

PRAGATI-5

2018-2019

ENGLISH

Class-VI



NOT FOR SALE



स्वाध्यायान्ता प्रमदः

State Council of
Educational Research and Training

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Directorate of Education
Govt. of NCT of Delhi

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June, 2018

2,40,000 Copies

Production Team

Anil Kumar Sharma
Deepak Tanwar

Published at Delhi Bureau of Text Books, 25/2 Institutional Area, Pankha Road, New Delhi-110058
by Anil Kaushal, Secretary, Delhi Bureau of Text Books and Printed by Arihant Offset, New Delhi-110043

PREFACE

Session 2018-19 started with extensive work on foundational skills of students being done in classes of Delhi Government schools. We hope it served to support, assist and strengthen the language foundation of our learners. Learning Outcomes as envisioned by SCERT have formed a basis of these foundational skills.

Pragati 5 is an attempt to develop listening, speaking, reading and writing skills along with vocabulary and grammar, thus covering all contents of the syllabus as well as learning outcomes. Pragati 5 also aims at helping learners learn from various resources through activity-based learning approach. The activities given in Pragati 5 will be useful in the planning and execution of joyful teaching learning processes in our classrooms.

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Note for the Teachers

- The activities are based on content and are suggestive in nature.
- The teachers are free to modify the activities (as and when required) according to the class size, learning levels and other specific needs of the learners.
- Language enrichment exercises will ensure that our learners get adequate practice of grammatical concepts based on syllabus along with all the 4 essential language skills viz a viz listening, speaking, reading and writing.
- Teachers may lead the learners towards development of thinking skills and critical analysis of content along with enhancement of their cognitive abilities.

CLASS VI ENGLISH PRAGATI

(Grade wise Learning Outcomes- English)

Class I	<ol style="list-style-type: none">1. Responds to the questions asked about them and their family in their home language.2. Recites very short poems in chorus with other classmates after teacher.3. Identifies characters of stories heard with their images.4. Mimics sound of animals and actions and phrases related to the characters of stories heard5. Names objects related to everyday life such as some common fruits, vegetables, animals, birds, insects, colours, shapes, kitchen items, etc.
Class II	<ol style="list-style-type: none">1. Recites short poems with actions.2. Responds to comprehension questions related to stories, in one word/phrase, orally in home language or in English.3. Identifies characters of the stories heard.4. Mimics actions and phrases related to the characters of the stories heard.5. Expresses feeling in one word in response to a situation-real or simulated (e.g. happy, sad, angry etc.)6. Understands and respond to simple phrases related to greetings.7. Use simple words (e.g. big, small, colour) to describe objects.8. Understands pronoun words (he/she/me/you) and can use them while speaking, learning to do so indirectly through conversations with teacher rather than knowing that they are leaning pronouns.9. Copy words and sentences correctly in notebook with appropriate spacing.
Class III	<ol style="list-style-type: none">1. Recites simple poems with gestures in English, in chorus with other classmates as well as individually.2. Listens and follows simple instructions for routine tasks in school.3. Reads simple familiar sentences with understanding.4. Orally describes everyday objects in very short sentences.5. Writes two three sentences about objects of everyday life in guided format.6. Recalls few characters from stories heard and can write the names of the characters with pictures.

Class IV	<p>In addition to class III:</p> <ol style="list-style-type: none"> 1. Recites simple poems with expressions and intonation. 2. Reads simple texts of four-five lines with understanding. 3. Guesses meaning of unfamiliar words by reading them in context as well as by using dictionary. 4. Speaks very short and simple phrases related to everyday life of school. 5. Uses punctuation marks like full stop and question mark at appropriate places.
Class V	<p>In addition to class III and IV:</p> <ol style="list-style-type: none"> 1. Speaks and writes four-five simple sentences about her/his feelings and likes and dislikes with the help of the teacher. 2. Reads simple print in the surroundings (for example, advertisements on hoardings, newspapers, signposts etc.) 3. Describes pictures in written form in four-five short and simple sentences with the help of given clues and structure.
Class VI	<p>In addition to class III, IV and V:</p> <ol style="list-style-type: none"> 1. Reads very short story fluently and can answer in one word or sentence orally and in writing. 2. Speaks and write four to five simple sentences about friends and family in guided format. 3. Writes words/very short sentences as dictated by the teacher. 4. Draws simple and specific information from a simple text available in surroundings. 5. Uses newly learnt vocabulary while speaking and writing. 6. Refers dictionary to find meanings of unfamiliar words.
Class VII	<p>In addition to the previous classes:</p> <ol style="list-style-type: none"> 1. Participates in small conversations based on familiar context. 2. Responds to recall and comprehension questions from a short text. 3. Speaks four to five sentences about immediate surroundings with teacher's help. 4. Writes short paragraphs based on context in guided format.
Class VIII	<p>In addition to the previous classes:</p> <ol style="list-style-type: none"> 1. Identifies characters, main idea and sequence of events after listening and reading a simple short story of about 100 to 150 words. 2. Orally describes given picture/ simple topic in four to five sentences. 3. Writes simple letters in guided format

ENGLISH SYLLABUS NISHTHA GROUP

(CLASS VI) 2018-19

TERM I & II

TEXT BOOK	LANGUAGE SKILLS	GRAMMAR
Honey Suckle	Reading/ Writing / Speaking / Listening	
Chapter 2: How the Dog Found Himself a New Master	<p>Speaking:</p> <p>1) Identify the various sounds produced by 'a', eg, father, cat, ball, etc. Repeat for other vowels.</p> <p>2) Self introduction.</p> <p>3) Group activity: Identify and pronounce 2,3,4,5 and 6 letter words from the chapter.</p> <p>Reading: 4-5 sentences followed by simple questions.</p> <p>Writing:</p> <p>1) Word completion (words from chapter)</p> <p>2) Paragraph :</p> <p>i) My Pet Dog</p> <p>ii) Myself</p> <p>Listening: Dictation words</p>	<p>• Names of:</p> <p>1) Wild animals 2) Pet animals 3) Fruits 4) Colours 5) Vegetables</p> <p>• Nouns: Common and proper</p> <p>• Counting in words (upto twenty).</p> <p>• Pronouns (personal) :</p> <p>1) Their identification in given sentences. 2) Their correct usage.</p>

<p>Poem 1:</p> <p>A House, A Home</p>	<p>Speaking: Children speak about name, age, likes/dislikes of their family members.</p> <p>Writing: Paragraph: My family Application writing (Guided): To the Principal for sick leave.</p> <p>Reading: 4-5 sentences followed by simple questions.</p> <p>Listening: 1. Fill ups (adjectives) while listening to the sentences read by the teacher. eg. This is a _____ book. 2. Children listen to short passages read by the teacher and mark the sentences in worksheet/blackboard as true/false.</p>	<p>Antonyms :</p> <ul style="list-style-type: none"> • Prepositions (of place): in, into, at, on, to, of, for, under, above, between, among, behind. • Verbs (action words) • Tense (Simple Present) • Nouns: Identify nouns in given sentences and classify them as common and proper. • Recapitulation: Questions based on names of: animals, fruits, colours and vegetables.
<p>Ch. 7:</p> <p>Fair Play</p>	<p>Speaking(Recapitulation): Self-introduction: The student will speak 5 -6 sentences about himself/herself. Group activity - Identify and pronounce 2, 3, 4, 5 & 6 letter words from the lesson.</p> <p>Writing : Guided paragraph writing: My Daily Routine.</p> <ul style="list-style-type: none"> • Application to the Principal for sick leave (Guided Writing) (Recapitulation) <p>Reading: 4-5 sentences followed by simple questions.</p> <p>Listening : The teacher will read out a short story twice. Students will write the answers in the given worksheets.</p>	<ul style="list-style-type: none"> • Singular and plural nouns. • Names of birds, flowers, days of week, months of the year and parts of the body (activities designed to focus on usage) <p>Recapitulation:</p> <ul style="list-style-type: none"> • Tense: Simple Present • Preposition: in, into, at, on, to, under, above, between, among, behind. • Names of colours, fruits, vegetables and animals.

Poem 4: Beauty	<p>Speaking : The students will speak four/five sentences about school/friend.</p> <p>Writing : 1) Guided paragraph writing: My School. 2) Letter writing: Application to the principal of your school asking him/her to change your section giving suitable reason.</p> <p>Reading: 4-5 sentences followed by simple questions.</p> <p>Listening: The teacher will read out a short story twice. Students will write the answers in the given worksheets.</p>	<ul style="list-style-type: none"> • 3 degrees of adjectives and their usage. • Nouns and pronouns and their use in sentences • Tense: Simple Past • Picking out the pronouns (identification) from the given sentences.
Ch. 8: A Game of Chance	<p>Speaking: The students will speak four/five sentences about their favourite colour, fruit, vegetable, animal etc.</p> <p>Writing: Guided paragraph writing: 1) Any festival 2) My Best Friend</p> <p>Reading: Short passages (seen and unseen) followed by simple questions.</p> <p>Listening: The teacher will read out a short story twice. Students will write the answers in the given worksheets.</p>	<ul style="list-style-type: none"> • Tense (Simple past) • Three forms of verbs
Poem 7: Vocation	<p>Speaking : The students will speak four/five sentences about their winter break.</p> <p>Writing: Application writing (Recapitulation)</p> <p>Reading: Short passages (seen and unseen) followed by simple questions.</p> <p>Listening: The teacher will read out a short story twice. Students will write the answers in the given worksheets</p>	<ul style="list-style-type: none"> • Punctuation: full stop, comma, question mark and capital letter. <p>Recapitulation: Simple Present and Simple Past Tense</p>

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TERM I

CHAPTER I










HOW THE DOG FOUND HIMSELF A NEW MASTER

Pre Reading:

Activity 1: (Pair/Group work)

Hello children! Look at the following pictures. Do you know the names of these animals?

Let's write their names with the help of the words written in the box given below :

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

wolf
sheep

cock and hen
lion

zebra
dog

goat
horse

cow
cat

elephant
bear

Activity 2:

Now let's write the names of these animals in the correct columns:

wolf	cock and hen	zebra
goat	cow	elephant
sheep	lion	dog
horse	cat	bear

Animals that live in the forest.	Animals that we keep near our house. (Animals that help us to do work for earning money.)	Animals that live with us in our home. (Animals that we do not use for earning money.)
eg. elephant _____ _____ _____ _____	eg. cow _____ _____ _____ _____	 _____ _____
These animals are called Wild Animals.	These animals are called Domestic Animals.	These animals are called Pet Animals.

Activity 3:

WHO AM I? Wild animal or Pet animal? Also write my name in the blank.

WILD



Tiger I am the national animal of India.



_____ I am very clever.



_____ I like carrots.



_____ I am hairy and eat honey.

PET



Dog I guard your house



_____ I am the king of the jungle.



_____ I drink milk.



_____ I am very big. I have a trunk.

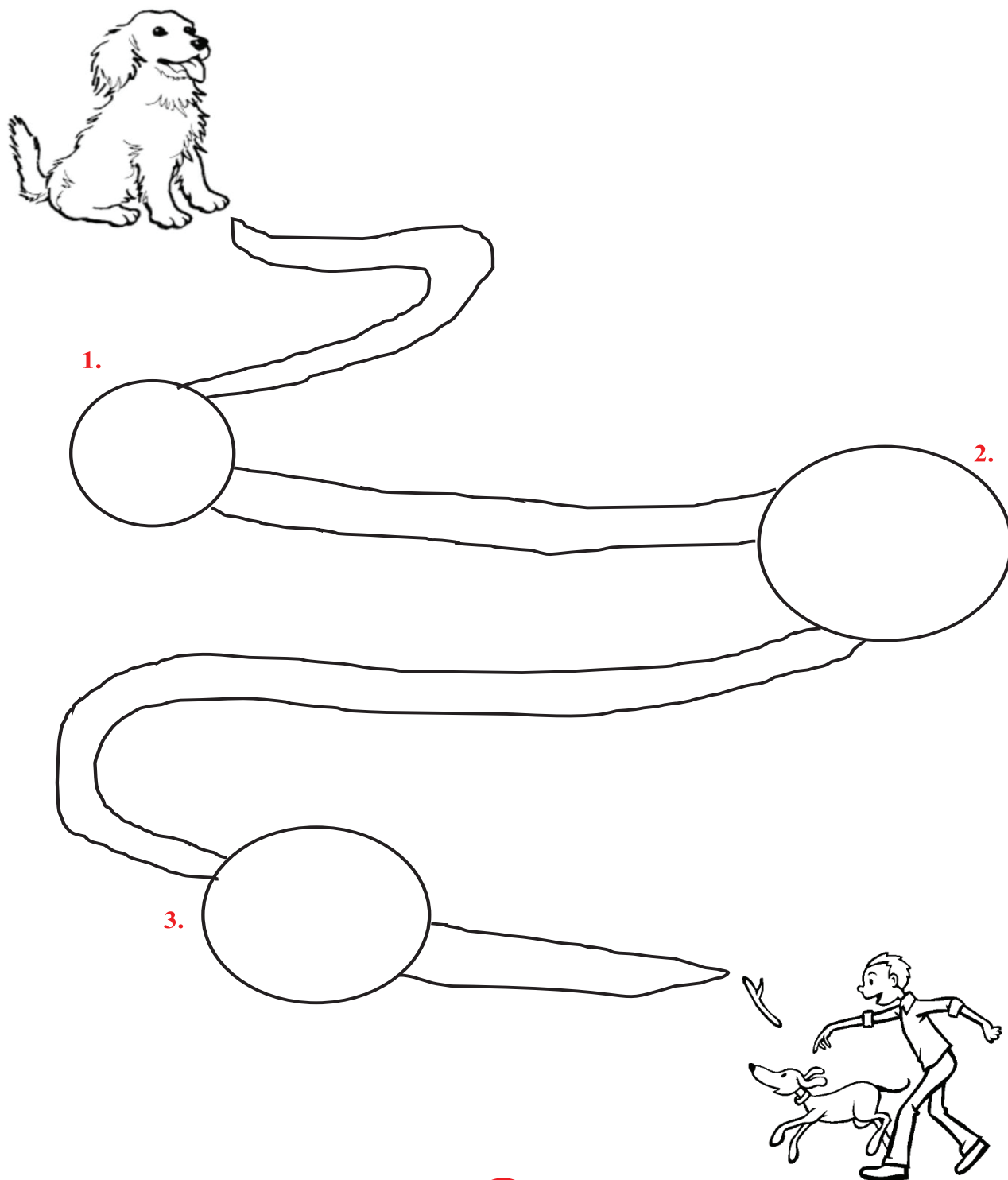


_____ I look like a dog.
I howl and live in the jungle.

While Reading:

Activity 4: (Pair Activity)

Draw/Paste the pictures of the animals whom 'I' (the dog) met on the way to meet my final master (the man).



Activity 5: Read the passage given below and answer the questions.

“I am looking for someone to take up service with. Would you like to be my master, Wolf?”

- Q1. What is the name of the lesson? _____
- Q2. Who am I in the above passage? _____
- Q3. Who is he talking to? _____

Activity 6: (Pair/Group work) DICTIONARY CHECK

In the story, the word ‘bear’ is used for an animal. Bear is also used as a main verb.

Look up following words in your dictionary to find two or more different meanings:

- | | Bear | name of an animal | to carry | to suffer |
|---|-------|-------------------|----------|-----------|
| • | Trunk | _____ | _____ | _____ |
| • | Tear | _____ | _____ | _____ |
| • | Kind | _____ | _____ | _____ |
| • | Bark | _____ | _____ | _____ |

Words with same spelling but different meanings are called Homographs.

Post Reading:

Activity 7: (Pair/Group work)

Let's write few lines about the dog in the lesson.

1. The dog did not like _____.
2. He was frightened of _____.
3. He was tired of roaming around and _____.
4. _____.
5. _____.

Activity 8: (Pair/group activity)

Read the question given below and choose the correct answer from the box.

Q. 1. Why did the dog need a master?

Ans. The dog needed a master because _____

Q. 2. Which animal did the dog choose as his first master?

Ans. At first, the dog chose a _____

Q. 3. Who did the dog choose as his next master?

Ans. The dog chose _____

Q. 4. Why did the dog choose lion as his master?

Ans. The dog chose lion as his master because _____

Q. 5. Why did the dog finally choose man as his master?

Ans. The dog finally chose man as his master because _____

a wolf as his first master.	he was tired of wandering alone.
he wanted to serve someone who was the most powerful.	a bear as his next master.
there was no one more powerful and stronger than the lion in the forest.	

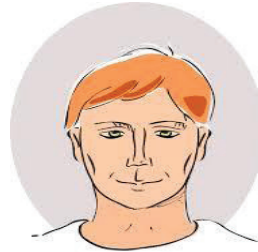
LANGUAGE ENRICHMENT EXERCISES

Activity 1: (Speaking/ Writing)

Write the missing letters:



__a__



__a__



__a__



__a__

Pronunciation drill (with letter 'a')

Now let's try to speak the following words aloud.

dad	sad	fan	man	tan
gap	map	bat	rat	bag

Activity 2 : Write the missing letters:



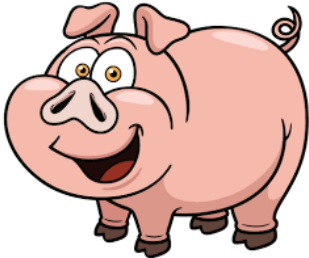

 <p>__e__</p>	 <p>__e__</p>	 <p>__e__</p>
--	--	--

Pronunciation drill(with letter 'e') :

Now let's try to speak the following words aloud.

beg	leg	hen	men	ten
jet	net	pet	set	wet

Activity 3 : Write the missing letters:




 <p>__ i __</p>  <p>__ i __</p>	 <p>__ i __</p>  <p>__ i __</p>
--	--

Pronunciation drill (with letter 'i') :

Now let's try to speak the following words aloud.

big	dig	fig	pig	lip
pin	tin	sit	lit	nib

Activity 4: Write the missing letters:

 ___ o ___	 ___ o ___	 ___ o ___
--	--	--

Pronunciation drill (with letter 'o'):

Now let's try to speak the following words aloud.

pot	rot	plot	hop	shop
dog	fog	log	job	sob

Activity 5: Write the missing letters:

 ___ u ___	 ___ u ___	 ___ u ___
--	--	--

Pronunciation drill (with letter 'u') :

Now let's try to speak the following words aloud.

tub	rub	hut	nut	mug
rug	must	rust	slum	gum

Activity 6: (Individual work)

1. Who is your favourite person in the family?

2. Which is your favourite place in the school?

3. Which is your favourite animal?

4. Which is your favourite toy?

The answers are : name of a person , a place, an animal and a thing.

The name of a person, a place, an animal and a thing is called a noun.

If your favourite person is your sister, then what's her name?

If her name is Seema.

Your sister is common noun and her name Seema is proper noun.

Did you notice proper noun begins with capital letter?.

Activity 7: (Pair/Group work)

Write proper nouns for these common nouns.

- | | | | |
|-----------|-------|--------------|--------|
| 1. Month | _____ | 2. Boy | _____ |
| 3. Girl | _____ | 4. Car | Maruti |
| 5. Fruit | _____ | 6. Vegetable | _____ |
| 7. Colour | _____ | 8. Teacher | _____ |
| 9. Friend | _____ | 10. Leader | _____ |

Activity 8: (Pair/Group work)

NOUN

Let's play a game! Name / Place / Animal / Thing

(Do not worry about the spelling)

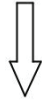
Name of Person	Name of Place	Name of Animal	Name of Thing
eg. Ram	eg. Rajasthan	eg. Rabbit	eg. Rope

PRONOUN

Pronoun is a word which takes the place of a noun in a sentence.

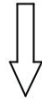
eg: he, she, it, they, etc.

eg: **Komal** is a tall girl. **Komal** studies in class six. **Komal** sits on the second bench.



Komal is a tall girl. **She** studies in class six. **She** sits on the second bench.

eg: **Ram** is an intelligent boy. **Ram** lives in Delhi. **Ram** likes mango.



Ram is an intelligent boy. **He** lives in Delhi. **He** likes mango.in same class.

Ram and **Komal** are best friends.

Ram and **Komal** study in the same school.

Ram and **Komal** are neighbours.

