

## 10. School of Skills

### LISTENING

Recite and enjoy:

#### Don't Give up



If you keep on going  
And never stop,  
You can keep on going,  
You can make it to the top.

Life is full of mountains,  
Some are big and some are small,  
But if you don't give up  
You can overcome them all.

So keep on going  
Try not to stop,  
When you keep on going  
You can make it to the top.

Find out the words from the poem that have sounds as given below:

1.    (u)    -    stop \_\_\_\_\_
2.    (ʒ)    -    don't \_\_\_\_\_
3.    (ʒ)    -    make \_\_\_\_\_
4.    (ɔ)    -    not \_\_\_\_\_
5.    (n)    -    never \_\_\_\_\_

## Listen to the story:

### Quick Action

There was a king. He was very fond of natural paintings. The king kept all the painting materials and tools with him. Once the king went to mountain. The scenic view of the mountain delighted him, so he wished to draw a painting. He set up a stand there and started painting.

After the painting was ready, the king looked at the painting from every angle. While looking at the painting, he was moving backward step by step. As he did so, he reached the edge of the mountain.



A shepherd boy, standing far away, saw this. The boy ran there and tore the picture with his stick. The king became furious and caught the boy angrily and said, “Hey! Do you know what punishment you will get for doing this?”

The boy fearlessly said, “Even if I get the death penalty, I accept it. I am just a simple shepherd. How much is my life worth? But if something had happened to you, the kingdom would have become orphan.”

The king continued angrily, “Hey fool! What was happening to me?” The boy replied, “Maharaj! You had reached the edge of the mountain. If you had taken even one more step, then...”

When the king looked back, he was surprised and thanked the shepherd boy for saving his life. The king brought the boy to the palace, called his parents and rewarded them too. He decided to pay for all the expenses of his education and upbringing from the royal treasury.



### Answer the questions:

1. What would have happened if the shepherd boy was not around?
2. How would you save the king if you were the shepherd boy?
3. Was the king angry at the end?
4. Think of a different end for this story.

**Darken the circles of the correct options:**

1. The king was lost in the painting because...  

<input type="radio"/> (A) He was absent minded.	<input type="radio"/> (B) He saw the shepherd boy.
<input type="radio"/> (C) He loved painting.	<input type="radio"/> (D) He did not like painting.
2. Why did the shepherd boy help the king?  

<input type="radio"/> (A) The king took care of all the people.	<input type="radio"/> (B) The king was angry.
<input type="radio"/> (C) He wanted a reward.	<input type="radio"/> (D) He wanted the painting.
3. Choose the similar word for 'angry'.  

<input type="radio"/> (A) grabbed	<input type="radio"/> (B) furious	<input type="radio"/> (C) orphan	<input type="radio"/> (D) angle
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## READING

**Read and enact the play:**

### Rehan's Lost Project

**Characters:**

- Rehan
- Ziya (Rehan's sister)
- Niraliben (Rehan's Teacher)
- Kamal (Rehan's friend)

#### Act 1: The Problem

(The scene opens in a classroom. Rehan looks worried.)

Rehan : (to Ziya) Oh, no! I lost my school project.

Ziya : What? Today is the last day for submission.

Rehan : I know. I spent many hours on preparing it.

#### Act 2: Seeking Help

(Niraliben enters.)

Niraliben: What's wrong, Rehan?

Rehan : I lost my project.

Niraliben: Okay, stay calm. Think. Where did you see it last?

Rehan : (thinks) I saw it in the classroom. No, no, no! In the library.

Niraliben: Great! Let's go and check there.

### Act 3: Solving the Problem

(Rehan, Ziya, and Niraliben search in the library.)

Kamal : (enters) Hey, what's going on?

Rehan : I lost my project. Have you seen it?

Kamal : I think; I have seen it on the shelf.

Rehan : Really! (relieved) Thanks, Kamal!

(They check the shelf and find the project.)

### Act 4: Lesson Learned

(Back in the classroom.)

Niraliben: Rehan, what did you learn?

Rehan : Stay calm, think, and ask for help.

