes to the market to sell the bananas



Let us speak

Read aloud the following words from the story.

sage promising wisdom trees surprise

All these words have the letter 's' in them. But the sound of letter 's' is not always the same.

- in sage and promising - the letter 's' has a /s/ sound
- in wisdom - the letter 's' has a /z/ sound
- in trees - the letter 's' has a /z/ sound
- in surprise - the first letter 's' has a /s/ sound and the second has a /z/ sound

Now, speak each word clearly along with your teacher and classmates. Your teacher will now say some words. Listen carefully to the sound of 's'. Write the sound next to the word.

beds sand clothes sea was keys bags nose

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II. Discuss the following questions with a partner. You may use the hints given in brackets while speaking.

1. What does hard work mean to you?

   (It means … / It is something … / Well, you see … /What I mean is …)

2. Give three reasons why you think hard work is important.

   (Firstly, I feel … because … / Secondly, I think … since … /Lastly, I believe … as …)

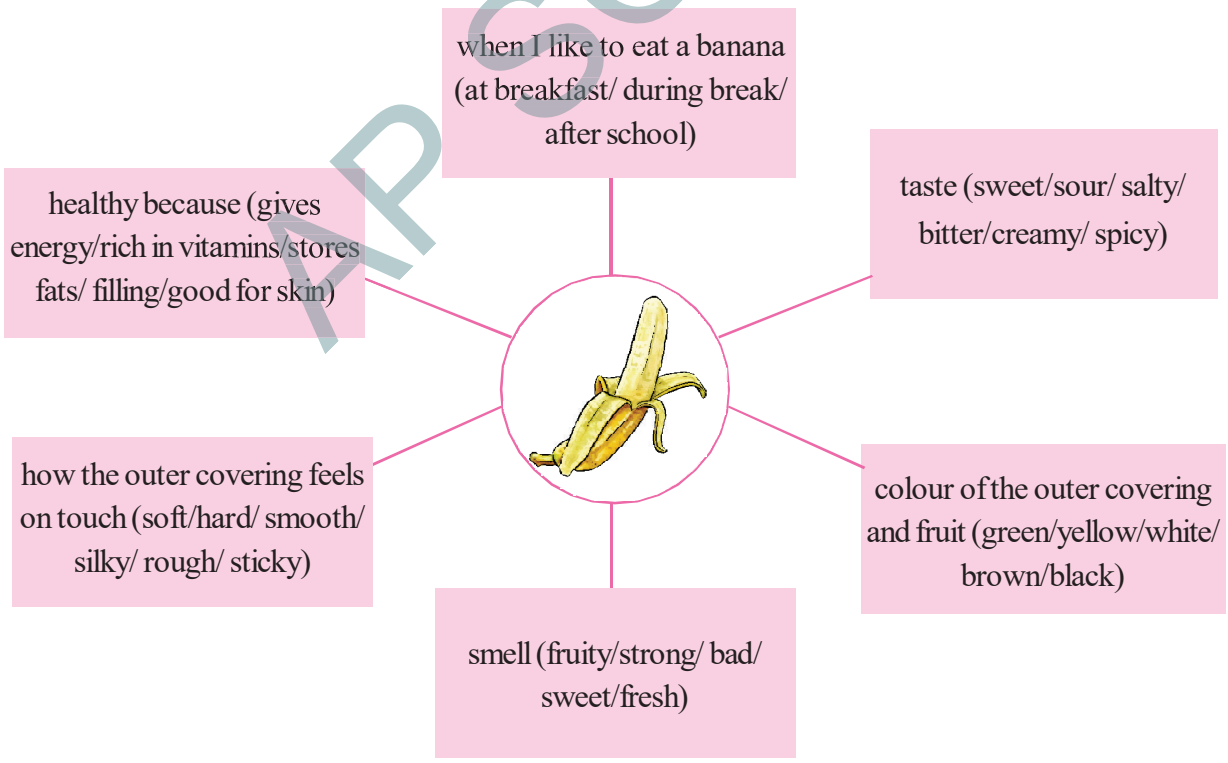
3. Share three ideas you would give to someone who needs to work hard.

   (To begin with, it is important that … /Next, you could … / Finally, I think you should …)



Let us write

1. Work in pairs to complete the description of a banana. You may take the help of the words given in brackets. Share your answers with your classmates and teacher.



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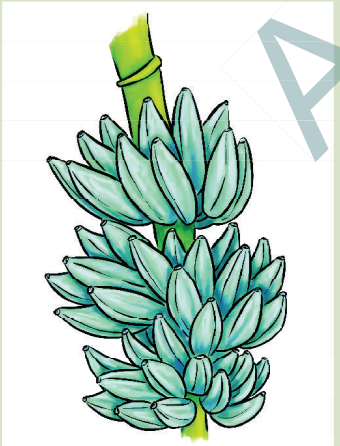
Now, use the information given in the picture to write eight sentences about a banana. Share your responses with your classmates and teacher.

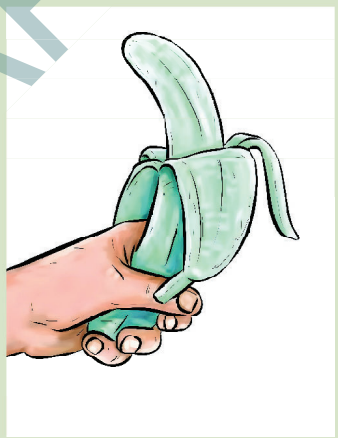
2. On the basis of the story 'A Bottle of Dew' develop a script with dialogues and enact it with expressions. Present it in the assembly or your classroom.

Let us explore

- Focus on Digital Literacy
- Interactive Story Maps: Use digital tools like Photo Story or Canva or Windows Movie Maker to create Picture stories of fables you like "A Bottle of Dew," identifying characters and morals. You can add multimedia like images or short videos explaining the moral lessons.
- Find out the varieties of bananas which are grown, cultivated and eaten in different parts of India. You can find information about them from websites such as:

https ://nhb.gov.in/pdf/fruits/banana/ban013





There is a special kind of banana called the Blue Java banana. This banana has got its name from its blue skin. It is also known as Ice Cream banana as it is so creamy and tastes like ice cream. It is grown in South East Asia and Hawaii. These banana plants grow to a height of fifteen to twenty feet.

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THE RAVEN AND THE FOX

Learning Outcomes

Learners will be able to:

- Reflect and share their ideas. (CG3)
- Recite the poem "The Raven and The Fox" with proper rhythm and rhyme and appreciate the poem. (CG4)
- Identify and understand the key vocabulary words such as "perched", "morsel", "limb" etc. (CG1&5)
- Understand the poetic devices, comprehend and appreciate the themes. (CG4)
- Identify and choose appropriate vocabulary and use opposites. (CG5)
- Explore the art of Origami and make puppets. (CG 3&1)

Let us do these activities before we read.

I. We know that frogs croak. Did you know that ravens also croak?

II. Which animal is shown to be cunning in stories? Circle the correct answer.

1. tiger 2.fox 3. bear



Let us read

Mr Raven was perched upon a limb,
And Reynard the Fox looked up at him;
For the Raven held in his great big beak,
A morsel the Fox would go far to seek.
Said the Fox, in admiring tones: "My word!
Sir Raven, you are a handsome bird.
Such feathers! If you would only sing,

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The birds of these woods would call you King."
The Raven, who did not see the joke,
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride-
And down fell the morsel the Fox had eyed.
"Ha-ha!" laughed the Fox. "And now you know,
Ignore sweet words that make you glow.
Pride, my friend, is rather unwise;
I'm sure this teaching is quite a surprise."

JEAN DE LA FONTAINE



Jean de La Fontaine is a renowned French poet and fabulist born in 1621. He is best known for his remarkable collection of fables that use animals as characters to reflect human behavior and convey moral lessons. Through his simple yet clever storytelling, La Fontaine taught readers important values such as wisdom, humility, and honesty. In "The Raven and the Fox," he highlights how flattery can be deceptive, reminding us to stay alert and not be misled by sweet words.

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Let us discuss

I. Fill in the blanks by choosing the correct option.

1. Stanza 1

(i) Mr Raven is a_____. (bird/frog)

(ii) The name of the fox is _____. (Raven/Reynard)

(iii) Mr Raven had _____ in his beak. (a piece of food / a bunch of leaves)

2. Stanza 2

(i) The Fox calls the Raven a _____bird. (foolish/good-looking)

(ii) The Fox asks the Raven to_____. (dance/sing)

(iii) The Raven and the Fox live in the _____. (trees/woods)

3. Stanza 3

(i) The Raven_____ that he croaked. (remembered/forgot)

(ii) The Raven opened its beak to_____. (eat/sing)

(iii) The _____ fell down. (food/Raven)

4. Stanza 4

(i) The Fox _____ at the Raven. (laughed/looked)

(ii) It is not _____ to be too proud of oneself. (wise/unwise)

(iii) The Raven learnt a _____. (lesson/teaching)

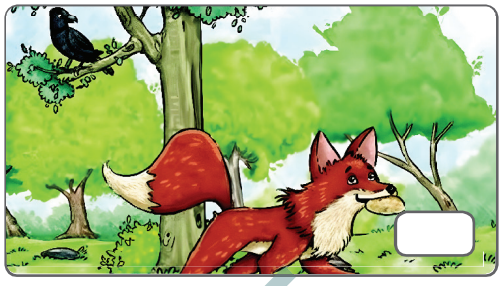
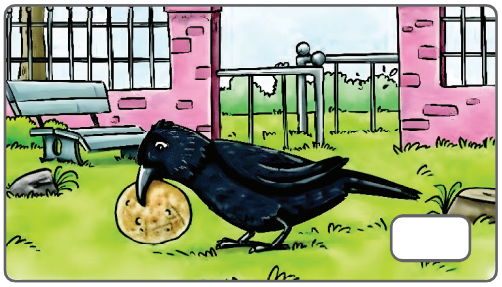
II. Read the poem again and match the words in Column A with their meanings in Column B. Check your answers with your teacher and classmates.

Coloumn A	Coloumn B
1. perched	(i) a small piece of food
2. morsel	(ii) looked with interest at something
3. seek	(iii) feeling that you are better than others
4. pride	(iv) sat on a branch
5. eyed	(v) to look for something
6. limb	(vi) a smaller area of forest with similar kind of trees
7. woods	(vii) branch of a tree

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Let us think and reflect

1. Look at the pictures and number them in the order that they happen in the poem.


2. Read the following lines and answer the questions that follow.

a) *Sir Raven, you are a handsome bird.*
Such feathers! If you would only sing,
The birds of these woods would call you King.

(i) 'Such feathers' refer to _____ feathers.

A. shiny and beautiful

B. black and dull

C. grey and long

D. short and unattractive

(ii) Why would the birds of the woods call the Raven 'King'?

(iii) Why does the Fox address the Raven as 'Sir'?

b) *The Raven, who did not see the joke,*
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride-

(i) Why did the Raven open his beak?

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(ii) Complete the following with one word from the given lines.

Fox : clever : : Raven : _____

3. Why does the Raven forget that his voice is just a croak?
4. How does Reynard make the Raven sing?
5. Why does Reynard say that pride is not wise?
6. Give one reason why the teaching is quite a surprise.
7. Imagine someone praises you too much. How would you react?
8. How did the Fox's flattering words affect the Raven's behaviour and decision?
9. What does the Raven's reaction to the Fox's praise tell us about his weakness or character?
10. Why do you think the Fox chose to use sweet words instead of force to get the morsel?
11. What feelings might the Raven have after losing the morsel? How would that experience change him?
12. What lesson does the poem teach us about flattery and self-control in real life situations?



Let us learn

I. Write the rhyming words from the poem. One has been done for you.

Stanza 1	Stanza 2	Stanza 3	Stanza 4
(i) limb-him	(i) word-_____	(i) joke-_____	(i) know-_____
(ii) ____ _____	(ii) ____ _____	(ii) ____ _____	(ii) ____ _____

II. Study the underlined words in the poem.

1. For the Raven held in his great <u>big beak</u>.
   The words 'big' and 'beak' begin with the same /b/ sound.
2. The <u>song</u> of <u>sweet</u> birds.

> Alliteration is a repetition of consonant sounds at the beginning of words. When two or more words together, begin with the same sound, it is called alliteration.

Now, pick another example of alliteration from Stanza 2.

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III. Choose the correct opposites from the box given below and complete the table. There are two extra words that you will not need.

wise happy humility flew remembered notice dim cried silly

Words	Opposites
1. perched	
2. forgot	
3. foolish	
4. pride	
5. laughed	
6. ignore	
7. glow	

Use any four words from the table given above to make sentences of your own.



Let us listen

I. You will listen to what the crow did after he lost his food. As you listen, mark the given statements as True or False. (*refer to page 201 for transcript*)

1. The crow was unhappy that he lost his food.
2. The crow thought that his lovely feathers made him smart.
3. The crow wanted to tell his friends not to be proud.



Let us speak

Narrate the poem in the form of a story. Give a different ending to the story. You may begin like this:

This is a story about a clever fox named Reynard and Mr Raven. One day…

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Let us write

Now, write the story you narrated in the form of a conversation.

(Remember to write only the actions for the Raven as he has food in his mouth and does not speak.)

You may begin like this.

Reynard: Good morning, Mr Raven! You seem to be awake so early!

