

KERALA READER

ENGLISH

PART - I

STANDARD VI



**Government of Kerala
Department of General Education**

State Council of Educational Research and Training (SCERT) Kerala

2025



THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.

I shall give my parents, teachers, and all elders, respect and
treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their
well-being and prosperity alone lies my happiness.

Prepared by :

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scert.kerala.gov.in, e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

Typesetting and Layout : SCERT, First Edition : 2025

Printed at : KBPS, Kakkanad, Kochi-30

© Department of General Education, Government of Kerala

Dear learners,

This is the first volume of English Textbook for Standard VI for helping you learn English language. This volume enables you to develop critical thinking about the world through the medium of English. Through this process you naturally gain a deeper understanding of English language.

A diverse mix of stories, poems and conversations carefully crafted in the textbook provides rich and interactive learning experiences. You will find a range of activities which you can do independently or with the help of others or under the guidance of your teacher. This textbook offers a plenty of individual, pair and group activities to help you learn collaboratively. Practising English with others especially friends and classmates, is a great way to enhance your English language. This process will help you become a confident and proficient English language user. We hope this book will be a valuable companion to you.

The SCERT extends sincere gratitude to the team of teachers and experts for their invaluable contributions to give a final shape to this book. We look forward to receiving creative criticisms and constructive suggestions for the improvement of this textbook.

Wishing you a happy and fruitful engagement with this textbook.

Dr. Jayaprakash R. K.

Director
SCERT Kerala



TEXTBOOK DEVELOPMENT TEAM

Advisor

Dr Kunhammad K. K., Dean, Faculty of English Language & Literature, Kannur University

Chairman

Dr K. M. Sherrif, Professor (Retd), Department of English, University of Calicut

Subject Experts

Dr M. S. Geetha, Former Dean, Faculty of Education, University of Kerala & Former Principal, Govt. College of Teacher Education, Trivandrum

Robin Xavier, Assistant Professor, Department of English, St. Joseph's College (Autonomous), Devagiri, Calicut

Members

Bhasha K. K., HST (English), PHSS, Perambra, Calicut

Mohammed Abbas K. P., UPST (Retd), Government High School, Sivapuram, Calicut

Muhammed Irshad P., HST (Drawing), GHSS Neeleswaram, Mukkam, Kozhikode

Muhammed Shareef C. V., UPST, MCM UP School, Vadakara, Kozhikode

Reena S. Anand, BRC Trainer, Kuruvilangad, SSK Kottayam

Shaukath Ali K. K., UPST, Ullanam AMUP School, Parappanangadi, Malappuram

Dr Soumya Premkumar, UPST, Anaprapmal South UPS, Thalavady, Alappuzha

Sreevalsan P., HST (Drawing), GMRS, Chelakkara, Thrissur

Teena Abraham, UPST, St. Anne's Girls High School, Changanacherry, Kottayam

Academic Co-ordinator

Dr Jayalekshmi S., Assistant Professor, SCERT Kerala



State Council of Educational Research and Training (SCERT)
Poojappura, Thiruvananthapuram 695012, Kerala

CONTENTS

1 Of Many Hues 7-31

Names and Names.....	9
The Colours of Earth	21
Crow Boy	25

2 Towards New Horizons 32-61

The Boy Who Harnessed the Wind	34
The Aeroplane.....	49
Mousetronaut.....	52

3 Embracing Differences 62-86

Six Dots	64
Hello, I'm a Wheelchair	76
A Friend Like Simon	80

Icons used



The Doorway



Performance



Writing



Poem/Song



Reading



Glossary

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

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

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

OF MANY HUES

Unit

1

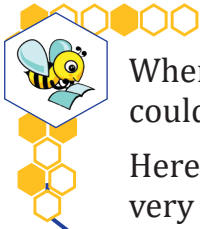


In diversity there is beauty and there is strength.

Maya Angelou



- What are the children doing?
- Do you think the children are from the same country?



When you move to another country, the flow of life changes. What could be the difference you might feel when you move to a new place?

Here is a story of a girl who moved to a new country. The place was very different from where she used to live before.

NAMES AND NAMES

Kunhichirutha stood at the gate, gazing at the street. She loved to look at passing vehicles and pedestrians. It was the end of winter. The air was warming up. But there was still the occasional cold wind. It had been a cold winter in New Jersey. It was only five. But night had fallen.



?

What did Kunhichirutha love doing at the gate?

?

What was the climate like?

?

Why did Kunhichirutha puzzle about the varying length of the day and night?

The varying lengths of day and night across seasons had puzzled Kunhichirutha. When she arrived in July, the sun set only at eight thirty. The day was more than fifteen hours long. Now the sun set a little before five, and the day lasted only a little less than ten hours.

“Kun-hi-chi-ryoo-tha!”

Kunhichirutha was startled. That was Kate, her classmate. She lived just across the street.

Oh, not again! Kunhichirutha said to herself under her breath. When will she learn to pronounce my name right?



This was her sixth month at school. Back in Kerala, she had only learned some English rhymes at play school. But she had picked up English with an amazing speed. Her classmates and teachers were very kind and helpful. She did not feel a stranger at all at the school. Ms. Hopkins who taught Mathematics went out of the way to make her comfortable. The only thing that upset her was the way her classmates pronounced her name. Even Ms. Hopkins found her name difficult to pronounce! She did try, though. She managed to get the last part right. But she still found the first part a tongue twister.

“Hi, Kate”, Kunhichirutha waved back. Kate was going shopping with her aunt.

There were twenty four students in Grade I. Kunhichirutha was not the only non-American student in her class. In fact, nearly half the students belonged

?

Why was Kunhichirutha startled?

My Word Gallery

?

Why didn't Kunhichirutha feel a stranger at all at the school?

to immigrant families. There were students from Canada, Mexico, Italy, the UAE, Egypt and China. Kunhichirutha was the only Indian.

Kunhichirutha had come across many Indians on the streets. She had a pleasant surprise when she met Prakash. Prakash ran a confectionery near her school. Kunhichirutha thought he looked remarkably like her uncle, Harish. Only Prakash looked a lot older. Almost as old as Muthassan. He had gazed curiously at her, the first time she bought some candy from the store.



All her classmates called him 'Mr. Prakash'. Kunhichirutha thought it rude. Back home in Kerala, she would have called him 'Prakash Uncle'. The next time she went to the store, Prakash patted her affectionately on her head.

"What do people call you, dear?"

"Kunhichirutha".

Prakash's eyes widened. "Kunhichirutha!"

Kunhichirutha was delighted. Prakash Uncle was the first person outside her family to pronounce her name perfectly in New Jersey. She nodded her head and beamed at him.

My Word Gallery

?

Why did Kunhichirutha think it was rude to call Prakash by name?

?

What was Kunhichirutha's reaction when Prakash pronounced her name correctly?

Prakash suddenly switched over to Malayalam.

“Do children still have names like Kunhichirutha?” he wondered aloud.

Prakash was not the first person to wonder about Kunhichirutha’s name. She had faced the question several times after she became old enough to talk about it. Of course, she knew very well how she got her name. So she told him about her great grandmother who became a schoolteacher at the age of eighteen. She had only seen a fading photograph of her great grandmother.

Kunhichirutha later learned from Amma that Prakash belonged to a village not far from her town. He had arrived in America almost half a century ago.

A few days before the spring break, a girl named Antoinette took admission in Kunhichirutha’s class. She was from a city called Marseilles in France. Her mother was working in a multinational company. She was given a new project in New Jersey. So the family had relocated.

Antoinette and Kunhichirutha soon became friends. Kunhichirutha was amused to find that her classmates and teachers had trouble pronouncing Antoinette’s name too. Most of them pronounced it as ‘an-toy-net’. But Kunhichirutha learned from Antoinette that the name ought to be pronounced ‘ong- thwa-net’. Kunhichirutha tried to say it that way. She found to her surprise that she got it right after a few trials. She was equally surprised to find Antoinette pronouncing her name fairly well, especially the ‘nh’. Antoinette visited Kunhichirutha at her home a few days later. Kunhichirutha found to her amusement that Amma could not say Antoinette’s name right. So she had to become her mother’s language teacher for a moment!

?

Why was Prakash surprised at Kunhichirutha’s name?

?

How did Kunhichirutha get her name?

?

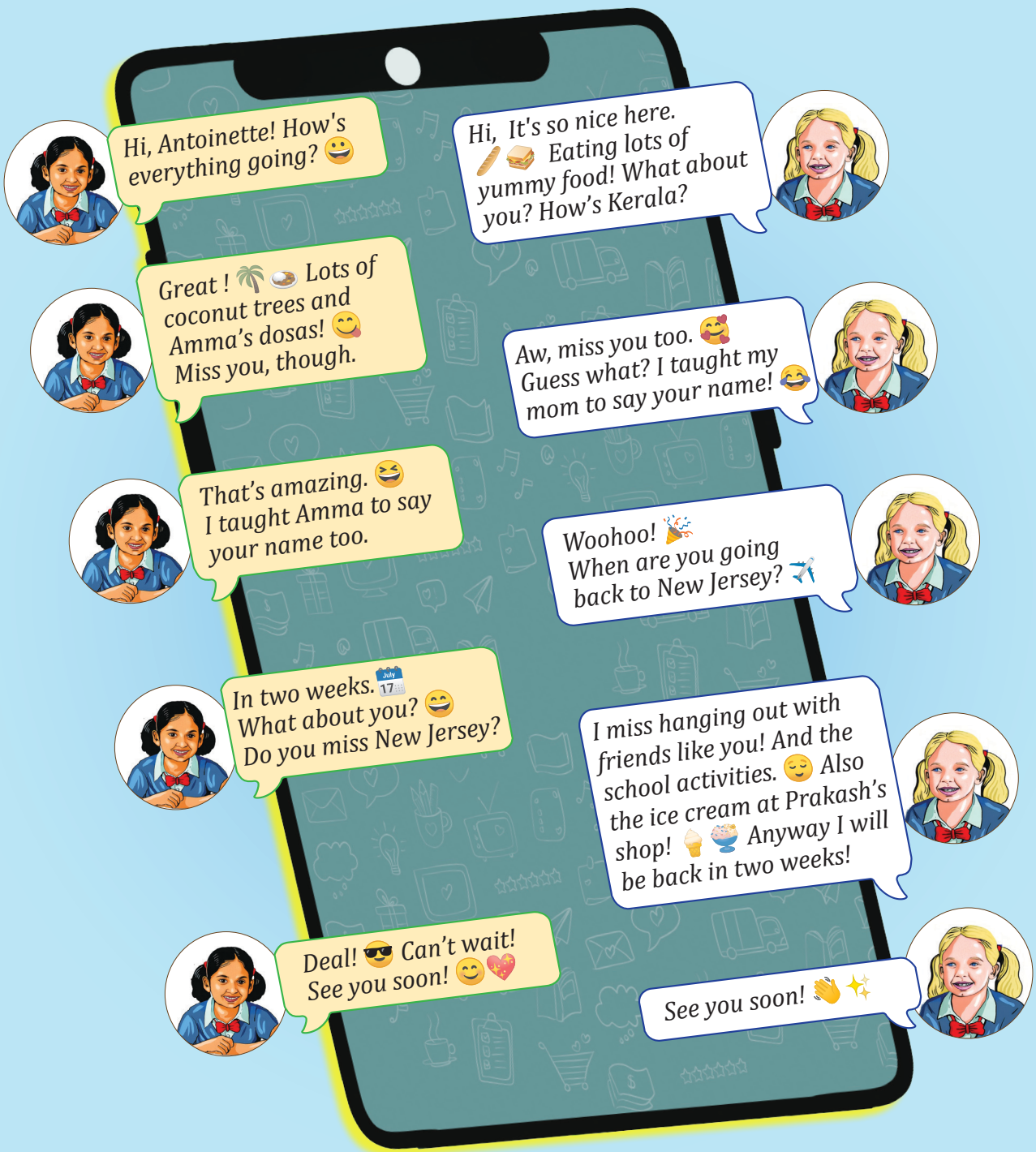
What surprised Kunhichirutha when Antoinette pronounced her name right?

