



Government of Karnataka

ENGLISH

THIRD LANGUAGE
(REVISED)

6

SIXTH STANDARD

Part - I

KARNATAKA TEXTBOOK SOCIETY (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

Manjushree. N. IAS

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is EVS, Mathematics and 5th to 10th there are three core subjects namely Mathematics, Science and Social Science.

NCF - 2005 has a number of special features and they are:

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries-integrated knowledge and the joy of learning.
- the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they

help the learner in all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help the learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses its gratitude to the chairpersons, writers, scrutinisers, artists, staff of DIET and CTE the members of the Editorial Board for helping the Text book Society (R.) in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

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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)

Constitution of India

Part IV A (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, wildlife 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 achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

A NOTE TO THE TEACHER

Dear Teacher,

Here is your new English textbook! It has not only short lessons and poems but also many activities which make your students listen, speak and interact among themselves. As you know, a language can be learnt only by listening and speaking it. Just reading or writing it will not equip or motivate the student to use the language properly. Please divide your student into pairs and allow them to discuss the answers in English to all the questions with their partners, and later write down the answers. Let this be done in all the English periods. Rhymes can be repeated more than twice. Paragraphs in lessons can be read aloud by the students individually after the reading by the teacher. If need arises, more activities on the lines of those given in the text can be given to the students. Wherever possible, ask the students to narrate stories similar to the ones they read in the lesson. Students do not learn much in a silent language class; they learn best only when they speak more and more in that language. Pair activity does not cause much noise and gives enough confidence to the student to use English words on their own. Vocabulary charts and simple story books can be kept in the classroom to stimulate an interest in the students.....Happy teaching!

Dear Students,

Welcome to the world of English! You will learn a language which is going to help you in many ways in your future life. Listen to your teacher well, and speak to your friends in English without any hesitation. Enjoy doing all the activities in the textbook! Happy learning!

- Chairperson

About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus,

on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society(R.), who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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UNIT - 1

LESSON



IN A VEGETABLE SHOP

Pre-reading activity :

(Pair of students talk to each other)

Mary : Hi, Ashraf!

Ashraf : Hi, Mary!

Mary : How're you?

Ashraf : Fine, thank you.
And you?

Mary : I am also fine.
Come, let's go
to the class.



Nadeem : Excuse me Ma'am, may I come in?

Teacher : Yes, but why are you late?

Nadeem : I missed my regular bus.

Teacher : Okay, come in and sit.

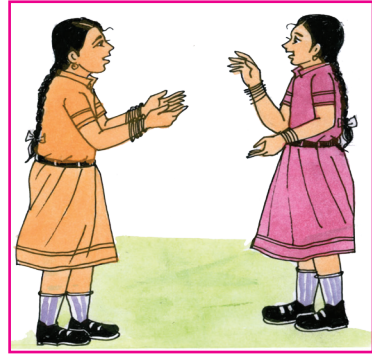
Latha : Good morning, Kala!

Kala : Very good morning!

Latha : When did you come?

Kala : Just now.

Latha : Did you have
breakfast?



Kala : Yes I did. What about you?

Latha : I did too. Teacher is coming.
Come, let's go.

Kala : OK

Girish : Hello, I am Girish from K.T.Halli.

Nithin : Nice meeting you.
I am Nithin from Rampur.

Girish : Where is Rampur?

Nithin : It is near Hegdadevanakote.

Girish : What is your father?

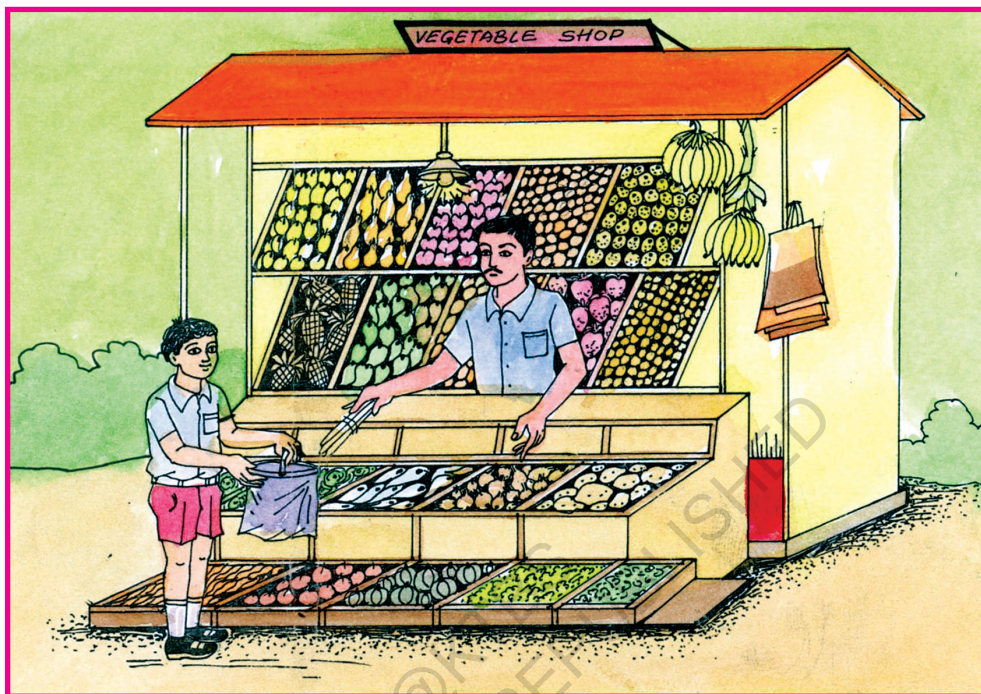
Nithin : He is a farmer. What about your father?

