



Orient BlackSwan

RAINTREE ENGLISH

Coursebook

6

NEP
Compliant
inside



Raintree English



Package

For the student

- 🌀 Primers and Activity Books 1 and 2
- 🌀 Coursebooks 1–8
- 🌀 Workbooks 1–8
- 🌀 Literature Readers 1–8
- 🌀 Students' Apps 3–8

For the teacher

- 🌀 Teachers' Resource Packs Primers to 8
- 🌀 Smart Books Primers to 8
- 🌀 Web Support

Digital Resources

Students' App

- 🌀 language enrichment on the go
- 🌀 interactive practice of exam skills
- 🌀 sample exam papers

Smart Book for Teachers

- 🌀 digitally mapped to the Coursebook and Literature Reader
- 🌀 blended learning solutions
- 🌀 audio-visual resources, worksheets, presentations and question-paper generator
- 🌀 interactive exercises
- 🌀 extra resources
- 🌀 teachers' resource folder

Teachers' Resource Pack

- 🌀 lesson plans for the Coursebook and Literature Reader
- 🌀 question bank for the Coursebook and Literature Reader
- 🌀 worksheets with answer key
- 🌀 comprehension passages
- 🌀 periodic tests
- 🌀 assessment papers
- 🌀 enrichment activities for listening and speaking, with audio tracks

Key Features

1

focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach

2

twin focus on effective communication and critical thinking

3

rich and varied input to encourage communicative learning through interactions with others

4

appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

Structure of a Unit

Theme Picture

- theme-based opening page—
 - ☞ serves as a window into the ideas that the students will come across in the unit
 - ☞ focusses on 21st century skills
 - ☞ develops visual and critical literacy

Warm Up

- a variety of interesting and fun formats to motivate students

embedded questions to ensure comprehension

author notes and short summaries of the texts and poems

on-page glossary—enables easy comprehension and word building

Reading

- ☞ new, comprehensive, CBSE exam-style questions
- ☞ a variety of formats

Grammar

- ☞ concise explanations
- ☞ plenty of practice
- ☞ systematic revision

Vocabulary

- ☞ text-based
- ☞ rich source of new words and expressions

Values

- ☞ integrated approach to learning values
- ☞ guided exercises to ensure understanding and insight
- ☞ reflective strategy to record and review efforts made

Writing

- ☞ focus on structure and coherence
- ☞ guidance on writing for a variety of purposes and in a variety of situations ranging from informal to very formal

Pronunciation/Spelling/Punctuation/Dictionary Work

- ☞ graded practice
- ☞ focus on challenging areas

Activities

- enrichment activities**—listening and speaking
 - ☞ development of oral skills in real-life contexts
 - ☞ consistent guidance through models and language structures
 - ☞ complete audio support
 - ☞ a range of formats for individual, pair and group work
 - ☞ a very wide variety of listening tasks for pre-, while- and post-listening

Life Skills/Projects

- ☞ awareness of life situations
- ☞ integration of theory and practice
- ☞ decision-making and problem-solving through hands-on experience



Language Syllabus—Coursebook 6

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/ Projects
Theme 1: All of Us, Together									
1.	A Walk to Remember	<ol style="list-style-type: none"> short answers answer with reference to context long answers higher order thinking skills values—calmness in stressful situations 	<ol style="list-style-type: none"> nouns (revision) countable and uncountable nouns articles—a, an, the, zero article 	suffixes— -less, -en, -ness, etc	diary	punctuation—the hyphen	while-listening: sentences—question or statement	pair-work—suggestions	life skills—list-making
2.	Little Girls are Wiser	<ol style="list-style-type: none"> short answers answer with reference to context long answers higher order thinking skills values—forgive and forget 	<ol style="list-style-type: none"> kinds of sentences—transformation order of adjectives 	-ed and -ing words	story composition with visual and verbal hints	spelling— -ch and -tch	post-listening: story—comprehension	story narration	project—family tree (scrapbook)
	<i>The Merchant</i>	<ol style="list-style-type: none"> wh- questions answer with reference to context higher order thinking skills 			creative writing				life skills—deal with a difficult situation
Theme 2: Haunted!									
3.	The Canterbury Ghost (play)	<ol style="list-style-type: none"> short answers answer with reference to context long answers higher order thinking skills values—cross-cultural sensitivity 	<ol style="list-style-type: none"> phrases and clauses types of phrases—noun, adjective, prepositional, adverb 	register: theatre words	dialogue writing				
4.	The Blue Light	<ol style="list-style-type: none"> short answers answer with reference to context long answers higher order thinking skills 	coordinating conjunctions and compound sentences	phrasal verbs with pick	informal letter	pronunciation— perspire/feverish/presence	while-listening: sentences—fact or opinion	pair-work—express opinions	

