



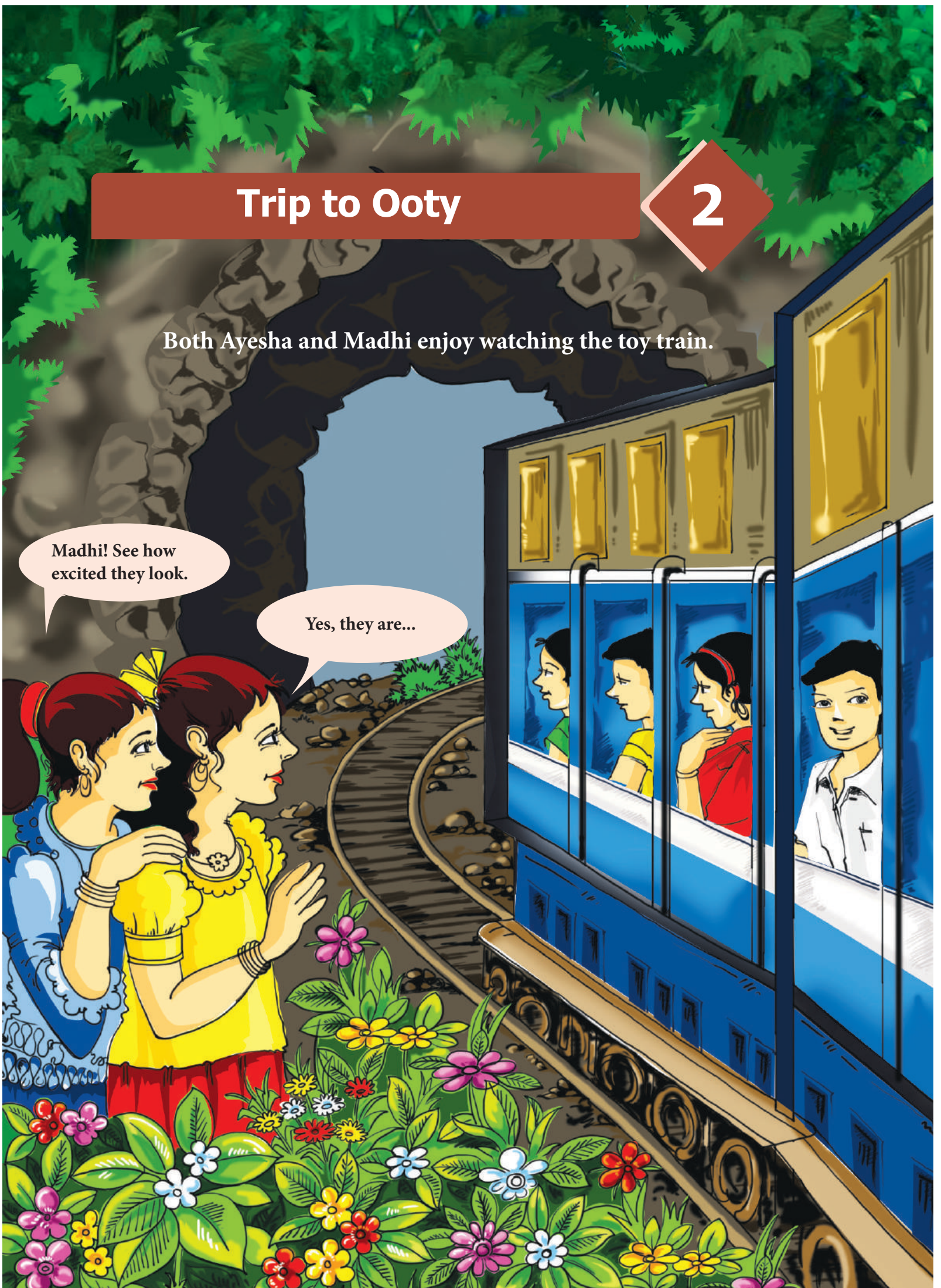
Trip to Ooty

2

Both Ayesha and Madhi enjoy watching the toy train.

Madhi! See how excited they look.

Yes, they are...



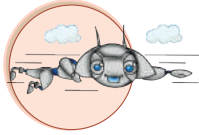


2

Trip to Ooty

Prose

WARM UP



Work in groups. Look at the pictures. Describe them.

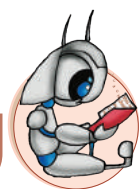


Now, discuss the following questions in pairs and share your ideas with the class.

1. Where would you like to go for a picnic?
2. Would you like to go with your friends or parents?
3. How do you prepare yourself for a picnic?
4. Why do we arrange educational trip in schools?



READING



Section I

Listen to your teacher reading the first part of the letter.



Coimbatore
20.11.2017

Dear Malli,

Thanks for your letter and it was great to hear from you. You asked me to tell you about my trip to Ooty with my friends. I had the most wonderful time. Twenty girls and boys from class six went on the trip. Our class teacher Geetha madam and two others took us.