Ram and **Komal** are best friends.

They study in the same school.

They are neighbours.

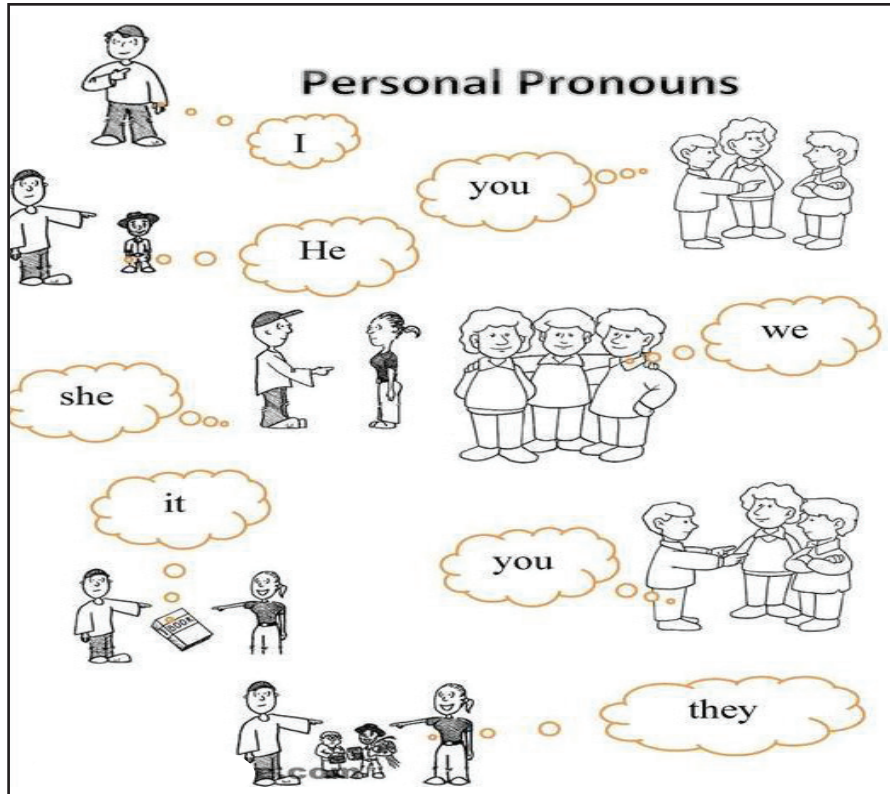
I bought a pen. **Pen** is red in colour. **Pen** is expensive.

I bought a pen. **It** is red in colour. **It** is expensive.

Personal Pronouns

Personal pronouns are words that take the place of nouns.

I, me, you, we, she, he, it, him, her, it, us, they, and them.



Activity 9 :

Now let's make sentences using these personal pronouns :

they : They are playing in the park.

1. he : _____
2. she : _____
3. I : _____
4. you : _____
5. it : _____

Activity 10: (Speaking): Self Introduction

Give your introduction to the class. You can use the phrases written below for your help.

1. My name is _____.
2. I live in _____.
3. I am _____ year old.
4. I like to play _____.
5. I like to eat _____.
6. I like to watch _____.

Activity 11: Paragraph writing

Myself

Fill in the blanks to complete the paragraph.

My name is _____. I _____ years old. I live _____. In my family, there are _____.

I have _____ hair. I love to play _____ and _____. I like _____.

Activity 12: (Individual work)

Draw and write the names of three pet animals and colour them.

--	--	--

Read the following passage and answer the questions given below:-

It takes care of the house and is faithful. I love spending time with Monty.

a) Monty **b) Minty**

a) Black **b) Brown**

a) Labrador **b) Pug**

MY PET _____

_____. It _____.

It _____.

I _____ spending time _____.

Activity 15 : (Pair/Group work)

Match the following:



Donkey

Goat

Sheep

Rabbit

Monkey









Cat

Dog

Cow

Activity 16:

Complete the names of the given animals by filling in the missing letters :

 _at	 C_w	 Do_	 R____t
 D____y	 M____y	 S____p	 G__t

COLOURS

Activity 17: (Individual work)

Colour the given boxes with different colours of your choice :

Activity 18: (Pair work) Match the following colours with their names:



green



purple



blue



brown



black



pink



yellow



red



orange

Activity 19 : (Pair/Group work)

Complete the names of the given colours and write the name of any object of that colour.

1	R__ d	Tomato
2	Bl__	
3	P__ k	
4	B__ c k	
5	B r__ n	Potato
6	P__ l e	
7	Y__ o w	
8	G r__	

Activity 20: Look at the pictures of fruits given below. Speak out their names.



Activity 21: (Individual/Pair work)

Match the following:



pear



peach



mango



banana



apple



grapes



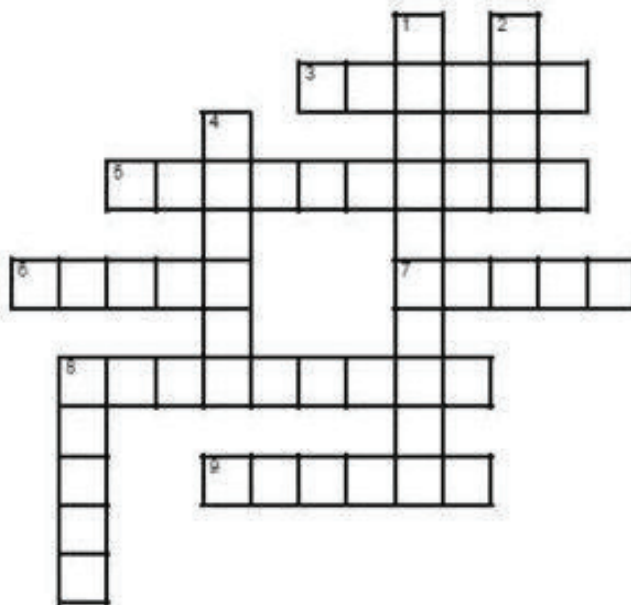
pineapple



orange



Fruits Crossword



Across

3. gr _ _ _ _



5. st _ _ w _ e _ _ y



6. l _ _ _ _



7. m _ _ g _



8. p _ n _ ap _ _ _



9. b _ n _ n _



Down

1. w _ t _ r m _ l _ n



2. p _ _ r



4. or _ _ _ _



8. p _ _ _ _









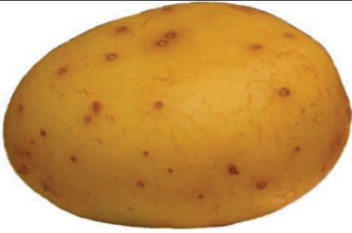


VEGETABLES

Activity 23: (Individual work): Draw any three vegetables of your choice. Colour them.

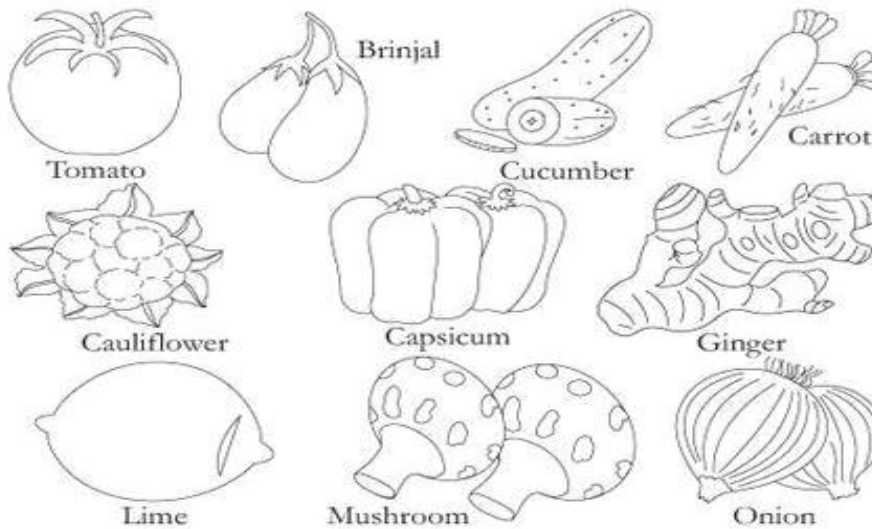
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Activity 24: (Pair/Group work)

Look at the vegetables chart given below and read out the names of the vegetables.

		
Cauliflower	Lemon	Ladyfinger
		
Brinjal	Peas	Spinach
		
Potato	Onion	Pumpkin

Activity 25: Look at the puzzle. Search the names of the vegetables given below.



Activity 26 : (Individual work)

Read aloud the numbers and the number names.

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE
6 SIX	7 SEVEN	8 EIGHT	9 NINE	10 TEN
11 ELEVEN	12 TWELVE	13 THIRTEEN	14 FOURTEEN	15 FIFTEEN
16 SIXTEEN	17 SEVENTEEN	18 EIGHTEEN	19 NINETEEN	20 TWENTY

Activity 27: (Individual work)

Look at the jumbled number name given in Column 2. Identify the number and write it in Column 1. Write its correct spelling in column 3.

Column1 Number	Column 2 Jumbled Number Names	Column 3 Un-jumbled Number Names
eg. 6	isx	Six
	vneeseetn	
	noe	
	feeitfn	
	rteeh	
	nte	
	wnyett	
	enelve	
	ufro	
	tneefruo	
	wot	
	nnei	
	vfie	
	sxeenti	
	eetgthnie	
	vesne	
	ireentth	
	ihgte	
	etinenen	

Activity 28: (Individual work)

Answer the following questions. Write the correct number (in words) in the space provided.

1)	How many fans are there in your class?	
2)	How many rooms are there on your floor in the school?	
3)	How many doors are there in your classroom?	
4)	How many windows are there in your classroom?	
5)	How many taps are there in the 'Drinking Area' of your floor?	
6)	How many periods are there in your class timetable for English subject in a week?	
7)	How many bananas are there in one dozen?	
8)	In the game of cricket, how many balls are there in one over?	
9)	Count the number of buttons on your shirt?	
10)	How many colours are there in the rainbow?	

Poem-1 : A HOUSE, A HOME

By- Lorraine M. Halli

Pre-Reading

Activity 1 : Speaking

- Look at the following pictures.
- Discuss with your friend about the differences between a house and a home.

HOUSE



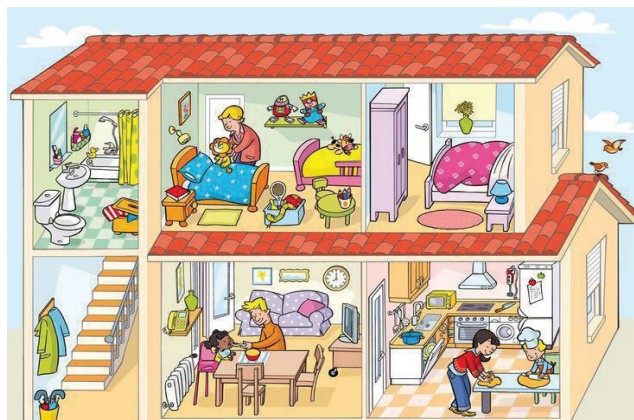
HOME



HOUSE



HOME



House = building having rooms to live (physical structure)

Home = a house having a family (people & relations)

Activity2: Writing

Make a list of things you see in your house.

eg. bed		

While-Reading

Activity 3: Writing

Classify the given words and write them in the correct column in the table.

	HOUSE is made of...	HOME is made of...
1		
2		
3		
4		
5		

bricks	family	stone	love	cement
care	wood	kindness	door	help

Activity 4: Read the lines from the poem ‘A House, A Home’ and answer the questions that follow.

“What is a home?

Its loving and family

And doing for others.

Its brothers and sisters

And fathers and mothers.”

Q1) How many family members have been named in these lines?

1. _____ 2. _____
3. _____ 4. _____

Q2) What do you think is the most important thing in a home?

Activity 5: You have learnt the difference between a house and a home.

Now, complete these sentences about your house and home.

Choose phrases from the box given below.

1. A house is different from my home because

In a house ...	In my home
eg. There is just a building.	eg. I have brothers and sisters.

It has a bed to sleep on.

I take dinner with my family.

It has walls and windows.

I have a lot of fun with my family.

It has no feelings.

I play with my pet.

2. The best thing about my home is (Choose any from the box below)

relationships, cooking food together with my father, taking care of my brother, fighting with my sister, playing ludo, playing hide and seek, celebrating birthday, eating food together, studying with my brother's help.

Post-Reading

Activity 6: Speaking (Group work)

In groups of 5-6 students, discuss about :

- Your house (what it is made of, things in the house, utility of a few of those things, etc.)
- Your home (number of family members, relationship with each other, their occupations, their likes/dislikes, etc.)

Activity 7 : Speaking (Group work)

In groups of 5-6, read the following prompts and discuss :

Prompt One:

Imagine that you are alone at home for three days. You watch your favourite shows on TV, play with friends, do your work, read books and eat food, but still you are not very happy.

Why? What do you miss?

Prompt Two:

- Do we need a family? **Why?**
- Do you help your mother? **How?**
- Do you help your father? **How?**
- Do you help your brother/sister? **How?**

Prompt Three:

Whenever you go out of city for few days, **why** do you want to come back home? **How do you feel** when you return home?

Activity 8 : Writing

- Observe the six given pictures and associate them with the poem you have read.
- Write HOME or HOUSE under each accordingly.



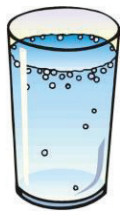
LANGUAGE ENRICHMENT EXERCISES

Antonyms

Activity 1 : Picture-match!

Choose words from the box to label the pictures. Match the opposites.

in	full	night	empty	right
left	thick	out	day	thin



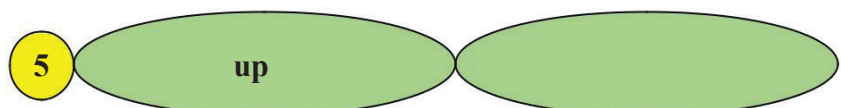
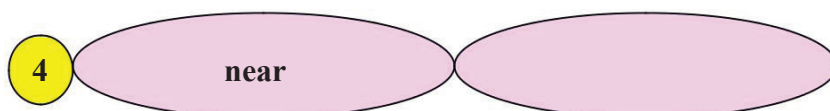
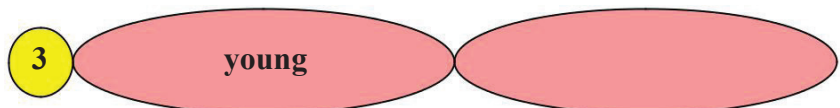
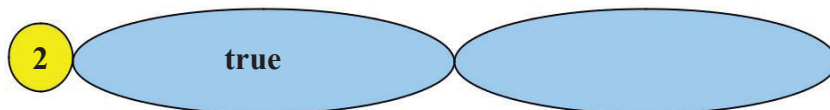
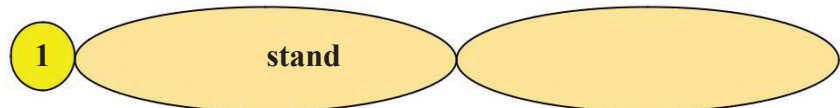
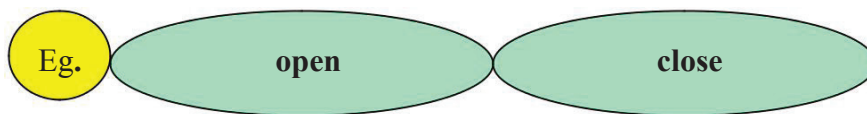
Activity 2 :Spot the Antonym.

Let's colour the box which has the correct opposite of the main word.

	Main word	Option 1	Option 2	Option 3
eg.	some	fresh	many	dirty
1	hard	low	brave	soft
2	show	hide	loud	wrong
3	kind	happy	cruel	silent
4	love	big	few	hate
5	always	sad	never	small

Activity 3: Fill it up!

Let's write the opposite of the given words.

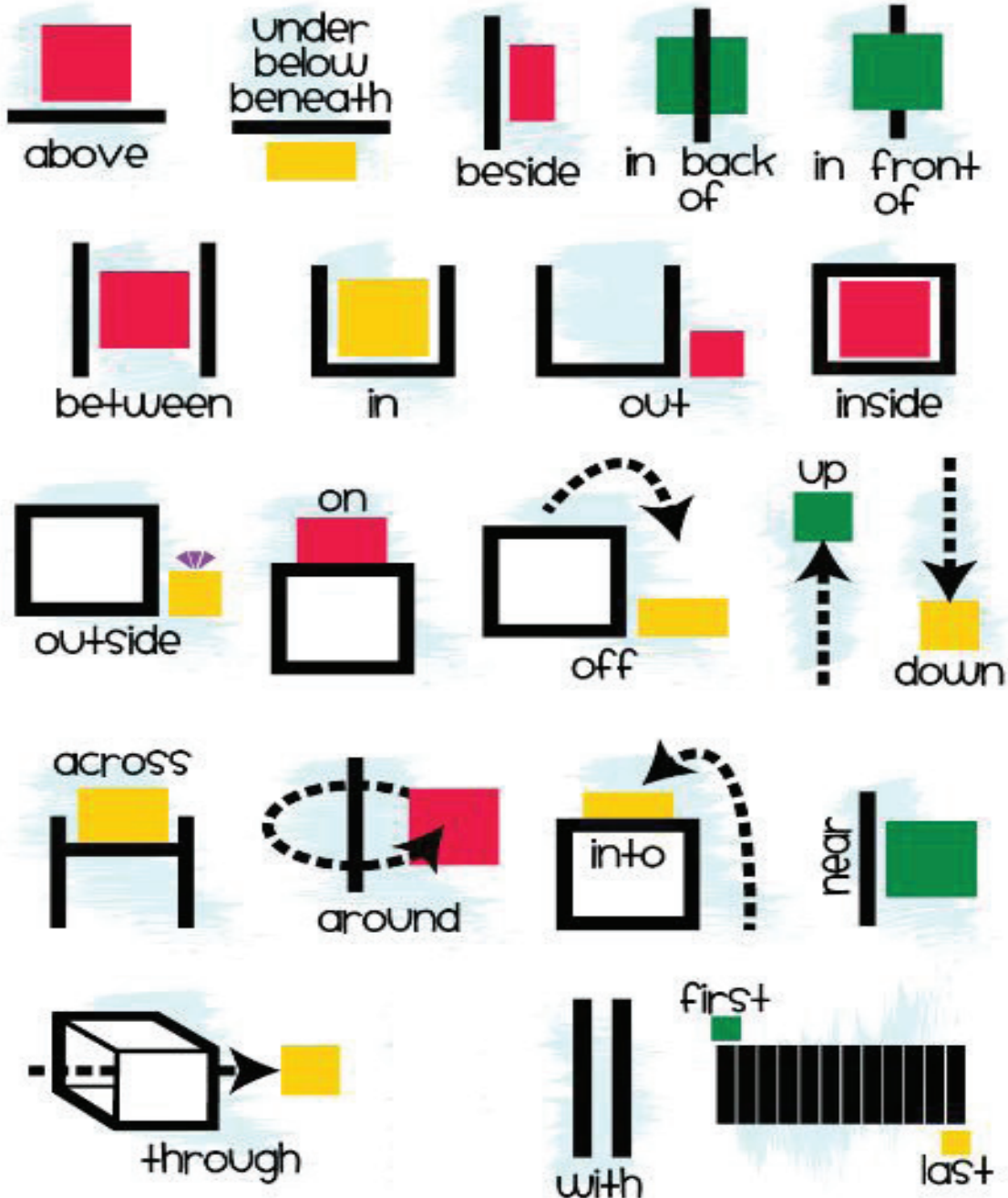


Prepositions

Let's look at the given chart of prepositions.

Prepositions are the words which tell us about the position of a noun.

Prepositions



Activity 4 (Listening)

The teacher will give you the following instructions. Do as asked.

Teacher **says**:

1. **In** the box given below, **draw** a big circle (outline of a face).
2. **Draw** two eyes **in** the circle.
3. **Draw** a thin nose **between** the two eyes.
4. **Draw** smiling lips **under** the nose.
5. **Draw** two ears **outside** the circle, one **on the left side** and the other **on the right side**.
6. **Draw** two standing lines **under** the chin, to **make** a neck.
7. **Draw** an eyebrow **above** each eye.
8. **Colour** the face.
9. **Hold** your sheet **up** and show to your teacher.
10. **Share** “who is this?” with your friend. **Talk** about your drawing for one minute.



