

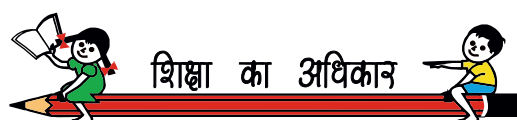
Enjoying English

(Textbook Based On Bridge Course)

(Level-4)

Class 8

2022

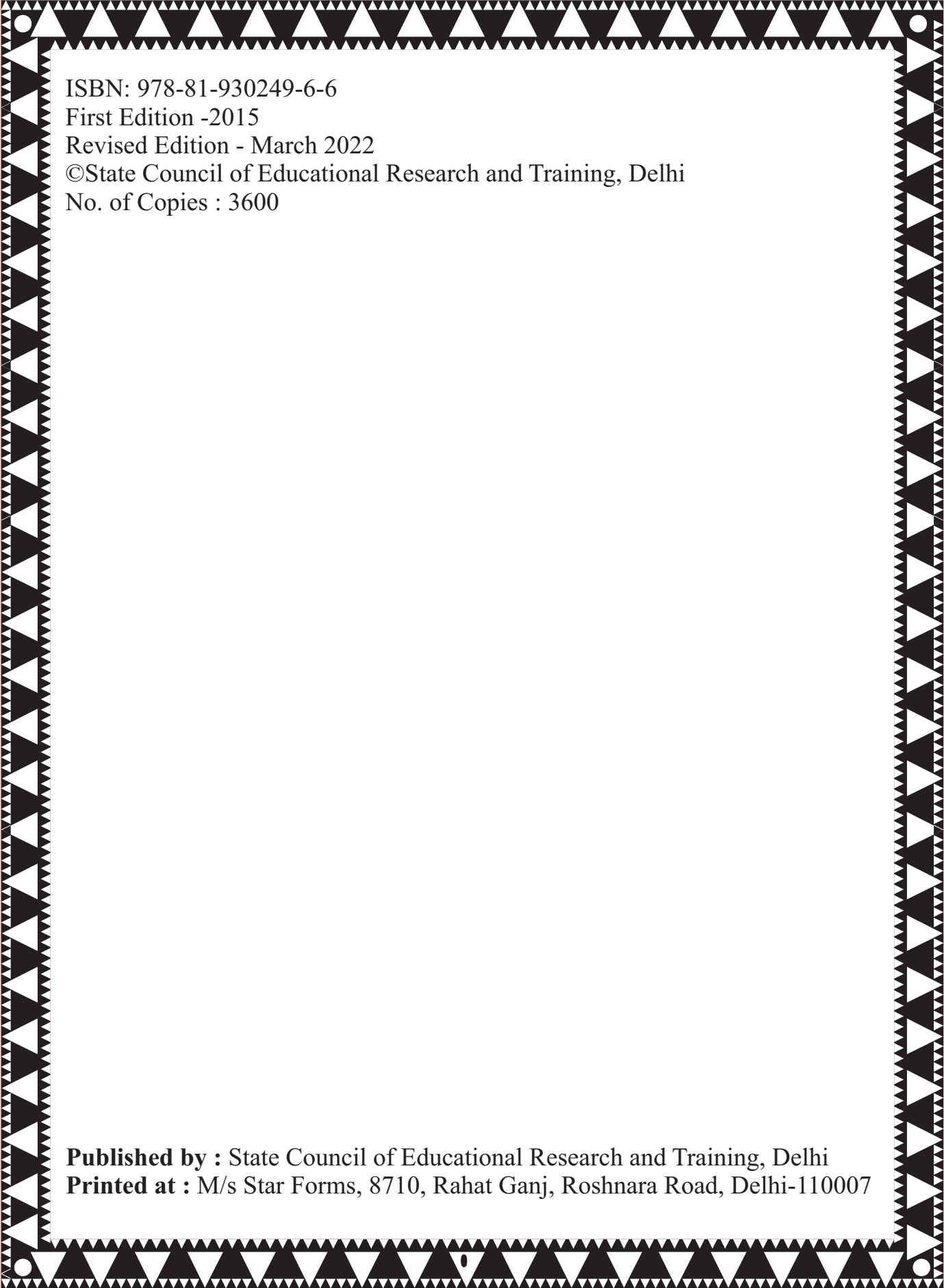


समग्र शिक्षा
सबको शिक्षा, अच्छी शिक्षा



State Council of Educational Research and Training

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Message

Education is the fundamental right of all children. Quality education always creates a bright future for the children. It also helps in improving the mental, physical and spiritual level of the child along with providing cognitive information to the children. Books play an important role in achieving the objectives of education.

Keeping this in mind, the State Council of Educational Research and Training, New Delhi has prepared 18 text books for the students of Special Training Centers. The main objective of these textbooks is to encourage children to learn 'within the school' and 'outside the school' and to inculcate a sense of self-confidence among the children. Some important changes have been made in these books according to the needs of the children, so that the children find learning easy and interesting.

Hope this learning material will guide the children and help in their holistic development.

(Rajanish Singh)



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Message

Right to Education Act 2009 provides for free and compulsory education for children in the age group of 6 to 14 years. According to the Section 4 of RTE Act 2009, there is a provision of Special Training Center for the out-of-school children, to provide opportunities to learn and prepare for age-appropriate class. According to the National Education Policy 2020, the state government has the responsibility of providing quality and equitable education to every child in the age group of 3 to 18 years.

National Education Policy 2020 lays emphasis on foundational literacy and numeracy and also on developing higher level cognitive and problem solving abilities among children. It also focuses on developing the life skills among the children.

The learning material developed for the students of Special Training Centers by State Council of Educational Research and Training, Delhi has been updated keeping in mind the provisions laid in NEP 2020. This will enhance their knowledge and skills and lead to holistic development of children, so that they become responsible citizens.

I extend my best compliments to all the teachers for making the text relevant to the context of the implied goals as envisaged by the National Education Policy 2020.

I sincerely hope that these text books will be useful for the students studying at Special Training Centers.

Best wishes for the bright future of our students.

(Dr. Nahar Singh)

Preface

It is important to master the essential skills for the 21st century with ethics, rationality, empathy and sensitivity in the context of the broad objectives of the National Education Policy, 2020. The National Education Policy 2020 and the Sustainable Development Agenda is in front of us today with the overarching goal of ensuring "inclusive and equitable quality education for all and promoting opportunities for lifelong education by 2030". Extensive reforms have been made in the school education system through this policy. The policy envisages the 5+3+3+4 structure of school education including 12 years of schooling and 3 years of Anganwadi/Pre-school education. The policy envisages that it will be a top priority to bring out-of-school children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

Under Section 4 of the Right to Education Act, 2009, there is a provision for the out-of-school children to get education in special training centers. Its purpose is to prepare them for admission to the age-appropriate class. Stepping towards achieving this goal, the State Council of Educational Research and Training, New Delhi has made necessary reforms in the text books developed for the students studying in the Special Training Centers so that the objectives of the National Education Policy can be achieved.

Based on the curriculum developed by the State Council of Educational Research and Training, New Delhi, these books have been prepared using very simple language. These textbooks have been kept in the basic form according to the curriculum which is prepared at four levels. Level one and Level two are for primary classes and Level three and Level four are for upper primary classes. The books for four subjects (Hindi, English, Mathematics and Environmental Studies) have been prepared for primary level and for five subjects (Hindi, English, Mathematics, Social Studies and Science) have been prepared for upper primary level.