?

Why do you think Antoinette was able to pronounce Kunhichirutha’s name fairly well?



1. The school is closed for the vacation. Kunhichirutha is in Kerala and her friend Antoinette is now in France. But they still stay connected through text messages. Here's a peek at their chat!



You wish to hang out with your friend this weekend. How will you plan for it? Sit in pairs and create a chat.

You : Hi! What are you doing this weekend? 😊

Friend : I'm not sure yet. Do you want to hang out?

:

:

:

:

:

:

:

:



2. During the vacation Kunhichirutha received an email from her friend Antoinette.

From : antoinette12@mail.com

To : kunhichirutha@mail.com

Dear Kunhichirutha,

I hope you're enjoying your vacation! I'm back in Marseilles.

The weather here is lovely, and I went paddleboarding with my friends. I fell down many times, but it was exciting!

I've attached some photos for you.

How's Kerala? I really miss you and can't wait to hear all about your adventures. Say hi to your mom for me!

Take care!

Love,
Antoinette



Kunhichirutha was delighted. She began to type a reply. Can you help her complete the mail?

From :

To :

Dear Antoinette,

I was excited to get your mail! It made me so happy to hear from you.



3. Read the sentences taken from the story.

*In fact, nearly half the students belonged to immigrant families. There were students from Canada, Mexico, Italy, the UAE, Egypt and China. Kunhichirutha was the only **Indian**.*

The term *Indian* denotes *someone from India*.

Here's a list of such words for people from different countries.

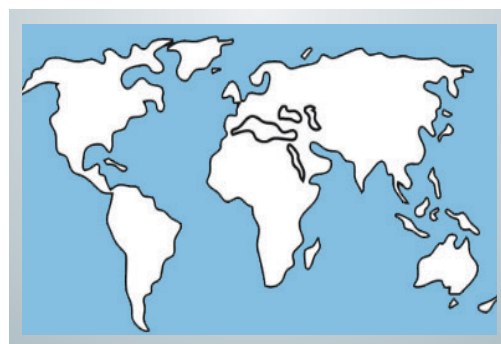
Canada : Canadian

China : Chinese

Egypt : Egyptian

Japan : Japanese

Mexico : Mexican



a. Complete the following.

• France :

• Spain :

• Germany :

• The UAE :

b. Can you add more to this list?

• :

• :



4. Let's have fun with words.

- a. Kunhichirutha and Antoinette decided to play a game. They picked words that started with each letter of their names. The words describe something positive about them. For example, 'K' in Kunhichirutha stands for 'Kind' and 'A' in Antoinette stands for 'Active'. Help them complete the list.



KUNHICHIRUTHA

K	-	Kind
U	-	Understanding
N	-	Neat
H	-	Helpful
I	-	Intelligent
C	-	Curious
H	-	Happy
I	-	Imaginative
R	-	.....
U	-	.....
T	-	.....
H	-	.....
A	-	.....



ANTOINETTE

A	-	Active
N	-	Nice
T	-	Talented
O	-	Optimistic
I	-	Inspiring
N	-	.....
E	-	.....
T	-	.....
T	-	.....
E	-	.....

- b. Now do the same for your name.

Sit with your friend and share your work. Present it in the class.

- c. Here are some qualities describing the character of Kunhichirutha. Write a sentence about each of these qualities.

Kind : Kunhichirutha is a kind girl.

Understanding : She is very understanding both at home and school.

Neat :

Helpful :

Intelligent :

Curious :

Happy :

..... :

..... :

d. Let's write a short description of Kunhichirutha using the qualities above.

Kunhichirutha is a kind and helpful girl.

.....

.....

.....



5. Read the sentence taken from the story.

A few days before the spring break, a girl named Antoinette took admission in Kunhichirutha's class.

Imagine a new student from another country or state has just joined your school. How would you help her adjust to the new place and culture?

(You may use **will** / **shall** / **can** to frame sentences.)

For example

I will show her around the school and introduce her to my friends.

.....

.....

.....

.....

.....

.....



These hints may help you complete this activity.

- New subjects
- Rules
- Teachers
- Local language
- Places to visit
- School Library
- Cafeteria



6. Read the sentence from the story.

But she had **picked up** English with an amazing speed.

In this sentence the pair 'picked' and 'up' together (*picked up*) means 'learned' or 'acquired'.

a. A few such pairs of words are given below. Pick out the sentences that contain those expressions from the story.

- Come across :
- Switched over :

b. Read the conversation below and identify more such expressions used.



Kunhichirutha : Hi everyone, Antoinette's birthday is coming up. Let's do something special!

Jake : Yeah! We can pick up a nice gift for her.

Mia : And we can take her out to eat at her favourite cafe.

Kunhichirutha : Great! I'll fix a time for us to go.

Ben : I'll look for a good gift. What about a book?

Kunhichirutha : Good idea! We can check out the bookstore to find one she'll like.

Mia : We'll look up a book she doesn't have.

Jake : Let's get a cake too. I can drop it off at her house.

Kunhichirutha : Perfect! we'll ask her to come back to the cafe after school and we'll surprise her.

Ben : Okay! Let's get going! Keep the secret.

coming up		
		get going



7. In the class, the teacher asks everyone to say something special about their home country. Ben from Italy goes first. Let's listen to what he has to say about his country.

Dear friends,

I am from Italy. It's a beautiful country. Its capital is Rome. The flag is really cool with three colours: green, white and red. Most people in Italy speak Italian. We make some of the best foods ever, like pizza and pasta. Italy is also home to amazing places like the Colosseum, the Leaning Tower of Pisa and the Canals of Venice. If you visit Italy, you might even spot animals like the Italian wolf and wild boar. The weather is nice too, with warm summers and cool winters. Italians love to celebrate holidays like Christmas, Easter and Carnivals, where we wear colourful masks and costumes.

Sounds fun, right?



Next, Antoinette would like to say something about her country, France. Some basic facts about France are given. Can you help her make a description and present it?

Country	: France
Capital	: Paris
Flag	: Three colours: blue, white, red
Major Language	: French
Popular Food items	: Croissants, Baguettes, Macarons
Famous Places	: Eiffel Tower, the Louvre Museum, beaches of the French Riviera
Animals	: French bulldog , wild boar
Celebrations	: Bastille Day, Christmas, Easter



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Imagine a world in just one colour – quite boring, isn't it ? Luckily, our world is filled with a rich variety of colours and cultures. Here's a song that celebrates the variety.

The Colours of Earth

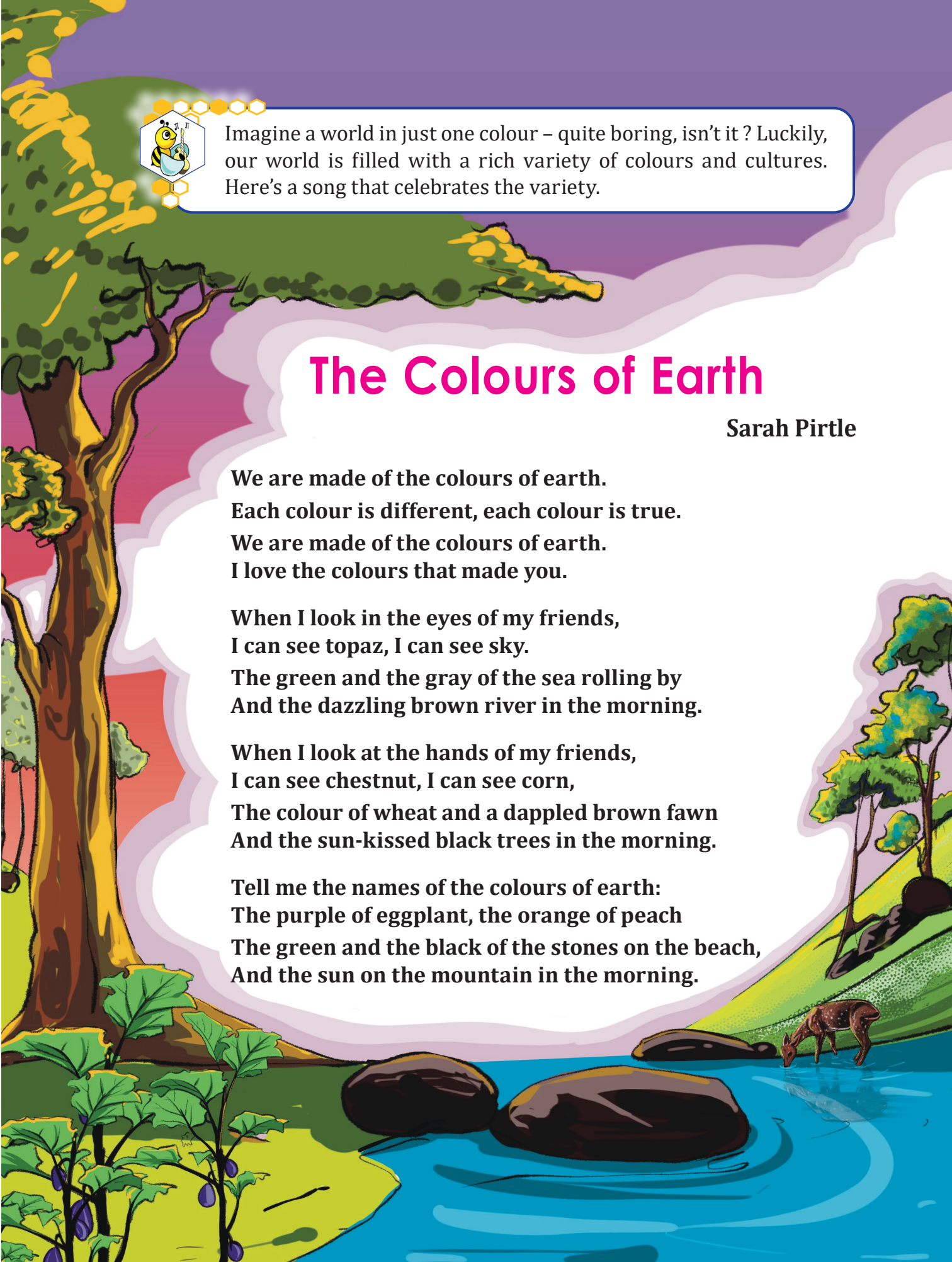
Sarah Pirtle

We are made of the colours of earth.
Each colour is different, each colour is true.
We are made of the colours of earth.
I love the colours that made you.

When I look in the eyes of my friends,
I can see topaz, I can see sky.
The green and the gray of the sea rolling by
And the dazzling brown river in the morning.