Let me recall !

- All the words in red colour are **PREPOSITIONS (position-words)**.

Eg. : **in** the box, **on** the face, **between** the eyes, **on** the left/right, **under** the chin, hold your sheet **up**, etc.

- All the words in blue colour are **VERBS (doing-words)**.

Eg. : give, say, draw, make, colour, hold, share, talk, etc.

Activity 5 (speaking):

- **Stand in a circle and hold your book in your hands.**
- **Look at the given pictures carefully.**

Picture - 1



Picture - 2

Observe any one thing. Speak a sentence about its location. (eg : The book is on the table.)

Group of five students : Use the position-word “ON” (Picture-1)

Group of five students : Use the position-word “**ON**” (Picture-2)

Group of five students : Use the position-word “**IN**” (Picture-1)

Group of five students : Use the position-word “IN” (Picture-2)

Group of five students : Use the position-word “**UNDER**” (Picture-1)

Group offive students : Use the position-word “**UNDER**” (Picture-2)

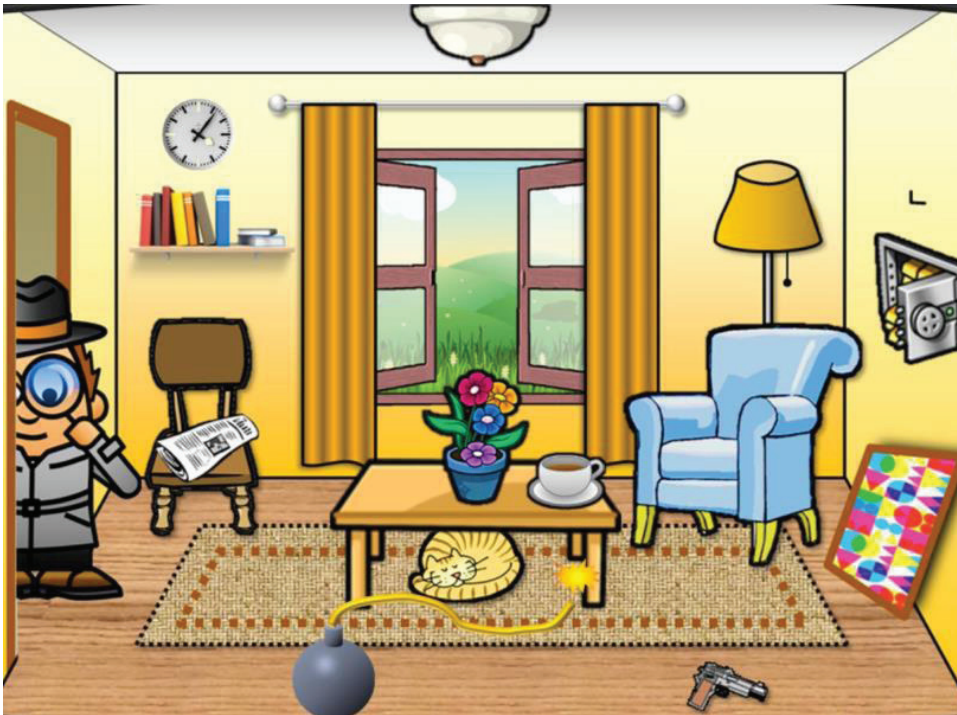
Group of five students : Use the position-word "ABOVE" (Picture-1)
Group of five students : Use the position-word "ABOVE" (Picture-2)

Group of five students : Use the position-word "BETWEEN" (Picture-1)
Group of five students : Use the position-word "BETWEEN" (Picture-2)

Group of five students : Use the position-word "INSIDE" (Picture-1)
Group of five students : Use the position-word "INSIDE" (Picture-2)

Activity 6 : Spot the object.

Look at the given picture carefully. Read the sentences and fill the blanks.



eg. There is a cat under the table.

1. There is a clock _____ the wall.
2. There is a newspaper _____ the chair.
3. The cat is sleeping _____ the table.
4. There is a lamp _____ the sofa.
5. There is a flower vase and tea-cup _____ the table.

on

under

behind

Activity 7 : Position of the Cat

Match the preposition to the position of the cat



between



in front of



under



on



behind



beside

Adjectives - An Introduction

Activity 8:

Read the given sentences and identify the word which tells you more about the noun in that sentence.

eg. I am a good girl. - How is the girl? → good

1. He is a tall boy. - How is the boy? → _____

2. I have a new pencil. - How is the pencil? → _____

The words which tell us about the noun are called **Adjectives**.

Adjectives are describing words.

Activity 9 : Listen and identify the adjectives

- Now your teacher will read out the given paragraph twice.
- Listen carefully and identify the describing words.
- Fill the words in the blanks below.

I went to the park. It was a sunny day. There I saw tall trees, yellow flowers and colourful butterflies. I saw an old woman. She was wearing a blue saree. She was looking beautiful. I played with my friends for two hours.

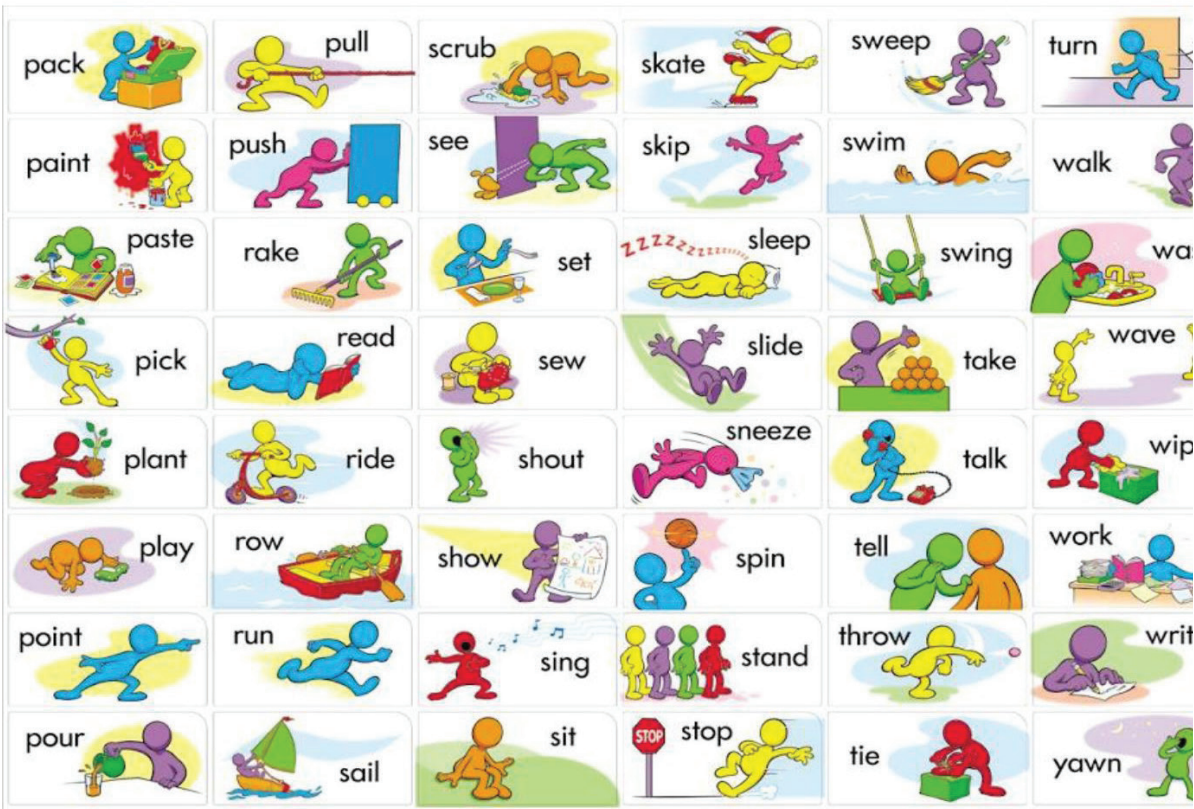
Now, write the describing words you heard: eg. **sunny** day

1. _____ trees
2. _____ flowers
3. _____ woman
4. _____ saree
5. _____ hours

Verbs

Activity 10 : Observe and Read.

Read the action words tick the actions you do.



Activity 11 : Let's play dumb-charades!

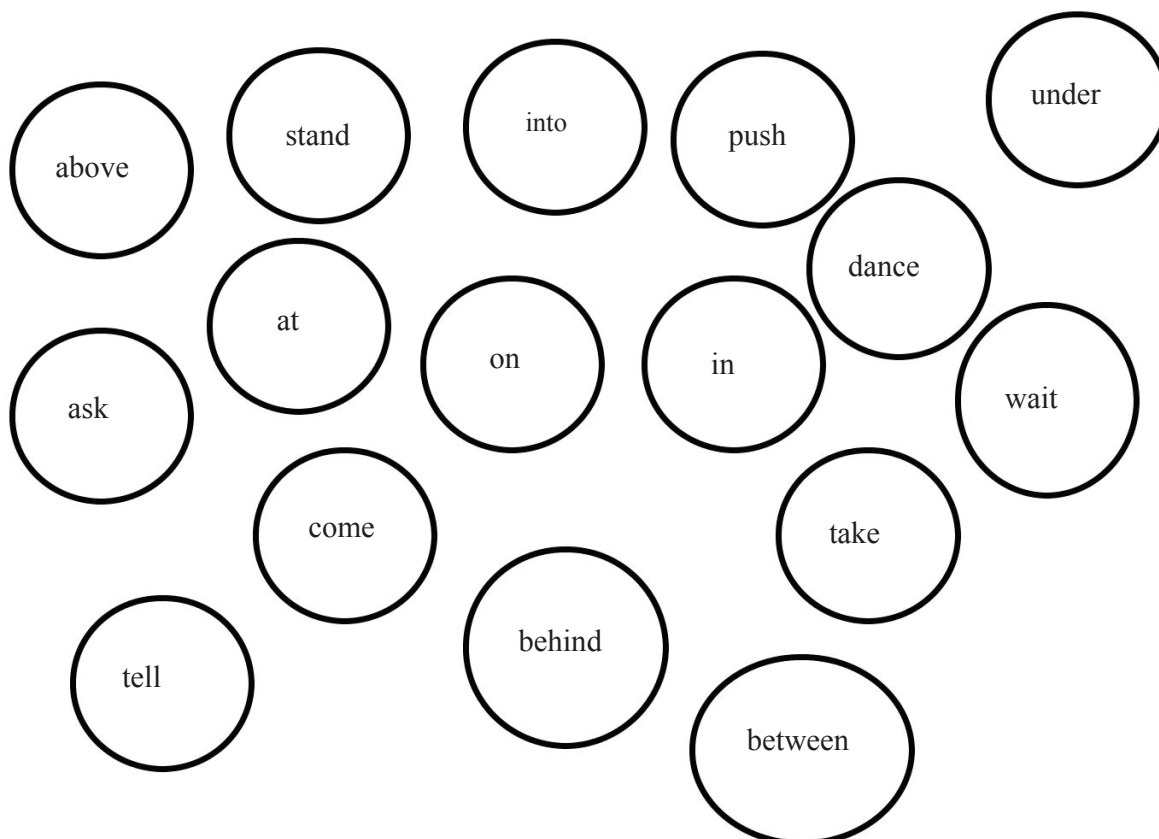
- After the teacher's demonstration, one student will whisper an action in the partner's ear.
- The child will do that action without speaking anything.
- Others have to guess the action and say the complete sentence. (Eg: Rahul is dancing.)

So, let's start acting!

Activity 12: Colour the correct actions you do

In school	At home	In the market
write	cook	swim
sleep	play	walk
eat	fly	give
drive	wash	talk

Activity 13: Colour the verbs (action words) red and prepositions (position-words) green.



Activity 14: Think -Time!

Let's complete the given sentences using action words.

1. I _____ in school.

2. I _____ at home.

3. I _____ in the park.

4. I love to _____.

5. I do not like to _____.

Simple Present Tense

Activity 15: My daily routine (speaking) Let's repeat every sentence after the teacher.

Teacher : I wake up at 5am.

Students (one by one) : I wake up at _____ am.

Teacher : I take a bath everyday.

Students (one by one) : I take a bath everyday.

Teacher : I get ready, eat breakfast and leave for school.

Students (one by one) : I get ready, eat breakfast and leave for school.

Teacher : I reach school on time.

Students (one by one) : I reach school on time.

Teacher : I learn many things in school. I love to study.

Students (one by one) : I learn many things in school. I love to study.

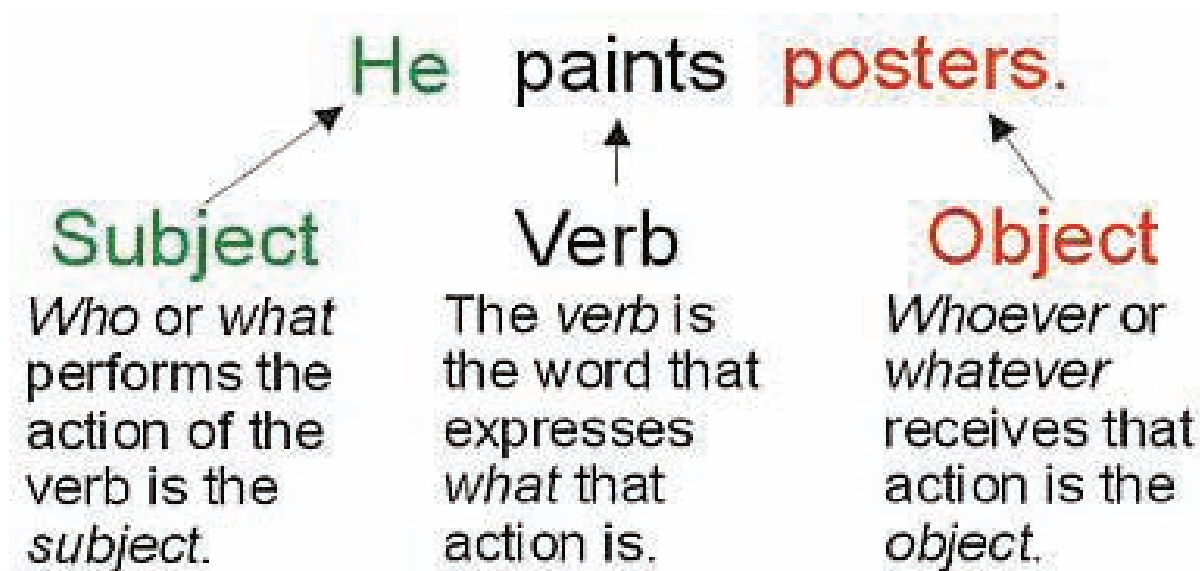
(Practice speaking more such sentences with your partner.)

Activity 16: (Reading and Speaking):

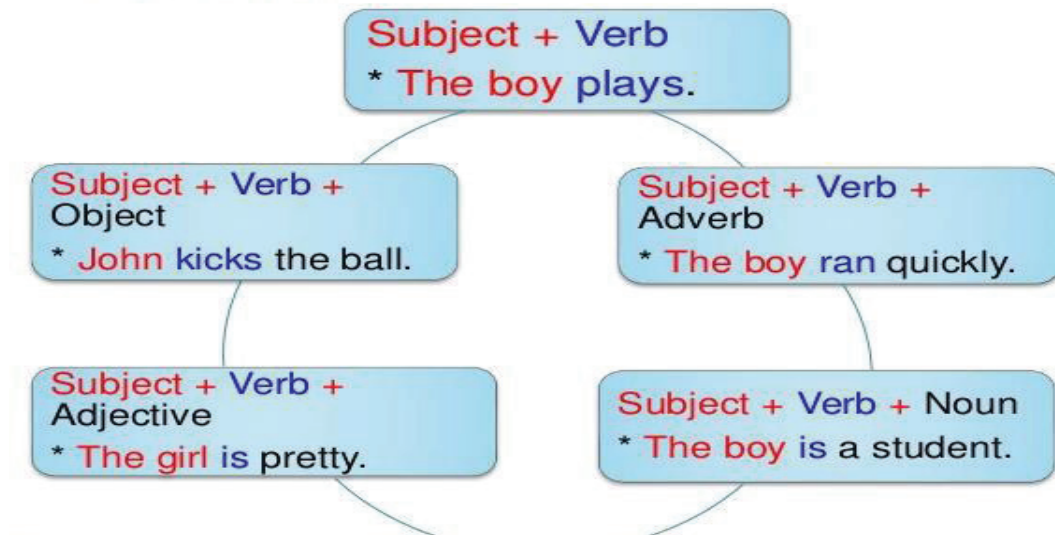
Read aloud the tables given below showing the use of simple present tense.

I speak English.
You speak English.
We speak English.
They speak English.
My brother speaks English.
He speaks English.
Reena speaks English.
Shes peaks English.

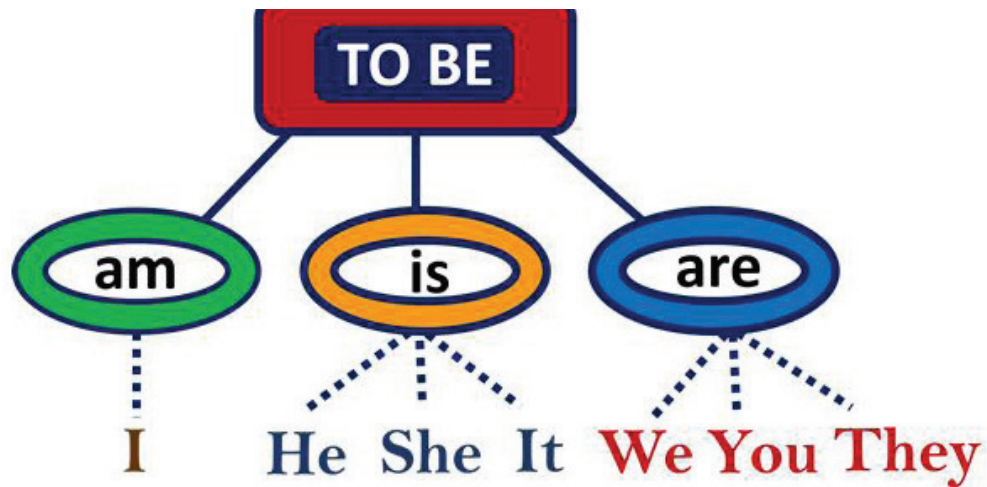
Present Simple Verbs	
Subject	Verb
I You We They	Base Verb (no s): - go - want - see
He She It	Base Verb + (e)s: - goes - wants - sees



English sentence basic five structures



Look at the picture below stating the usage of is/am/are.



Use is/am/are to construct simple sentences.

Activity 17: Multiple choice

Choose the correct form of verb from the bracket to complete the sentence:

1. I _____ (**am / is / are**) a student.
2. My father _____ (**work / works / working**) in the bank.
3. My mother _____ (**like / likes / liking**) to cook.
4. I _____ (**watch / watches / watching**) TV at night.
5. We all _____ (**talk / talks / talking**) to each other before sleeping.

Activity 18: Check-Check!

Check whether the given sentences have used the correct form of verb.

Tick if the sentence is correct, put a cross if it's not. Re-write the incorrect sentences correctly.

eg. I live in Delhi.

1. My friend Sakshi living in Mumbai.

2. I am ten years old.

3. Sakshi are eleven years old.

4. We is good friends.

5. I help my parents.

Recapitulation

Activity 19: Animal Hunt!

Let's name the birds and animals from the picture.