I express my gratitude to all the teachers who contributed in the preparation and revision of these books. I hope that these textbooks will prove useful to the teachers and students of the Special Training Centers, these books can play an active role in the holistic development of the students studying in the centers.

Your valuable suggestions for improving the books are always welcome.

Dr. Bindu Saxena
Assistant Professor
Department of Science
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SCERT, Delhi

About this book

The following bridge course has been developed for the students of special training centre. It aims to give students an opportunity to bridge any academic gaps in the study of English language.

The pieces have been selected keeping the interest, cognitive level, context and needs of the out of school children. It also takes into consideration the fast changing learner needs resulting from the psychological, social and environmental changes happening around the world.

The book has been developed keeping in view age appropriate themes. The major themes in 'Enjoying English' Level -3 are health and hygiene, family, festivals, environment, sports and child labour.

The book is totally activity based, pedagogy pushing the students to learn, speak, read, and write. The sections 'Let's get ready' help them to develop readiness for the unit. The sections 'Words are fun', 'Beyond words' are build into each lesson for carrying on vocabulary and grammar. Besides these the sections 'Let's do' and 'Check yourself' make the chapters all the more interesting.

We are confident that 'Enjoying English' will prepare self reliant learners whose attainment of language is natural and independent.

Ms. Ritika Dabas,
Senior Lecturer,
SCERT

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UNIT-1

World Leaders

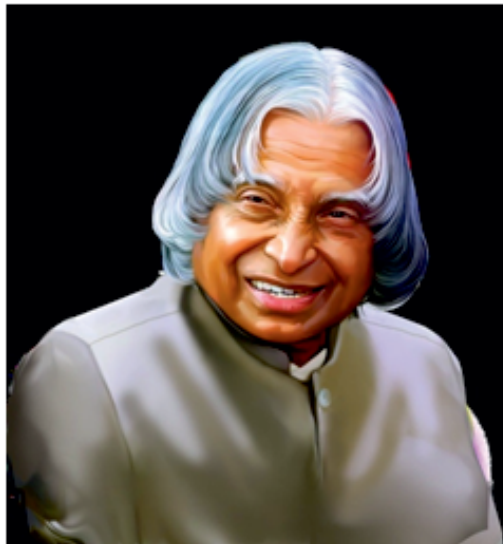
Let's Get Ready



Activity 1 : Do You Know?

For the teacher:

1. Ask students to guess the picture, if they can't identify then teacher will give some hints like: This person in the picture was the President of India.
2. Ask students to speak 2-3 lines about him and his contribution to the Nation.



Discuss these questions with the group of students.

Q.1 Do you know any scientist, who has contributed to the Nation?

Q.2 What is his name?

Let's Reflect

I would like to contribute to my country as.....

Activity 2: Let's Listen, Read and Answer

For the teacher:

1. Ask the students to read the passage



Dr. APJ Abdul Kalam was born on 15 October 1931 and raised in Rameswaram, Tamil Nadu. His full name was Avul Pakir Jainulabdeen Abdul Kalam. He started supporting his family financially from an early age. He studied physics and aerospace engineering from an early age. He studied physics and aerospace engineering.

Dr. Kalam spent a long span of his life as a scientist and science administrator, mainly at the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO). He became the 11th President of India and served the nation from 2002 to 2007. He helped in the development of Agni and Prithvi missiles and headed many projects that contributed to the society. He was a member of the Pokhran nuclear test conducted in 1998. He was known as “Missile Man of India” due to his contribution in the Nuclear power. He was honoured with several prestigious awards including the highest civilian honour, the Bharat Ratna. Dr. Kalam collapsed and died from an apparent cardiac arrest on 27 July 2015, aged 83 while delivering a lecture at the Indian Institute of Management (IIM), Shillong.

Dr. Abdul Kalam was a man of simplicity and his dedication to his profession, patriotism and his love for children is always an inspiration to every individual.

Let's Explore



A. Think and Answer

- Q1. Who is known as the missile man?
- Q2. What is the contribution of Dr. Kalam for enhancing nuclear power in India?
- Q3. Why Highest Civilian Award was awarded to Dr. A. P. J. Abdul Kalam?
- Q4. Why does a country need any defence system?

GLOSSARY

Word		Meaning
raised	:	grow
financial	:	related to money
gave up	:	to leave
graduation	:	receiving academic degree
aerospace	:	branch deals with space flight
span	:	length and duration of time
contribution	:	playing a part or a role
beyond	:	at / another side of something
remarkable	:	worthy or appreciable
headed	:	leading anything
honoured	:	regarded with respect and award
prestigious	:	having high respect and admiration
patriotism	:	love of country

Activity 3: Match the Columns

For the teacher:

- Ask the students to match the statements with the correct answer.
- Encourage them to find answers on their own or with the help of their peers. Help them in simplifying the sentences.

S. No.	Statement	Correct Answer
1.	Dr. A. P. J. Abdul Kalam was born on	11th President of India
2.	Dr. Kalam worked as scientist and science administrator	Agni and Prithvi Missiles
3.	Dr.Kalam served the nation as the	15 October 1931
4.	Dr.Kalam worked in the development of	at Indian Space Research Organisation (ISRO)
5.	Dr.Kalam was also known as	Missile Man Of India

Activity 4: Group Discussion

For the teacher:

- To develop the speaking skills of the students, teacher will ask them to work in a small group and have a discussion on the given question.
 - Summarize the points discussed by the students
- a. In what ways are you inspired by Dr. Kalam? Why?

Activity 5: Play with Words

For the teacher:

- Identify the opposite of the words given in the brackets to complete the sentences. The opposites are given in the passage.

1.	Yesterday, Delhi recorded the _____ (lowest) temperature of this month.
2.	The light is green. You should _____ (stop) the car now.
3.	I like to read _____ (short) stories at bed time.
4.	I like to get up _____ (late) in the morning.
5.	There are _____ (few) new activities planned for children in summer vacation.

Activity 6: Fill in the blanks:

For the teacher:

- Ask the students to fill in the blanks by changing the tense of the words in the bracket. It was a hot sunny day and we were _____ (excite) to visit the Science Museum. We all _____ (are) ready to see new things. On reaching the museum, we _____ (notice) that there were many people in the museum. We _____ (see) a movie on 'Mangal Mission' of India. After the movie, we _____ (have) a discussion on the movie. We _____ (enjoy) the visit to the museum.

Activity 7: Listen and Write

For the teacher

- Read the words loudly and students will write down the words in their notebooks after careful listening.
- Ask the students to frame one sentence using these words. One is done for you.

Support
Inspiration

famous
Love

Nation
Proud

simple

1. I like to support people in need.
2.
3.
4.
5.
6.
7.

Activity 8: Let's Think and Discuss

For the teacher

- Work in groups. Students will observe the pictures depicting people serving for the society in one way or another, and reflect on one of the pictures by speaking few lines.
- Teacher can ask few questions like:
 - a. What do you think is happening?
 - b. What would you like to do for your country?
 - c. What problems are there in your society? Discuss.



Plantation



Cleanliness



Protection

Activity 9: Letter to a friend

You are Swati. Write a letter to your friend Muskan who lives in Mumbai, sharing with her that how you are inspired by Dr.A.P.J. Abdul Kalam.