When I look at the hands of my friends,
I can see chestnut, I can see corn,
The colour of wheat and a dappled brown fawn
And the sun-kissed black trees in the morning.

Tell me the names of the colours of earth:
The purple of eggplant, the orange of peach
The green and the black of the stones on the beach,
And the sun on the mountain in the morning.



About the author



Sarah Pirtle is an American writer, musician, and teacher. She is famous in literary circles for the award winning novel *An Outbreak of Peace*. As a musician, Pirtle is known for her folk music, with songs about fairness, kindness and caring for the environment.

Answer the following questions.

1. What colours are we made of?
2. What colours can the speaker see in the eyes of their friends?
3. What natural things does the speaker mention in the song?
4. What is the speaker trying to convey about the relationship between humans and nature?
5. What colours does the speaker see on the beach?
6. What things described in the song attract you the most? Why?



1. List out the colours mentioned in the song 'The Colours of Earth'.

- Chestnut
- Topaz
-
-



2. Nature is full of beautiful colours that inspire us. Each shade reflects the world around us.

a. There are some colours that go with fruits. Add a few more.

- Apple Red
- Banana Yellow
-
-

b. Some colours can be paired with objects or natural phenomena. Write a few more?

- Sky Blue
- Sunset Orange
-
-

c. A few colours are paired with food items. Give more examples?

- Chocolate Brown
- Tomato Red
-
-



3. Read the lines below.

*The green and the gray of the sea rolling by
And the dazzling brown river in the morning.*

a. Find out the describing words of the objects/natural phenomena.

.....
.....

b. Find similar describing words of the objects/natural phenomena from the song.

.....
.....

c. Write sentences of your own using the words you have found out.

Examples: I was walking by a sun- kissed building.

The green of their uniform was dazzling.

.....
.....



4 a. Which colour do you like the most?

.....

b. Write the names of as many colours as possible you can think of.

.....

.....

c. Sit in groups and find pictures of different colours from magazines, newspapers or old calendars. Design a chart to showcase your colourful work.

Each group can add a creative title to their chart and present it in the class, explaining why you picked each item.



5. Choreograph the song in the class or school auditorium.

Consider these points :

- Keep it simple
- Make it fun
- Use masks from different cultures
- Design steps that everyone can do





Let's read a story of a shy and quiet boy who had incredible talents that made him special in his own way.

CROW BOY

Taro Yashima

On the first day of our village school, one of the boys was found missing.

He had hidden himself in a cellar in the schoolhouse. None of us knew him. He was dark and small. He looked different from the other students. He lived on the other side of the mountain. Because of his size, he was nicknamed Chibi, which meant 'tiny boy'.

?

Why did Chibi hide in the cellar?



?

What does the nickname "Chibi" mean?

This strange boy was too scared of our teacher to learn anything. He was too scared to make friends with other children. So he was left alone at study time and play time. He was always at the back of a class and at the end of a line.

But Chibi found many ways to pass the time and amuse himself. He would just stare at the top of his desk for a

?

Why was Chibi left alone at study time?

long time. Sometimes he would lie gazing at the ceiling for hours. There were many things to interest him: the design on the shirt of a boy sitting next to him, or what he could see out of the window.

In the playground Chibi would just close his eyes and listen to the wonderful sounds that came from near and far.

And he could hold and watch insects and grubs that most of us wouldn't touch or even look at.

Everyone called him slowpoke – even the children in the lower classes. But slowpoke or not, Chibi came trudging to school everyday. He always brought the same lunch, a ball of rice wrapped in a radish leaf. Even when it rained or stormed he still came trudging along. He would then be wrapped in a raincoat made from zebra grass.



Five years went by, and we were in the sixth grade, the last class in school. Our new teacher Mr. Isobe was a friendly man with a kind smile. It was Mr. Isobe who changed the way we looked at Chibi.

Mr. Isobe often took his class to the hilltop behind the school. He was pleased to learn that Chibi knew all the places where the wild grapes and wild potatoes grew. He was amazed to find how much Chibi knew about all the flowers in our class garden.

He liked Chibi's black-and-white drawings and tacked them up on the wall for everyone to see. He also had

?

How did Chibi amuse himself during class hours ?

?

Why did everyone call Chibi slowpoke ?

?

Who changed the way we looked at Chibi?



My Word Gallery

no complaints about Chibi's handwriting. Only Chibi could read it. Mr. Isobe tacked some of what Chibi wrote on the wall. And he often spent time talking to Chibi when no one was around.

When Chibi appeared on the stage at the talent show of that year, no one could believe his eyes. "Who's that?" "What can that stupid do up there?" But they were astounded when Mr. Isobe announced that Chibi was going to imitate the cries of crows. "Cries of crows?" They had more surprises coming.



Chibi ascended the stage. First he imitated the cries of newly hatched crows. Then he imitated the cries of mother crow and father crow. He then went on to show how crows cried early in the morning. He also imitated the cries of crows which were happy or sad.

?

How did Mr. Isobe encourage Chibi?

?

How did Mr. Isobe help Chibi feel better about himself?

?

What performance did Chibi give at the talent show?

Everybody's mind was taken to the far mountainside from which Chibi came to the school. Now they could imagine exactly the far and lonely place where Chibi lived with his family.

Then Mr. Isobe explained how Chibi had learned those calls – leaving his home for school at dawn and returning at sunset everyday for six long years.

Every one of us cried, thinking how much we had been wrong to Chibi all those long years. Even grownups wiped their eyes, saying, "Yes, yes, he is wonderful."

?

How did Chibi learn the cries of the crows ?

?

How did the other children react to Chibi's performance?

?

What new name did Chibi get after the talent show? Why?



Chibi was the only one in our class honoured for perfect attendance through all the six years.

Chibi still came to the village to sell the charcoal he and his family made. But nobody called him Chibi anymore. We all called him "Crow Boy". Hi, Crow Boy! We still heard his imitation of a happy crow as he returned home along the mountain road.

(Adapted)

About the author



Taro Yashima (1908-1994) was a Japanese American artist and author of children's books. He became known for his vibrant illustrations and engaging stories. He valued his interactions with children around the world, considering them his greatest teachers.



1. Let us develop a story map about Chibi at school. It's an interesting way to find all the important parts of a story, like where it happens, who are in it, and what events take place.



Story Map

Title of the story :

Author:

Setting :
(Where and when the story takes place)

Characters
(Important people or animals in the story)

Beginning :

On the first day of school, Chibi hides because he feels different and alone. He's small and quiet, and the other kids call him "Chibi" and leave him out.

Middle

Ending

What does the story tell us about treating others who are different from us?





2. Here is a thank-you note prepared by Chibi for his Teacher Mr. Isobe.



- a. Write a thank-you note to your best friend for helping you with your English lessons.

- b. Write a thank-you note to your Trainer/Coach who helped you to participate in an arts festival or sports event.



ascended	: went up or climbed
astounded	: surprised
beamed	: smiled widely with happiness
cellar	: a room below ground level, usually meant for storage
charcoal	: a dark, black material often used for drawing or as fuel
come across	: find something or someone by chance
confectionery	: a place where confections (sweets) are made or kept
dappled brown fawn	: a young deer with brown fur and spots or patches
dazzling	: very bright and shiny
gazing	: looking for a long time with interest
grubs	: insects, the larva of an insect especially a beetle
immigrant	: a person who moves to a new country for the purpose of settling there
patted	: tapped someone gently, usually with the hand
pedestrians	: people who are walking
picked up	: learned something new
relocated	: moved to a new place
schoolhouse	: a traditional school building in the japanese communities
slowpoke	: a person who is slow at doing things
startled	: surprised or scared suddenly
switched over	: changed from one thing to another
tacked	: attached or pinned something
trudging	: walking slowly and heavily, as if tired

Unit

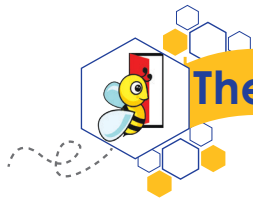
2

TOWARDS NEW HORIZONS



Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.

Christian D. Larson



The Doorway

Vinisha Umashankar Earns Global Praise



Glasgow, UK : Vinisha Umashankar, a 15-year-old environmentalist from India, received a standing ovation at the 2021 UN Climate Change Conference (COP26) for her passionate speech on climate action. At 12, Vinisha invented a solar-powered ironing cart to reduce

pollution, earning her the Children's Climate Prize in 2020 and making her a finalist for The Earthshot Prize. Her statement, "I am not just a girl from India. I am a girl from Earth," inspired many, highlighting her as a leading voice for youth-driven environmental change.

- For what did Vinisha Umashankar receive a standing ovation?
- What did she invent at the age of 12?
- Do you believe anyone can be an inventor? Or, do you need special skills?
- If you could invent something, what would it be?



Here is a story about a young boy who made an invention that saved his village from hunger.

THE BOY WHO HARNESSSED THE WIND

William Kamkwamba and Bryan Mealer

In a small village in Malawi, a poor country in Africa, people had no money for lighting their homes. So the villagers, most of them small farmers, went to bed as soon as night fell. But for William, a young boy, darkness was the time for dreams. He dreamed of putting together things and taking them apart.

?

Why did the villagers go to bed early?



My Word Gallery

He kept toy trucks with wheels made of bottle-caps under his bed. He was fascinated by music he heard on the radio. Where are the musicians and singers, he would wonder. He would crack open old radios to find them.

?

Why did William crack open old radios?

As he lay awake, his grandpa's tales of magic flashed through his mind. Ghost dancers in the stories seemed to twirl before his eyes.

As William worked in the fields at dawn, he imagined he could see magical beings among the rows of maize. As trucks rumbled across the path, he wondered how their engines made them go.

“Look where you throw your hoe,” his father would shout, shaking him out of his dreamy thoughts.

But the magical beings of William’s imagination could not bring rain. Without water the angry sun scorched the fields. The farmers’ prayers for rain went unanswered. The rows of maize turned into dust. Without food, Malawi began to starve. Soon William’s father gathered the children and said, “From now on, we eat only one meal per day. Make it last.”

In the evenings, they sat around the lantern and ate their handful of food, watching hungry people pass like spirits along the roads.



Money also disappeared with the rain. Only a few lucky children could go to school. William was one of the dropouts. For weeks he sulked under a mango tree. Then he remembered a library down the road. In the library, he found science books filled with brilliant pictures. With some difficulty he started reading. Soon he learned how engines moved the big trucks and how radios pulled music from the sky.

?

What did William think when he saw trucks crossing the path?

?

What did William’s father do to help the family survive?

My Word Gallery

?

What did William learn from the science books in the library?



But what attracted him the most was the picture of a machine taller than the tallest tree he had seen. It had huge blades like a fan. It looked like a giant pinwheel. William read on. He learned that it was a machine that produced electricity and pumped water.

?

What attracted William the most in the library?

William closed his eyes. He saw the machine drawing cool water from the ground. The water gushed through the thirsty fields turning the maize tall and green. The windmill was more than a machine. It was a weapon to fight hunger.

?

Why did William think the windmill was more than just a machine?

"I will make an electric wind," William whispered to himself.

The junkyard in the village was a treasure house to William. He found things that would help him realise his grand dream. Some things he could just pick up – like a tractor fan, or some pipe. Other things like bearings and bolts he had to remove. He had to strain every muscle in his body. The wheel for the electric wind was a big problem. But after much wrangling William got it. William's father allowed him to take out one of the wheels of his bicycle. It was a big sacrifice. The bicycle was his family's only vehicle.