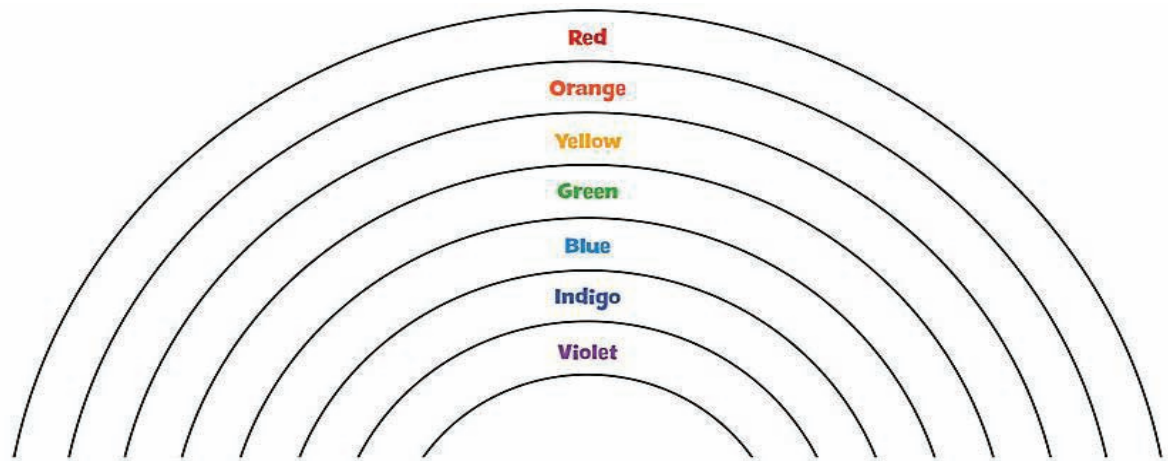
B ____ A ____	F ____ X	P A ____ ____ A
B U ____ E R F ____ Y	F ____ ____ H	R H I ____ ____ C E ____ O S
B I ____ ____ S	G ____ ____ A F F ____	T ____ G ____ ____
B U F ____ A ____ ____	L ____ O ____ A ____ D	W ____ L ____
D ____ ____ R	L I ____ ____	Any Other :
E ____ E ____ H ____ ____ T	M ____ N G O O ____ E	Any Other :
E A ____ ____ E	P A R ____ ____ O ____ S	Any Other :

Activity 20: Colour-codes!

Use the color key to color the umbrella.

1 - red	5 - pink	9 - white
2 - green	6 - orange	10 - brown
3 - black	7 - purple	
4 - yellow	8 - blue	

Let's colour the rainbow.



Activity 21: Let's look at the picture clues and complete the given sentences.



1. M _ _ _ eys live _ _ _ the trees.

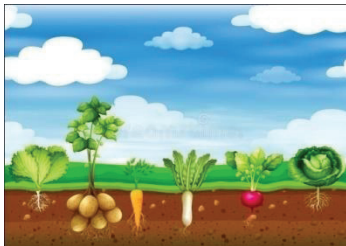
2. A ra _ _ i _ _ lives _ _ _ the hole

_ _ _ the ground.



2. _ p _ l e (s) and t _ m a _ _ _ (es) are

r _ _ _ d in colour.



3. C a _ _ _ o _ _ , O _ _ i _ _ _ and

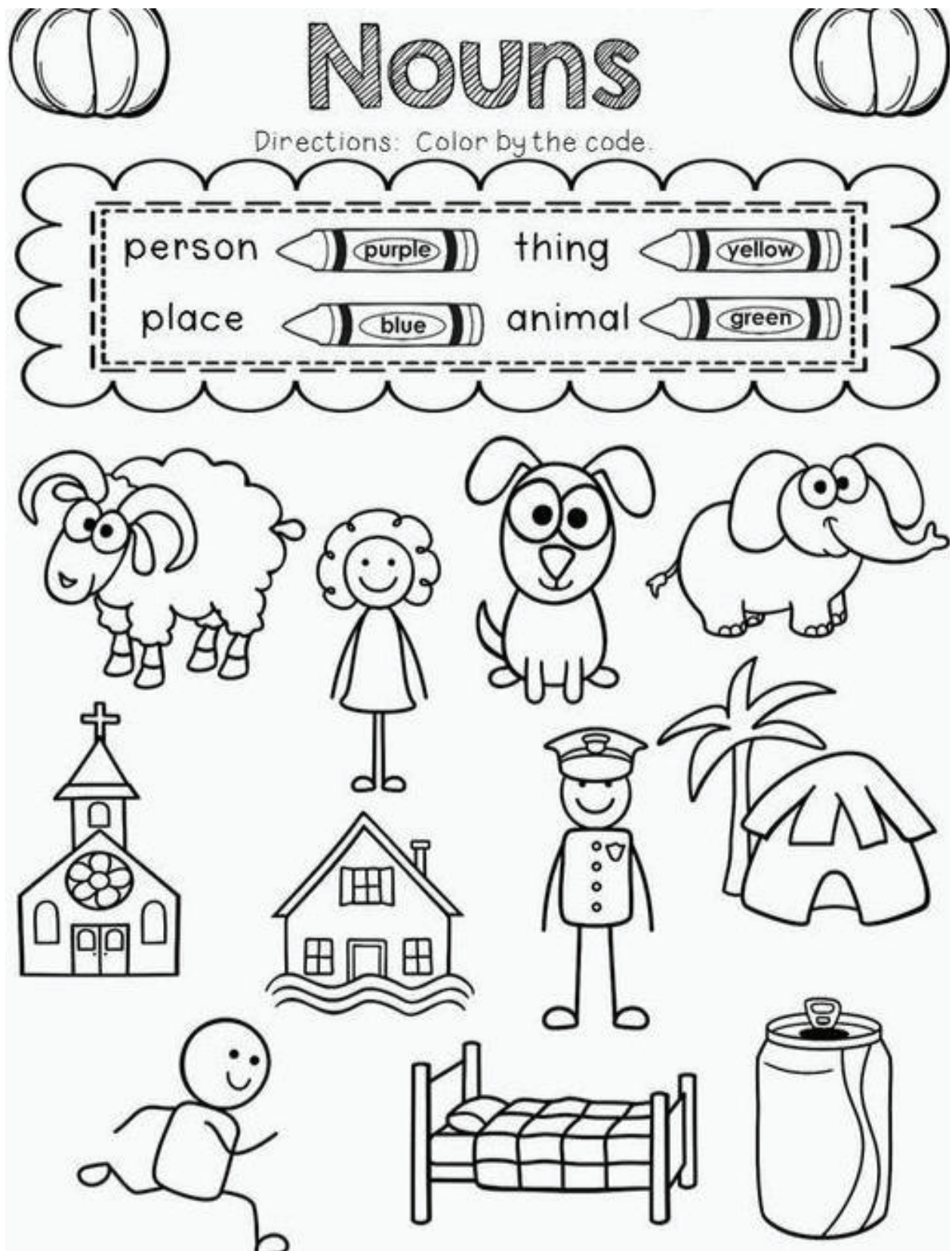
P _ _ _ a t o grow _ _ _ the ground.

4. L e _ _ o _ _ is y e _ _ _ o w in colour.



5. G _ _ e e _ _ _ vegetables are healthy.

Activity 22: Let's colour the pictures according to the colour code



Activity 23: Common and Proper Nouns

Select the words from the box and put them under Common Noun and Proper Noun.

game	Ganga	Taare Zameen Par	country	planet
river	movie	Jupiter	ludo	India

S.No.	Common Noun	Proper Noun
Eg.	Girl	Garima
1		
2		
3		
4		
5		

Activity 24: Think-Think!

Let's complete the table. Write any one noun / verb / preposition starting with the given letters.

S. No.	NOUNS (name/place/animal/thing)	VERB (action-word)	PREPOSITION (position-word)
Eg.	A Aeroplane	B Bring	A At
1	G	C	I
2	F	D	O
3	H	M	B
4	M	S	U
5	R	T	B

Pronouns Chart



Activity 25 : (Pair work)

- Speak few sentences about your mother/father/brother/sister/grandmother/grandfather.
- Tell us his/her/their name, age, what they like, what they do not like.
- You may refer to the pronouns chart.

Activity 26 : Writing a paragraph on the topic “My family”

Use the given clue words to write a paragraph on your family.

live	family	big	small	members	father	mother	sister
brother	grandfather	grandmother	love	help	together	share	care

My family

Activity 27: Writing an application.

- How do you inform your school if you are not feeling well and you need to be on leave?
- One way is writing an application and giving it to your class teacher.
- Given below is the format of an application.
- Fill in the blanks below and write an application :

Application to the Principal of your school asking for two days leave.

The Principal

_____ (name of your school)

_____ (address of your school)

New Delhi

_____ (Date)

Subject: Sick leave

Respected Sir/Madam

With due respect this is to inform you that I am a student of class _____.

I am not well today. I am suffering from _____.

Please grant me _____ for _____ days i.e _____

and _____ (dates).

Thank you

Yours faithfully

_____ (Name)

_____ (Class)

SEMESTER II

CHAPTER 7 : FAIR PLAY

By Premchand

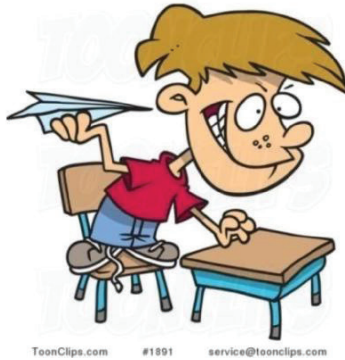
Pre Reading :

Activity 1: (Group work) Speaking: Let's look at the pictures below carefully.

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Discuss:

What do you see in the picture? Put a (✓) on the right action. Put a (X) on the wrong action.

Now discuss why it is wrong.

Activity 2: (Pair work)

There are some people who make you feel happy and safe.

Now write the names of any such people who are important in your life.

Activity 3: (Pair work)

Let's discuss and write : Why the people mentioned in Activity 2 are important to you.

Activity 4: (Individual work)

If your sibling/ best friend does something wrong, what would you do? Tick your option.

Keep Quiet	Tell him/ her about the mistake she/ he has done.
------------	---

Now share with the class, why you chose that option.

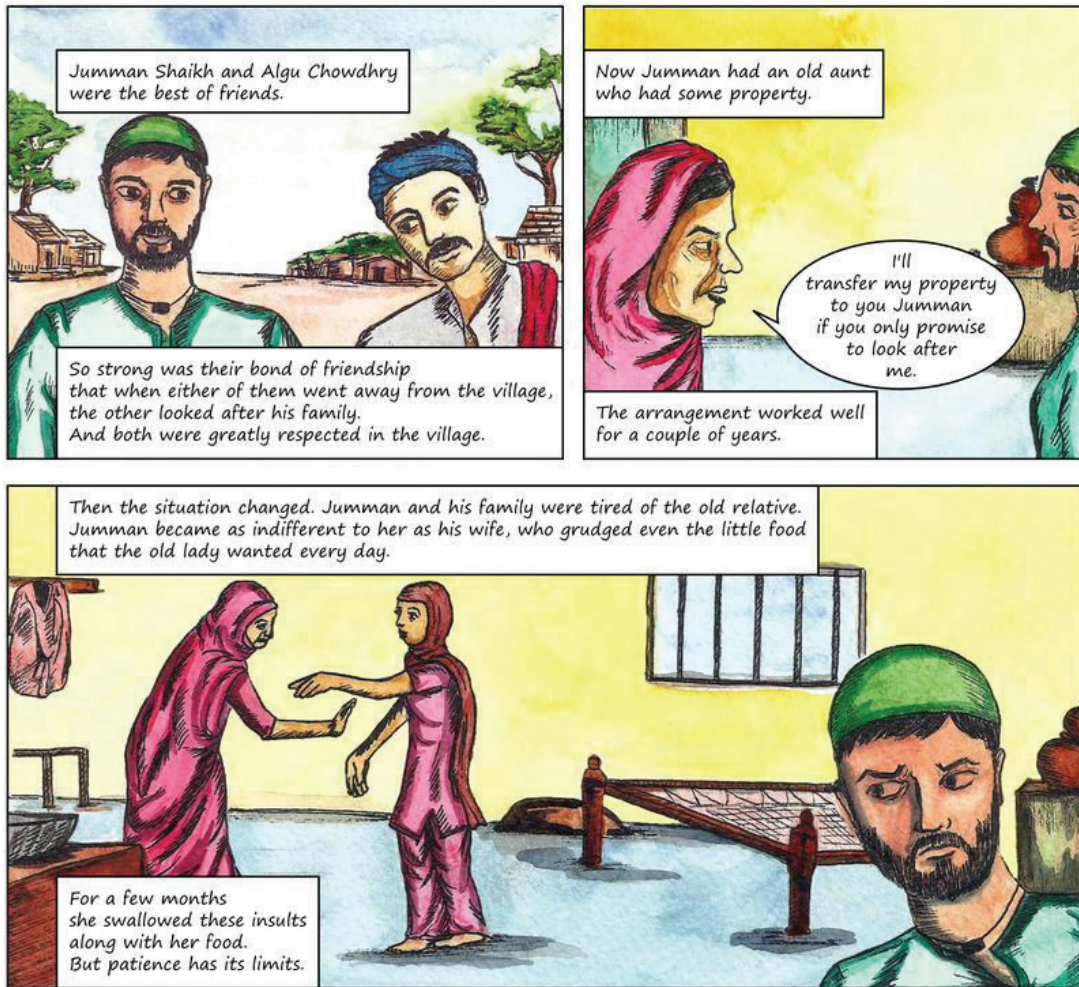
Activity 5:

Choose the correct option:

Situation	They will go to...
Two children are quarrelling.	police/ court.
Two adults are fighting on the city roads.	Panchayat.
Two adults are fighting in a village.	parents/teachers.

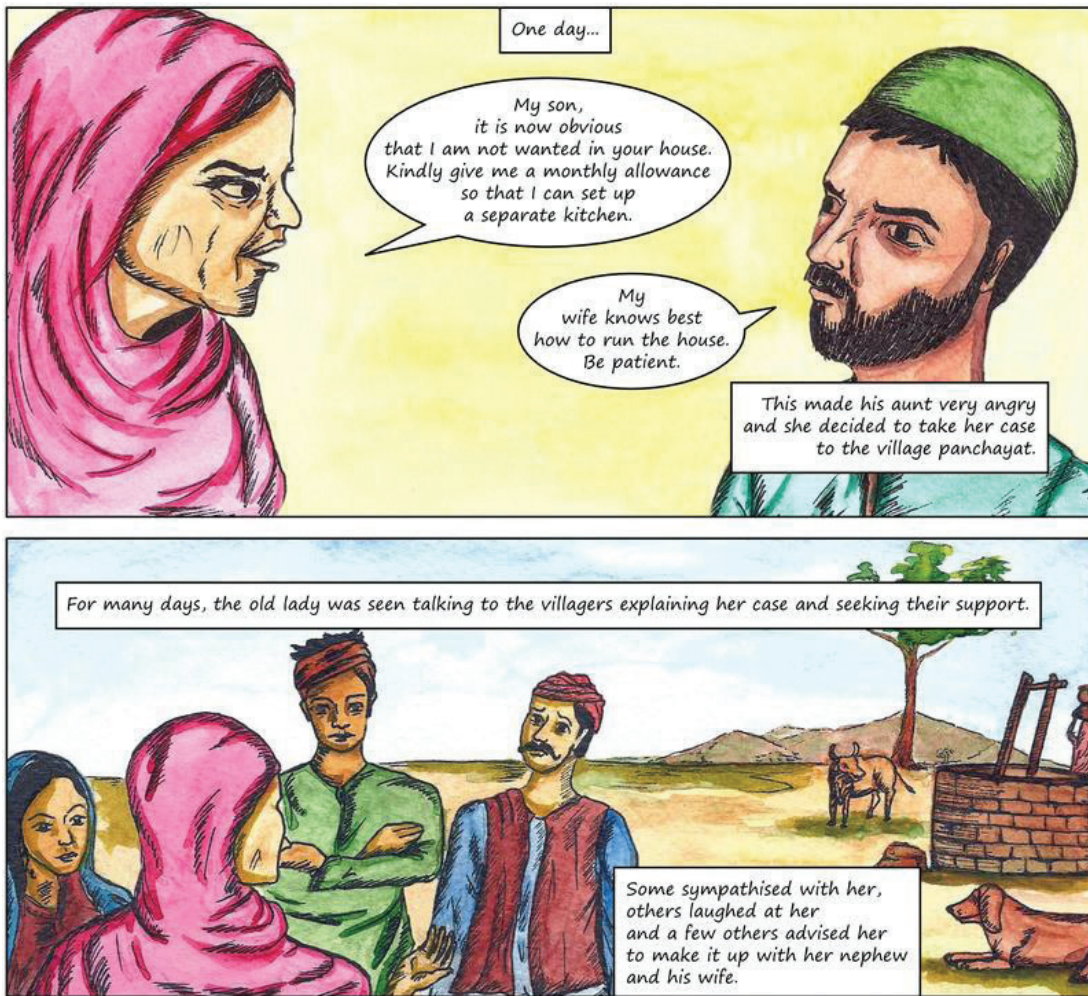
While Reading:

PART I : Now let's read the Chapter and see what happened between two friends in a village!



Activity 6:

How can you say that Jumman Sheikh and Algu Chaudhary were good friends? Write supporting lines from paragraph 1 of the textbook.



Activity 7:

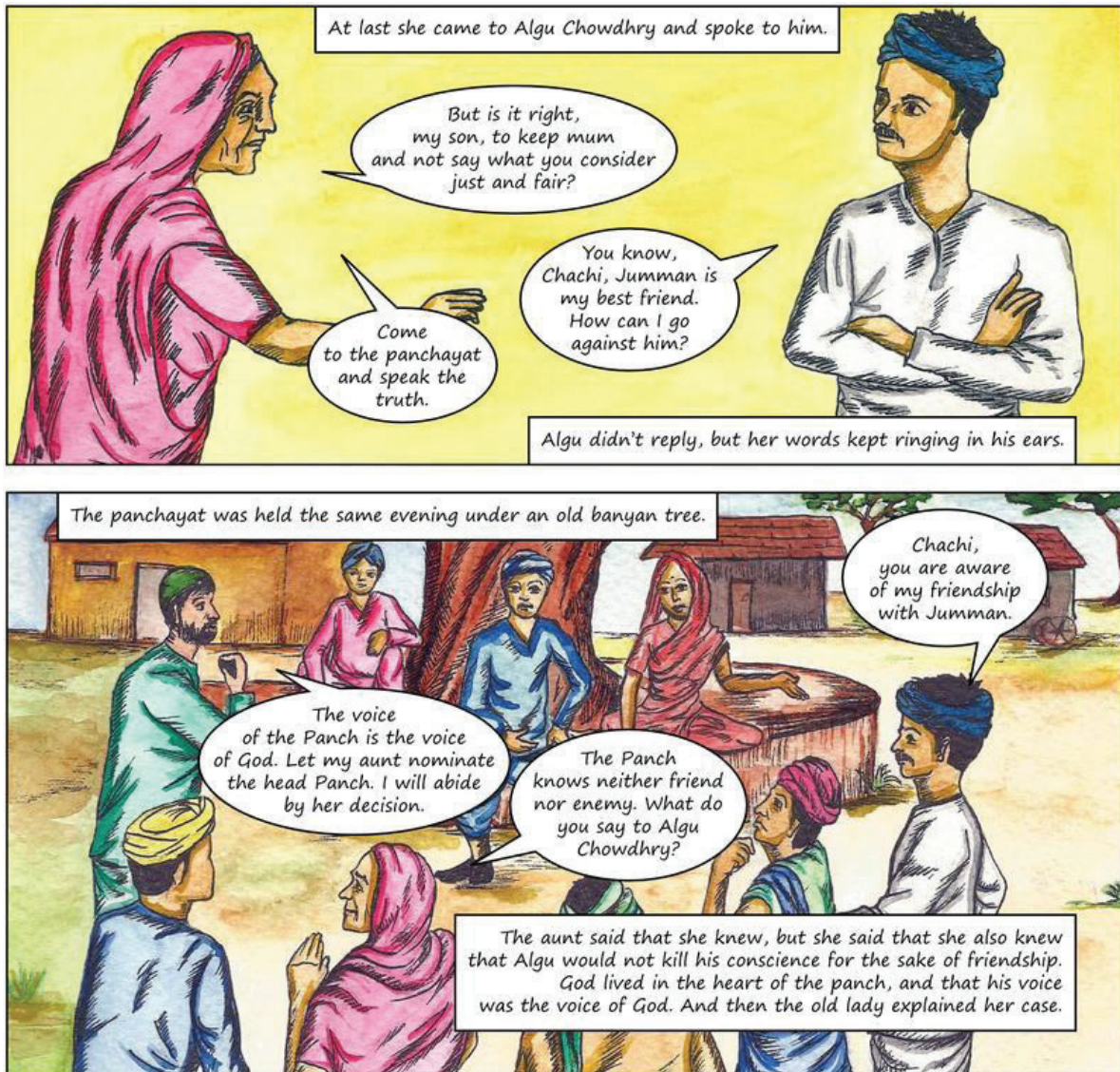
Complete the following sentences:

