

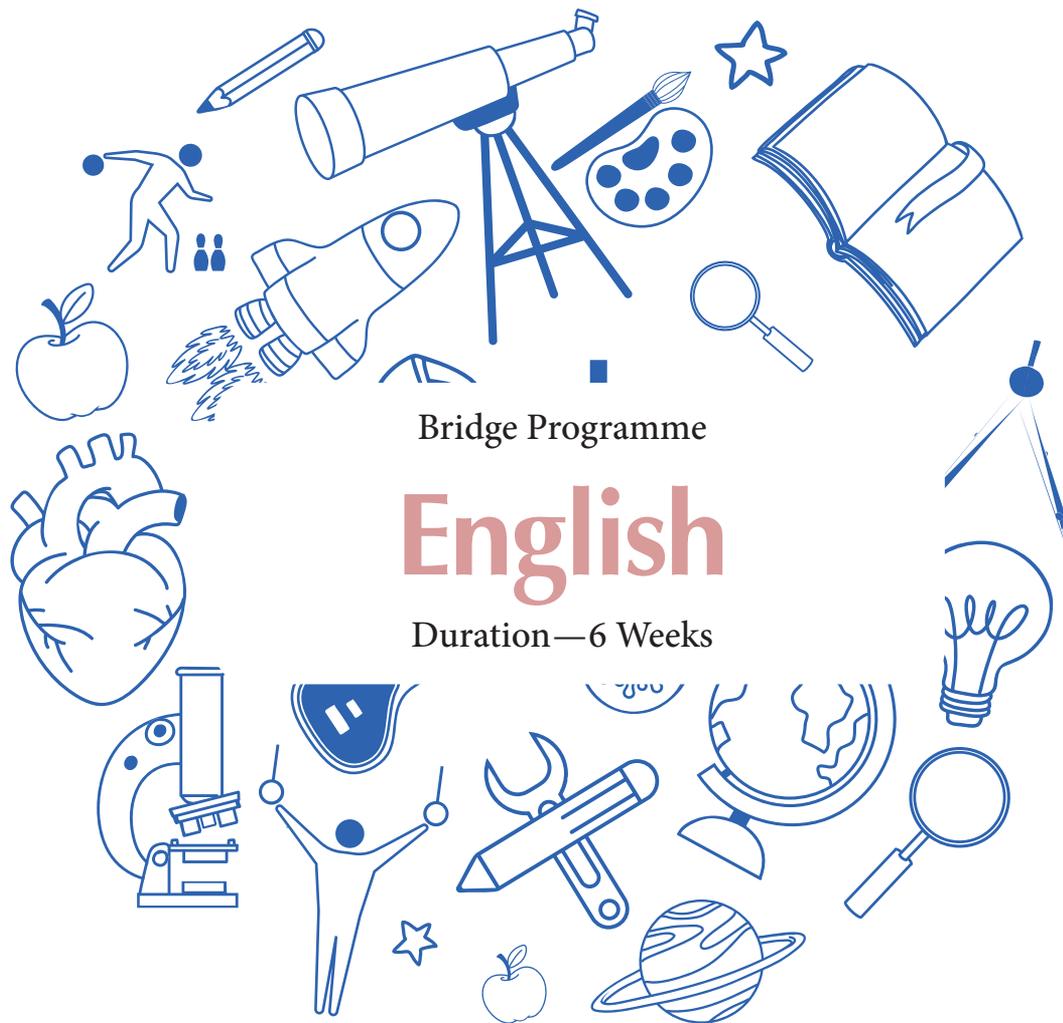
# Bridge Programme

# ENGLISH

FOR GRADE 8



Duration—6 Weeks



Bridge Programme

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Duration—6 Weeks

GRADE 8

**ENGLISH**  
**BRIDGE PROGRAMME FOR GRADE 8**

**First Edition**

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Research and Training, 2025**

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## From the Director's Desk

Dear Students and Teachers,

The National Council of Educational Research and Training (NCERT) warmly welcomes all students stepping into Grade 8, the culminating year of the Middle Stage. This grade marks a significant transition, as we align our educational practices with the transformative vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

Our commitment is to provide a learning experience that is joyful, innovative, and deeply rooted in Indian ethos. The new syllabus and teaching-learning material are designed for experiential, discovery-based, and inquiry-driven learning, making education a truly enriching journey. However, we know that our students are transitioning from the old curriculum which differs from this new approach. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week Bridge Programme across all subject areas, including English.

This Bridge Programme is designed to prepare students for the innovative pedagogical approaches and content that await them in Grade 8. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 8 serves as a bridge to the Secondary Stage, it is vital for laying a strong foundation for future learning.

We believe that after successfully completing this Bridge Programme, students will be well-equipped to fully appreciate and benefit from the new textbooks and other teaching-learning material. I earnestly urge all teachers to embrace the spirit of NEP 2020, fostering a culturally rooted, experiential education that resonates with the ethos of *Vasudhaiva Kutumbakam* — “The world is one family.” This is the first step in our journey, and together, we can demonstrate to the entire education fraternity the power of collaboration and teamwork in delivering quality education to every student.

Let us embark on this journey with dedication and enthusiasm, ensuring that every student experiences the joy of learning and achieves their full potential.

DINESH PRASAD SAKLANI  
*Director*

National Council of Educational Research and Training

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## Context

As a follow-up of the National Education Policy, 2020 (NEP 2020), the National Curriculum Framework for Foundational Stage (NCF-FS 2022) and the National Curriculum Framework for School Education (NCF-SE 2023), NCERT is in the process of developing syllabi and textbooks for all grades of school education in a phased manner. Till now, NCERT has developed textbooks of Grades 1, 2, 3 and 6 in two phases. Grade 1 and 2 textbooks have already been introduced in the year 2023–24 and Grade 3 and 6 textbooks have been introduced in the year 2024–25. In third phase, NCERT is currently developing syllabi and textbooks for Grades 4, 5 and Grades 7 and 8 to be introduced in the year 2025–26. In the academic year 2025–26, Grade 4 and 5 students will get new textbooks. Grade 4 students will be able to link the new textbook with Grade 3 curriculum as they have already been exposed to the new curriculum in the lower grade. However, Grade 5 students may need more time to understand the new pedagogic perspective and competency based on new content and exercises. Grade 5 students may experience a gap in curriculum between what they studied in Grades 3 and 4 and what they will study in Grade 5. The same will be the case for Grade 8 students, who will get new textbooks but will have studied their Grades 6 and 7 curriculum with the old textbooks.

In this context, there is a need to provide learners with academic support for their smooth transition from the old curriculum to the new curriculum through a bridge programme. The curriculum before NEP 2020 was based on a constructivist approach; hence, competency development had not been given much importance. However, NEP 2020 recommends competency-based education, and following this, competency-based teaching-learning materials, including textbooks, are currently being developed.

The idea of the bridge programme is to have a fun-filled series of activities that allow children to enjoy, interact, shed their inhibitions, speak with other students and teachers, play, and engage in simple projects (why not a treasure hunt?), etc. The purpose is to develop an interactive and playful classroom environment to set the atmosphere and prepare both teachers and students for the new syllabus, new textbooks, and new approach to learning.

Continuing this vision for the bridge programme, a six-week bridge programme has been developed for learners entering Grade 8 this year, which marks the final year of the Middle Stage. It is pedagogically essential that the old and new curriculum is bridged at this stage for paving the path of smooth learning in higher grades.

# For the Teacher

## Introduction

The Bridge Programme for Grade 8 English is designed to facilitate a smooth transition from Grade 7 to 8. Therefore, to develop the bridge course, gaps were identified based on the National Curriculum Framework for School Education 2023 (NCF-SE 2023), and accordingly the activities have been designed. We understand that language learning is a continuous process and plays a crucial role in an individual's development, both across the stages and within a single stage, thus it becomes important to bridge the gaps.

The goal of language learning is to help students understand the world around them, gain knowledge, and develop essential competencies. It also aims to enhance their ability to express thoughts and emotions, foster creativity, encourage critical thinking, and achieve language proficiency. Therefore, teaching and learning should be enriched through innovative and experiential methods.

Providing a personalised learning experience is essential to meet the diverse needs of students. Activities should be designed to enhance their competencies and draw from their real-life experiences and interests. Encouraging students to read texts of their choice and engage in discussions with peers, groups, or the teacher can further support their learning. Throughout the teaching-learning process, it is important for teachers to assess and monitor students' progress by identifying different learning levels, ensuring the appropriateness of activities, and evaluating what students have learned. Continuous assessment during instruction also helps teachers refine their teaching strategies. The goal is to create a classroom environment that is not only engaging and enjoyable but also motivating and enriching for students.

### **The objectives of this programme include:**

- a. Providing opportunities to learners to familiarise with the competency-based approach with a reduced content load.
- b. Creating a positive attitude towards English language learning through challenging and engaging activities.
- c. Preparing teachers to transact syllabus and textbooks based on new pedagogic approach integrating experiential learning, cultural rootedness, equity and inclusion and also technological concerns.