?

Why did William go to the junkyard?

“Go away,” William shouted to the birds and spiders which had made the junkyard their home.

As William carried his prized possessions home, the villagers said to each other: he is crazy. Only crazy people play with trash.

?

What made the villagers think William was crazy?



After many weeks, William arranged his pieces in the dirt: a broken bicycle, rusted bottle caps, and plastic pipe. There was even a small generator that powered a headlight on a bike.

For three days, he bolted, banged, and tinkered.

Chicken squawked, dogs howled and neighbours shook their heads. “What’s the crazy boy doing now?” the neighbours asked themselves. But his cousin Geoffrey and his best friend Gilbert soon appeared. “Can we help with the electric wind?” they asked him.

“Get your axes and follow me,” William said.

William took them to the forest. Together they swung their sharp blades into the trunks of trees. They cut long planks and hammered them together to make the tower for the windmill. They erected the tower and fixed the huge blades on the top.

My Word Gallery

?

How did William create the tower for the windmill?

William had made a crude motor which would rotate as the wind turned the blades. As soon as the wind was strong enough to turn the blades, he connected the wires from the motor to a bulb.

William, Geoffrey and Gilbert watched excitedly as the light glowed. It glowed faintly at first. But as the wind became stronger it burned bright like the sun!

"Well done!" one of the onlookers shouted. Soon everybody started cheering.

"I have made an electric wind!" William shouted ecstatically.



But William knew he had just begun. He had only managed to light a bulb with his windmill. But he had made the beginning. Soon another more powerful windmill would work a pump. It would water the fields in his village, creating food where once there was none. It would be a more wonderful magic than what he had heard in his grandpa's stories.

(Adapted)

?

When did the onlookers start cheering?

My Word Gallery

?

Why did William think he had just begun?

About the authors



The Boy Who Harnessed the Wind was co-authored by William Kamkwamba and Bryan Mealer.

William Kamkwamba (1987-) was born near the village of Wimbe in Malawi. He became popular in his country in 2001 when he built a wind turbine from trash. It powered electrical appliances in his home. He is a TED Fellow and has spoken at conferences and universities around the world.



Bryan Mealer (1974 -) is an American author and journalist who has written several books, including *All Things Must Fight to Live* and *Muck City*. *The Boy Who Harnessed the Wind* was made into a film with the same title in 2019 by Chiwetel Ejiofor.



1. Are you inspired by William's story?

Read the following sentence from the story.

"I will make an electric wind," William whispered to himself.

Now it's your turn to make a difference in your community. What ideas can you contribute to make your community a better place using the following hints?

- Village library
- Gardening project
- Village newsletter
- Waste management

Let's look at the example given - **A Village Library**

What can we do?	How will it help?
• Build a small library in the village • Place a big box where villagers can donate books	• Kids can enjoy reading fun stories and learn exciting new things. • Everyone can share their favourite books and ideas.



2a. Some of the characters in the story are given below. What qualities in them attract you?

Character	Qualities
William	,
William's father	,
Gilbert & Geoffrey	,

b. Write a sentence about the characters.

William is

.....

.....

.....

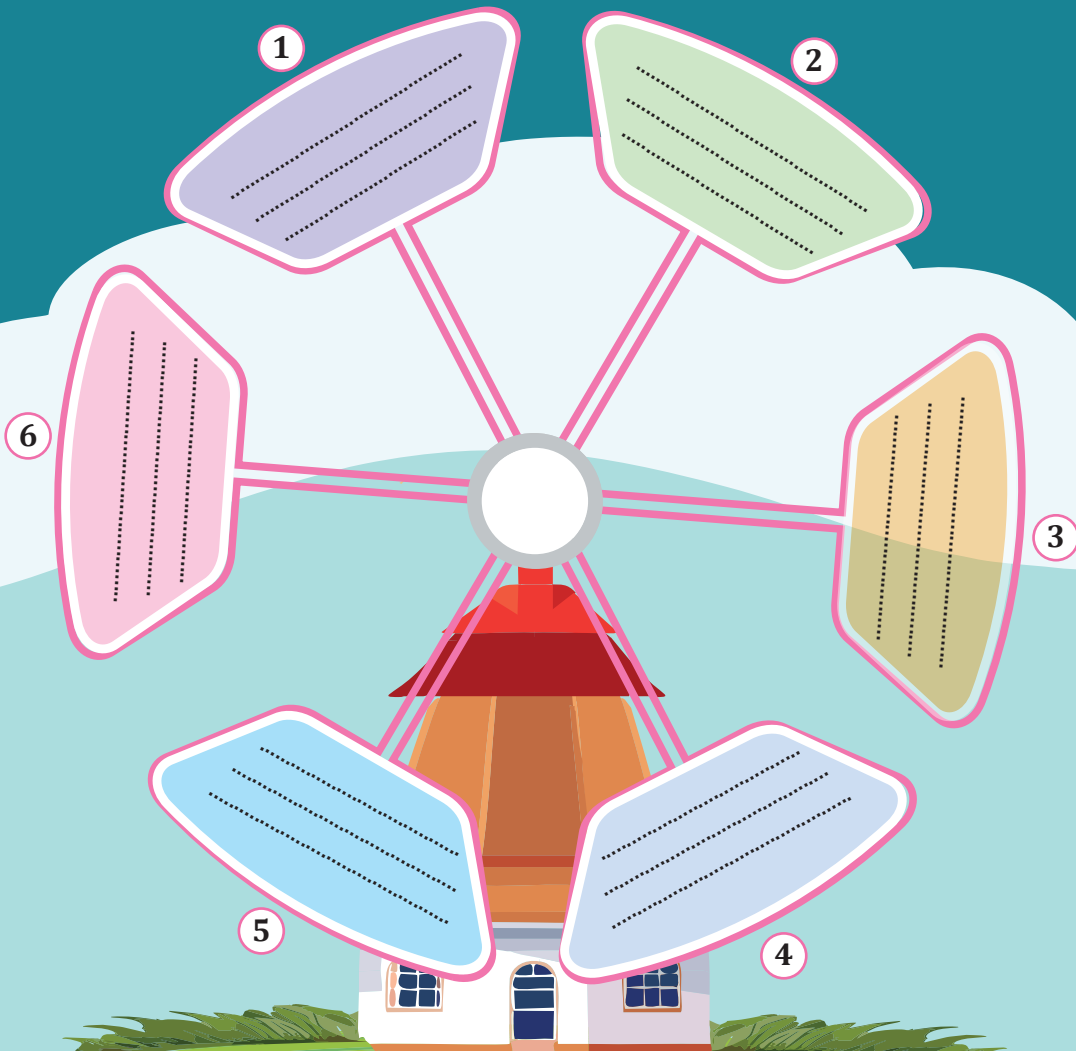
.....

.....



3. Some events from the story are given. Read them carefully and arrange the events in order. Write them in the given space below.

- He saw the picture of a windmill and decided to build one.
- He built a windmill and used it to light a bulb.
- Without food Malawi began to starve.
- He found a library and learned about science.
- William collected old parts of machines and tools from a junkyard.
- William had to stop going to school because his family had no money.





4. Read the following sentences from the story.

Geoffrey and his best friend Gilbert soon appeared.

"Can we help with the electric wind?" they asked him.

"Get your axes and follow me," William said.

Why do you think William decided to involve his friends in making the windmill?

Can you think of situations from your life where you can do things alone and in groups? Write them down.

Things I can do alone	Things I love to do in groups
Read a book	Go for a picnic



5. Read the sentences from the story.

*William **closed** his eyes.*

*It **looked** like a giant pinwheel.*

*He **kept** toy trucks with wheels made of bottle-caps under his bed.*

*William **took** them to the forest.*

These are actions that took place in the past.

The past forms of **close** and **look** can be formed by adding '-d' or '-ed' at the end.

These are **regular verbs**.

The words **kept** and **took** are also action words in the past. But these words have no ‘-d’ or ‘-ed’ in their past forms.

These are **irregular verbs**.

Regular and irregular verbs differ in their past forms.

- a. **Read the following letter and identify the sentences which refer to the actions that took place in the past. Write them in the space below.**

01-01-2025

Dear Grandma,

Yesterday, I went to the park with Mom. We played on the ride. She bought me a small purse. Last week we baked cookies together. Now I am learning to ride a bicycle. Daddy teaches me everyday. I miss you Grandma.

Love,

Anna



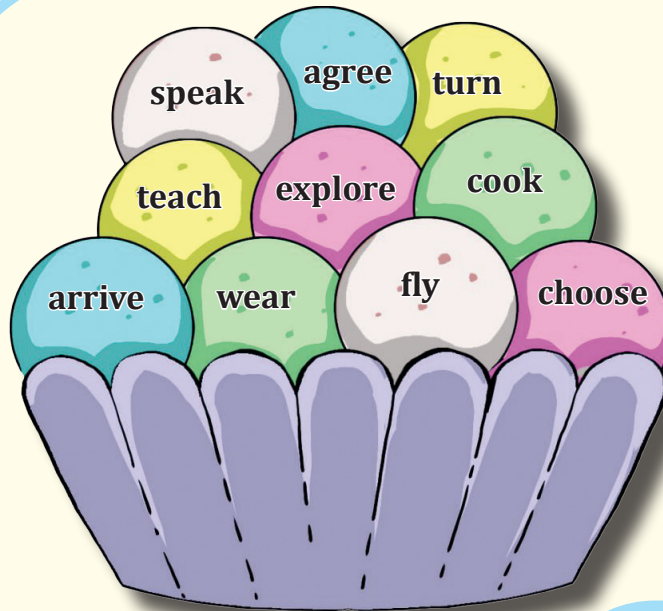
.....

.....

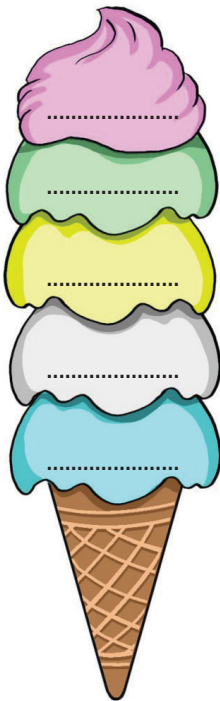
.....

.....

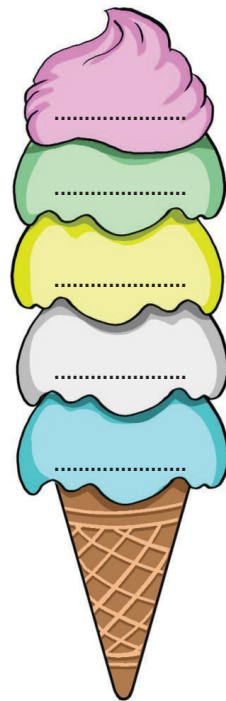
- b. Look at the words in the bowl. Write their past forms and place them in the correct ice cream cone. One cone is for regular verbs and the other is for irregular verbs.



