



Orient BlackSwan

NEW

BUZZWORD

English For Schools
Textbook

6

NEP
Compliant
inside



New Buzzword: English for Schools (K-8) is a dynamic language course for the 21st century classroom. Based on the National Curriculum Framework and the NCERT guidelines, this course blends strong content with the skills of communication, collaboration, creativity and critical thinking. It lays a solid foundation in English, while it motivates learners to read and to express themselves in new and rich ways.

THE PACKAGE

For the Student

1. Primers and Activity Books 1 and 2
2. Textbooks 1 to 8
3. Workbooks 1 to 8
4. Supplementary Readers 1 to 8
5. Students' App 3 to 8

For the Teacher

1. Teachers' Resource Packs Primers to 8
2. Smart Books Primers to 8
3. Web Support

COURSE HIGHLIGHTS

Clearly defined lesson objectives and learning outcomes

A detailed listing of the lesson objectives and learning outcomes across skill areas is provided for each theme.

Benefits:

- ❖ establishes a clear sequence of learning milestones
- ❖ provides effective opportunities for remedial teaching, as needed
- ❖ creates self-awareness in learners about skills that need more attention

Take Off

Every theme has a set of specially created tasks to address multiple intelligences and varied learning styles.

Benefits:

- ❖ addresses different learner styles for impactful learning
- ❖ makes classroom activities interesting and meaningful
- ❖ expands the mind and encourages cross-curricular and lateral thinking
- ❖ supports effective participation in the classroom
- ❖ motivates learners and helps to increase their confidence

Think-Pair-Share / Embedded Questions

Interspersed in the units are activities to support **collaborative learning strategies**.

Benefits:

- ❖ develops higher order thinking skills, problem solving skills and life skills
- ❖ improves interpersonal and communicative skills
- ❖ enables independent thinking

Learning Journal

At the end of each theme, a self-assessment tool is in-built in the form of a reflective learning journal.

Benefits:

- ❖ helps learners to chart their progress
- ❖ ensures that learning outcomes are clinched

Grammar Fun

Grammar is made interactive through games and fun tasks.

Benefits:

- ❖ helps to activate language
- ❖ creates a stimulating classroom atmosphere
- ❖ encourages cooperative learning

Rich Digital Resources

The Smart Book offers a whole range of audio-visual digital resources.

Benefits:

- ❖ increases students' engagement and motivation
- ❖ enriches the classroom activities
- ❖ deepens the students' understanding of concepts and stimulates their thinking

TEXTBOOK



READING

- ❖ rich variety of the best selections of prose and poetry
- ❖ engaging mix of Classic and Modern; Indian and World Literature
- ❖ thematic presentation
- ❖ voiceover for all texts and poems
- ❖ animations for texts and all poems



GRAMMAR

- ❖ graded, usage-oriented grammar syllabus
- ❖ concise explanation with ample scope for practice



VOCABULARY

- ❖ focus on building a rich and productive vocabulary
- ❖ attention to phrases, expressions and new words



WRITING

- ❖ variety of formats for creative and functional writing
- ❖ planned and graded help for writing



LISTENING



SPEAKING

- ❖ enrichment activities for listening and speaking
 - ❖ emphasis on effective communication
 - ❖ complete audio support
- | | | |
|-----------------|-------------------|---------------|
| ➤ Pronunciation | ➤ Reading Aloud | ➤ Values |
| ➤ Spelling | ➤ Dictionary Work | ➤ Life Skills |
| ➤ Punctuation | ➤ Picture Talk | ➤ Projects |



WORKBOOK



- ❖ thematically linked to the Textbook
- ❖ more practice for grammar, vocabulary and writing
- ❖ special attention to reading sub-skills
- ❖ combines language learning with enjoyable activities

SUPPLEMENTARY READER



- ❖ the best selection of texts covering different genres and themes
- ❖ exposure to the finest writing—old and new
- ❖ spotlight on literary appreciation of style and devices
- ❖ stress on improving vocabulary and developing creative writing skills
- ❖ integrated approach to learning values

APP



- ❖ summaries (for texts and poems)
- ❖ audio (for all texts and poems)
- ❖ interactive activities for grammar

FOR THE TEACHER



Teachers' Resource Packs

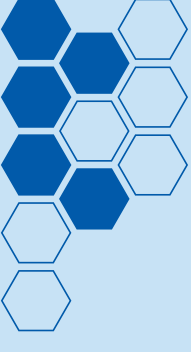
- ❖ Lesson Plans
- ❖ Question Bank
- ❖ Answer Key
- ❖ Worksheets
- ❖ Test Papers

Web Support

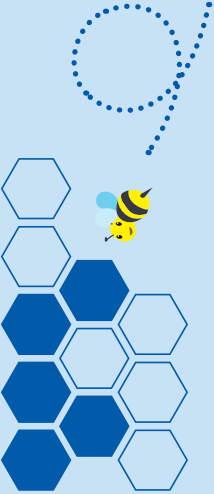
- ❖ customised portals for teachers

Smart Books for Teachers

- ❖ mapped to the Textbooks and Supplementary Readers
- ❖ audio-visual support
- ❖ interactive tasks
- ❖ presentations
- ❖ helpful tips and reference material
- ❖ a host of other resources



Language Syllabus—Textbook 6



Unit	Reading	Grammar	Vocabulary	Listening / Speaking	Writing	Pronunciation / Reading Aloud / Dictionary Work	Spelling / Punctuation	Life Skills / Projects
Theme 1: Phenomenal Women								
1. Fearless and Faithless	1. MCQs 2. ERC 3. answer in detail. 4. think and answer 5. values—patriotism	1. revision—nouns, incl countable and uncountable 2. revision—articles and determiners	synonyms	while-listening—announcement in the assembly: for detail	topic sentence, supporting sentences, closing sentence; write a paragraph	pronunciation—first syllable stress	punctuation—comma	life skills—deal with stress
2. Breaking Barriers	1. answer in brief 2. ERC 3. answer in detail 4. think and answer	1. kinds of sentences: transformation 2. order of adjectives	phrasal verbs	speaking—interview	diary	reading aloud—poem	spelling— -ch and -tch	
<i>The Road Not Taken</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 2: All's Well that Ends Well								
3. Haroo the Croc	1. MCQs 2. ERC 3. answer in detail 4. think and answer	phrases and clauses	compound adjectives— three-legged, kindhearted	while listening—railway announcement: key information	informal letter	dictionary work		
4. A Special Gift	1. answer in brief 2. ERC 3. answer in detail 4. think and answer 5. values—patience	types of phrases—noun, adjective, prepositional, adverb	antonyms	speaking—make a presentation and express an opinion	email	1. pronunciation— v and w 2. reading aloud—conversation		life skills—empathy
<i>Happy Ending</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							