## A few suggested activities

- Role playing
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in a tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures/sketches/cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs — computer, television, video cassettes, tapes and software packages.

## Time Table

Illustrative timetable for the Middle Stage (Two Working Saturdays )							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
830-855	Assembly	Assembly	Assembly	Assembly	Assembly	830-910	Library
900-940	R1	Maths	Maths	Maths	Maths	915-955	Library
945-1025	R2	R2	R1	Maths	R1	955-1015	Snack break
1030-1045	Snack break	1020-1100	VE				
1050-1130	SS	SS	SS	SS	SS	1105-1145	Art
1135-1205	SS	Science	SS	Science	Science	1150-1230	PE
1205-1250	Lunch	Lunch	Lunch	Lunch	Lunch	1230-1300	Lunch
1250-1330	Science	Art	Science	Art	R2		
1335-1415	Science	Art	Science	Art	R3		
1420-1500	PE	VE	R3	PE	VE		
1505-1545	PE	VE	R3	PE	VE		

## Weekly Plan

Two periods are allotted to the library. Dedicated library hours will ensure that students continue to engage with a variety of books on a wide range of topics. Students can also develop their vocabulary by engaging with books from the library. A wide range of books and resources must be available in the library for students to use to develop their interest in reading and enhance their reading skills. It will help in developing language abilities.

Three periods are allocated for English as R2 each week. You may use one week for reading the text and having discussions with the students. The second week can be used for completing all the activities. Two periods in the third week may be used for writing tasks, and the third period for 'Let us Explore'.

Similarly, another set of three weeks may be used for discussing poetry and completing the activities. A lot of practice should be given to the students.

## Assessment

Students must be assessed not only for their fluency and proficiency in reading and comprehending a wide variety of texts, but also answering questions based on familiar/seen as well as unseen passages/unfamiliar text, producing a variety of written materials such as essays, letters, posters, and other creative writing pieces, oral communication in class discussions, debates, role plays and other forms of presentations. Assessment must move towards developing competencies, and creativity rather than rote learning. Continuous assessment during teaching-learning provides inputs/feedback to teacher to improve the teaching methods.

### Assessment for learning

If some students are unable to do so, then provide multiple opportunities to engage with the text.

### Assessment as learning

Provide learners with self-assessment rubrics, such as checklists, pair work, group work, etc.

Tools and techniques, such as observation, checklist, rubric and portfolio can be used as per the activity to assess the students.

## **Assessment of learning**

For holistic assessment, the assessment of learning provides an overall picture of the learning of the students.

## **Linkage with New Textbooks**

The Learning Outcomes(LOs) for Grades 6, 7 and 8 new textbooks were developed based on the Curricular Goals (CGs) and Competencies for Middle Stage English as given in NCF-SE, 2023 (see the appendix). The LOs developed for the new textbooks for Grades 6 and 7 are connected with those of Grade 8 since they are in a continuum. The student entering Grade 8 in the 2025–26 academic year will have studied the existing Grade 7 textbook but might not have been exposed to some of the LOs, which are an essential prerequisite for the student for understanding the new Grade 8 textbook. A gap analysis has been done and it was found that a few LOs related to some CGs/Competencies need to be bridged. Activities aligned with these LOs have been designed and presented here. This bridge programme also contains various ice breaking activities, which will not only help learners to acquire basic prerequisite competencies required to develop the language skills included in Grade 8 English bridge programme, but also to create a positive, vibrant and sustainable attitude among the students towards learning English.

# For the Students

Dear Students

Let us understand why this Bridge Programme is important for you and its relevance.

1. Why is this programme important for you?

This programme is important because it will help you smoothly transition from the Class VII English curriculum to that of Grade 8. It will reinforce what you have already learned and are introduced to new topics, making sure you feel confident and ready when you get the new English textbook for Grade 8. The activities will also help you improve your competencies of reading, writing, listening, speaking, and a range of vocabulary and grammar in context, which are crucial for language learning.

2. Why do you need to complete it?

You need to complete this programme to strengthen your understanding of important language functions before starting the Grade 8 English course. It will fill in any gaps in your learning and help you become familiar with the material that will be covered, so you can approach the new course with confidence and avoid any difficulties.

3. How can you seek help from your parents and teachers?

You can ask your parents to help by talking about any challenges you face while working through this course. You may discuss stories, folk tales, poems, art, and culture with them. They can guide you. You can also approach your teachers during class or after school if you need any clarification or help while doing the activities. Both your parents and teachers are there to support you, so don't hesitate to ask for help when you need it.

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

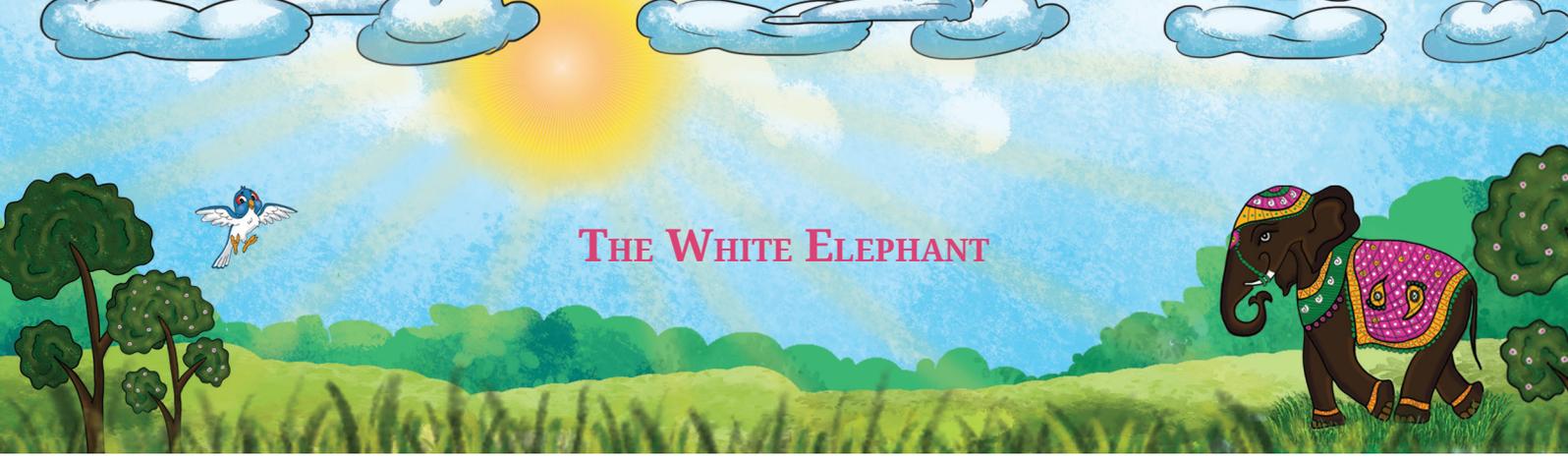
**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