Let's Do

Clues.....

- Why do you want to take up this profession?
- Find atleast one famous/known person, who is in the same profession.
- Paste the picture of that person and write five lines about him/her.

Explore about the profession you would like to take when you grow up.

.....

.....

.....

.....

.....

.....

Self Check:

Read the following statements and mark a tick in front of the statements that you can do.

1.	I can write simple letters in guided format (letter to a friend about about Dr.Kalam)	
2.	I can answer questions from the given listening text.	
3.	I can speak four to five sentences about immediate surroundings with teacher's help.	
4.	I can write short paragraphs/reports based on context in guided formal	
5.	I can read very short story/ reading text fluently and can answer in one word or sentence orally and in writing.	
6.	I can use newly learnt vocabulary while speaking and writing.	
7.	I can refer to dictionary to find meanings of unfamiliar words.	
8.	I can find the meaning of a word by reading it in context.	
9.	I can narrate story/real life experience in English.	
10.	I can communicate (spoken and written communication both) accurately using appropriate grammar forms.	
11.	I can write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.	
12.	I enjoy attempting puzzles/riddles and games related to English language.	

UNIT-2

Adventure

Let's Get Ready



Work in groups and discuss the following questions:

1. Have you ever lost your way while going somewhere? How did you feel?
2. Have you ever got into the wrong bus? What did you do? Tell your friends.
3. Talk about an adventure that you experienced recently.

Let's Read Together



The Unforgettable Trip

All of us experience adventure in our lives in some form or the other. Sometimes it is thrilling but many times we are frightened. Let's read a short story about an adventure that some school children experienced.

Namrata, Pooja, Moni, Geetika and Priyanka were very excited. They were going on a trek from Magra to Sehestradhara along with their classmates and two teachers. First they travelled by bus from Dehradun to Mussoorie which took almost two hours and then they began their trek from Magra. Two mules followed them with supplies of eatables, pots and pans. Each student was carrying her own rucksack too.

From the height of the hilly paths, the beauty of the valley was breathtaking. But the track was rough and narrow. Each step had to be carefully placed.

Suddenly, they heard a scream. It was Moni, who had been walking very slowly behind the others.

"Help! I'm going to fall," cried Moni. Everyone rushed. She had already fallen almost 10 feet below on to a narrow ledge and was clutching on to a flimsy clump of wild grass.

There was no way that they could pull her up. They had to think of something fast. All of them looked at the steep drop to the valley below and shuddered.

Let's Reflect

Do you think the children can pull Moni up? How? Discuss with your partner.

"Idea! Let's tie our dupattas and scarves together and pull her up," said Namrata. They worked fast and knotted their dupattas into a tight rope.

"Hold the rope tight and we will pull you up in no time. Everything is going to be alright," said Geetika in a soothing tone.

Moni was whimpering with fear. She was very scared as she clutched the rope. But she held it tightly because this was her only hope.

"Pull!!!!!" shouted Geetika.

While some of them held onto Geetika from behind, a few stood on the side to hold Moni's hand when she came up.

Moni climbed up slowly and finally landed in the arms of her friends, exhausted. Moni hugged Geetika tightly and sobbed.

"I simply love our school uniform. I think there is no better uniform than the salwar kameez. Had it not been for the dupattas, I don't know what would have happened!" remarked Pooja.

Everyone laughed with relief.

GLOSSARY

Word		Meaning
Trek	:	to walk slowly over a difficult road (here, a mountain)
mule	:	horse-like animal used in mountains to carry goods
rucksack	:	a large bag with straps carried on the back especially by mountain climbers
breathtaking	:	something very beautiful; exciting
ledge	:	a flat rock coming out from a slope on a hill/mountain
flimsy	:	delicate; something that is not very strong
shudder	:	shiver in fear
whimpering	:	crying softly
exhausted	:	very tired

Let's Explore



A. Think and Answer

- Why were Namrata and her friends excited?
- Why did the children have to walk carefully on the hilly path?
- Why did Moni cry for help?
- How did the girls pull Moni up?

B. Read the following statements and complete the table.

	Statement	Who said...?	To whom was it said?
1.	"Help! I'm going to fall!"		
2	"Let's tie our dupattas and scarves together and pull her up."		
3	Hold the rope tight and we will pull you up.		
4	"I simply love our school uniform."		

Work in groups and discuss the following:

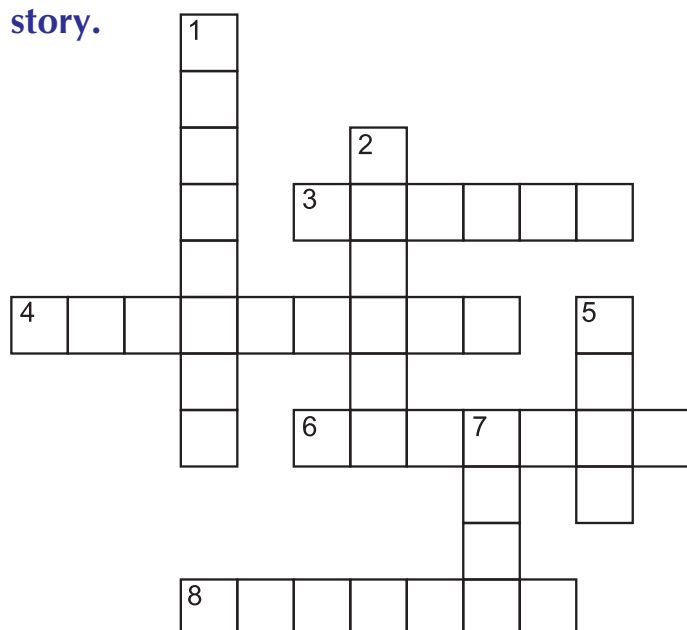
- Why do you think Moni was scared even when she held onto the rope?
- Discuss another way by which Moni could have been saved.



Words are Fun

A Crossword Puzzle

- A. Complete the following puzzle using the hints given on the next page. These 4 words are given in the story.**



Across

- 3. not very strong
- 4. very tired
- 6. cry softly
- 8. shiver in fright

Down

- 1. large bag carried on the back
- 2. hold tightly
- 5. walk slowly over a mountain path
- 7. horse-like animal that carries goods

B. In the story, many words were used to show 'fear'. Can you identify those words? Write them in the boxes below. Do you know any other words also? Write them too. One example has been given to help you.

scared	
	When I am scared I ...
FEAR	shudder

Beyond Words

Simple Past Tense

Read the following sentences:

- a. They travelled by bus from Dehradun.
- b. Suddenly, they heard a loud scream.

*The above verbs 'travelled' and 'heard' are in the past tense.
A verb in the past tense refers to something that has already happened.*

Activity 1: Group Work

Let us play a game using verbs in the past tense.

1. You will be given a card.
2. Look at the verb given in the card.
3. Work with your group members and play the chain game as your teacher directs.

Resources required : Teacher need to prepare some cards using verbs and use them for the activity. (As shown in the given figure)

Note for Teacher

1. Write different verbs in the simple past tense on small cards. They must be words that can be used in developing sentences in a chain-activity.



2. Divide the class into small groups.
3. Distribute these cards to the students –one for each student.
4. Start the activity yourself by giving the first sentence of the chain. For example – I went to the market yesterday. The first student continues the chain by repeating your sentence but adding a further clause which includes his/her verb. The chain is thus constructed with all students adding a sentence using their given verbs –

I went to the market yesterday and I bought some vegetables.