Regular Verbs

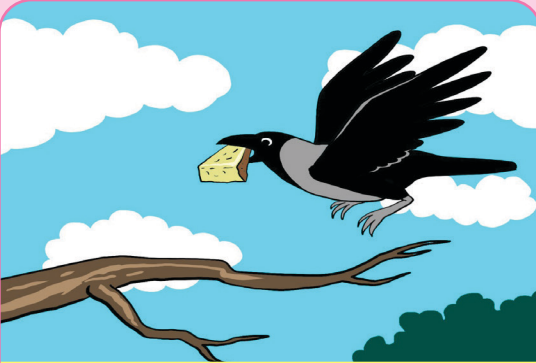


Irregular Verbs

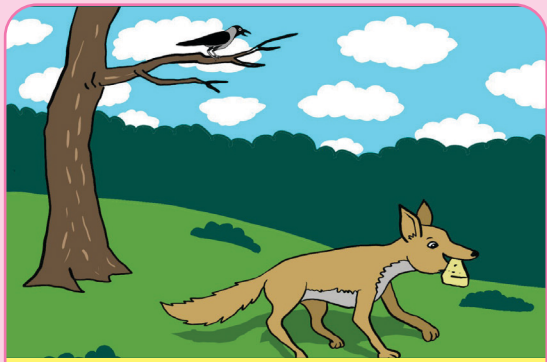
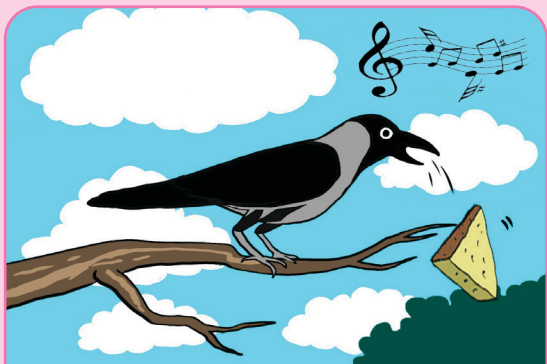
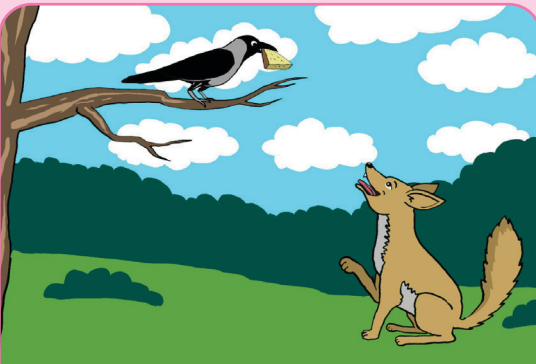
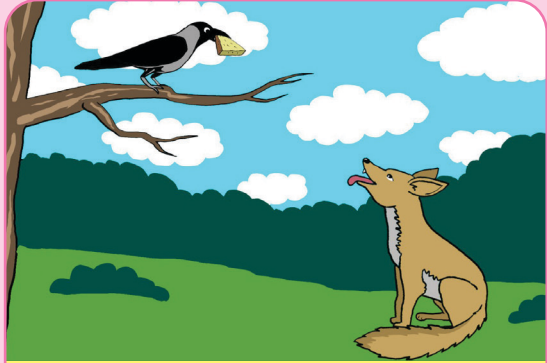


- c. Look at the pictures below. Develop a story using the past forms of words given.

(sit, look, request, sing, fall down, catch, go, ask, run, draw, hold, fly, become, find)



One day a crow found a piece of cake and flew with it on to a tree.





6. Read the following sentence. Notice the words in *italics*.

Chicken *squawked*, dogs *howled* and neighbours shook their heads.

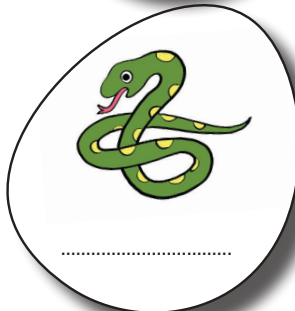
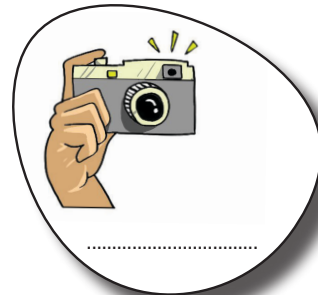
The words in *italics* are sounds made by chicken and dogs. Similarly, *meow* is the sound made by a cat and *whoosh* is the sound made by the wind.

There are many words like the above which represent sounds.



Pick out the appropriate sound words from the list given below. Write them below the pictures.

whistle, bang, splash, hiss, sizzle, click, boom, ring, buzz



7a. Akash and Veena are reporters. They want to report about the village in Malawi. Look at the beginning of the report on the village. Complete the report. You may use the following hints.

(failure of crops, lack of electricity, lack of drinking water, little food to eat, students missing the classes)



“Good morning, this is Akash and Veena reporting live from a small village in Malawi. Here, people are facing hard times with no rain.....

.....

.....

.....

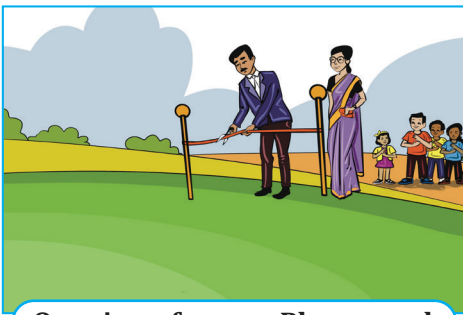
- b. Sit in groups and prepare a live report on any one of the following events and present it in the class.



School Book Fair



Inauguration of English Club



Opening of a new Playground



School Anniversary



8. Here is the live report of a School Book Fair. There are some errors in it. Read it carefully and edit it.

Live Report : School Book Fair Inaguration

Good morning,

We are live from GUPS vazhiyoram, where the School Book Fair has just been inagurated. The event was over presided by the headmistress, mr. nidha S Kumar, and inaugurated by dr. sajeev, who highlight the importance of reading. A total of 13 publishers is participating, showcasing storybooks, educational books, and reference materials. Students and parents will enthusiastically exploring the stalls, and the headmistress spoke about how reading shape a child's future. We wonder, which book will be you're favourite today.

Thank you.



Have you ever travelled on an aeroplane? Do you find any similarity between an aeroplane and a bird? Let us read the poem.

THE AEROPLANE

Jeannie Kirby

Look at the aeroplane
Up in the sky,
Seems like a giant lark
Soaring on high.

See! on its outspread wing
Flashes the light;
There sits the pilot brave,
Guiding its flight.

Hark! what a whirring song
Comes from its throat,
Purr, purr of the engine,
Its only note.

Now! high and higher yet,
Upward it goes,
Till but a tiny speck
'Gainst heaven it shows.

Oh! here it is again,
Big as before,
Gracefully gliding down
To earth once more.



About the author

Jeannie Kirby is an American poet. She has written poems about nature and the world of children. Her famous poems include *I Wonder*, *The Pigeon's Story* and *Timid Bunnies*.

Answer the following questions

1. What is the aeroplane in the poem compared to?
2. Why is the pilot described as 'brave'?
3. What happens when the aeroplane goes higher and higher?
4. How does the aeroplane come back to the ground?



1. Find the lines that tell us about how the aeroplane moves?

For example

Soaring on high

.....

.....

.....



2. Read the following stanza.

*Look at the aeroplane
Up in the sky,
Seems like a giant lark
Soaring on high.*

Here the aeroplane is compared to a lark.

**What other features of a bird can you see in the aeroplane in the poem.
Write them down.**

.....

.....

.....

.....

.....

.....



3. The poem gives a vivid description of an aeroplane. Use the following hints to write about the aeroplane in your own words.

- Looking like a giant lark
- The pilot guiding the plane
- Purr, purr of the engine
- Flying very high
- Gliding down to earth

The aeroplane looks like a giant lark.

.....

.....

.....

.....

.....



Have you ever dreamed of going on a big adventure? What do you think if it would be a travel to space? What if a mouse goes to space? Let us read the story.

MOUSETRONAUT

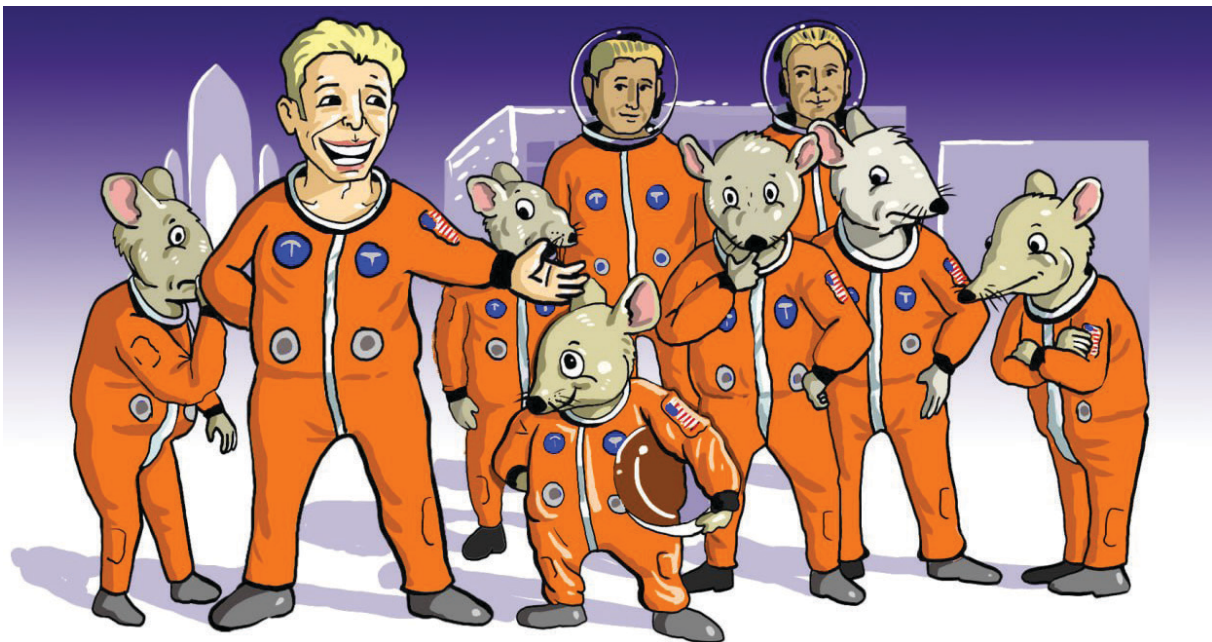
Mark Kelly

The space shuttle is set for a launch, and the astronauts are doing their last-minute training to prepare for the mission. NASA is sending along some special guests for this flight, and they're training too!

One mouse is smaller than all the rest. His name is Meteor. The other mice know he won't be chosen for this important mission. But someone has his eye on Meteor, and he's impressed with the little mouse's hard work.