Unit	Reading	Grammar	Vocabulary	Listening / Speaking	Writing	Pronunciation / Reading Aloud / Dictionary Work	Spelling / Punctuation	Life Skills/ Projects
Theme 3: Mystery & Adventure								
5. Just Shoot!	1. answer in brief 2. sentence completion 3. ERC 4. think and answer	coordinating conjunctions and compound sentences	idioms	while-listening—informative passage: make connections and draw inferences	travelogue	dictionary work	punctuation—semicolon	
6. The Mystery of the Missing Ring (play)	1. answer in brief 2. ERC 3. flowchart 4. think and answer	subordinating conjunctions and complex sentences	register— theatre words		invitation			
<i>Sea Fever</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 4: Art & Culture								
7. Festivals of Northeast India	1. MCQs 2. ERC 3. wh- questions 4. think and answer 5. values—accepting differences	transitive and intransitive verbs	collocation— adjective + noun	while-listening—descriptive passage: drawing inferences	formal letter	pronunciation—silent l		
8. Michelangelo	1. sentence completion 2. ERC 3. answer in detail 4. think and answer	mixed tenses	prefix— over-	speaking—speech	speech		spelling—often misspelled words	life skills—being open-minded project
<i>The Paint Box</i>	1. wh- questions 2. think and answer 3. appreciating the poem							
Theme 5: Artificial Intelligence								
9. Life with Robots	1. sentence completion 2. ERC 3. answer in detail 4. think and answer	1. finite and non-finite verbs 2. infinitives	verbs as adjectives	speaking—group discussion; debate	report based on pie chart and table		punctuation—colon	
10. The City of the Tobors	1. answer in brief 2. ERC 3. answer in detail 4. think and answer	1. participles 2. gerunds	military phrases— zero hour	while-listening—telephone conversation; for detail	dialogue	pronunciation—second stress syllable	spelling—homophones	

Unit	Reading	Grammar	Vocabulary	Listening / Speaking	Writing	Pronunciation / Reading Aloud / Dictionary Work	Spelling / Punctuation	Life Skills/ Projects
<i>My Brother Built a Robot</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 6: Heroes								
11. The Ghost of the Mountains	1. T or NT 2. ERC 3. answer in detail 4. think and answer	1. revision—the present perfect tense 2. revision—the past perfect tense	fixed expressions— frozen with fear	speaking— personal recount	news report	pronunciation— consonant clusters		project
12. To the Memory of a Lion	1. arrange in sequence 2. ERC 3. answer in detail 4. think and answer 5. values—leadership	1. the present perfect continuous tense 2. the past perfect continuous tense	homonyms— train , fast	while-listening— radio news item: for information	book review	dictionary work	punctuation— apostrophe	
<i>A Nation's Strength</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 7: History								
13. The Narayanpur Incident	1. arrange in sequence 2. ERC 3. answer in detail 4. think and answer 5. values—being calm	1. direct and indirect object 2. the active and the passive	synonyms	speaking— offering, accepting and refusing help	notice	reading aloud—text	spelling— -ory, -ary, -ery	
14. The Scarlet Pimpernel	1. sentence completion 2. ERC 3. answer in detail 4. think and answer 5. values—not being overconfident	reported speech	phrasal verbs— make	while listening— instructional passage: for details and information	story based on visual cues	pronunciation— silent letters		
<i>The Charge of the Light Brigade</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							



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THEME 6



For the Teacher Lesson Objectives

- reading a range of texts on different kinds of heroes
- critically thinking about the different aspects of heroism
- reading for sequence and identifying the main ideas



READING

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- understand the different types of heroes and their qualities.
- appreciate and evaluate stories of heroism.
- note the order of events and find the main idea of the texts and poem.

For the Teacher Lesson Objectives

- revising and drilling the present and past perfect tenses
- identifying the present and past perfect continuous tenses



GRAMMAR

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- use the present and past perfect tenses in sentences—*has saved; had entered.*
- identify the present and past perfect continuous in sentences—*has been waiting; had been waiting.*

For the Teacher Lesson Objectives

- deducing meanings of fixed expressions from the context (Unit 11)—*froze with fear*
- identifying and using homonyms (Unit 12)—*train; fast*



VOCABULARY

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- understand and use fixed expressions to improve my language.
- spot same-sounding words with different meanings and use them correctly.

For the Teacher Lesson Objectives

- comprehending details while listening for information



LISTENING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- pick up details while listening to news on the radio.

For the Teacher Lesson Objectives

- writing a newspaper report in the correct format, with all the required details
- writing a book review, keeping in mind the audience

WRITING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- write a newspaper report for the local newspaper or the children's newspaper, giving all the information in the correct order, in suitable language.
- share my opinion of a book after reading it and assessing it.

For the Teacher Lesson Objectives

- recounting personal experience, keeping in mind the chronology, the details and its impact on the speaker

SPEAKING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- connect the text to my personal experience.
- introduce myself and share a personal experience with an audience.
- put the details of an event in the order in which things took place and according to their importance.

The Lesson Objectives also include:

- teaching values—decision-making
- pronunciation—consonant clusters
- punctuation—apostrophe
- dictionary work—strong and weak words

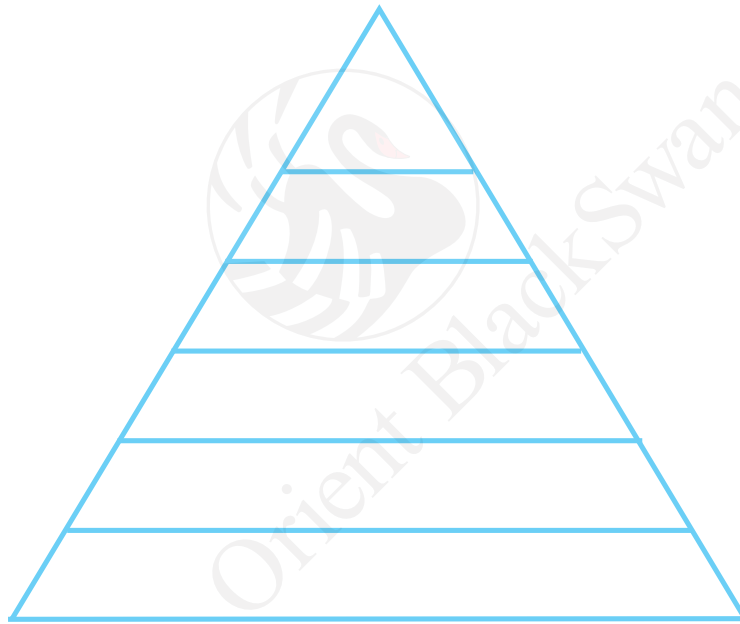
HEROES

Warm Up



Look at these words in the box. These are some of the qualities that heroes usually have. In the word pyramid, list these qualities, putting the most important quality on top and the least important quality at the bottom.

intelligence	courage	determination	honesty	selflessness	decisiveness
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Now, show your partner your word pyramid and discuss if there is any difference in the order.

We get to know about heroes from the news, the Internet, books and films. But do you know any **everyday hero**?

These are people who may not be famous or appear in any news item, but have done deeds that show that they have heroic qualities. For example, a firefighter, who risks his life to save people in a burning building or a stranger who helps an elderly person cross a busy road.