Girish : He is a farmer too.

Nithin : That's fine. We belong to the same group.



Now read the lesson 'In a Vegetable Shop'



Glossary :



vendor:

seller

Kiran's mother is busy at home. She sends him to buy vegetables. Kiran goes and stops in front of a vegetable shop, with a bag in hand.

Vendor : What shall I give you?

Kiran : Mummy sent me to buy some vegetables.

Why did Kiran's mother send him to buy vegetables?

.....

.....

*(Looks at the vegetables
and listen to them
speaking)*

**curry,
sambar:**

South Indian
dish made up
of
vegetables,
spices and
pulses

sparkling:
bright

Carrot: Buy me!
Buy me! You can
eat me raw
or cooked. You can
prepare curry or
sambar. I will
keep your eyes
sparkling.

The colour
of carrots
.....,
beans
.....
and tomato
.....

Pumpkin: Please
buy me. I'm very
sweet. Though
I am fat and round,
I keep you thin!

Which is the
softest
vegetable of
the three?

*Match the
lists below:*

Carrot - softer
Beans -softest
Tomato - soft

spinach : a
vegetable with
large dark
green leaves
(ಪಾಲಕ್ ಸೊಪ್ಪು)

robust :
strong and
healthy.

aroma :
pleasant smell

Spinach: Hey! Look
at me. I give you lot
of iron content.
You'll be strong
and robust if you
eat me!

ignore: to pay no attention

chutney: thick South Indian dish made up of chillies, coconut and pulses

Curry leaves : Oh! Don't forget me! You need me in all spicy food and chutneys.

I give aroma to your dish. Remember I keep your eyes and hair healthy!

Kiran: How shall I buy all these? All of them are good.

Vendor: Don't worry. Buy one or two a day. You can have all these over a week.

Kiran : Yes, that's right. Thank you. Now I'll buy spinach for ten rupees and tomatoes for twenty rupees.

Are curry leaves sweet to eat?

Yes/ No

Which are the leaves sprinkled on salads and curries?

.....

.....

Which vegetable did Kiran buy from the shop?

.....

What did the shopkeeper tell Kiran to do?

.....

.....

I. Comprehension :

A. Many children like to eat chocolates and buns. Discuss with your friends and teacher, and write a paragraph of four to five sentences on why it is healthier to eat fruits and vegetables instead.

B. Match the following vegetables in column A with their benefits mentioned in column B:

A

1. Pumpkin
2. Beans
3. Carrots
4. Spinach
5. Tomato

B

- a) gives iron content
- b) helps us to be slim
- c) can be eaten in soup or salad
- d) have vitamins and minerals
- e) keep our eyes bright

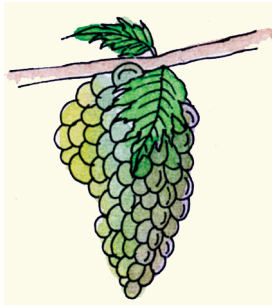
C. Classify the vegetables shown in the picture under the following headings:

Grow under the ground; grow on creepers; grow on small plants; grow on trees



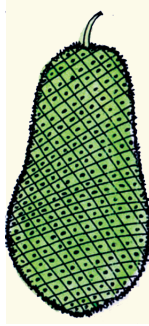
D. In every place, some fruits grow better than in other places. Below are pictures of fruits given against the names of places where they are grown. Write the names of the fruits beside the picture.

1. Vijayapura -



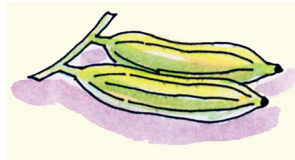
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2. Tumakuru -



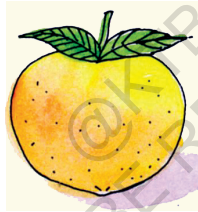
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3. Nanjangud -



: B _ _ _ _

4. Coorg -



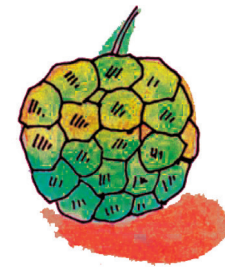
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5. Kolar -



