

PRAGATI-2

2016-2017

ENGLISH

Class VI



State Council of
Educational Research and Training

NOT FOR SALE

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Directorate of Education
Govt. of NCT of Delhi

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Note

Delhi Government took a decision to involve all its teachers to look at children's books of classes 6 to 8 in small groups and create supplementary learning material based on the topics in their prescribed text books. The objective of this exercise was to provide a platform to teachers to discuss among themselves and create teaching learning material for children of their own classes based on the understanding of their existing learning level. In other words, it was an attempt to create material which is simple and contextual for children. Accordingly, workshop was organized by SCERT, Delhi during May-June 2016 involving about 20,000 teachers of the Directorate of Education teaching five subjects- Hindi, English, Maths, Social Science and Science. The sessions of this workshop was facilitated by Mentor Teachers with the assistance of Cluster Resource Coordinators (CRCs) of SSA. Apart from the content, the teachers also discussed about different methods of classroom transaction.

Thus, the core content for supplementary learning material of this subject was created by about 4000 English Trained Graduate Teachers (TGTs). Subsequently, a sub group of Mentor Teachers, TGTs in English edited material of their respective subjects that was created during this workshop. The edited material was reviewed by Senior Lecturers of DIETs. This entire process has generated supplementary learning material which is aligned with the topics of prescribed textbooks.

This process and material should be viewed as "work in progress". This is not a substitute for prescribed text books; it is an additional material to support, assist and strengthen teaching and learning.

We encourage teachers and educators to give their feedback after using this material with children as well as give specific inputs for improvement and strengthening of such initiatives. Do send your feedback via an online feedback/input form which is available at the homepage of SCERT, Delhi.

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A House, A Home

Pre-Reading Activity

Activity 1 :

Draw / Paste pictures of different types of houses in the space given below.



Activity 2 :

Solve the riddles (पहेली) :

- 1) I save you from heat, cold and rain
I am made up of cement and bricks
I am painted with different colours
I am found in cities.
What am I?

- 2) I am made up of wood and bamboo
I am layered with mud.
I am found in villages.
What am I?

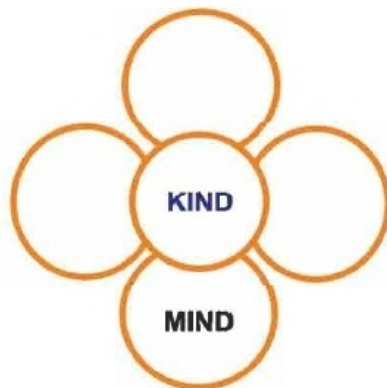
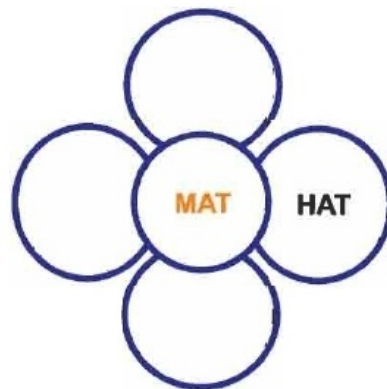
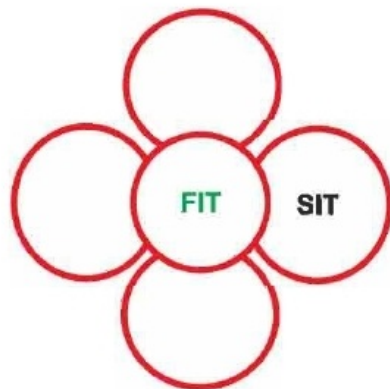
- 3) I am made up of snow.
I am found in the coldest regions
I am round in shape.
Eskimos live inside me.
What am I?

While Reading Activity

Activity 3 :

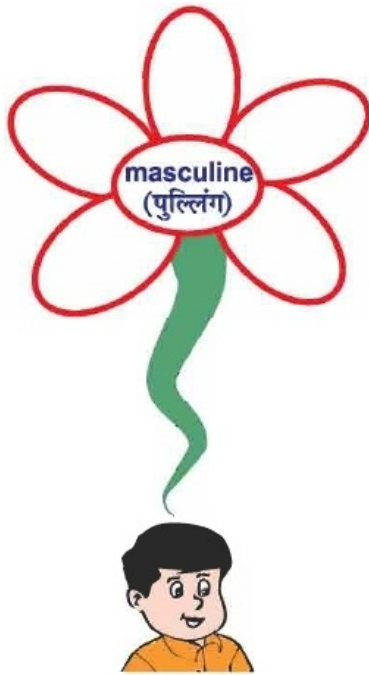
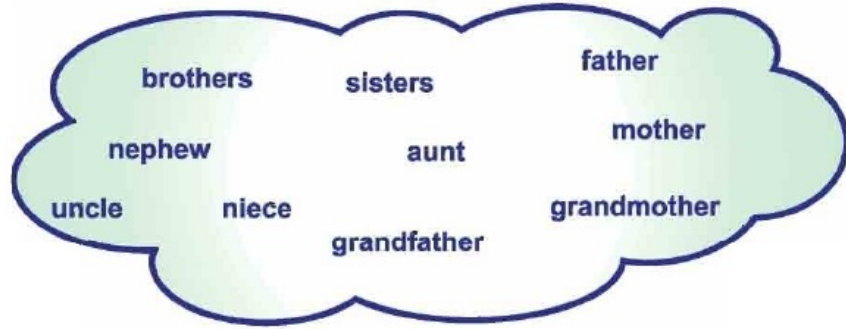
Write rhyming words

(Rhyming words have same sounds)



Activity 4 :

Write down the given words in the appropriate (उपयुक्त) flower.



Activity 5:

Correct the following spellings to make meaningful words.

1. BCIRK → _____

2. SOENT → _____

3. WDOWIN → _____

4. GSALS → _____

Activity 6 :

Gap-filling

1. It's brick and _____ and wood _____ hard.
some _____ glass and perhaps a _____.
2. It's loving and _____ and _____ for others.
It's brothers and _____ and _____ and mothers.

Worksheet

Post Reading Activity

Activity 7 :

Match the following animals with their homes :

A

1. Snake
2. Lion
3. Rabbit
4. Dog
5. Fish
6. Horse
7. Cow

B

- a) Shed
- b) Stable
- c) Pond
- d) Hole
- e) Burrow
- f) Kennel
- g) Den

Activity 8 :

Use of 'Who' and 'What'

We use 'Who' while referring to living things and 'What' while referring to 'non-living things'. 'Who' and 'What' are also called question words.

1. is this ?
This is a house.



2. is this ?
This is a clock.



3. Is he ?
He is a doctor.



4. is she ?
She is a teacher.



5. is this ?
This is a box.



Activity 9 :

- Q. Speak a few sentences about your home using the words given in the cloud below. You can also write about your home with your friend's help or your parent's help.**



How the Dog found himself a New Master

Pre-Reading Activity

Activity 1 :

Read the following words and arrange them in alphabetical order as we see in dictionary.



PET, TAIL, MILK, BISCUITS, SHARP, COLLAR,
MASTER, FAITHFUL, BALL

Activity 2 :










Now, read and fill in the blanks using the words given above.

1. I have a _____ dog.
2. The name of my dog is _____.
3. It is _____ in color.
4. It is fond of _____ and _____.
5. It has _____ teeth.
6. It wags its _____ when happy.
7. It runs after the _____.
8. It has a blue _____ on its neck.
9. It always obeys its _____.
10. It is a _____ animal.

Activity 3 :

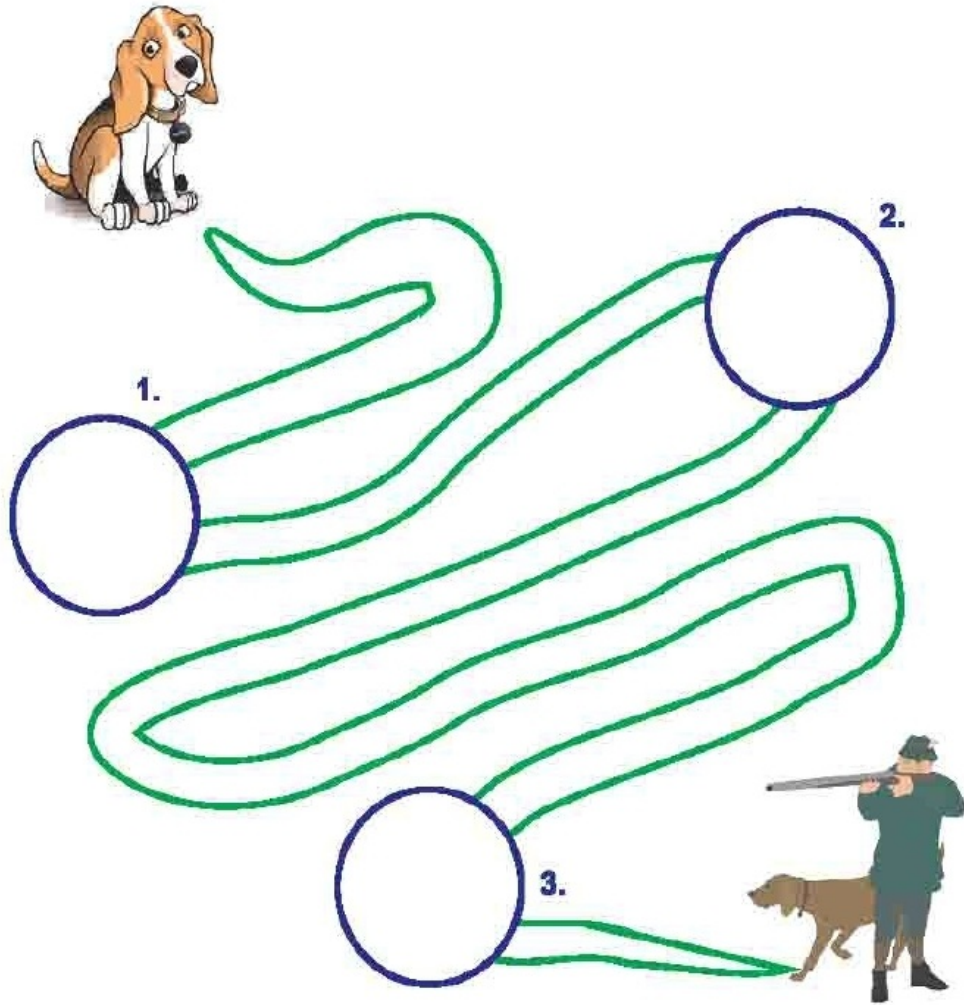
WHO AM I?