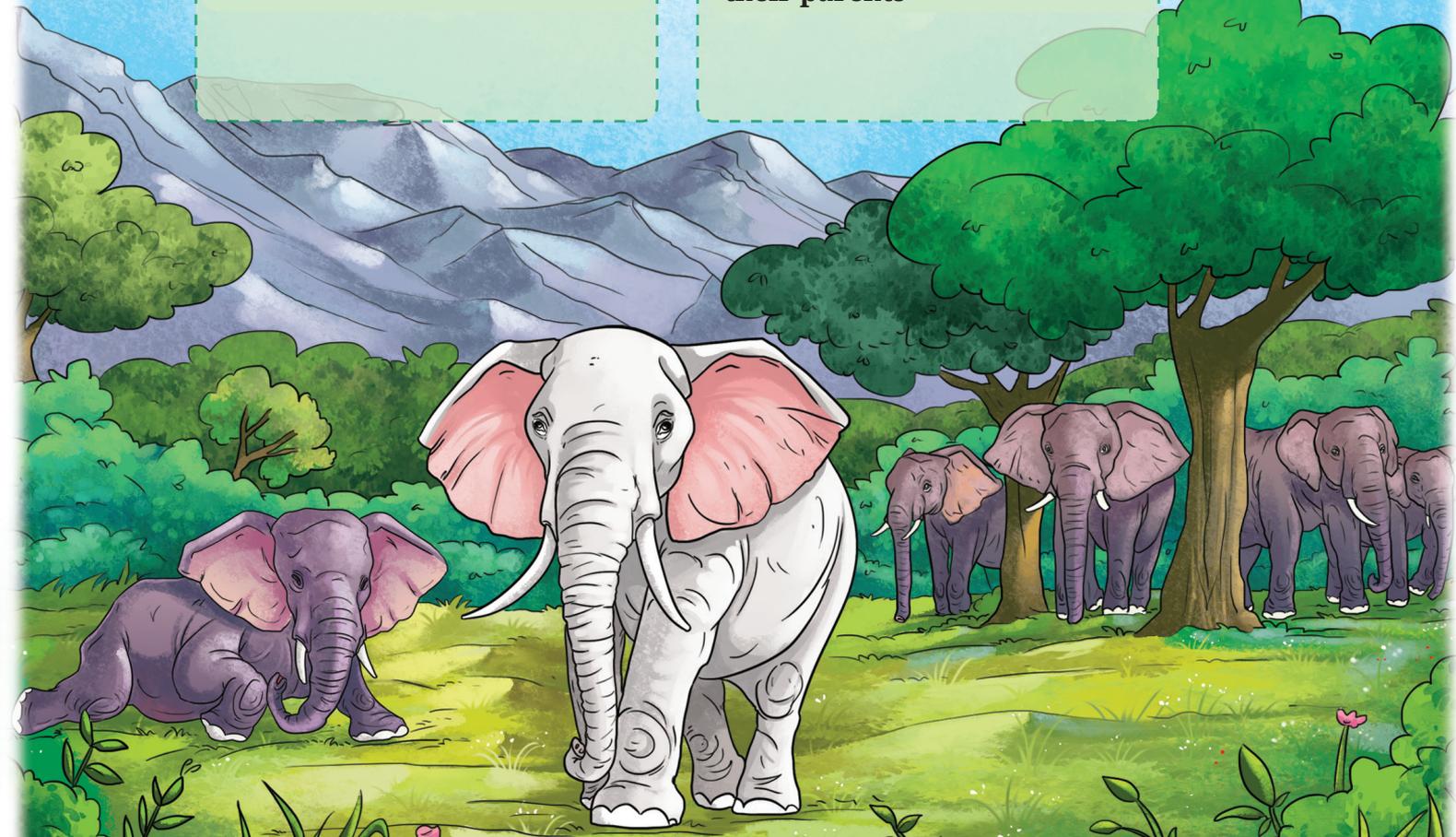
## THE WHITE ELEPHANT

Let us do these activities before we read.

1. Stories are passed down from generation to generation. Storytelling has been a part of our lives.
  - Do you like to listen to stories? If yes, why? If no, why not?
  - What kind of stories would you like to listen to?
  - Who tells you stories?
  - Do you like to narrate stories? If yes, why? If no, why not?
2. In *Jataka* and *Panchatantra* tales animals also talk to humans.
  - Do you think animals have feelings like humans?
  - How do they show love and care?
3. Discuss in pairs and complete the following.

What parents do for their children

What children should do for their parents



## Let us read

**magnificent:**  
extremely  
beautiful

**reigned:** ruled

**roamed:** moved  
about or travel  
aimlessly

**wicked:** evil or  
morally wrong

**herd:** group

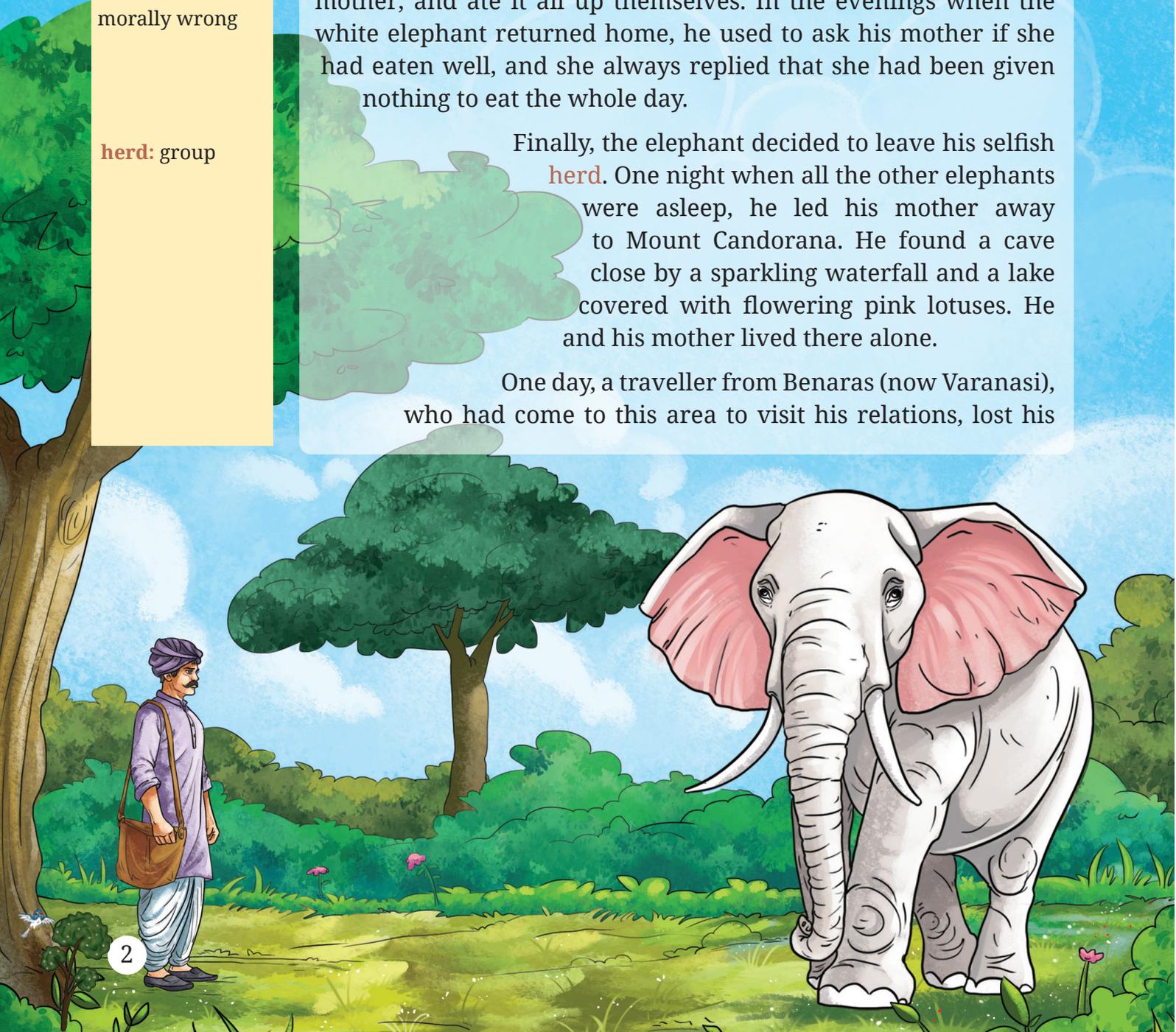
I

A **magnificent** white elephant lived near the foothills of the Himalayas. He was the king of eighty thousand elephants and **reigned** supreme over them. His only sorrow was that he had an aged and blind mother.

Everyday he **roamed** deep in the forests to gather wild fruits, and he sent the most delicious ones to his mother with his followers. But these **wicked** elephants gave none of the fruits to the elephant's mother, and ate it all up themselves. In the evenings when the white elephant returned home, he used to ask his mother if she had eaten well, and she always replied that she had been given nothing to eat the whole day.

Finally, the elephant decided to leave his selfish **herd**. One night when all the other elephants were asleep, he led his mother away to Mount Candorana. He found a cave close by a sparkling waterfall and a lake covered with flowering pink lotuses. He and his mother lived there alone.

One day, a traveller from Benaras (now Varanasi), who had come to this area to visit his relations, lost his



way and found himself near the lake. Frightened by the strange and unfamiliar surroundings, he began to **lament** and cry aloud his bad luck. The elephant, who was feeding in the lake, heard him and came out of the water. At the sight of the **massive** beast the traveller fled in fear, but the elephant went after him calling out, 'Why are you running away? Don't be afraid. I am not going to harm you. Come here and tell me why you are weeping.'

'I have lost my way, O elephant, and for the past seven days I have been wandering around in this dense forest.'

'Stop crying. I live here and I know the way out of the forest.'

The elephant lowered his trunk and lifting the man onto his back, took him out of the forest.

The traveller went on his way to Benaras. On his return he heard that King Brahmadata was looking for a royal elephant. Announcers rode about the city **proclaiming**, 'If any man knows of, or has seen an elephant fit for the king to ride, let him come forward with the information.'

The traveller in the hope of a reward, immediately went to the king. 'Your Majesty, I have just come back from the foothills of the Himalayas. Close by Mount Candorana, I saw a **splendid** white elephant, a rare beast that will be fit for Your Majesty to ride on all

**lament:** a passionate expression of grief or sorrow

**massive:** large and heavy

**proclaiming:** announce officially or publicly

**splendid:** very impressive



occasions. I have marked the way carefully. If the elephant trainers are sent with me, I am sure that we will be able to capture the animal.'

The King agreed readily, and sent his elephant trainers and a troop of soldiers with the traveller.

After a journey of many days, through paddy fields and fertile valleys, they arrived at the lake near Mount Candorana. Creeping down to the water's edge, they saw the white elephant collecting tender lotus shoots for his blind mother to eat. The elephant scented the presence of humans and looking up saw the traveller hiding behind a tree.

He thought, 'It is this ungrateful person who has led the king's men here. However I am very strong. I can scatter a thousand elephants. Doubtless, I will be able to **rout** these **puny** men. But in doing so, I may wound or kill several. I do not want to harm them. Let them take me to the king, and I shall then ask to be set free.'