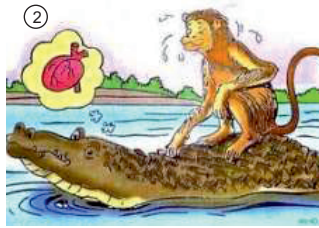
I went to the market yesterday, I bought some vegetables and sat in the park.

5. It will be easier to play this game with small groups instead of one large group.
6. As each verb is used, write it on the board so that students can use these as cues to remember the sequence.

Activity 2 Picture Story

Work in groups.

Look at the sequence of pictures given below. They tell a story. Tell it to your partner in past tense.



A. Let's Listen



Listen to the news report and fill in the blanks.

Uttarakhand disaster: Rescue _____ continue in Badrinath

JOSHIMATH: Rescue operations continued in flood-hit Badrinath on _____ as _____ people were evacuated from the temple town. It came despite a formal announcement a day earlier that the rescue work had concluded.

National Disaster Management Authority (NDMA) officials said another _____ pilgrims, _____ local residents and _____ officers were still to be evacuated.

Clear _____ allowed the armed forces and _____ helicopters to airlift stranded people despite predictions of heavy _____.

Presently, Badrinath is only accessible by _____. On _____ evening, road connectivity to Joshimath, the nearest town, also snapped after a _____ at Lambagad collapsed.

Note : Refer to the Annexure for listening task.

A large number of people from various parts of Uttarakhand are still in Badrinath. Many want to _____ because they have run out of _____, or because tourism, their only source of income, has collapsed.

But for most evacuees, the _____ home is far from over. On Wednesday, helicopters flew them out to Joshimath, nearly _____ kilometres from _____. Most pilgrims will now have to undertake another journey home.

B. i) Listen to your teacher. Repeat the words that you hear.

trek	rucksack	breathtaking	ledge	flimsy
shudder	whimper	exhausted		

ii) Now sit with your partner. Dictate 4 words out of the given words to your partner. Let him/her write the words. Now ask your partner to dictate rest of the four words to you. Check each other's words

After the Chapter

1. Listen to the statements questions being read out by your teacher. Next do this activity with your partner.

Select a sentence from the given sentences.

Exact the sentence for your partner.

Let your partner guess the sentence after reading the given sentences.

Take turns to read, exact and guess the sentence.

- a. Help! I'm falling!
- b. Please help me lift this bag.
- c. May I help? I'm quite strong.
- d. Can you help me lift this bag?
- e. Where should I keep the bag?
- f. Why are you carrying such a heavy bag?

Let's Talk



Work in groups. Look at the pictures below and talk about it. The questions below will help you.



Questions:

- What do you think has happened?
- Are people being rescued from somewhere? Where? Why? How?
- Is it an adventure? Why? Why not?
- What problems do you think -
 - ❖ the people must have faced?
 - ❖ the rescuers must have faced writing

Let's Write



You are Moni. Write a letter to your cousin Parul who lives in Meerut, telling her about the trek from Magru, how you fell almost 10 feet below the road and how you were finally rescued by your friends.

Date:

[illegible]

Read the following statements and mark a tick of the a statement that you can do.

1	I can orally describe given picture/simple topic in four to five sentences.	
2	I can write simple letters in guided format.	
3	I can participate in small conversations based on familiar context.	
4	I can answer questions from the given text.	
5	I can speak four to five sentences about immediate surroundings with teacher's help.	
6	I can read very short story/reading text fluently and can answer in one word or sentence orally and in writing	
7	I can write words/very short sentences as dictated by the teacher.	
8	I can use newly learnt vocabulary while speaking and writing.	
9	I can refer to dictionary to find meanings of unfamiliar words.	
10	I can find the meaning of a word by reading it in context.	
11	I can narrate story/real life experience in English.	
12	I can communicate (spoken and written communication both) accurately using appropriate grammar forms.	
13	I can write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.	

UNIT-3

Friends

Let's Get Ready



For the teacher

- Students will observe the picture and speak few sentences about the picture.
- Teacher will not tell what is happening in the picture. Let the students guess and speak what they see.
- Teacher will ask following questions to promote student participation in the discussion :



Let's Explore



A. Think and Answer

Q1. What do you see in the picture?

Q2. Why do you think the child is friendly with the animals?

Q3. Have you heard any story about jungle or related to the picture?

How many animals from the picture can you name ?

B---

M---

K-----

B-----

Do you see that they are all animals except Mowgli.

Isn't this lovely that a small child is not afraid of animals.

What is he doing in the jungle?

Where are his parents?

Well they are all friends. Mowgli has been brought up by animals in the jungle.

Now read the following newspaper report. It is about a rare friendship between two animals.

Activity 2: Let's Read

For the teacher

- Read the passage and ask the students to follow you.
- Ask the students to underline the difficult words and try to guess the meaning of the passage.
- Students will answer the questions based on the passage.

Now read the following newspaper report. It is about a rare friendship between two animals.

Vadodra : 12th May, 2004

Two animals at Antoli village in Waghodia Taluka district have attracted the attention of everyone including wild life activists. Honorary wild life warden Rohit Vyas, who has visited the village several times said, "A leopard has been visiting a cow at regular intervals since October last year. After the villagers told us about the frequent visits of the leopard to the sugarcane field, our team visited the village to verify the story." Vyas continued, "It was unbelievable, the leopard came close to the cow and the fearless cow licked the leopard on its head and neck". Giving further details, Vyas added, "The dogs barked non-stop every night between 9.30 a.m and 10.30 a.m. when the leopard came to meet the waiting cow." The forest department which was trying to capture the beast gave up its efforts after learning about the friendship.

Besides, the leopard did not harm other animals in the village. In fact, the residents welcomed the big cat. This was because other animals that could damage the crops feared the predator, so they stayed away from the village. For now, wild life officials are leaving the cat alone. A leopard can sometimes change its spots!

Let's Reflect

What do you think of the friendship between the leopard and the cow?

GLOSSARY

Word		Meaning
Rare	-	not common
predator	-	an animal that lives by killing and eating other animals
honorary	-	given as an honour, without payment
intervals	-	period
beast	-	a large and dangerous animal
Frequent	-	occur many times
Verify	-	Confirm, test
Unbelievable	-	not able to be believed
Capture	-	brought under control with force, caught
feared	-	dangerous
warden	-	an officer supervising/ checking official duties

Activity: Let's Comprehend

For the teacher

- Students will tick (✓) the most appropriate answer

1. The report of this friendship is

- (i) false
- (ii) a secret
- (iii) true
- (iv) dangerous

2. Find a word from the passage which means the same as "continuously":

- (i) always
- (ii) at intervals
- (iii) stops
- (iv) non-stop

3. Write True (T) or False (F) for each sentence:

- a. Dogs bark for an hour every evening. ()
- b. The Forest Department knows about this friendship. ()
- c. The leopard is scared of the cow. ()
- d. The fearless cow never licked the leopard. ()

1. Rearrange these sentences in the correct order as they appear in the story to describe the Friendship:

- a. The leopard is not captured.
- b. The frequent visits of the leopard keep away other animals from damaging the crops.
- c. Predator / (an animal that hunts and eats other animals) are now friends with its prey.
- d. The leopard comes to meet the waiting cow.