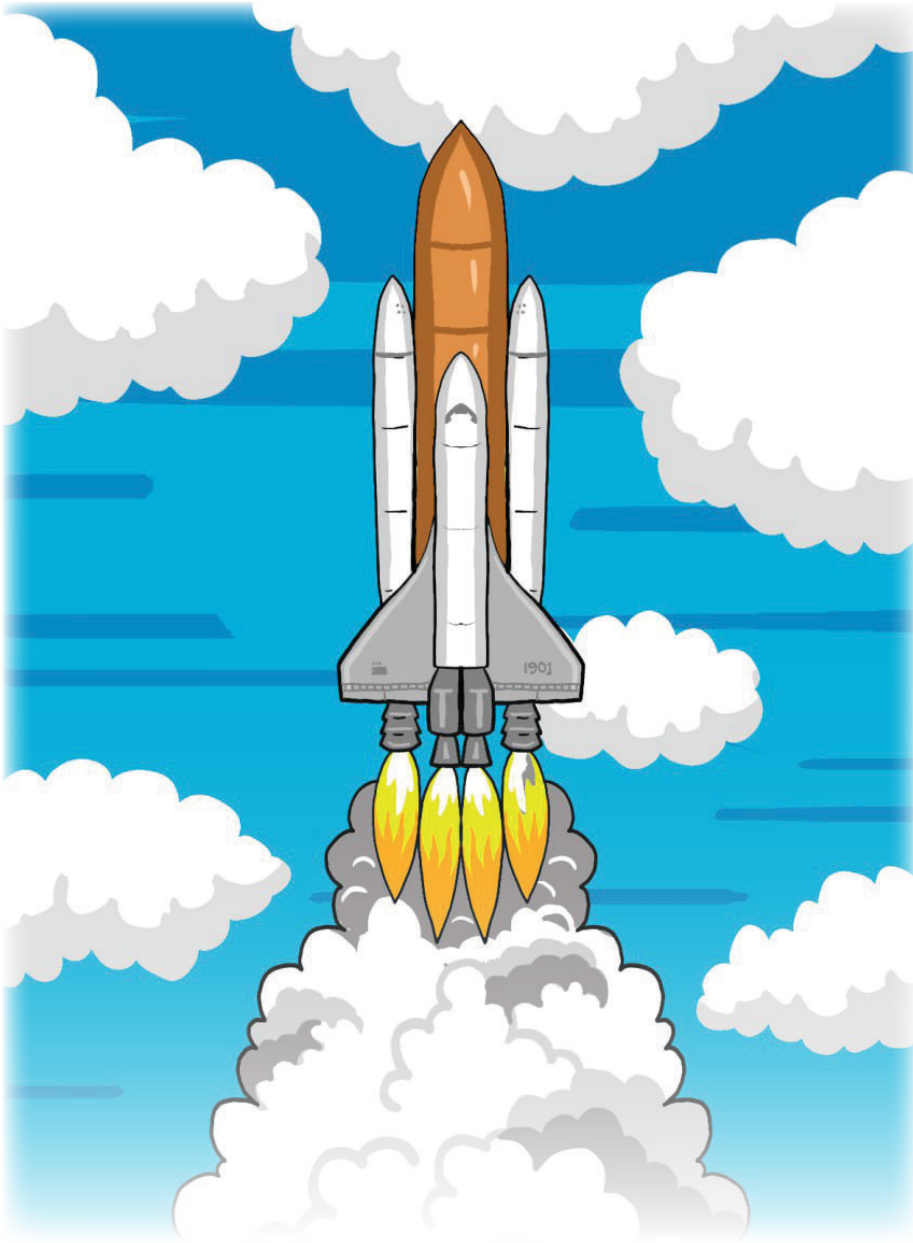
?

Why did the other mice think Meteor would not be chosen for the mission?



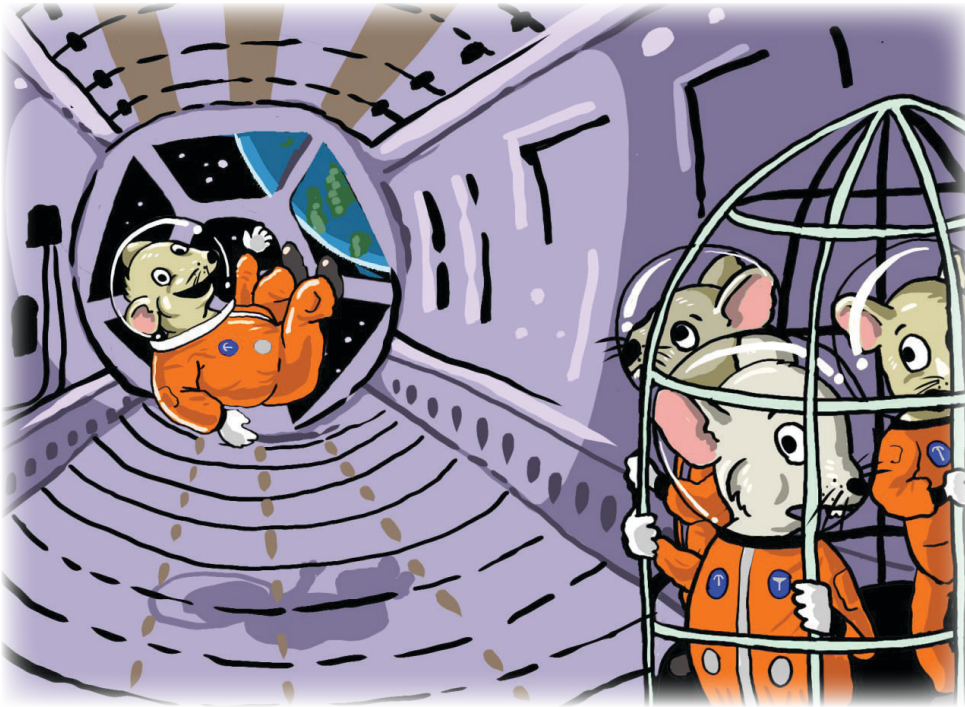
The shuttle commander announces that six mice will be selected for the flight. He picks five of the biggest, strongest mice. But for the sixth spot, to everyone's surprise, he chooses...Meteor!

All six are taken to their new home, a special cage called the Mouse Hotel! The other mice are nervous as the countdown begins. But not Meteor!



10, 9, 8, 7, 6, 5, 4, 3, 2, 1, Liftoff!

At first the mice are pressed flat against their cages by the power of the launch. But then the pressure goes away. The other mice cling to their cage in terror.



But not Meteor! He loves the feeling of weightlessness. "Hey, little guy," the commander says. "You're a natural. A real live ... mousetronaut!"

Meteor is taken from his cage and gets a tour of the shuttle. He can even see the Earth way off in the distance. The astronauts are all very busy during the fourteen-day flight. There are space walks to take, and experiments to conduct. But what can Meteor do to help?

Then, while answering e-mails, one of the astronauts notices the key to the control panel stuck between the monitors. When he tries to get it out, it accidentally gets wedged farther down. "This isn't good," says the commander. "We need that key back." One astronaut tries to move the monitor. It doesn't budge.

?

What did Meteor feel during the launch of the space shuttle?

My Word Gallery

Another slips her fingers into the crack, but the key is stuck down too deep. One even tries pushing it out with a long piece of metal, but with no luck. No one can reach it.

The astronauts are getting worried. But as they discuss the problem, a tiny figure has an idea. "Being the smallest isn't a bad thing," Meteor says to himself.

?

Why does Meteor believe that "being the smallest isn't a bad thing"?



"Maybe I can be useful on this flight." Meteor squeezes his way into the crack. The space is dark and cramped, but Meteor spots the key and tugs at it with all his might. "Hey! Look at what our tiny friend has done," the commander says. "He's saved the mission!"

My Word Gallery



When the shuttle returns to Earth, Meteor is declared a hero. He's even given a brand-new uniform, and an official title - Mousetronaut!

All the astronauts cheer and applaud, but Meteor is already thinking about his next big mission!

?

What rewards were Meteor received at the end?

(Adapted)

About the author



Mark Kelly (1964 -) is an American Senator, retired astronaut and Captain of the US Navy. He is famous for the various space flights to the International Space Station including the final mission of the spaceship Endeavour in 2011. As a writer he is famous for the Moustronaut series and the biographical book *Gabby*.



1. Look carefully at the pictures from the story. What is happening in each scene? Write two sentences in your own words.

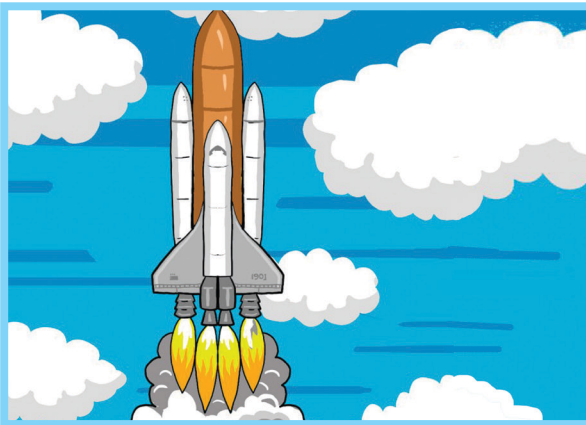


The shuttle commander chooses Meteor for the mission.

.....

.....

.....

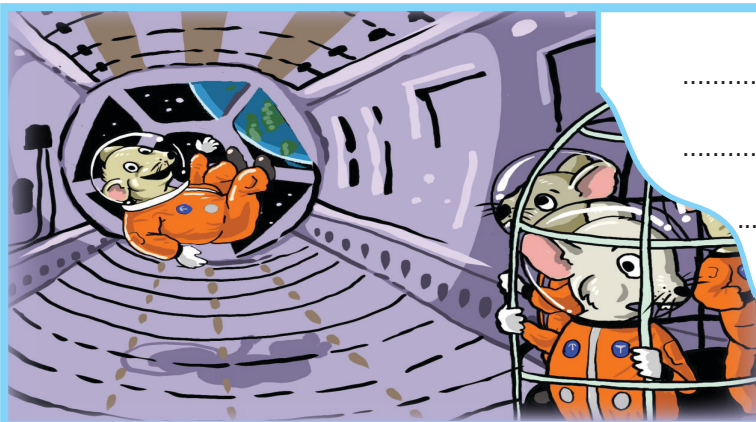


.....

.....

.....

.....



.....

.....

.....

.....



.....

.....

.....

.....



.....

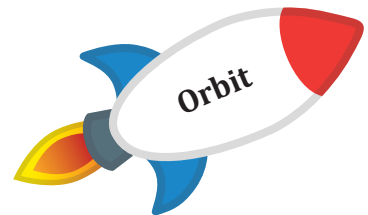
.....

.....

.....



2. The words 'space', 'shuttle' and 'astronauts' are related to space mission. Here are some more words related to space travel. Find out their meanings and make a sentence each.



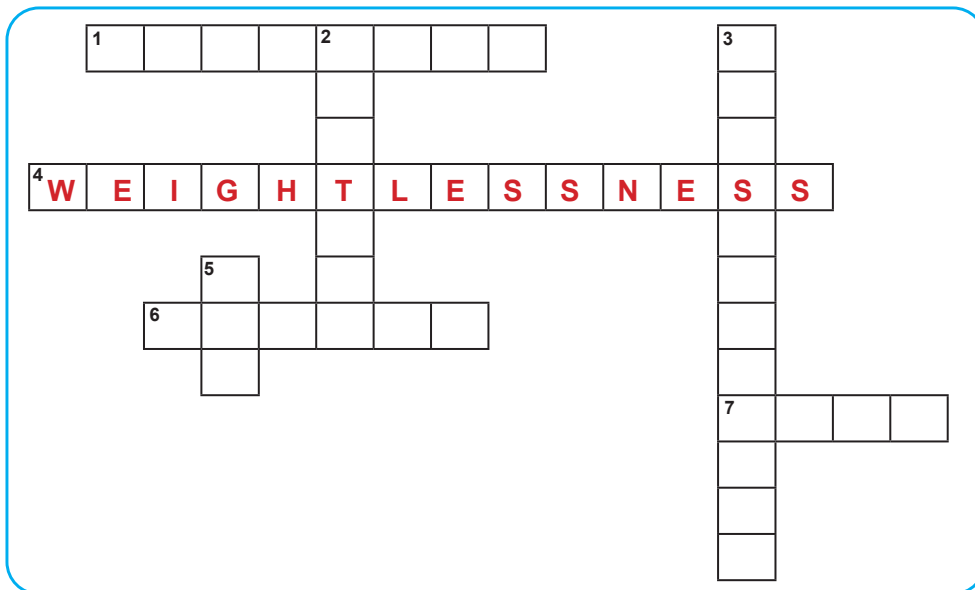


3. Look at the pictures and their descriptions. Write the suitable word for each description. One has been done for you.

	can handle tools and equipment easily	.....
	helps astronauts to walk safely and stay balanced	.....
	keeps the body safe and comfortable by maintaining pressure	Space suit
	protect the eyes from bright sunlight and helps one see clearly	.....