Share with the class a tale about an everyday hero. Say why you think the person is heroic.

The Ghost of the Mountains



Read this story of the youngest National Bravery Award winner.



Six-year-old Mamata Dalai and her sister, Asanti, were taking a bath in a pond near their house in Kendrapara in Odisha. Suddenly, a five-foot-long crocodile, which had strayed into the village, came out of the water and attacked seven-year-old Asanti. Brave Mamata held onto her sister's left hand and tried to pull her out of the crocodile's grip. As she pulled, she screamed loudly and threw a utensil on the crocodile, making it lose its grip on Asanti. The crocodile slipped into the water and was later caught by the forest officials of the Bhitarkanika National Park.



Discuss with the class.

- ❖ Is Mamata Dalai a hero? Why do you think so?



Now, read about how a young boy courageously and selflessly saved a snow leopard.

Rigzin lived in a small Ladakhi village called Ang*. One morning, every one rushed to Tashi's* house—a shan* (snow leopard) had been seen there.*



A big crowd had gathered in front of the **lhas** of Tashi's house. A snow leopard had entered the lhas and had killed the goats and sheep there. Only a baby calf had not been attacked. It was still there.

Hearing this, sixteen-year-old Rigzin ran towards Tashi's house. He went to the side of the house and climbed up to the roof of the lhas to see the snow leopard. He had

***Rigzin**: say Rig-zini

***Ang**: say ung (*as in lung*)

***Tashi**: say Taa-shee

***shan**: say shaan

***lhas**: Ladakhi word for a closed space where livestock like sheep, goats, cows and yaks are kept; say lhaas



never seen one but he knew that they were **endangered** animals and were protected by India's wildlife laws. He was, in fact, rather proud that his region was home to these endangered big cats. He was **fascinated** by the way they **communicated** with one another through scents that they left on large overhanging rocks.

Rigzin peered into a small hole on one side of the roof. There it was, a real live snow leopard! People called it the 'ghost of the mountains' because it **camouflaged** itself so well in the rocky land that it could hardly be spotted. The leopard was quite close to the calf, but its attention was on the hole in the roof, around which Rigzin and the other people had gathered.

"Let's kill the leopard!" shouted Tashi suddenly, **distraught** at the loss of all his sheep and goats.

"Yes! Let us kill it!" a loud chorus **resounded**.

Rigzin was horrified and **froze with fear**. He knew he had to save the leopard. "Hold it, hold it!" yelled Rigzin. "We have to first save the calf that is in there. It's still alive, and we'll have to get it out somehow. If we **threaten** the leopard in anyway, it may attack the calf."

"Oh, how can we save the calf?" sobbed **Chorol***, Tashi's wife.



Choose the correct answer.

Rigzin freezes with fear because...

- a. he feels afraid of the snow leopard.
- b. he does not want the snow leopard to be killed.

endangered: at risk of dying out

fascinated: very attracted and interested

communicated: let each other know

camouflaged: blended with the colour of its natural surroundings

distraught: troubled

resounded: filled a place with a sound

froze with fear: became immovable or speechless with fear

threaten: express the intention of harming someone or something

***Chorol:** cho (as in choke)-roll

“I have an idea,” replied Rigzin, “Right now the leopard is very near the calf on this side of the lhas. Let’s make another small hole at the other end of the roof. All of you make a noise and **distract** the leopard so that it crosses over to see what is happening. While you distract it from up here, I will quickly enter the lhas and rescue the calf.”

Chorol said, with tears in her eyes, “That sounds dangerous. Can’t you think of any other way to save the poor baby?”

“A snow leopard has never ever attacked humans till now. Don’t worry, I will be okay.”

Saying that, Rigzin went to the other side of the roof and picking up a stick, started **pounding** the roof. Many joined him and soon a small hole was made. Sure enough, this seemed to frighten and anger the leopard. It came over to this side and when everyone on the roof started to yell, it began to jump towards the hole. But the roof was too high, and the leopard could not even touch it with its front paws.

Rigzin ran down to the front of the lhas. Taking a deep breath, he opened the door. He tiptoed up to the calf and picked it up. As he stepped back, the leopard saw him. Rigzin **bolted** towards the door. As he quickly shut it, he saw a flash of grey through the narrow **chink**. The snow leopard had missed him by **a fraction of a second**. Outside the lhas, Rigzin sank to his knees, holding the calf in his arms.

“He’s alive! He’s safe!” yelled one.

“He has saved the calf!” shouted another.

How does Rigzin’s knowledge of snow leopards help him to save the calf?



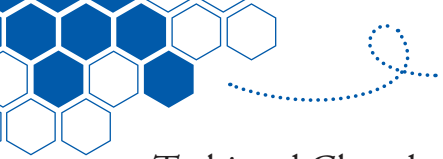
distract: to take somebody’s attention away from what they are trying to do

pounding: repeatedly hitting something or someone

bolted: ran to escape from there

chink: very narrow gap

a fraction of a second: a very brief moment of time



Tashi and Chorol came up to Rigzin and clasped his hands tightly. The villagers gathered around him and patted him on his back. It was their way of thanking Rigzin.

“Now, what do we do with the snow leopard?” asked a villager.

“Kill it, of course!” said Tashi.

“Oh no! We can’t kill a snow leopard,” cried Rigzin, jumping up to his feet.

“Why not?” asked a villager. “A leopard killed my yak last year.”

“And I lost two sheep,” said another.

“The fewer snow leopards we have around, the safer are our livestock.”

“You can’t kill this animal!” said Rigzin as loudly as he could, throwing his hands up in the air.

“And why not?” shouted someone.

“Because,” answered Rigzin, “it’s an endangered animal. It’s given special protection in our country through a law called the Wildlife Protection Act.”

“Don’t show off!” said a villager. “Just because you attended a nature camp and learnt a few things, it does not mean that we have to suffer. If we free the leopard, it may come back again when it feels hungry.”

“But a law is a law,” replied Rigzin. “If anyone is found guilty of killing an animal that is protected by the Act, the person can be sent to jail or made to pay a fine.”

“The wildlife officials are far away in Leh, and if we keep quiet about it, no one will come to know,” said someone.

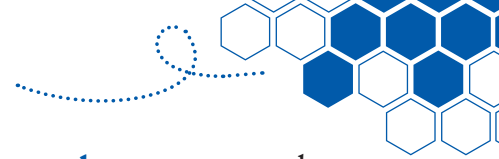
“I won’t keep quiet about it,” threatened Rigzin, angrily. “If this animal is killed, I will go straight to the wildlife department and report all of you.”

What makes Rigzin say these words?

“Don’t you dare talk to us like that!” yelled Tashi.

At that moment, the headman stepped in. “Calm down, everyone. Let’s sit down and discuss what we should do,” he said.

“The animal is an endangered one,” began Rigzin. “Many of these animals are being killed by angry villagers who have lost their livestock, while many are killed for their fur and bones.”



“Yes, that’s true,” chipped in a villager. “I heard this on the radio. A **poacher** was recently caught with over 100 animal skins, and the news said that many of the skins were those of snow leopards.”