My grandmother has told me about the beautiful journey to Ooty by the toy train many times. She said that it was a spectacular trip up and down the slopes with birds and trees dancing along. Ooty is so close to Coimbatore but I have never been there nor seen that train. So I was really thrilled when the school arranged this trip. You can imagine how excited I was when I stepped into the toy train with my friends.

I looked around at the wooden chairs with cushioned seats and oil painted walls as I put my bag on the **mesh** of the luggage rack. I was bubbling over with excitement.



"Hi Fatima, isn't this fun?" I called out as my friend came into the compartment. "Come, sit here. I have kept a seat for you. You can keep your bag next to mine. What have you brought to eat?" "Parotta and delicious chutney. Did you see the train? It's so beautiful!" Fatima replied.

Our teacher, Geetha madam, came around to see if everyone was seated properly. "The train is about to leave so take your seats everyone," she said. Just then the train started with a jerk. It moved very slowly, leaving the station with a long hoot. Everyone clapped. The train went **snaking** up the steep hillside, weaving its way through forests of tall trees **swaying** in the breeze.

One of the boys, Muthu, said, "It is going so slowly, I can walk along its side." And he got up to go to the door.

From the other end the teacher saw him and said in a firm voice, "Muthu, go back to your seat at once." The girls **sniggered** and Muthu sat down with a long face.

Read the following questions and answer them.

1. Where did the boys and girls go?
2. Why did Muthu say that he could walk along its side?
3. Why did the girls snigger?

GLOSSARY

Mesh	-	Material made of a network of wire or thread
Swaying	-	Moving slowly or rhythmically
Snaking	-	Moving like a snake
Sniggered	-	Laughed in a half suppressed way





Section II

Read this section of the letter on your own. Underline the sentences that tell you about the scenes outside. Describe it to the class.

The scene outside was beautiful with the purple-blue mountains forming a lovely backdrop to the green fields and tea estates. Monkeys were racing all along the tracks. Some were in groups and some had babies **clinging** onto them.

"Look Fatima, doesn't that monkey look cute holding on to its mother's stomach?" I pointed excitedly. The monkeys were really bold. One of them tried to **snatch** a banana that a girl had in her hand, as she leaned out of the window to look at the train curving behind on the track. She let out a **scream** and moved back. Now it was Muthu's turn to snigger.

I looked **entranced** at the misty clouds which covered the mountains and moved in and out of the forests. It looked just like a dream sequence in a movie. Fatima pointed to a bubbling stream with a small waterfall.

"Look Merlin, can you see that bird there? It is such a pretty blue and has such a lovely crown," she said. Just then the train stopped suddenly with a **thud**.

"Oh, what happened?" asked a boy. "Hey, why has the train stopped?" shouted another passenger.

But, nothing could stop Muthu. He and his friends were the first to step out to see what had happened. Geetha madam tried to stop the children running out but they were too excited and begged to be allowed to go out. In the end the whole compartment stepped out. And what a sight greeted their eyes!

Discuss and answer the following questions.

1. Why did the girl scream?
2. Why did Muthu and his friends step out of the train?
3. Describe the beauty of the blue mountain.

GLOSSARY

Clinging - Fitting closely to the body

Scream - Cry in a high pitch

Snatch - Quickly seize (someone) in a rude or eager way

Entranced - Filled (someone) with wonder and delight, holding their entire attention

Thud - A dull sound, as that of a heavy object striking a solid surface





Toy Train

The Nilgiri Mountain Railway was built by the British in 1908. Mountain Train is another showcase of heritage of India. This rail connects Udagamandalam and Mettupalayam. The journey is the most picturesque train ride that mesmerizes travellers of all age groups. This train travels through 208 serpentine curves, 16 tunnels, 250 bridges, waterfall hood, cliff edges and tea estates covering a distance of 26 km. The uphill journey takes almost 4 hours. In the year 2005, UNESCO declared the Nilgiri Mountain Railway as an extension of the World Heritage Site Darjeeling Himalayan Railway. Vintage Steam Locomotive is still retained as an excellent attraction to this train.





Section III

Read this section of the letter silently. Discuss with your partner and describe the incident.

There was a cute baby elephant sitting on the track! The mother elephant was nearby **trumpeting** loudly. The engine driver tried to **coax** the baby off the track with a bunch of bananas. The mother didn't let anyone near the baby. So, people stood around trying to make the baby move by making all kinds of sounds. The baby just sat there looking frightened and the mother kept trumpeting.



Finally, Muthu, the naughty boy of the class, went up to the baby with a bunch of bananas. Just as it moved to eat it, he moved backwards. He kept doing this till the baby was out on the side of the tracks. Luckily, the mother too, stopped trumpeting and watched the whole show. Everyone cheered as the baby started eating the bananas. Many bunches of bananas were piled near the baby and the mother. As they were eating, everyone got into the train and it left after a delay of half an hour. Geetha ma'am had told us that we would see elephants if we were lucky!

"Madam wouldn't have imagined we would see a wild elephant this close!" said Fatima.