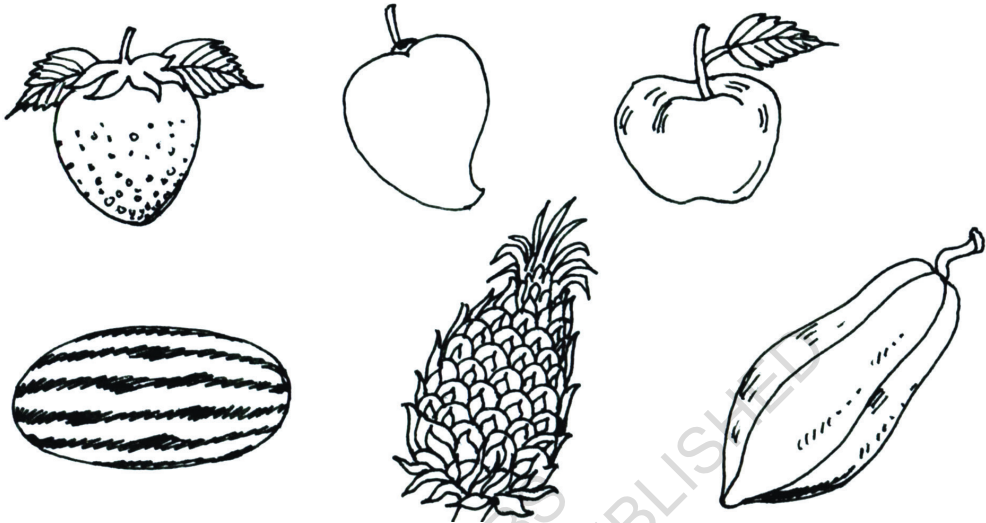
: M _ _ _ _

6. Raichur -



: C _ _ _ _ a _ _ _ _

E. Do you know the fruits shown in the box? Colour them. If necessary, ask someone who knows.



F. Match the following occasions and greetings:

A

B

- | | |
|--|-----------------------------------|
| 1. It's my birthday today. | a) Congratulations! |
| 2. Thank you for your help in doing this exercise. | b) Hello, glad to meet you. |
| 3. I'm going on a picnic tomorrow. | c) Have a nice time. |
| 4. This is my friend, Shanti. | d) Welcome. |
| 5. I got the highest marks in the test! | e) Many happy returns of the day! |

F.a.Practice the above exchanges with your friends:



F.b.Recite and enjoy this interesting poem:

Tomatoes are red, beans are green,
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink,
Carrots have juice which I can drink.
Vegetables make us healthy and wise.
So eat some daily with roti and rice.



POEM

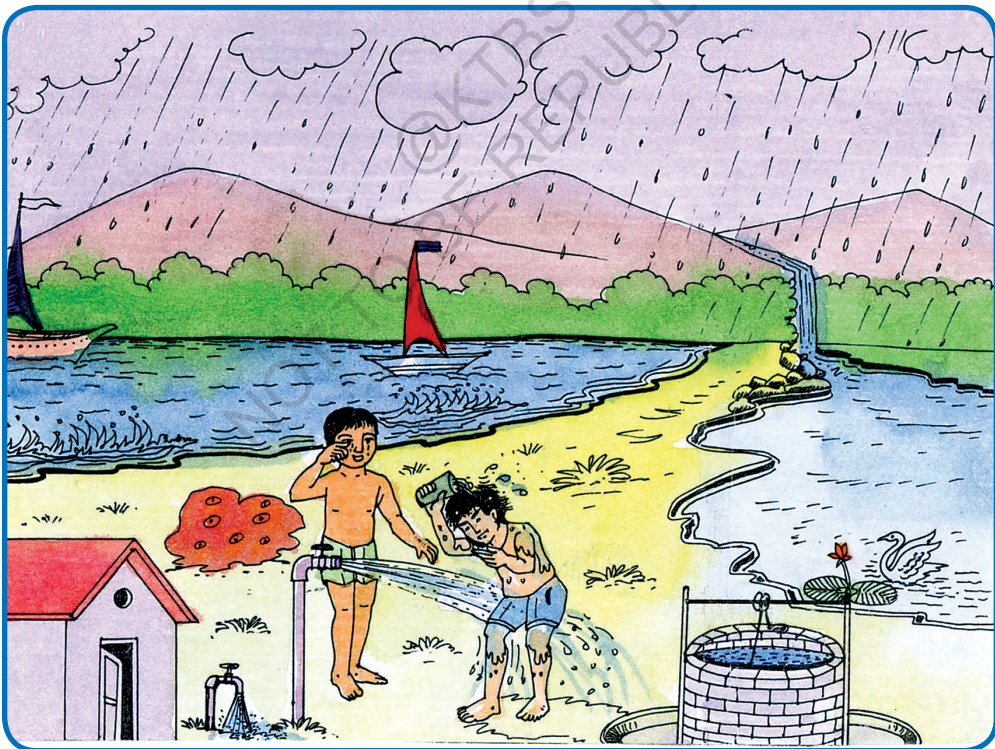
WATER



Pre-reading activity :

I. Discuss with your friend and answer the questions.

- From where do you get water to your house?
- Name some rivers.
- How can we keep rivers and tanks clean?



Now read the poem "Water"

Glossary :



cries:
shouts

Find out
how much
drinking
water is
available on
the earth.

How is the
sea water
different
from the
water in the
pond?

Talk to your
friends and
find out.

Water has no taste at all,
Water has no smell,
Water's in the waterfall,
In pump, tap and well.

Water's everywhere
about,
Water's in the rain,
In the bath, the pond,
and out
At sea it's there again.

Water comes into my
eyes
And down my cheek in
tears,
When mother cries, "Go
back and try
To wash behind those
ears".

- John R. Crossland

I. Talk with
your friend
beside you
about the
following:

i. What are
the main
ideas in
the first
stanza?

ii. What is
the main
idea in the
second
stanza?

iii. What is
the main
idea in
the third
stanza?

II. enjoy
reciting the
poem.

I. Comprehension

A. Write down in the blanks given below the pairs of rhyming words in the poem. An example is given for you.

all - _fall_ ; _____ - _____;

_____ - _____; _____ - _____; _____ - _____.

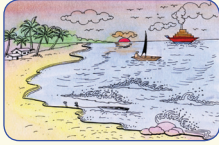
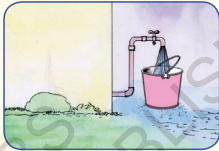
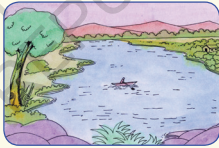
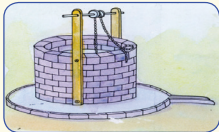
II. Vocabulary :

A. Match the words on the left with their description on the right.

- | | | |
|--------------|---|---|
| i. rain | - | a. flow from the eyes |
| ii. well | - | b. rain water gets collected here |
| iii. pond | - | c. water comes in a rush over rocks |
| iv. sea | - | d. water comes from the clouds |
| v. waterfall | - | e. has salt and many minerals |
| v. tears | - | f. has water from an underground source |

B. Where can we see water? Match the words and pictures that are given below by drawing lines connecting them.

One has been done for you

rain	
well	
pond	
sea	
tap	
waterfall	
tears	

UNIT - 2

LESSON



HALDI'S ADVENTURE



One morning as Haldi walked to school, she met a Giraffe. The Giraffe wore big glasses and held a book in his hand. He smiled and said,

“Good Morning Haldi”.