Rigzin said, “In fact, tiger bones have been used in traditional Chinese medicine. Now that there are lesser tigers, the bones of snow leopards are being used. If this continues, then the snow leopard may become **extinct** in our country.”

“But what do we do when our livestock gets killed?” someone asked. “It’s natural for us to feel angry.”

Can you name two other animals or birds that have become extinct?



“Yes, it is. But we’ll have to look at different solutions. Be more alert when taking our animals out; avoid the very steep **terrain** on the mountains as that’s the area the leopard prefers.”

“And make sure the lhas is fully secure,” added Chorol. “It was a mistake to have made a hole in the roof.”

Rigzin informed the Wildlife Department at Leh. Three officials and a **veterinary** doctor arrived later that afternoon in a jeep. The doctor shot a **tranquiliser** into the leopard. When the officials carried the animal out, the crowd gasped in awe and admiration. It was taken to Leh; the decision about where to release it would be taken the next day.

❖ Which sentence shows a change in the villagers’ attitude?

❖ Why is the snow leopard given a tranquiliser?



That night, through the windows of the house, the moonbeams spread a silvery light, almost ghost-like. “Just like the ghost of our mountains,” thought Rigzin, smiling. He knew that somewhere in their beautiful mountains, a snow leopard would soon walk free.

Sujatha Padmanabhan

poacher: a person who illegally hunts animals and birds

extinct: no longer have any living members

terrain: a particular type of land

veterinary: relating to the diseases, injuries and treatment of animals

tranquiliser: a medicine used to put somebody to sleep

THINK PAIR SHARE

Think of old stories about hunting. In what ways is the hero of today different from the hero of earlier times?





Sujatha Padmanabhan works in the field of environment education. She has authored two storybooks for children, which includes 'The Ghost of the Mountains'. She has also co-authored the books, *Forests Alive!* and *Ri Gyancha*, environment education handbooks and resource kits for educators.

Reading

A. Write (T) for true and (NT) for not true. Correct the incorrect sentences in your notebook.

1. Snow leopards are called 'the ghost of the mountains' as they are very difficult to spot in the mountains.
2. The villagers wanted to kill the snow leopard as they wanted to save the calf.
3. Anyone who killed an endangered animal would have to pay a fine or go to jail.
4. Rigzin came out of the lhas and sank to his knees as the calf was very heavy.
5. The Wildlife Department would release the snow leopard in the wild.

B. Read these lines from the text and answer the questions.

1. *Hearing this, sixteen-year-old Rigzin ran towards Tashi's house.*
 - a. What had Rigzin heard?
 - b. Why did he run towards Tashi's house?
 - c. What did he do after reaching Tashi's house?
2. *"I won't keep quiet about it."*
 - a. Who said these words to whom?
 - b. What did 'it' refer to?
 - c. How was the problem finally solved?

C. Answer in detail.

1. How did Rigzin rescue the calf from the lhas?
2. What happened when Rigzin tried to convince the villagers to not kill the snow leopard? Was he successful?
3. Why are snow leopards usually killed?
4. What solutions did the villagers think of to save their livestock from snow leopards?

D. Think and answer.

1. Why do you think Rigzin offered to rescue the calf? Did his plan work?
2. What heroic qualities do you see in Rigzin? Say with examples from the text.





Read these sentences.

- ❖ He **has saved** the calf!
- ❖ A snow leopard **has never attacked** humans till now.

These sentences are in **the present perfect tense**. **The present perfect tense** refers to an action or event in the past that is connected to the present. It is formed using **has** or **have** with the **past participle of the verb**.

A. Complete these sentences with the present perfect tense of the verbs given in the brackets.

1. Ramya **has chosen** your gift. Isn't it nice? (**choose**)
2. We _____ Goa many times. (**visit**)
3. My cousin _____ in this school for ten years. (**teach**)
4. Rakesh _____ a letter of complaint to the bank manager. (**write**)
5. Boni _____ my train tickets to Mumbai. (**book**)
6. I _____ avocado in my life. (**never eat**)



B. Rewrite this letter in your notebook, using the present perfect tense.

Dear Grandmother,

How are you?

Lots of things have happened since I wrote to you last month.

1. Father / buy me / a new bicycle
Father has bought me a new bicycle.
2. Mother / join / a new company
3. Rati / start / take dance lessons
4. Raju / learn / to talk.
5. I / grow / taller than Sarju
6. The cherry tree / we had planted / grow / upto three feet

Love,

Mitu





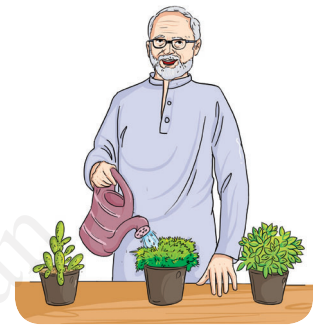
Look at these sentences.

- ❖ A snow leopard **had entered** the lhas.
- ❖ He **had never seen** a snow leopard.

These sentences are in **the past perfect tense**. We use this tense to talk about an action that happened before another action in the past. It is formed using **had** with the **past participle of the verb**.

C. Complete these sentences with the past perfect tense of the verbs given in the brackets.

1. I did not buy anything because I **had forgotten** to take my purse. (**forget**)
2. Rajat did not do well in the entrance exam because he _____ well. (**not prepare**)
3. They _____ before I reached. (**leave**)
4. Sowmya _____ dinner, so she was quite hungry by the time she reached home. (**not eat**)
5. Grandfather _____ the plants before going out this morning. (**water**)
6. By the time they arrived, we _____ cooking. (**finish**)



D. Arrange the words in the brackets in the correct order using the past perfect tense. Rewrite the sentences in your notebook.

1. (**Jimmy / after / finish / homework**), he went out to play
Jimmy went out to play after he had finished his homework.
2. Joshua did well in the singing competition (**since / prepare / well / he**)
3. The streets were waterlogged because (**earlier / rain / in the day / it**)
4. By the time Lalit reached, (**leave / the guests**)
5. (**not start / the concert**) when Soumi reached the auditorium

Vocabulary

Read this sentence.

- ❖ Rigzin was horrified and **froze with fear**.

Froze with fear is a **fixed expression**. A **fixed expression** is a phrase that has a very specific meaning and cannot be expressed in any other way. These words come in a particular order and mean something very different from the meaning of each word.

Complete these sentences with the fixed expressions that correctly match the meanings of the words given in the brackets.

stand up for	a fraction of a second	all of a sudden	on the other hand
in depth	in vain	in common	in good time

- _____ I tripped on a stone and fell down. (*unexpectedly*)
- I could not take a picture of the owl. It was gone in _____ . (*very quickly*)
- I wanted to go to Indore; she, _____, wanted to go to Kochi. (*contrasting things*)
- All my efforts to make up with her were _____. (*useless*)
- We need to do an _____ study of the Indian freedom movement before doing the project. (*complete and detailed*)
- Don't worry; we'll reach New Delhi station _____. (*without being late*)
- You should have the courage to _____ what you believe in. (*speak up for or support*)
- I thought you and Raka were sisters. You seem to have a lot _____. (*similarities*)



Speaking

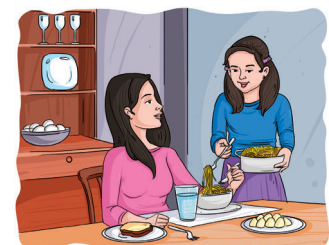
Rigzin had a memorable experience when he saved the snow leopard. Talk about an experience you had that you will never forget. Recount everything that made an impact.