When the elephant trainers went down to the lake, the elephant allowed himself to be led away by his long silvery trunk.

**rout:** a decisive defeat

**puny:** small and weak

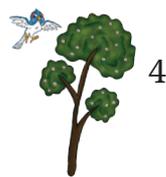
### Let us discuss

I State which of the following sentences are true.

1. The white elephant lived near the foothills of the Himalayas.
2. The white elephant was the leader of a hundred thousand elephants.
3. The elephant's mother was blind and dependent on him.
4. His followers always brought food for his mother.
5. A traveller lost his way and wandered in the forest for seven days.
6. The elephant chased the traveller away from the lake.
7. There was an announcement to look for a royal elephant.
8. The traveller told the king about the white elephant for a reward.

II What do you think will happen to the white elephant after he allows himself to be taken to the king?

III How do you think the white elephant's blind mother will react when she realises her son is missing?



## II

The elephant's blind mother waited in vain for her son when it was evening. She had heard the noise made by the king's men and realised that they had taken her son away.

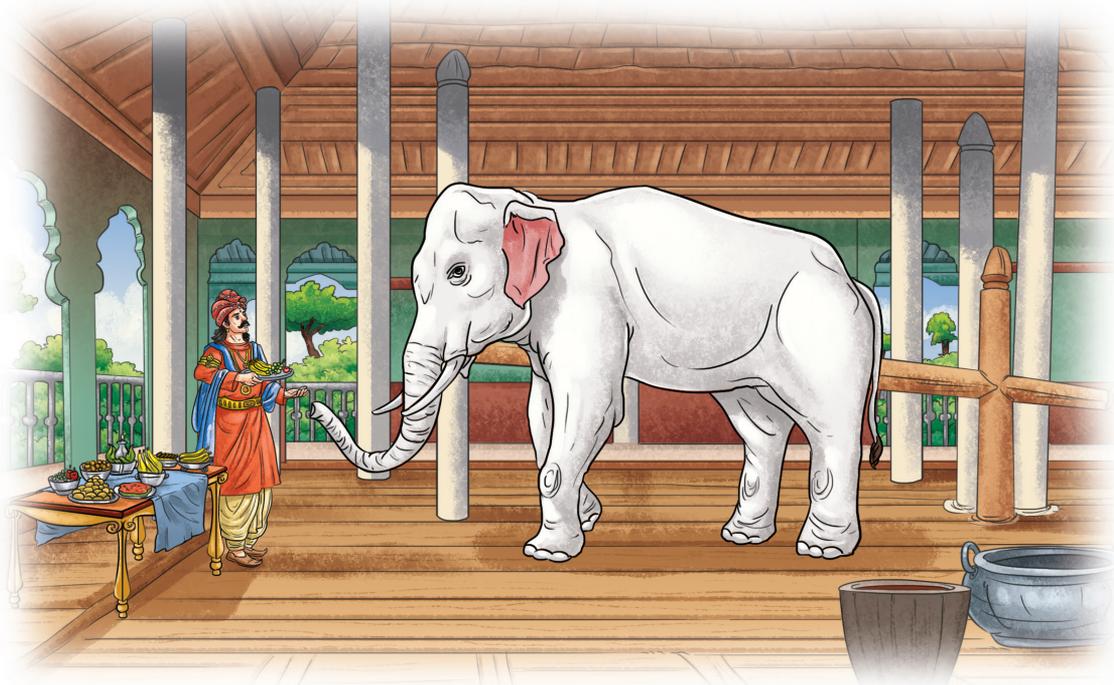
She began to weep most bitterly, 'What am I to do now that my son has gone? Who will care for me, blind and old that I am? My son is such a fine and noble animal. I am sure some king has taken him away to ride him into battle. Then he will be killed, and I will never see him again.'

The poor old elephant lay down in the cave, mourning for her lost son.

In the meantime the white elephant had been brought to Benaras. The whole city was decorated in honour of the king's new royal elephant. The trainers led him into a stable decorated with garlands of fragrant flowers, and surrounded him with a finely painted screen. All sorts of **tempting** food was given to him to eat, but the elephant refused it all. In despair the trainers went to the king. 'Your Majesty, the white elephant will not eat. He refuses everything that is put before him. He will **pine away** and die without any nourishment. What are we to do?'

**tempting:**  
appealing to  
or attracting  
someone

**pine away  
(idiom):** to  
become very  
sick or thin due  
to grief or loss



The king went himself to the elephant's stable and offered him food from the royal table. 'Come eat, great elephant. Why do you sorrow? Are you not proud that you have been chosen to serve your king?'

The elephant turned away his head and replied, 'Your Majesty, I will eat nothing until I am restored to my mother.'

'Where is your mother, O elephant?'

'She is at Mount Candorana. She is old and blind, and must be in great difficulty now that she is alone. Without someone to feed and care for her, she will surely die.'

The king was deeply touched by the elephant's concern for his mother, and decided to set him free. 'Go back to your mother, great elephant. Continue to look after her as you have done in the past.'

So the elephant went back to Mount Candorana. He entered the cave and was overjoyed to find that his mother was still alive. Filling his trunk with water from the waterfall, he sprinkled it gently over her. The blind elephant thought it was raining and cried out, 'How does this rain fall out of season? What danger is near? Alas if only my son were here, he would protect me.'



The elephant went closer and falling to his knees, **tenderly** caressed his mother. She realised that it was her son, and began to trumpet with happiness, ‘It’s you, isn’t it?’ she sobbed.

‘Rise up, mother. Do not lie here in misery anymore. Your son has returned to you, freed by the graciousness of King Brahmadata of Benaras.’

The elephant’s mother was full of praise for the king. ‘Long live King Brahmadata. May he ever reign in peace and **prosperity**. The gods will shower blessings on him for his goodness in sending my son back to me.’

The elephant and his mother lived on near the lotus-filled lake, and he cared tenderly for her as long as she lived. When the white elephant himself passed away, the king **erected** a stone image of him by the side of the lake. Every year an Elephant Festival was held there, and the king and his subjects honoured the memory of the noble animal.

A JATAKA TALE

### Let us discuss

Complete the cause and effect table related to Part II of the story.

Cause	Effect
The blind mother realised her son was missing.	1.
2.	The trainers became worried and informed the king.
3.	The king understood the depth of the elephant’s love and concern.
The king was deeply moved by the elephant’s love for his mother.	4.

### Let us think and reflect



- I. Read the given extracts and answer the questions that follow.
  1. *At the sight of the massive beast the traveller fled in fear, but the elephant went after him calling out, “Why are you running away? Don’t be afraid. I am not going to harm you. Come here and tell me why you are weeping.”*

**tenderly:** with kindness

**prosperity:** the condition of being successful

**erected:** put together and set upright



*“I have lost my way, O elephant, and for the past seven days I have been wandering around in this dense forest.”*

*“Stop crying. I live here and I know the way out of the forest.”*

- (i) Complete the following sentence with a suitable reason.

The traveller ran at the sight of the elephant because \_\_\_\_.

- (ii) What does the elephant’s response to the traveller tell us about his nature?

- A. Kind and helpful
- B. Truthful and honest
- C. Beautiful and strong
- D. Gentle and loyal

- (iii) What was the trouble that the traveller had been facing?

- (iv) Fill in the blank with the correct option from those given in the brackets.

The line, “Stop crying. I live here and I know the way out” shows the elephant’s \_\_\_\_ ( excitement and hurry/confidence and willingness) to help the traveller without hesitation.



- II. *The king went himself to the elephant’s stable and offered him food from the royal table. “Come eat, great elephant. Why do you sorrow? Are you not proud that you have been chosen to serve your king?”*

*The elephant turned away his head and replied, “Your Majesty, I will eat nothing until I am restored to my mother.”*

- (i) Fill in the blank with the correct option from those given in the brackets.

Offering the food from the royal table was a mark of the king’s \_\_\_\_ (respect/power) for the elephant.

- (ii) Complete the following sentence with a suitable reason.

The elephant refused to eat because he \_\_\_\_\_.

- (iii) Why did the king go to the stable himself?

- A. To display his strength
- B. To give a gift to the elephant
- C. To grant permission
- D. To persuade the elephant

- (iv) What does the elephant’s response reveal about his feelings?

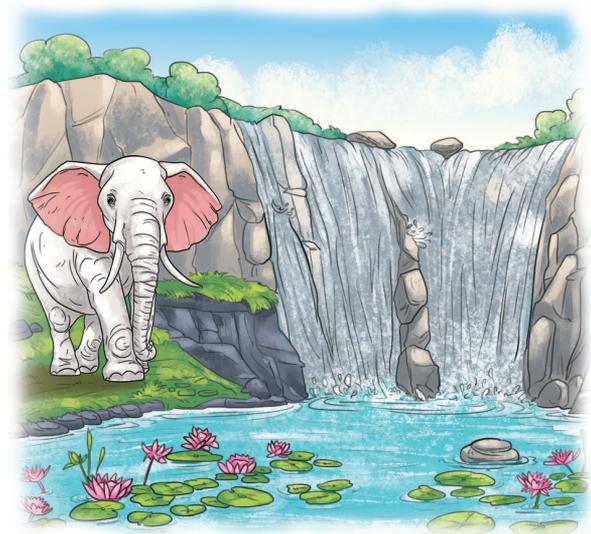
### III. Answer the following questions.