- 1) Jumman promised to take care of his aunt when she transferred

- 2) After some years, the aunt felt insulted when Jumman and his wife became

- 3) The aunt wanted a monthly allowance to

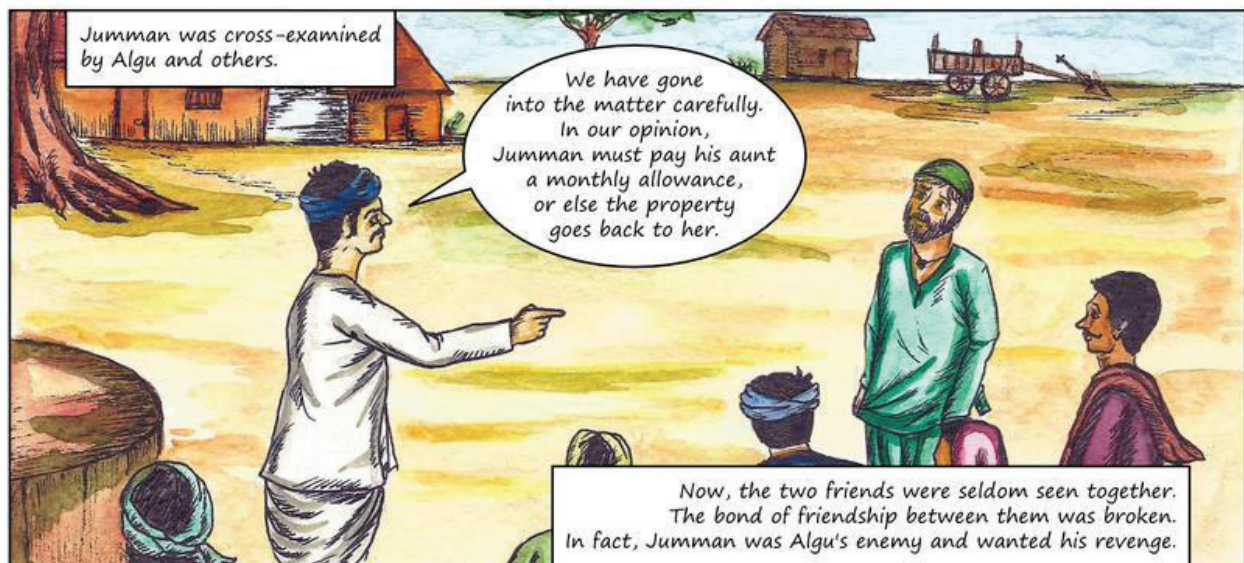
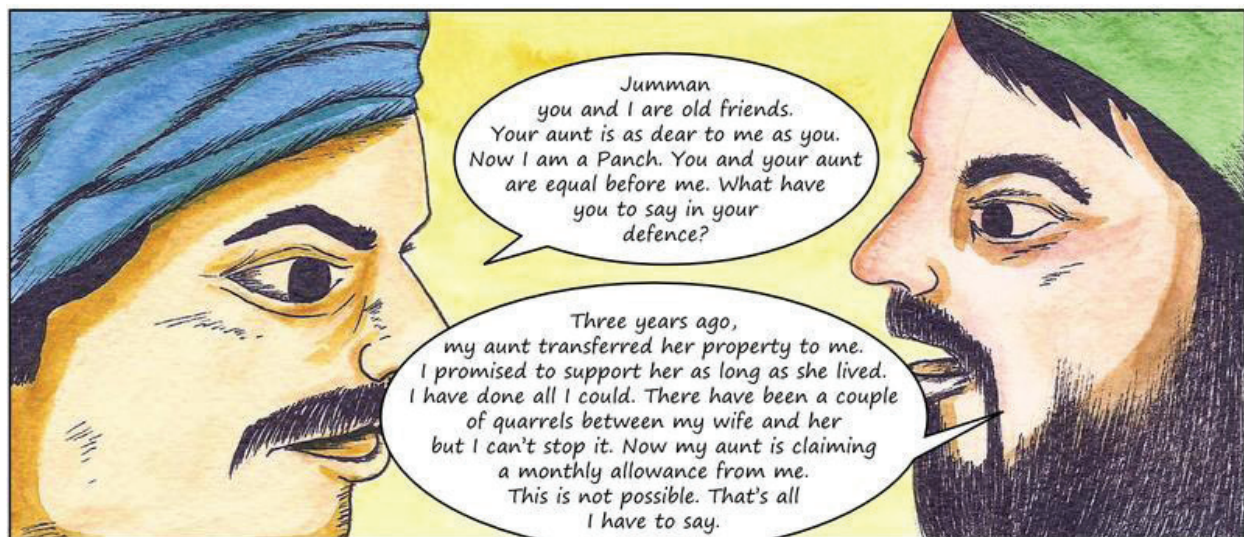
PART II



Activity 8:

Mark the following sentences as true (T) or false (F) :

1. Algu agreed to help the aunt when she first spoke to him. ()
2. Jumman said that if his aunt nominated the Head Panch, he would accept the decision ().
3. Aunt chose Algu as the Head Panch because she thought that he was powerful. ()

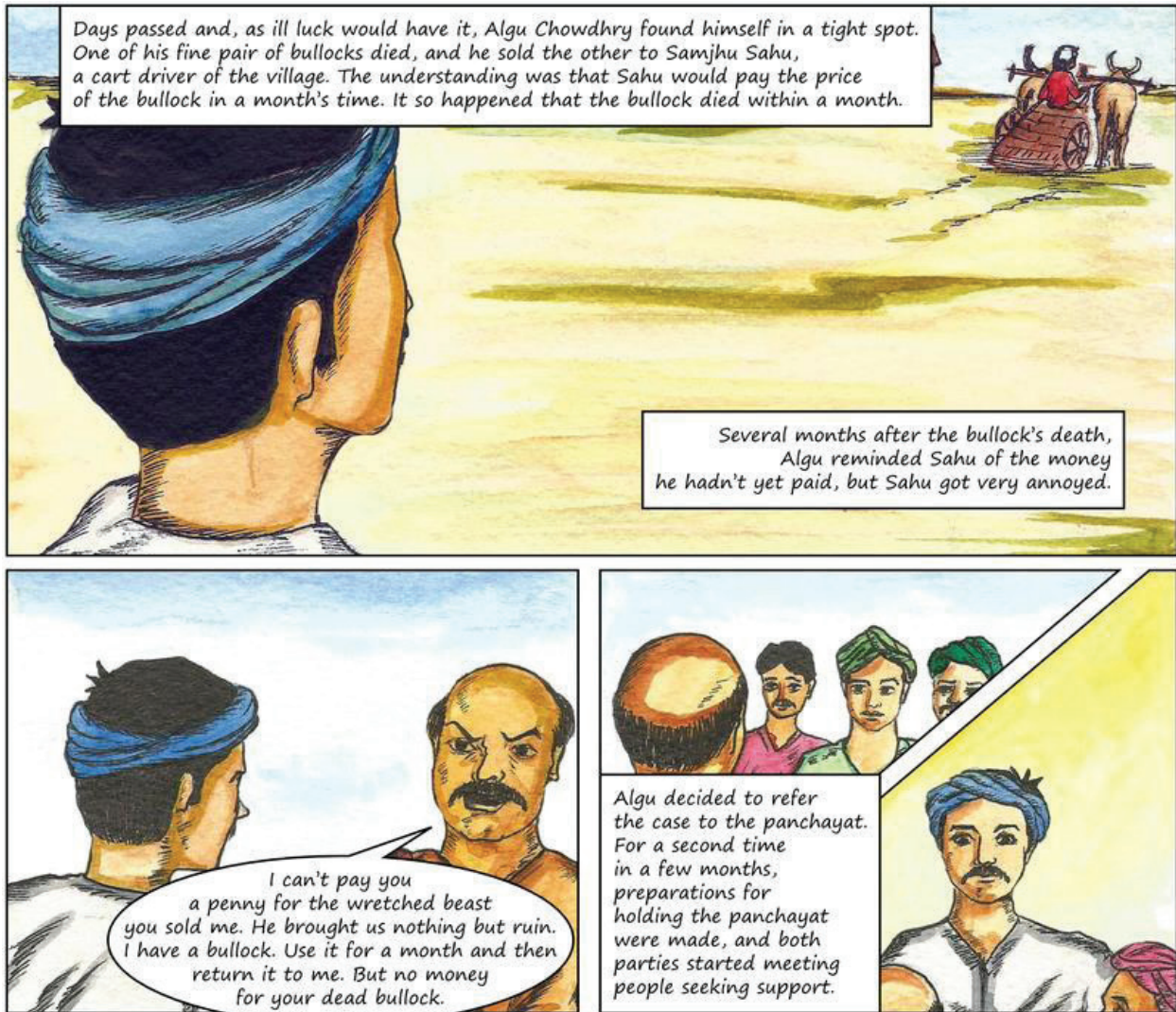


Activity 9 :

Mark the following sentences as true (T) or false (F) :

1. Algu as a Head Panch said that he would support his friend Jumman. ()
2. Panchayat's decision was in favour of the aunt. ()
3. Jumman was happy with the decision and he started liking Algu more. ()

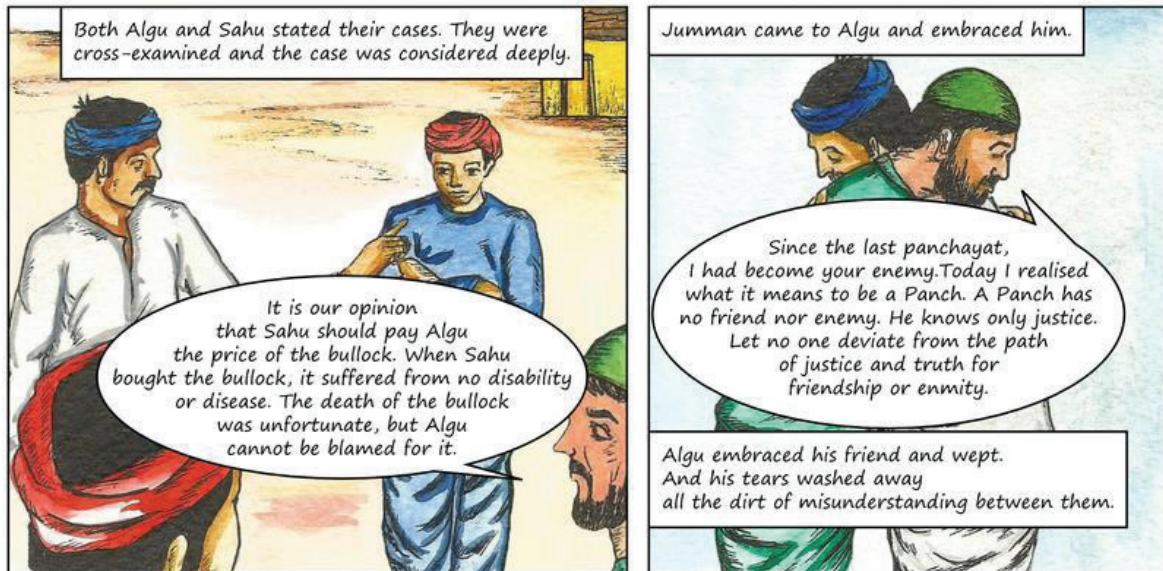
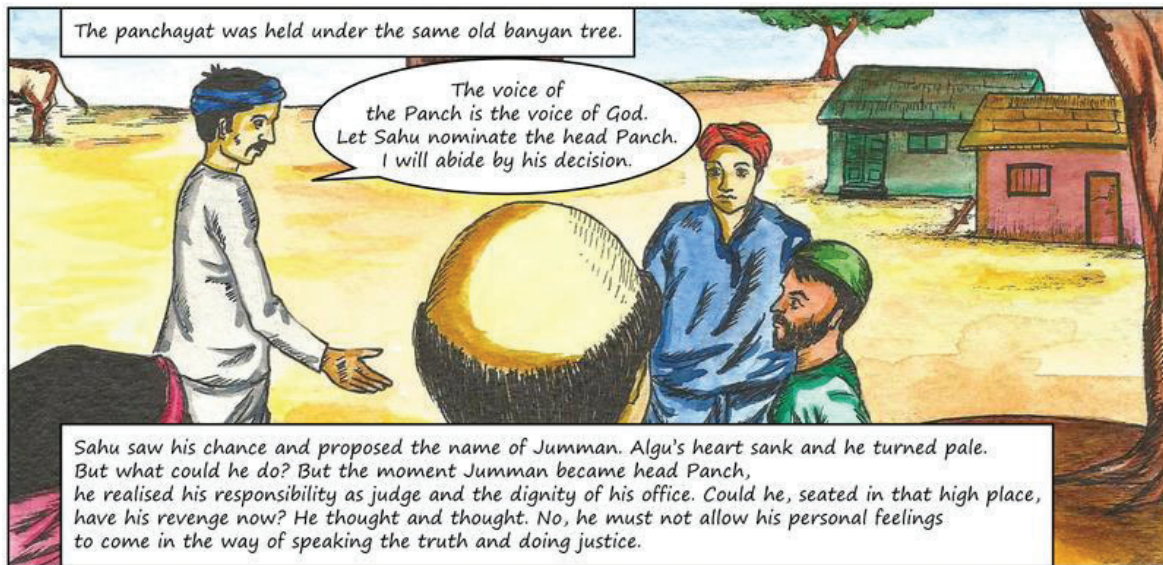
PART III



Activity 10 :

Fill in the blanks by selecting the correct option given in the brackets:

- 1 Algu sold a pair of _____ (horses/ bullocks) to Samjhu Sahu.
- 2 One of them died within a _____ (year/ month).
- 3 So, Samjhu did not pay the remaining _____ (money/ rice) to Algu.
- 4 Algu decided to approach the _____ (Panchayat/ Police) for help.



Activity 11 :

Fill in the blanks by selecting the correct option given in the brackets:

- 1 Samjhu nominated _____ (aunt/ Jumman) as the Head Panch.
- 2 Jumman heard _____ (both/ one) sides.
- 3 The role of Head Panch was played _____ (fairly/ revengefully) by Jumman.
- 4 Algu and Jumman became _____ (enemies/ friends) again.

Activity12: (Pair work)

Wow! We have come across a lot of new words while reading the chapter. Let's write down a few of them. Try to find out their meanings from the dictionary.

Arrangement: understanding, deal		

Activity 13:

Name the characters in the story?

Jumman			
--------	--	--	--

Did you notice other people/ animals/places or things in the story? Write their names below:

Village			


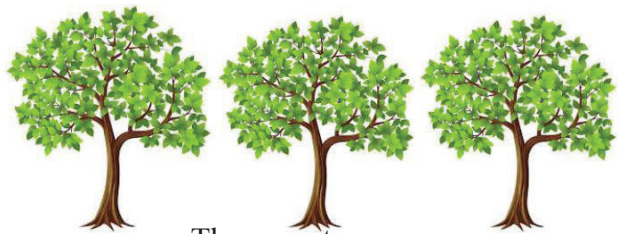


The people/ animals/places or things are all names... These are called NOUNS.

Now place these words under proper and common nouns.

Proper Noun	Common Noun
Jumman	Village

Activity 14:

Here are a few common nouns from the chapter.

 <p>This is a tree.</p>	 <p>These are trees.</p>
 <p>He is my friend.</p>	 <p>They are my friends</p>

Nouns that denote one person/ thing is a **SINGULAR NOUN**.

Nouns that denote more than one person/ thing are **PLURAL NOUNS**. We add '**s**', '**es**', '**ies**', to make the words plural.

Let's convert the following singular nouns from the chapter into plural nouns.

Singular Nouns	Plural nouns	Singular Nouns	Plural nouns
year	years	house	
day		aunt	
village		bullock	
villager		lady	ladies
month		family	
ear		wife	
heart		party	

Post Reading:

Activity 15: (Pair work)

A Head Panch (even if she/he is a friend or enemy of someone) should have some qualities. What are those? Select from the box given below:

just, liar, honest, biased, revengeful, truthful, fair, impartial

Activity 16: (Speaking and listening)

How many friends do you have?

Who is your best friend? Why?

Draw or paste a picture of your friend

Activity 17:

Describe your friend in a few lines. The following words/ phrases may be helpful:

tall/short

shy/talkative

plump/thin

long hair/ short hair

small eyes/big eyes

funny / serious

intelligent

hardworking

truthful

takes care of others

respects elders

completes work on time

Activity 18:

Let's change the verbs in the following sentences into simple present tense (Recapitulation)

Rakesh and Mohan, walked through the forest.

Rakesh and Mohan, **walk** through the forest. (simple present tense)

1 **Jumman and Algu were good friends.**

2 **Jumman's aunt transferred her property in his name.**

3 **The aunt decided to take her case to the village panchayat.**

4 **Some villagers sympathised with the aunt.**

5 **The aunt chose Algu as the Head Panch.**

6 **Algu cross-examined Jumman at the Panchayat.**

7 **Samjhu refused to pay Algu for the dead bullock.**

8 **Algu decided to refer the case to the panchyat.**

9 **Jumman realised the importance of Head Panch.**

10 **Jumman embraced Algu after the decision.**

LANGUAGE ENRICHMENT EXERCISES

UNSEEN COMPREHENSION PASSAGE

Activity 1: Listen/ Read and enjoy!

Two friends and a bear



Two friends, Rakesh and Mohan, were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of any danger. **(Para1)**

Suddenly, they saw a large bear approaching them. Rakesh at once climbed a nearby tree. But Mohan did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. **(Para 2)**

The bear came near Mohan lying on the ground. It smelt his ears, and slowly left the place, because bears do not touch dead creatures. After the bear left, Rakesh came down from the tree and asked Mohan, “Friend, what did the bear tell you in your ears?”

Mohan replied, “The bear advised me not to believe a false friend.” **(Para 3)**

Moral: True friend is the one who always supports and stands by you in any situation.

Activity 2:

Now let's try to answer the following questions:

Q1 What were the two friends doing?

Q2 Who knew how to climb a tree?

Q3 Why did Mohan lie on the ground?

Q4 What would have happened if Mohan had run from that place?