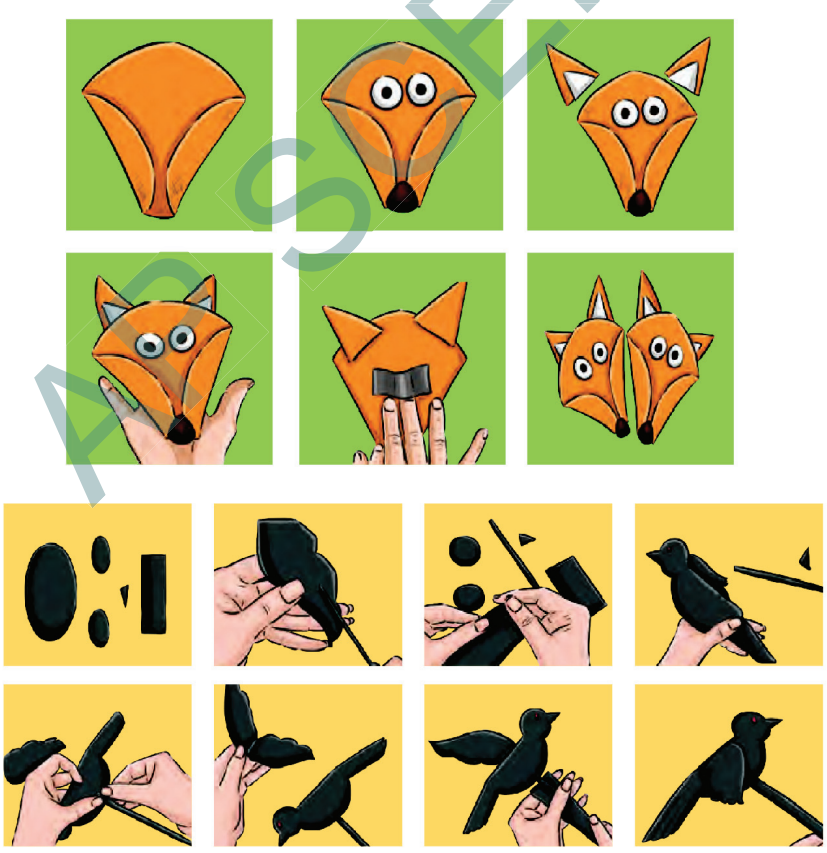
(Mr Raven just nods his head)

Reynard: Oh, Mr Raven, you look …

Let us explore

Origami is the art of folding objects out of paper to create both two-dimensional and three-dimensional objects.

Let us make stick puppets and enact the poem. You may take the help of the picture given below.



Note: You may use the puppets while narrating the story.

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RAMA TO THE RESCUE

Learning Outcomes

Learners will be able to:

- Read the picture story "Rama To The Rescue" with proper stress, pause and intonation and comprehend the personal experiences of Rama Natha. (CG1)
- Work collaboratively, think creatively and communicate their ideas. (CG1&3)
- Identify and understand the key vocabulary words such as "chatter", "yard", "perhaps" etc. (CG1&5)
- Use the contracted forms and complete the table, and use adverbs and Present Progressive form of verbs. (CG2&5)
- Write the story using clues with 'Wh' words. (CG5)
- Explore and create a photo story of Folk tales using video making apps. (CG3&1)

Let us do these activities before we read.

I. Identify the following people.

How do they help us when we are in trouble?



II. Choose the correct option to complete the sentence.

The word 'rescue' means to_____.

1. make fun of someone
2. save someone
3. ask someone for help

III. Work in pairs:

Put a tick mark at the end of the phrases describing those who need to be rescued. Share your answers with your teacher and classmates.

1. A man stuck in a building on fire. ☐
2. A woman buying vegetables in the market. ☐
3. A dog who has hurt its leg. ☐
4. A tree being cut down in a forest. ☐

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IV. The policeman in the story you are about to read is called the kotwal. Some people call him *thaanedar*. What do you call a policeman in your language? Share it with your classmates and teacher.

V. Imagine you are alone at home and you face a problem. Answer the following questions and share your answers with your teacher and classmates.

1. Will you solve the problem yourself or wait for someone to help you?
2. How will you deal with the problem? Give a reason.

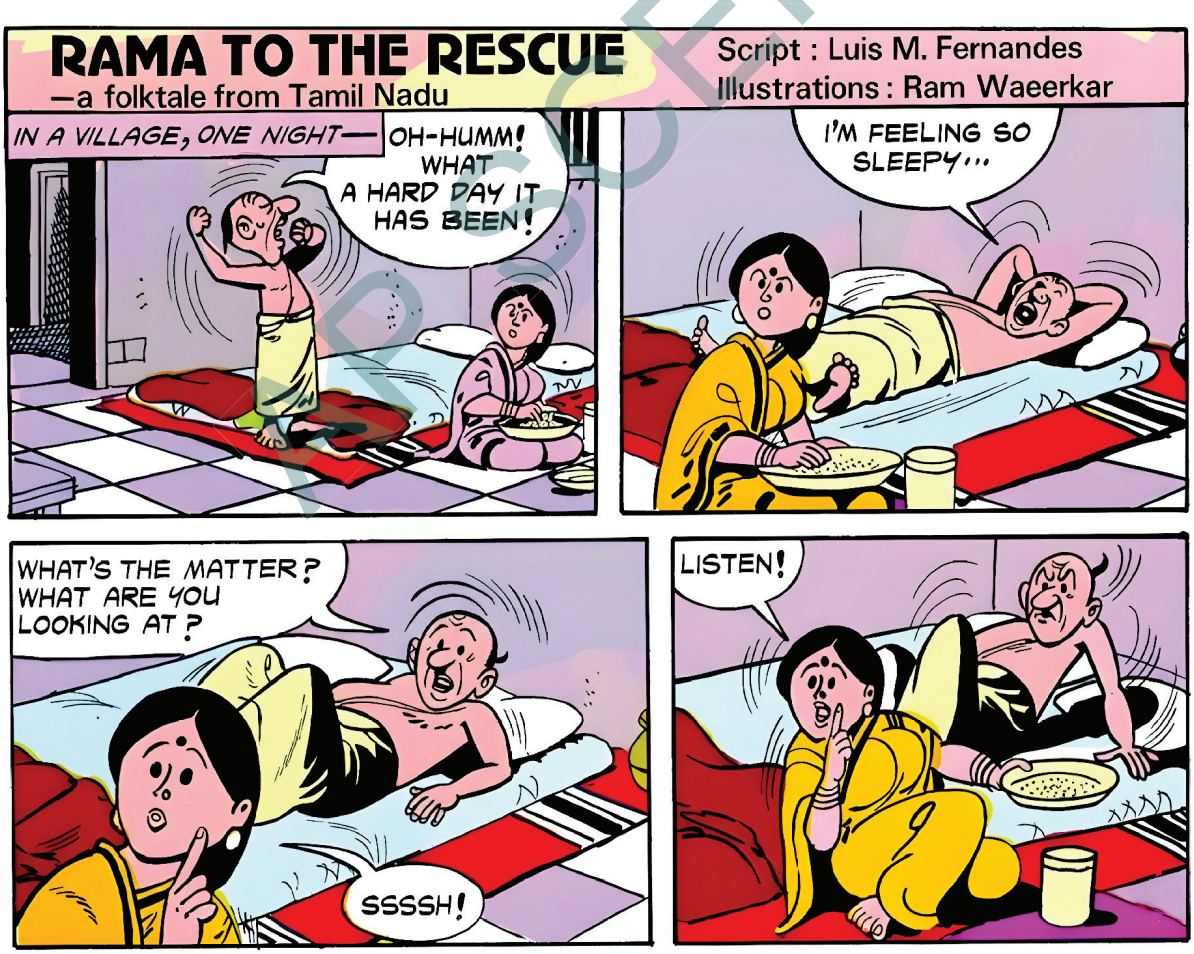
(i) Be worried about the problem and give up.

(ii) Feel angry that only you have the problem.

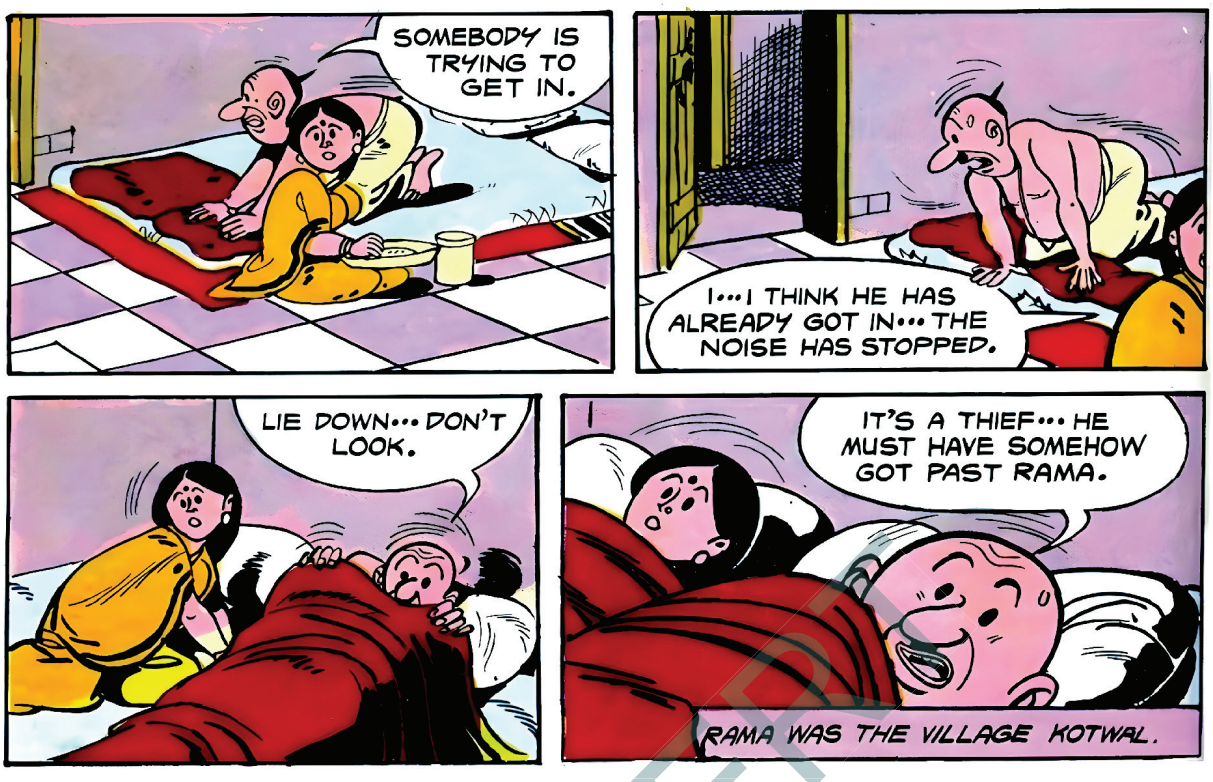
(iii) Think quickly about ways to solve the problem.



Let us read



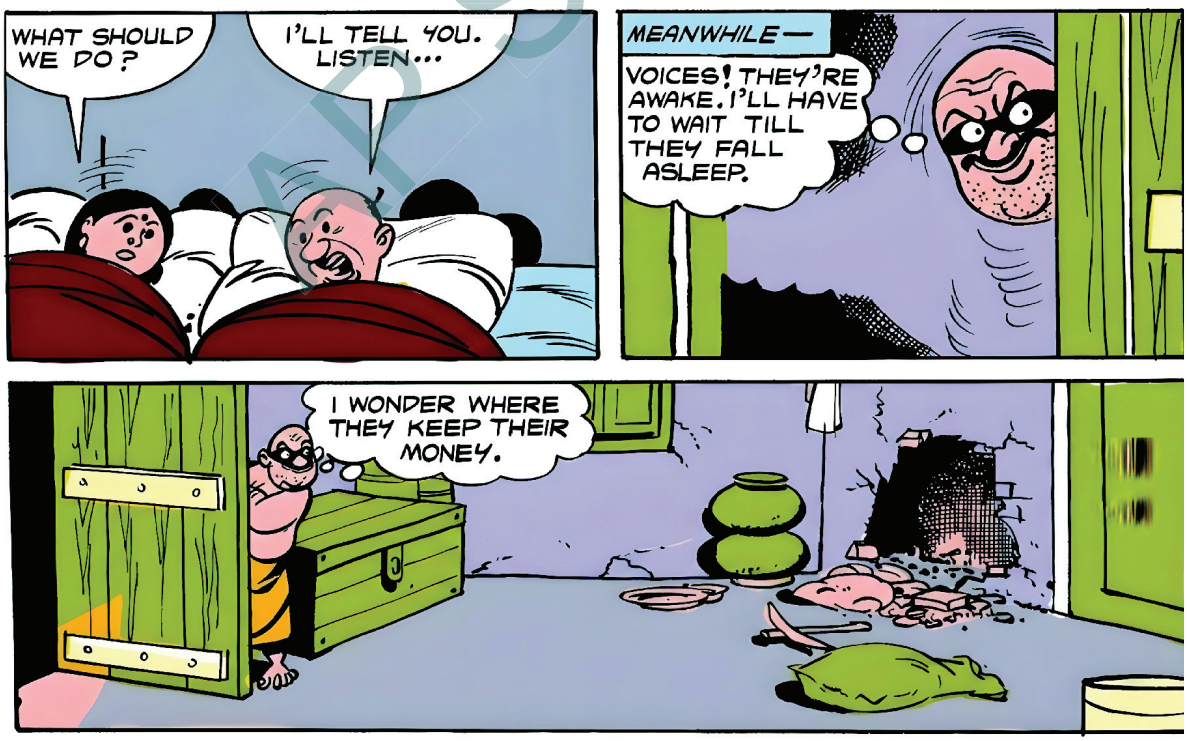
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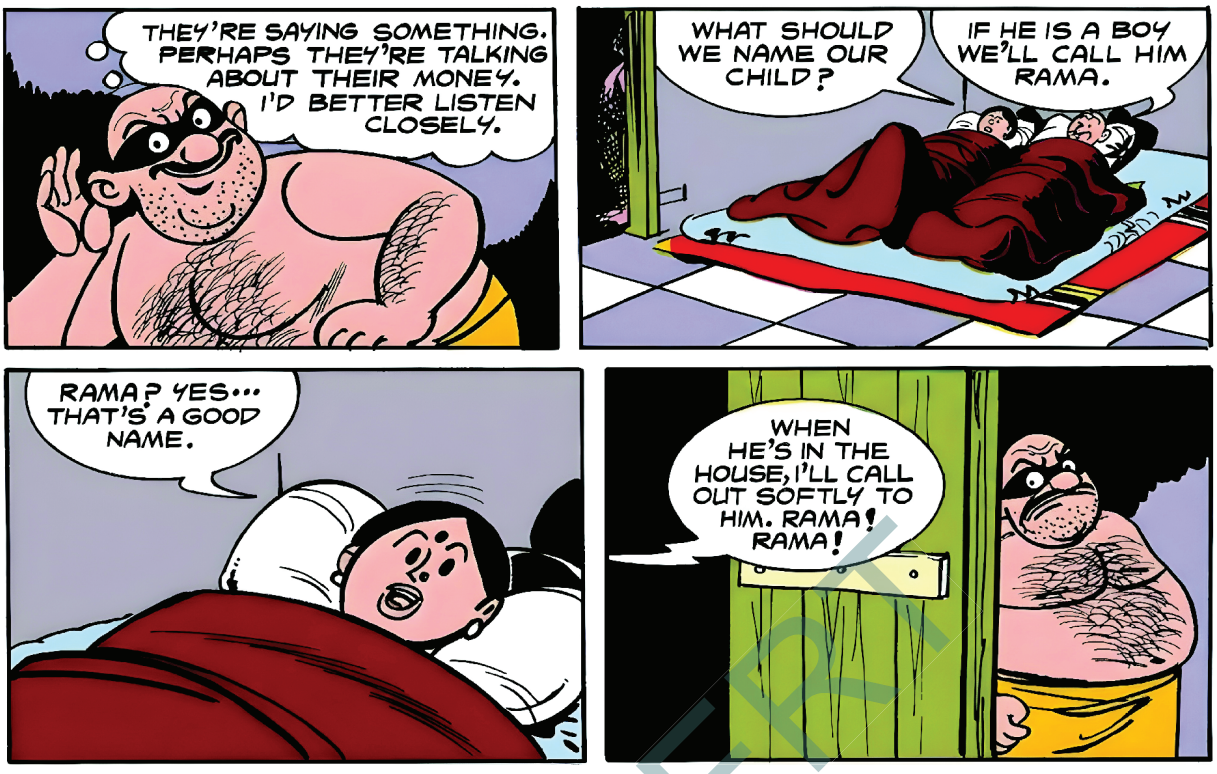
Let us discuss