WILD / PET

- | | | | | |
|----|---|---|-------|---|
| 1. | <div style="border: 1px solid black; padding: 2px; display: inline-block;">WILD</div> |  | _____ | I am the national animal of India. |
| 2. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I am very clever. |
| 3. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I like carrots. |
| 4. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I am hairy and eat honey. |
| 5. | <div style="border: 1px solid black; padding: 2px; display: inline-block;">PET</div> |  | _____ | I guard your houses. |
| 6. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I am the king of the jungle. |
| 7. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I run fast. |
| 8. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I am very big. I have a trunk. |
| 9. | <div style="border: 1px solid black; width: 80px; height: 40px;"></div> |  | _____ | I howl and look like a dog, but live in jungle. |

While Reading : Activity 4:

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



Post Reading : Activity 5:

Q. 1. Why (क्यों) did the dog need a master?

Ans. The dog needed a master because_____

Q. 2. Which (किस) animal did the dog choose as his master at first?

Ans. At first the dog chose _____.

Q. 3. Who (किसे/कौन) did the dog choose as his next master?

Ans. The dog chose _____.

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

Ans. The dog chose Lion as his master because_____.

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

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

Activity 6 :

Fill in the blanks with appropriate (उपयुक्त/सही) Degree of Adjectives given in brackets.
(when we compare qualities/adjectives we change degree of adjectives)

1. The dog thought that the wolf is a strong animal but the bear was *stronger* (strong) and he found man to be the strongest (strong).
2. Rekha is a tall girl. Shaheen is _____ (tall) than Rekha. Daisy is the _____ (tall) among the three.



3. I find Delhi cold in winters but I came to know that Himachal Pradesh is _____ (cold) than Delhi. Then, I read that Leh is the _____ (cold) of all the places in India.

Activity 7 :

DICTIONARY CHECK :

In the story the word Bear is used for an animal. **Bear** is also used as a main verb. Look up these following words in your dictionary to find two or more different meanings : -

- TRUNK
- TEAR
- KIND
- BARK



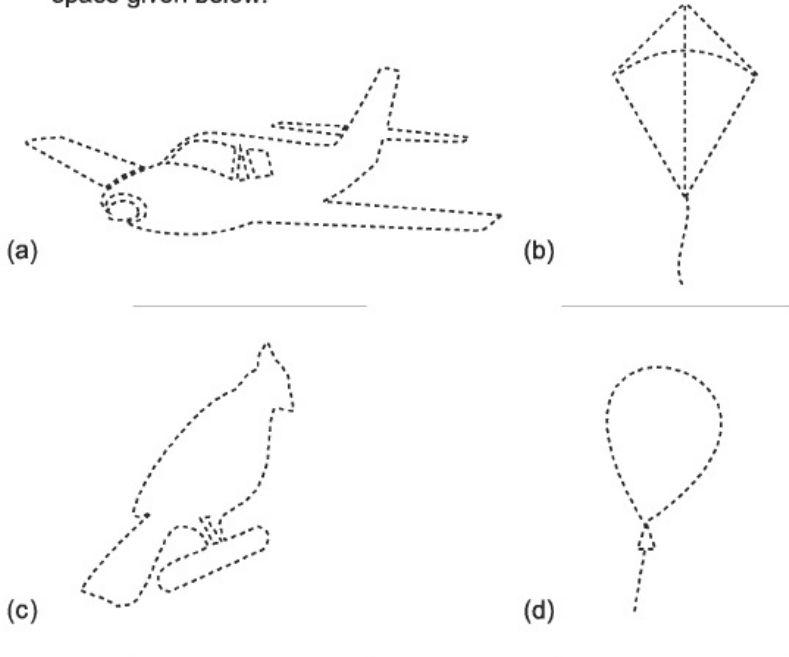
Words having same spelling but different meanings are called Homographs.

The Kite

Pre Reading Task :

Activity 1:

Q. 1. Join the dots to complete the pictures. Colour them. Write their names in the space given below:



Q. 2. What is common (एक जैसा) between these things?

Ans. They can _____.

Q. 3. What do people fly on **INDEPENDENCE DAY**?

Ans. _____.

Activity 2 :

Match the given words with their meanings

A	B
a). dive	1. cool air (ठण्डी हवा)
b). dip	2. top (शिखर)
c). soars	3. moves (बहना/चलना)
d). rest	4. shiny (चमकीला)
e). blows	5. to fall (डुबकी)
f). bright	6. to plunge (गोता लगाना)
g). breeze	7. a short pause (विश्राम)
h). Crest	8. goes higher (उपर चढ़ना)

While Reading :

Activity 3:

Rhyming Words : Words that end with the same sound are rhyming words.

eg: new — blue

Let's find out at least five pairs of rhyming words from the poem

eg : blue new

1. dip _____

2. tail _____

3. thing _____

4. slack _____

5. tides _____

Post-Reading

Activity 4:



HOMOPHONES : Words which have different spellings but have the same sound.

eg : sea(समुद्र) — See (देखना)

Match the following words with their homophones

blue	Knew
new	tale
tall	sale
sail	blew

Fill in the blanks with the correct word from words given in bracket.

1. Mohan bought a _____ shirt. (blue/blew)



2. I _____ her very well. (new/knew)

3. The squirrel has a bushy _____. (tale/tail)



4. This house is not for _____. (sale/sail)



5. I can _____ birds in the sky. (see/sea)



Activity 5:

Read the example given below. Now try to complete the sentences
eg: The kite sails like a ship.

1. She sings like a _____.



2. It shines like a _____.



3. She/he works hard like an _____.



Activity 6 :

Read the lines and answer the questions that follow.

"How bright on the blue
Is a kite when it's new!
With a dive and a dip
It snaps its tail."



- a) Name the poem and the poet.

- b) How does the kite look when it's new?

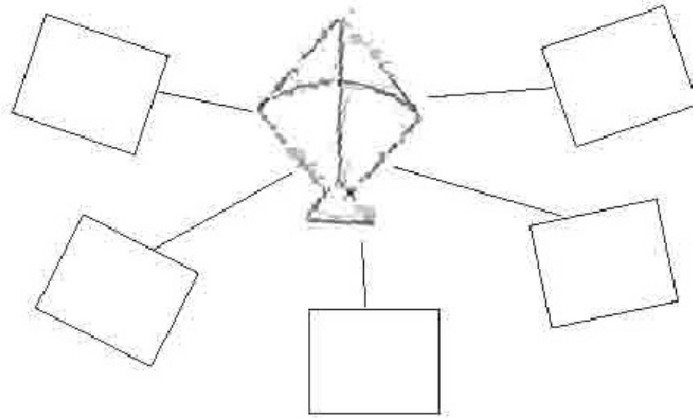
- c) Where is the kite flying?

- d) How does the kite snap its tail?

- e) Pick out 2 adjectives (विशेषण) from these lines.

Activity 7:

What do you need to make a kite? Write in space provided.



HOME ASSIGNMENT

Activity : Make a kite of your own. You may choose to make your kite in any shape you like.

Taro's Reward

Pre-Reading

Activity 1 :

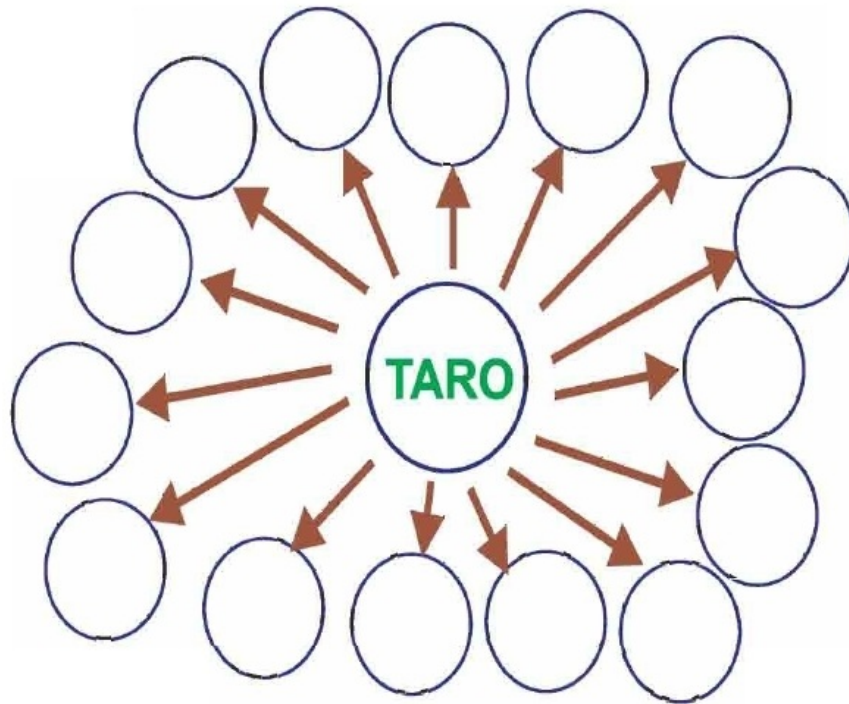
Match the following. These words tell you about people and their occupations.