It was such a fantastic trip. On a normal fast train ride, we do not notice the scenery or the landscape. It rushes by so fast. But slowly **chugging** up and down the beautiful mountainside was different. I will never forget the wide, wind-swept tea estates, cloud covered mountains or the swaying trees. It was enchanting to listen to the **murmur** of streams and waterfalls and musical bird calls. We even saw an elephant and its baby! Our whole group was so excited by the trip and they still talk about it.

Your loving friend,
Merlin

Think and answer.

1. What made the trip a memorable one?
2. What does the phrase 'presence of mind' mean? Explain the phrase using Muthu's action.
3. What is the difference between this toy train and a normal train?

GLOSSARY

Trumpeting - Making a loud noise

Chugging - Move slowly making regular muffled sounds, as of an engine running slowly

Coax - Persuade (someone) gently to do something

Murmur - To make a low, continuous, indistinct sound; grumble

READ AND UNDERSTAND

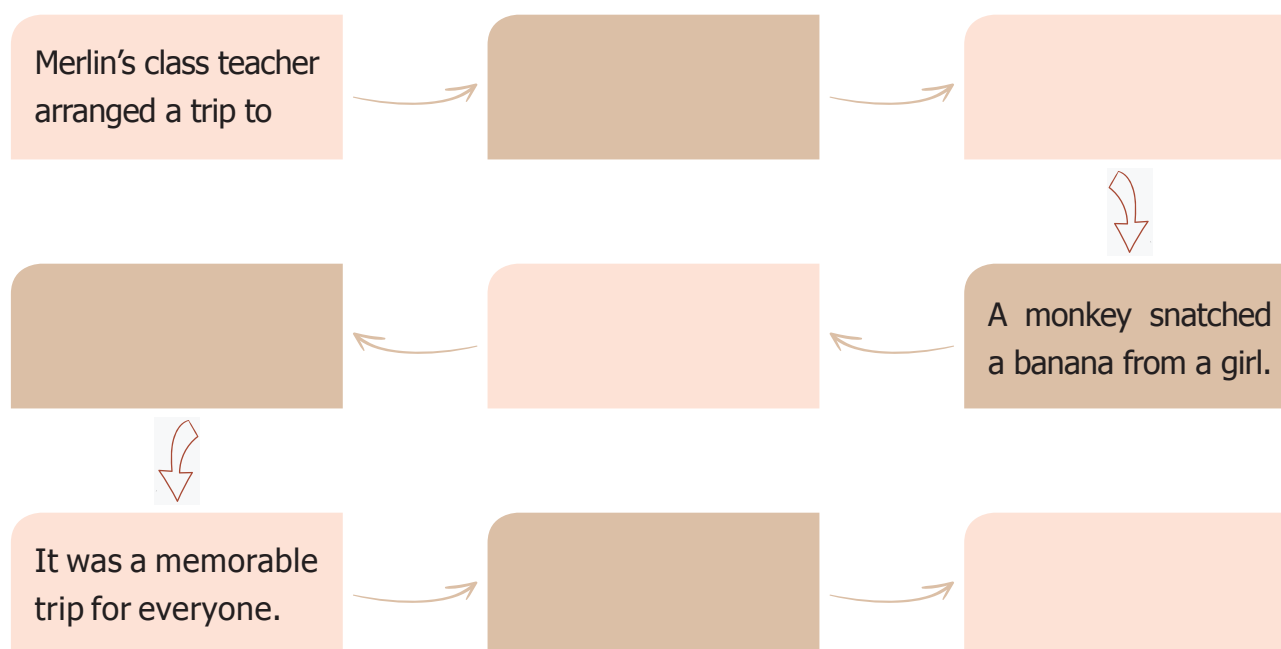


A. Choose the most appropriate option.

1. Merlin was thrilled when the school arranged the trip because _____.
 - a. Geetha madam arranged the trip
 - b. She had heard about the beautiful journey by the toy train
 - c. She wanted to visit Ooty
 - d. She loved to go with her friends
2. The teacher asked the children to take their seat because _____.
 - a. the children had to take their breakfast
 - b. she wanted to check whether all the children were present
 - c. the train was about to move
 - d. the train was about to stop
3. Geetha madam couldn't stop the children running out of the train because they _____.
 - a. wanted to relax themselves
 - b. wanted to see what had happened
 - c. were getting bored sitting inside the train
 - d. wanted to enjoy the beauty of nature
4. The people were making all kinds of sounds because _____.
 - a. they wanted to move the baby elephant out of the track
 - b. they were afraid
 - c. they were confused
 - d. someone stopped the train

5. We do not really see the landscape from a normal train because the _____ .
- train travels along the city
 - train never passes through such places
 - windows are closed
 - train travels too fast

B. Recall Merlin's memories and complete the story map.



C. Narrate the story based on the story map.

D. Write the story in your own words.

VOCABULARY



E. Complete the words by reading their meaning.

- s_e_ta_u_ar - eye catching
- _x_i_e_ - thrilled
- d_l_c_ _ _s - tasty
- s_re _ _ - shout
- f_i_h_e_ _d - afraid



A **syllable** is a unit of sound in a word. Each unit consists of a vowel sound.
Example: The word 'water' has two syllables 'wa' and 'ter'.