Circle the odd one.

1. The characters are: husband, wife, children
2. Who entered the house? guest, robber, Kotwal



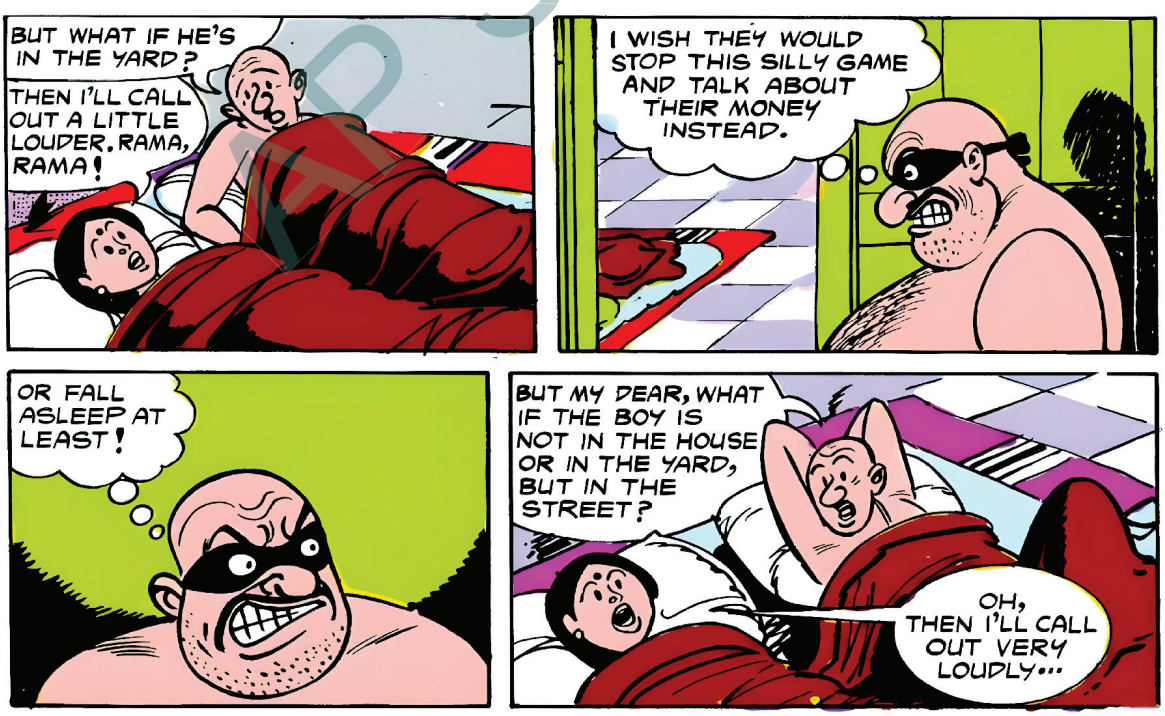
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Let us discuss

Write whether True or False.

1. The man tells his plan to his wife.
2. The thief wants to know where they kept their jewels.

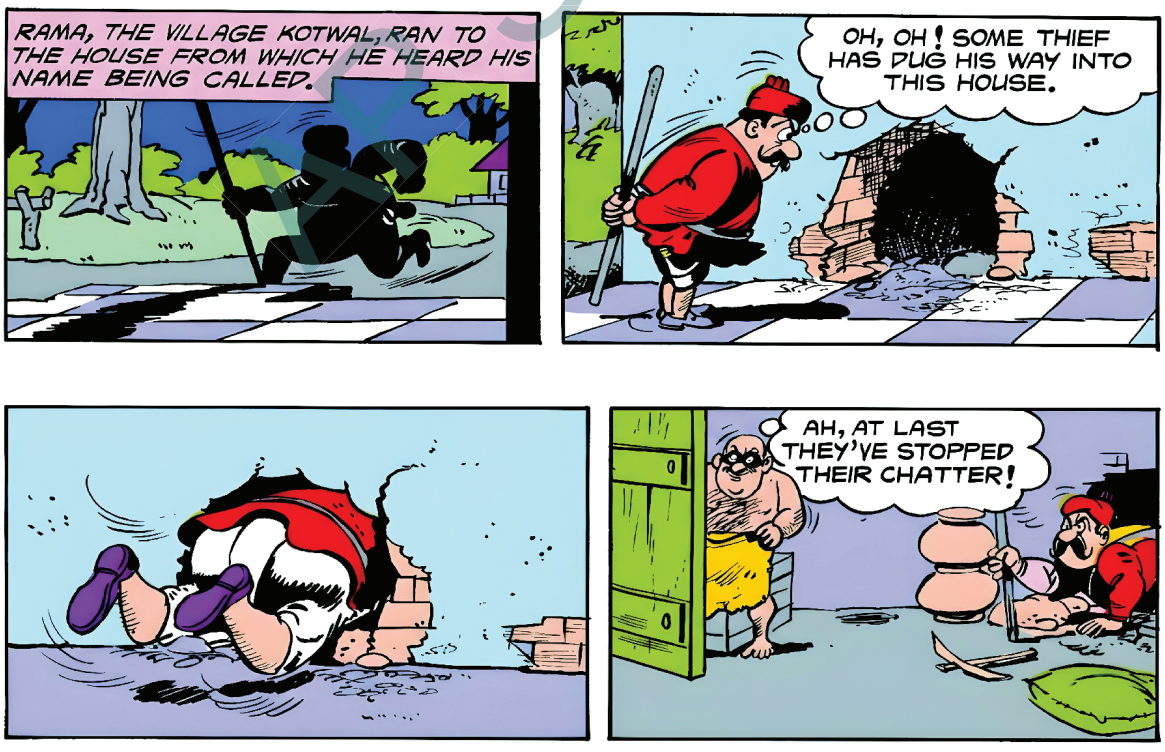


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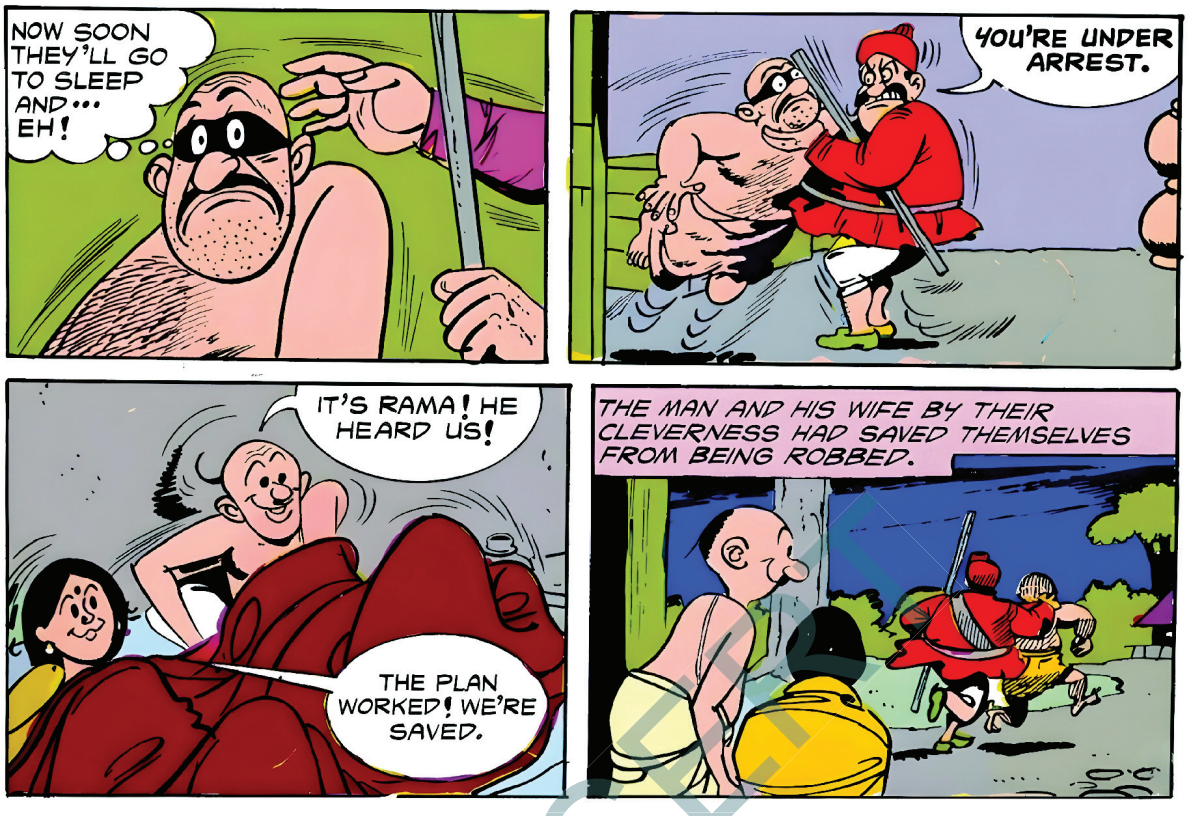


Let us discuss

1. Along with your classmates, call out the name 'Rama'- softly, loudly and very loudly.
2. What do you think will happen next in the story?



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Let us discuss

Work in pairs to match the words in Column A with the meanings in Column B. Check your answers by sharing them with your teacher and classmates.

Coloumn A	Coloumn B
1. wonder	(i) in place of someone or something
2. yard	(ii) carefully
3. chatter	(iii) an area outside a building
4. instead	(iv) talk for a long time about unimportant things
5. closely	(v) maybe
6. perhaps	(vi) a feeling of surprise

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II. Fill in the boxes with suitable words as you read the story.

RAMA TO THE RESCUE

Main Characters	Setting	Other Characters

Problem	Solution



Let us think and reflect

1. Read the following lines and then answer the questions that follow.

a) Man: What's the matter? What are you looking at? Wife: Ssssh! Listen!
Man: Somebody is trying to get in.
Wife: I … I think he has got in … the noise has stopped.

(i) What makes the man say the first line?

(ii) Choose the correct option.

The wife says 'Ssssh! Listen!'. What does the word 'Ssssh' mean here?

A. sleep B. help C. rest D. be silent

(iii) How can you tell that the wife was listening carefully?

b) *Rama, the village kotwal, ran to the house from which he heard his name being called.*
Rama: Oh, Oh! Some thief has dug his way into this house.

(i) Fill in the blank with the correct word from the given lines. The villagers caught the thief and took him to the _____.

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(ii) Choose the correct option.

What do the words "Oh, Oh!" show here?

A. surprise B. anger C. pain D. happiness

(iii) How can you tell that the kotwal was good at his job?

2. Give one reason why the man and his wife were not able to fall asleep.
3. What did the thief wish would happen? Did it happen?
4. How did the man and his wife get help from the kotwal?
5. Do you think cleverness can help us solve our problems? Why do you say so?
6. What emotions might the husband and wife have, when they realised a thief was trying to rob them?
7. How does Rama's quick thinking and courage show his concern for the safety of others?
8. Why is Rama described as a responsible and brave person in this lesson?
9. How did Rama's actions change the situation from danger to safety for the couple?
10. What values does the lesson highlight through Rama's behaviour towards strangers in trouble?
11. What lesson does the story teach us about presence of mind and helping others in difficult situations?