1. How did the traveller betray the elephant, and what does it reveal about him?
2. What do you think about the white elephant's decision to leave his herd?
3. Why did the white elephant allow himself to be captured?
4. How did the wicked elephants behave, and what does it say about them?
5. Why is the elephant's devotion to his mother important for the story?
6. What does the king's decision to free the elephant reveal about his character?
7. What qualities of the white elephant make him a noble character?
8. Why did the king erect a stone image of the white elephant?
9. Was the king right in wanting to have a wild animal serve him? Explain.
10. What does this story teach us about responsibility and caring for family?

### Let us learn

#### I. Here are some word pairs. Match the words to their meanings.

1. lake - waterfall
  - (i) Water falling from a mountain or hill
  - (ii) Large area of water surrounded by land
2. sorrow - mourn
  - (i) A feeling of deep sadness
  - (ii) Expressing grief, especially for a loss
3. trainer - caretaker
  - (i) Someone who disciplines animals
  - (ii) Someone who takes care of animals
4. frightened - terrified
  - (i) Mild fear
  - (ii) Extreme fear
5. sprinkle - pour
  - (i) To scatter small drops or particles
  - (ii) To flow rapidly



## II. Fill in the blanks with the correct words from the given word pairs.

1. The little boy felt deep \_\_\_\_\_ when his pet was ill, and he continued to \_\_\_\_\_ for days, missing its cheerful chirping. (sorrow/mourn)
2. The family went boating in a \_\_\_\_\_ and enjoyed looking at the beautiful \_\_\_\_\_ nearby. (lake/waterfall)
3. The mahout took good \_\_\_\_\_ of the baby elephant, while the visitors watched with \_\_\_\_\_, hoping it would stay happy. (care/concern)
4. At the farm, the \_\_\_\_\_ taught the dogs to perform tricks, but it was the \_\_\_\_\_ who ensured they were well-fed and comfortable. (caretaker/trainer)
5. When she heard a sudden noise in the dark, she felt \_\_\_\_\_, but when she saw the shadow moving toward her, she became completely \_\_\_\_\_. (terrified/frightened)
6. The baker \_\_\_\_\_ a little sugar on the cake for decoration, but accidentally \_\_\_\_\_ too much syrup, making it too sweet. (sprinkled/poured)

III. A **homonym** is a word that has the same spelling or pronunciation as another word but has a different meaning. Read the following words from the text.

1. spring – a source of water/to jump suddenly
2. trunk – nose of an elephant/a large box or chest for storage
3. bear – a large animal found in cold regions/to endure
4. fine – a penalty or fee for breaking a rule/high-quality
5. stable – a place where animals are kept/steady

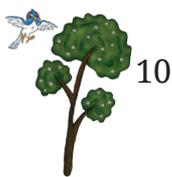
Now, write two different sentences using each homonym correctly.

## IV. Read the following phrases from the text.

cry aloud    shed tears    pine away

These words in the phrase come together and are said to collocate.

**Collocation** is the way words combine in a language to produce natural-sounding speech and writing. Certain words naturally go together, forming common expressions that make language more fluent and meaningful.



V. Fill in the blanks with the appropriate words in the brackets that collocate correctly.

1. It is important to \_\_\_\_\_ (give/pay) attention when the teacher is explaining new concepts.
2. We need to \_\_\_\_\_ (make/take) a decision about our holiday plans soon.
3. He finally gathered courage to \_\_\_\_\_ (make/take) a chance and try skydiving.
4. She had to \_\_\_\_\_ (break/tell) the news to her parents about winning the first prize.
5. My uncle wanted to \_\_\_\_\_ (make/run) a business after retiring.

VI. The story uses adjectives like 'magnificent' and 'noble'. Locate these sentences in the story and choose the adjective from the options for the sentences. One example has been done for you.

dense weary luxurious compassionate breathtaking enormous

1. The elephant was a **big** creature. (an enormous)
2. The king had a **nice** palace.
3. The trainers led the elephant to a **beautiful** stable.
4. The elephant had a **good** heart and cared for his mother.
5. The traveller was **tired** after wandering for seven days.
6. The traveller had been wandering around in the **thick** forest.

VII. Create as many words as possible from the following words from the text. One example has been done for you.

SURROUNDINGS - sound, round, sing, ground, rings, runs, dug, sun, rind, sour, nod, sir, grind, undo, rug, etc.

1. MAGNIFICENT
2. FRAGRANT
3. SPARKLING
4. PROCLAIMING

VIII. Read the following sentence from the text.

*She **had heard** the noise made by the king's men and **realised** that they **had taken** her son away.*



**Past Perfect Tense** (had + past participle) is used to show the sequence of two completed actions in the past—one occurring before the other. The earlier action is expressed in the past perfect tense, while the more recent action is in the simple past tense.

For example:

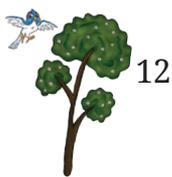
- When she **returned** home, her brother **had completed** watching the film.
- By the time I **reached** the function, the guests **had** already **finished** their meals.

Now, fill in the blanks with the simple past and past perfect form of the verbs given in the brackets.

1. She \_\_\_\_\_ (complete) her homework before her parents \_\_\_\_\_ (return) home from work.
  2. After they \_\_\_\_\_ (eat) dinner, they \_\_\_\_\_ (go) for a long walk in the park.
  3. I \_\_\_\_\_ (read) the book before I \_\_\_\_\_ (see) the movie based on it.
  4. By the time the farmer \_\_\_\_\_ (arrive), the birds \_\_\_\_\_ (eat) the corn.
  5. She \_\_\_\_\_ (practise) for months before she \_\_\_\_\_ (perform) on the stage.
- IX. Fill in the blanks choosing the most appropriate words from the options given below.

One chilly morning, Renuka 1. \_\_\_\_\_ along the forest trail, enjoying the clean air. She 2. \_\_\_\_\_ for nearly an hour when she suddenly realised she 3. \_\_\_\_\_ her way. Panic 4. \_\_\_\_\_, but she quickly calmed herself. She 5. \_\_\_\_\_ this trail many times before, yet she 6. \_\_\_\_\_ so lost.

- (i) walk, was walking, had walked, has been walking
- (ii) walked, was walking, had walked, had been walking
- (iii) lost, was losing, had lost, had been losing
- (iv) set in, was setting in, had set in, had been setting in
- (v) had taken, took, was taking, had been taking
- (vi) never felt, had never felt, was never feeling



X. Read the highlighted words in the following sentences:

- The white elephant **would** carry the traveller on his back.
- The elephant **would** roam the forest everyday to collect food.
- The elephant **used to** wander through forests, but this time he got lost.
- The white elephant **used to** live peacefully with his mother.

‘Would’ is used to describe repeated action or situation that no longer happen, while ‘used to’ describes any action or situation that continued for a period of time in the past. ‘Would’ is mostly used in formal contexts.

For example:

- Rajni used to play a lot of cricket. (not ‘would’)
- I used to swim regularly. (not ‘would’)

Now, find out more examples of the usage of ‘would’ from the text.

XI. Fill in the blanks with suitable verbs in the box given below.

had planned    was    moved    used to spend    completed  
had...dreamed    used to live    felt

When we 1. \_\_\_\_\_ to our new house, I 2. \_\_\_\_\_ excited because I 3. \_\_\_\_\_ always \_\_\_\_\_ of having a big backyard. We 4. \_\_\_\_\_ in a small apartment, so having space to play 5. \_\_\_\_\_ amazing. My brother and I 6. \_\_\_\_\_ to build a treehouse, and by the end of summer, we finally 7. \_\_\_\_\_ it. We 8. \_\_\_\_\_ hours playing there, creating wonderful memories.

XII. Read the highlighted phrase in the following sentence from the text.

“It’s you, **isn’t it?**”, she sobbed.

The highlighted phrase is used by the mother to confirm her son’s presence. The short questions added to the end of a statement to confirm information, seek agreement, or encourage a response are called **Question tags**.

- An affirmative statement is connected to a negative question tag.

If the main sentence is positive, the question tag is usually negative.

Example: She **can** bring the decorations for the party, **can’t she?**



- A negative statement is connected to an affirmative question tag.

If the main sentence is negative, the question tag is usually positive.

Example: You don't like ice cream, **do you?**

Now, fill in the blanks with the correct question tags.

1. The train was late, \_\_\_\_\_ ?
2. He can't swim, \_\_\_\_\_ ?
3. They have already left, \_\_\_\_\_ ?
4. You haven't seen that movie, \_\_\_\_\_ ?
5. It's a beautiful day, \_\_\_\_\_ ?
6. We are meeting tomorrow, \_\_\_\_\_ ?