Remember, when making a personal recount:

- ❖ talk about the events in the order they took place.
- ❖ mention the things that you remember in great detail and also say what made it special for you.
- ❖ address the wh- and h- questions—who, why, where, when, what, how.

You can talk on any one of these topics.

- a happy time spent with a friend
- the first time you cooked something
- your favourite trip





Pronunciation



Listen to these words.

- ❖ species
- ❖ spotted
- ❖ straight

When there are two or three consonants in a sequence, as in these words, some people put a vowel before the first /s/. We should not do this.

A. Listen and repeat these words. Pay attention to the highlighted letters. Say the /s/, close the lips for /p/ until they stop the /s/ sound.

species	special	spare	spy	spine	spool
spent	spinal	spell	spear	spot	sports

B. Listen and repeat these words. Pay attention to the highlighted letters. When there are three consonants initially, the /s/ at the beginning is cut off by the next consonant and then the third consonant is released. Try saying these words.

spread	string	screw	sprint	strip
scrimp	sprite	spray	stranger	scrap

C. Listen and repeat these words. Pay attention to the highlighted letters. Now say these words aloud. All of them end with a cluster of consonants.

wasp	worst	learnt	strength	health
twelfth	sixth	crumple	warmth	attract

Writing

A newspaper report should have—

- ❖ a headline: the topic of the report
- ❖ a byline: the name of the reporter
- ❖ the date and location of the event
- ❖ details of the event/problem along with opinions of people present there as well as that of officials, if required

A leopard has been seen in a building close to the Sanjay Gandhi National Park. The forest officials were called. They tranquilised it and took it away. Write a newspaper report on the incident. Use the points given below.

name of building – who saw it – what the leopard was doing – the person's reaction – what the person did – what the forest officials did – what a resident said – reason given by an environment activist about decreasing forest area

Project

Snow leopards are endangered animals. Form six groups to find this information about snow leopards and make a fact file for the class soft board.

Group 1: mark where they are found in a map of India and as well as in a map of the world. Also, write about the climate and the physical characteristics of these places.

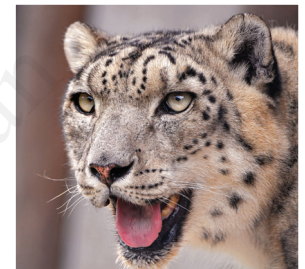
Group 2: what they look like and how their features help them adapt to their surroundings, along with their pictures

Group 3: what they eat and what kind of predators they are

Group 4: the biggest threats that they face and their relationship with humans

Group 5: how they can be saved

Group 6: four quirky or interesting facts about them



KNOW INDIA!

Ladakhi cuisine is rather distinctive. Their most prominent dish is the thukpa. Made of noodles in a vegetarian or non-vegetarian soup, this is usually eaten piping hot to cut out the extremely cold temperatures in Leh and Ladakh.

Skyu, a traditional dish of Ladakh, is made of kneaded, thumb-sized wheat flour dough and is served with meat or vegetables. Their signature tea, known as gurgur cha, is made with green tea, milk, butter and salt, and is usually served with khambir, the traditional bread of Ladakh.





12

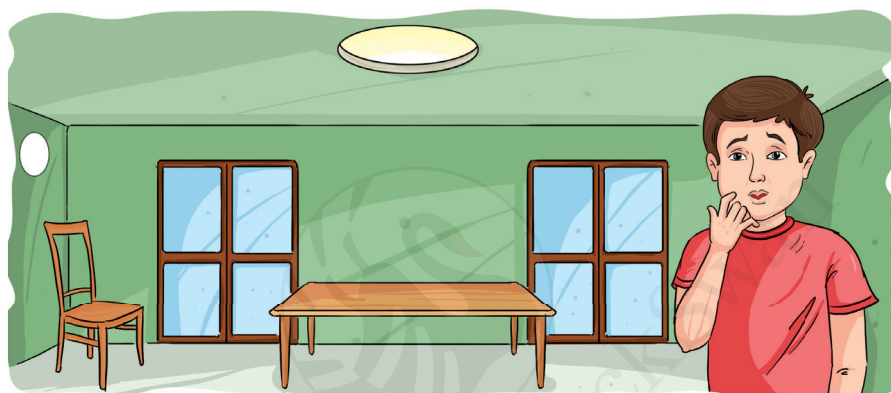
To the Memory of a Lion



Work in pairs and solve this riddle.



Rahul is trapped in a room. The hole in the wall is only 6 inches in diameter and the hole in the ceiling is only 10 inches in diameter. Behind the first door there is a hungry man-eating tiger. Behind the second door there is a tunnel made of magnifying glass. The glass increases the power of the sunlight so much that even opening the door could burn Rahul. How will he escape?



A good leader often needs to come up with unusual solutions to solve a problem. Heroism is also about being an able leader and taking charge of a difficult situation.

Tanaji Malusare was Shivaji's childhood friend and **companion at arms**. He was very brave and daring. Shivaji proudly called him his *simha* or lion. In this story, Tanaji is at home in Umratha, preparing for his son's wedding when a messenger arrives from Raigarh with an urgent message from the king. The king wants Tanaji to go to Raigarh at once. Tanaji asks his wife to **postpone** the wedding and sets off immediately.



Tanaji, leading an army of horsemen, rode fast to reach Raigarh Fort. When he had reached the fort, he walked straight into Shivaji's room and found him sitting, deep in thought.

"Raje, I'm here at your service," said Tanaji, bowing.

"Oh! My *simha* has come!" exclaimed Shivaji.

companion at arms: a fellow soldier

postpone: to delay an event so that it takes place at a later time

He embraced Tanaji and said, "Come, sit down. We have a difficult task to do. **Ma Sahib** feels that the other forts are not safe so long as we do not recapture Kondana Fort. Udai Singh Rathor is in command of the Mughal forces. His men are guarding the three gates. His sons are also with him. All of them are brave fighters. There is also the killer elephant, Chandrawati. She is **a force by herself**. I have thought over this, but can't find a way of capturing the fort. You're the only one who may be able to find a way."



The lines deepened on Tanaji's brow. Then he spoke. "I have a plan. The fort is guarded only on three sides. We will try to enter from the west."

Pick a line which shows how much Shivaji trusted and depended on Tanaji.

"What?" Shivaji sprang up. "Enter from the west? Are you planning to climb that wall? It is impossible!"

Tanaji said, "No, Raje, it is not the way I plan to do it." He then explained his plan to Shivaji in detail.