Haldi looked up at him, “I’m sorry to stare,” she said, “But I have never met a Giraffe like you.”

“My name is Smiley,” said the Giraffe. “Whenever you see me, you will smile.”

Haldi was surprised and happy too. Then she remembered that she would be late for school. So she said to the Giraffe, "I would love to talk to you but I must rush to school or I will be late."

The Giraffe said, "Not if you ride on my back. If you climb on my back, I will run so fast that you will feel you are flying to school. Do you go to school every day?"

"Yes." Said Haldi. "I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. On Saturdays I play games at school."

"What do you do in school?" asked the Giraffe.

"I learn about the stars, the trees, the birds and the animals."

"That is good," said the Giraffe, "I too like books. They have lots of fun. Now jump on my back. I will take you to school."

Haldi jumped on the Giraffe's back and found that she could see many things from the top. Before she knew it she reached the school play ground. She climbed down.



When she turned back to thank the Giraffe, she found that he had gone away.

“Oh!” Haldi thought, “What a wonderful adventure I have had!”

Glossary :



stare : to look at for a long time.

surprise : an event, a piece of news that is unexpected or happens suddenly

adventure : an unusual, exciting experience.

wonderful : pleasant or enjoyable.

Comprehension:

a) Answer the following in a sentence:

- 1) Where was Haldi going?
- 2) Why did Haldi stare at the Giraffe?
- 3) Why was Haldi surprised?
- 4) How did she reach the school?
- 5) What do Haldi learns at school?

b) Fill in the blanks with suitable words:

- 1) The Giraffe wore_____.
- 2) _____ stared at the Giraffe.
- 3) On _____ she play games at school.

- c) **Imagine you are the leader of your class. You want to make your class the best in the school. Write down the instructions you would like to give your classmates.**

Two examples are given below:

- 1) Put all the pieces of paper in the dustbin.
- 2) Listen to the teacher.
- 3) _____
- 4) _____
- 5) _____

Vocabulary:

From the word 'education' form as many smaller words of two, three or more letters as possible. Use letters only as many times as they are found in the word. Two examples are given for you. More than fifty words can be formed.

Education

at	cat	date
on	eat	note

Take some more words like 'text book' class teacher' Sachin Tendulkar' etc., and form similar words.

Word building:

- A. Put any one of the letters - a, e, i, o, u - between the two letters in the boxes given below to make meaningful words:**

b - t	c - p	d - g	h - s	p - n	s - n
-------	-------	-------	-------	-------	-------

- B. Add one letter before and after the letters given below and make as many meaningful words as you can:**

---a---	---e---	---o---	---i---
---t---	---p---	---r---	---h---

- C. Arrange the following words in alphabetical order:**

dog, trunk, step, nest, bird, gate, ant, halt, friend, way, money, eagle, rat, cap, inside.



The weak cannot forgive. forgiveness is the attribute of the strong.

- Mahatma Gandhi.

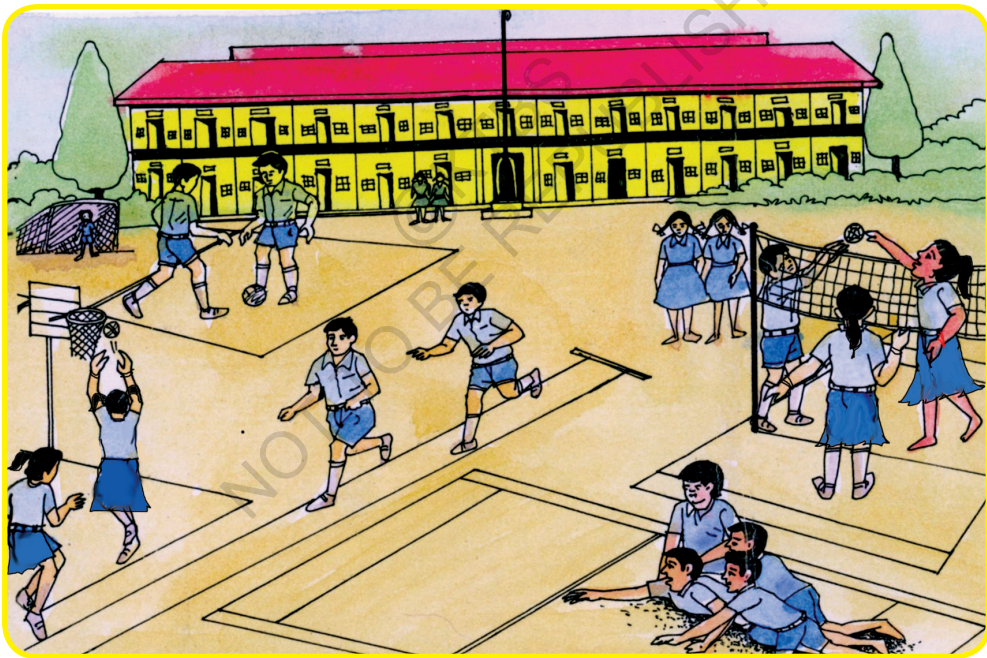
POEM

SCHOOL IS A PLACE OF PLEASURE



Pre-reading activity :

- ♦ What is the treasure the school gives you? Discuss with your friends.
- ♦ What can you become other than a doctor or a lawyer? Discuss with your friends and teacher.