Let us learn

I. Study the highlighted words in the following lines.

- **I'm** feeling so sleepy.
- **It's** a thief.
- **They're** awake.

The highlighted words given in the above sentences have one letter missing in each. What are they? Share them with your teacher and classmates.

Now, write the full words with the missing letter.

1._____ feeling so sleepy.

2._____a thief.

3._____ awake.

The missing letters are marked by an **apostrophe** (').

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II. Expand the following words. Two examples have been done for you.
Use the contracted form of these words in sentences of your own.

S.No	Contracted words	Expanded form	Sentences
(a)	what's	what is	
(b)	I'll		
(c)	I'd		
(d)	we'll		
(e)	that's		
(f)	we're		
(g)	don't		
(h)	you'll		
(I)	must've	must have	

III. Study the highlighted words and the words in the brackets in the following sentences from the story.

1. I **am feeling** so sleepy. [am + feel + ing]
2. What **are** you **looking** at? [are + look + ing]
3. Somebody **is trying** to get in. [is + try + ing]
4. They **are saying** something. [are + say + ing]
5. Perhaps, they **are talking** about their money. [are + talk + ing]

Now, choose the correct option.

The sentences 1-5 refer to actions that _____.

[are going on at the time of speaking/happened in the past/will take place in the future]

Verbs that describe what someone or something is doing at the moment of speaking are in the **present progressive** tense.

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IV. Fill in the blanks to complete the following sentences.

1. I_____in Grade 6. [am + study + ing]
2. My friend_____a story book. [is + read + ing]
3. We _____a board game. [are + play + ing]
4. I_____a new language. [am + learn + ing]
5. The teachers _____in the staff room. [are + sit + ing]
6. My mother _____food in the kitchen. [is + cook + ing]

V. Study the following picture and fill in the blanks with the present progressive form of verbs.



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1. Govind and Anu_____football.
2. Pema _____flowers.
3. Anil _____ the score card.
4. The mother _____a book.
5. The dog _____ to catch the ball.
6. The birds _____ in the sky.

VI. Study the following sentences from the story and complete the table.

One example has been done for you.

1. I'd better listen **closely**.
2. When he's in the house, I'll call out **softly** to him.
3. Then I'll call out very **loudly**…

S.No	Sentence	Question	Word
(i)	I'd better listen closely.	How does he listen?	A. closely
(ii)	When he's in the house, I'll call out softly to him.	How does she call out?	B.
(iii)	Then I'll call out very loudly.	How does she call out?	C.

Words that give more information about the verb, such as how, when, where, etc. are called **adverbs**.

VII. Fill in the blanks with suitable adverbs from the box given below. There are two extra words that you do not need.

warmly gracefully smoothly beautifully
funnily quickly hurriedly

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1. He solved the mathematics problem_____.
2. The car moved _____ along the highway.
3. The musician played the guitar _____.
4. Shobha danced _____.
5. Rohit left the house _____.

VIII. Fill in the blanks with suitable adverbs from the box given below. There are two extra words that you do not need.

honestly	brightly	peacefully	sweetly
angrily	slowly	tirelessly	

Once upon a time in a small forest, animals lived 1)_____. The wise old tortoise moved 2)_____ but always won the race against the proud rabbit. The ants worked 3)_____, gathering food for the winter. The kind-hearted lion ruled the jungle 4)_____, giving everyone a chance to speak. The birds sang 5)_____, making everyone in the forest happy.

IX. Study the following sentences from the story and choose the correct option.

1. Oh, hum! What a hard day it has been!
2. Ah, at last, they've stopped their chatter!
3. What should we do?
4. What should we name our child?

(i) Sentence 1. expresses a feeling of_____. (tiredness/joy)

(ii) Sentence 2. expresses a feeling of _____. (wonder/relief)

(iii) Sentences 3. and 4. ask _____. (answers/questions)

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X. Punctuate the following sentences and write whether they are exclamatory or interrogative sentences.

1. Wow, what an intelligent man he is
2. Oh how big the hole is
3. Do you like to read comic books
4. What is your favourite story

Sentences that express a strong feeling are called **exclamatory sentences**. They are marked by an exclamation mark (**!**).
Sentences that ask questions are called **interrogative sentences**. They are marked by a question mark (**?**).



Let us listen

You will listen to a security guard making an announcement to the people in the neighbourhood. As you listen, fill in the blanks with only one word that you hear. (*refer to page 202 for transcript)*

The security guard announced that 1)_____ has been happening in that area. He advised everyone to stay safe and the kids to tell the 2)_____ as soon as they find anything different. They should not forget that 3)_____ is the main thing. He asked them to call. 4)_____ when they need immediate help.



Let us speak

Listen to your teacher pronounce the contractions and repeat after your teacher.

I'll	it's	don't	I'm	I'd	he's
that's	we'll	they're	you're	we're	what's

We use contracted form of the verbs while speaking and expanded form of the verbs while writing.

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Now, speak these contractions clearly along with your teacher and classmates.

I've Piano but I can't play.

can't won't I've wouldn't shouldn't didn't

II. Discuss in pairs:

1. Why do you think it's important for people to keep their house and themselves safe? Tick the suitable reasons.
   (i) To be safe from injury
   (ii) To keep family members and pets safe
   (iii) To stop accidents from happening
   (iv) To make sure they visit the doctor regularly
   (v) To stop robbery
   (vi) To pay the electricity bill
   (vii) To save money
2. Now, use the given hints to share your reasons in complete sentences with your teacher and classmates.

   • I think it's important because ... /
   • I feel it's necessary as ... /
   • The reason we need to look at safety is ...

3. Use the given hints to share three ideas on how people can keep their houses and themselves safe. Share with your classmates and teachers.
   I think they should wash their houses regularly.

   • I think they should … /
   • I suppose they could … /
   • They must … /
   • They should … /
   • How about … /
   • It might be better to …

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Let us write

The next day, the neighbour asked the man in the story about what had happened. As the man, tell the neighbour what had happened in your own words. Remember to include the following:

when ……

where ……

what ……

how ……

why ……

You may begin this way:

My wife and I were about to go to sleep last night when we heard someone …

1. Imagine you are the man of the house and you are grateful that with the help of your wife you got the thief arrested and saved your money. Express yourself as Jitendra?
2. Write a letter to your friend telling how you saved the house from being robbed. Sign yourself as Sudeepya.



Let us explore

1. Find out from your teacher or parents what you would do in the following situations. Who will you call if …
   - you see fire
   - you see someone getting hurt
   - you see a wounded animal
   - you see someone suspicious
   - you find a lost child
   - you get lost

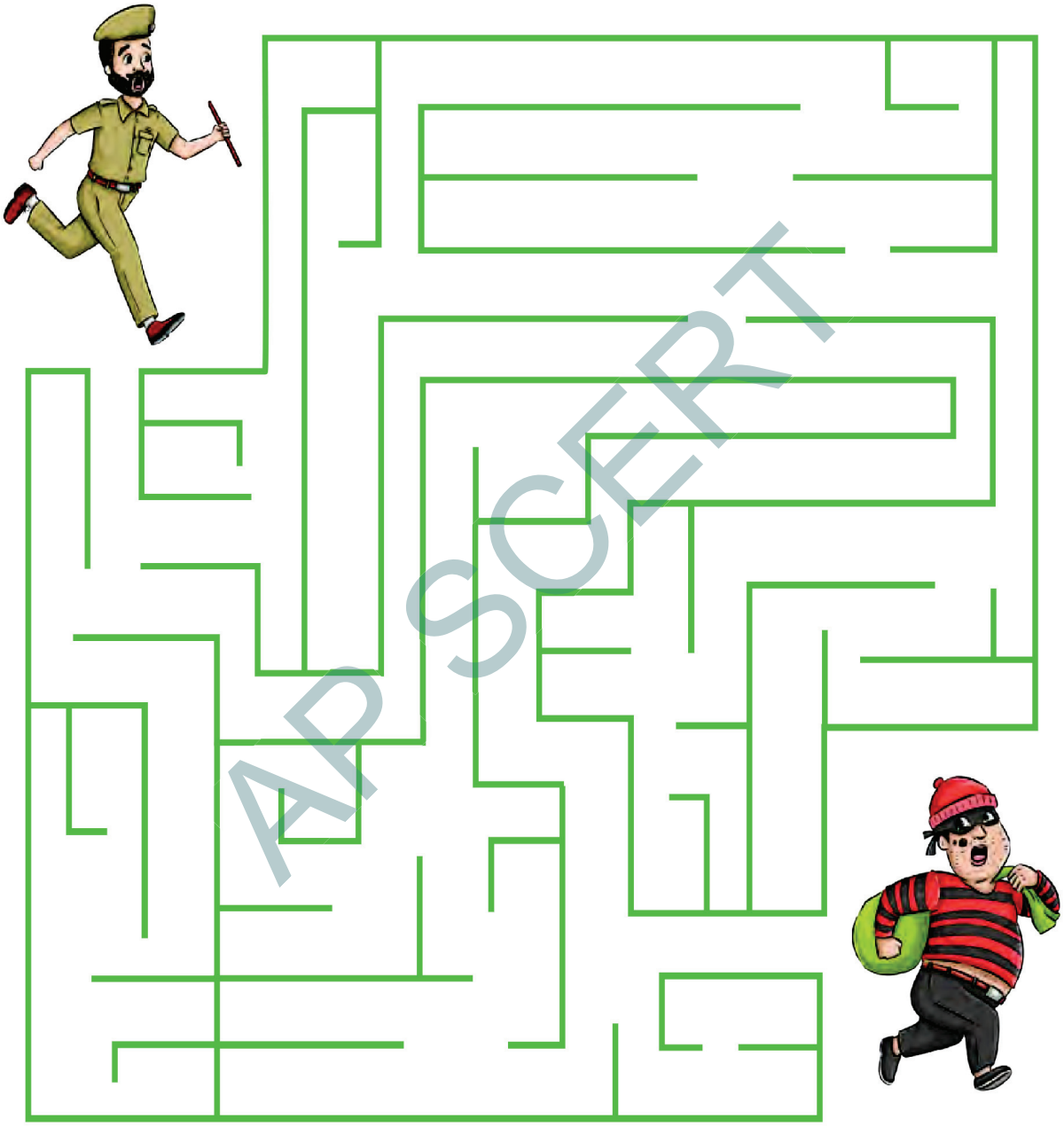
Now complete the unfinished sentences

If I see fire, I'll call 101.

If I find a lost child, _____

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2. Find the right path for the *kotwal* to catch the thief.



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TRANSCRIPTS



Let us listen *(refer page 174)*

A BOTTLE OF DEW

Madhumati is very happy as she has many big bags of bananas. Firstly, she visits her mother and gives her two dozen bananas. Secondly, she goes to the market to sell the bananas. Next, she meets her old friend Kalawati in the market. Then, she gifts Kalawati a dozen bananas. Later, she decides to go home as she has sold most of the bananas. After that, on the way home, she meets a little boy who is hungry and gives him two bananas. Lastly, she goes to her neighbour's house and gives them a bunch of bananas. She has a smile on her face as she goes home.

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You will listen to the audio or narration once again. As you listen, check your answers.

TRANSCRIPTS



Let us listen *(refer page 182)*

THE RAVEN AND THE FOX

Dear students, the crow felt really sad because the fox cheated him. In the quiet night, the crow thought and said to himself, "I was fooled by kind words, but I've learned something important. Even if I don't have beautiful feathers, I'm smart."

To share his wisdom, he decided to go on a journey. He wanted to tell all the other animals to be careful with words. He told them, "Don't let pride lose what you have."

APSCERT

You will listen to the audio or narration once again. As you listen, check your answers.

TRANSCRIPTS



Let us listen *(refer page 196)*

RAMA TO THE RESCUE

Attention, all! There are reports of robbery in our locality. Please be alert and listen to the instructions carefully. Lock all doors and windows at night and also when you leave the house. Children, you must inform any suspicious activity to adults immediately. Do not talk to strangers or get anything from them. Report anything unusual. Always remember that safety is important. Dial 100 in case of emergency.

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You will listen to the audio or narration once again. As you listen, check your answers.

Unit 2

FRIENDSHIP

N9S1C3

Learning Outcomes

Learners will be able to:

- Understand the value of friendship and its importance
- Read the story fluently with correct pause, tone, and emotion. and identify the sequence of events that show how Gajaraj and Buntee's friendship developed. (CG1)
- Discuss how friendship can grow despite differences in background, size, or status. (CG1)
- Identify and understand the key vocabulary words such as "booth","strayed","munching","crumbs", "plunging", "hugged","chores","tummy" etc. (CG1&5)
- Analyze what made the bond between Gajaraj and Buntee special and evaluate its emotional impact. (CG1)
- Make connections between the story and real life friendships that break stereotypes. (CG1)
- Identify and use opposites and prefix-based antonyms from the story (e.g., happy-unhappy, kind-unkind), and use degrees of comparison to describe friendship qualities (kind, kinder, kindest). (CG5& CG 6)
- Summarize the story's moral message after listening to a short recording or teacher reading. (CG3)
- Role play as Gajaraj, Buntee, or the farmer to express feelings and empathy through dialogue. (CG3 & CG5)
- Write a paragraph describing how friendship can bring happiness in unexpected ways and write a short story or diary entry from the viewpoint of Gajaraj or Buntee after their reunion. (CG2)
- Write a short story or diary entry from the viewpoint of Gajaraj or Buntee after their reunion. (CG2)
- Use a digital tool (Photo Story, Canva, PowerPoint) to create a visual retelling of Gajaraj and Buntee's friendship. (CG1 & CG2)

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THE UNLIKELY BEST FRIENDS

Let us do these activities before we read.

I. Friends are an important part of our lives. Why do you think so? Share your ideas with your friend. What do you do when you are with your friends and how do you feel?