F. Now, try splitting each of these words into syllables.

Wonderful	
Behind	
Bananas	
Excitement	
Snatch	
Windows	
Thud	
Everyone	

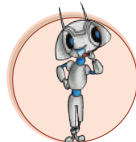
*LISTENING



G Listen to your teacher reading a passage on Udhagamandalam – the Queen of Hill Stations. Tick the appropriate answer.

- Udagamandalam is located in the Western Ghats zone at an altitude of _____.
a. 2045 m b. 2240 m c. 2234 m d. 2040 m
- Centuries ago Udagamandalam was called _____.
a. Ooty b. Otacamund c. Oththai-Kal Mandu d. Mund
- The maximum summer temperature of Udagamandalam is _____.
a. 10°C b. 21°C c. 25°C d. 20°C
- Udagamandalam was inhabited by tribals called _____.
a. Toda b. Irula c. Mund d. Britons
- Ooty was the Summer Capital of the _____ during the British Rule.
a. British b. Todas c. Tourists d. Madras Presidency

SPEAKING



H. Travelling can help a person to understand and appreciate different places. Discuss in groups and talk about the places you have visited recently. Present your experiences to the class.

*** Text for listening is in page number : 140**

H. Look at the picture of a village festival carefully. Talk about the activities that are going on by using the hints given in the help box.

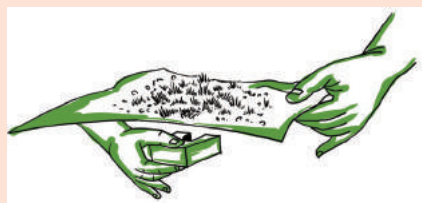
About the place and the people — what is happening: what do the children and the adults do? – kind of shops – performances



PICTO GRAMMAR

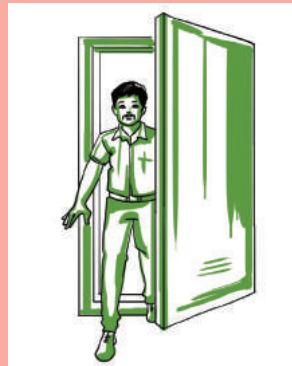


SIMPLE PRESENT TENSE



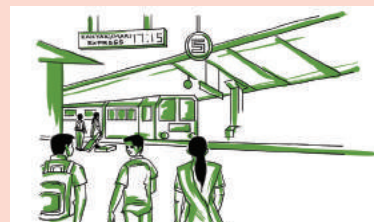
Past Present Future

Magnet attracts iron.



Past Present Future

He opens the door and enters the room.



Past Present Future

Kanyakumari Express
departs at 5:15 p.m.



Simple Present Tense

- a. Facts that exist at all times: Magnet attracts iron.
- b. Permanent situation: I live in Chennai.
- c. Expressing actions happening now: He opens the door and enters the room.
- d. Habitual actions: Ravi goes to school at 8:30 a.m.
- e. Future reference: Kanyakumari Express departs at 5:15 p.m.
Venkat will leave the class as soon as Anbu arrives.

PRESENT PROGRESSIVE TENSE



Past Present Future

You are always disturbing me.



Past Present Future

My grandfather is reading
the newspaper now.

Present Progressive Tense

- a. Unfinished Actions Now : My grandfather is reading the newspaper now.
- b. Annoying Habits : You are always disturbing me.
- c. Definite Future Plans with time word: The Prime Minister is visiting
Chennai tomorrow.

J. Read the sentences given below. Does the action happen every day or is it happening at this moment?

1.	Deepa waters the plants every morning.	
2.	A triangle has three sides.	
3.	Sandhya is writing a letter.	
4.	The children are playing in the garden.	
5.	I go to school regularly.	





K. Read the sentences given below and circle the verbs appropriately.

1. Children **like/likes** ice-creams.
2. Birds **is flying/are flying** in the sky.
3. The doctor **is treating/ are treating** the patient.
4. Our school **is commencing/commences** at 9.00 in the morning.
5. The florist **sell/sells** flowers on the street.

L. Vimala and Srinath have met after a long time. Read the conversation given below and complete the dialogue. Role play the situation with your own words.

Vimala : Hello Srinath, I haven't seen you for a long time. Where are you rushing off?

Srinath : _____ hospital.

Vimala : Why are you going to hospital? Are you ill?

Srinath : No, I _____ to see my friend.

Vimala : Oh! What happened to him?

Srinath : _____.

Vimala : Are you _____ tomorrow?

Srinath : Yes, I am free.

Vimala : You are in a hurry, meet you tomorrow. Take care.

Srinath : Ok! Bye.



SIMPLE PAST TENSE



Past

Present

Future

Merlin went to Ooty last week.



Past

Present

Future

Once there lived a farmer. He had four sons.

Simple Past Tense

- a. Completed action: Merlin went to Ooty last week.

Shakespeare wrote 'The Tempest'.