1. Match the following words from the story with their meaning :

Predator	given as an honour
Warden	an official checking official duty (supervising)
Several	Wild animals
Honorary	an animal that hunts and eats other animals
Beast	a black leopard/ is another name for leopard
Panther	more than two but not many

Activity: Let's check your Grammar

1. Complete the following sentences according to the instructions given within brackets by picking up words from the word-box.

- a) I have many friends. (adjective)
- b) is my best friend. (Proper noun)
- c) My motheryounger brother go for a walk every morning.
(Conjunction)
- d) The dogs bark.....at night. (Adverb)
- e) My cousin can..... guitar. (Verb)
- f) I reached homeit started raining. (Preposition)
- g) She will.....them. (Abstract Noun)
- h) A.....of elephants. (Collective Noun)

intelligent
play

Rashmi
before

and
defeat herd

loudly



Words Are Fun

For the teacher:

- Ask the students to locate the given words in the Word Square.
- Encircle the words in the square.
- locate these words: precious, sharing, waiting, fearless, Spotty, rare, caring, sincere, useful

F	E	A	R	L	E	S	S
S	H	A	R	I	N	G	D
P	R	E	C	I	O	U	S
O	A	C	A	B	A	S	I
T	R	A	R	E	B	E	N
T	E	D	I	R	B	F	C
Y	T	G	N	P	D	U	E
I	B	I	G	D	E	L	R
A	B	D	H	J	K	L	E
W	A	I	T	I	N	G	P

Activity 2 :

2. Fill in the blanks with adjectives which mean the opposite of the underlined words. Choose from the words given within the brackets.

1. My uniform is clean, but the shoes are (untidy/dirty).
2. Leopards have many spots, but Zebras have (none/ nothing).
3. A dog is short compared to a Giraffe which is very (long /tall).
4. I am happy to have a precious friend earlier I was..... (good/unhappy).
5. I am light weight but my sister is (heavy / thick).

Activity 3: Read and Comprehend

For the teacher:

- Students will read out the story in the class.
 - Teacher will help and guide the students as and when required.
- a. Lord Krishna is very happy.
 - b. He meets his childhood friend after many years.
 - c. Krishna is now a king.
 - d. Sudama lives in a broken hut.
 - e. His wife gives him some rice to be given to his friend Krishna.
 - f. Sudama feels that the gift to be too small for the king.
 - g. Krishna snatches the packet of rice from Sudama and eats that uncooked rice.
 - h. When Sudama comes back to his house he was surprised to see that the condition of his broken hut has improved and he also gets many valuables

Given below are some sentences that are not correct. Cross (X) the incorrect ones.

- | | |
|--|---------|
| a. Sudama is Krishna's elder brother. | () |
| b. Childhood friends are forever. | () |
| c. Rice is always eaten raw. | () |
| d. Rich and poor cannot be friends. | () |
| e. Krishna loved Sudama's gift. | () |
| f. Sudama was stopped at the gate by the guards. | () |
| g. Condition of Sudama's house remained bad. | () |

Activity 4 :

You went to the railway station to receive your friend who was coming from Mumbai by Rajdhani Express. You listened to a number of announcements. Tick the statement/s which you think is most useful in the given situation.

- a. Passengers are requested to keep the station clean. ()
- b. The train number 2040 coming from Delhi is on time. ()
- c. The Rajdhani Express coming from Mumbai via Mathura is running late by 8 hours on account of heavy rains. The inconvenience caused is deeply regretted. ()

Let's Talk



For the teacher:

- Ask the students to read the following conversation.
- Work in Pairs and role play this conversation, or similar one.

Rajeev: Hello! My name is Rajeev, what's your name?

Ankur: I am Ankur.

Rajeev: Welcome to our class Ankur.

Ankur: Thank you.

Rajeev: Which school do you come from?

Ankur: I am not from Delhi. I am from Pune.

Rajeev: Where do you live in Delhi?

Ankur: Park Road near Mother Dairy.

Rajeev: I also live there, what's your house number?

Ankur: My house number is 24.

Rajeev: That's good! I live in house number 20.

Ankur: That's wonderful! We will go home together.

Let's Write



For the teacher:

- First ask the students to read the conversation between Rahul and his neighbor and complete the given blanks accordingly.

Everybody in the colony knows that Rahul is afraid of dogs. Seeing him with a puppy in the park, everyone was surprised. Rahul and his neighbour Mr. Hameed are having a conversation that how his fear from dogs changed into affection.

Mr. Hameed: "You were scared of dogs, now there is a puppy in your lap."

Rahul: "Uncle, Now I love dogs."

Mr. Hameed: "I am surprised. How did it happen?"

Rahul: "I have adopted this puppy as my pet with permission from wild life activists."

Now pick up words from the box to complete the narration.

Friends	cloth	comfortable	
shaking	went near	wrapped it	new
born	by the side	breathing	

One afternoon, I saw a puppy lyingof the road. I..... the puppy to know whether it was or not. It was breathing but.....I brought the puppy home andwith a piece of I tried to make it That's how we became

Let's Recite Together



For the teacher:

- Students will read and recite the poem on Friends and underline the adjectives.

Friend to be proud of

Reliable and protective

Is ever ready and helpful

Even at odd hours

Never flattering or misguiding

Dependable dear friend, that is you.....

Write the word FLOWER. Develop your own poem. Starting with the first letter in each line.

F.....

L.....

O.....

W.....

E.....

R.....



Let's Write

Students will write a paragraph about their best friend using the adjectives they have underlined in the above-mentioned poem using some punctuation marks.

Read the following statements and mark a tick (✓) in front of the statements that you can do.

I can respond to instructions/announcements and act accordingly.	
I can respond to the questions.	
I can engage in conversations in English with classmates and teachers using appropriate vocabulary like in group discussion.	
I can draw the meaning out of dialogues, poems and expresses opinions about them.	
I can ask questions in different contexts and situations (e.g. tense, adjectives, pronoun and collective noun, adverb etc).	
I can write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.	
I can write short paragraphs coherently in English proper beginning, middle and end with appropriate punctuation marks.	
I can write answers to textual/non-textual questions after comprehension / inference.	