Ans If Mohan had run from that place then the bear would have

Q5 Find out the synonym of the following words:

(i) together (para 1)

(ii) coming (para 2)

Q6 Find out the antonym of the following words:

(i) small (para 2)

(ii) true (para 3)

Activity 3: Application to the Principal for sick leave (Guided Writing) -Recapitulation

The _____

_____ (Name of the School)

_____ (Address of the School)

_____ (Date)

Subject: _____

Respected _____

With due respect, _____

Thank You

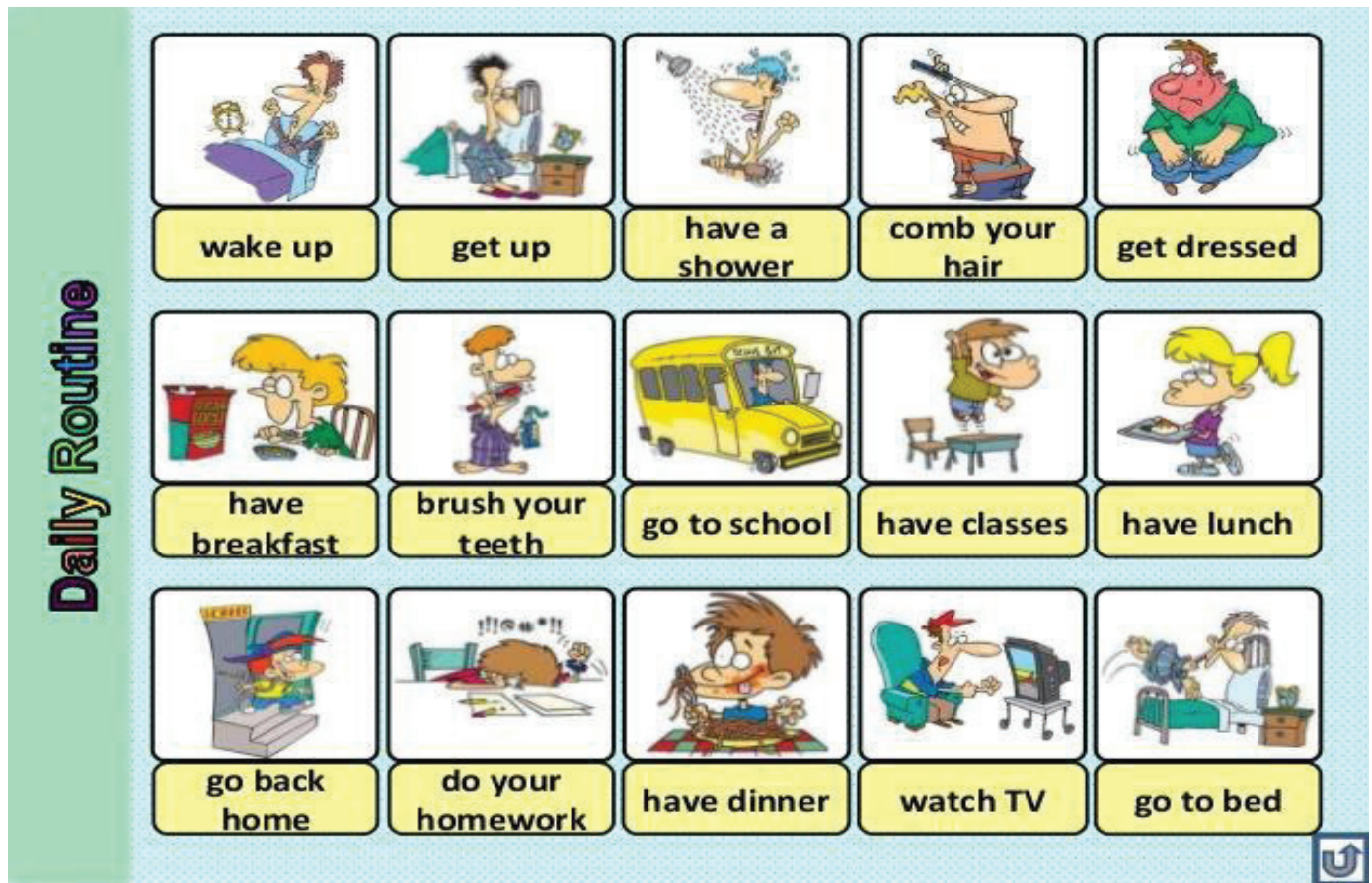
Yours

_____ (Name)

_____ (Class)

Activity 4: (Pair work)

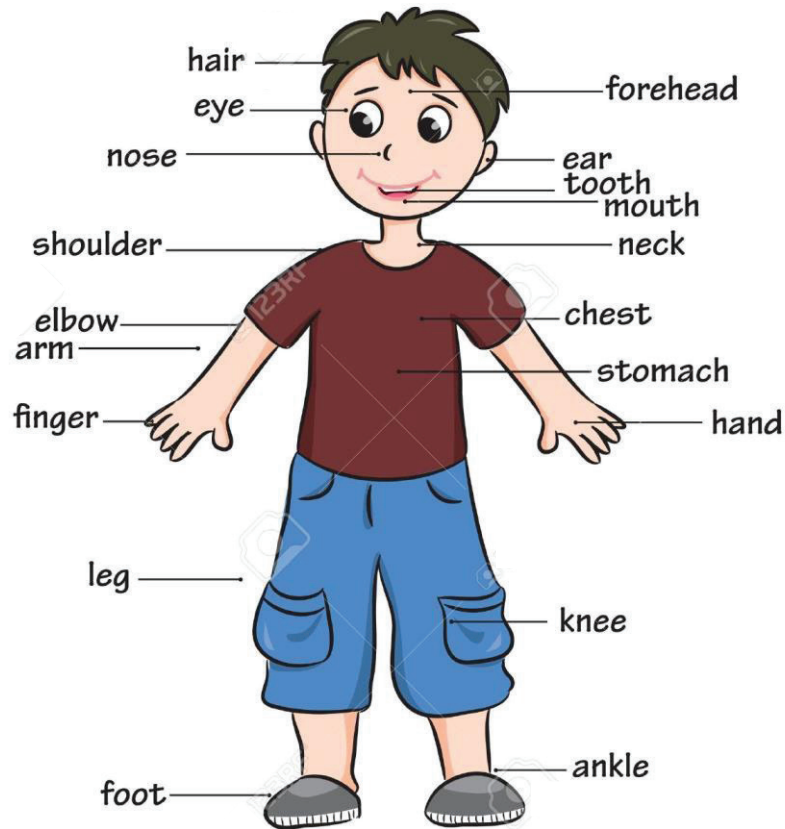
Let's look at the following pictures and discuss about your daily routine.



Now let's try to write a few lines about MY DAILY ROUTINE taking hints from the picture above:

Activity 5: (Pair work)

Look at the picture given below and answer the questions given below :



Q1 Which parts of the body are involved when we eat food?

Q2 Which parts of the body are involved when we read?

Q3 Which parts of the body are involved when we run?

Q4 Which parts of the body are involved when we cook?

Q5 Do you sometimes feel that you have pain in any part of your body? If yes, write here.

Activity 6: Vegetables



Which vegetables can you recognise? Write the names in the table below.

Activity 7: Do you know how many days are there in a week?

There are _____ days in a week.



Let's arrange them in proper order :

1	
2	
3	
4	
5	
6	
7	

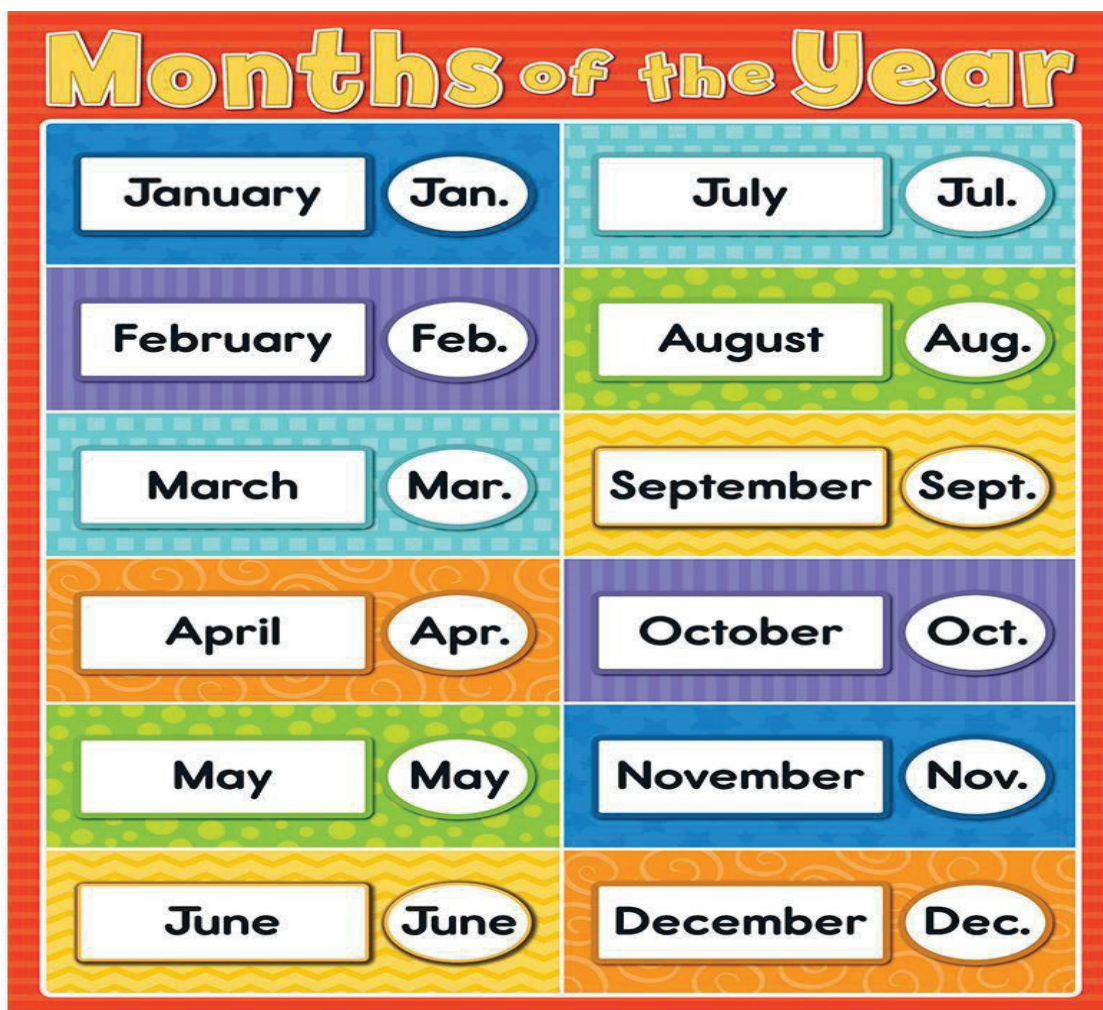
Activity 8:

Oops a day is missing! Let's fill it!

Sunday, _____, Tuesday	Friday, _____, Sunday
Wednesday _____, Friday	Tuesday _____, Thursday
Monday, _____, Wednesday	Thursday, _____, Saturday
Friday, _____, Sunday	Saturday, _____, Monday

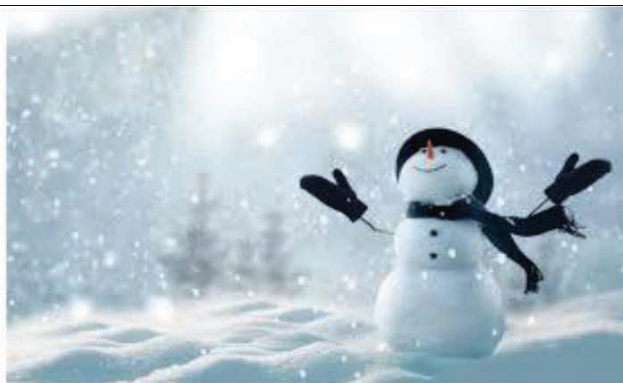
Activity 9: Do you know how many months are there in a year?

There are _____ months in a year.



Activity 10:

Try to write the names of the months according to the seasons.









Rearrange the letters to find the correct name of the month!

1. cmerbdee _____
2. yjul _____
3. ugtsau _____
4. breoto _____
5. piarl _____
6. tspbreem _____

Activity 12:

Let's arrange the names of months in proper order :

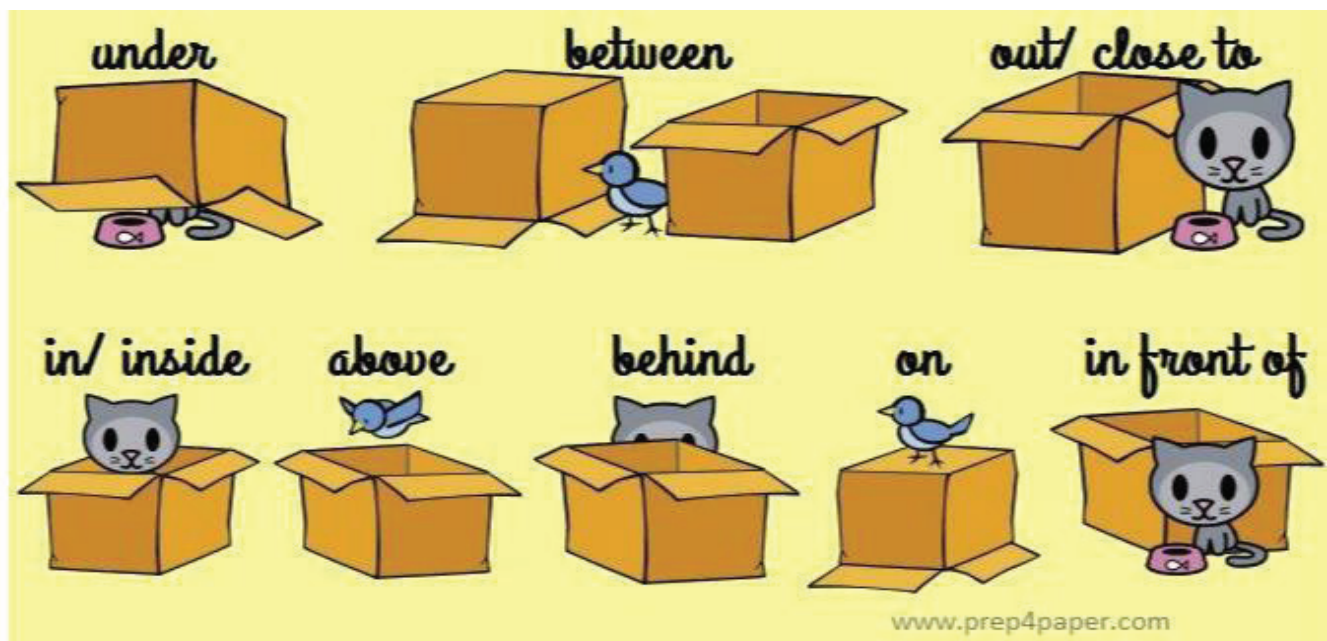
September	January	December	November
July	April	August	February
June	March	October	May

1	2	3
4	5	6
7	8	9
10	11	12

Activity 13: Fill in the blanks:

1. The sixth month is _____
2. The fourth month is _____
3. The seventh month is _____
4. The first month is _____
5. The twelfth month is _____
6. The third month is _____
7. The second month is _____
8. The fifth month is _____

Activity 14: Let's understand the position of living/ non-living things with relation to each other.



These words tell us about the position of the noun. They are called Prepositions.

Activity 15:

My fruit basket! What did I put into it? What can you see in it?



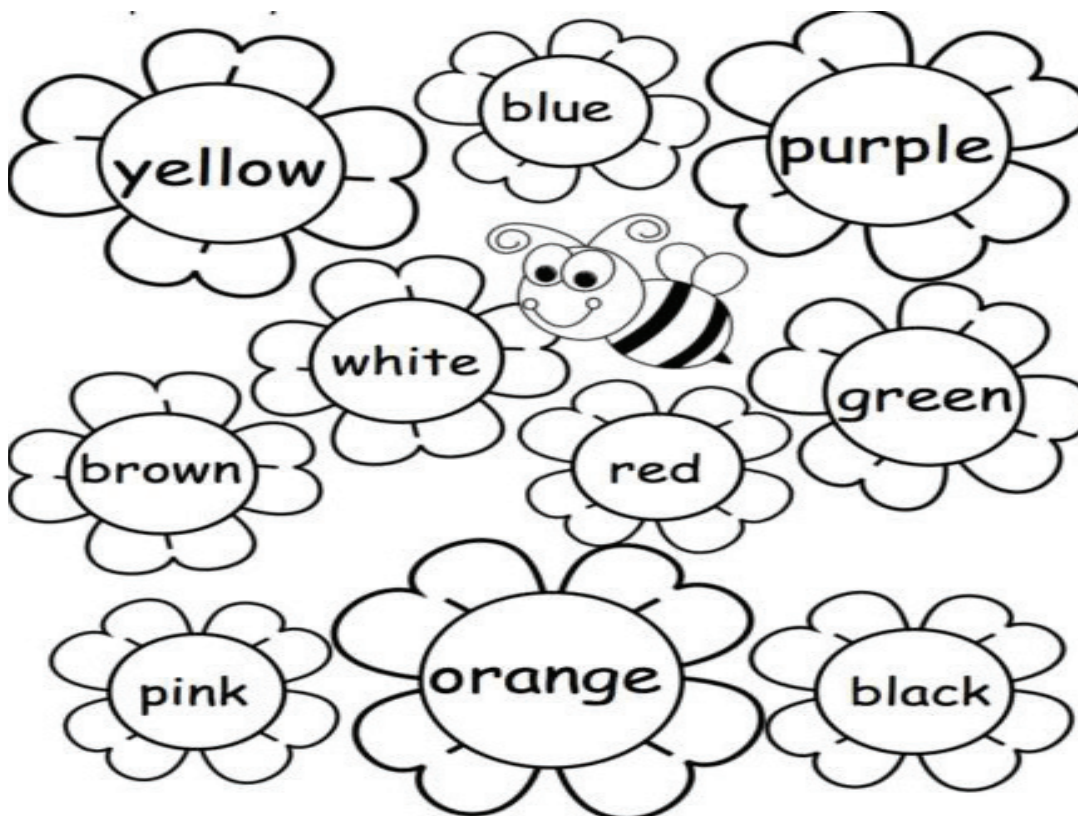
Choose the correct prepositions from the bracket to fill in the blanks.

1. The pear is _____ the basket. (in / besides)
2. The watermelon is _____ it. (before/ behind)
3. Two oranges are _____ the watermelon. (near/ on)
4. The kiwis are placed _____ the basket. (in front of / behind)
5. Two bananas are _____ the basket. (outside/ inside)











COLOURS IN MY LIFE















Activity 16: Let's fill colours in the flowers:



Activity 17: Let's fill the blanks with the colours associated with each thing:

 <p>As <u>red</u> as rose.</p>	 <p>As _____ as milk.</p>	 <p>As _____ as grass.</p>
 <p>As _____ as sun</p>	 <p>As _____ as hair.</p>	 <p>As _____ as carrot.</p>
 <p>As _____ as soil.</p>	 <p>As _____ as snow.</p>	 <p>As _____ as lemon.</p>
 <p>As _____ as elephant.</p>	 <p>As _____ as brinjal.</p>	 <p>As _____ as sky.</p>

Activity 18 : Let's match the pictures of these flowers with their names. Also try to pronounce the names aloud.


Flowers	Names	Flowers
	<p>Sunflower</p> <p>Lily</p>	
	<p>Lotus</p> <p>Pansy</p>	
	<p>Blue cornflower</p> <p>Marigold</p>	
	<p>Jasmine</p> <p>Hibiscus</p>	
	<p>Rose</p> <p>Tulip</p>	
	<p>Bougainvillea</p> <p>Dahlia</p>	

Activity19: Let’s learn something more about flowers!









<p>Which is the National Flower of India?</p> <p>_____</p>	
--	--

Do you know that like India, many other countries have National Flowers too!

Let’s know about some of them!

<p>An interesting fact!</p> <p>Lotus is the National Flower of Vietnam also!</p>	
--	--

Names of Countries and their National Flowers:

 <p>Tulip - Afganistan</p>	 <p>Hibiscus - Malaysia</p>	 <p>Jasmine - Pakistan</p>	 <p>Red Rose - England</p>
 <p>Blue Cornflower-Germany</p>	 <p>Tulip - Hungary</p>	 <p>Dahlia - Mexico</p>	 <p>Daffodil - Wales</p>
<p>Now, it’s your turn! Try to find out National Flowers of four more countries.</p>			

Activity 20: Look at the given pictures.

These are a few birds found in our neighbourhood.

Complete their names by filling in the missing letters.