A	B
a). Washerman	1. makes furniture
b). Carpenter	2. washes clothes
c). Mason	3. chops wood
d). Painter	4. stitches (सिलना) the clothes
e). Tailor	5. paints
f). woodcutter	6. builds the house

While Reading

Activity 2 :

Read and find meanings of the words given in the box. Which words describe Taro? Write in this chart.



You can choose from the following words to write qualities of Taro:

faithful, naughty, honest, poor, selfish, hardworking, loving caring, disobedient, thoughtful, obedient, kind hearted, shy, lovely, kind, magical

Activity 3 :

Re-arranging

Put the sentences from the story in correct sequence (क्रम)

Taro was worried about how to arrange money to buy Sake.

Taro, a young woodcutter lived with his old parents.

He felt thirsty.

His father felt cold and wished he could have Sake.

He went to jungle to chop more wood to arrange money for Sake.

Activity 4:

Choose the correct answer from the given options.

1. Taro was a _____ woodcutter लकड़हारा. (old/young)
2. His father was a _____ man. (rich/poor)
3. The weather was very _____. (cold/hot)
4. His father wanted a cup of _____. (Tea/Sake पेय पदार्थ)
5. Taro saw a _____ behind a rock. (waterfall झरना /river नदी)

Activity 5:

Read the phrases given below. Write the names of persons associated with the phrase

1. Shouted angrily, "Water! Nothing but water!"

2. "We have been tricked!"

3. He sent for the woodcutter.

4. "Where is Taro?"

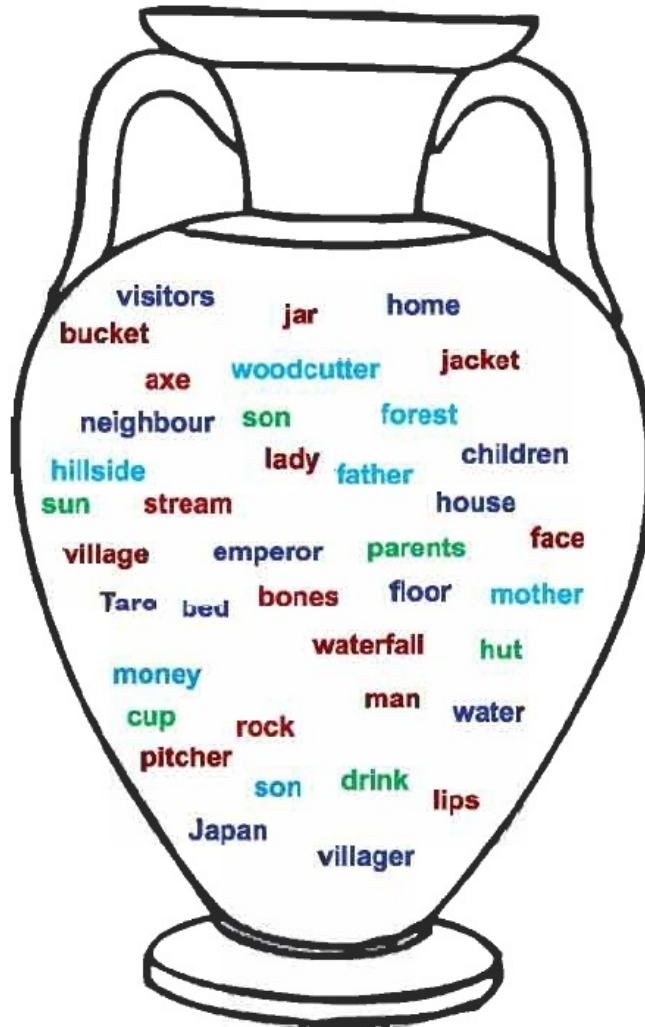
5. Was the sake a dream?

6. Rewarded Taro with twenty pieces of gold.

Post-Reading Activities :

Activity 6:

Choose the words from the pitcher given below and write them under the given columns on next page:



PERSON

PLACE

THING



All of you must remember that names of a person, place or thing is known as Noun.

Activity 7 :

What do you want to do for your parents? Discuss in groups and write in the space given below:-

1. _____

2. _____

3. _____











4. _____

5. _____

6. _____

Activity 8 :

Read the words in column A and write the opposite words in column B.

	Column A WORDS	Column B OPPOSITES
1.	Young 	Old 
2.		
3.	 Cold	
4.	 Big	
5.	 Strong	

Activity 9 :

The words in the cloud are describing words. Match them with their naming words (nouns) as used in the lesson

lonely, Strong, rushing, delicious,
thoughtful, young, greedy, old,
beautiful, cold

1. Strong wind
2. _____ water
3. _____ waterfall
4. _____ neighbour
5. _____ stream
6. _____ hillside
7. _____ sake
8. _____ son
9. _____ father
10. _____ woodcutter

The Quarrel

Pre Reading

Activity 1 :

Look at the comic strip below and discuss :

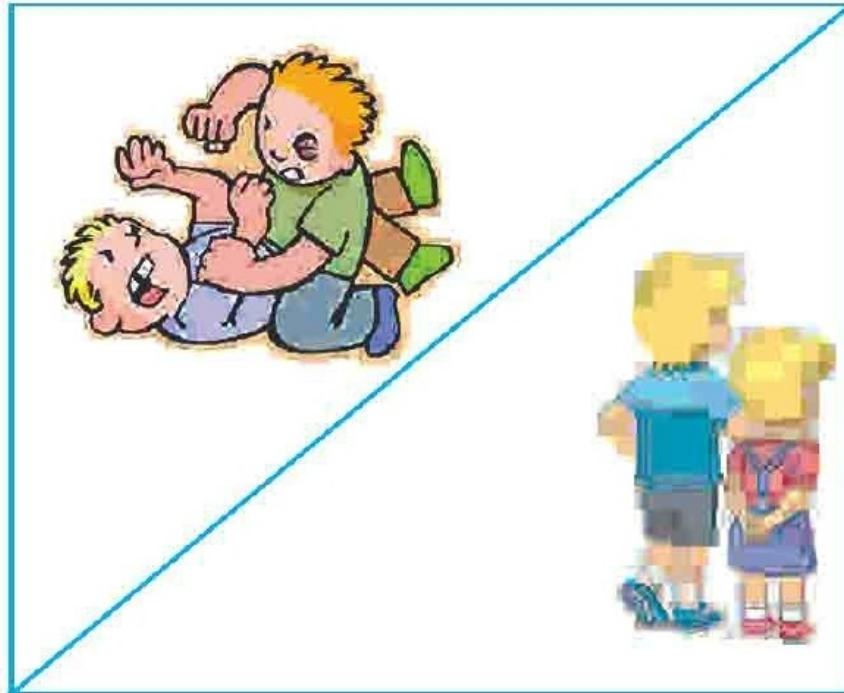


- Q. 1. Which Cartoon characters do you see in the comic strip?
- Q. 2. What is Jerry doing in picture 1 ?
- Q. 3. What is Tom doing in picture 2 ?
- Q. 4. What do you see in picture 4 ?

While Reading

Activity 2 :

Look at the picture



Answer the following questions as you read the poem

- Q. 1. Who is quarrelling with whom?
- Q. 2. Do they know why they are quarrelling?
- Q. 3. Who says, 'he was right?'
- Q. 4. Who hated whom?
- Q. 5. What did the brother do in the afternoon?
- Q. 6. What did the poet and his brother do in the end?

Post-Reading

Activity 3 :

Look at the pictures of the brother and sister given below. Talk in pairs about what is happening in the pictures. Share your experience with your partner.



Pic 1. : Brother & Sister playing



Pic 2. : Brother & Sister begin to fight



Pic 3. : Brother & Sister angry at each other and not talking. Sitting with their backs to each other staring in opposite directions (They fell out)



Pic 4. : Brother & Sister thinking of good times, when they used to play together (Afternoon turned black)



Pic 5. : Brother & Sister apologizing (माफ़ी माँगना), feeling happy and smiling.

Activity 4:

With the help of the pictures on the previous pages, complete the following story with the help of words given in the box.

A brother and a sister were (1)_____. Suddenly something happened and they began (2)_____. They became angry (गुस्सा) with each other and stopped (3)_____. They kept (4)_____ that the other person was wrong. After sometime (कुछ समय बाद) they began (5)_____ each other. By nightfall the brother came and said sorry. Both of them forgave each other and became (6)_____.

**talking, happy, playing,
missing, fighting, thinking**

Activity 5:

Read the following words. Do they rhyme?

Strong - Wrong.



Rhyming words is a set of words which end in similar sounds.

Find some more rhyming words from the poem.