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/ Projects
	<i>The Way Through the Woods</i>	<ol style="list-style-type: none"> 1. wh- questions 2. answer with reference to context 3. higher order thinking skills 						provide a back-story for poem	

Theme 3: Heroes

5.	To the Memory of a Lion	<ol style="list-style-type: none"> 1. short answers 2. answer with reference to context 3. long answers 4. higher order thinking skills 5. values—to value different types of courage 	subordinating conjunctions and complex sentences	synonyms	topic sentence, supporting sentences, closing sentence	punctuation—apostrophe (revision)	while-listening: passage—emotional cues	description of situation with visual and verbal hints	life skills—decision-making
6.	Malala Yousafzai	<ol style="list-style-type: none"> 1. short answers 2. answer with reference to context 3. long answers 4. higher order thinking skills 5. values—to wish others the best 	subordinating conjunctions and complex sentences	fixed expressions— raise your voice, equal rights, etc.	speech	pronunciation—first syllable stress	post-listening: speech—comprehension	speech	project—everyday heroes (chart)
	<i>Invictus</i>	<ol style="list-style-type: none"> 1. wh- questions 2. answer with reference to context 3. higher order thinking skills 	transitive and intransitive verbs	metaphors					

Theme 4: Adventures with Animals

7.	Grandpa Fights an Ostrich	<ol style="list-style-type: none"> 1. MCQs 2. answer with reference to context 3. long answers 4. higher order thinking skills 	mixed tenses	phrasal verbs with look	newspaper report	pronunciation— k and w (silent letters)	while-listening: informal talk—register	pair-work: advice	project: rewrite text as comic
8.	Horsing Around	<ol style="list-style-type: none"> 1. short answers 2. answer with reference to context 3. long answers 4. higher order thinking skills 5. values—respect for living things 	finite and non-finite verbs	antonyms	informal email	dictionary work— ary, -ery dictionary entry	post-listening: conversation—comprehension	pair-work—interview	

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/ Projects
	<i>Foxed by Those Stripes</i>	<ol style="list-style-type: none"> 1. wh- questions answer with reference to context 2. long answers 			picture description				
Theme 5: Heal the World									
9.	Ju's Story	<ol style="list-style-type: none"> 1. sentence completion answer with reference to context 2. long answers 3. higher order thinking skills 4. values—gratefulness 	<ol style="list-style-type: none"> 1. participles—past and present gerunds 	homophones— pair / pare, great / grate , etc.	notice	punctuation—the comma	post-listening: poem—identify main theme	pair-work—offer help	life skills—better communication skills
10.	The Gift	<ol style="list-style-type: none"> 1. short answers answer with reference to context 2. long answers higher order thinking skills 3. values—what makes a good friend 	<ol style="list-style-type: none"> 1. the present perfect tense and the past perfect tense (revision) 2. the present perfect continuous tense and the past perfect continuous tense 	phrasal verbs with come	formal letter	spelling—error correction	post-listening: recount—specific information	personal recount	
	<i>Grandma Climbs a Tree</i>	<ol style="list-style-type: none"> 1. wh- questions answer with reference to context 2. higher order thinking skills 							
Theme 6: Tales from Long Ago									
11.	The Legend of the Bluebonnet	<ol style="list-style-type: none"> 1. sequencing answer with reference to context 2. long answers higher order thinking skills 3. values—what makes a good citizen 	<ol style="list-style-type: none"> 1. direct object and indirect object 2. active voice and passive voice 	idioms	poster	dictionary work—identify formal and informal words	while-listening: tongue twisters—identify main sounds	pair-work—short exchange	life skills—kindness to strangers
12.	Loki Causes Trouble	<ol style="list-style-type: none"> 1. short answers answer with reference to context 2. long answers higher order thinking skills 	reported speech	fixed expressions with great and strong	note-making	pronunciation— v and w	while-listening: subtitles—specific information	pair-work—request an explanation	project—mythology in everyday life
	<i>Orpheus</i>	<ol style="list-style-type: none"> 1. wh- questions answer with reference to context 2. higher order thinking skills 						description—imaginary situation based on poem	