SCHOOL IS A PLACE OF PLEASURE

School is a place of pleasure.

It gives us knowledge and treasure.

School makes us strong, to fight against wrong.

School teaches us to respect elders, and follow the teachers' words.

School makes us bold, to shine like gold.

School makes us work harder, to become doctors and lawyers.

School gives us hope, if we fall from a slope.

School gives us new will power, and makes us smile like a flower.....

- Aman Gupta

Glossary :



fall from a slope : face problems or fail in our activities

shine like gold : get a good name

will power : a strong mind to finish our work in spite of all problems

I. Comprehension :

- A.** Some children stay at home and learn all the subjects. What do you think is the difference between learning at home and learning at school? Discuss with your friends and mention at least five differences between the two kinds of learning.

B. Read the poem aloud and write down the words with similar sounds:

pleasure - _____: strong - _____:

hope - _____: power - _____:

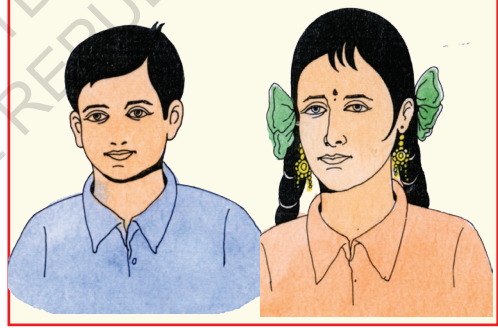
bold - _____:

C. Recite this poem and enjoy it :

School is fun

My books are ready
Breakfast is done
It's time now
To school I shall run!

With friends and
teachers
I watch and learn
Time flies in class
School is fun!



*Simple living and high thinking is the motto
of the great.*

- Sanskrit proverb

UNIT - 3

LESSON

NINE LITTLE BIRDS



Pre - Reading activity :

(The students spread out their left palms and recite the poem given below, pointing to their fingers with their right hand one by one.)

The Family

This is mama, kind and dear (point to your thumb)

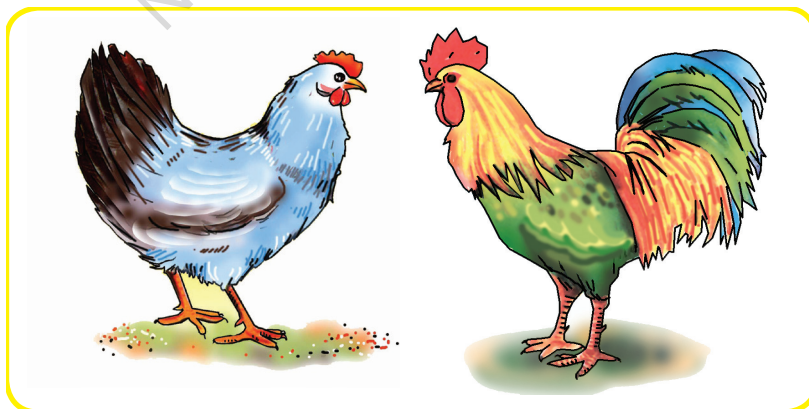
This is papa, standing near (point to pointer finger)

This is brother, see how tall! (point to middle finger)

This is sister, not so tall. (point to ring finger)

This is me, sweet and small (point to little finger)

This is the family, one and all (wiggle (means 'shake') all fingers)



Now read the lesson 'Nine Little Birds'

Mother Hen and Father Hen lived in the thick of a jungle. Once, Mother Hen laid nine eggs in her nest – dum... dum... dum... dum... dum... dum... dum... dum... dum. ! She sat on the eggs for them to crack while Father Hen collected food for Mother Hen.

One Fine day, Mother Hen told Father Hen to take care of the eggs and went to the nearby pond to drink some water. Just then, a strong gust of wind blew – shoo... shoo. ! And the nest was broken! Eight of the nine eggs rolled down and cracked. Only one egg remained.

Father Hen became sad. 'When Mother Hen returns what will I say?' he thought. Suddenly an idea struck him. He went to the jungle. He collected eight eggs. Eight eggs, different in colours and shapes. He quietly placed them in the nest.

Day passed by. Then, babies began to emerge from the eggs. Each one different in size and appearance. Their voices also sounded different-quack...quack, quack...quack, caw...caw..., trrr...trrr, gutter...goon, kri...kri, heeaw... heeaw, uunn...uunn, chi...chi.

Mother and Father decided to take their family out to feed one day. As they neared a pond, "Quack... quack .!" uttered two of the nine babies, seeing this,

some crows began to caw. Another black baby with a long pointed beak flew away. It was a crow's baby.

Just then, a pack of parrots flew over them in search of food. One more baby, green in colour, with a red beak, flew to join the pack. It was a parrot's baby. In front of them was a big tree. With a flock of pigeons sitting idly. Another baby let out a gutter... goon... sound and headed in that direction. It was pigeon's baby.

As Mother and Father Hen moved further, some kingfishers could be seen swimming on the other end of the pond. "Flep...flep!" The blue bird with a long beak yelped and ducked into the pond just like the other birds. It was a kingfisher's baby.

Then clouds overshadowed everything. Yet another baby, spread its wings gleefully and started dancing taa...thiii...taa...thiii...thim...! It was a peacock's baby.

It became dark! Now the Mother and Father were left with two babies. They heard a weird sound -uuunn... uuunnn...! The eighth baby with big round eyes also flew into darkness! It was owl's baby.