### Let us listen

I. You will listen to a story about Tara and her grandmother. As you listen, answer the questions below with exact one to three words you hear. (The transcript for the teacher is on page 36)

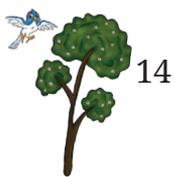
1. When does Tara hear a story?
2. Give any two examples of the stories told by grandmother.
3. From whom did Tara's grandmother learn stories?
4. What does Tara call the stories?
5. What does the grandmother say stories are meant to do?
6. What is the law of the story kingdom, according to grandmother?

II. Discuss in groups.

1. Do you agree with the grandmother's perspective that stories are meant to be told? If yes, why? If no, why not?
2. What do you think Tara might learn from sharing her stories with her friends?

### Let us speak

Work in groups of four. Take turns to talk about an experience that taught you something important.



Each participant in the group may choose **one** of the following topics.

- Helping someone in need
- Making a difficult decision
- Taking responsibility for something
- Overcoming a challenge
- Trusting someone
- Giving up something for a greater cause



### Guidelines for Your Talk

#### 1. Introduction

- Greet your group members.
- Introduce yourself.
- Give a brief outline of what you are going to talk about.

Example: *Today, I'm going to share about my experience of...*

#### 2. Setting the Context

- When did this happen?
- Where were you?
- Why did you make this choice?

Example: *I felt it was the right thing to do.../I had to make a decision because...*

#### 3. Description of the Experience

- What happened?
- How did you feel before and during the experience? (Excited? Nervous? Worried? Confident?)
- What challenges did you face?

Example : *I didn't expect.../It was harder than I thought because...*

#### 4. Thoughts on the Experience

- What did you learn from this experience?
- Example: *I realised that.../It taught me the value of...*
- How do you feel about it now? Would you do it again?



Remember:

- Each speaker should take 1–2 minutes to share their experience.
- Be expressive, listen actively when others speak, and encourage each other.

## Let us write

I. Describe the picture in your own words.



II. You recently visited a fair and had the opportunity to see an elephant there. Write a letter to your grandmother detailing your visit, what you felt when you saw the elephant and other sights.

You may write your letter using the following guidelines.

Paragraph 1: Introduction

- Hope this letter finds you...
- I would like to share my experience at the village fair...

Paragraph 2: Body of the letter

- This was my first ever visit to a fair and it was...
- I thoroughly enjoyed it...
- Firstly,...
- Next,...
- Moreover...

### Paragraph 3: Conclusion

- I hope you liked...
- I am eagerly awaiting...

III. Have you ever dreamed of being a writer? Remember, the best stories come from your imagination. Don't be afraid to be creative and have fun with your writing! Create your own short story by using the guidelines given below.

1. Decide where and when your story takes place. Is it in a bustling city, a quiet village, or perhaps a magical forest? It can even be in an underwater castle or a faraway planet.
2. What is your story about? Who is the main character? What do they look like, and what are their dreams or challenges?
3. Every good story has a problem that needs to be solved. What challenge does your main character face?
4. How does your character overcome the problem? Do they learn something new, make a new friend, or discover a hidden treasure?
5. Wrap up your story by showing how the character has changed or what they have learned.

## Let us explore

### I. Dumb Charades

Try to act out the characters in the story 'The White Elephant' in front of your class. Instead of using dialogues, express emotions and actions through gestures, facial expressions, and body movements to convey the story effectively. Gestures, facial expressions, and body movements make stories come alive, helping everyone see and feel what's happening! So, get ready to jump, wave, frown, grin, and act it out—because storytelling isn't just about words, it's about how you bring them to life!

For example, for the elephant, show that your character is big, huge, with long tusks. In addition, you can enact characters you have learnt in other classes too.



- II. Work in groups of four. Step into the shoes of the different characters of the story—the white elephant, the king, the blind mother and the traveller. Enact scenes from the play after discussing these questions with the rest of the group.
1. Why does the elephant care so deeply for his blind mother?
  2. In what ways does the mother sense her son’s presence and absence?
  3. In what ways does the elephant change through the story? Do you think he would trust another human again?
  4. Why does the traveller betray the white elephant?
- III. Write a short script together, expressing each character’s motives and emotions. You can change the story and bring an alternative ending to it as well. Practise your scene and bring it to life in front of the class with enthusiasm!
- IV. World Storytelling Day is celebrated on March 20. It celebrates the art of oral storytelling dedicated to sharing stories in diverse languages and forms, including oral narration, music, visuals and drama. Each year, the celebration follows a specific theme for storytelling. In 2024, the theme was ‘Building Bridges.’
- Find out more about it. Tell stories to your classmates in any language that you like.

## CLOUDPLAY

### Let us do these activities before we read.

- I. Write the words you associate with clouds and share the reason of choosing those words with your classmates and the teacher.
- II. Clouds make patterns up in the sky. What patterns have you noticed? What does it make you feel? Share the details with your classmates and the teacher.



- III. Read the given paragraph and match the highlighted words with their meanings given in the box below.

clap loudly      shaping      twists around      small area  
move slowly in any direction      smiling broadly

Whenever I go to the park on windy days, I see children **1. moulding** paper to create their model airplanes. Each of them stands on their own **2. patch** of ground and I see them **3. grinning**, proudly, watching their planes fly high. The wind **4. swirls** the planes, making them float gracefully through the air. Sometimes a crowd gathers nearby and begins to **5. applaud** as some of the planes dive while the others just **6. drift slowly**.

## Let us read

Everyday nightly, the clouds get together.  
They all float with ease since they're light as a feather.

They form into shapes, like a man molding clay,  
And they laugh at each other because that's how they play.

The wind swirls around and it sets them off spinning,  
While the moon keeps an eye on them, constantly grinning.

And the stars start to twinkle and whistle a tune,  
Which never gets old for the ocean and moon.

The waves applaud loudly by crashing the shore,  
While the trees grow up higher to listen some more.

If you wander outside and you look up by chance,  
You may catch the clouds in the midst of their dance.

But you have to be quick because clouds move along,  
And they float through the sky at the end of the song.

They drift all directions, this way and that,  
The fluffy clouds, droopy clouds, skinny and fat.

And when each of them settles in its own patch of sky,  
They're sad that it's over, and some of them cry.

A tear from a cloud is not like yours or mine.  
It falls from the sky in a very straight line.

It wets all the grass and it splashes the lakes.  
And the animals love all the sounds that it makes.

We know those tears by their other name-rain.  
(If you ask me, that word is entirely too plain.)

So remember, the next time the clouds cry at night,  
The dance is now over and it's time to sleep tight!

**DANIEL ERRICO**

## Let us discuss

- I. Match the main ideas 1–13 given below to each **couplet** of the poem. A couplet is a pair of lines of poetry of equal length, one after the other.
1. The clouds move quickly across the sky, floating away as the song ends.
  2. Every night, the clouds gather and float together in the sky.
  3. The rain is known as the clouds' tears, though the poet finds the word 'rain' too simple.
  4. The wind spins the clouds, while the moon watches over them smiling.
  5. The rain nourishes the earth by splashing on it and creates sounds that animals enjoy.
  6. The clouds drift in all directions, in various shapes.
  7. The clouds shape themselves into different forms and playfully laugh at each other.
  8. After their dance, the clouds settle into their own parts of the sky, feeling sad and shedding tears.
  9. The stars twinkle and whistle a tune that delights both the ocean and the moon.
  10. When the clouds cry at night, it signals the end of their dance and time for rest.
  11. The clouds' tears are different from human tears, falling in a straight line.
  12. The waves crash on the shore, clapping, while the trees grow taller to listen.
  13. If you happen to look up, you might catch the clouds in the middle of their playful dance.
- II. Answer the following questions correctly.
1. Who do you think is the speaker in the poem? Does the speaker's view about clouds make you like them?
  2. Identify the true statement from (i) and (ii) given below.
    - (i) The poem is structured in the form of couplets.
    - (ii) The poem is made up of four-line stanzas (quatrains).



3. Fill in the blank by choosing from the options given in the brackets.  
The tone of the poem shifts from \_\_\_\_\_ to \_\_\_\_\_ (playful; thoughtful / calm; excited)
4. The clouds are given human-like qualities in the poem as they dance and shed tears. This is called **personification**.  
Share other examples of personification from the poem.
5. Identify three examples of **alliteration** in the poem. Does such alliteration create a sense of musical rhythm or a quiet mood?
6. Select any four phrases or lines from the poem that make the scenes described easy to imagine.  
Such mind pictures are called **imagery**.
7. Identify two examples of **simile** in the poem and state what is being compared and the common quality in each.
8. Complete the paragraph by unjumbling the scrambled words.  
The line 'You may catch the clouds in the midst of their dance' contains a **metaphor**. The clouds are compared to SCRDEAN, suggesting that they are moving gracefully and playfully, as if giving a MNNEEOARRPFC.