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Who is a hero?

- A. 1. What has just happened in the picture?
2. How do you think the people being saved felt when they saw the firemen?
- B. 3. Do you think we need heroes? Why do you think so?
4. Do you think you always need great physical strength to be a hero?
Can ordinary people be heroes too?
- C. 5. Look at this line from the song *Go the Distance*: **a hero's strength is measured by his heart**. What do you think that means? Listen to the song (<https://www.youtube.com/watch?v=zgnHF2CwrPs>) and see if you got it right.

Now work in groups. Imagine you had to film a new video for this song. What would you show in the video?



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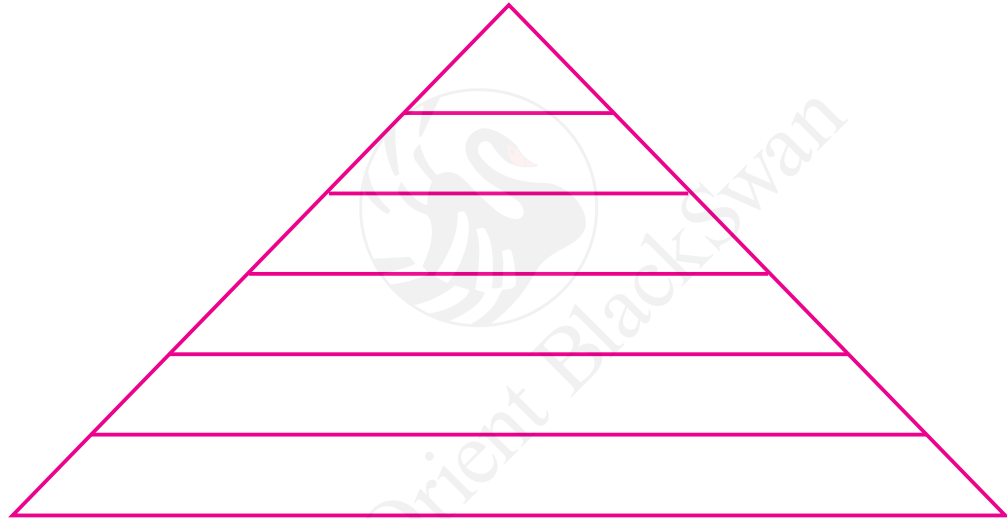
To the Memory of a Lion



Warm Up

Look at these words. They are qualities that heroes usually have. List them from what is least important to most important. Write what you think is the most important quality on top.

- | | | | | | |
|--------|------------|------|--------|------|----------|
| clever | courageous | kind | honest | fair | decisive |
|--------|------------|------|--------|------|----------|



Now, work with a partner. See how many words you put in the same order.



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. One morning, a messenger arrives from Raigarh with an urgent message from the king—he wants Tanaji to come to Raigarh at once. Tanaji asks his wife to postpone the wedding and sets off immediately...



companion at arms: a soldier he fought with in the army

Tanaji rode fast to reach Raigarh Fort, leading an army of horsemen. 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.



He embraced Tanaji and said, "Come, sit down. We have a difficult assignment. **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 and thought, 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."

- What is the word for 'lion' in your mother tongue?
- What are the challenges that Tanaji might face when capturing the fort?
- Why do you think the king called Tanaji?

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

“What?” Shivaji sprang up. “Enter from the west? You’re not 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 anxiously. “And it will be difficult to pull it off successfully. Everything depends on just one thing.”

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

“Very well, go ahead with your preparations.”