- b. Actions in stories: She boarded the train and looked for her friends.





PAST PROGRESSIVE TENSE



Past Present Future

When I entered the room, the telephone was ringing.



Past Present Future

Malathi was watering the plants all day.

Past Progressive Tense

- Overlapping action: When I entered the room, the telephone was ringing.
- Past habits: Arun was eating a lot of junk food those days.
- Emphasis of length or duration: Malathi was watering the plants all day.
- Recalling the past: It was raining that day. I remember it well.

M. Sinduja is getting ready to sleep. She starts writing her diary. Help her complete it by using the verbs given in brackets.

(start eat have finish go reach)

- I got up at 7'O clock.
- I _____ breakfast.
- I _____ to office by car.
- I _____ to work.
- I _____ lunch at _____.
- I _____ my task at 7 p.m.
- I _____ home at 8 p.m.

N. Read the sentences carefully and fill in the blanks with suitable tense form of the verbs given in brackets.

- The doorbell rang, while I _____ (do) my homework.
- We saw an elephant, while we _____ (go) on a trip to Ooty.
- Mary fell asleep while she _____ (read) a book.
- The television was on but nobody _____ (watch) it.
- Baskaran hurt his hand while he _____ (cut) mangoes.



LANGUAGE CHECK POINT



☒ I have seen him yesterday.

☒ I will call you when dinner will be ready.

☒ I am getting up every day at 6 a.m.

☒ I am thinking it's an interesting book.



☒ I saw him yesterday.

☒ I will call you when dinner is ready.

☒ I get up every day at 6 a.m.

☒ I think it's an interesting book.



? The present perfect is a present tense. It can't be used with adverbs of past time.

? When the verb in the main clause is in the future tense, the verb in the subordinate clause should be in the present and not in the future.

? Habitual action should be in simple present tense.

? When using 'think' to express an opinion, do not use the continuous form of the verb.

WRITING



0. Read the informal letter given below.

Sender's address:

15, Beach Road
Kanyakumari

Date: 10th July 2018

Salutation: Dear Rosy,

Body of the letter:

How are you? I am fine. I couldn't write earlier, because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow.

A boy called Sundar lives next door. He likes animals not just like we do but even more. He says he is going to be a Vet when he grows up.



I am still thinking about being a writer. Do you want me to send the story I am writing. It is all about Ooty – the Queen of Hill Stations.

Write soon. I am looking forward to hear all your news.

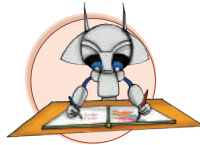
Subscription: Yours lovingly

Signature : Mangai

Now write a reply to Mangai.

Sender's Address	
Date	
Salutation	
Body of the letter	
Subscription	
Signature	

CREATIVE WRITING



P. The Pooja holidays are about to start. Prasanth and Deepak are friends. Both their families have planned to go on a trip to Munnar. Develop a conversation on how they plan for their trip.

Plan:

- How many days for the trip?
- What mode of transport to use?
- Which route to take?
- Which hotel to book for the stay?
- What are the tourist spots to be visited?
- What are the things to be packed for the trip?





Poem

From A Railway Carriage

WARM UP



Read the title.

- What do you think the poem is about?
- Have you been on a train?
- Close your eyes and think about the moving scene outside a train window.
- Take turns in class to describe one image that crossed your mind.

eg. I saw a tea vendor run past the window; I saw tall trees flash past...

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road,
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone forever!

- Robert Louis Stevenson

Robert Louis Balfour Stevenson (13 Nov 1850 – 3 December 1894) was a Scottish novelist, poet, essayist, musician and travel writer. His famous works are 'Treasure Island', 'Kidnapped', 'Strange Case of Dr. Jekyll & Mr. Hyde' and 'A Child's Garden of Verses'.



GLOSSARY

- Charge - To make a rush at or sudden attack upon a person or thing
- Clamber - Climb or move in an awkward and laborious way using both hands and feet
- Brambles - A prickly scrambling shrub of the rose family especially a blackberry
- Tramp - A person who travels from place to place on foot in search of work or as a beggar
- Stringing - Hang so that it stretches in a long line
- Lumping - Carry with difficulty
- Glimpse - See or perceive briefly or partially

READ AND UNDERSTAND

A. Read the lines and answer the questions given below.

1. *Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;*
 - a. What is faster than fairies and witches?
 - b. Why does the poet mention 'bridges and houses, hedges and ditches'? Where are they?
2. *Here is a child who clambers and scrambles,
All by himself and gathering brambles;*
 - a. Where do you think the child is?
 - b. What does 'gathering brambles' mean?
3. *And ever again, in the wink of an eye,
Painted stations whistle by.*
 - a. 'In the wink of an eye' means very quickly. Explain 'painted stations whistle by'.
4. *Each a glimpse and gone forever;*
 - a. What is 'each' over here? Why is it gone forever?

B. Answer the following questions.

1. What does 'charges along like troops in a battle' mean?
2. What word could best replace 'charges' in the poem - marches, rushes or pushes?
3. Why does the child clamber and scramble?