### Let us think and reflect

- I. Read the extract given below and answer the questions that follow.
  1. *They drift all directions, this way and that,  
The fluffy clouds, droopy clouds, skinny and fat.  
And when each of them settles in its own patch of sky,  
They're sad that it's over, and some of them cry.*
    - (i) Complete the following sentence with a suitable reason.  
We can refer to the clouds as excited or restless because \_\_\_\_\_.
    - (ii) State two examples of contrasting descriptions from the extract.
    - (iii) Complete the sentence with the correct option.  
The word 'settles' in the line 'And when each of them settles in its own patch of sky' refers to \_\_\_\_\_.
      - A. joins other clouds
      - B. grows bigger
      - C. stops moving
      - D. fades into the sky



(iv) What might be the most likely reason for the sadness of the clouds?

II. Answer the following questions

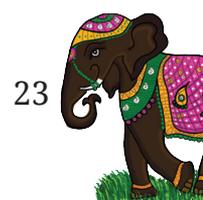
1. How do the wind, moon, and stars contribute to the playful atmosphere in the poem?
2. How does the poet explain the difference between a human tear and a cloud's 'tear'?
3. Give any one reason why the poet feels that the name 'rain' is too simple?
4. Why is the title 'Cloudplay' suitable for the poem?
5. How does the exclamation mark at the end of the poem affect its impact?

**Let us learn**

I. Complete the crossword using words of Nature from the poem that match with their actions. An example has been done for you.

2 W										
A			6			M	A		S	
V										
E			3				7T			
S		4 C							5	
1		E		N						I
							S			

Example: 2.Crashed to the shore – Waves



**Across**

1. roared in a storm
2. blew forcefully
4. floated up above
6. roamed around

**Down**

3. glimmered up in the sky
5. poured heavily
7. swayed from left to right

Now, complete the following paragraph using suitable phrases from the crossword example and clues.

On a stormy evening, I stood by the beach and watched the waves as they (i) \_\_\_\_\_. The wind (ii) \_\_\_\_\_, making it difficult to stand still. The clouds (iii) \_\_\_\_\_, drifting in the sky like soft cotton. The trees along the shoreline (iv) \_\_\_\_\_, their branches bending with the force of the wind. Suddenly, the rain (v) \_\_\_\_\_, soaking everything in minutes.

You may continue the description by adding sentences using the remaining phrases.

- II. The phrase ‘this way and that’ in the line ‘They drift all directions, this way and that’ has a word and a phrase paired together in a fixed manner by using ‘and.’ Such expressions are called **binomials**.

**Binomials** are pairs of words or phrases that are commonly used together and are connected by a word like ‘and’ or ‘or’. These word pairs often express ideas or actions that are closely related or commonly seen together. Example: this or that; day and night

Now, identify which of the following expressions are binomials and use them correctly to complete the paragraph that follows.

black and white  
cool or warm  
here and there

soft and colourful  
lemon and masala  
salt and pepper

sweet or sour  
all and around  
red and blue

As I walked through the kitchen, I noticed a plate of freshly cut salad there. I decided to add a little 1. \_\_\_\_\_ for flavour. Then I thought about whether to enjoy the salad with something 2. \_\_\_\_\_ to drink. I looked around to see if anyone else was in the kitchen, but everyone was 3. \_\_\_\_\_. I couldn't decide if I wanted the 4. \_\_\_\_\_ bowl for the salad or a plain one. In the end, I chose the plain one for its simplicity.

### Let us listen

- I. You will listen to a talk about rain. As you listen, match the types of rain fall in column 1 with the effects on Nature, given in column 2. (Transcript for the teacher on pg.37)

Column 1	Column 2
(i) Light Rain fall	A. Damages plants, water bodies, and buildings
(ii) Heavy Rain fall	B. Helps maintain healthy greenery
(iii) Acid Rain fall	C. Fills rivers but can cause flooding and damage

- II. You will listen to the talk once again. As you listen, complete the following sentences with the exact **one word** you listen to.
- Rain is refreshing when it falls \_\_\_\_\_.
  - When it rains heavily, the size of the raindrops is \_\_\_\_\_.
  - Rain can destroy plants and buildings when water vapour gets mixed with \_\_\_\_\_.



**Let us speak**

I. Work in pairs. Observe the two pictures of rainy-day scenes and identify the similarities and differences between the two scenes. Each person chooses to list either similarities or differences.



1.



2.

II. Share your findings with each other and add more observations to each other’s list, if needed.

III. Now, take turns and use the given sentence prompts to express the similarities and differences by referring to your lists.

Sentence prompts for similarities	Sentence prompts for differences
<ul style="list-style-type: none"> <li>• Both scenes show/depict...</li> <li>• In both pictures, we can see...</li> <li>• Like in picture 1, picture 2 also has...</li> <li>• The common factor in both pictures is...</li> <li>• Just as picture 1 has ..., similarly picture 2 has ...</li> <li>• One clear similarity between the pictures 1 and 2 is ...</li> </ul>	<ul style="list-style-type: none"> <li>• Unlike picture 1, picture 2 has...</li> <li>• In contrast to picture 1, picture 2 shows...</li> <li>• While picture 1 or 2 shows... , picture 2 or 1 shows...</li> <li>• While picture 1 is..., picture 2 is...</li> <li>• Compared to picture 1, picture 2 has...</li> <li>• Picture 1 is ..., on the other hand, picture 2 is ...</li> </ul>

IV. Exchange your lists and take turns again to begin expressing similarities and differences.

## Let us write

Write a formal letter to the Municipal Corporation suggesting an awareness drive on rainwater harvesting in schools and other educational institutions. In your letter, explain the importance of rainwater harvesting for sustainable water management, and encourage the Corporation to organise workshops, campaigns, and seminars in educational institutions to spread awareness among students and staff.

You may create the letter this way:

..... (your address)

..... (date)

The Commissioner

Municipal Corporation

..... (address)

Subject: ..... (Request)

Respected Madam/Sir,

Body of the letter:

- Maintain a formal and respectful tone.
- Explain the environmental benefits of rainwater harvesting.
- Suggest specific activities to raise awareness in schools and institutions.
- Emphasise the role of education in developing responsible citizens for a sustainable future.

Yours sincerely,

..... (your name)



## Let us explore

I. A **palindrome** is a word, sentence or number that can be read the same forwards and backwards.

Some examples are:

Word: eye, Malayalam, racecar, noon, level...

Sentence: Was it a car or a cat I saw?...

Numbers: 1221, 971747747179,...

1. Circle the words that are palindromes.

civic, table, radar, apple, noon, mirror, level, pencil, kayak, school

2. Rearrange the following words to create a palindrome phrase.

canal / A / plan / a / Panama / a / man / a

3. Now, make some palindrome words/sentences of your own?

II. Do you know that humans can cause rain too?

**Cloud seeding** is a way to make rain happen when it's needed. Scientists use this technique to help create more rainfall by adding special substances into clouds.

Cloud seeding can be done in different ways, such as by using airplanes, machines on the ground, or sometimes even rockets.

However, experts say that cloud seeding is not a long-term solution and that it is important to also work on solving the main problems causing weather changes.



III. An **acrostic** is a poem whose first letters of each line spell out a specific word only or lines, while reading vertically.

For example:

1	2
<b>C</b> alm and soft, drifting free,	<b>C</b> osmic
<b>L</b> ifting the spirits for all to see.	<b>L</b> ight
<b>O</b> verhead, they wander and roam,	<b>O</b> asis
<b>U</b> nveiling secrets of the heavenly home.	<b>U</b> plifted
<b>D</b> ancing in patterns, they bring rain home.	<b>D</b> eightfully

Now, create an acrostic poem on RAIN.



## A RUPEE GOES A LONG WAY

### READ AND ENJOY



Ranji had a one-rupee coin. He'd had it since morning, and now it was afternoon, and that was far too long to keep a rupee. It was time he spent the money, or some of it, or perhaps most of it.

Ranji had made a list in his head of all the things he wanted to buy and all the things he wanted to eat. But he knew that with only one rupee in his pocket the list would not get shorter. His tummy, he decided, should be given first choice. So, he made his way to the Jumna Sweet Shop, tossed the coin on the counter, and asked for a rupee's worth of *jalebi*—those spangled, golden sweets made of flour and sugar that are so popular in India.

The shopkeeper picked up the coin, looked at it carefully, and set it back on the counter. 'That coin's no good,' he said.

'Are you sure?' Ranji asked.

'Look,' said the shopkeeper, holding up the coin. 'It's got England's King George on one side. These coins went out of use long ago. If it was one of the older ones—like Queen Victoria's made of silver—it would be worth something for the silver, much more than a rupee. But this isn't a silver rupee. So, you see, it isn't old enough to be valuable, and it isn't new enough to buy anything.'



Ranji looked from the coin to the shopkeeper then to the chains of hot jalebis sizzling in a pan. He shrugged, took the coin back, and turned onto the road. There seemed to be nothing more he could do.

Ranji wandered through the bazaar. He gazed after the passing balloon man, whose long pole was hung with balloons of various colours. At only twenty paise each, he could have had five for a rupee, but he didn't have any more change.