"It is a daring plan," said Shivaji thoughtfully. "And it will be difficult to pull it off successfully."

"Yes, it is difficult, Raje, but not impossible. We will prepare well and we will succeed!" Tanaji said confidently.

At this point, will you say that Tanaji is being overconfident or does he have a positive attitude?

"Very well, go ahead with your preparations."

Tanaji bowed to Shivaji and left. He called Suryaji and some of his friends, who had been waiting in the next room. He then told them of the plan, "We begin preparing at once. Train the soldiers but don't tell them for what. We have to take the enemy by surprise."

Ma Sahib: the Queen Mother, that is, Shivaji's mother

a force by herself: so powerful and strong that she, by herself, is as good as a small army



Soon, everything was ready. Tanaji called his friends, and announced, “Tonight, we attack. It is a moonless night and nothing will be visible. All of you must be absolutely silent as you approach Kondana Fort. I will take the **iguana**, Yashwanti. With her help, we will scale the wall.” Then he turned to Suryaji. “You must take the rest of the men and wait at Kalyan Gate. We will throw it open for you.”

Last minute preparations over, they marched to the fort as quietly as shadows. In a short while, they reached the foot of the wall. Tanaji tied a rope to Yashwanti’s neck. Then he threw her up hard, so she could catch hold of the wall. Unfortunately, she lost her grip and **slithered** down.

“Oh, it is a sign of bad luck!” exclaimed one of the soldiers.

Tanaji whirled round and hissed, “Who said that? There is no place for **superstition** in a soldier’s life. He must have complete faith in himself.” Tanaji once again hurled the iguana up with greater force. This time, Yashwanti gripped the fort wall. Tanaji breathed a sigh of relief.

“Hand me the bag containing the ropes,” said Tanaji. A soldier gave it to him and he slung it on his back.

“I will go up first and tie the ropes to the top of the wall and let them down. Then, all of you can use the ropes to climb up. Remember, not a sound.”

Tanaji held the rope tightly and climbed up the **ramparts**. After he let the ropes down, the soldiers climbed to the top.

Tanaji whispered to the soldiers, “There must be guards posted on the ramparts. Take them by surprise and silence them. They should not be allowed to sound the alarm. We’ll get down and attack the soldiers inside the fort. Let’s go.” The men **stormed**



Why does Tanaji climb up first?

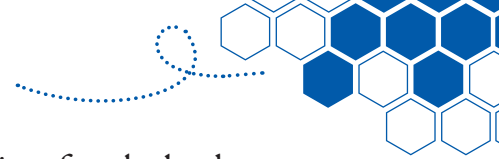
iguana: a large greyish-green lizard, usually found in the United States and Mexico

slithered: slid or slipped on a loose or slippery surface

superstition: belief that is not based on reason but on old ideas about magic

ramparts: tall, solid walls built round a town or castle to protect it

stormed: attacked with force



the fort and overpowered the guards in no time. The Mughal soldiers fought back fiercely and soon a hand-to-hand fight **ensued**.

One of the Mughal soldiers quietly slipped out and rushed to inform Udai Singh. "The Marathas have entered my fort? But how?" cried Udai Singh. He sprang from his bed and hurried to the next room. "Wake up, my sons. Tell the mahout to get Chandrawati. She'll crush the Marathas in no time."

Udai Singh's sons joined in the battle and the mahout sent Chandrawati **charging into the fray**. The Marathas fought very bravely. Among the first to **perish** were Udai Singh's three sons and Chandrawati, the elephant.

Tanaji went looking for Udai Singh. Udai Singh had by then heard of his sons' deaths. He rushed outside, shouting, "Tanaji, you have a lot to answer for. You can't escape me."

"That we'll see," cried Tanaji.

With **drawn** swords, they closed in. Both were brilliant swordsmen. The battle raged fiercely round them. The attackers had got the better of the defenders and some of the Maratha soldiers had thrown open the Kalyan Gate.

What, according to Uday Singh, does Tanaji have to answer for?

Tanaji and Udai Singh were now locked in a life-and-death struggle. Both were tired and bleeding **profusely**. Udai Singh wounded Tanaji so severely that Tanaji stumbled and fell. Then, quite unexpectedly, Tanaji sprang up and **inflicted a mortal wound** on a **triumphant** Udai Singh. He fell dead. Then Tanaji, too, **collapsed** and died.

All was quiet when Suryaji and his men entered the fort. They looked around for Tanaji and finally found him lying in a pool of blood. Suryaji knelt to feel his pulse. He looked in grief and anger at his dead friend. "We must complete your task," he muttered, drawing his sword.

The Marathas, led by Suryaji, fought bravely and after a brief struggle, they won the battle. Kondana Fort was once again in their hands. Suryaji returned to Raigarh Fort to inform Shivaji of their victory. He was waiting anxiously for them.

ensued: happened after something else, usually as a result of it

charging into the fray: running fearlessly into the battle

perish: die

drawn: taken out from its cover

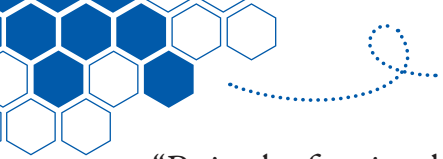
profusely: with a large amount of something

inflicted: forced someone to experience something very unpleasant

mortal wound: a very bad injury that will almost certainly lead to death

triumphant: feeling very happy and proud after a victory

collapsed: fell down all of a sudden



“Raje, the fort is taken,” said Suryaji.

“Good. But where is Tanaji?” Suryaji hung his head and remained silent.

“Speak, Suryaji!” cried Shivaji, shaking him by his shoulders. “What has happened to him?”

“He is dead!” Suryaji said quietly.

Shivaji’s face went pale as he said, “The fort is won, but my lion is gone.”

He turned and walked to the window. He stood there, looking out. A memorial to Tanaji stands on the spot where he fell. It is called Sinhagad.



Tara Tixoari

THINK PAIR SHARE

Do you or does anyone in your family believe in luck and in superstition? If so, why?

Reading

A. Rearrange these sentences in the correct order, that is, what happened first, what happened next and so on.

1. Tanaji held the rope tightly and climbed up the ramparts.
2. A Mughal soldier quietly slipped out and informed Udai Singh.
3. Udai Singh fell dead.
4. Suryaji returned to Raigarh Fort to inform Shivaji of their victory.
5. Udai Singh’s sons joined in the battle and the mahout sent Chandrawati charging into the fray.
6. The men stormed the fort and overpowered the guards in no time.
7. The Marathas, led by Suryaji, fought bravely and after a brief struggle, they won the battle.



B. Read these lines from the text and answer the questions.

1. “Yes, it is difficult, Raje, but not impossible. We will prepare well and we will succeed!”
 - a. Who said this to whom?
 - b. What does this tell you about the speaker?
 - c. What did ‘it’ refer to? How did they ‘prepare’ to do the task?
2. “There is no place for superstition in a soldier’s life.”
 - a. When did the speaker say this?
 - b. Why, according to the speaker, was there ‘no place for superstition in a soldier’s life’?
 - c. What does this tell you about the speaker and how did the soldiers feel on hearing these words?