Beauty

Pre - Reading Activities

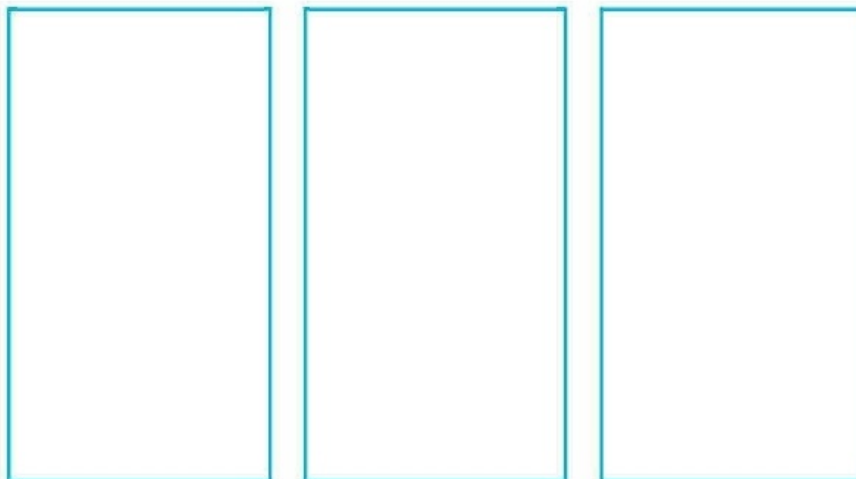
Activity 1 :

Name these beautiful objects :



Activity 2:

Now, try drawing some objects that you find beautiful:

Three empty rectangular boxes with blue borders, arranged horizontally, intended for drawing objects that the user finds beautiful.

- (i) Which is your favourite song ?
- (ii) Do you find it beautiful ?

While Reading :

Activity 3: Solve the crossword

Locate (ढूँढो) the words which you read in the poem.

N	I	G	H	T	B	N
C	B	E	A	U	T	Y
W	I	T	R	E	E	S
I	R	B	V	T	R	C
N	D	S	E	E	N	O
D	S	D	S	U	N	R
R	E	S	T	C	K	N

HINTS

Across

Night
Beauty
Tree
Seen
Sun
Rest

Down

Harvest
Wind
Corn
Bird

Activity 4:

Now, we know that beauty can also be heard. Let us list a few beautiful sounds :

1. Sound of waterfall (झरना)

2. -----

3. -----

4. -----

Activity 5 :



She's Mother Teresa.
Let's know her better...

Q1. Choose the correct option.

She is famous because :

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

Q2. Do you think she is beautiful?

Post Reading Activity:

Activity 6 :

a) How do we sense beauty?



- We can see beauty with our _____



- We can _____ beauty with our _____



- We can _____ beauty with our _____

b) From the poem, find example of beauty that can be

- seen _____

- heard _____

- felt _____

Activity 7 :

Write words from the poem that rhyme with these words :

1. best _____

2. height _____

3. words _____

4. keen _____



Remember rhyming words
from the previous poem

Activity 8 :

Fill in the blanks with the help of given words :
(growing, working, dancing, singing, running)

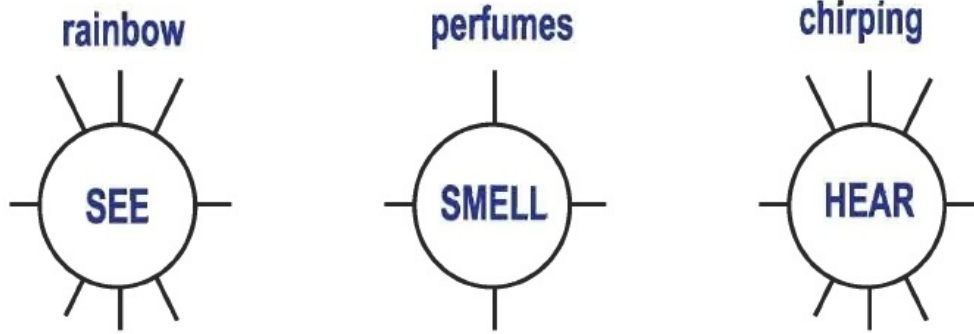
1. Corn is _____ in my field.
2. The dancer is _____ on the stage.
3. The farmer is _____ in the fields.
4. Somya is _____ a beautiful song.
5. The runner is _____ on the track very.



Words that end with
"ing" show us that
some action is going on.
Such sentences are
in the present
continuous tense.

Activity 9 : Choose the correct options from the box and complete the diagram.

Chirping (चहचहाना), twinkling (टिमटिमाना) of stars, fragrance (सुगंध) of flowers, echo (गूँज), rainbow, perfumes, pitter-patter raindrops, sunrise, gushing of water, smell of wet soil, tinkling of bells, sunset, smell of mango. (Refer to dictionary)



Activity 10 :

LIFE SKILLS (Speaking Activity): Your friend Kavita has left her lunch at home.
How will you help her?

I will _____

A Different Kind of School

Pre - Reading

Activity 1:

Match the parts of body (given below in pictures) with their functions. Also, match the physical condition which occurs when that part of body is not functioning.



(Leg)

Hear

Blindness



(Ears)

Speak

Lameness



(Mouth)

See

Deafness



(eyes)

Walk

Dumbness

Activity 2:

Now one of the students will come forward and the teacher will blindfold the child. And the whole class will observe the problem faced by the child as a blind person and discuss them in groups.

While Reading

Activity 3 :

Arrange the following words in alphabetical order. (Pair activity)

- | | |
|------------|-------------|
| 1. Arrive | 6. Lame |
| 2. Pain | 7. Deaf |
| 3. Trouble | 8. Cripple |
| 4. Crutch | 9. Misery |
| 5. Plump | 10. Bandage |

Now look up a dictionary and find their meanings. Write the words with their meanings in the space provided below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

(Pair Activity)

Activity 4 :

Read the words carefully. Write each word under the appropriate column —
'Adjectives' or 'Nouns' : -

kind	school	great	Miss Beam
boy	curly	Peter	gardener
glad	blue	Cotton	large
red	ground	game	children

Nouns	Adjectives
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

While Reading

Activity 5 :

Read the paragraph and answer the questions that follow : -

Miss Beam was all that I had expected—middle-aged, full of authority, yet kindly and understanding. Her hair was beginning to turn grey, and she had the kind of plump figure that is likely to be comforting to a homesick child. I asked her some questions about her teaching methods, which I had heard were simple. The real aim of this school is not so much to teach but to teach thoughtfulness—kindness to others, and being responsible citizens.

A. Find words which describe:

Her hair _____

Her body shape _____

Her age _____

B. Encircle the words that describe Miss Beam's qualities.

C. The real aim of the school was

1. To teach _____ and _____ 2. To be _____

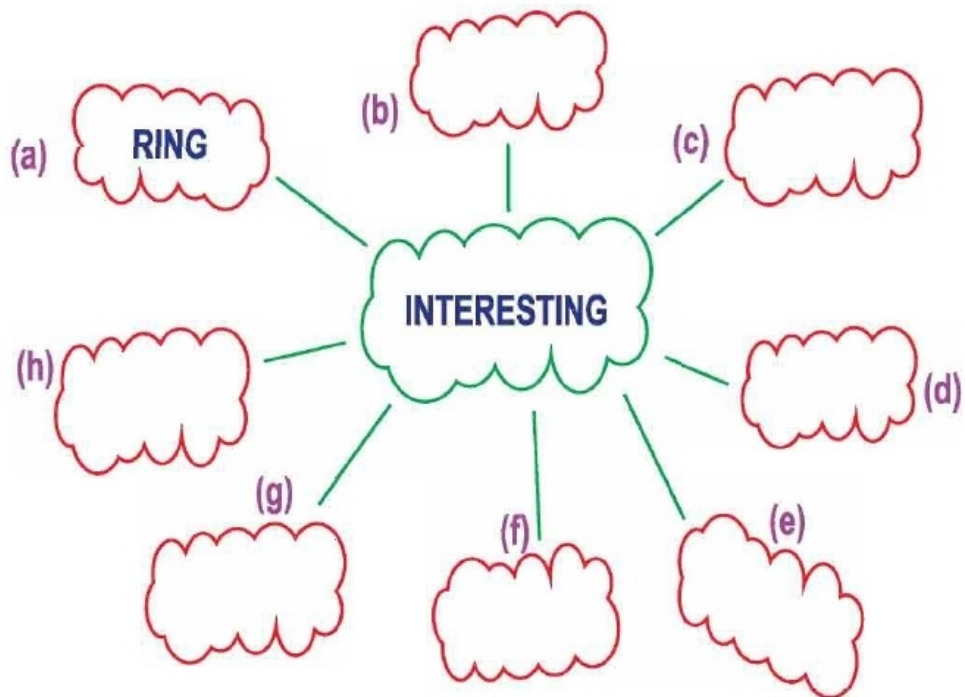
D. Write opposite (उल्टे) words of the following :

(a). Kind _____ (b) Simple _____

Post Reading

Activity 6 : (Pair activity)

Make new words from the word given below :