4. Read the clues given below and complete the crossword puzzle. You can refer to the story 'Mousetronaut'. One has been done for you.



Across

1. There is great during the launch.
4. The other mice cling to their cage in terror.
But Meteor loves the feeling of.....
6. The name of the mouse chosen for the mission
7. The astronauts work in this organisation

Down

2. The vehicle that carried the astronauts and mice into space
3. A title given to Meteor after saving the mission
5. The number that begins the launch countdown



applaud	:	to clap as a sign of approval
astronauts	:	people trained to travel in space
banged	:	hit forcefully
bolted	:	fastened tightly with bolts
budge	:	to move slightly
cling	:	to hold on tightly
control panel	:	a board with switches to operate something
countdown	:	an act of counting numbers in reverse order to zero
crack	:	split
cramped	:	very small and tight
crude motor	:	a simple, basic motor
dawn	:	the first light of day
dropouts	:	people who leave school without completing their studies
ecstatically	:	with extreme happiness
erected	:	built or put up
fascinated	:	attracted
gliding	:	moving smoothly
glowed	:	shined / shone
gushed	:	flowed out forcefully
hammered	:	hit something with a hammer
harnessed	:	used something effectively
hoe	:	a tool used for gardening or farming
impressed	:	felt respect for something
junkyard	:	a place where old or discarded items are kept
lark	:	a bird

launch	:	to start
monitors	:	screens that display information
nervous	:	feeling worried
pinwheel	:	a toy that spins in the wind
planks	:	long, flat pieces of wood
possessions	:	things that someone owns
rumbled	:	made a deep, rolling sound
sacrifice	:	to give up something that is valuable
scorched	:	burned by heat or fire
soaring	:	flying or rising high
space shuttle	:	a vehicle used to travel into space
speck	:	a tiny spot
squawked	:	made a loud, harsh noise
squeezes	:	presses tightly
starve	:	to suffer from hunger
strain	:	a feeling of tension or effort
sulked	:	remained silent
swung	:	moved back and forth
tinkered	:	adjusted and experimented with the pieces to make them work
trash	:	waste or unwanted items
trunks	:	the main wooden stems of trees
tugs	:	pulls with force
twirl	:	spin around quickly
wedged	:	stuck tightly
whirring	:	making a soft, spinning sound
wrangling	:	engaging in a long argument to achieve something

Unit

3

EMBRACING DIFFERENCES



It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.

Audre Lorde



Look at the signs below.



- What do these signs mean?
- Why do you think these signs are important in public places? Discuss.



How do visually challenged people learn about the world around them? Let's read the inspiring story of Louis Braille who changed the world of visually challenged people.

SIX DOTS

Jen Bryant

My life changed that day. I had been playing with Papa's awl. It proved too sharp for my eyes. "You're too careless, Louis", Papa cried in distress.



?

What caused Louis to lose his sight?

My Word Gallery

A healer bandaged my eye. But the bandage itched so much! My hands, like the sparrows in the trees, were small and quick. I couldn't keep them away. I didn't mean to make things worse. But I did.

The infection spread to my other eye, until I could see nothing at all. No trees or sparrows. No faces. No loaves of bread. By the time I turned five, I was completely blind.

My world was dark and dangerous. I stumbled about the house, banging into the chairs, the walls, the door. My body ached. "Where is the sun?" I cried.

But the sun did not come. I sat by the window, training my ears to do what my eyes could not.

Clang, bang, kish, kish
-that was Papa in his shop.

Swoosh, swish, swoosh, swish
-long-skirted ladies hurrying to market.

Clamp, clamp, clamp, stomp
-soldiers marching down the street.

Grrrr, grrrr,
ruff, rrrrruff!

GRRRRR
-the neighbour's angry dog, chained too tight.

My family did what they could. Papa made a wooden cane.

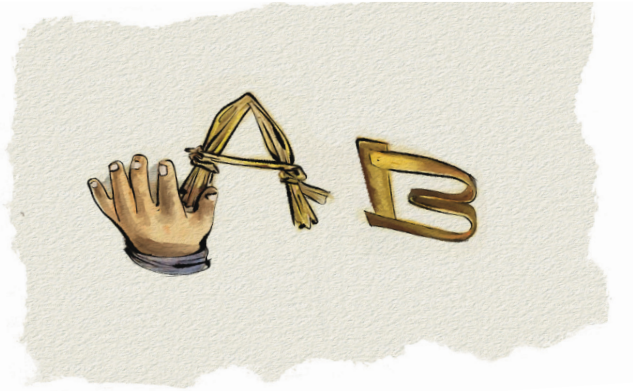
Each day I walked a little, tap-tap, tap-tap, tap-tap... counting the steps between the house and the garden, the vineyard and the chicken coop, the baker's and the miller's... and back to Papa's shop.



What sounds did Louis hear when he sat by the window?



My brother taught me to whistle. And when the sound echoed back, it warned me of things in my path. My sisters made a straw alphabet to feel and read.



?

How did Louis' brother, sisters and Papa help him read?

Papa made letters of the alphabet for me with leather strips or by pounding round-topped nails into boards. With Maman, I played dominoes, counting the dots with my fingertips.

The village priest taught me to recognise trees by their touch, flowers by their scent, and birds by their song. "Do you have books for blind children?" I asked him.

"No, Louis," the priest replied, "I'm sorry."

When I was older, I went to school with the other village children.

All day, they wrote down words and numbers or read aloud from printed pages. I sat in the front row, listening and memorising.

"Do you have books for blind children?" I asked my teacher.

"No, Louis," the teacher replied.

"I'm sorry."

But I didn't want people to feel sorry for me. I just wanted to read and write on my own, like everyone else.

?

How did Louis learn to experience the world around him without sight?

My Word Gallery

That was when a neighbour of mine, a Marquise with influence, got me admitted to the Royal School for the Blind in Paris. I was excited. I was told there would be books for the blind in the school. But Maman thought I was too young to be away from home. I was only ten then.

"I love, you," I told Maman and Papa, "but I must go."

At the School for the Blind, a guide led me to the library. He taught me to 'read' by tracing the raised letters on a board with my fingers. My fingers traced each letter, just as I had done with the letters Papa had made for me at home.

But the board was long. And the letters were too large. I had to turn the page after only a few sentences. The words were as large as my hand! A sentence took up half a page!

I sighed. Even if I read a hundred books like this, how much could I learn?



How did Louis initially learn to 'read' at the Royal School for the Blind?



What was the major challenge Louis faced at the Royal School for the Blind?



The next day the Headmaster summoned a meeting of the students. Everyone had gathered in the big room.

Dr. Pignier, the Headmaster spoke to us: "A French army captain has invented a code to send secret messages during war. The code is read by touch, not by sight, so we might use it here, too."



"You're each holding a message, written with patterns of dots," the headmaster continued. "Each pattern stands for a sound, such as - *ou* or *ch*."

We listened as he explained. It wasn't easy. There was a lot to remember. Flipping my paper over, I moved my fingers from left to right, feeling the dots.

"Fall back!" I suddenly shouted with excitement. Everyone laughed. It was a battle order, of course!

But now my heart pounded with hope. I asked for another. Again, I touched the dots. "Supplies arrive at dawn," I read. The others shouted out their messages, too.

The Headmaster taught me to make dot patterns with a stylus on a paper kept under a wooden frame.

I made a few of the dot patterns, then flipped the paper to read them by touch. For many weeks, I practised.

?

What was peculiar about the French army captain's code?

My Word Gallery

The code was different from the normal alphabet. The code stood for sounds, not letters. “Why shouldn’t we spell words and write sentences like people with normal eyesight,” I thought. I set to work on the idea.



?

How was the code different from the normal alphabet?

My Word Gallery

Late at night, while the others slept, I bent over my slate and punched the pages. I tried hundreds of ways to simplify the captain’s code. I worked until my back was stiff and my fingers ached.

A year passed. Then another, and another. That winter I turned fifteen. I was often sick. But I wouldn’t rest.

Finally, it was ready to test. I asked the headmaster to choose a book from his own library, a book I had never heard of before.

“Please read it aloud, sir,” I said.

Dr. Pignier began. After a few minutes, I interrupted. “You can go much faster, sir.”

As he read, I copied down the words, spelling each one correctly.

My new code used just six dots, arranged in two columns, like dominoes. Each dot pattern stood for a letter of the alphabet.

?

What was special about the new code?

The Headmaster stopped reading when he came to the end of the chapter. I turned my pages over. Reading by touch, I recited the entire chapter.

“Louis, you did it!” the Headmaster shouted.



My Word Gallery



How did the other students react to Louis' new system?

Word spread quickly. The other students rushed to try it. “So easy !” they said. “And so fast! We can read words and write letters like everyone else !”

Yes, I had done it.

(Adapted)

About the author



Jen Bryant (1960-) is an American poet, biographer and fictionist. Her works are mostly for children and young adults. She is famous for her award winning books *The Right Words* and *A River of Words*.



1. Read the following extract from the story.

*The infection spread to my other eye, until I could see nothing at all.
No trees or sparrows. No faces. No loaves of bread.*

- a. What would be the thoughts that passed through Louis' mind when he lost his eyesight?**



- b. Write Louis' thoughts in a paragraph.**

I wonder how I

.....

.....

.....

.....



2. At the School for the Blind, a guide led Louis to the school library. Discuss in groups how visually challenged children in your school can be guided to find their way. Write down the directions.



Go straight from the gate.

.....

.....

.....

.....

.....



3. Read the following sentences from the story.

"I'm sorry".

But I didn't want people to feel sorry for me.

Did you notice any word with an apostrophe here? Can you underline such words?

I'm is the short form of **I am**.

Didn't is the short form of **did not**.

They are called **contracted forms**.

Contracted forms are shortened ways of writing two words together. We use an apostrophe to replace the missing letter or letters.

- a. Now, let's read the story again. Find out the sentences with contracted forms and write them in the space provided.

-
-
-

- b. Neenu is looking for words that can be contracted in the following sentences. Can you help her find them, and write them below? One has been done for you.

- Tomorrow, **they will** go on holiday.
Tomorrow, **they'll** go on holiday.
- As planned, we are going to the beach in the evening.
.....
- The children were excited! They had never seen such a beautiful festival.
.....
- I have always wanted to visit the backwaters.
.....
- Where is the school located?
.....