C. Answer in detail.

1. What was Yashwanti’s role in the plan?
2. What was the plan once Tanaji had climbed the ramparts?
3. Did Tanaji survive the battle? What happened?
4. What did Suryaji do when he saw Tanaji lying in a pool of blood?

D. Think and answer.

1. Write a character sketch of Tanaji with examples from the text.
2. Why do you think Shivaji calls Tanaji his ‘simha’? What does this tell you about Tanaji and Shivaji’s relationship?



E. Know your values.

In the text, besides being a hero, Tanaji was also a good leader. He could inspire his soldiers and also had a positive attitude.

Discuss with a partner and write four ways in which a person can be a good leader. Explain in a line why you think so.

1. **Inspiring:** It is important for people to be inspired to do something. _____
2. _____
3. _____
4. _____



A leader is someone who can lead a group of people to meet a goal. The person needs to have certain leadership skills so that people are willing to listen and follow them.

Read these sentences.

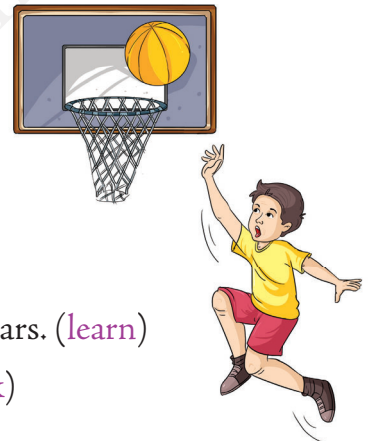
- ❖ Tanaji **has been preparing** for his son's wedding.
- ❖ Shivaji **has been waiting** for Tanaji in his room.

These sentences are in the **present perfect continuous tense**. It has the structure: **has / have + past participle of be + -ing** form of the verb. We use this tense to describe an action that has been happening over a period of time and that is repeated up to now and leading up to the present moment.

- ❖ I **have been waiting** for the bus.
- ❖ She **has been suffering** from back pain for over a year.

A. Complete these sentences with the present perfect continuous tense of the verbs given in the brackets.

1. Kavita is tired because she **has been cleaning** the house since morning. (clean)
2. The population of leopards _____ over the last few years. (decrease)
3. Grandfather _____ this journal for over a year. (write)
4. The children _____ hide-and-seek all afternoon. (play)
5. Raju _____ how to play basketball for two years. (learn)
6. Sanjay _____ for his cat since yesterday. (look)



B. Tick (✓) the correct options to complete these sentences in the present perfect continuous tense.

1. He **lives** / **has been living** ✓ in Chennai since 2002.
2. They **are using** / **have been using** this car for the last ten years.
3. I **am cleaning** / **have been cleaning** my room from morning and I want a break!
4. Dr Sharma **has been treating** / **is treating** my grandfather for one month now.
5. Raju **has been chopping** / **chopped vegetables** for an hour but he has chopped only five carrots till now!
6. **Are you studying** / **Have you been studying** all day? Come, take some rest.





Read this sentence.

- ❖ He called Suryaji and some of his friends, who **had been waiting** in the next room.

This sentence is in **the past perfect continuous tense**. It has the structure: **had+past participle of be+-ing** form of the verb. We use this tense to describe an action that continued over a period of time up to a point in the past.

- ❖ Smriti **had been cooking** for over two hours when her friends began to arrive.

We use the **past perfect continuous tense** to show that something had been happening for a period of time before something else happened.

C. Complete these sentences with the past perfect continuous tense of the verbs given in the brackets.

1. We **had been waiting** outside the theatre for twenty minutes before Sarah arrived. (**wait**)
2. Ajay _____ unwell for more than a week when the reports came. (**feel**).
3. Grandfather _____ for his spectacles for half an hour and then we found it under his pillow. (**look**)
4. She said she _____ how to play the violin for a year and a half. (**learn**)
5. They were very tired when they came back as they _____ on the hills all day. (**trek**)

D. Tick (✓) the correct options to complete these sentences in the past perfect continuous tense.

1. I was very tired in the morning as I **had been travelling** / **am travelling** all night. ✓
2. He **had been drinking** / **had drank** milk out of the carton when Mother walked into the kitchen.
3. Grandmother said she **had been reading** / **had read** all morning.
4. Rajesh **had been playing** / **has been playing** tennis for an hour when his brother called.
5. She **had been teaching** / **has taught** in my school for three years before I met her.
6. By the time I reached, she **had already fallen asleep** / **had been sleeping** for an hour.

Vocabulary

Read these sentences.

- ❖ **Train** the soldiers but don't tell them for what.
- ❖ We need to take a **train** to Kathgodam.



Certain words have the same spelling and/or pronunciation but different meanings. These words are known as **homonyms**. In the first sentence, the word **train** means to 'teach and instruct' while in the second sentence, the word **train** refers to 'railway carriages moved by an engine'.

A. Complete this table. You may refer to the dictionary.

homonym	meaning in the text	another meaning
1. fast		
2. scale		
3. relief		
4. tie		
5. drawn		

B. In your notebook, make sentences with the other meanings of these words.

Punctuation

Read these sentences.

- ❖ Raje, **I'm** here at your service.
- ❖ **You're** the only one who may be able to find a way.
- ❖ ...but **don't** tell them for what.

An apostrophe (') can be used in two ways to show **contraction**—

1. The first is to mark the place where two words are joined together and some letters are dropped.

- ❖ I am → I'm
- ❖ you are → you're
- ❖ Tanaji is → Tanaji's

2. The second is when we use a negative verb, we replace the missing letters with an apostrophe in the contraction. The apostrophe replaces the **o** in **not** when we join the words.

- ❖ do not → don't
- ❖ does not → doesn't
- ❖ is not → isn't
- ❖ have not → haven't
- ❖ has not → hasn't

Rewrite these sentences in your notebook with the shortened forms of the highlighted words.

1. **We are** really looking forward to our trip to Kerala.
2. **He is** hoping to be in the school basketball team this year.
3. "I **do not** like cycling downhill," Sitara said. "So, **I am** not coming with you."
4. **They have** decided to trek to Sandakphu.
5. We **would not** like to miss the late-night sound and light show at Mehrangarh Fort.
6. I **cannot** wait to see them performing. **They are** also very excited.

Dictionary Work

Look at these words.

❖ **fast – swift**

❖ **deep – bottomless**

These words have the same meaning but the degree of feeling they convey is different. **Swift** and **bottomless** are stronger than **fast** and **deep**.

Work in pairs. Look for strong or weak words for these sets of words with the help of a dictionary.

strong words	weak words
1. a.	b. large
2. a. bewildered	b.
3. a. horrified	b.
4. a.	b. small
5. a. ecstatic	b.
6. a.	b. keen



Listening



Listen to this radio news item. While listening, complete these sentences.

1. Vincent Sebastian is _____ years old.
2. Vincent was cycling to _____.
3. Abhijeet had fallen down while crossing a _____.