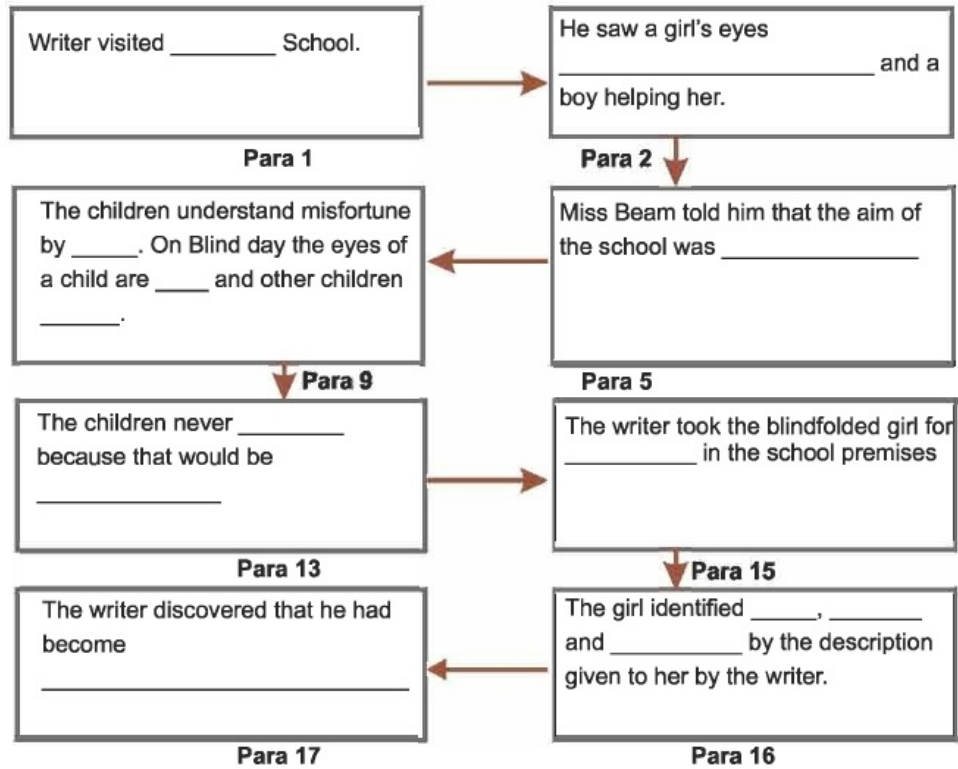
Activity 7 :

Pick up the correct words to fill in the blank : -

- i. The real aim of Miss Beam's School is to teach_____.
(kindness/wickedness)
- ii. The narrator felt _____ (hurt/happy) to see some unhealthy students.
- iii. Other children were given the duty of _____. (helping/teasing)
- iv. The helper students were _____. (cruel/kind)
- v. While leaving, the narrator was _____. (sorry/glad)
- vi. Miss Beam felt that there is _____ (something/nothing) special in her school.

Activity 8 :

Complete the sequence with the help of paragraph numbers written against the boxes :



Activity 9 : Famous personalities who were differently abled :-



Sudha Chandran
(Famous Dancer)



Without right leg



Helen Keller
(Writer)



Blind and Deaf



Stephen Hawking
(Scientist)



**Lost the use of his
arms, legs and voice
(Completely paralyzed)**



Louis Braille
(Inventor of Braille script)



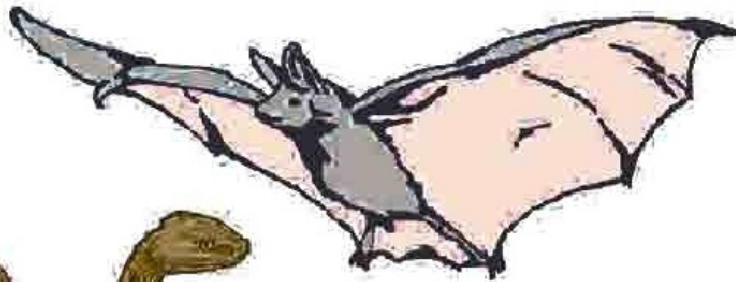
Blind



- a) Paste the picture/Write names of 2 differently abled persons other than the ones mentioned above. Discuss in your groups about their special achievements.
- b) Do you know any person in your family, neighbourhood or school who has trouble with his/her physical movements? Discuss how do people treat them.

Do you know?

- A mole is a small animal that lives under the ground and has a very poor eyesight. It uses its power of smell or hearing to find its way.
- Bats are also nearly blind and they use ultrasound waves to fly.
- Snakes are nearly deaf, they use vibrations to slither around.

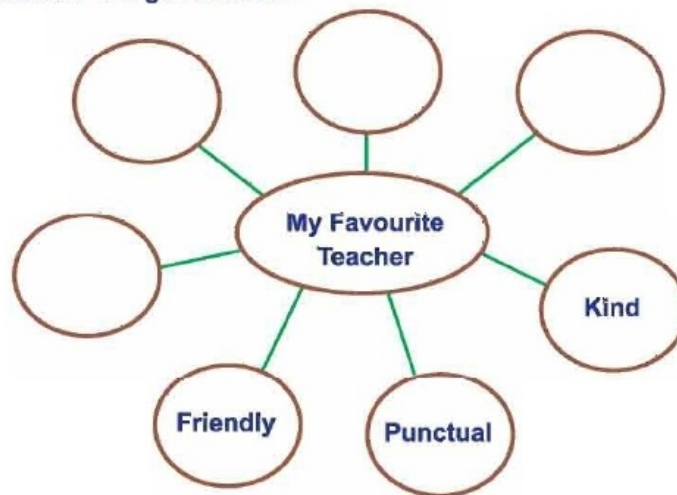


Where Do All the Teachers Go?

Pre- Reading Activity

Activity 1 :

Qualities of a good teacher



Make sentence on each quality.

Kind : My teacher is very kind to me.

While Reading

Activity 2:

Recite the poem.

Q. 1. Write two rhyming words for each given word- (e.g. Fan - Can)

- i. Book - _____, _____
- ii. Home - _____, _____
- iii. Dad - _____, _____
- iv. Read - _____, _____

Q. 2. Write the Homophones : (Homophones are words that have similar sound but are different in spelling and meanings)

- i. Their — There
- ii. Write - _____
- iii. Where - _____
- iv. Won - _____
- v. Four - _____

Activity 3:

Look at the pictures and see the work that you usually do at home. Does a teacher also do the same?

1.



1. As you wash your socks.
2. A teacher also washes his/her socks

2.



1. As you watch TV.
2. A teacher also _____

3.



1. As you live in a family
2. A teacher also lives in _____

4.



1. As you pick the nose.
2. A teacher _____

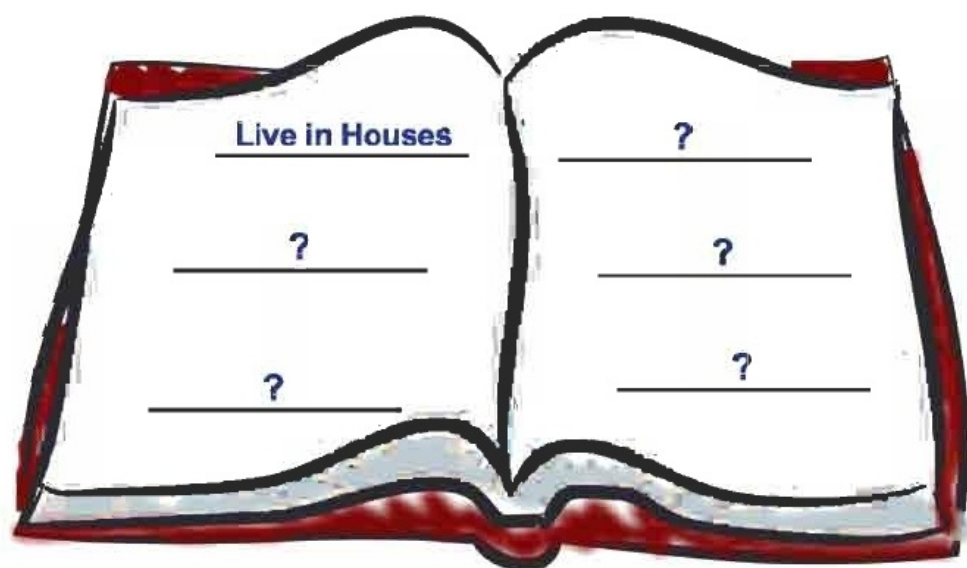
5.



1. As you make mistakes.
2. A teacher _____

Activity 4:

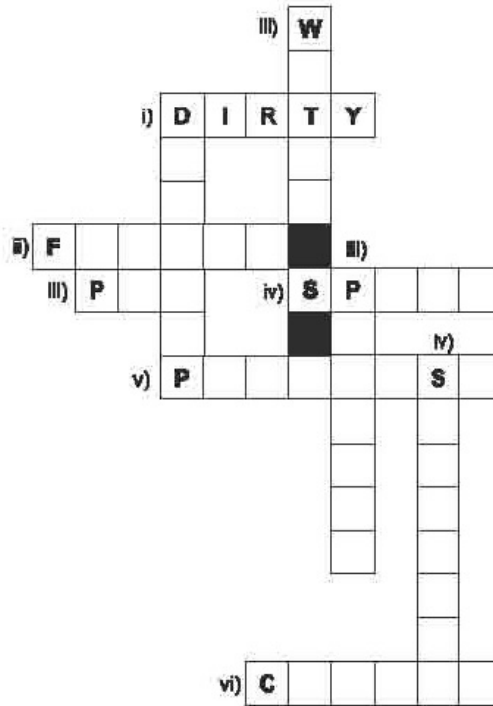
Let us sum up the activities performed by the teacher.