Tanaji bowed to Shivaji and left. He called Suryaji and some of his friends who were waiting in the next room. He then told them of the plan, “We begin preparing at once. **Drill** the soldiers, perfect them in the use of **arms**, but don’t tell them for what. We have to take the enemy by surprise.”

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. But the iguana 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 only have faith in himself.” Tanaji once again hurled the iguana up with greater force. This time, Yashwanti gripped the top of the fort wall. Tanaji breathed a sigh of relief.

drill: procedures and skills that soldiers learn so that they can fight effectively in battle

arms: weapons

visible: able to be seen easily

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

Say true or not true.

- ☞ Yashwanti was a very important part of the plan.
- ☞ The soldiers were not well prepared and were scared.

“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. With their help, you can all climb up. Remember not a sound.”

Tanaji held the rope tight and climbed up and up till he reached the **ramparts**. The soldiers followed him. Within minutes, they were at the top. Tanaji whispered, “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 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.



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

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

“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 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.

- Was the plan a success?
- Was the king correct about the challenges of the battle?

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 Kalyan Gate.

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 entered the fort. He looked around for Tanaji and finally found him lying in a pool of blood. He 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 anxiously waiting for them.

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

What does Suryaji decide on seeing his dead friend?



mahout: a person who rides, controls and looks after a working elephant

charging into the fray: running fearlessly into the battle

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: suddenly fell down

“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*.

Complete these sentences.

- ☞ Shivaji was anxious because...
- ☞ Suryaji remained silent because...
- ☞ Shivaji stood looking out because...

Comprehension

A. Answer in brief.

1. What was Tanaji doing when the message came from the king?
2. What was the issue that the king wanted to discuss with Tanaji?
3. Why did Tanaji ask Suryaji not to tell the soldiers about the plan?
4. Why was Udai Singh so angry with Tanaji?
5. Who took the news to the king after the battle? How did the king react?

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

1. “Who said that? There is no place for superstition in a soldier’s life. He must only have faith in himself.”
 - a. Who said this to whom?
 - b. What does this tell you about the speaker?
 - c. How do you think the soldiers felt when the speaker said this?
2. “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.
 - a. What was Udai Singh talking about?
 - b. How do you think Udai Singh felt at this moment?
 - c. What did the two warriors do next?

3. “*Speak, Suryaji!...but my lion is gone.*”
- Do you think Shivaji had already guessed what had happened when he asked Suryaji to speak?
 - Was Suryaji aware of the friendship between the king and Tanaji?
 - What does the king’s reaction tell you about his friendship with Tanaji?



C. Answer in detail.

- Who was Yashwanti? What was her role in the plan?
- What was the plan once Tanaji had climbed the ramparts?
- How did Udai Singh enter the battle? Describe what happened from this point to the point where he comes face-to-face with Tanaji.
- Did Tanaji survive the battle? What happened?
- What did Suryaji do once he had to take control of the army?

D. Think and answer.

Why do you think Shivaji calls Tanaji his ‘Simha’? What does this tell you about Tanaji and also about Shivaji’s opinion of him?



E. Know your values.

Look at this quote about courage. What do you think it means? Have a class discussion.



Courage doesn’t always roar. Sometimes courage is the little voice at the end of the day that says **I’ll try again tomorrow.**—Mary Anne Radmacher

A person can be courageous in many different ways—standing up for what is right, defending their country or even being who they are despite being teased. It is important to understand and appreciate courage in all its forms.

Grammar

We have learned about **compound sentences** which connect two **main clauses**. Here, we will learn about **complex sentences** which consist of a **main clause** and one or more **subordinate clauses**.

A subordinate clause—

- ☞ is dependent on another clause.
- ☞ is part of another clause.
- ☞ cannot stand alone.

When we join a subordinate clause to a main clause, we use **subordinating conjunctions**.

Read these sentences.

- ☞ Shivaji was happy **when** he saw Tanaji.
- ☞ The king had called Tanaji **because** he thought Tanaji was the best man for the job.
- ☞ **Though** Tanaji thought the plan was difficult, he did not think it was impossible.