Now, complete the following sentences by writing in the shapes given below. Share your completed sentences with your classmates and teacher. One has been done for you.

play

happy

with my friend

I _____

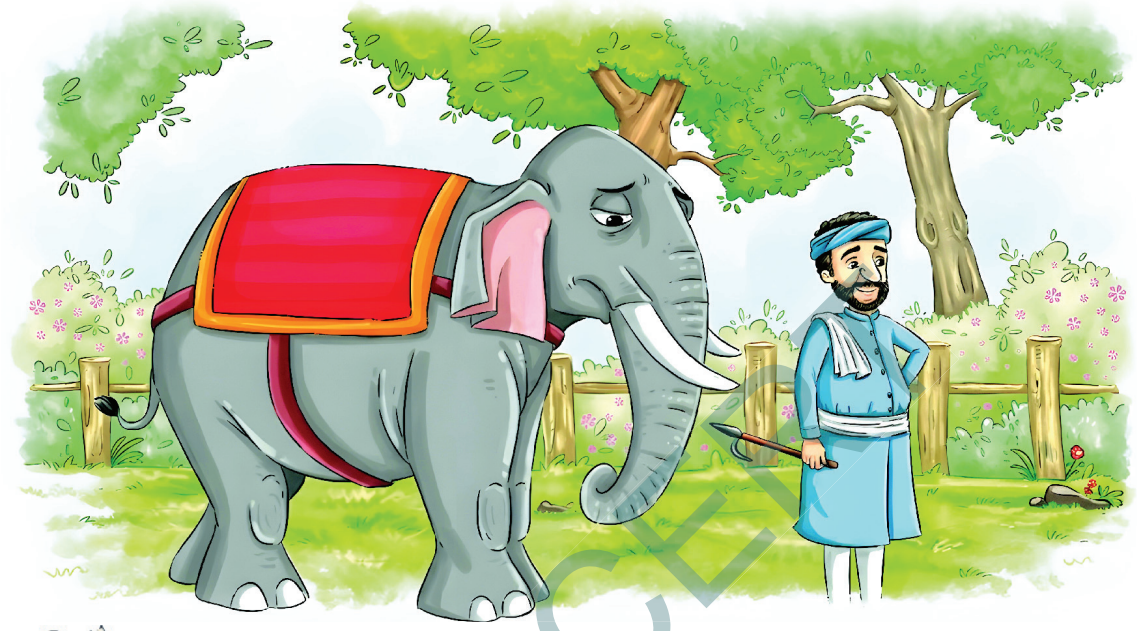
with my friend

I feel

_____

II. The title of the chapter is 'The Unlikely Best Friends'.

1. What can be the meaning of 'unlikely'? Discuss in groups, and then discuss with your teacher.
2. Can you think of some unlikely friends? Share your answer with your teacher.





Let us read

I

Gajaraj, the elephant, lived in the best booth of the royal stables. The king was fond of Gajaraj, and he had ordered that the elephant should be well looked after.

In spite of royal comforts, Gajaraj was sad because he had no friends. The mahout, or elephant trainer, was the only one he ever interacted with. The mahout was a kind man who served Gajaraj food, and gave him a bath in the elephant pond daily. He was a good caretaker, but not a friend.

"I wish I had a friend I can play with," thought Gajaraj. One late evening, a dog strayed into the stable. Gajaraj could see that the visitor was tired and hungry. He pushed some of the

booth: rectangular space

stables: living spaces for animals

interacted with: communicated with

strayed: came by mistake

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food he was munching towards the dog. The visitor wagged his tail, looked up at the elephant to convey his thanks, and then turned his full attention to the food in front of him. As soon as he finished eating, he fell asleep.

The next morning, the mahout found the stray dog in the stable. He did not mind the dog. He also noticed that Gajaraj seemed to like the company. So, he threw some crumbs to the dog, which the animal accepted wagging his tail.

When the elephant went out for a bath, the dog accompanied his friend. Plunging into the water, the elephant gave himself a shower using his long trunk, as the dog watched. The elephant took a trunkful of water and playfully splashed the water on his friend. The dog yelped for he hated taking showers. The mahout laughed.

munching: chewing
wagged: moved from side to side
convey: communicate

crumbs: small pieces of food

accompanied: went with someone
plunging: jumping in
trunk: long nose
splashed: threw
yelped: cried



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On their way home, the elephant picked up the dog with his trunk and placed him on his back. The dog was delighted to get a ride.

A farmer passing by saw the dog. "Buntee," he yelled. The dog ran to him. The farmer hugged the dog and told the mahout that he was looking for his dog ever since he disappeared from his house. He was glad he found him now. The mahout had no objection to the farmer taking the dog home. The farmer tossed a rope round the neck of the dog, saying, "Come Buntee, let's go home."

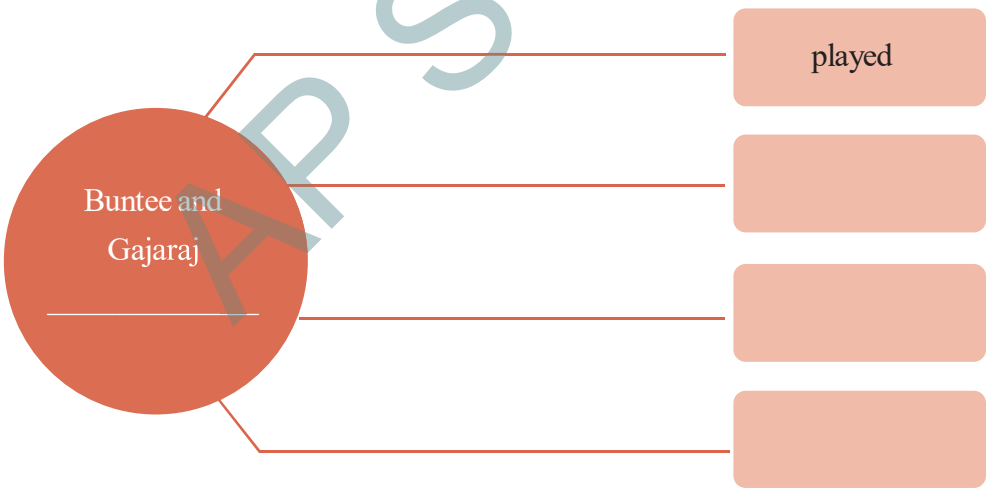
delighted: happy

hugged: held closely

disappeared: was not seen

Let us discuss

1. Talk about the things that Gajaraj and Buntee did together. Now, write in the shapes given below. One has been done for you.



2. Why did the farmer hug Buntee?
3. Do you think Buntee will leave Gajaraj and go home with the farmer?

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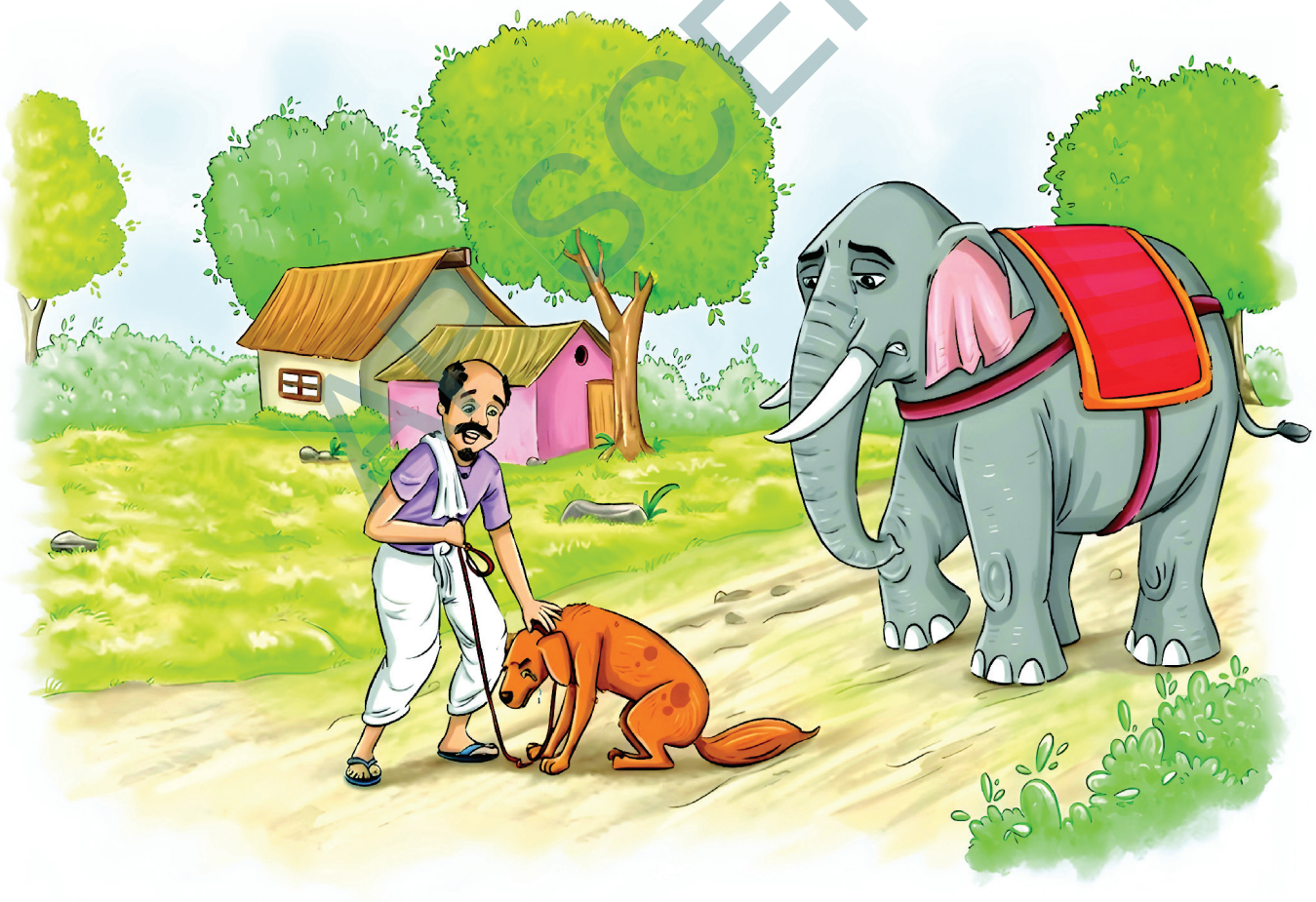
II

Only when the farmer pulled the rope did the dog realise that he was being taken away from his friend. He yelped, the elephant winced, but neither the farmer nor the mahout noticed that the two friends were in tears.

The next day at lunch time the mahout served Gajaraj his favourite food. When the mahout came back after finishing his other chores, he was surprised to see that the food had remained untouched.

realise: understand
winced: shrunk back in pain or distress

chores: daily duties



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"Why Gajaraj, aren't you hungry?" he asked concerned. The elephant did not react. "He may have slight indigestion. Let me not force him to eat," thought the mahout.

That night too, Gajaraj did not touch his food-nor the next day. Now, the mahout was worried. He ran his hand on Gajaraj's tummy and felt there was nothing wrong. "Why was he not eating then? Is he missing his friend, that dog?" the mahout wondered.

Meanwhile at the farmer's house, the dog had also not touched his food ever since he was brought home.

"Are you missing your friend?" asked the farmer remembering the happy look on Buntee's face while sitting on the elephant's back. "I cannot see you go hungry," said the farmer, "If you miss your friend so much, go to him."

The farmer removed the rope with which he had tied the dog. The dog, though weak, sprang to his feet. He licked

slight: a little
indigestion: upset stomach

tummy: stomach



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the farmer's hand once and then ran. He stopped only when he arrived at the stable.

The elephant picked up the dog with his trunk and gave him a joyous swing. The mahout was relieved. He quickly brought the food. "Both of you eat first," he said.

By then the farmer who had followed the dog, joined him. The two of them watched with satisfaction the two friends eating food. "It's not only Gajaraj who has found a friend," said the mahout hugging the farmer, "I've also found one."

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sprang: jumped

joyous: happy
swing: move side to side or back and forth
relieved: thankful
satisfaction: happiness

Let us discuss

1. Why did Gajaraj not eat his food?
2. Who were friends at the end of the story?



Let us think and reflect

I. Read the following lines and answer the questions that follow.

a) *In spite of royal comforts, Gajaraj was sad because he had no friends. The mahout, or elephant trainer, was the only one he ever interacted with. The mahout was a kind man who served Gajaraj food, and gave him a bath in the elephant pond daily. He was a good caretaker, but not a friend.*

(i) Complete with one word:

mahout : kind : : Gajaraj : _____

(ii) The mahout was a good caretaker because he gave _____ to Gajaraj and a _____ in the pond.

(iii) What do you think is the difference between a friend and a caretaker?

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b) *"Are you missing your friend?" asked the farmer remembering the happy look on Buntee's face while sitting on the elephant's back. "I cannot see you go hungry," said the farmer, "If you miss your friend so much, go to him." The farmer removed the rope with which he had tied the dog.*

(i) The farmer uses the word _____ to refer to the elephant.

(ii) How did the farmer know that Buntee was hungry?

(iii) Why did the farmer remove the rope with which he had tied Buntee?

(iv) Complete with one word:

Gajaraj : Buntee : : _____: farmer

2. Give two examples to show that Gajaraj was very happy to have a friend.
3. How did the mahout come to know that Gajaraj was sad?
4. Why do you think Buntee licked the farmer's hand?
5. What was 'unlikely' about the friendship of Gajaraj and Buntee?
6. How did Gajaraj feel despite living in royal comfort, and what does this tell us about the importance of friendship over material comfort?
7. Why is the mahout described as a good caretaker but not a friend to Gajaraj? What qualities do you think are needed to become a true friend?
8. The elephant and the dog both stop eating after they are separated. What does this behaviour reveal about their emotional bond?
9. How do the actions of the farmer and the mahout show kindness and understanding towards animals? What message does the author convey through their actions?
10. The story ends with both animals and humans finding friendship. What lesson about friendship and empathy do you learn at the end of the story?