4. Sebastian saved Abhijeet by _____ him off the track.
5. Sebastian saved himself at the last minute by _____ off the track.
6. While saving his friend, Sebastian fractured his _____.

Writing



A **book review** is a short description of a book written by a reader.

1. It expresses your opinion about a book you have read and helps other people to decide whether they should read the book or not.
2. The review should be written in formal language.
3. It should include the name of the book and the author, a short summary of the story, a few details about the main characters and the style—whether it is humorous, boring, dramatic, long and so on.

Read this book review. Look at the descriptions and explanations.

The Merry Adventures of Robin Hood is a novel by Howard Pyle. It is a collection of different adventures from the life of the fictional hero, Robin Hood, and his band of Merry Men.

name of the book, author, broadly what the book is about

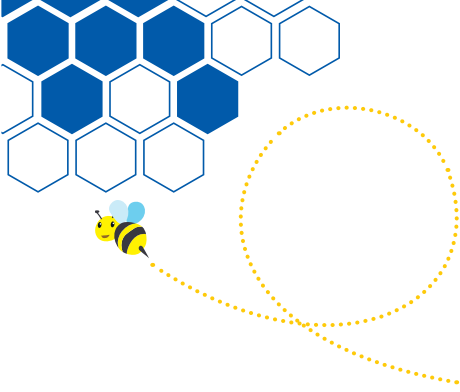
The book is set in medieval England and most of the action takes place in Sherwood Forest. In each chapter, we go on a different adventure with Robin—sometimes he's fighting with the Sheriff of Nottingham, at other times he's helping the poor along with his friends and wearing different disguises to hide from the evil Sheriff. We follow Robin all the way to his meeting with King Richard. Will the king throw Robin and his men into the dungeons?

short summary of the plot, brief mention of main characters

The Merry Adventures of Robin Hood is a very interesting book. The main characters are brave, funny and very easy to imagine and relate to. Although the book is written in a form of 'old English', it is easy to read and understand. The pictures in the book are attractive and add to the reader's interest in the story.

what you thought of the book, your 'recommendation'—will others enjoy it too? why?

Write a short book review of your favourite book.



A Nation's Strength



What makes a nation's pillars high
And its **foundations** strong?
What makes it mighty to **defy**
The foes that round it **throng**?



It is not gold. Its kingdoms grand
Go down in **battle shock**;
Its **shafts** are laid on sinking sand,
Not on **abiding** rock.

Is it the sword? Ask the red dust
Of empires passed away;
The blood has turned their stones to rust,
Their glory to decay.

And is it pride? Ah, that bright crown
Has seemed to nations sweet;
But God has struck its **luster** down
In ashes at his feet.

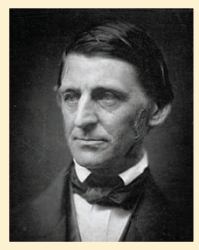
Not gold but only men can make
A people great and strong;
Men who for truth and honour's **sake**
Stand **fast** and suffer long.

Brave men who work while others sleep,
Who **dare** while others **fly**...
They build a nation's pillars deep
And lift them to the sky.

Ralph Waldo Emerson



foundations: the lowest parts of a building on which the building stands
defy: challenge
throng: gather in great numbers
battle shock: a medical term referring to mental breakdown on the battlefield, typically due to the stress of battle
shafts: columns
abiding: lasting a long time
luster/lustre: shine or sheen
sake: in the interest of something
fast: faithful and constant
dare: have the courage to do something
fly: flee



Ralph Waldo Emerson (1803–1882) was an American essayist, lecturer, philosopher and poet. As a lecturer and orator, Emerson became the leading voice of intellectual culture in the United States. The poem 'A Nation's Strength' first appeared in *Our Little Kings and Queens at Home and at School*.

In this poem, the speaker says that the power and success of a nation does not lie in its gold and jewels, but in its brave and heroic women and men.

Reading

A. Answer these questions.

1. Why does the speaker say that it is not gold that makes a nation strong?
2. What does the speaker mean by the word 'sword'? Why does it not strengthen a nation either?
3. What happens when a country becomes proud?
4. How does a nation become strong?

B. Think and answer.

1. Choose the correct word from the words given to describe the men the speaker talks about in the last two stanzas. Give reasons for your answer.
 - a. conqueror
 - b. hero
 - c. ruler
2. What is the theme of the poem?

C. Appreciating the Poem

1. What is the rhyme scheme of the poem?
2. Why does the speaker ask so many questions in the poem?

D. Going Further




Name two historical Indian heroes who you think were the strength of the nation. Say why you think so.



TAKE OFF



Work in pairs and do any one of these. 

1. Think about a time when you faced a challenge in order to help someone. For example, when you made friends with the new child in your neighbourhood or saved a stray kitten from being teased by your schoolmates. Share the story with your class. 
2. You can often recognise a superhero by their logos or trademarks. Design a logo for an 'everyday hero' in your life. Look at the theme page to know who is an 'everyday hero'. 
3. Create a scrapbook with write-ups and pictures on three different kinds of heroes. For example, one could be a freedom fighter, another working to save tigers, while another could be a soldier. 



LEARNING JOURNAL

-
-
- What I enjoyed learning in this unit _____ ; _____ ; _____
- What I did not learn completely _____ ; _____
- What I will practise more to improve _____ ; _____
-

NEW

BUZZWORD

English For Schools

CLASS 6



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Buzzword series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

The New Buzzword series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

Experiential/Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

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The 4Cs		
Communication	Speaking	45, 164
Creativity	Think-Pair-Share	8, 44
Critical Thinking	Think and Answer	10, 81
	Going Further	48, 177
Collaboration	Think-Pair-Share	81, 104
Social and Emotional Learning	Going Further	24
	Warm Up	5
Multiple Intelligences	Take Off	49, 97, 123, 151
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Experiential/Constructivist Approach	Speaking	107
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The NEP parameters	Features	Page nos.
Subject Integration	Project (Science)	137
	Life with Robots	101
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Art Integration	Take Off	97, 123, 178
	Art and Culture	76
Values	Know Your Values	10, 42, 143, 171
Life Skills	Life Skills	14, 46, 94

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
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Know more about India	Know India	14, 137
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India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching-learning process

ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio, Grammar Games, Interactive Tasks for Practice and Revision
 Teachers' Smart Book - Summary, Animations, Interactive Tasks, Slide shows, Picture Galleries, Audio, Embedded Questions, Teachers' Resources, Question-paper Generator

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts
 TRP CD: Grammar Slide shows, Question Bank with Answers for the Textbook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions and Answers, Listening and Speaking, Audio Tracks for Listening and Speaking, Sample Question Papers with Answer Key
 Teachers' Portal - Chapters (with Lesson Plans, Animation, Audio, Listening Audio, Presentation, Picture Gallery, Summary, Students' Book Answer Key, Worksheet, Question Bank with Answer Key), Heritage PPT, Question Bank with Answer Key, Answers to Worksheets, Comprehension Passages, Listening and Speaking, Sample Question Paper with Answer Key, Answer Key to Exercises in the Textbook



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