The highlighted words are called **subordinating conjunctions**. Subordinating conjunctions show the transition between two ideas in a sentence. They indicate a **time** (when, while, until), **place** (where), or **the cause and effect relationship** (because, as, since, although, nevertheless, so that, in order to, unless, whether, if, suppose) between sentences.

A. Underline the subordinating conjunctions in these sentences.

1. I make it a point to visit the Taj Mahal whenever I go to Agra.
2. She was late because she missed her bus.
3. I put it back where I had found it.
4. We should leave early if we want to be on time for the film.
5. I was reading while he cooked.
6. He could not get a seat though he came early.



B. Complete these sentences by choosing the correct subordinating conjunctions.

1. You won't be able to dance this routine unless you attend all the classes.
(if / unless)
2. She walks in the park every day _____ she likes to keep fit.
(in order to / because)
3. _____ we go early for the film, we can eat lunch at the restaurant across the street. (Because / If)

- I asked Mira _____ kitten had the same illness as mine did.
(which / whose)
- That is the building _____ my mother lived as a child.
(where / wherever)

Vocabulary



Find the **synonyms** for these words in the text.

- yelled _____
- worriedly _____
- flung _____
- murmured _____
- task _____
- train _____
- clutched _____
- monument _____

Writing



A paragraph can be divided into three parts—

- The **main** or **topic sentence** introduces the main idea of the paragraph. It is usually, but not always, the first sentence of the paragraph.
- The **supporting sentences** give details to support and develop the main idea.
- The **closing sentence** restates the main idea of the paragraph.

A. Read this paragraph. Identify the topic sentence, the supporting sentences and the closing sentence.

Tanaji Malusare was one of Shivaji's oldest and dearest friends. The king trusted Tanaji to accomplish things that he felt were too difficult for other people. Just having Tanaji in the room seemed to help the king relax. The king's trust was so deep that he did not even ask Tanaji to explain his plan but gave him permission to go ahead and do it. Tanaji's death came as a great blow to the king and he honoured his friend with a memorial that expressed his affection and respect for him.

B. Write a paragraph on someone you admire a great deal. Remember to focus on the main idea of the paragraph and write sentences that express the meaning clearly.

You can begin like this—

The person I admire most is...

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 missed out.

☞ I am → I'm ☞ you are → you're ☞ Tanaji is → Tanaji's

2. When we use a negative verb, we replace the missing letters with an apostrophe in the contraction. In these verbs, 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. **I am** really excited about our trip to the zoo.
2. **She is** hoping to make the Olympic team in the future.
3. "I **do not** like cycling downhill," Sitara said. "So **I am** not coming with you."
4. **They have** bought a lot of food for the picnic.
5. The Patel family **would not** like to attend the late-night sound and light show.
6. The children **cannot** help but feel nervous. **It is** the first time **they are** performing on stage.

Listening

Listen to this paragraph. Then write all the emotion words you hear.

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

Speaking



Describe the situation when the soldiers stood at the foot of Kondana Fort. Remember, this was a time of great tension but Tanaji also still had hope. Mention—

- how they felt (when Yashwanti slithered down/when she gripped the top of the fort wall)
- how Tanaji felt during those times
- what happened—how they all entered the fort