C. Think and Write.

1. Write a paragraph about 50 words describing the scenes that the poet passed by.
2. There is a connection between the rhyming words and rhythms of the train. Present your views about it.

D. Fill in the blanks to complete the summary.

Ever since their introduction, _____, and their unique rhythms have _____ poets. In this poem the poet shares his experience _____ with us. He presents natural scenes seen from _____ a railway carriage. The _____ is regular and steady but _____ from the window of the train is constantly changing. The poem's rhythm and phrases bring _____ of a railway journey. The poet looks out of the window at the _____ images outside. Every line we see here is a quick account of something seen for _____. The line that best sums up is the final one: "Each a glimpse and gone forever!"

VOCABULARY



E. Find me in the poem.

1. I can help you to cross the river - _____ .
2. I can border your garden - _____ .
3. I can alert you - _____ .
4. I can carry you - _____ .
5. You can ride on me - _____ .
6. You can climb on men - _____ .
7. You can lay down on me - _____ .
8. You can play with me - _____ .

APPRECIATING THE POEM

F. Work in pairs.

A **simile** is a figure of speech that directly compares two things. **Similes** explicitly use connecting words such as 'like' and 'as'.

eg. 'as cool as'; 'like a child'.

1. Discuss with your partner and pick out the similes used in the poem. Which one do you like the most? Why?
2. Discuss with your partner and pick out the rhyming words from the poem.

CREATIVE WRITING



Cinquain Poem

- Brainstorm some interesting nouns, verbs and adjectives connected to travel.
- Pick out the most descriptive words from your brainstorming and put your cinquain together.
- Your cinquain should have five lines and the finished poem should have only eleven words.

A **cinquain poem** has eleven words arranged like this :

Line 1: A single word title -a noun.

Line 2: Two words that describe the title- adjectives.

Line 3: Three words that describe the action of the title.

Line 4: Four words that describe a feeling in a phrase.

Line 5: One word that repeats the title.

e.g.:

Train
long snaking
hooting, chugging, steaming
along the winding tracks
Procession

G. Pick out the nouns from the poem. Write as many Cinquain poems as you can.



Supplementary

Gulliver's Travels

Gulliver, a ship's doctor, took a job on a ship that was going on a long voyage. The voyage started well but soon things changed dramatically. The ship got caught in a violent storm and was thrown off course. Then it hit a rock and broke up completely. Six of the crew members, including Gulliver, got into a small boat and rowed until they were overturned by a big wave which came up suddenly. Gulliver was a good swimmer and he managed to swim till he reached land.



The coast appeared strange and lonely. Gulliver dragged himself along the shore. He looked for some people or houses. But there was no sign of life. Hungry and exhausted he fell on a patch of grass and fell into a deep sleep.



When Gulliver woke up he was lying on his back and the sun was in his face. When he tried to get up he found himself unable to sit up or move at all. Terrified and puzzled, he tried to turn his head. He found his arms and legs were securely tied with slender strings on each side and attached to pegs fixed on the ground. His hair, which was long and thick, was similarly tied down. He felt something moving along his body almost up to





his chin. To his surprise, he saw a human being not six inches high, with a bow and arrow in his hands, and a quiver at his back. Gulliver later learnt that these creatures were called Lilliputians. Startled by this sight, Gulliver cried out and soon managed to free his left arm. The frightened Lilliputians fired dozens of tiny arrows into his hand, face, and body until he once again lay down calmly. The Lilliputians then built a stage to Gulliver's side that was about a foot and a half tall, upon which an obviously important person stood and made a ten-minute speech to Gulliver in a language he could not understand.

By now Gulliver was really hungry. With gestures he signaled to the little people that he wanted food and drink. The Lilliputians first got Gulliver to promise to behave himself and then promised to get him some food. They soon brought baskets of meat and several loaves of bread, which he ate three at a time because they were so tiny. The Lilliputians also brought two barrels of drink, which he enjoyed, even though the barrels were smaller than a glass.

Gulliver was tempted, as he lay on the ground, to take up fifty of the small creatures in his hand and crush them, but he did not want to be pricked with arrows again, and he had promised to behave in exchange for good treatment.

After he had eaten, Gulliver promptly fell asleep because his drink had a sleeping draught in it. They then set about transporting Gulliver to the capital. They used a large platform with twenty-two wheels pulled by dozens of four-and-a-half-inch horses. They somehow managed to put him on the platform and dragged Gulliver down the road to the city. Suddenly Gulliver woke-up when the vehicle stopped. Two or three curious, young Lilliputians wanted to see how Gulliver looked when asleep. They climbed up into the engine, and advancing very softly to his face, put the sharp end of their half-pike into his left nostril. This tickled Gulliver's nose like a straw, and made him sneeze. As they started moving again, Gulliver saw that more than one hundred thousand Lilliputians had come out to see the strange giant. It was a carnival atmosphere and the Lilliputians seemed to be enjoying themselves, much to Gulliver's amusement. Finally, they arrived at the Emperor's palace. The Emperor was there to receive Gulliver. Gulliver was lodged in an old and disused temple. His leg was chained and he could only move about a little bit. After a few weeks, the Lilliputians and their Emperor decided that he meant them no harm. So Gulliver was set free to roam around Lilliput on condition that he would not harm them and would help them in whatever way he could. Gulliver agreed and was freed. He was provided with food and water, a house was built for him. Gulliver stayed with Lilliputians helping them in many ways. Once, it so happened, that the neighbouring kingdom of Blefuscu declared war on Lilliput. The king brought a hundred ships to mount an attack. The Lilliputians ran to Gulliver for help. The Emperor said, "Don't let us down now, Gulliver; we need your help."