Let us learn

1. Gajaraj was **sad** without a friend and when he met Buntee, he was filled with **joy**. 'Sad' and 'filled with joy' are opposites. Opposites can also be formed by adding some letters before a word. For example, un- unhappy, in- incorrect, dis- disconnect, mis- misuse.

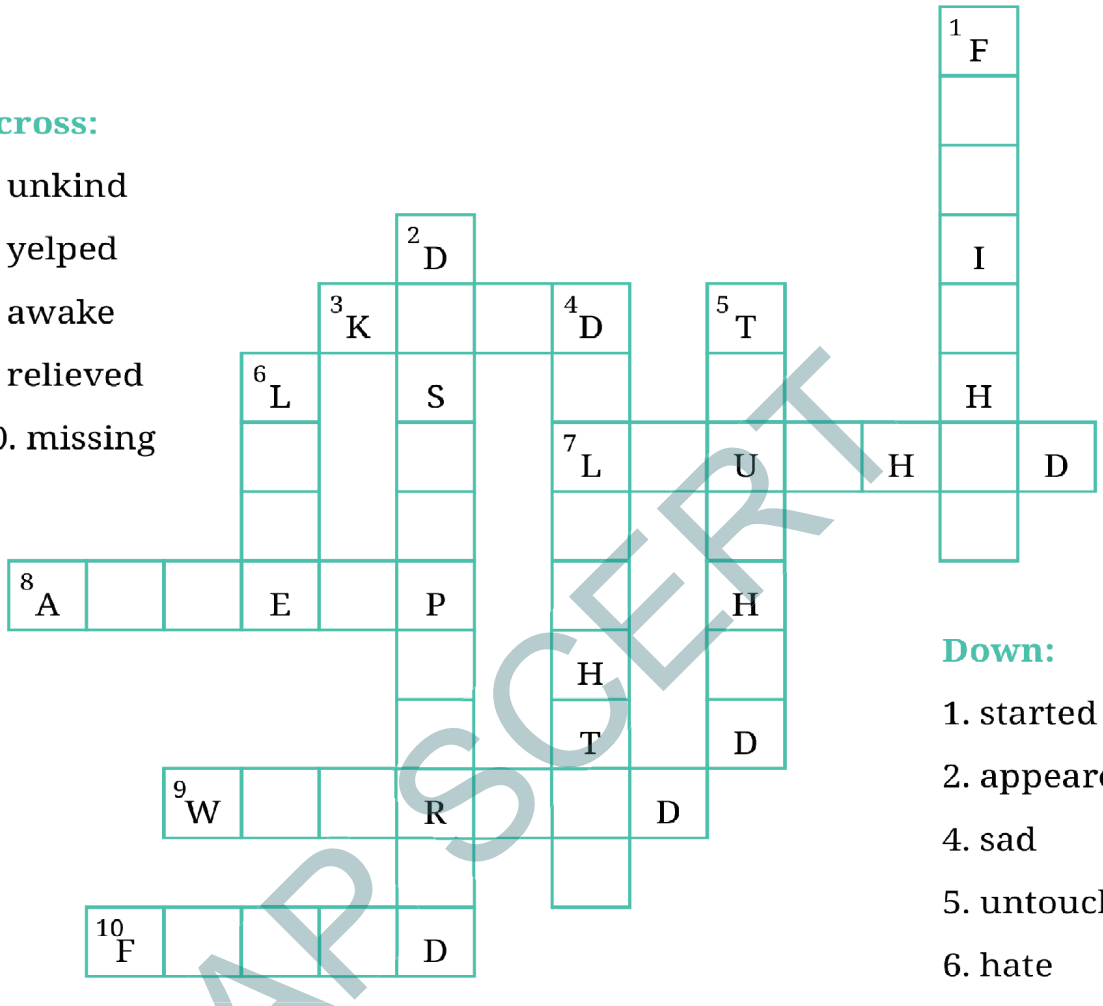
Now, take help from the words given as hints and fill up their opposites in the puzzle. (Note: All the words are from the story you have just read.)

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We are opposites!

Across:

3. unkind
7. yelped
8. awake
9. relieved
10. missing



Down:

1. started
2. appeared
4. sad
5. untouched
6. hate

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2. Now, complete the paragraph with some of the words you have used in the puzzle.

My pencil was _____. I was very _____ as it was a gift from my friend. I woke up my elder brother who was _____ on the bed. I told him that my pencil seemed to have_____. He_____and told me to look under my pillow. I was when I_____ the pencil there.

3. The words that tell us about an action are called verbs. In the story, the author tells us what happened before. To do that, the past form of the action word (verb) is used. Let us learn about the three forms of past tense.

Simple Past Tense	Past Progressive Tense	Past Perfect Tense
Used to show that the action had happened earlier. • second form of the verb + add -d or -ed to the verb	Used to show that the action did not finish and was going on. • I/He/She/It + was + • verb + ing • We/You/They + were + • verb + ing	Used to show that the action was completed. • had + third form of the verb

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Given below are some verbs from the story. Put the verbs in their correct column in the table given above.

- was looking
- was missing
- was munching
- told
- had tied
- looked
- hated
- went
- asked
- joined
- gave
- had followed
- had remained
- felt
- arrived
- had ordered
- noticed
- served
- touched
- threw

Select the correct form of the verb to complete the passage. Check your answers with the teacher.

The farmer came back and_____(noticed/was noticing/had noticed) that Buntee was sad. He _____(tied/ was tying/had tied) Buntee with a rope the day before. He _____ (asked/was asking/ had asked) Buntee why he was sad. The farmer_____(felt/was feeling/had felt) that Buntee _____ (missed/was missing/had missed) Gajaraj and set him free.

4. '…neither the farmer nor the mahout noticed that the two friends were in tears.'

The words 'neither', 'nor' are used to state that the farmer and the mahout did not notice the same thing. 'Neither, nor' connect two negative choices. For example: Neither Rohit nor I want to play football.

When you need to choose between two things that you want, you may use 'either, or'. For example: Rohit wants to play either cricket or kho-kho. It means Rohit wants to play cricket or Rohit wants to play kho-kho. Discuss the given sentences with your teacher to practise.

- Neither Shikha nor Anuj like to tell stories.
- Either Bhavesh or Abha made this painting.



Let us listen

1. You will listen to a story about 'Unlikely Friends'. Use exact words from the story to fill up the missing details in the paragraph. (*refer to page 236 for transcript*)

The leopard is a _____ animal but it became a friend of a cow. When the leopard grew up, it left the village. It came in the_____to meet the cow. The leopard would sit _____ the cow. They also played together. _____ were surprised at their friendship.



Unlikely Friends

AP SCERT

2. Now, listen to the story again and number the sentences in correct order. The first one has been done for you.

	The leopard stopped coming regularly.
1	The cow took care of the leopard cub as a mother.
	The leopard came to meet the cow at night.
	The leopard left the village after growing up.



Let us speak

Gajaraj and Buntee had a wonderful time with each other even if they were 'unlikely' friends. Talk to your friend and find out your common likes and dislikes. Share your answers with the class.

What do you like?

I'm _____

I like:

- _____
- _____

Both of us like:

- _____
- _____

What does your friend like?

My friend is_____

My friend likes:

- _____
- _____

Now, tell your classmates about your friend. You may take help of the cues given below.

- My friend and I like to play. Both of us want_____.
- I like to_____but my friend likes to.
- We are different as she/he is_____and I'm_____.

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Let us write

Write six sentences about your friend with the help of the facts collected in the above task. Mention how you are not only similar but also different. You may take help of the words given below.

same	different	and	but
both	still	like	unlike
neither	nor	either	or

Imagine you are the framer in the story the unlikely best friends.
Now write a letter to your friend Jitendra telling him about the "Unlikely Best Friends"



Let us explore

1. The story, 'The Elephant and the Dog' is found in the **Jataka tales**. These stories are ancient Buddhist stories of life values and wisdom. These stories have been told from one generation to the next for over two thousand years. Find and read another Jataka story.
2. Elephants have historically held significant roles in Indian culture, spanning history, warfare, religion, festivals and more. However, contemporary ecological challenges have strained the relationship between humans and elephants. Have a discussion in the class.
3. Given below is a news report from an Elephant Sanctuary in the United States about a real-life friendship between an elephant and a dog.

   The elephant's name is Tarra and the dog's name is Bella. Bella came inside a forest for elephants and became Tarra's friend. Tarra spent most of her time with Bella. One day, Bella had an injury so she could not walk. She was kept inside a building for three weeks. Tarra stood outside for three weeks. Finally, they met and were very happy.

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A FRIEND'S PRAYER

Learning Outcomes

Learners will be able to:

- Predict the poem's message about true friendship using the title and illustrations. (CG3)
- Read the poem aloud with proper rhythm, stress, and emotion to convey its caring tone. (CG4)
- Identify key lines that describe what it means to be a true friend. (CG4)
- Identify and understand the key vocabulary words such as "excited", "greatful", "relaxed" etc. (CG1&5)
- Infer meanings of difficult words such as "prayer", "blessed", "judgement", and "heart" from the context. (CG4)
- Analyze how the poet uses a prayer metaphor to express her dedication to friendship, and evaluate what qualities make a friendship special, based on the poem's content. CG4)
- Draw connections between the poem and students' own experiences of caring friendships. (CG3)
- Identify and use synonyms and antonyms of friendship-related adjectives (e.g., kind-unkind, caring-uncaring), and Recognize and use present tense and future tense verbs related to wishes and hopes.(CG5)
- Use conjunctions (and, but, so) to link ideas about friendship in sentences.
- Write a short paragraph or poem about the importance of unconditional friendship. (CG3)

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Let us do these activities before we read.

I. Read the following sentences.

1. I wish my friend brings *idli* in her tiffin tomorrow.
2. I hope my friend and I win the race tomorrow.
3. May my friend get well soon.

Which of the three sentences 1-3 is closest to a prayer? Explain to your teacher and classmates.

II. What would you pray for your friend? First speak about it and then write it down.



Let us read

May my friendships always be

The most important thing to me.

With special friends I feel I'm blessed,

So let me give my very best.

I want to do much more than share

The hopes and plans of friends who care;

I'll try all that a friend can do

To make their wishes come true.

Let me use my heart to see,

To realise what friends can be,

And make no judgements from afar,

But love my friends the way they are.



JILL WOLF

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Let us discuss

1. Read the poem silently. As you read, underline the parts of the poem that you agree with.
2. Now, share the details of your underlined parts of the poem in groups and explain why you liked those lines.
3. Which line was underlined by most people in your group? Share it with your teacher.



Let us think and reflect

1. Complete the summary of the poem by circling the correct highlighted words. The poet says a **prayer for/speech on** friendship and friends. She wants that friendship should always be an important part of her **complete life/ school days**. She says that her friendship makes her feel **brave/special**. She wishes to do the best she can, for her friends. She wants to **clap for/ listen to** the wishes of her friends. As a good friend, she **prays/imagines** that she is able to make her friends' wishes come true. She wants her **heart/mind** to understand what a true friend is. She prays that she loves her friends **as they are/when they are happy**. She tells us that a **true/correct** friend accepts their friend for all their qualities.
2. Answer in **one** word only.
   a. How does the poet feel about special friends?
   b. What does the poet use to realise what friends can be?
3. Read the following lines from the poem and answer the questions given below.
   1. *I want to do much more than share*
      The hopes and plans of friends who care;
      I'll try all that a friend can do
      To make their wishes come true.
   (i) Complete the sentence with the most suitable option. These lines tell us that the speaker is_____.
   A. clever B. caring C. curious D. calm
   (ii) How will the speaker make her friends' wishes come true? (by trying hard/by working a lot)
   (iii) Fill in the blank with a suitable word.
   My friends will feel_____if their wishes come true.

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b. *Let me use my heart to see,*
To realise what friends can be,
And make no judgements from afar,
But love my friends the way they are.

(i) The speaker says that feelings are important to understand friendship. Which line tells us this?

(ii) Complete the sentence with the most suitable option. These lines tell us that the speaker is_____.

A. helpful B. thoughtful C. cheerful D. hopeful

(iii) Fill in the blank with **one** word.

The speaker does not wish to make any_____. She cares for them just as they are.

4. Give one reason why we can say that this poem is a prayer.
5. Why does the speaker 'want to do more' for her friend?
6. Do you think that the speaker knows about the wishes of her friend? How can we say so?
7. Do you also pray for your friend? What do you wish for? Discuss.
8. Using the poem's ideas in personal or real-life contexts. Judging themes and values conveyed in the poem
9. Discuss the importance of friendship as portrayed in the poem.
10. The poet says, "I'll try all that a friend can do." What responsibilities of friendship are highlighted through this line?
11. What does the line "Let me use my heart to see" suggest about understanding friends beyond appearances?



Let us learn

I. The poet says, 'With special friends I feel I'm blessed'.
Select the words that are similar to the meaning of being blessed, from those given below.

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excited	grateful	understood	thankful	relaxed

II. Good friends have a lot of qualities. Let us list some.

loyal, h e __ __f__ __l, k __ __ d, c__ __i n g, h o__ __t

Now, fill in the blanks with the words you just listed above.

1. My friend is always _____ to me even when I make a mistake.
2. My friend shares things with me. She is very _____ .
3. y friend is _____ because he always supports me.
4. My friend never lies. She is an _____ person.
5. My friend and I believe in _____ for each other.