Ziya : And always take care of your things.

Niraliben: Exactly!

**Write the names 'Who' said to 'Whom':**

	Who	Whom
1. I lost my project.	_____	_____
2. What's wrong, Rehan?	_____	_____
3. Today is the last day for submission.	_____	_____
4. I have seen it on the shelf.	_____	_____
5. Stay calm, think, and ask for help.	_____	_____

**Listen to the story:**

#### Power of Practice

In ancient times, students used to study by staying in Gurukul only. Children were sent to Gurukul to receive education. The children used to take care of the *ashram* along with the study under the guidance of the Guru. Varadaraj was also sent to Gurukul like everyone else. There he started to be friendly with others in the ashram.

But he was very weak in studies. He could understand very little of anything Guruji taught. All his friends went to the next class but he could not move ahead. Varadaraj thought that perhaps *Vidya* was not in his destiny. Once with a heavy heart, he was wandering nearby. He was thinking to give up the study.

It was afternoon, he felt thirsty on the way. Looking around, he found that some women were drawing water from the well at a short distance. He went to the well for water. There were marks on the stones where the ropes were moving. He asked the women, “How did you make these marks?” Then a woman replied, “Son, we did not make these marks. Such marks have been made on the solid stone due to the repeated movement of this soft rope while drawing water.”

Varadaraj was deep in thought. He focused on the repeated movement of the rope. He saw that a soft rope could make deep marks on a hard stone by moving on it again and again. Then, he thought, “If a soft rope can do this, why I can’t learn things by practising again and again?”

Varadaraj came back to Gurukul with great enthusiasm and worked hard tirelessly. He read repeatedly, he focused on revision and solved his problem of slow learning. Guruji also felt happy and satisfied. The dull and weak child Varadaraj later became a great scholar.

करत करत अभ्यास से जड़मति होत सुजान ।  
रसुरी आवत-जात ते सिर पर परत निसान ॥

What can we say about the power of practice? It can fulfil all our dreams. Practice is very important whether it is in sports, studies or anything else. We cannot succeed without practice. If we just rely on luck without practice, we will end up with nothing but regret. Therefore, with practice, patience, hard work and dedication, we should work towards achieving our goal.



#### **Answer the question:**

1. Where did the students go to study in ancient time?
2. Where do the students go to study nowadays?
3. Why could Varadaraj not move to the next class?
4. How were deep marks made on the stone?
5. Varadaraj changed his destiny with \_\_\_\_\_.
6. Discuss with your friend and complete the table:

Education System in Ancient Time	Education System in Modern Time
Example: Gurukul	school building

 Study the picture and answer the questions:



1. What is this picture about?
  - a. School Management
  - b. Stress Management
  - c. Time Management
  - d. Data Management
2. We should always be on time. True or false?
3. Write any one tip that you are already following.
4. Write any two tips that you will follow.

5. Hiren plays games on mobile phones one to two hours a day so he got less marks in examination. Which time management tip did he not follow from the above?
6. Write the names of your three friends and suggest them which time management tips they should follow.

Friend	Tip Number	Tip
_____	_____	_____
_____	_____	_____
_____	_____	_____

## WRITING

Study the news article:

### Flood Destroys Village, People Need Urgent Help

August 27, 2024-(Bhaktinagar)

Yesterday, there was a heavy flood in Bhaktinagar. Many people had to leave their homes. The flood occurred because it rained a lot for many days. The river was full and water entered into the village. Many houses were broken, and the crops were ruined. The people had no food or safe place to stay.

Volunteers worked all day and night to save people and help them. But the roads were full of water and phones were not working. The people needed clean water, food and medicines. Leaders asked for help from other towns and the government. After some time, the water level started to go down, and people felt better.



**Underline and write the words from each paragraph that show the main idea of the paragraph.**



**What would you like to become? Write about your future plan:**

**Example:** What would you like to become?

I would like to become \_\_\_\_\_ (a teacher/a farmer/a politician/ occupation...)