Now, only one child remained. It was the only chick! The parents sighed with relief - kukrooh...kurh... kukrooh...kurh...! Chick also answered kukrooh... kurh... kukrooh... kurh. !

Glossary :



crack : to break something open.

just : exactly.

emerge : to come out of a dark or hidden place.

feed : to give food to a person or an animal.

utter : to make a sound with your voice, to say.

caw : sound made by crows and rooks.

idly : doing nothing.

gutter : a channel at the edge of a road where water collects and is carried away to drains.

yelp : to give a sudden short cry.

duck(v) : to move your head downwards to avoid being hit or seen.

gleefully : happy because of that has happened.

weird : very strange or unusual and difficult to explain.

sigh : to take and then let out a long deep breath that can be heard.

Comprehension:

a) Answer the following questions:

1. How many eggs did mother Hen lay?
2. How was the nest broken?
3. Why did father Hen become sad?
4. What kind of eggs did Father Hen collect from the jungle?
5. What happened when the family go near the pond?
6. List the names of all the birds that you have come across in the lesson.

b) Match the descriptions with the birds.

A	B
1. Black baby, long pointed beak	owl
2. Blue bird with a long beak	Parrot
3. Big round eyes	Crow
4. Green in colour with a red beak	King fisher

c) Write the Present tense forms of the following verbs.

Past tense

Present tense

1. Became
2. Left
3. Flew
4. Spread
5. Decided
6. Heard
7. Started
8. Began
9. Sat
10. Went
11. Thought

d) Group Work:

Narrate the story of 'Nine Little Birds' in your own words

e) Letters of the following words are jumbled up. Rearrange them to get meaningful words:

alfimy

eructpi

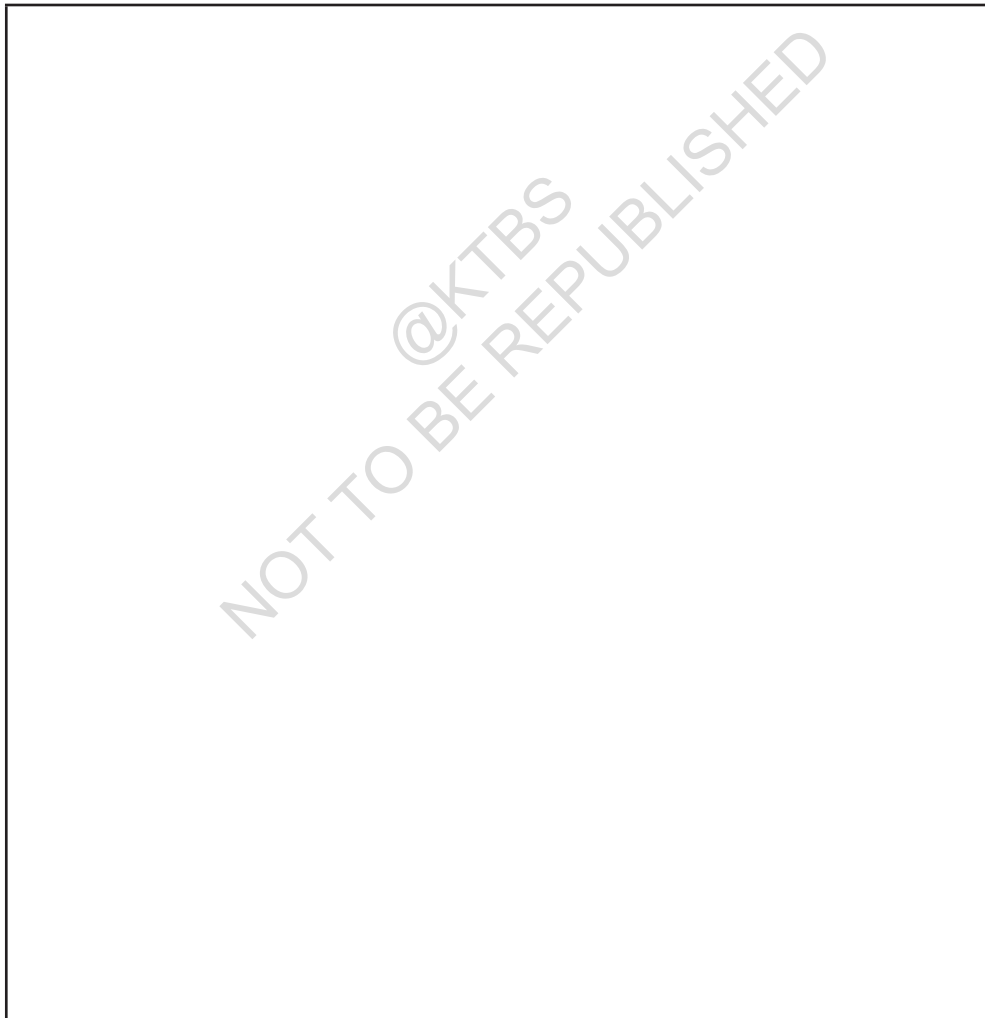
shoue

dhieInec

rapsent

f) Read the following Passage carefully and draw the picture according to the description in the space given below:

There is a house in the centre of the page. It has two windows and a door. A bird is sitting on the roof of the house. A cat is sleeping outside the house. There is one tree on the left and another one on the right side of the house. There are flower pots in front of the house.



g) Talk to your friends in pairs and tell each other how many members are there in your family. Also tell how many brothers/sisters, uncles/aunts, cousins, pets there are. There you could use sentences like :

There are five members in my family – father, mother, elder brother, younger sister and myself. I have three cousins.....