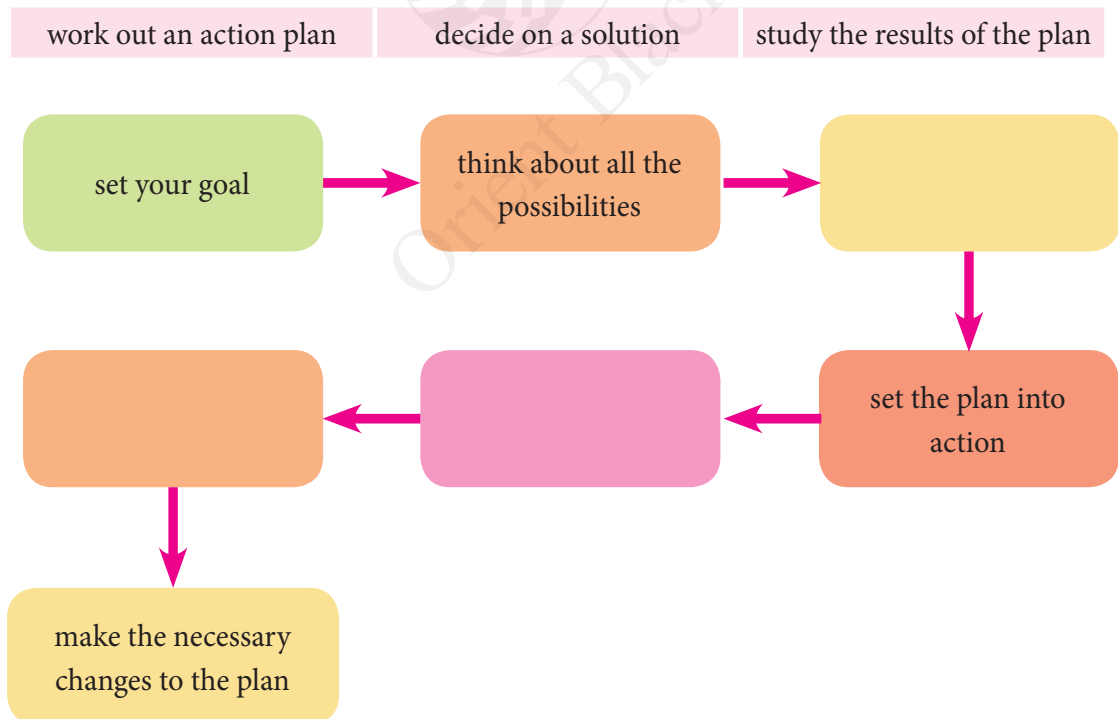
Life Skills



Tanaji came up with a plan to enter Kondana Fort. It was his clever and thorough plan that ensured the success of the army.

When we have a goal we want to reach, it is always better to work with a plan.

Here is an outline for how to set goals and make decisions. Some parts of the process are missing. Look at the words in the box and fill in the correct words in the diagram.





6

Malala Yousafzai



Warm Up

Work in pairs. Read this quote by Dr Seuss.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Discuss the meaning of this quote with each other. Then complete this sentence in your own words.

The more that you learn, the more _____.

Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and **encouraging** words strengthen and **inspire** me.

I would like to thank my parents for their **unconditional** love. Thank you to my father for not **clipping my wings** and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

encouraging: giving someone support and encouragement

inspire: to make someone feel that they want to do something and can do it

unconditional: not limited in any way

clipping my wings: a way of saying that he did not stop her from doing what she wanted to do—he gave her the freedom to decide for herself

I am proud, well in fact, I am very proud to be the first **Pashtun**, the first Pakistani, and the youngest person to receive this award. I am also honoured to receive this award together with *Kailash Satyarthi, who has been a **champion** for **children's rights** for a long time. Twice as long, in fact, than I have been alive. Along with that, along with all of that, I am pretty certain that I am also the first **recipient** of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere but my brothers and I are still working on that.



Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun **Joan of Arc. The word Malala means 'grief stricken', 'sad', but in order to lend some happiness to it, my grandfather would always call me Malala—'the happiest girl in the world' and today I am very happy that we are together fighting for an important **cause**.

- What is Malala proud of?
- Do you have a brother or sister? Name one thing you do together and one thing you fight about. If you don't have siblings, talk about a best friend.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those **voiceless children** who want change.

I am here to stand up for their rights, to raise their voice. It is not time to pity them. It is time to take action so it becomes the last time, the last time, that we see a child **deprived** of education.

I have found that people describe me in many different ways.

Pashtun: people who live in southern Afghanistan and North-West Pakistan and speak Pashto

champion: a person who supports or defends a person or an idea

children's rights: laws that have been passed to keep children safe and educated

recipient: a person who receives or is awarded something

cause: an idea for the good of society that many people support

voiceless children: children who do not have the power to express their thoughts and be heard by many people

deprived: denied something important

* **Kailash Satyarthi:** Kailash Satyarthi is an Indian who fights for children's rights. He founded the *Bachpan Bachao Andolan* in 1980 and has acted to protect the rights of more than 83,000 children from 144 countries. He won the *Nobel Peace Prize*, along with Malala Yousafzai, in 2014.