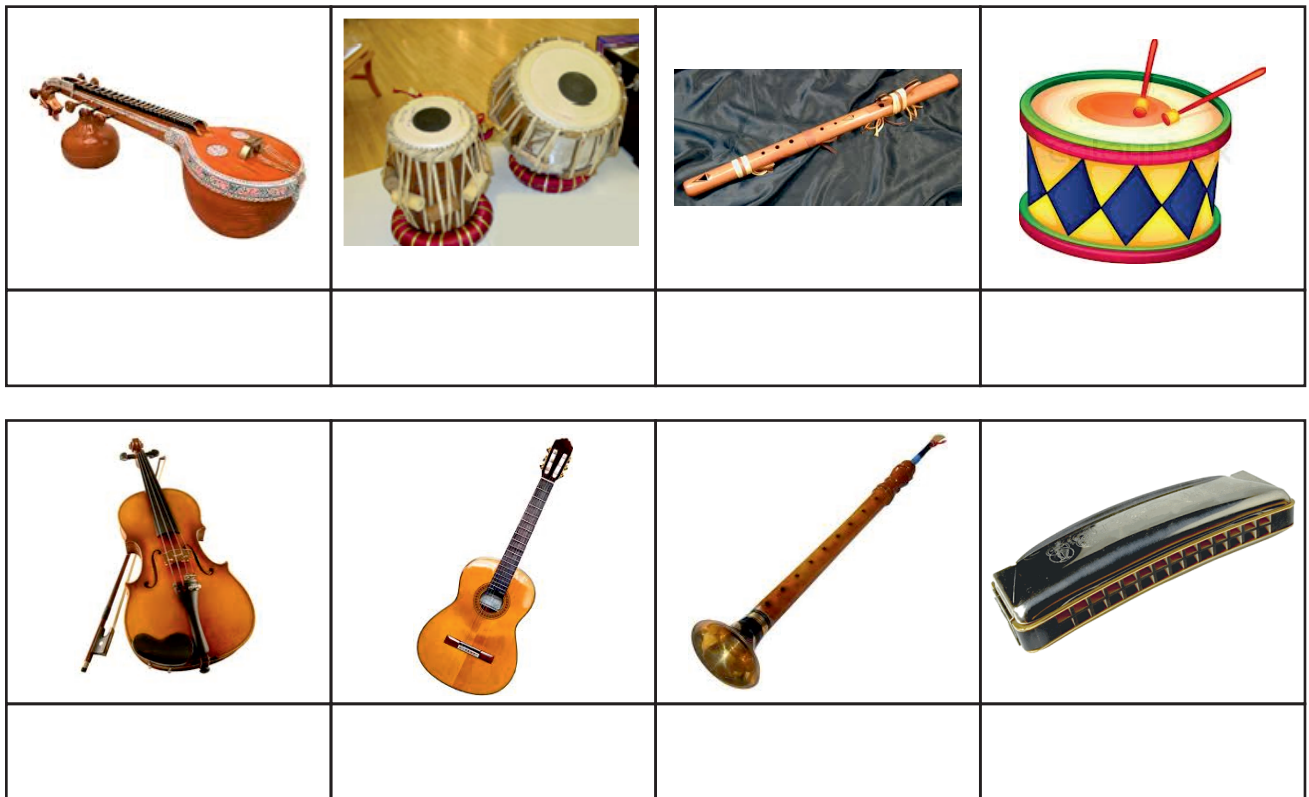
UNIT-4

Culture

Let's Get Ready



Look at following pictures. Can you identify them? Share with your partner.



Now discuss the following questions with each other.

- Do you love singing? Have you ever sung a song on the stage?
- Have you ever heard other people sing? On what occasions?
- Do you love playing a musical instrument ?
- Name some of the famous singers .
- Name some of the musical instruments.

* Find the name of these instruments. on the next page.

Now, let us play a game. The names of ten musical instruments are hidden in this grid. Let us find them out:

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

(See Annexure Unit 4)

That was fun, wasn't it?

Let's Read Together



Musically Yours.....

Now let us read a letter from a boy in Rajasthan to his friend in New Delhi. Once they participated in a Children's Music festival organized in Delhi to celebrate the Children's Day. Since then, they became friends. The bond of music became the bond of friendship.

Kota

12 Oct, 2014

Dear Anirudh,

I reached Kota last night and after a long bus journey, I am back home in my village. My parents and relatives convey their thanks for the gifts you have sent for them. I also join them in thanking you for the book on Tabla which you have gifted me. I keep viewing the photos of the Children's Music Festival held last week in the capital at the Siri fort Auditorium, the India Gate, the Qutub Minar and the Red Fort. What an unforgettable Children's Day we had there!!

I am greatly impressed by the way you play the flute and the tabla. My father has promised to put me in the tabla class very soon. Who knows, I may give tabla accompaniment even to your flute recitals in future! I have always appreciated folk music right from my childhood; but now I like not only our Rajasthani folk music but also classical music. I am fascinated by the rhythm and beats of the tabla and the melody of classical ragas. Friend, thank you, for taking me to live performances in the classical music schools of Delhi.

How are your Veena classes going on? You are my only friend who knows to play all types of musical instruments- wind, string and the percussion!! As you said, we must keep in touch and share our ideas on music. I invite you to the Rajasthani Folk Art Festival to be held next month to celebrate Rajasthan State Inauguration Day. We can have a jugalbandi session with you on the tabla and me on the drum at the festival. We can enjoy not only the music concerts but also the colourful dances and the folk crafts exhibition during the festival. The festival will be interesting for you for another reason. You will get a lot of information on the music of this region for the 'Musicopedia' that you are developing. I hope you will not miss this opportunity to know more about our music and culture. So see you at the festival! Give my respects to your parents!

Musically yours

Sher Singh

Glossary check:

The words in Glossary are not in the order as you find them in the Dictionary. Arrange them in Dictionary order (Alphabetically as you learn their meanings).

1. **Auditorium:** A place (building/theatre) where people sit and listen or watch a performance on a stage
2. **Classical:** The kind of music existing in our cultural traditions and is of lasting value
3. **Inauguration:** To mark the new beginning; to put something into use officially
4. **Melody:** Very good/pleasant to listen; sweet music
5. **Concert:** A performance of music by one or more musicians or singers
6. **Accompaniment:** to sing or play an instrument with another musician or singer
7. **Fascinated:** Very interested
8. **Appreciate:** To praise, say good things about someone, something
9. **Journey:** The act of travelling from one place to another in a vehicle
10. **Percussion:** That kind of musical instrument which is played by hitting hard with hand or stick ; a beat/rhythm instrument
11. **Convey:** To express a thought or feeling so that the other person understands it
12. **Jugal bandi:** A musical performance of two different styles of music, or two different instruments together on one stage at a time. (This is not an English word)

Let's Explore



I Fill in the blanks with the appropriate answers selected from the box

Flute	Sirifort Auditorium	Redfort	India Gate	December	Veena
Tabla	Rajasthan				

1. Sher Singh belongs to the state of _____.
2. _____, _____ and _____ are some of the places in Delhi where the Children's Music festival was organized.
3. Anirudh can play not only the _____ but also the _____; he is learning to play the _____; Chang plays the _____.
4. Sher Singh invites Anirudh for The _____ Day which is celebrated by the people of Rajasthan in the month of _____.

II Think and answer :



1. Why was the Children's Day in Delhi unforgettable for Sher Singh ?
2. What makes Anirudh special to Sher Singh?
3. What plans does Sher Singh have for Anirudh's visit to Rajasthan?
4. Which state do you belong to? For which festival would you like to invite a friend from another state?



Words Are Fun

1. Look at the word 'unforgettable' – un + forget + able
The root word 'forget' has an addition before and after it. The additions we put before a root word are called 'prefixes' and those we put after the root word are called 'suffixes'. Prefixes and Suffixes help in making new words.

Given below are a few root words in Box B, prefixes in Box A and suffixes in Box C. Now try making new words in the pattern ABC or AB or BC and show the words to your teacher to know if they are correct!

un
en
im
in
de
re
mis

Box A

child
accompany
reach
happy
great
music
colour

Box B

al
ful
hood
able
ly
ment
tion

Box C

Note: The new word may have some changes in spelling. For example, in 'unforgettable', an extra 't' is added.



2. Do you know what an encyclopedia is?

It is a book that has a collection of information about everything one can think of. Anirudh is making a book of collection of information about music, so he calls it 'musicopedia'.