The activities done
by teachers

Activity 5: (Pair Activity)

Complete the crossword by finding words from the poem. First has been done as an example.



Across

- i. D I R T Y (unclean)
- ii. F _ _ _ _ (very small pieces)
- iii. P _ _ _ _ (keep)
- iv. S _ _ _ _ (order of letters to form a word)
- v. P _ _ _ _ 
- vi. C _ _ _ _ 

Down

- i. D _ _ _ _ (top of a desk)
- ii. W _ _ _ _ (see)
- iii. P _ _ _ _ (to hold between thumb and finger)
- iv. S _ _ _ _ (careless writing)

Activity 6:

Find out action words (verbs) from the poem "Where do all the teachers go" and write the three forms of each one of them.

1. go went gone
2. live lived lived
3. wash washed washed
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 14.
- 15.

Post Reading
Activity 7:

Ram, a student of class VI, was always curious about his teachers' life after school. And finally he got an opportunity to interview his favourite teacher.

Ram : Hello, Sir. How are you?

Teacher : I am good, Ram. How about you?

Ram : I am also good, sir. Please tell me about your daily routine.

Teacher : I get up at 5 am and go to park for Jogging. Then, I take bath. At around 6:30, I have breakfast. Then, I come to school.

Ram : What do you do after school?

Teacher : After school, I take lunch and rest for some time. Then, I teach my children. In the evening, I go out for a walk. And at night I watch news before I go to bed.

Ram : Do you also play?

Teacher : Yes, but sometimes only.

Ram : What is your message for your students?

Teacher : Work hard. Because now is the time to build your future.

Read the interview carefully. Interview your favourite teacher taking help from the interview given above.

You may take help of your teacher in writing questions.

Q 1. _____

Q 2. _____

Q 3. _____

Q 4. _____

Q 5. _____

Q 6. _____

Ans1 _____

Ans2 _____

Ans3 _____

Ans4 _____

Ans5 _____

Ans6 _____

Fair Play

Pre- Reading Activity Activity 1 :

Discuss in your groups, the following questions:

- i) If your best friend / sibling does something wrong, what would you do—



a) Keep quite

or



b) tell him/ her about the mistake
he/she has done

Activity 2 :

Two columns are given below. In column A there are situations of a quarrel. In column B there are the people who decide who is wrong or right in a quarrel:

Column A	Column B
1. Two children are quarrelling.	1. Police / Court (कोर्ट)
2. Two adults are fighting in a city.	2. Panchayat (पंचायत)
3. Two adults are fighting in a village.	3. Parents / teachers

While- Reading Activity

Part—1

Activity 3 :

How can you say that Jumman Sheikh and Algu Chaudhary were best friends? Write supporting lines from para-1.

Activity 4:

Complete the following sentences:

i) Jumman promised to take care of his aunt when she transferred _____

ii) After some years, the aunt felt insulted when Jumman and his wife became _____

iii) The aunt wanted a monthly allowance to _____

Activity 5:

Fill in the blanks using the correct option from the given words, refer to the text for the answers:

When Jumman's aunt, told Algu everything, he did not want to go (i) _____
(with / against) Jumman. But the aunt requested him to speak (ii) _____
(truth / lie) in the panchayat.

Part 2

Activity 6:

Mark the following statements as true (T) or false (F). Underline the lines in the textbook which are related to these statements:

- i) Jumman said if his aunt nominates (नियुक्त करना) the head Panch (पन्च) he will accept the decision (फैसला). ()
- ii) Aunt chose Algu as head Panch because she thought he was powerful. ()
- iii) Algu as a head Panch said that he will support his friend Jumman. ()
- iv) Panchayat's decision was in favour of the aunt. ()
- v) Jumman was happy with the decision and he started liking Algu more. ()

Part 3

Activity 7:

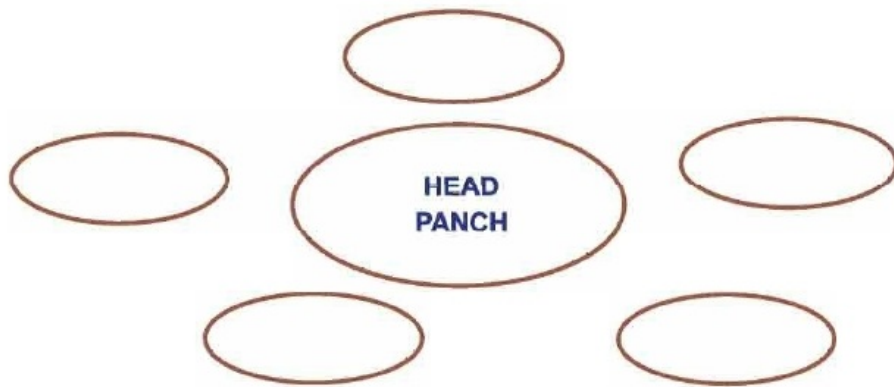
Fill in the blanks by selecting the correct option given in the brackets:

Algu sold a pair of _____ (horse/ bullock) to Samjhu Sahu. One of them died within a _____ (year/ month). So, Samjhu did not pay the remaining _____ (rice/ money) to Algu. When Algu took help from _____ (Panchayat/ Police), Samjhu nominated _____ (Aunt/ Jumman) as head Panch. Samjhu Sahu chose him because Algu and Jumman had become _____ (friends/ enemies). Jumman heard both sides. Jumman played his role of head Panch _____ (revengefully/ fairly). Samjhu Sahu was told to _____ (refuse/ pay) the remaining money to Algu. Algu and Jumman became _____ (friends/ enemies) again.

Post-Reading

Activity 8 :

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



Just, liar, honest, biased, revengeful, truthful, opportunist, fair, impartial



The words that describe a noun are called adjectives.

Activity 9 :

How can we take care of elderly members of family / neighbourhood (पड़ोस)? How can we make them happy? Write in the space given below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A Game of Chance

Pre- Reading Activity Activity 1 :

See the picture below and discuss questions that follow, in groups:



1. Have you been to any fair?

2. What was the occasion (अवसर)/ festival (त्यौहार)?

3. What did you see there?

4. Were there any shops where you could play some game?

5. Can you name a few of them?

While- Reading Activity

Activity 2 :

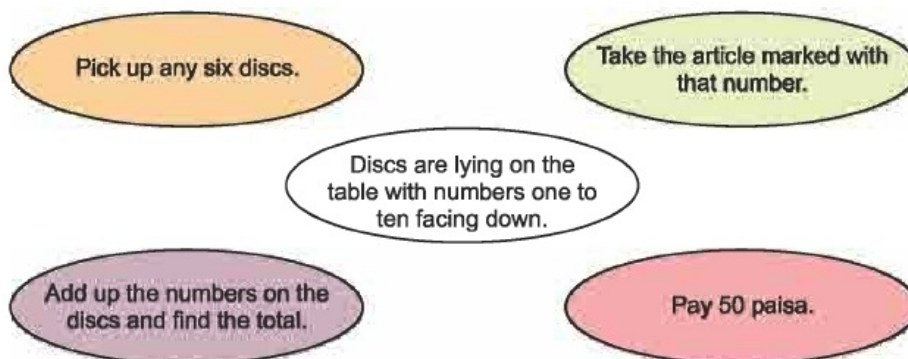
Mark the following statements as true (T) or false (F). Underline the word which is incorrect in a false statement. Write correct word from the book:

- 1) Rasheed went to a fair with his uncle and bhaiya. ()
- 2) One could play game at the lucky shop for 25 paise. ()
- 3) An old man won a clock worth Rupees 20. ()
- 4) A boy won a comb, an ink-pen, a wrist watch and a table fan. ()
- 5) Rasheed did not win any big prize. He kept on trying and lost all the money he had. ()
- 6) The people sympathized with Rasheed. ()
- 7) Uncle bought a pencil , an ink pot, a comb and some other gifts for Rasheed. ()
- 8) The old man and the boy were friends of the shopkeeper. ()

Post- Reading Activity

Activity 3 :

How can one play game at the 'Lucky shop'? Arrange the following rules in correct order.



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

Activity 4 :

Imagine yourself to be a shopkeeper and your partner as Rasheed. Practice speaking the instructions given in activity 3 and enact (अभिनय करना) the playing of the game in the shop. (Pair activity)

Activity 5 :

Match the following people with their qualities:-

- | | |
|---------------|----------------------------|
| 1. Rasheed | a) wise and loving |
| 2. Shopkeeper | b) Innocent |
| 3. Crowd | c) Shrewd and unkind |
| 4. Uncle | d) Unsympathetic and cruel |

Underline the lines in your book which show above qualities of these people.

Activity 6 :

Discuss the questions in your groups.

- i) Why did bhaiya not stop Rasheed from wasting money?
- ii) Was the shopkeeper fair in his dealings? How can you say so?

Activity 7 :

Given below is an outline of a letter written by Rasheed, telling his parents about his visit to a fair. But, he has forgotten to write some words in it. Help him fill them, from the words provided in the cloud below: (A pair work)

228-A, Gali no.2
Chandni Chowk, Delhi.

Examination hall,
Lucknow, UP.

_____(Date)

Dear parents

Hello, how are you, hope you are doing fine. I am also fine here. I have something exciting to share with you today.

There was a _____ Eid fair in our village. We could buy anything from a _____ toy to a _____ camel. I went to the fair on its _____ day with Uncle and bhaiya. We went to the Lucky Shop. It was very _____. I tried my luck but did not win any prize. Later, Uncle told me that I was more _____ than _____. I also learnt a lesson that we should always listen to our elders.