*The first test of a truly great man
is his humility*

John Ruskin

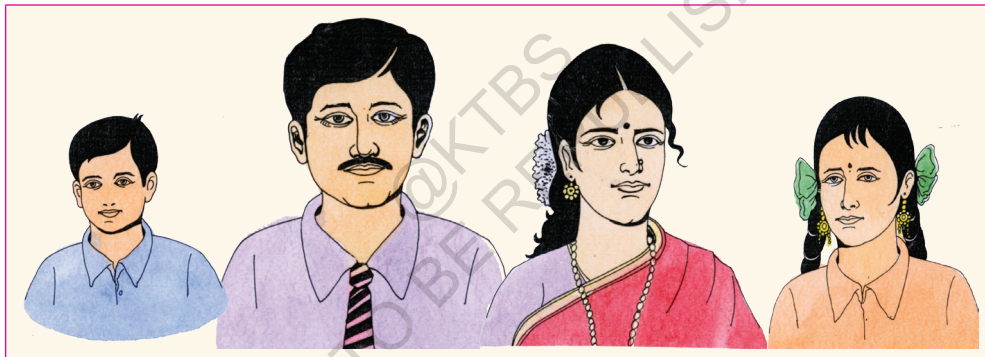
POEM

FAMILY FIRST



Pre-reading activity :

- ♦ Who are called blood relatives - family members or friends? Tick the right answer.
- ♦ Vasudhaiva Kutumbakam- 'world is one family'; discuss.



Friends may come and friends may go

Family is first and this I know

Putting friends first is a mistake

And not one that you should make

Family's forever and this I know
Friends enter your life and then they go
Making friends is fun trust me with this
But not something you would miss

Family is here to comfort you
I know your friends do this too
Without your family you would be lost
Hold on to them no matter the cost

- *Bonnie B Long*

Glossary:



fun : joyful

comfort : make you happy when you are sad or in trouble

hold on to : be close to

- I. **Enjoy reciting it, first to your partner and then to the whole class :**

II. Write down the words having the same sound at the end of the lines :

go-know; _____ - _____; _____ - _____;
_____ - _____; _____ - _____; _____ - _____;

III. Recite and enjoy :

Whom do I love most?

I love my mother,
She gives me things to eat and a lot more;
I love my father,
He makes me laugh, and is never a bore;
I love my brother and sister
With whom I fight, eat and play;
I love this whole family of mine
Which makes life secure and gay.



*Kindness is the golden chain by which
society is bound together.*

- Goethe

UNIT - 4

LESSON

CHARITY

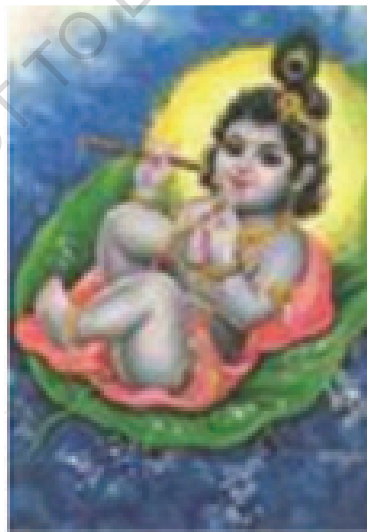


Pre-reading activity :

Students ask each other (or teacher asks the students):

- ♦ Do you know any stories? Name some of them.
- ♦ Which are the interesting characters in those stories?

Then the teacher tells the students: Now look at this picture. Ask as many questions as you can think about the picture. You can ask questions like: Whose picture is it? Was he famous? What was he famous for?



Now read the text.

Once Krishna and Arjuna were walking towards a village. Arjuna was pestering Krishna, asking him why Karna should be considered a role model for all 'Danas' (donations) and not himself. Krishna, wanting to teach him a lesson snapped his fingers. The mountains beside the path turned into gold. Krishna said "Arjuna, distribute these two mountains of gold among the villagers but you must donate every last bit of gold." Arjuna went into the village and proclaimed he was going to donate gold to every villager and ask them to gather near the mountain. The villagers sang his praises and Arjuna walked towards the mountain with a huffed up chest. For two days and two continuous nights Arjuna shovelled gold from the mountain and donated to each villager. The mountain did not diminish in there slightest.

Most villagers came back and stood in queue within minutes. After a while Arjuna started feeling exhausted, but not ready to let go of his ego just yet, told Krishna he couldn't go on any longer without rest. Krishna called Karna. "You must donate every last bit of this mountain, Karna" he told him. Karna called two villagers, "You see those two mountains?" Karna

asked, “those two mountains of gold are yours to do with as you please” he said and walked away.

Arjuna sat dumbfounded. Why hadn't this thought occurred to him? Krishna smiled mischievously and told him “Arjuna subconsciously you yourself were attracted to the gold, you regretfully gave it away to each villager, giving them what you thought was a generous amount. Thus the size of your donation to each villager depended only on your imagination. Karna holds no such reservations. Look at him walking away after giving away of fortune, he doesn't expect people to sing his praises, he doesn't even care if people talk good or bad about him behind his back. That is the sign of a man already on the path of enlightenment.”

Glossary:



pester : to irritate by asking many times.

snap : to make a sharp noise by moving your second or third finger quickly against the thumb.

proclaim : to tell people about something important.

huffed	: to breathe in a noisy way.
shovel	: to lift and move stones, mud etc.
diminish	: to become smaller.
exhausted	: very tired.
ego	: your sense of your own value and importance.
dumbfounded	: unable to speak because of surprise.
fortune	: good luck.
enlightenment	: the state of having knowledge or understanding.
regret	: feel sorry about something.
mischievous	: enjoying playing tricks on others.
subconsciously	: Connected with feelings even though you are not aware of them.