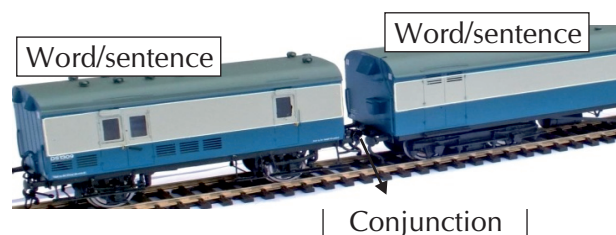
Can you think of more collections or '-pedias'? How will you name the collection of information on the following items?

A. plants b. snakes c. cricket d. cinema e. computer

Beyond Words :

I. Look at these examples:

We have learnt about conjunctions about conjunctions 'and' and 'but' in other levels. Conjunctions join words or group of words; they join words to add more items in the list or show contrast.



Now look at these sentences:

- | | |
|----|------------------------------------|
| a. | We can enjoy the musical concerts. |
| b. | We can enjoy the colourful dances. |

These two sentences can be joined and written as

We can enjoy not only the music concerts but also the colourful dances.

One more example

- | | |
|----|-----------------------------|
| a. | Now I like tribal music. |
| b. | Now I like classical music. |

We can join these two sentences to make them into one like this:

Now I like not only tribal music but also classical music.

Now try to join the following pairs of sentences on your own:

1. a. Anirudh can play the tabla.
b. Anirudh can play the flute.

2. a. Anirudh will enjoy the music and dance shows on the State Inauguration Day.
b. Anirudh will collect information about music for his musicopedia.

3. a. My father can cook very well.
b. My father can sing lullabies very well

4. a. His sister studies at a college.
b. She works in an office in her free time.



II. Here are two lists of some verbs. Can you recognize the difference?

Play – played
Comb – combed
Kick – kicked
Cook – cooked
Save – saved



Run – ran
Go – went
Write – wrote
Drink – drank
Drive – drove

The first group of verbs form their past tense forms by the addition of – 'ed' or 'd'; but the second group follows no such rules. The first group of verbs are called the 'regular' verbs and the second group of verbs are called the 'irregular' verbs.

A. Fill in the blanks with the correct past tense form of the verb given in brackets:

1. Sher Singh _____ (fly) to Kota by Air India flight.
2. He _____ (take) the bus to Kota, his village, to reach home.
3. Anirudh's father _____ (make) arrangements for Chang's stay in their home.
4. Both Sher Singh and Anirudh _____ (go) to the Prime Minister's House on Children's Day.
5. Sher Singh _____ (give) a shawl to Anirudh's grandmother.

B. Now you make a list of 10 of Irregular verbs and share it with your partner.

1	2
3	4
5	6
7	8
9	10

Let's Listen



Listen to the sentences related to Chang's letter to Anirudh, being read by your teacher.

Mark a tick (✓) in front of the sentences in appropriate columns. An example is given below:

The first sentence is: Anirudh is from Nagaland. This sentence is **False** according to the letter. So, a **tick (✓)** has been marked in the **False** column.

S. No.	True (T)	False (F)
1.		✓
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Let's Talk



Listen and draw:

1. You will be divided into groups; choose who is going to be the 'artist' of the group and ask him/her to sit in front, facing the wall. Each artist is given a sheet of paper and pen/pencil to draw. The rest of the group will stand sit facing the artist's back. Each group will be given a picture to be pasted at the back of the artist. The rest of the group will be able to see the picture but the artist will not. Looking at the picture, the rest of the group will give instructions to the artist so that he draws the picture which should be 'close' to the original.

Picture 1



2.



3. Make groups of three students- one interviewer, one to play Anirudh and one to play Sher Singh. In your groups conduct the interview with the interviewer asking questions about the family, school, hobbies, future ambitions of the two boys and the other two giving answers. You may take your teacher's help in making and answering questions.

Let's Write



1. Write a paragraph on:
 - a. My favourite song
 - b. A cultural programme I was a part of
 - c. A musical instrument I would like to learn
2. Write a description/ a report on a musical programme which you enjoyed. (Clues: date, place and time; Who went with you; who was the singer/musician; what kind of songs were sung/played; how you/audience enjoyed; when it was over etc)

3. Write a letter inviting your friend who stays in a different city, to come and be a part of a festival celebrated throughout your state. (Mention the name of the festival and the date and day; the traditions that are usually followed and other attractions).

Read the following statements and mark a tick (✓) in front of the statements that you can do.

1.	I can write simple letters in guided format.	
2.	I can participate in small conversations based on familiar context.	
3	I can answer questions from the given listening text.	
4	I can speak four to five sentences about immediate surroundings with teacher's help.	
5	I can write short paragraphs/reports based on context in guided format	
6	I can read very short story/ reading text fluently and can answer in one word or sentence orally and in writing.	
7	I can use newly learnt vocabulary while speaking and writing.	
8	I can refer to dictionary to find meanings of unfamiliar words.	
9	I can find the meaning of a word by reading it in context.	
10	I can narrate story/real life experience in English.	
11	I can communicate (spoken and written communication both) accurately using appropriate grammar forms.	
12	I can write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.	
13	I enjoy attempting puzzles/riddles and games related to English language.	

UNIT-5

Technology

Let's Get Ready



Look at the pictures below. Write the names of these pictures in the space provided below them.

Now discuss with your partner:

1. Which of the above devices need electricity to work?
2. Which of these devices do not need electricity to work?
3. Which of these devices are technological devices?

Let's Read Together

Now-a-days, the concept of 'internet of things' is popular in the world of technology. Internet of things is gradually making its place in everyday life of people. What is internet of things? Internet of things or IoT is the concept of connecting any device with an on and off switch to the Internet (and/or to each other). This includes everything from cell phones, coffee makers, washing machines, headphones, lamps, wearable devices and almost anything else you can think of. The IoT is a giant network of connected "things" (which also includes people). The relationship will be between people-people, people-things, and things-things.

There are many examples for what this might look like or how this can be valuable. Say for example you are on your way to a meeting; your car could have access to your calendar and already knows the best route to take. If the traffic is heavy your car might send a text to the other party notifying them that you will be late. What if your alarm clock wakes up you at 6 a.m. and then notifies your coffee maker to start brewing coffee for you? What if your office equipment knew when it was running low on supplies and automatically re-ordered more? What if the wearable device you used in the workplace could tell you when and where you were most active and productive and shared that information with other devices that you used while working?

On a broader scale, the IoT can be applied to things like transportation networks: "smart cities" which can help us reduce waste and improve efficiency for things such as energy use; this helps us understand and improve how we work and live.

With billions of devices being connected together, what can people do to make sure that their information stays secure? It can happen that someone hacks into your toaster and thereby gets access to your entire network? The IoT also opens up companies all over the world to more security threats. Then we have the issue of privacy and data sharing.

What can we do? For now, the best thing that we can do is educate ourselves about what the IoT is and the potential impacts that can be seen on how we work and live.