III. Think of any three of your friends. Write three sentences on why you like each one of them.



Let us listen

I. You will listen to a talk about some outdoor activities that two friends spend their time doing. As you listen, answer the given question in one or two word(s) only.

(refer to page 237 for transcript)

1. What do the two friends purchase and use on the park bench?

II. You will once again listen to the talk about some outdoor activities of the two friends. As you listen, circle the pictures that show these activities.

1.



2.



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3.



4.



5.



6.



Let us speak

1. In pairs, act the role of friends speaking to each other. Speak about the following situations:

1. A walk in the park	2. Sharing tiffin at school
You can use the following- • Greet each other. • Ask if your friend wishes to go with you to the park. • If yes, make a plan about activities to do. • If no, ask what your friend would like to do. Listen and share what you would also like to do together.	You can use the following- • Greet each other. • Tell your friends what food items you have brought in your tiffin. Ask them what they have brought. • Tell them you wish to share tiffin! • Next, share with your friends, how it makes you feel.

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• Tell your friend that you like spending time with each other.	• Appreciate your friends' food and ask what other food items they like. • Thank your friends for sharing.

2. Create a new situation and have another conversation.

Getting to know a new Friend

Imagine you have just joined a new school. You meet a new classmate. Use the questions below to start a friendly conversation. Then, write your friend's answers in the space provided.

Ask your new friend

Work in pairs. Take turns to ask and answer these questions.

You may add your own questions, too!

A : What's your name? B : My name is _____.

A : Where are you from? B: I'm from _____.

A: Which is your favorite subject? B: My favourite subject is _____.

What games or sports do you like?

Who is your best friend?

What are your hobbies ?

What is your favourite food?

Do you like to read books? Which one?

What do you do after school?

What would you like to become in the future?

Now introduce your friend to whole class.

Hi friends! This is Sanju my new friend. He likes English and he loves to play Cricket. He's from Palasa. His favorite food is biryani. He wants to become a doctor."

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Let us write

Describe how your friendship with your friend started.

- First list the answers for - When? Where? How?
- Then, use your sentences to write a short paragraph of about 80 words.
- Give a title to your paragraph.



Let us explore

1. There are many quotations about friendship. Read the ones given below.
   - "A friend in need is a friend indeed."
   - "My best friend is the one who brings out the best in me."

   a. What do you think is the meaning of these quotations? Share it with your teacher.

   b. Think of an experience in your life with your friend that suits this quotation. Share it with your friends.

2. Look for some famous quotations on friendship; these can be in your own language too. Read and share them with your teacher and classmates.

   Write one quotation on paper, colour and decorate it. Put it up on the class board.

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THE CHAIR

Learning Outcomes

Learners will be able to:

- Recall key events and characters involved in the story "The Chair." (CG3)
- Predict the story's theme of friendship, kindness, or sharing from the title and pictures. (CG3)
- Identify the sequence of events and how characters show care or friendship through actions. (CG1)
- Identify and understand the key vocabulary words such as "determined","amazing","showed off" etc. (CG1&5)
- Discuss the importance of kindness and sharing as shown through the story's message. (CG1 & CG3)
- Analyze characters' emotions and behaviors and evaluate their impact on relationships. (CG1 & CG3)
- Act out a scene from the story highlighting friendship and sharing. (CG3 & CG5)
- Write a short description of the story's moral or a letter thanking a friend for kindness. (CG5)
- Create a digital slideshow or visual story showcasing acts of kindness inspired by the lesson. (CG3.& CG1)

Let us do these activities before we read.

I. Write two words that come to your mind when you think of friendship.

1. Now, find some more words that are related to friendship from the grid given below. You can search horizontally or vertically. There are eight words. One word has been marked as an example. The first letter of each word has been given in bold.

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

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2. Fill in the blanks to complete the words, which mean the same as 'friend' or 'friends' with the help of the meanings.

Meaning	Word
(i) a person who you do things together with	p___r___n___r
(ii) an informal word for friends	b____d____s
(iii) a person who you spend a lot of time with	c___m p ___n ___o
(iv) children who are in the same class as you at school	c l___s___m___t ___s

3. There are so many words for a friend. What do you call 'a friend' in your own language?



Let us read

I

There was a boy called Mario who loved to have lots of friends. He showed off a lot, always talking about how many friends he had at school, and how he was so friendly with everyone.

One day his grandfather said to him, "Mario, I bet you a fruit chaat. You don't have as many friends as you think you have. I'm sure many of them are nothing more than companions or partners."

Mario accepted the bet readily. However, he wasn't sure how he could test whether his schoolmates were real friends or not. So, he asked his grandpa for help. He suggested, "I have exactly what you need. It's in the attic. Wait here a minute."

Grandpa left, soon returning as though carrying something in his hand, but Mario could see nothing there.

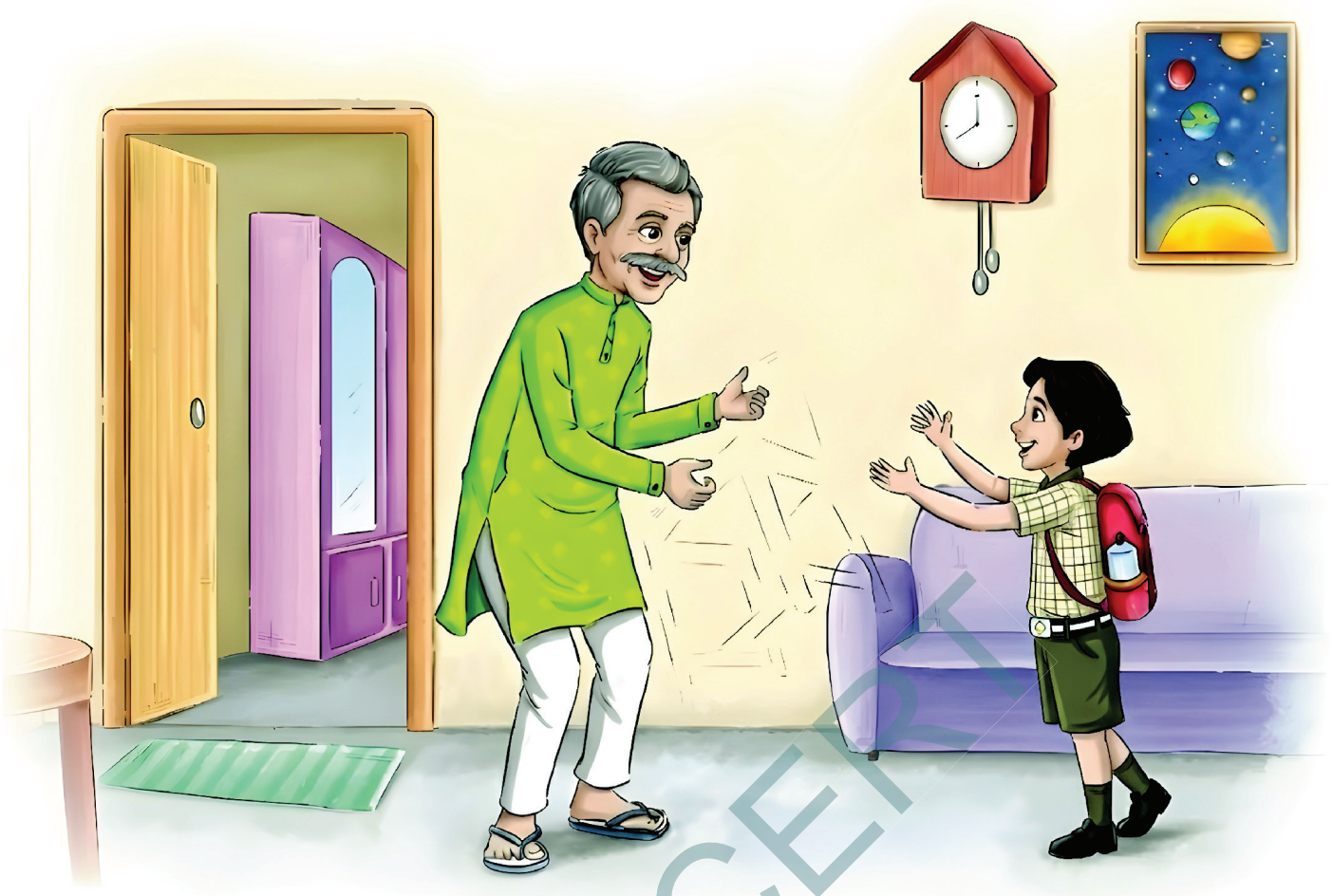
"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on it. But if you take it to school and manage to sit on it, then

showed off: boasted

accepted: agreed to
readily: without any problem
attic: a storage space in a house just under the roof

invisible: impossible to see

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the magic will work and you'll be able to tell who your real friends are."

Let us discuss

1. Mario was very proud of having so many friends. State whether True or False.
2. What did the grandfather take from the attic?
3 Will Mario face any challenges?
4. Will Mario be able to use the magic?

II

Mario, brave and determined, took the strange invisible chair and set off for school. At break time, he asked everyone to form a circle. He put himself in the middle, with his chair.

"Nobody move. You're about to see something amazing."

determined: firm in decision

amazing: very surprising

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Mario tried sitting on the chair. Having difficulty seeing it, he missed and fell straight onto his backside. His classmates had a pretty good laugh.

"Wait, wait, just a slight technical problem," he said, trying again. But again, he missed the seat, causing more surprised looks and laughter. Mario wouldn't give up. He kept trying to sit on the magic chair and kept falling to the ground until, suddenly, he tried again and didn't fall. This time he sat, hanging in mid-air.

Then he finally experienced the magic that his grandfather had been talking about. Looking around, Mario saw Guneet, Asma, and Deepa-three of his buddies-holding him up, so he wouldn't fall. Meanwhile, many others he'd thought of as friends had done nothing but made fun of him, enjoying each and every fall.

experienced: felt

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Leaving with his three friends, he explained to them how his grandfather had so cleverly thought of a way to show him that true friends are those who care for us. A friend wouldn't be someone who takes joy in our bad luck.

That evening the four children went to see Mario's grandpa as he had won the bet. They had a great time listening to stories and eating a lot of fruit *chaat*. From then on, they used the magic chair test on many occasions and whoever passed became friends for life.



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Let us discuss

1. Mario successfully sat on the invisible chair on his first attempt. State whether True or False.
2. Fill in the blank with a suitable word.
   Mario's grandfather challenged him to a bet of _____.
3. Match the following characters with their action.

Guneet, Asma and deepa	(i) held Mario up, so he wouldn't fall (ii) made fun of Mario's attempts



Let us think and reflect

I. Read the following lines and answer the questions that follow.

1. *"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on. But if you take it to school and manage to sit on it, then the magic will work and you'll be able to tell who your real friends are."*
   (i) Fill in the blanks with two words that describe the chair.
   The chair is_____ and_____ .
   (ii) Why was it tricky to sit on the chair?
   (iii) Why does Mario's grandfather call the chair 'special'?
2. *"Wait, wait, just a slight technical problem," he said, trying again. But again, he missed the seat, causing more surprised looks and laughter. Mario wouldn't give up.*
   (i) Fill in the blank with a suitable reason.
   Mario says there was a technical problem because _____.
   (ii) Mario's friends were very caring and helpful. State whether True or False.
   (iii) Choose the correct option to complete the sentence.
   Mario wouldn't give up. This shows he is_____.
   a. strong-willed c. loving
   b. supportive d. hard-working

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II Answer the following questions.

1. What was the bet about?
2. What happened when Mario sat on the chair for the first time?
3. How was Mario able to find his real friends?
4. Do you think the magic chair test was good? Why do you say so?
5. What does ‘friends for life’ mean to you?
6. The grandfather’s idea helped Mario find his ‘real friends’. Mention any other way that would help you find out who are your ‘real friends’.
7. Why did Mario believe he had many friends, and how did the invisible chair change his understanding of friendship?
8. How do the reactions of the classmates who laughed compare with the actions of Guneet, Asma, and Deepa? What does this contrast reveal about true friendship?
9. Why do you think the grandfather chose an invisible chair as a test instead of directly telling Mario who his real friends were?
10. The story says, "A friend wouldn't be someone who takes joy in our bad luck." How is this idea illustrated through the events in the story?



Let us learn

I. Read the following words from the text.

friendly suddenly talking carrying called showed

Complete the following table by dividing the words into two parts. One has been done for you.

Column A	Column B
1. friend	ly
2.	
3.	
4.	
5.	

The words in Column a are called the **root words**. The sequences of letters that are in Column B which come after the root words are called **suffixes**.

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II. Match the following root words with suitable suffixes. You can use a suffix more than once as shown. Use them to make sentences of your own. One has been done for you.

S.No	Root Word	Suffix	Word	Sentences
1.	magic	-ing	magical	The magician performed an amazing **magical act**.
2.	care	-al		
3.	celebrate	-ful		
4.	laugh	-ly		
5.	wonder	-ed		
6.	help	-tion		
7.	friend	-ous		
8.	courage	-ship		

[Note: Observe the changes in spelling in a few word combinations.]

III. Read the following lines from the story.

Mario, brave and determined, took the strange invisible chair …

You have already described the chair. Now, describe what kind of a person Mario is in the image given below.

[Use words from the story. You may also use words of your own.]



Mario

The words that describe the quality of a person or a thing are called **adjectives**.

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IV. Match each word (adjectives) in Column A with a suitable word (noun) in Column B. You can make more than one combination. One has been done as an example.

Coloumn A Adjective	Coloumn B Nouns	Coloumn C Phrases	Coloumn D Sentences
brave	friends	brave soldier	(i) The **brave soldier** marched ahead.
clever	rain		
tasty	**soldier**		
heavy	plan		
slight	peanuts		
true	cold		

V. Complete the paragraph with suitable **adjective - noun** pairings. Use the words in the box given below.

old book	magical adventures	happy boy	amazing stories
fantastic adventures	colourful creatures		old castles

Once upon a time in a little village, a/an 1) _____named Abhishek found a/an 2) _____in the attic. He read 3)_____ about fairy lands, 4)_____and 5)_____. Abhishek's eyes got big as he imagined these 6)_____. He told his friends about the stories, and they started to have their own 7)_____ when they played together.