Give my regards to dada, dadi and love to little Nazma.

Yours loving

Rasheed

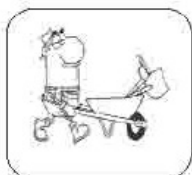
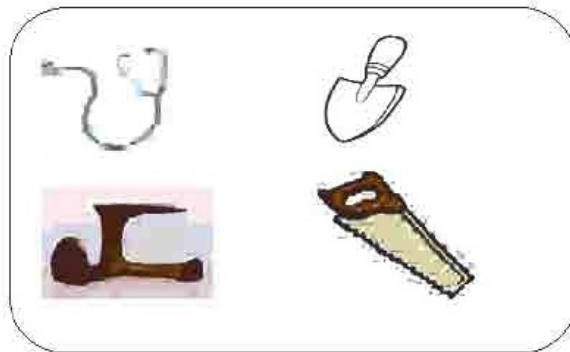
Huge, big, foolish, interesting, tiny, unlucky, last

Vocation

Pre- Reading Activity

Activity 1 :

People of different vocations are standing below. Help them find their tools (औजार) and guide (मदद, निर्देश) to the place where they are needed.



Activity 2 :

Which vocation would you choose (चुनना) for yourself? Why?

Discuss (चर्चा करो) with your friends.

Draw a picture showing -

- i) Yourself
- ii) tool required (ज़रूरत) in your vocation
- iii) people you would be helping

While Reading

Activity 3 :

Replace (बदलो) pictures / hindi words given in this poem with words from poem as given in your textbook (किताब)

When the  sounds ten in the morning and I walk to the (गली)

Everyday I meet the (फेरीवाला) crying "Bangles! कौंच की bangles!!"

There is nothing to hurry him on. There is no road he must take. no place he must come.

I wish I were a hawker बिताने में my day on the road crying, "Bangles I crystal bangles!"

When at four in the afternoon, I came back from the school.

I can see through the gate of that house, the gardener(खोदना) the ground.

He does what he likes with  his he soils his clothes with dust, nobody takes him to the task if he gets धुन्ना in the sun or gets (गैला).

I wish I were a gardner digging away at the garden with nobody to stop me from digging.

Just as it gets dark in the evening and my mother sends me to bed.

I can see through my open  the watchman walking down.

The lane is dark and lonely, and the  stands like a giant with one red  in its head.

The watchman हिलते हुए his  and walks with his shadow at his side, and never once goes to bed in his life.

I wish I were a watchman walking the street all night भगते हुए the with my lantern.



Activity 4:

- i) Take any three colours.
- ii) Pick one colour. Using it, Underline the lines which tell that the child in poem wants to be a hawker.
- iii) Pick second colour.
- iv) Using it, Underline the lines which tell that the child wants to be a gardener.
- v) Pick the third colour.
- vi) Underline the lines which tell that the child wants to be a watchman.

Activity 5:

Discuss in your group why the child wants to be a

- i) hawker
- ii) gardener
- iii) watchman.

Post Reading

Activity 6 :

Find opposite of the following words from the poem:

- i) everything
- ii) leisure
- iii) give
- iv) go
- v) saving
- vi) night
- vii) dislike
- viii) everybody
- ix) dry
- x) start
- xi) light
- xii) up
- xiii) crowded
- xiv) always
- xv) none

Activity 7 :

Let us add one more stanza to the poem. Take help from the words given in the box.

When I go to my _____ in _____ (season)

I can see a _____ sitting on driver's seat, with her seat belt on.

Sitting in the bus, I can see, the driver speeding the _____.

She goes to many _____.

She meets new _____.

She seems very _____.

She is not _____.

I wish I were a _____, going to new places without being _____.

driver

confident

village

places

car

scared

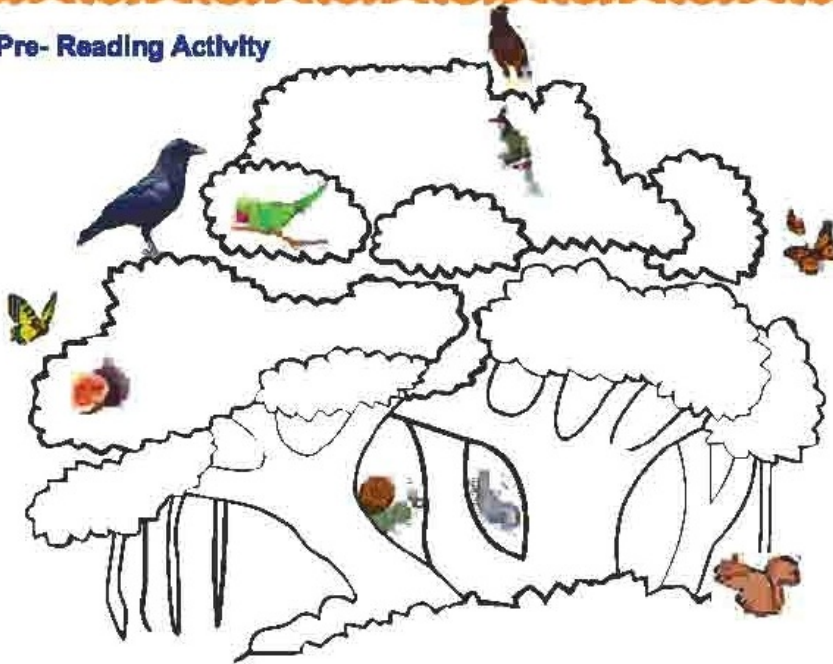
people

Activity 8 :

Add one more stanza to the poem. You may refer to activities 2 and 6.

The Banyan Tree

Pre- Reading Activity



Activity 1 :

1. This is _____ tree.
2. Its fruit is called _____.
3. Birds like _____, _____ and _____ come to eat the fruit.
4. _____, _____ and _____ also like to come here.
5. Have you ever (कभी) climbed (चढ़े) a tree?

While Reading

Activity 2:

PART - I

Paragraph 1 & 2

Fill in the blanks :-

1. Grandfather could not climb the tree because he was _____. But the tree was _____ than him.
2. The boy liked the tree because he could run through the _____ passages formed by hanging _____ of the tree. He could sit there hiding and _____ below.

older looking twisting old branches

Paragraph 3

3. The young squirrel became boy's friend when he saw that (tick the right options):-

- i) did not carry  or 
- ii) boy called it by name
- iii) boy brought pieces of  and 
- iv) boy kept a  full of water.

Paragraph 4

4. In the _____ season, the birds sitting on _____ of the tree seemed like quarrelling noisily with each other.

Paragraph 5

5. The boy used to _____, sitting on the _____ when it was not too hot.

Paragraph 6

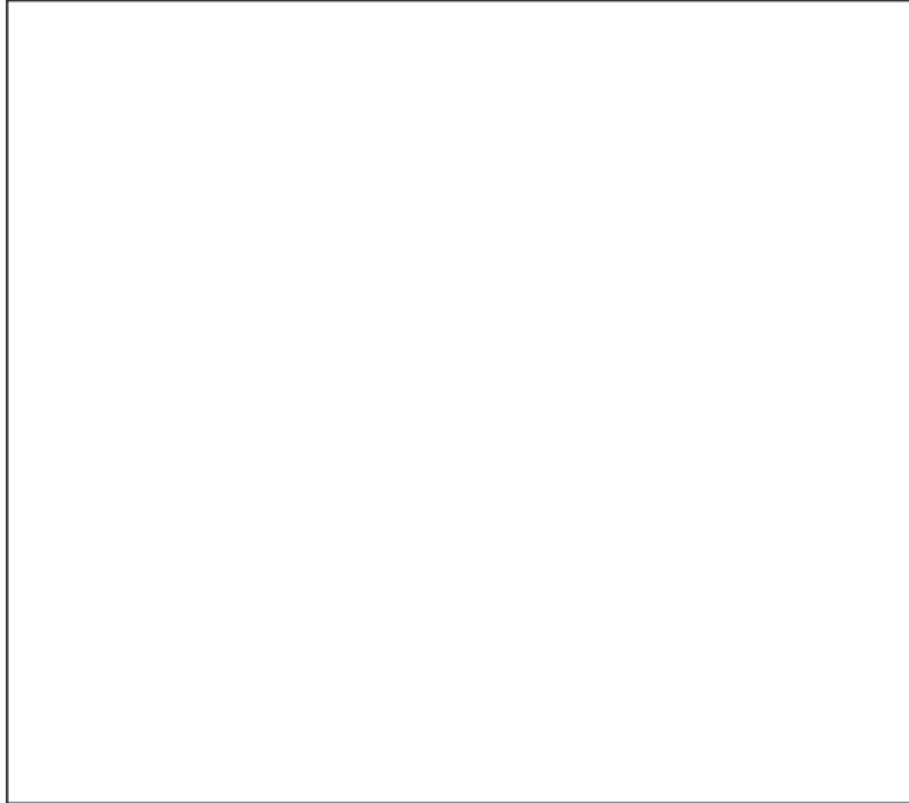
6. The boy could clearly see below while sitting on the tree. He saw a fight between a _____ and a _____.

Post Reading

Activity 3:

The boy had read books like _____, _____ and _____ while sitting on the tree.

1. Other than your textbook (पाठ्य पुस्तक) have you read any books? Which one did you like the most?
2. Where do you study at your home? Draw.