1. Why do you want to become it?
2. What will you do then?



3. How will you be useful to your village/city?
4. How will you take care of your family?
5. Will you come back to visit your old school and friends?



### Complete the story using the clues:

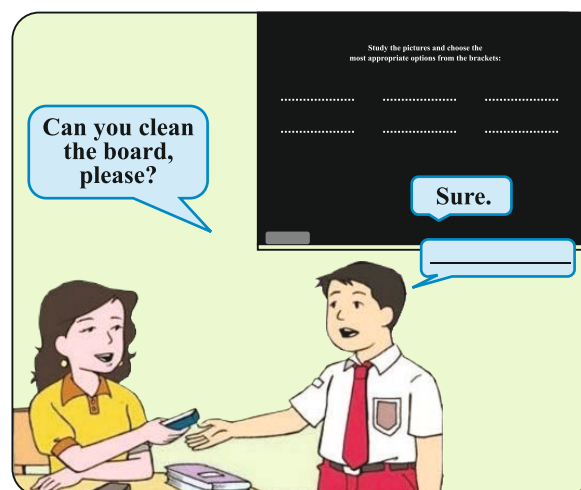
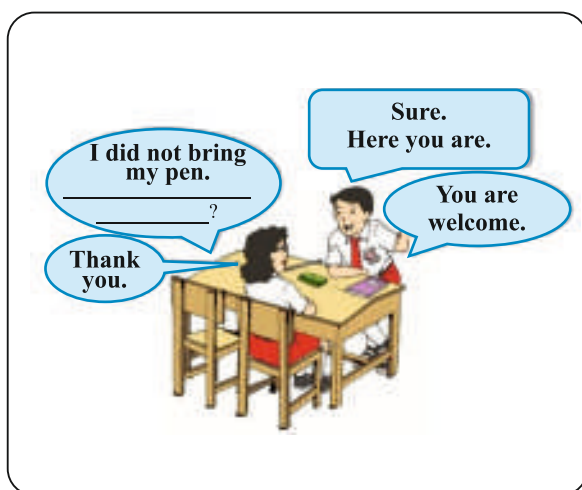
Mr. Shekhchalli - going on a road - found a tyre - started daydreaming - thinks of making a bicycle - will sell the bicycle - will earn money - will open a cycle store - will earn a lot of money - will open a bike showroom - will sell bikes - will become a millionaire - will earn more - will start a car company - will become a billionaire - will start an airline - will become the richest man - woke up - was a dream

Hello, friends! I am Mr. Shekhchalli. Yesterday, I found a tyre on the road. I thought, this tyre will make me a very rich person. Do you know how? First of all, I will make a bicycle. Then, I will sell the bicycle and earn money. I will open a cycle store with the help of the money. My store will be popular. I will sell many cycles and earn more money. Then, I will open a bike showroom and I will sell bikes. Thus, I will earn a lot of money and I will become a millionaire...

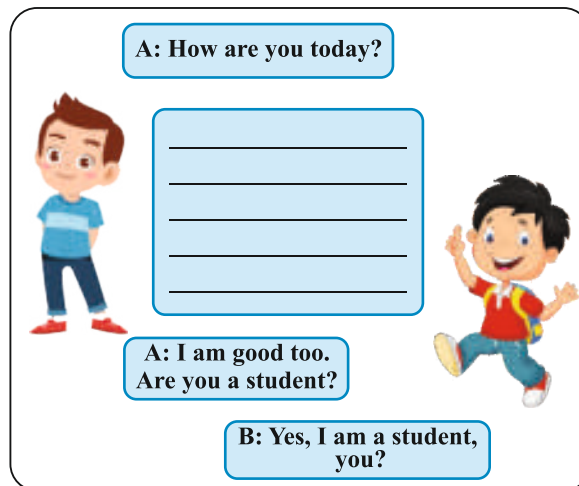
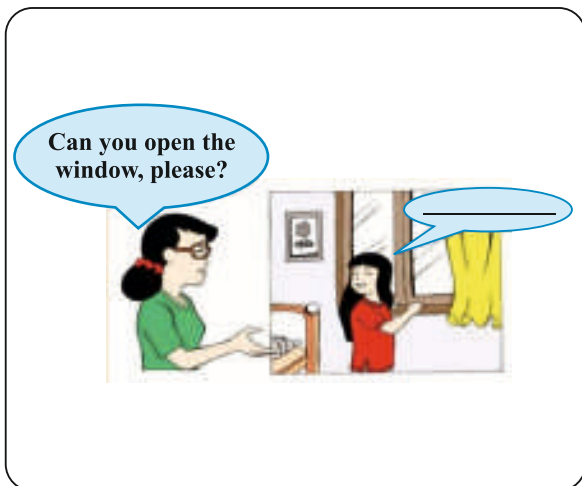
## LANGUAGE FUNCTION