** **Joan of Arc:** A French woman (1412–1431) who led the French armies against the English in the Hundred Years War.

Some people call me the girl who fought for her rights.

Some people call me a **Nobel Laureate** now.

What are the three things that Malala wishes for?

However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting a **quality education**, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its **necessities**. That has been my experience during the seventeen years of my life. In my paradise home, **Swat**, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns, we would paint our hands with mathematical formulas and equations.

We had a thirst for education—we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of **terrorism**. I was just ten when more than 400 schools were destroyed. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

- ☞ What was Malala's life like in the beginning?
- ☞ What are the things you have in common with her?

When my world suddenly changed, my **priorities** changed too.

Nobel Laureate: a person who is honored with the Nobel prize

quality education: good education

necessities: things that are needed to stay alive

Swat: a river valley in the Khyber Pakhtunkhwa Province of Pakistan—it is a place of great natural beauty

terrorism: the use of violence against people, in order to reach a political goal

priorities: things that are regarded as more important than others

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up.

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win.

We survived. And since that day, our voices have grown louder and louder.



🌀 How did Malala react to the dangers she faced?

🌀 What does she mean by 'our voices have grown louder and louder'?



Comprehension

A. Answer in brief.

1. What is the 'precious award'?
2. What does Malala thank her teachers for?
3. What does Malala say about Kailash Satyarthi?
4. What was the decision that Malala made?
5. How does Malala describe those who survived the terrorist attacks?

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

1. *I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award...Along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers.*
 - a. Is Malala patriotic?
 - b. Does she have a sense of humour? How do you know?



2. ...we had a thirst for education because our future was right there in that classroom.
 - a. What does Malala mean by ‘thirst for education’?
 - b. What does this tell you about the girls in Malala’s school?

C. Answer in detail.

1. Why did Malala’s grandfather change her name slightly?
2. Malala says that the award is not just for her. Who else is it for?
3. What are the different ways in which Malala is described?
4. How did the situation in Swat change?
5. What was the decision that Malala made?

D. Think and answer.

How do you think Malala feels to be far away from her friends and her country? Write a few lines about all the different feelings Malala must have experienced since the attack.



E. Know your values.

Do this activity.

1. Write the names of all the students in your class on slips of paper.
2. Mix up the slips of paper. Then each student should take a slip.
3. Write a hope or a wish for the future of this student—it must be a positive wish.
4. Once everyone is done, each student will take the slip of paper with their name on it and read it.

Discuss in class. What are the hopes and wishes you have for each other?



We must wish others the very best in life. If we do this, everyone can prosper and not envy one another.



Grammar

Read these sentences.

1. Malala loved learning new things.
2. Malala smiled.

In sentence 1, the action **loved** is directed at **learning new things**. **Learning new things** is the object of the verb **loved**. The sentence will be incomplete without the object. The pattern of this sentence is **subject+verb+object (SVO)**. In sentence 2, there is no object for the verb **smiled**. The sentence is complete and does not need an object. The pattern is **subject+verb (SV)**.

Verbs that take an object are called **transitive verbs** and those that do not are called **intransitive verbs**.

A. Underline the verbs in these sentences and say whether they are transitive (T) or intransitive (IT).

1. The little girl laughed merrily. **IT**
2. Pranav lost his keys. **T**
3. The audience clapped.
4. I can't find my bag!
5. The students left the classroom.
6. The water cooled quickly.
7. Rain is falling on the roof.
8. The boy hit the ball.

B. Circle the objects in these sentences.

1. The lion caught a deer.
2. Rubina and Meera played football.
3. I heard a noise.
4. The kitten hurt its paw.
5. Maya wrote an email.
6. They visited Hyderabad.

Vocabulary

Read this sentence.

∞ I am here to **raise my voice** for them.

Raise my voice is a fixed expression. A fixed expression is a phrase that has a very specific meaning that cannot be expressed in any other way. The meaning of the words together means something different from the meaning of each word.