P _ _ E _ _



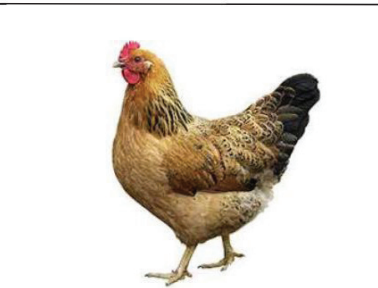
_ R _ _



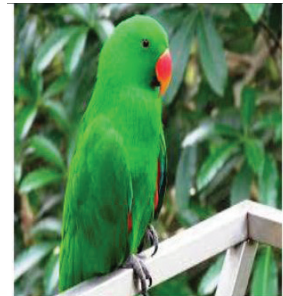
S _ A _ _ O _



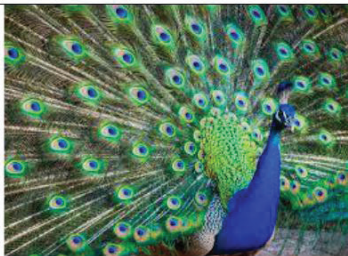
D _ _ E



_ E _



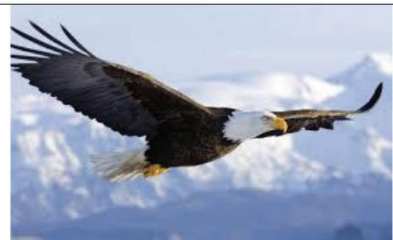
_ A _ _ O _



_ E _ _ O _ _



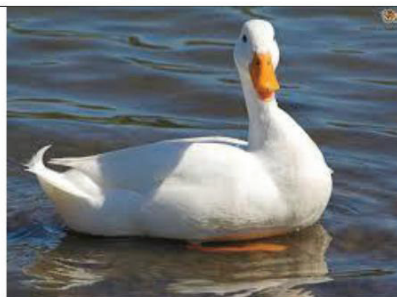
M _ N _



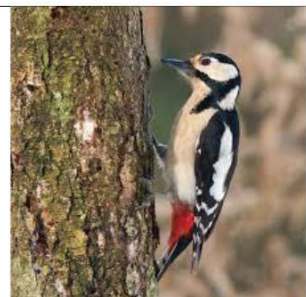
E _ G _ _



_ W _



D _ _ K



W _ O _ P _ _ KER

Activity 21: **Where do the birds live?**

The birds live in nests built on the trees, on the ground, in holes and in buildings. They use different materials like twigs and sticks as they are strong to build their nests. Grass and feathers are used as they are flexible, animal hair and fur are used as they are soft and light. Mud is used for cementing. The birds use their brains and bodies to build nests. They use their beaks and feet to carry materials. They shape their nests by rocking and turning around in their nests. Mother birds lay eggs in the nests. They take care of eggs and keep them warm till they are ready to hatch. Different birds build different types of nests.



Fill in the blanks:

- 1 **Birds live _____ built _____ the trees, _____ the ground, _____ holes and _____ buildings.**
- 2 **Birds use twigs and sticks as they are _____.**
- 3 **_____ and _____ are used as they are flexible.**
- 4 **Mud is used for _____.**
- 5 **The birds use their _____ and _____ to carry materials.**
- 6 **Mother birds _____ in the nest.**










POEM: BEAUTY

By: P. B Shelly

Pre-Reading

Activity 1

Look at the pictures and write their names. Put a tick mark on the pictures which you find beautiful. You may take your teacher's help.

 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

Activity 2

Given below are some situations. Read them. Encircle those which you find beautiful.

Smell of a rose	Smoke coming from a car	Eating <i>halwa poori</i>	Fishes swimming in a pond
Petting a rabbit	Garbage on the streets	Spitting on roads	Flies on food
Hurting animals	Rainbow in the sky	Sunshine in winters	Dancing in the rain

Activity 3

Draw/paste a picture of something that you find beautiful.



Activity 4 : (Speaking/Interacting)

Given below is a list of questions. Move about in the classroom and ask these questions to any five of your classmates. Try asking them in English.

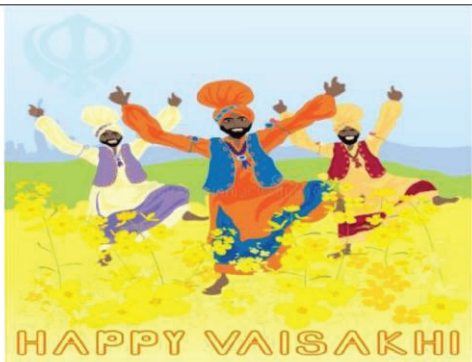
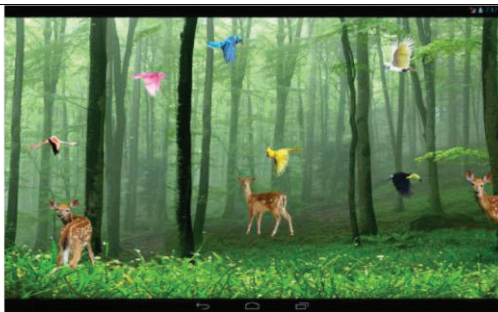
Write their answers in your notebook. Could you find someone with whom all your answers match? If yes, share it with the entire class.

1. Name a person from your family whom you find beautiful.
2. Name a dress that you find beautiful.
3. Name a flower that you find beautiful.

While Reading

Activity 5

Look at the following images. Find the phrases from the poem which are related to them and write in the space provided.



Activity 6

As you recite the poem, check how much you have understood from it. Read the following stanza and answer the questions.

“Beauty is seen,

In the sunlight,

The trees, the birds,

Corn growing and people working

Or dancing for their harvest.”

Q1. Write the name of the poet.

Q2. Beauty can be seen in which three things? (refer to the stanza above)

1. _____ 2. _____ 3. _____

Q3. What do you think about the phrase ‘dancing for their harvest’? Discuss with your partner and write.

Q4. What is the opposite of the word ‘ugly’? _____

Q5. Write names of any two beautiful things in your classroom.

1. _____ 2. _____

Post Reading

Activity 7:

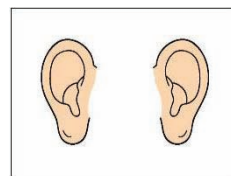
Can you answer the following questions?

1) How do we sense beauty?

We can see beauty with our _____.



We can _____ beauty with our _____.



We can _____ beauty with our _____.



2) From the poem, find examples of beauty that can be

seen _____

heard _____

felt _____

Activity 8

Do you recognize the person in the image?



Yes, she is Mother Teresa. Let us know more about her.

Q1) Choose the correct option.

She is famous because:

1. She helped the needy.
2. She is a political leader.
3. She won a beauty contest.

Q2. Do you think she is beautiful? Discuss in your class with the help of your teacher.

Activity 9

Write words from the poem that rhyme with these words:

1. best _____
2. height _____
3. words _____
4. keen _____

LANGUAGE ENRICHMENT EXERCISES

Activity 1: Speaking and Writing

Think of all the beautiful things in your school and how you keep it clean. Talk to your partner about it. Use the following clues.

1. **We have a beautiful playground where we play. We keep it clean by throwing garbage into the dustbin.**

Beautiful library _____

beautiful stage _____

beautiful art rooms _____

beautiful office _____

beautiful friends _____

beautiful text-books _____

Now, see the pictures given below and think about your school and share all the beautiful things about your school.



Do you know all this about your school? Write it down. You may include the following information in your paragraph.

S.No	Clues	Answer
1.	Name of the school	
2.	Location	
3.	Name of the Principal	
4.	Number of teachers in the school	
5.	Number of rooms in the school	
6.	Other beautiful places	
7.	Activities done in the school	
8.	Do you like your school? Why?	









Now, write a paragraph- ‘My beautiful School’ using the clues and hints from the pictures and table above.

[illegible]

Activity 2: You read the poem BEAUTY and we talked about many beautiful things. The word ‘beautiful’ according to English grammar is an adjective.

Adjectives are words which tell about the quality of someone or something.

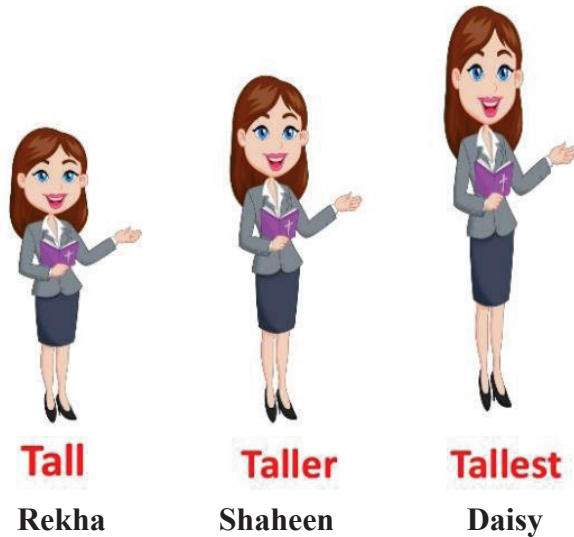
Now, pick the words from the help box and use them to describe the pictures in the table. Also write the names of the person/object.

Hot, tasty, cold, young, old, rushing, strong, soft		
Quality (Adjective)	Object/Person	Picture
		
		
rushing	river	
		
		
		
		
		

Activity 3:

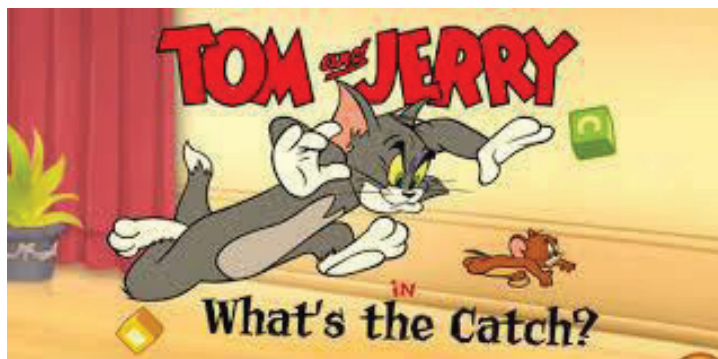
Now, all these adjectives or qualities can vary (different) in a person or an object. For example:

Rekha is a tall girl but Shaheen is taller and Daisy is the tallest.



Tall is the adjective. We add 'er' or 'est' to change the degree of the adjective.

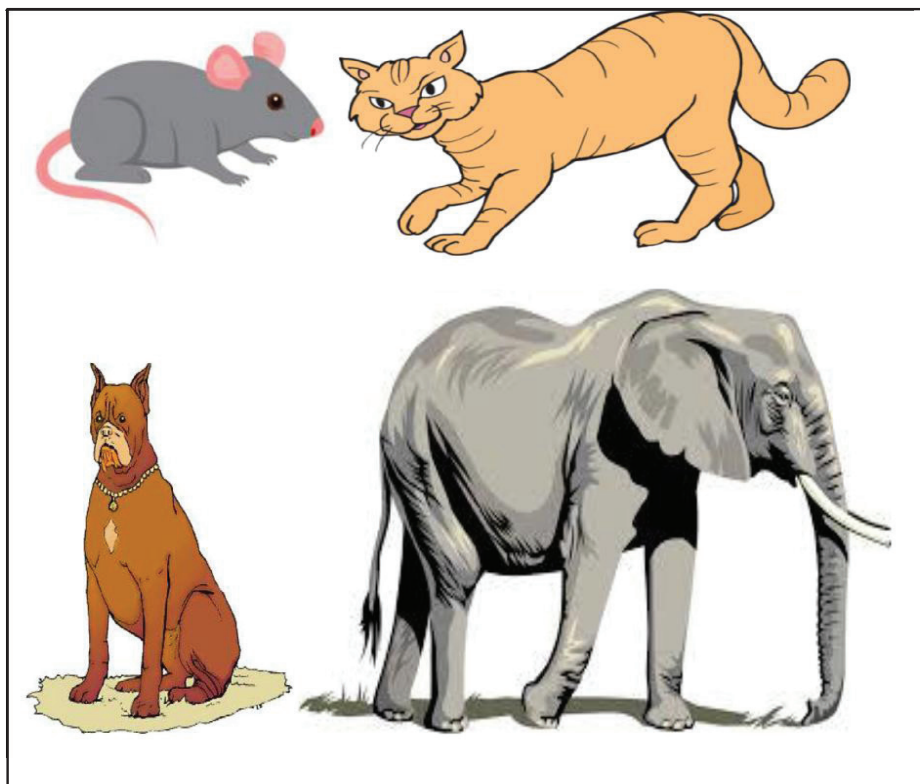
When we compare two things we use 'er'.



Jerry, the mouse is smaller than Tom, the cat.

We use 'est' when we are comparing more than two objects or a group of objects.

Look at the pictures of these animals.



See, elephant is the biggest animal among mouse, cat, dog and elephant.

Elephant is bigger than the dog, dog is bigger than the cat and cat is bigger than the mouse.

The cat is smaller than the dog and the mouse is smallest of all the four animals.

Similarly, try to change the following adjectives to different degrees and complete the table.

1.	Fast	Faster	
2.	Cold		Coldest
3.	High	Higher	
4.	Strong		Strongest
5.	Tasty		Tastiest
6.	Happy	Happier	
7.	Good		Best
8.	Bad	Worse	

Also, you must remember, that there are a few words which cannot be changed by adding ‘er’ or ‘est’ at the end. For example: ‘beautiful’ is not ‘beautifuller’. It is written as ‘more beautiful and most beautiful’.

With the help of your teacher find two such words which use **more** and **most** to change their degrees.

- 1. _____
- 2. _____

Activity 4: Nouns and Pronouns (Recap)

Do you all remember different types of naming words you have read earlier? Let us do some recap and refresh our memories.

Read the passage given below carefully:

Rubina went to visit Mumbai in January. She visited Juhu Beach, Marine Drive, Haji Ali Mosque, museum and many other places. She was very happy. She also visited her aunt who lives there. Her aunt’s family was very welcoming. They welcomed Rubina and made sure she felt comfortable and safe in Mumbai.

In the table given below, can you list three nouns and three pronouns from the little story?

NOUNS	PRONOUNS

A Noun is a name of a person, place, animal or a thing. For example: mango, boy, Salman Khan, pencil, cow, etc.

Pronouns are words which are used in place of a noun, if the noun is being repeated again and again. For example: He, She, They, It, You, Them etc

Activity 5 :Underline **Nouns in the following sentences.**

For example: I like to eat ice-cream.
(Noun)

1. Sridevi was a very good actor.
2. My favourite sport is cricket.
3. I would like to visit Goa.
4. Seema is my best friend.
5. Cows were grazing in the field.
6. She is eating a slice of cake.
7. India is my country and I am proud to be an Indian.
8. The school reopens on January 15th.

Activity 6 :Read the following sentences :

Neeru studies in class 8. Neeru speaks English very well.

Neeru studies in class 8. She speaks English very well.

In the second sentence Neeru (Noun) is replaced with She (Pronoun)

Let's replace nouns with pronouns at the proper places:

1. Reema is my friend. Reema is very helpful.

2. Children are in the park. Children are playing.

3. Suhail is my classmate. Suhail has two sisters. Suhail's sisters also study in our school.

4. Alok is my friend. Alok lives in Shimla. Alok has invited me to spend my winter vacation in Shimla when it snows.

5. Rashmi lives near my house. Rashmi plays with me in the evening. Rashmi is in class VII.




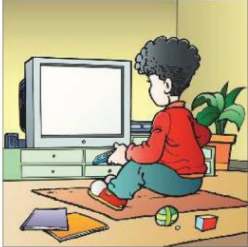

6. Nidhi is my sister. Nidhi loves to eat parantha.

7. There are ten cows in the field. Cows are grazing grass.

8. Kapil is the school captain. Kapil is also a national athlete.

SIMPLE PAST TENSE

Activity 7: Look at the words and pictures below. Read the words aloud. Tick ✓ the ones you do every day or on most days.

			
Brush the teeth	Read a book	Write	Eat food
			
Drink water	Wear clothes	Take a bath	Sleep
			
Clean the house	Buy vegetables	Play	Watch TV
			
Talk to friends	Cook	Walk	Speak on the mike

All these words show actions. These are the **present form** of the **verbs**.

ACTIVITY 8: From the pictures given on previous page, underline any five actions which you did yesterday.

For using the words which you did in the past, you use the **past form** of the **verb**.

eg. clean the house $\xrightarrow{\text{changes to}}$ cleaned the house

Did you notice the **ed** in cleaned?

Let us turn to our partners and share what we did yesterday. Try to talk in English.

You can take your teacher's help.

e.g. I played with my friends.

I ate dal rice for lunch yesterday.

You can discuss about:

What did you watch / see? What did you read? What did you eat for dinner? What did you play?
Whom did you talk to?

You talked about events that happened in the past.

The sentences which describe events that happened in the past are in past tense.

Activity 9: Pick the words from the brackets to complete the sentences in the past form of the verb:

1. I him yesterday. (meet/met)
2. He asleep while he was driving. (fall/fell)
3. I a new bicycle last week. (buy/bought)
4. We our homework half an hour ago. (completed/complete)
5. I an old classmate of mine at the library. (see/saw)

Activity 10:

Now let us try to write an application. This application helps you to request for change of section.

Application to the Principal of your school asking for change of section.

The Principal

New Delhi

_____ (Date)

Subject : Application for _____

Respected Sir/ Madam

With due respect, this is to state that I am a student of class _____. I was given admission in section B. Section B is a _____ medium section. I want to be shifted to section A because it is an _____ medium section. Please change my section so that I can perform well in studies.

Thank You

Activity 11: Listening

Listen to Pooja's story and answer the following questions. Take a minute to read the question before you listen to the story.

Q1. Why did Pooja get a new uniform?

- a. because she joined a new school.
- b. because her old dress was faded.
- c. because her uniform had changed.

Q2. Which class has Pooja joined?

- a. Class 6
- b. Class 7
- c. Class 5

Q3. Why was Pooja sad?

- a. because everything was new.
- b. because she was missing her friend.
- c. because she was not feeling well.

Q4. Why was Pooja happy?

- a. because she made new friends
- b. because she may be enjoying her work.
- c. because she saw someone the

Text for the teacher

Pooja's new school

Pooja has recently joined her new school. Her mother got her a new lunchbox and a new uniform. Pooja is very happy to go to her new school and new class. Pooja reaches the school and joins class 6. She sees new faces, new teachers, new school building, new rules. Everything was new to her. She cannot find anyone she knows. She suddenly feels lonely and sad. She goes to the assembly and prays with everyone. Even the prayer is new. After the prayer everyone goes back to the classroom. In the first period a new student joins their class. She was her neighbour Nisha. When Pooja sees her, she becomes very happy.

CHAPTER-8: A GAME OF CHANCE

Pre Reading

Activity 1: (Group Work) Speaking

Step 1: In a group of six students, speak out the name of any festival. Student gets one chance. Do not repeat the name of the festival.

Step 2: In your group, discuss: during which festivals are fairs held in your locality?

Activity 2: (Pair work) Speaking and Writing

Look at the picture below and discuss the questions given below :



1. What is the picture about?

2. Which colours do you see?

3. Can you name the things that you see in the picture? Make a list.

4. How many umbrellas can you see?

5. What are different people doing in the picture?

6. If you get a chance to put up a Games stall in a fair, which game would it be? Discuss and write it.

7. Does the game that you have chosen, depend on chance/luck of the person playing it? Or does it depend on intelligence? Write your answer.

While Reading

Activity 3: (Individual work)

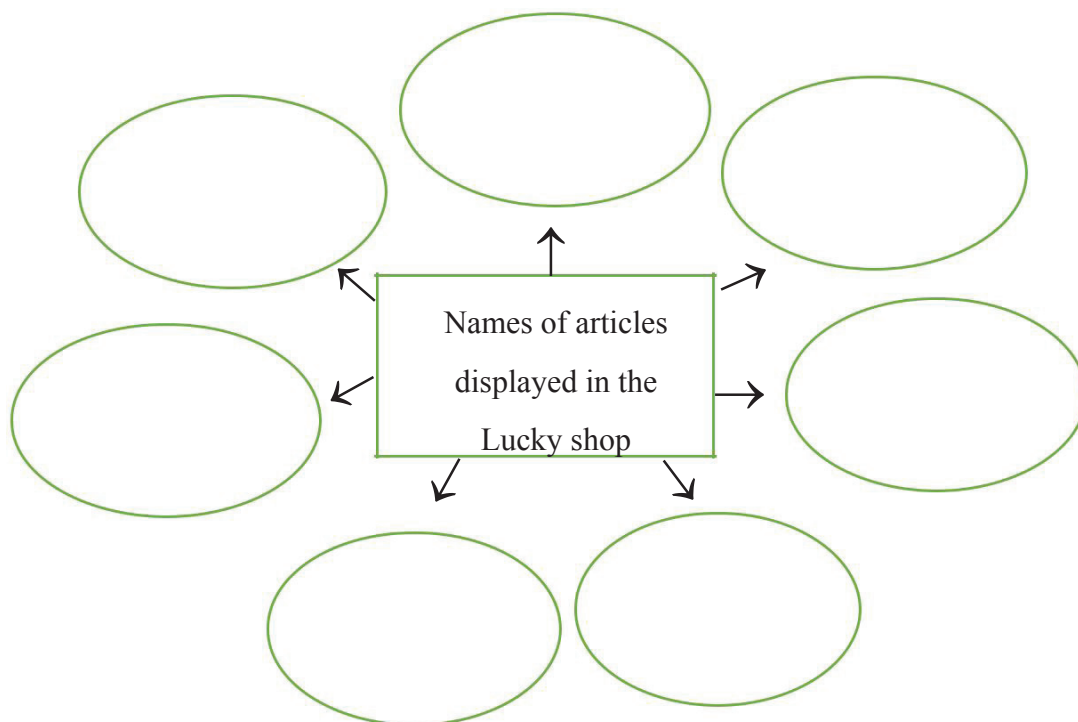
Read paragraphs 1-3 of the chapter and fill in the boxes below:

Festival mentioned:

Three characters who went to the fair:

Uncle met a few of his at the fair.