### Study the pictures and choose the most appropriate options from the brackets:

(Sure, I can clean it; May I have your pen; I am good, what about you?; Sure, I can open it)







 **Write eight to ten sentences using the words given in the brackets:**  
(in, on, near, beside, between, next to, under, behind)



 **Join the sentences using the most appropriate words from the brackets:**

1. Bhupendra went to the science centre. He bought tickets to visit it. (so, and, but)
2. The teacher was present. The students were not. (because, but, and)
3. Falguni performed the best. She was honoured with a prize. (but, and, so)
4. We are going to visit the Gir. We are going to visit Shivrajpur beach. (but, so, or)
5. Hitesh was running. He was late for the school. (so, because, but)
6. Will you take milk? Will you take juice? (or, but, and)
7. Chandani thanked Ajay. He helped her. (so, but, because)

**Study the example and write sentences:**

Generally	Yesterday	Tomorrow
Ex.: He goes to school.	He went to school.	He will go to school.
Soni cuts vegetables.		
	Sonal helped her friends.	
		They will attend the PT lecture.
Arjun takes part in contest.		
	Alpa cleaned the room.	

**Complete the dialogue using the most appropriate options from the brackets:**

(Are you going to join us next Sunday, Who are coming with us, Did you want to come, We are going to visit the zoo; How much did you spend on tickets)

Shilpa : Where did you go yesterday?

Rashmita : I went to a funfair with my friends. \_\_\_\_\_?

Shilpa : No, I did not want to come. \_\_\_\_\_?

Rashmita : We spent ₹50 on every ticket. It was fun. \_\_\_\_\_?

Shilpa : Where are you going?

Rashmita : \_\_\_\_\_.

Shilpa : Sure, I will join. \_\_\_\_\_?

Rashmita : My parents and my cousin. We will enjoy.

**Study the example and classify the sentences in the table:**

(Peter piper picked a peck of pickled peppers; Time is money; He is as slow as a tortoise; Bumble bee is very busy; The world is a stage; My brother is as brave as a lion)

It is as white as milk.	Heart of gold.	She sells seashells at the seashore.

## VOCABULARY

Read the across and down keys and solve the puzzle. Complete the sentences given below using the given words in the brackets:

1. w	2. o						
	3. o			4. h			
6. b							
				5. a			
7. o							

**Across →**

**Down ↓**

1. Expressing surprise.
3. Expressing pain.
5. Expressing sorrow.
7. I see / I think

2. Expressing mistake.
4. Expressing joy.
6. Expressing something right.

**(Bingo, Ouch, Alas, Oh, Hurrah, Oops, Wow)**

1. \_\_\_\_\_, how cute the puppy is!
2. \_\_\_\_\_, you got the right answer!
3. \_\_\_\_\_, the victory is ours!
4. \_\_\_\_\_, his pet is no more!
5. \_\_\_\_\_, now I get it!
6. \_\_\_\_\_, I hurt my finger!