3. Would you decorate the place and make it more comfortable ? How ? Show in the drawing.

PART - II

Pre Reading

Activity 4:



1. Who are the combatants (fighters) here?
_____ and _____
2. Who are the spectators (दर्शक)?
_____, _____ and _____.
3. The _____ has come out of a group of cactus. The _____
has come out from the _____.
4. The boy is sitting on a _____ tree.

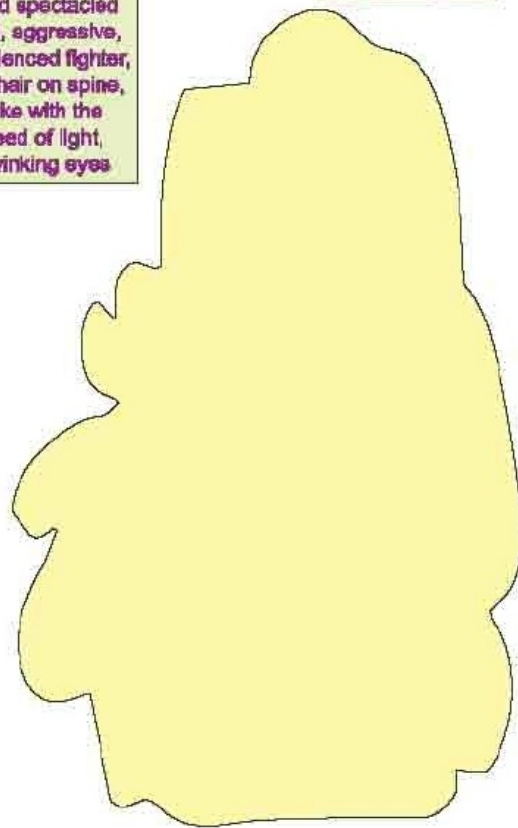
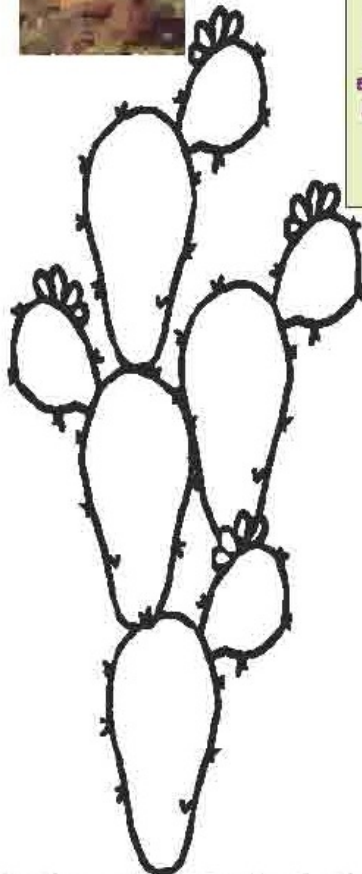
While Reading

Activity 5:



Battle of Champions

three feet long,
siddiul, move swiftly,
superb fighter,
clever, long sharp
fangs, six feet long,
sacs of poison,
broad spectacled
hood, aggressive,
experienced fighter,
long hair on spine,
strike with the
speed of light,
unwinking eyes



Write the qualities of cobra in the cactus and similarly write the qualities of the mongoose in the bush. You may refer to the dictionary.

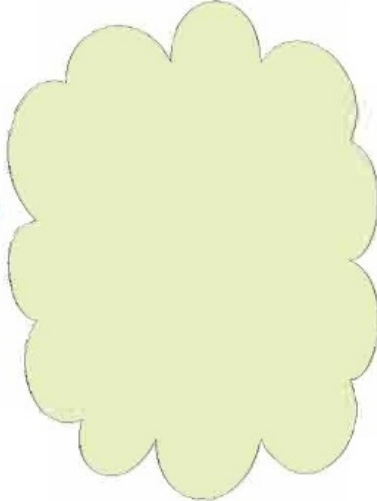
Activity 6 :

Find difficult words from the paragraph given to your group. Write them with their meanings.

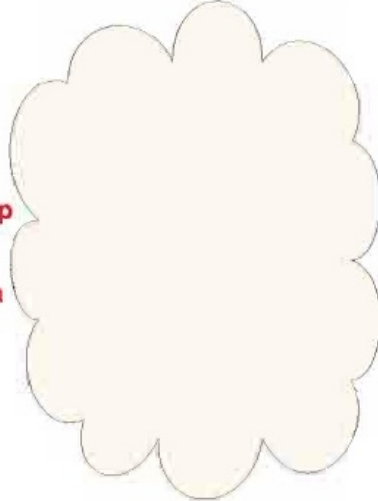
Divide yourselves into eight groups. Take out your dictionary. Write difficult words, from the paragraph given to you. Find their meanings. Write words and meanings in the clouds.

:

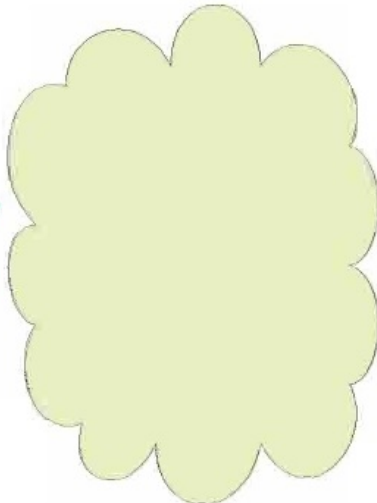
group
1
para
10



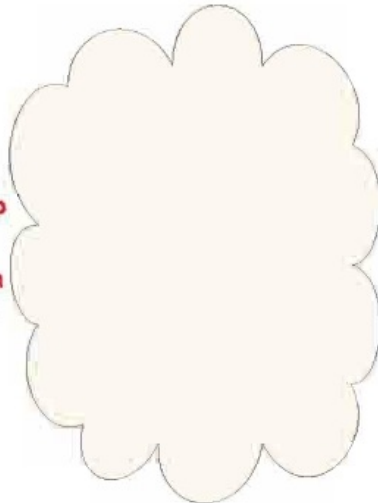
group
2
para
11



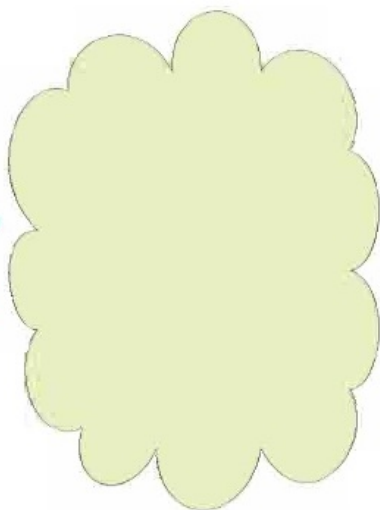
group
3
para
12



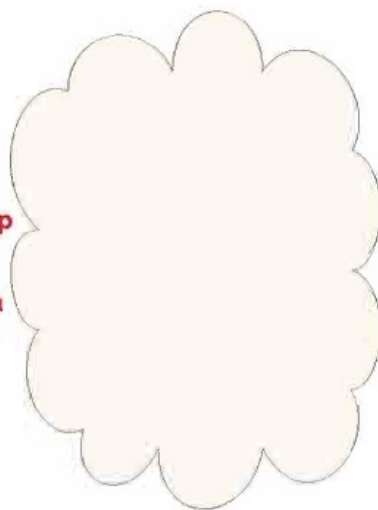
group
4
para
13



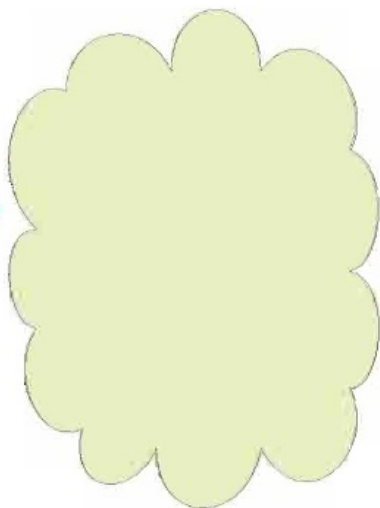
group
5
para
14



group
6
para
15



group
7
para
16



group
8
para
17



Post Reading

Activity 7 :

Arrange the following sentences in correct sequence. Do this activity in pairs/groups. Enact the movements in group while you read them.

1. The cobra struck, missed and was bitten by the mongoose again.
2. The mongoose bit the snake on the back and moved away.
3. The cobra struck when the mongoose moved to a side near the cobra.
4. The cobra coiled itself around the mongoose.
5. Cobra started to move from side to side trying to confuse the mongoose.
6. The mongoose took the snake by the snout.
7. The mongoose gripped the cobra round the hood and took it away into the bushes.

Activity 8:

- a) The crow and the myna collided (टकराए) for _____ times during the fight between the cobra and the mongoose.

What was different the third time they collided? Discuss (बात करो) in your groups.

One of you may read the lines from the lesson and others may enact (अभिनय करो) what happened.

- b) The third time what happened to the crow?

The cobra _____ the crow and the crow was thrown away. It _____ a while and then _____.

What did the Myna do after the collision (टक्कर)?

The Myna returned to _____ plant and did not _____ again the fight between _____ and _____.

Activity 9:

Divide yourself in groups of 4 or 5. Think and discuss about it:

1. What do people do when they see people fighting?
2. How would you behave in such a situation? Make a poster or slogan in groups.
3. What do other countries do when two neighboring countries fight?









Document Outline

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