Gulliver walked into the sea. He took a long rope, tied all the hundred ships together and dragged them in the water. Gulliver pulled the ships the whole day, going round and round until the army of Blefuscu was giddy and in no position to fight. The King of Blefuscu came begging for peace between the two kingdoms. The Emperor agreed. Gulliver was hailed as a hero and lived peacefully in Lilliput for many years.

Read and Understand

A. Read the following statements. Say True or False.

1. Gulliver was the captain of the ship.
2. One of the Lilliputians gave a ten minutes talk in Gulliver's language.
3. Gulliver took the small creatures in his hand and crushed them.
4. The horses were four and a half inches tall.
5. The war between the two kingdoms ended in peace.

A. Identify the speaker / character.

1. He felt something moving along his body almost up to his chin.
2. They somehow managed to put him on the platform.
3. "Don't let us down now, Gulliver; we need your help."





C. Choose the right option.

- Gulliver managed to reach the land as he was _____.
 - A doctor.
 - One of the crews.
 - A swimmer.
 - the captain.
- Gulliver was set free because the emperor _____.
 - was afraid of him.
 - confirmed that he was not harmful.
 - was a kind hearted person.
 - wanted to get something from him.
- Gulliver was hailed as a hero because he _____.
 - made the army of Blefuscu giddy.
 - fought with the army of Blefuscu.
 - drowned the army of Blefuscu in the water.
 - defeated the emperor of Blefuscu.



D. Discuss in groups. Retell the story in your own words. Each one should say one sentence.

You can begin like this:

Gulliver was travelling in a ship. One stormy night, the ship was wrecked...

E. Think and answer.

- How did Gulliver overcome the adversity?
- How should one react to adversity?
- Describe Gulliver's encounter with the army of Blefuscu.

PROJECT



F. Look at the traffic signals and write down the traffic rule against each signal.





CONNECTING TO SELF



G. Look at these pictures. Think of how you must behave when you visit these places. Discuss with your partner and complete the table.



Use dust bins.	Do not throw rubbish in public places.



STEPS TO SUCCESS

H. What is the logical sequence for these words? Tick the right option.

- e.g. 1. Leaves 2. Fruit 3. Seed 4. Flowers 5. root
 a. 2,4,5,1,3 b. 3,5,1,4,2 c. 1,2,3,4,5 d. 5,3,1,2,4

Ans: b

1. 1. Drive 2. Get in 3. Arrive 4. Park 5. Open door
 a. 2,1,3,5,4 b. 5,2,1,3,4 c. 3,4,5,1,2 d. 3,5,1,2,4
2. 1. Travel 2. Book 3. Plan 4. Confirm 5. Enjoy
 a. 3,2,4,1,5 b. 4,5,3,2,1 c. 1,2,3,4,5 d. 5,4,2,3,1
3. 1. Rest 2. Return 3. Supper 4. Go out 5. Visit
 a. 1,2,3,4,5 b. 4,5,1,2,3 c. 4,5,2,3,1 d. 5,4,3,2,1
4. 1. Check out 2. Pack 3. Pay bill 4. Vacate 5. Drive
 a. 3,4,5,2,1 b. 1,2,3,4,5 c. 5,4,3,2,1 d. 2,4,3,1,5
5. 1. Wait 2. Slow 3. Go 4. Stop 5. Get ready
 a. 2,4,1,5,3 b. 1,2,3,4,5 c. 5,4,3,2,1 d. 3,4,2,1,5

LEARNING LINKS AND REFERENCES

E-links	http://www.tamilnadutourism.org/
	http://whc.unesco.org/
	http://www.wwfindia.org/about_wwf/critical_regions/western_ghats2/about_the_western_ghats/
	tourism.gov.in/
	http://incredibleindia.org/
Books	Primer on Forest Biodiversity - P.S. Ramakrishnan
	Back to Nature - B.K. Trehan
	Forests and Forestry - K.P. Sagreiya