He was watching some boys playing marbles and wondering whether he should join them, when he heard a familiar voice from behind him. ‘Where are you going, Ranji?’

It was Mohinder Singh, Ranji’s friend. Mohinder’s turban was too big for his head and almost fell over his eyes. In one hand he held a home-made fishing rod, complete with hook and line.

‘I’m not going anywhere,’ said Ranji. ‘Where are you going?’

‘I’m not going, I’ve been’, Mohinder said. ‘I was fishing in the canal all morning’.

Ranji stared at the fishing rod. “Will you lend it to me?” he asked.

‘You’ll only lose it or break it,’ Mohinder said. ‘But I don’t mind selling it to you. Two rupees. Is that too much?’

‘I’ve got one rupee,’ said Ranji, showing his coin. ‘But it’s an old one. The sweet-seller would not take it’.

‘Please let me see it,’ said Mohinder.

He took the coin and looked it over as though he knew all about coins. ‘Hmmm... I don’t suppose it’s worth much, but my uncle collects old coins. Give it to me and I’ll give you the rod’.

‘All right,’ said Ranji, only too happy to make the exchange.

He took the fishing rod, waved goodbye to Mohinder, and set off. Soon he was on the main road leading out of town.



After sometime a truck came along. It was on its way to the quarries near the river bed, where it would be loaded with limestone. Ranji knew the driver and waved and shouted to him until he stopped.

‘Will you take me to the river?’ Ranji asked. ‘I’m going fishing’.

There was already someone sitting in front with the driver. ‘Climb up in the back,’ he said. ‘And don’t lean over the side.’

Ranji climbed onto the back of the open truck. Soon he was watching the road slide away from him. They sped past bullock carts, cyclists and a long line of camels. Motorists honked their horns as dust from the truck whirled up in front of them.

Soon the truck stopped near the river bed. Ranji got down, thanked the driver, and began walking along the bank. It was the dry season, and the river was just a shallow, muddy stream. Ranji walked up and down without finding water deep enough for the smallest of the fish.

‘No wonder Mohinder let me have his rod,’ he muttered. And with a shrug he turned back towards the town.

It was a long, hot walk back to the bazaar. Ranji walked slowly along the dusky road, swiping at bushes with his fishing rod. There were ripe mangoes on the trees, and Ranji tried to get at a few of them with the tip of the rod, but they were well out of reach. The sight of all those mangoes made his mouth water, and he thought again of the jalebis that he hadn’t been able to buy.

He had reached a few scattered houses when he saw a barefoot boy playing a flute. In the stillness of the warm afternoon the cheap flute made a cheerful sound.

Ranji stopped walking. The boy stopped playing. They stood there, sizing each other up. The boy had his eye on Ranji’s fishing rod; Ranji had his eye on the flute.

‘Been fishing?’ asked the flute player.

‘Yes,’ said Ranji,

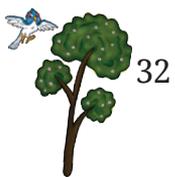
‘Did you catch anything?’

‘No,’ said Ranji. ‘I didn’t stay very long.’

‘Did you see any fish?’

‘The water was very muddy.’

There was a long silence. Then Ranji said, ‘It’s a good rod.’



‘This is a good flute,’ said the boy.

Ranji took the flute and examined it. He put it to his lips and blew hard. There was a shrill, squeaky noise, and a startled magpie flew out of a mango tree.

‘Not bad,’ said Ranji.

The boy had taken the rod from Ranji and was looking it over. ‘Not bad,’ he said.

Ranji hesitated no longer. ‘Let’s exchange.’

A trade was made, and the barefoot boy rested the rod on his shoulder and went on his way, leaving Ranji with the flute.

Ranji began to play on the flute, running his fingers up and down the scale. The notes sounded lovely to him, but they startled people who were passing on the road.

After a while, Ranji felt thirsty and drank water from a roadside tap. When he came to the clock tower, where the bazaar began, he sat on the low wall and blew vigorously on the flute. Several children gathered around, thinking he might be a snake charmer. When no snake appeared, they went away.

‘I can play better than that,’ said a boy who was carrying several empty milk cans.

‘Let’s see,’ Ranji said.

The boy took the flute and, putting it to his lips, played a lovely little tune.

‘You can have it for a rupee,’ said Ranji.

‘I don’t have any money to spare,’ said the boy. ‘What I get for my milk, I have to take home. But you can have this necklace.’

He showed Ranji a pretty necklace of brightly coloured stones.

‘I’m not a girl,’ said Ranji.

‘I didn’t say you had to wear it. You can give it to your sister.’

‘I don’t have a sister.’

‘Then you can give it to your mother,’ said the boy. ‘Or your grandmother. The stones are very precious. They were found in the mountains near Tibet.’

Ranji was tempted. He knew the stones had little value, but they were pretty. And he was tired of the flute.



They made the exchange, and the boy went off playing the flute. Ranji was about to thrust the necklace into his pocket when he noticed a girl staring at him. Her name was Koki and she lived close to his house.

‘Hello, Koki,’ he said, feeling rather silly with the necklace still in his hands.

‘What’s that you’ve got, Ranji?’

‘A necklace. It’s pretty, isn’t it? Would you like to have it?’

‘Oh, thank you,’ said Koki, clapping her hands with pleasure.

‘One rupee,’ said Ranji.

‘Oh,’ said Koki.

She made a face, but Ranji was looking the other way and humming. Koki kept staring at the necklace. Slowly she opened a little purse, took out a shining new rupee, and held it out to Ranji.

Ranji handed her the necklace. The coin felt hot in his hand. It wasn’t going to stay there for long. Ranji’s stomach was crumbling. He ran across the street to the Jumna Sweet Shop and tossed the coin on the counter.



‘Jalebis for a rupee,’ he said.

The sweet-seller picked up the coin, studied it carefully, gave Ranji a toothy smile, and said, ‘Always at your service, sir.’ He filled a paper bag with hot jalebis and handed them over.

When Ranji reached the clock tower, he found Koki waiting.

‘Oh, I’m so hungry,’ she said, giving him a shy smile.

So, they sat side by side on the low wall, and Koki helped Ranji finish the Jalebis.

**Ruskin Bond**

## I. Answer the following questions

1. Which coins got out of use?
2. What metal is used to make new coins?
  - (i) Gold
  - (ii) Silver
  - (iii) Stainless steel
3. Who buys the necklace from Ranji?
4. What are the different things that Ranji exchanges as he starts his journey?
  - (i) Fishing rod, flute, necklace
  - (ii) Necklace, *jalebis*, balloon
  - (iii) Milk can, mangoes, new coin
5. Do you think Ranji is an honest boy? Give your reasons.
6. What was the problem with the coin, according to the shopkeeper?
7. Would you consider Ranji a lucky boy? Why?
8. Why do you think Mohinder Singh sell his fishing rod? What do you think of him?
9. Describe Ranji's experiences with the necklace.
10. Do you think it was profitable for Ranji to sell the necklace?



# TRANSCRIPTS

## THE WHITE ELEPHANT

**Let us Listen** *(refer to page 14)*

Tara is a lucky girl whose grandmother tells her lots of stories. Every night, at bedtime, there is a story for her. What fantastic stories grandmother has told Tara—stories of animals and birds, of clever and senseless people, of magic and music, stars and sages, and many more.

One day, Tara asked her grandmother if stories grew on trees.

She laughed and said, ‘No, not on trees!’

‘Then, where do we get the stories from?’ Tara asked.

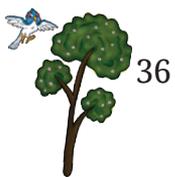
‘I got them from my grandmother. I, in turn, tell you.’

‘Tara, remember to tell your friends these stories, so that they can also enjoy them.’

But Tara said, ‘No, I don’t want to tell them any of these stories. They are my stories, my treasure. I don’t want to give them away.’

‘Don’t be silly, my child. Stories are meant to be told.’

‘Listen and tell—that’s the law of the story kingdom,’ her grandmother said.



## CLOUDPLAY

### Let us Listen *(refer to page 25)*

Hello, everyone! You may have noticed that sometimes it drizzles lightly, and other times it pours heavily. Each type of rain has its own effect on the weather and living things around us.

To begin with, when the rain falls gently, almost like a mist or drizzle, it's refreshing, and it's perfect for watering plants. Also, light rain doesn't cause much disturbance, but it's important for keeping the air fresh and plants healthy.

Next, you must have noticed that sometimes, rain comes down in big drops and it pours heavily. Heavy rain can cause flooding if there's too much water. While it helps fill up rivers, it can also cause damage if it lasts for a long time.

What is dangerous is when pollutants from factories, cars, and other sources mix with water vapour in the air. This results in rain that is more acidic than normal, which can harm plants, water bodies, and even buildings. This is called acid rain and can seriously damage our environment.

To conclude, I say that we must remember that too much or too little rain can bring problems too, so it's all about the right balance in nature!

Thank you!



## Curricular Goals (CGs) and Competencies for English at Middle Stage as given in NCF-SE

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