Adapted from article on Internet of things by Jacob Morgan

<https://www.forbes.com/sites/jacobmorgan/2014/05/13/simple-explanation-internet-things-that-anyone-can-understand/?sh=777265a61d09>

GLOSSARY

Word

Meaning

cell phones	cellular phone, mobile phone
device	gadget, tool
giant	huge
network	system
access	approach, means of entry
brewing	to prepare coffee by steeping or boiling
equipment	necessary items for a particular purpose
automatically	a device or process functioning by itself with little or no direct human control secure safe
hack	to gain access to data in a system or computer without permission
threat	a person or thing likely to cause damage or danger
potential	having or showing the capacity to develop into something in the future
impact	effect

Think and answer

1. What is Internet of things?
2. How can Internet of things make our life easy?
3. What are the risks related to the internet of things?
4. What is the need of internet of things in cities?



Words Are Fun

What does the word etiquette mean? Find out from a dictionary or search on internet. Write the meaning below:

Etiquette _____

The word netiquette is a blend of two words – internet and etiquette: Netiquette

Netiquette is the behavior and manners to be following while using internet.

Given below are some netiquettes. Discuss them in your group.

1.	Making real people a priority
2.	Using respectful language
3.	Careful sharing of information
4.	Making friends carefully
5.	Respecting privacy of other people
6.	Checking facts before forwarding any information

Let's Listen



What is technology? Listen carefully. ★

Now, write– 'What is technology' in your own words to your partner. You can give some examples too.

Let's Talk



- You must have seen Emojis in smart phones. Given below are some emojis. Talk to your partner and write what each emoji can mean.

S. No.	Emoji	Meaning	S. No.	Emoji	Meaning
1.			4.		
2.			5.		
3.					

★ Listening text is in the annexures.

- Minu: Ok! Bye!

Activate Wi-Fi
Go to Settings to activate Wi-Fi

Let's Do

Screen Time Survey

The amount of time spent using a device with a screen such as a smartphone, computer, television, or video game console is called Screen Time.

Let us do a screen time survey with your family members and friends to find out how much time we spend on screen and why do we do it?

An example is given below.

S. No.	Name	Age	Screen time in a day	Gadget used	Purpose
1.	Sarita	25 years	10 hours	Smart phone, laptop	Learning new recipes, office work, with friends, coding classes
2.	kapil	15 years	3 hours	Smart phone	Attending online classes, watching science videos
3.					
4.					
5.					
6.					
7.					
8.					

Did you learn anything new from this survey? Write in the space provided below:

Self-Check

Read the following statements and mark a tick in front of the statements that you can do.

1.	I can orally describe given picture/simple topic in four to five sentences.	
2.	I can participate in small conversations based on familiar context.	
3.	I can answer questions from the given listening text.	
4.	I can speak four to five sentences about immediate surroundings with teacher's help.	
5.	I can read very short story/ reading text fluently and can answer questions orally and in writing.	
6.	I can speak and write four to five simple sentences about friends and family in guided format.	
7.	I can write words/very short sentences as dictated by the teacher.	
8.	I can draw simple and specific information from a simple text available in surroundings.	
9.	I can use newly learnt vocabulary while speaking and writing.	
10.	I can refer to dictionary to find meanings of unfamiliar words.	
11.	I can find the meaning of a word by reading it in context.	
12.	I can narrate story/real life experience in English.	
13.	I can communicate (spoken and written communication both) accurately using appropriate grammar forms.	
14.	I can write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.	

Annexure

Unit - 2 Adventure

Let's Listen



Uttarakhand disaster: Rescue operations continue in Badrinath JOSHIMATH: Rescue operations continued in flood-hit Badrinath on Wednesday as 255 people were evacuated from the temple town. It came despite a formal announcement a day earlier that the rescue work had concluded.

National Disaster Management Authority (NDMA) officials said another 50 pilgrims, 400 local residents and 100 officers were still to be evacuated.

Clear weather allowed the armed forces and private helicopters to airlift stranded people despite predictions of heavy rains.

Presently, Badrinath is only accessible by air. On Tuesday evening, road connectivity to Joshimath, the nearest town, also snapped after a bridge at Lambagad collapsed.

A large number of people from various parts of Uttarakhand are still in Badrinath. Many want to leave because they have run out of supplies, or because tourism, their only source of income, has collapsed.

But for most evacuees, the journey home is far from over. On Wednesday, helicopters flew them out to Joshimath, nearly 300 kilometres from Dehradun. Most pilgrims will now have to undertake another journey home.

Abridged version

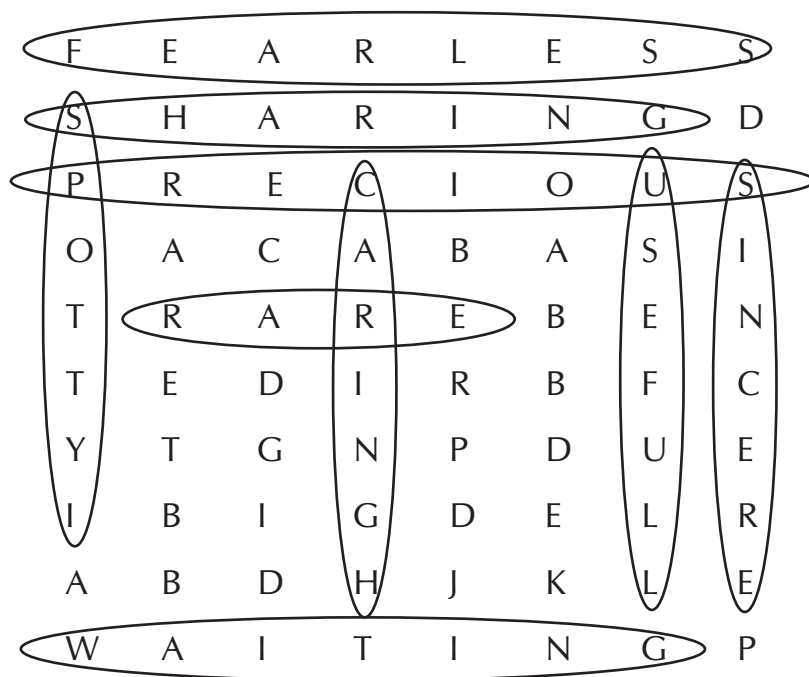
Source : http://articles.timesofindia.indiatimes.com/2013-07-04/india /40370558_1_badrinath-yatra-lambagadrelief-material

Unit - 3 Friendship



Words Are Fun

Word Search Square



Unit - 4 Musically Yours

Let's Get Ready



T	G	M	L	Z	X	Z	V	E	D
A	S	U					I		H
B	I		I	S	A	R	O	D	O
L	T			T			L		L
A	A		F		A		I		A
D	R	U	M	L		R	N		K
L					U				
M	V	E	E	N	A	T			
O							E		
H	A	R	M	O	N	I	U	M	

Let's Listen



Sentences for the Listening exercise:

1. Anirudh is from Nagaland.
2. Sher Singh parents and relatives got gifts from Anirudh.
3. Sher Singh plays the tabla.
4. Anirudh can play the flute and the table.
5. Anirudh and Sher Singh participated in the Children's Music Festival at Delhi
6. Sher Singh now likes only tribal music.
7. Rajasthan State inauguration Day is celebrated in December every year.
8. Sher Singh invites Anirudh to play the Naga Drum at the festival.
9. Anirudh knows to play only wind and percussion instruments.
10. Sher Singh is collecting information for his 'musicopedia'

Unit - 5 Technology

Let's Listen



Technology is using science or knowledge to solve problems or to invent useful tools. Almost everything around us is some form of technology. Technology devices help to make our work easy and less time consuming. Technological devices may or may not use electricity.