Activity 4: (Individual work) Read paragraphs 4-7 and complete the figure below:



Activity 5: (Individual work) Read paragraphs 8-11 and state whether the following are true or false:

1. Rasheed won only a trifle in the lucky shop. _____
2. People showed sympathy when he did not win. _____
3. Uncle was very angry with Rasheed. _____
4. Uncle bought many things for him from the fair. _____
5. The shopkeeper had fooled Rasheed. _____

(Pair work)

Now discuss the answers with your partner.

Post Reading

Activity 6: (Pair Work) After reading the story, write the words you can associate with the following characters? The words have been given in the box.

Clever	Innocent	Selfish	Kind	Cheerful	Cunning	Naïve
--------	----------	---------	------	----------	---------	-------

Uncle:
.....

Rasheed:
Eg: Naïve

Shopkeeper:
.....

Activity 7: (Individual Work) If given a chance to choose one out of two in the following pairs of objects, which one will you choose? Write your choice in the blanks below: In case you do not like any of the two, write NONE in the blank:

Music	Drawing	<u>Music</u>
Sleeping	Cooking	None
1. Apple	Orange	_____
2. Ice cream	Chocolate	_____
3. Cabbage	Pumpkin	_____
4. Dog	Cat	_____
5. Blue dress	Green dress	_____

When we have to make a choice, we say it like this:

You can **either** go for music **or** for drawing.

When there is no choice, we say it like this:

I **neither** like sleeping **nor** cooking.

Now write sentences like the ones given above. Refer to your choices in the previous exercise. You may need the following verbs to make the sentences:

(like, eat, pick, want, choose, keep, leave, prefer)

1. You can either pick apples or oranges._____
2. _____
3. _____
4. _____
5. _____

Let us go back to the lesson and underline expressions “eitheror” and “neithernor” in the chapter (Paragraphs: 3, 4, 6, 8, 10).

Discuss with your partner, how they have been used in the context and what do they mean.

Activity 8: (Listening) Your teacher will read out a few words. Listen to them carefully.

Match all the words from column B & C which have the similar sounds. One has been done as an example.

A

To

There

One

Know

None

B

Fare

Hare

Two

Their

Won

C

No

Nun

Fair

Hair

Too

Activity 9: (Listening) Your teacher will read out a short story. After you listen, answer the following questions.

Rasheed and his uncle Nazim went to a fair. Nazim had promised Rasheed a gift on his passing class 5. Nazim had come from Pune for celebrating Eid with the family. So, he took Rasheed to a shop selling attractive things. There were many articles in the shop. Rasheed was confused which one to buy. His uncle had asked him to pick either any five items or items worth a total of Rupees 500/-. There was a beautiful clock of golden colour; a red lamp and a digital wrist watch on one side of the shop. On the other side, there were colourful balloons, pens, pencils, erasers, sharpeners and paint brushes. On one of the shelves was a nice bat, ball, gloves and wickets. Rasheed was tempted to buy everything. But of course, he had to make a choice. He had his eyes on the cricket kit. But it was a trifle more than 500/-. His uncle smiled and asked him to go ahead and pick it. Rasheed was delighted.

Tick  the correct option:

1. Rasheed and Nazim went to –

[a] a market
[b] a hospital
[c] a fair
2. Nazim had come from

[a] Pune
[b] Patna
[c] Puri
3. Rasheed had to choose a maximum of _____ items.

[a] two
[b] five
[c] four

4. Rasheed was tempted to buy
- [a] everything
- [b] nothing
- [c] something
5. The cost of the cricket kit was
- [a] more than Rs 500/-
- [b] exact Rs 500/-
- [c] less than Rs 500/-

Activity 10. (Reading and Writing) Let us try to complete the paragraph with the words given in the box below :

EID

Eid is celebrated in the month of _____. People keep _____ for one month. When the _____ is seen on the last day of this month, Eid is celebrated the next day. On Eid, people wear _____ clothes. They go to the _____ to pray. Children get _____ and _____ from their elders. This money is called _____. People _____ and eat tasty _____ at home. People share _____ with _____, _____ and relatives on Eid.

The festival gives the message of _____.

cook	Eidi	new	friends	Ramadan
mosque	gifts	neighbours	fast	food
sweets	moon	brotherhood	money	

Eid Mubarak



LANGUAGE ENRICHMENT EXERCISES

Paragraph writing

Activity 1: Let us try to write a paragraph on the festival of HOLI.

HOLI

Name of the festival:	HOLI 'festival of colours'
Where is it celebrated?:	In India
Month / time of the year it is celebrated in:	March
How is it celebrated?:	by playing with water and colours
A special sweet of the festival:	gujiya
It gives the message of:	forgiveness and brotherhood

The above information can be expanded in the form of a short paragraph/ few lines.

Holi

Holi is called the festival of colours.

It is celebrated in India in the month of March.

On this day people play with colour and water.

People eat and share sweets like gujiya.

It spreads the message of forgiveness and brotherhood.

I like to celebrate Holi with my friends and relatives.



Activity 2: Talk to your partner and collect information about **Christmas**.

Let us try to write a paragraph on the festival of CHRISTMAS.

CHRISTMAS

Name of the festival:

Where is it celebrated?:

Month / time of the year it is celebrated in:

How is it celebrated?:

A special sweet of the festival:

It gives the message of:

(Title)



Activity 3: Talk to your partner and collect information on : **Guruparv**

Let us try to write a paragraph on the festival of GURUPARV.

GURUPARV

Name of the festival:

Where is it celebrated ?:

Month / time of the year it is celebrated in:

How is it celebrated ?:

A special sweet of the festival:

It gives the message of:

(Title)



Activity 4: Talk to your partner and collect information on **Diwali**

Let us try to write a paragraph on the festival of DIWALI.

Name of the festival:

Where is it celebrated ?:

Month / time of the year it is celebrated in:

How is it celebrated ?:

A special sweet of the festival:

It gives the message of:

(Title)



SIMPLE PAST TENSE

In the previous pages you have discussed about the past form of the verb. Go back to the page nos 97-98 to revise.

Activity 5: Look at the table for THREE FORMS OF VERBS given below. For all action words, their three forms are given. Speak them aloud.

I FORM	II FORM	III FORM
brush	brushed	brushed
walk	walked	walked
cook	cooked	cooked
clean	cleaned	cleaned
talk	talked	talked
watch	watched	watched
play	played	played

In the above table what did you observe?

In the II and III form ‘ed’ was added at the end of the word.

The **II form** is the **past form** of the verb.

Many words do not take the ‘ed’ form but change in the II and III forms. Look and speak out aloud as you read the verbs given below.

I FORM	II FORM	III FORM
eat	ate	eaten
drink	drank	drunk
sleep	slept	slept
speak	spoke	spoken
wear	wore	worn
read	read	read
write	wrote	written
take	took	taken
buy	bought	bought

Activity 6: Now, make sentences as given in the example below with any five words you have read above. Example :

1. I cleaned the house.

2. I slept till eight in the morning.

1. _____

2. _____

3. _____

4. _____

5. _____

Now talk to your partner. Share your experience of what you did yesterday from morning till evening. Speak complete sentences in English. Write them in the space provided below.

Example : I woke up at 6'o clock. Then I _____

Activity 7 (Pair work) : With your partner, read the given story.

Maya was a rabbit. She lived in a small burrow. She ate roots of plants. Her favourite food was carrot. Sweet red carrots!

One day Maya was digging for her favourite red carrot when she heard a loud sound. She was scared. She ran back to her burrow. She heard the sound again. And again. And again. She decided to peep out.

To her surprise it was Cheekoo, her neighbour playing with a big golden bell. When he moved it, the bell made a loud sound. Both Maya and Cheekoo played with the bell on the ground above their houses. They both clapped and danced to the sound of the bell.

Activity 8: (Individual work): In the story you have just read, underline the verbs in the past tense. In the given table , write the three forms of verbs.

The verbs that you have underlined are in the Past Tense. Write them in the second column.

Try to find the first and third forms of these verbs. One example has been given:

[illegible]

Activity 9: Now open page 100 of your text book ‘Honeysuckle’. Read paragraph 2. As you read, underline the words written in past tense.

List those words in the space given below. Write the three forms of all those words.

Activity 10: Read the paragraph given below and answer the questions that follow:

Ritu and Sahil went to the fair held outside the colony. Many stalls displayed attractive items. There were many game stalls too. Ritu played a ‘Ring game’ and ‘Aiming the balloons’. She did not win anything in the ring game but her aim with the balloon game earned her three free chances. She hit the jack pot and got a packet of balloons. Sahil played the ‘Shoot the basketball game’ and ‘Pyramid game’. He lost in the Pyramid game but shot the basket ball perfectly and won the ticket money back. Both were thrilled to have won some of the games.

1. Who went to the fair?
_____ went to the fair.

2. Where was the fair held?
The fair was held _____.

3. How many games did they play in total?
They _____.

4. Which word in the passage tells you that the children were very happy?
_____.

5. Write at least any two pairs of opposite words from the passage.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Paragraph writing

Activity 11: Read the information given on the topic ‘My Sister’

Example : My Sister

Name : Sheetal

Age : 14

Class : IX

Likes : colour- yellow, actor -Irfan Khan

Hobbies : painting, table tennis

Dreams : mountaineering

Things I like about her: strong, funny, caring

The above information has been used to write the given paragraph. Read carefully.

MY SISTER

Sheetal is my sister. She is fourteen years old. She studies in class ninth. We are in the same school. Her favourite colour is yellow and favourite film star is Irfan Khan. She likes apples and strawberries. Her hobbies are painting and playing table tennis. Her dream is to become a mountaineer. She is a strong girl. She makes me laugh. She always takes care of me.

Draw / paste picture of your sister

Activity 12: Now fill in the following information about your **Best friend**.

Name : _____

Age : _____

Class : _____

Likes : _____

Hobbies: _____

Dreams: _____

What I like about him/ her? _____

Use the above information to write a paragraph about your BEST FRIEND. Give a suitable title.

Draw / paste picture of your best friend

POEM : VOCATION

By: Rabindranath Tagore

Vocation means : work, career, job, trade, profession, occupation

Pre Reading

Activity 1:

Look at each given picture carefully. Discuss with your partner about what you see. Write the words or sentences which come to your mind after looking at the picture.



Activity 2:

‘Vocation’ means the work we choose to do.

Find out about the different kinds of work done by the people in your neighbourhood. Tell us about their work through pictures. You can draw or paste pictures of the persons (any four) doing work in the space given below.

Activity 3 (group/pair work): Discuss the following questions.

a. Which vocation would you choose for yourself? Why?

b. Imagine that you are an adult. Draw a picture of yourself working in your chosen vocation. Also write about the people you would be helping.

As a _____, I would help _____

While Reading

Activity 4: Read/ speak the new words taken from the poem (written in the column below).

Choose their correct meaning from the clue box and write at the correct place.

S.No.	Word	Meaning	
1.	gong		
2.	hawker		
3.	crystal		
4.	hurry		
5.	baked		
6.	lonely		
7.	shadow		
8.	chasing		
CLUE-BOX			
be quick	shade	a heavy metal disc which is struck with a mallet to produce loud sound	following
deserted	roasted	a person who goes from street to street to sell things.	glass

Activity 5:

As you read the poem, answer the following questions.

a) Who is the speaker in the poem?

b) Who is the first person the speaker meets/ sees?

c) What was that person doing?

d) Who is the second person the speaker meets/ sees?

e) What wishes were made by the child in the poem?

f) Why does the child want to be a hawker? Write the line of the poem, which tells you this.

g) Why does the child want to be a gardener? Write the line of the poem, which tells you this.

h) Why does the child want to be a watchman? Write the line of the poem, which tells you this.

Post Reading

Activity 6

After reading the poem, fill in the blanks with words/ phrases given in each box:

clock strikes ten return home by a fixed time a bangle seller school going boy

The poem gives voice to the feelings of a _____. He leaves for school, on foot, when the _____. Every day he meets _____ selling glass bangles. He goes about at a leisurely pace. He enjoys full freedom. He is under no pressure to walk fast or to take a particular road or reach a definite place, or to _____. The boy wishes to enjoy the hawker's freedom of movement on the road.

spade nobody scolds him four in the afternoon

Then at _____ the boy sees the gardener digging the ground with a _____. The gardener sweats in the hot sun or gets wet, but _____.

a giant with a red eye in its head walking the street a lantern the watchman

In the evening, through the window the child hears and sees _____ walking up and down the lane. He carries _____. The street lamp with a red light at the tip looks like _____. The boy also wants to enjoy the same freedom of _____ all night.

Activity 7:

From the way the child envies the hawker, the gardener and the watchman, we can guess that there are many things the child “must do” or “must not do”.

From the clue-box given below, choose and write the **do's and don'ts** which the child is supposed to follow.

The child must...	The child must not...

wander in the street	keep out of the house after dark	stay at home at night
go to school at 10 a.m.	go to bed when it gets dark	play when the sun is hot or it is raining

Now, in the space given below, make a list of DOs and DON'Ts for yourself .

You may use the given examples to add to your list :

Example Not watch TV for more than an hour.
Not to play with electrical equipments.
Not to waste money.
Must learn lessons and do home work regularly.

	DOs	DON'Ts
1		
2		
3		
4		
5		

LANGUAGE ENRICHMENT EXERCISES

Activity 1: Unseen passage

It is the duty of the Corporation or Municipality to provide clean and safe water to the people. They should also check that water supply is maintained regularly. Checking that the drinking water is of satisfactory standard requires better quality control. Rainwater may be harvested (collected) in a tank. To meet our requirements during dry seasons. Citizens are also expected to do their duty. It is the duty of every citizen to see that he or she does not contaminate water. They should not waste water while washing clothes or brushing or bathing. They should avoid washing their cars or watering the garden and plants with drinking water. Water is a precious thing and should not be wasted.

- 1) For clean and safe water, people mainly depend on :
 - a) Police Station
 - b) Municipality
 - c) Forests
 - d) Neighbours
- 2) Which one of the following is an alternative way of meeting our water requirements?
 - a) Hand-pump
 - b) Complaining
 - c) Proper Drainage
 - d) Rainwater Harvesting
- 3) Does the duty of the municipality end at only providing clean and safe water?
 - a) No, they need to collect bills as well.
 - b) Yes, their responsibility ends there.
 - c) No, they need to maintain regular water supply.
 - d) No, they need to make sure that the drinking water is safe as well.
- 4) According to the passage, how can the citizens save water?
 - a) They should not pollute or waste water.
 - b) They should make sure that their water tanks are full.
 - c) They should wash their clothes properly.

PUNCTUATION MARKS

Let us read with the help of our teacher.....

Punctuation helps in understanding the meaning of the text better. In class 6, you use simple sentence punctuation to improve your reading and writing skills. You need to understand the use of **capital letters** for **names**, and the use of a capital letter to show the **beginning of a sentence** and a **full stop** to show the **end** of a sentence.

Simple rules about Punctuation:

- **Beginning a sentence** – The first letter in a new sentence is always a capital letter.

- *Example: the cat ran away.* ✕

The cat ran away. ✓

- **Names** – Capital letters are always used for a person's name and the use of pronoun 'I'.

Example: miss neeru; deepi;i ✕

Miss Neeru; Deepti; I ✓

- **Punctuation at the end of sentences** -Every sentence includes some type of punctuation, or end mark, (. ! ?) after the last word in the sentence. Read the following sentences and see if you can find the difference between them:

1. I love going on holidays!

2. Do you enjoy swimming?

3. We go to our grandparent's house every summer.

Did you notice that in all the above sentences a different punctuation mark has been used?

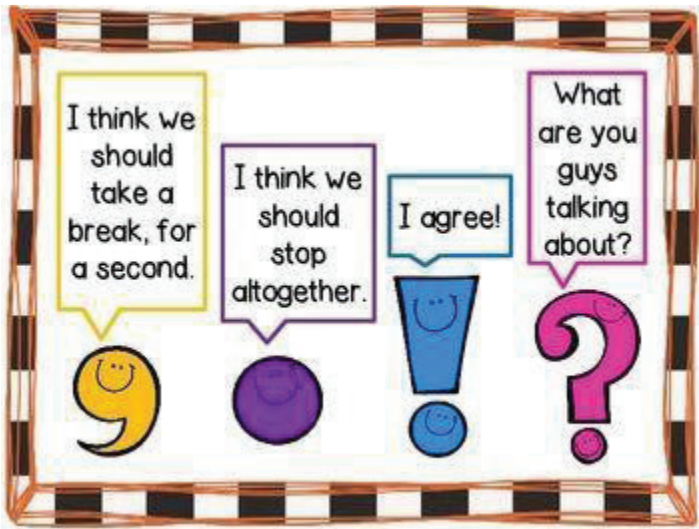
- The punctuation mark used in the first sentence is an **exclamation mark** (!). We use exclamation mark when we have an exclamation, or something exciting to say. A sentence with this punctuation has a lot of emotion or feeling in it.
- The punctuation mark used in the second sentence is the question mark (?). We use it when we want to ask/write a question.
- The most common punctuation mark is the full stop (.) which has been used in the third sentence. A full stop is put at the end of a sentence that makes a statement or a fact or tells someone what to do.

Comma

Comma is used add 'breathing spaces' in sentences. It is used to add to the meaning of a sentence or to emphasise an item, point, or meaning.

- I met Sonu, we went to swim together, and afterwards Sonu went home.
- Reena studies in my class, but she is not my best friend.
- Yesterday I bought bananas, apples, oranges and grapes.

Punctuation marks in sentences allow us to know when to pause and how to read the sentence with the right emotions.



Activity 2: (Individual work)

Circle the errors in the given sentences and rewrite the correct sentence in the space below.

1) my mother’s name is madhu bala

2) she lives in nainital

3) she cooks tasty food

4) she loves me very much

5) i wish that she enjoys good health

Activity 3: (Small group or Pair work)

Sentence Champions!

A word bank is given below. Work with your partner/ group members to make meaningful sentences using the given words. Words can be reused in the same sentence or in a new sentence.

The pair/ group that makes the maximum sentences will be the winner!

(Note: Remember to use capital letters and full stop at the correct place.)

she	they	i	He	school	go/goes
We	dog	cat	love/ loves	hate/hates	want/wants
A	the	goa	To	class	agra

Example : I want to go to Agra.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Activity 4: (Speaking)

Topic: Winter Break

Think about what you did during your winter break/holidays. Speak with your partner and try to answer about the following:

- a) What did you do?
- b) What did you eat?
- c) Which place did you visit?
- d) Whom did you meet?

Check : Are your answers in past tense?



Activity 5: Application to the Principal for sick leave (Guided Writing) (Recapitulation)

The _____

Subject: _____

With due respect, _____

Activity 6:

Recapitulation Activity: Simple Present/ Simple Past

During winter vacation, the children have come to stay at their grandparents' house.

Read the conversation between the children and their grandfather.



Grandfather

What do all of you like to do in free time? Tell me one by one.

Yami

I like to hear old film-songs.

Kaddy

I like to watch war films

Neera

I like to watch comedy films.

Amitabh

I like to watch cartoons.

Grandfather

As all of you have different choices, let's do something completely different! Let's play a game of ATLAS.

Now discuss with your partner and answer the following questions based on the above conversation. First one has been done for you as an example.

a) Who liked to watch war films?

Ans. Kaddy liked to watch war films.

b) Who liked to watch old films?

Ans. _____.

c) Who liked to watch cartoon films?

Ans. _____.

d) Who liked to watch comedy films?

Ans. _____.

e) Which game was decided by the grandfather in the end?

Ans. _____

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