### Match 'A' with 'B' and write sentences:

A	B	Answer
1. Wow,	a. we have won the trophy!	1. - c
2. Bingo,	b. she lost her new gold ring!	2. -
3. Hurrah,	c. what a nice pen you have!	3. -
4. Alas,	d. I found the final answer!	4. -
5. Oh,	e. it is really painful!	5. -
6. Ouch,	f. I understood the matter now!	6. -

**Example:** 1. Wow, what a nice pen you have!

## ACTIVITY

### Let's play - Who am I?:

શિક્ષક **Healthy Food is Good; Hear Good, Speak Good; Everyone is Unique; The Real Diamond; Robinson Crusoe; A Different Light; Sports and Wellness; Yes, We can; A teacher magic** વાર્તાના પાત્રોના નામની ચિટ્ટીઓ બનાવશે. વર્ગને બે જૂથમાં વિભાજિત કરશે. એક જૂથમાંથી એક વિદ્યાર્થી આવશે અને એક ચિટ્ટી ઉપાડશે અને તેમાં લખેલ પાત્ર વિશે વર્ણન કરશે. અન્ય જૂથના સભ્યોને તે પાત્રનું નામ ઓળખવા કહેશે. જો જૂથ **1 minute** માં નામ ઓળખી બતાવે તો તેમને **1 point** મળશે. અન્ય જૂથ પણ આ જ રીતે ચિટ્ટી ઉપાડી, વર્ણન કરી પાત્ર ઓળખવા માટે રમત રમશે. શિક્ષક બધી ચિટ્ટીઓ પૂરી ન થાય ત્યાં સુધી રમત રમાડશે. વર્ગના તમામ વિદ્યાર્થીઓની ભાગીદારી આવશ્યક છે.

## SPEAKING

### Read the dialogue. Make pairs and enact it:

Aman : Hey (waves hand in greeting), how's it going?

Joseph : I am fine, thanks! Just got back from vacation. (smiles and nods)

Aman : Oh nice! Where did you go? (leans in curiously)

Joseph : The beach! It was amazing. (spreads arms wide)

Aman : That sounds incredible. I am jealous! (laughs and rolls eyes playfully)

Joseph : You should go sometime. You would love it. (nods encouragingly)

















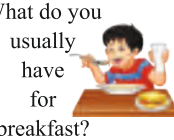

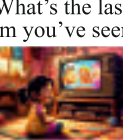

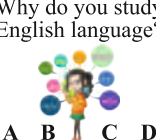
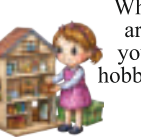



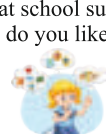






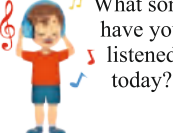

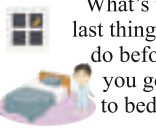
Aman : Yeah, I think I will. Thanks for the suggestion. (gives a thumbs up)

Joseph : No problem. Welcome back to reality. (shakes Aman)

Aman : Oh, don't remind me. I have so much work to do. (rubs temples)

Joseph : Well, I'm going to go unpack. (turns back and leaves)

Work in pairs. Ask each other any three questions from the box and listen to the answers:

	1	2	3	4	5	6
A	Do you like cooking? 	I'm good at... 	Have you got any pets? 	What website do you visit every day? 	Have you got any prizes? 	What do you prefer: summer or winter? 
B	What food don't you like? 	Do you have any brothers or sisters? 	What's your favourite film? 	What languages do you speak? 	What sports do you like? 	What games do you like? 
C	What's your favourite holiday of the year? 	Which countries have you visited? 	Name a book you like. 	What are you afraid of? 	What's your favourite food? 	What do you usually have for breakfast? 
D	What's your favourite shop? 	What's the last film you've seen? 	What's your favourite colour? 	Why do you study English language? 	What are your hobbies? 	What do you prefer: beach or mountain? 
E	Whom do you live with? 	What's the electronic device you use the most? 	What school subjects do you like? 	When is your birthday? 	Describe your house. 	What's the first thing you do when you get up? 
F	Name a singer you like. 	What serial do you watch? 	What's your favourite animal? 	What song have you listened today? 	Which country would you like to visit? 	What's the last thing you do before you go to bed? 

## DO IT YOURSELF

Find out a story from the library related to any one topic given below and narrate it in your assembly:

1. Time Management
2. Problem and Solution
3. Communication
4. Quick Response
5. Help