VI. Imagine you are Mario make a diary entry and express your emotions on being to find your true friends.

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Let us listen

You will listen to Manu talk about her friend, Monika. As you listen, fill in the blanks with words that you hear. (*refer to page 238 for transcript*)

1. Monika found it _____when she took admission in the school.
2. Manu was _____and helped by her in many ways.
3. So, it was not so _____ for the new girl to adjust in the school.
4. Both friends experienced difficult and _____ moments together.
5. Manu is _____ to Monika for making her life easy and finding a friend.

You will listen to the girl once again.



Let us speak

Work in pairs. Read the following qualities of a friend.

loving honest kind caring loyal polite
respectful team-worker understanding

Discuss in pairs. Choose any four positive qualities that you would like your friend to have. Give a reason for your choice. Use the hints given below when you speak.

I feel my friend should be … because …

I think the quality I want in my friend is being …. The reason for this is …

I believe my friend should be … This is in order to …

If my friend is … then …

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Let us write

Read the messages that Mario has written to his friends Deepa, Guneet and Asma.

Dear Deepa,
I feel so special that you are my friend. I know you will always be there for me. Before going to bed, I said a little prayer for Guneet, Asma and you. You made me realise the value of having good friends.
Best wishes,
Mario

Dear Asma,
I feel blessed to know that you are my true friend. I would have fallen again today, if it wasn't for Guneet, Deepa and you. I know I can always depend on the three of you, no matter what.
Best wishes,
Mario

1. Now, choose the correct word given in brackets to complete Mario's message to Guneet.

   Dear Guneet,

   I am _____(thankful to/requesting) God to have you as a_____(lucky/ real) friend for life. When everyone was_____ (laughing at/talking to) me, Deepa, Asma and you showed me that you _____ (will save/care for) me. You are indeed a_____ (blessing/loving) in my life.

   Best wishes,

   Mario

2. Now, write your own message to your best friend. You may take ideas from the story, 'The Unlikely Best Friends' and the poem, 'A Friend's Prayer'.

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Let us explore

1. Find out more stories about 'Friendship'. It could be from your state, other states or other countries too. You can share them with your class.
2. Describe your friends by filling in the blanks with suitable words. This is known as an **acrostic** poem.

   F _____

   R _____

   I _____

   E _____

   N _____

   D _____

   S _____
3. Complete the following task by talking to different people of different age groups as mentioned in the table. You may divide the class into groups to do the following:

Question	Age Group	Response
What does friendship mean to you?	50+	
	31 to 49	
	20 to 30	
	12 to 19	

After gathering responses:

- Discuss: similarities and differences across age groups.
- Reflect: how viewpoints on friendship may change with age and life
- experiences.
- Present: a summary of the group's responses, emphasising key themes or unique insights.

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TRANSCRIPTS

Let us listen *(refer page 213)*

THE UNLIKELY BEST FRIENDS

Let me tell you a story of a cow and a leopard from Vadodara in Gujarat who became friends. As you know, a leopard is a wild animal and a cow is a domestic animal. Some people say that the cow took care of the leopard cub like a mother. When the cub became older, it went away from the village. It returned to meet the cow at night. The villagers were worried but they never stopped the leopard. They saw that the leopard just sat beside the cow quietly. The cow and leopard spent time by relaxing and playing with each other. The leopard did not like the villagers and stopped coming regularly. The villagers were surprised that the leopard never attacked the cow but became its friend.

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You will listen to the audio or narration once again. As you listen, check your answers.



TRANSCRIPTS



Let us listen *(refer page 220)*

A FRIEND'S PRAYER

Hello!
Let me tell you what outdoor activities Ajay and Dhiraj enjoy doing. Some days they like playing at the swings in the park. Ajay enjoys slides the most. Dhiraj likes nature, so both take walks in the nearby park, listen to birds and look at the trees. On Saturdays, both go cycling around the neighbourhood. What both truly enjoy is eating ice-cream together. Sometimes they also purchase a comic book, sit on a park bench and read together. They are truly best friends.

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You will listen to the audio or narration once again. As you listen, check your answers.

Transcripts

Let us listen *(refer page 233)*

THE CHAIR

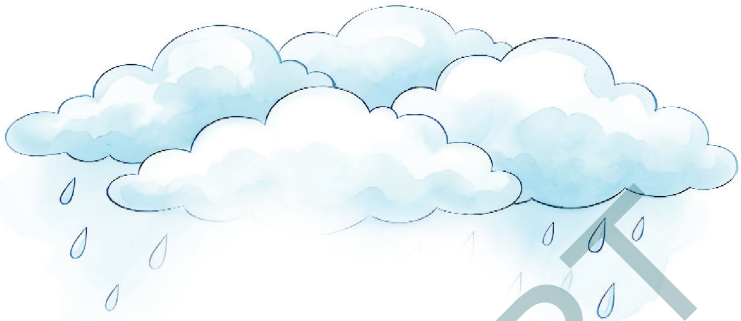
When I first joined this new school, things were very difficult. There was Monika. She was a supportive friend who guided me, introduced me to others and even shared her notes. That made me comfortable in the school. Since then, Monika and I have been together through difficult times and happy times. She is the kind of friend who is always there for you. I'm really thankful to her, and how her help and support turned into a really good friendship.

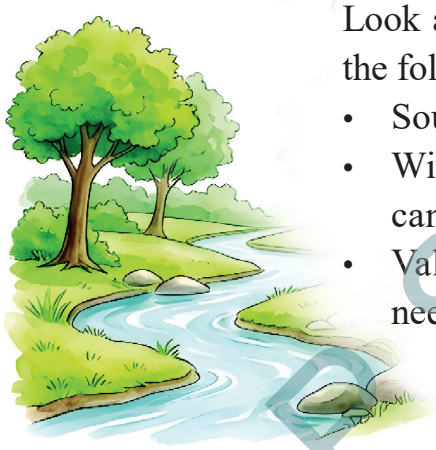
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You will listen to the audio or narration once again. As you listen, check your answers.

Let us ponder

SAVE WATER





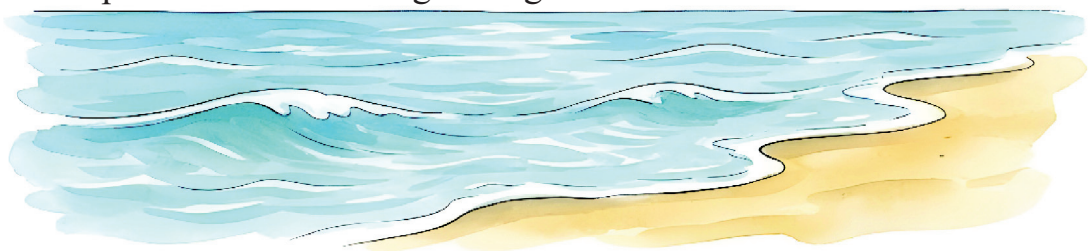
Look at the pictures. Now, discuss the following points.

- Sources of water
- Without water there cannot be any life
- Value of water and the need to save it





Make a poster with a meaningful slogan on 'Save Water.'



AP SCERT

UNIT:1 FABLES AND FOLK TALES

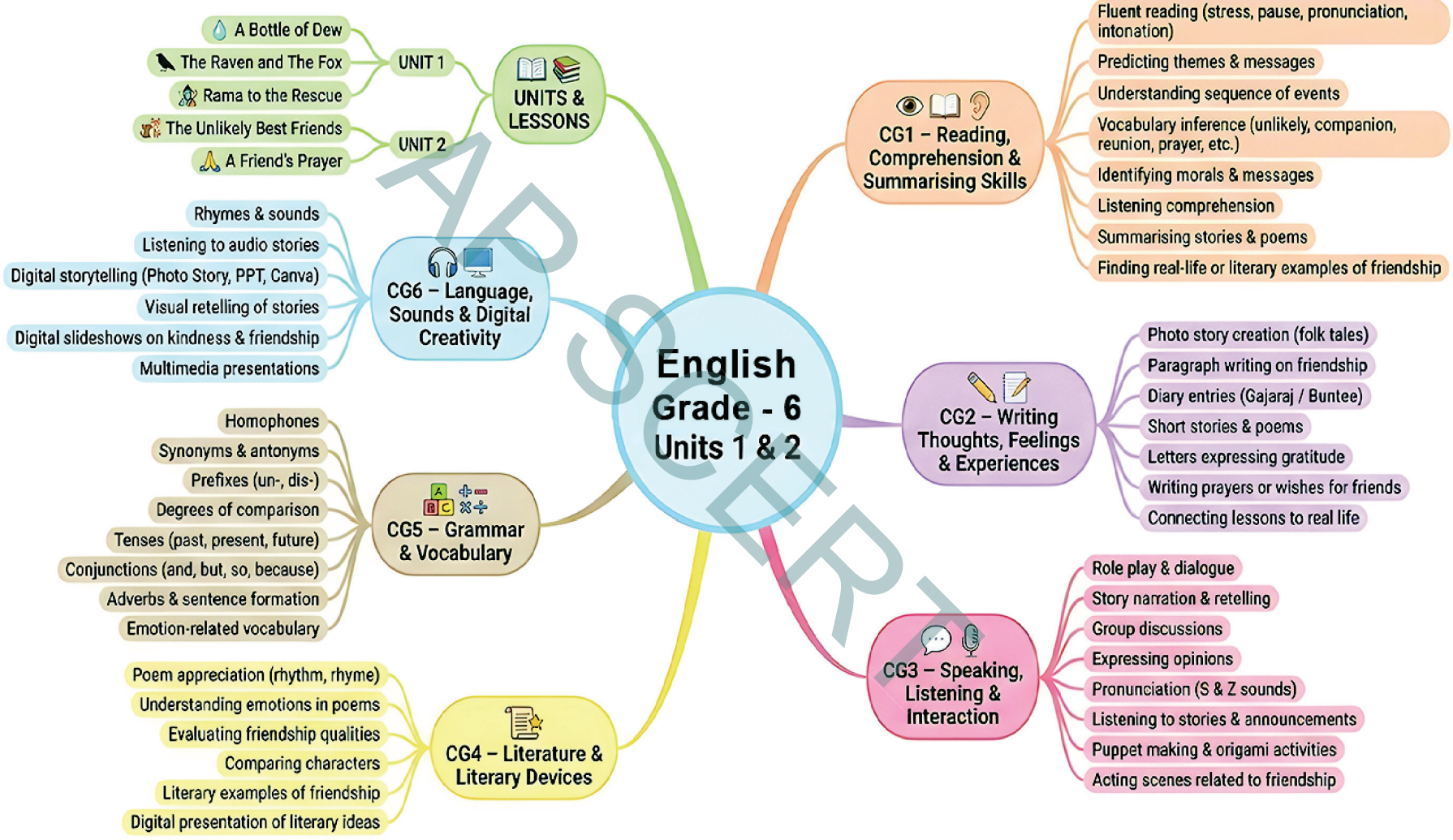
Word	IPA Phonetic Transcription	Pronunciation Notes
Dew	/djuː/	Long vowel sound in "dew"
Tracts	/trækts/	Short "a" as in "cat"
Potion	/ˈpoʊʃən/	"po" rhymes with "go", "shun" end
Sage	/seɪdʒ/	"age" sound like "age"
Chant	/ʧænt/	Initial "ch" sound like "chair"
Raven	/ˈreɪvən/	"ray" + "ven"
Morsel	/ˈmɔːrsəl/	Long "or" sound like "more"
Croak	/kroʊk/	Long "o" sound, rhymes with "oak"
Perched	/pɜːrʧt/	"perch" + "t" sound
Rescue	/ˈrɛskjuː/	"res" as in "rest", "cue" long "u"
Robbery	/ˈrɒbəri/	Short "o" as in "hot"
Silly	/ˈsɪli/	Short "i" sounds
Arrest	/əˈrɛst/	Stress on second syllable

UNIT:2 FRIENDSHIP

Word	IPA Phonetic Transcription	Pronunciation Notes
Friendship	/ˈfrɛndʃɪp/	"frend" (like friend) + "ship" (like ship)
Compassion	/kəmˈpæʃən/	"come" + "passion" (stress on 'pash')
Prayer	/ˈpreɪər/	"pray" (like pray) + "air" (like air/hair)
Loyalty	/ˈlɔɪəlti/	"loy" (like boy) + "al" + "tea"
Support	/səˈpɔːrt/	"sup" (like supper) + "port"
Chair	/ʧɛər/	"ch" as in chart + "air" like air/hair
True	/truː/	like "true" (long 'oo' sound)
Reliable	/rɪˈlaɪəbl/	"ri" + "lie" (like lie) + "able"
Understanding	/ˌʌndərˈstændɪŋ/	"under" + "stand" + "ing"
Trust	/trʌst/	like "trust" (short 'u' as in jump)
Kindness	/ˈkaɪndnəs/	"kind" + "ness"
Helpfulness	/ˈhɛlpfʊlnəs/	"help" + "full" + "ness"
Respect	/rɪˈspɛkt/	"ri" + "speck" + "t"
Care	/kɛər/	like "care" (air as in hair)

AP SCERT

Mind Map



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FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
(c) to uphold and protect the sovereignty, unity and integrity of India;
(d) to defend the country and render national service when called upon to do so;
(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
(f) to value and preserve the rich heritage of our composite culture;
(g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
(i) to safeguard public property and to abjure violence.
(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years.

- Constitution of India,
Part IV A (Article 51 A)

APSCERT

Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.