ICT CORNER

Gulliver Travels

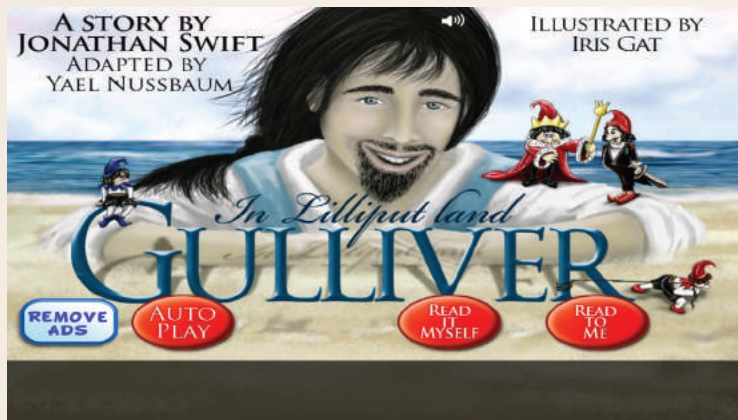


Figure 1: Screen shot of the 'GULLIVER TRAVELS' game

Procedure:

Step-1 :

Scan the QR code and install the game from Android play store.

Step- 2 :

Click auto play to start the game.

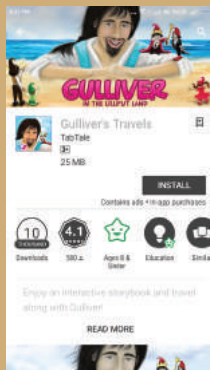
Step-3 :

Click on the interactive objects in each scene and have fun.

Step-4 :

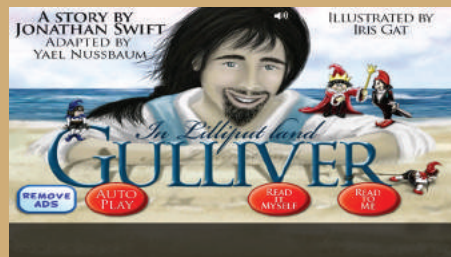
Proceed to **read it myself** and **read to me.**

Steps to install the game from play store :



Step 1

Scan the QR and install the game.



Step 2

Click auto play to start playing



Step 3

Click the fruits to feed Gulliver.
Click interactive objects in each scene and have fun.

Language Activity:

- Observe and write a description of each scene and present it to your class.

Learning Objectives:

- To learn vocabulary.
- To develop reading skill.

URL:

<https://play.google.com/store/apps/details?id=com.tabtale.gulliver>



B438_6_ENG_T2



Text for Listening

Unit 1



1. White water rafting

The icy Himalayan heights are the source of a major chunk of India's rivers. The complex network of rivers flowing through valleys and forests are just perfect for adventure sport like the white water rafting. Among the other regions in the country, the Garhwal and Kumaon region in Uttarakhand is regarded as the best location for a perfect water adventure. The most suitable period for this watery performance is between September-November and March- May.

2. Paragliding

Paragliding has a huge following all over the world and is the recreational and competitive adventure sport. It is a relatively new sport in India. The major paragliding sites in India are Himachal Pradesh, Uttarakhand, Rajasthan and Maharashtra. The flying season spans September to December and then March to June.

3. Skiing

Skiing is a big craze worldwide. Gulmarg in Kashmir offers one of the largest facilities for this winter sport. The best part is that the snow conditions remain excellent from December to April. Meanwhile, the slopes in Garhwal and Kumaon are also ideal place for skiing in the winter months. Auli in Garhwal is currently rated as one of the India's best skiing resorts.

4. Snorkeling and scuba diving

While the sky and the mountains provide you with a good amount of adventure, the underwater ecosystems promise a stunning world of mysterious beauty exhibited in its marine flora and fauna. The areas around the Lakshadweep, Andaman and Nicobar Islands as well as Bay of Bengal present water sport lovers' opportunities to delve and dive deep inside the ocean's depths and enjoy the marvellous sights they have to offer.





Unit 2

Udagamanadalam –the Queen of Hill Stations

Udagamanadalam is located in the Western Ghats zone at an altitude of 2240 m. It is the headquarters of the Nilgiri District, where the two mountain ranges meet. Udagamanadalam, popularly called Ooty by the tourist, is the Queen of Hill Stations. Centuries ago this was also called as Oththai-Kal [single stone] Mandu [Mund is a name of Toda Village]. The British started calling it as Ootacamund. Coffee and Tea Plantations and trees like Conifers, Eucalyptus, Pine and Wattle dot the hill side in Udagamanadalam and its environs. Summer temperature is maximum of 25°C and a minimum of 10°C. During the winter it is a maximum of 21°C and a minimum of 5°C. This area was inhabited by the tribals called Toda long before anybody ventured into this region. Curiously enough, this slice of paradise remained unknown even during the periods of the great Southern Dynasties. It was the British who ventured into the region during early nineteenth century. In search of cooler climates development and modernization took place after their arrival. This was the Summer Capital of the Madras Presidency during the British Rule.



It is the pride of the Blue Hills and centre of attraction. This was formed by Mr. John Sullivan, the then Collector of Coimbatore in the year 1824. This is located in an area of 65 acres. Fishing was the major activity in this place. In the year 1973, Tourism Development Corporation, Government of Tamilnadu, on behalf of the Tourism Department took possession of this place for Boating activity, which provides another thrilling entertainment for the tourists.



English – Class VI

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