Read these fixed expressions and their meanings.

1. raise your voice: to make your thoughts about something clearly known

2. stand up for (something): to defend someone or something that is being criticised or attacked
3. equal rights: giving people the same rights and opportunities
4. all four corners of the world: many different parts of the world
5. make (someone) proud: to do something to make people proud of you

Complete these sentences with the correct forms of the fixed expressions above.

1. People from _____ attended the conference on global warming.
2. The lawyer spoke to us about how important it is that everyone has _____.
3. The speaker asked us to _____ for the things we believe in.
4. She _____ when she won the Student of the Year award.
5. My parents have taught me to _____ other students who are being bullied.

 **Listening** 

Listen to another small extract from Malala's speech. Then answer the questions in your notebook.

1. What do people ask Malala?
2. Why does Malala mention the First World War?
3. What will Malala do with the Nobel Prize money?
4. Where does she first want to build a school?
5. Why does she want to build a school here?



Writing



The main aim of a speech is to convey information to the audience in an interesting way.

You are the President of the Art Society in your school. You have to give a speech at the school assembly about an award that your team received.

Using the following points, write a speech in your notebook for the occasion.

1. Name the award—It gives me great pleasure to announce that our team has received the...
2. Mention the number of schools you competed against.
3. Thank those who made it possible.
4. Mention any challenges you faced and how you solved them—We had to stay back after school...
5. Conclude by saying how happy all of you are, what it means to you, how you plan to take the society forward...

You can also study the speech made by Malala and see how she builds up to making her point. Notice how she keeps the speech interesting, and even funny in places!

Speaking



Now, read aloud the speech you had written in the Writing section.

Remember:

1. Speak loudly and clearly.
2. Look up once in a while, if you are reading from a piece of paper. It is best to avoid reading, if you can.
3. Pause at important places so that the audience has time to understand what you are saying.

Pronunciation



Words are made up of **syllables** and every syllable contains at least one **vowel** sound.

A. Listen and repeat.

sun moon star sky

These words have only **one syllable**.

In a word of two or more syllables, one syllable is pronounced more forcefully, or louder, than the others. We say that such a syllable 'is stressed' or 'has a stress'. In all these words, the **first syllable** is stressed.

B. Listen and repeat.

tiger doctor garden clever rainy

These words have **two syllables**.

C. Listen and repeat.

formula atmosphere temperature positive gentleman

These words have **more than two syllables**.

Project



Do a project on everyday heroes. Choose someone you know and admire from your day to day life and put together a chart. Mention—

1. their name.
2. their profession.
3. how you know them.
4. why you chose them.
5. which quality makes them a hero.
6. how they inspire you.

Include a picture if you can. Share your chart with the class.

RAINTREE ENGLISH

Class 6



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy.

The Raintree English 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 Raintree English 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

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Writing, Speaking	68
Collaboration	Warm Up	2, 123
Critical Thinking	Think and Answer	8
Creativity	Theme 6	122
Social and Emotional Learning	Theme 5	97
Multiple Intelligences	Theme 3	23

Experiential/Constructivist Approach

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

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Project	21

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

The NEP parameters	Features	Page nos.
Subject Integration	Text (History)	50
Art Integration	Warm Up	37
Values	Know Your Values	33, 114
Life Skills	Life Skills	60

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.
Sustainable Development Goals	Writing	130

The NEP parameters	Features	Page nos.
Know more about India	Text	50

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 and Interactive Tasks for practice and revision
 Teachers' Smart Book - Full Text Animations (for all poems and select texts), Presentations, Picture Gallery, Embedded Questions, Interactive Tasks, Question-paper Generator, Weblinks, Our Heritage, Summary, Audio Tracks, Students' Corner, On-page Teachers' Resource section

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: Lesson Plans, Comprehension Passages with Questions, Listening and Speaking (Subject Enrichment Activities), Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key, Coursebook Answer Key and Listening Texts, Worksheets with Answer Key
 Teachers' Portal - Lesson Plans, Listening Texts Question Bank with Answers for Coursebook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions, Listening and Speaking (Tasks for Subject Enrichment), Listening and Speaking, E-chapters, Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key



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