4. Dr. Pignier introduced a new pattern of codes. Louis could read the message by touch. He felt excited.

Imagine that Louis were living in our times. He rang up his father at night. Write a possible telephonic conversation between Louis and his father.



*Hi, Louis!
It's pretty late.
What's going on?*

*Dad, I just
had to tell you
something
amazing!*



Father :

Louis :

Father :

Louis :

Father :

Louis :



5. Here is a news report that appeared in one of the leading dailies. Read it carefully.



Braille's Breakthrough : A New Alphabet for the Visually Challenged

Special correspondent

Paris, 10 January: Louis Braille, a 15-year-old student at the Royal School for the Blind in Paris, has created a new alphabet to help visually challenged people. The alphabet uses raised dots that can be felt by fingers.

The alphabet is easy and quick to read and write. It is expected to change

the lives of visually challenged people around the world. It has already become popular in the city.

"I wanted to help visually challenged people read and write like everyone else. This is just the beginning." Louis told newsmen at Paris.

What does the news report tell you?

- | | |
|----------------------------|-------------------------|
| a) What was the invention? | b) Who invented it? |
| c) Where was it invented? | d) Why is it important? |



6. Imagine you are going to visit Louis Braille. What would you ask him about his inspiration, challenges, and the influence of his invention? Write down a few questions to ask him.



- What was the inspiration behind your invention ?
-
-
-



- 7a. Look at the invitation card below and identify the details.



Event Date.....

Time Venue

Special note.....

- b. Your school is arranging a programme to observe the birth anniversary of the famous scientist Dr. C. V. Raman. Prepare an invitation card to inform the public about the event.



Have you ever experienced a special attachment with an object you have used? Here is a poem about such an intimacy.

HELLO, I'M A WHEELCHAIR

Sarah Ismail

Hello, I'm a wheelchair
And my name is Becky
At least, that's the name of
The girl who steers me.

As she wheels me down the street,
She dreams of standing on her feet.
The look on her face you don't see.
You're too busy looking at me.

She gives you a smile so true
But you don't see that, do you?
The smile on her face you don't see.
You're too busy looking at me.

Hello, I'm a wheelchair
And I'm steered by Becky
A girl who'd so much rather
Be climbing a tall tree.

So when you meet my best friend,
Look closer, and you'll see
Without her, where would I be?
Parked in a garage, that's where, watching you climb a tree.

When you see me and Becky,
There's one thing you don't see
I couldn't move without her,
Any more than she could move without me!



About the author



Sarah Ismail is a differently abled poet, journalist and blogger living in the UK. She runs *Same Difference*, a disability issues website.

Answer the following questions.

1. Who is the speaker in the poem?
2. What does Becky dream of doing as she moves on her wheelchair down the street?
3. People don't notice Becky's smile. Why?
4. What does the poet mean by saying, "I couldn't move without her, any more than she could move without me"?
5. Where would the wheelchair be without Becky?
6. Can you identify the lines that show Becky's desire for independence?

**1. Read the characteristics of Becky and the wheelchair given below.**

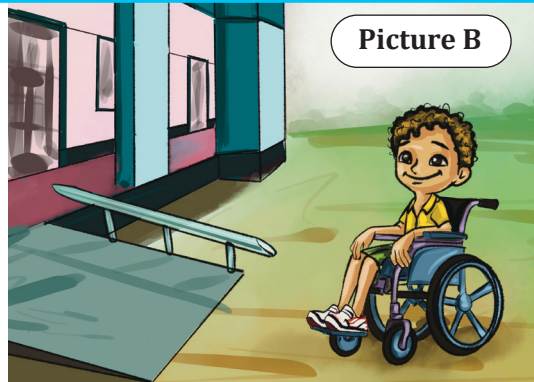
- dreams of climbing trees
- provides comfort and support
- enables easy steering
- determines to overcome obstacles
- faces challenges with courage
- goes smoothly over different terrains
- needs a person to operate
- loves to explore new places

Now pick out the characteristics of each one and write them in sentences.

Becky	Wheelchair
- Becky dreams of climbing trees.	- Wheelchair provides comfort and support.



2. Look at the given pictures carefully.



- What do you see in picture B instead of the steps in picture A?
- How is a ramp helpful for a differently abled person?
- Can you suggest three ways to make your school more comfortable for differently abled children?



3. Read the sentence written on the leaf.

I dream of
standing on my feet.
Becky

You too may have dreams like Becky.

- a. Draw a leaf and write your wish or dream on it.

- b. Once everyone has one's own leaf, paste the leaf on a tree chart and hang it on the wall. One student from each group can make a presentation.



4. Pick something you use every day like your pen, pencil, notebook, schoolbag, water bottle, lunchbox or bicycle.

Now imagine that it could talk! What would it say about its day with you? Write a few sentences from its point of view. Here's one done for you. Complete the others.

	Wow! I have been working a lot since morning.		..... ..... .....
			



In a school, many children find it difficult to understand and mingle with a child who is a little different from others. Here is a story of such a child.

A FRIEND LIKE SIMON

Kate Gaynor

Hi! My name is Mathew and I would like to tell you a story about a friend of mine. His name is Simon. Simon joined my school last year and I remember his first day very well.

When I arrived at the door of my classroom, Simon's mum gave me a big smile. "It's nice to meet you Mathew" she said. "Simon, would you like to say hello to Mathew?" she asked. But Simon just turned away and looked at the ground.



Our teacher told us that Simon would be joining our class that year. He would take part in most of our lessons but sometimes he would get help with his work from a special teacher too.

?

What did Simon's mum ask him to do ?

?

How did Simon react to his mother's request?

• My Word Gallery •

I thought Simon would like our school a lot. It really is a great school, apart from just one thing, a girl called Hettie, or Horrible Hettie as I liked to call her. Hettie was always pushing her way to the front of the queue at lunch. "I'm next," she'd say when it was someone else's turn and then she would make a horrible mean face.

?

What was the only thing which was bad about the school?



?

Why did Mathew and his friends call the girl "Horrible Hettie"?

Every day after we ate our lunch, my friends and I would go to the school yard and make up new fun games to play. On Simon's first day I asked him if he wanted to join in. But Simon seemed to like being on his own.

As time went by, I noticed how Simon acted a little differently from the other boys and girls in my class. Sometimes he would get upset about something small like someone bumping into him by accident. No one could understand why or even what he was upset about.

?

What was something unusual about Simon that Mathew noticed?

Simon always liked to arrange the books and pencils on his desk in the same way every day. He didn't like it very much when anything changed at all.

Sometimes he would get upset about things like the school bell ringing or having to move his seat. Because Simon was a little different from my other friends. I soon stopped asking him to take part in games. Sometimes I got annoyed if the teacher tried to get him to join in. I just wasn't sure if I wanted to have a friend like Simon.



What problem did Simon have about sitting in the classroom?

Then the time for the big school trip to the funfair came. All the boys and the girls had to pair up and find someone to sit with on the bus. "Why don't you and Simon pair together today?" asked our teacher.

So Simon and I sat together on the way to the funfair. Simon took out his sandwiches. "Do you like sandwiches?" I asked him. "Do you like sandwiches?" he repeated and then he handed me his lunchbox to share them with me. "Thanks Simon," I said, but Simon was busy looking out of the window.

My Word Gallery



Later that day, while Simon and I were waiting in the queue for our ice-cream, Horrible Hettie marched over to the ice-cream van. "I'm next," she said in a mean voice. She started pushing her way in front of us to the top of the queue. Simon suddenly shouted "NO!" very loudly. Hettie got such a fright, her pigtails flew up in the air! She quickly turned around and ran off.



What did Simon do when Hettie tried to push her way to the front of the ice-cream queue?

"Thanks Simon," I said. "Thanks Simon," he repeated looking up at the lights of the big Ferris wheel.

After that I always asked Simon if he wanted to have lunch with me, or play a game during break time. Some days he would join in. But other days he just wanted to be on his own. That was okay too.



The other boys and girls in the school soon learned to understand Simon better. Sometimes Simon acted a little different from us. He didn't have a lot to say. But he was just the same as everyone else in our school. We learned a big lesson from Simon. Only 'Horrible Hettie' would leave out someone because they were different from us!

Simon also showed me just how great it is to have a friend like him. Do you have a friend like Simon? Why don't you tell me your story?

(Adapted)

My Word Gallery

?

How did the opinion of other students about Simon change?

?

What does Simon's story tell you about dealing with people who are different from us?

About the author

Kate Gaynor is the author of children's books which address the issues of children with special educational needs, or health and social problems. She has published several collections of stories including *A Friend Like Simon*, *Joe's Special Story* and *A Birthday for Ben*.



1. Imagine you are meeting a child in your neighbourhood for the first time. How would you introduce yourself?



Hi, I'm

.....

.....

.....



2. Mathew was talking about Simon to his friend Dolly. What might they talk about? Complete the conversation.



Mathew : Dolly, did you know I have a new friend called Simon?

Dolly : Oh really! How is he?

Mathew : Well, he is a little different.

Dolly :

Mathew :

Dolly :

Mathew :

Dolly :



3 a. A few events related to Simon are given below. Arrange them as they happened in the story.



Simon shared his sandwiches with Mathew.



Sometimes Simon would get help with his work from a special teacher.



Simon shouted suddenly "NO!" to Hettie at the funfair.



Simon always liked to arrange the books and pencils on his desk in the same way every day.

b. Write a brief description of Simon from the sentences above.

Simon was a little different. He

.....

.....

.....



awl	:	a small pointed tool
banging	:	hitting something in a way that makes a loud noise
cane	:	a rod or stick
clomp	:	the sound of heavy footsteps
clang	:	a loud ringing sound
coop	:	a cage or small building in which chickens or other small animals are kept
dominoes	:	a set of small flat pieces of wood, plastic etc, with different numbers of spots, used for playing a game
Ferris wheel	:	a very large upright wheel used as a ride
flipped	:	turned over quickly
funfair	:	an outdoor event with rides, games and entertainment
healer	:	a person who treats sick people
horrible	:	very unpleasant or bad
interrupted	:	stopped or paused
itched	:	felt uncomfortable and needed scratching
Maman	:	a French word for mother
Marquise	:	the wife or widow of a Marquis, a noble man of France
mean	:	unkind or not nice
miller	:	a person who owns or operates a mill
pigtails	:	a hairstyle
pounded	:	beat rapidly and strongly with excitement or emotion
stiff	:	difficult to bend
stomp	:	to walk, dance, or move with heavy steps
stumbled	:	moved unsteadily, often almost falling
stylus	:	an instrument for writing
summoned	:	called
swish	:	to move quickly
take part	:	to join in or participate
tap	:	to hit something lightly
traced	:	moved fingers lightly along the surface of something
turned away	:	moved face or body to look in another direction

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- | | |
|--|--|
| <ul style="list-style-type: none">• Right to freedom of speech and expression.• Right to life and liberty.• Right to maximum survival and development.• Right to be respected and accepted regardless of caste, creed and colour.• Right to protection and care against physical, mental and sexual abuse.• Right to participation.• Protection from child labour and hazardous work.• Protection against child marriage.• Right to know one's culture and live accordingly. | <ul style="list-style-type: none">• Protection against neglect.• Right to free and compulsory education.• Right to learn, rest and leisure.• Right to parental and societal care, and protection. |
|--|--|

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in