I. Comprehension:

A. Answer the following questions:

1. Who was considered as a role model for all 'Danas'?
2. What happened when Krishna snapped his fingers?

3. What did Arjuna proclaim?
4. How did Arjuna donate gold to the villagers?
5. Why was Arjuna dumbfounded?
6. What did Krishna say about Karna?

B. Rearrange the following sentences in correct order and write them in the space given bellow:

1. The mountain turned into gold.
2. Karna called two villagers and asked them to do whatever they wanted.
3. Arjuna shovelled gold and donated to each villager.
4. Once Krishna and Arjuna were walking towards a village.
5. Arjuna wanted to know why Karna was considered a role model for all the Danas.
6. Krishna snapped his fingers.
7. Krishna asked Arjuna to distribute the gold among the villagers.
8. Arjuna got the answer to his question.

1.

2.

3.
4.
5.
6.
7.
8.

II. Vocabulary:

A. Read the following conversation and understand the different meanings of the underlined words. Compare the meanings with those used in the story.

Mahesh : Kiran, will you please drop me at the post office?

Kiran : Sorry, there is not even a drop of petrol in the vehicle.

Mahesh : I have to post this letter today. It is for the post of Probationary Officer.

Kiran : Wait, wait, my friend is coming. Ravi,
(his this is my close friend Mahesh. Please
mobile drop him at the post office.
Phone
rings)

Ravi : Sure, sure.

Mahesh : Just a minute. I'll close the door of
the house.

Kiran : Thank you both. See you.

B) Frame sentences of your own using the following words in two different meanings:

Step, right, walk, book, nail.

C) Read the following passage. Below the passage three words are given for every blank. Fill up the blanks choosing suitable words.

My school.....(i) very close to Rahman's house.
He (ii) to school walking. He
with his parents and grand parents. His father
..... (iii) to office by bus. His mother
..... (v) us English.

- i) Is, are, were
- ii) arrives, comes, leaves
- iii) exists. lives. rests
- iv) stops, works, goes
- v) learns, teaches, tells

D) Match the words from the top and bottom boxes. Frame sentences using them.

Head	Attendance	Class	Play	Home
Work	Ground	Register	Master	Room



POEM

A LITTLE WORLD



I want to be the light to the blind
That shines as bright as the sun
So that they can see with their minds
The mountains, the hills and the oceans

I want to be the voice to the deaf
That echoes as clear as the rain
So that they can hear with their hearts
The sound of music that lasts forever

I want to be the mother to the orphan
Whose heart is as soft as the snow
So that they can find and realize
The love and warmth they can live with

God please give me the strength that I need
to give a little world to those
who have dreamt for it all their lives
so that they know how it feels
to have the beautiful world that I have.

Glossary:



echoes : the reflecting of sound off a wall.

orphan : a child whose parents are not alive.

blind : not able to see.

deaf : not able to hear.

warmth : the state of being friendly.

I. Comprehension:

A. Answer the following questions:

1. Why does the poet want to be the light to the blind?
2. What does the poet want to be to the deaf?
3. How does the poet want to help the orphan?
4. What is the poet's prayer to God?

B. Complete the poem:

God please give.....

.....

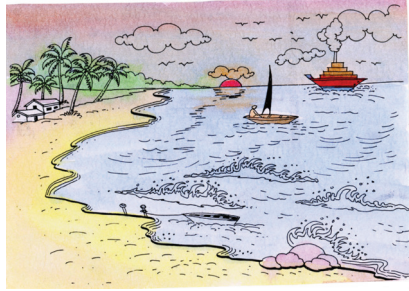
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.....

..... that I have.

C. Recite and enjoy :

A sailor went to sea
To see what he could see
And all that he could see
Was the sea, sea, sea.



Two and twenty robbers
Were standing on a wall,
If the wall had been stronger,
My story would have been
longer.



*Kindness is the golden chain by which
society is bound together.*

- Goethe

SUPPLEMENTARY READING

LESSON - 1

THE BELL OF JUSTICE

Emperor Jahanagir hung a bell at the entrance of his palace. Drummers went round, telling the people, "Have you any complaint? Come and ring the bell at the entrance of the palace. The emperor shall hear you and do justice."

The news went round. The people hailed the emperor.

One day, Noor Jahan was practising archery. She shot arrows at chosen targets. At the end of the day's session, she sent an arrow, whizzing through space, towards the river bed, which lay close by. Then she walked back to the harem.

A little later, someone rang the bell. The guard found a washer-woman, sobbing with grief. In her hand she held an arrow. "I want justice." She wailed. The guard led her to the emperor.

The woman bowed. She placed the arrow down on the carpet and said between sobs, "Someone killed my husband with this arrow. Who will now look after me and my children?"

The emperor picked up the arrow. It had the royal stamp. Someone from the palace had caused the tragedy. The emperor sent the guard to find out who had practised archery on that day. The guard came back, soon enough. He hesitated. The emperor forced.

Almost in a whisper, the guard named Noor Jahan, the queen, as the guilty.

The emperor sent for Noor Jahan. She appeared. The emperor pulled out a dagger from his belt and held it out to the woman. "The empress made you a widow. Kill me with the dagger. That will meet the demand of justice."

The woman turned away, "Oh no, Badshah. I can never do that."

The emperor granted her a pension. She thanked him and left. He turned to Noor Jahan who complained, "You took a grave risk. What if the woman had carried out your command!"

The emperor replied, "I would have died. But justice would have been done, for all are equal in the eyes of the law. Be careful in future," said the emperor.

I. Answer the following questions in one or two sentences each :

1. Do you think the queen was careless during her practice of archery?
2. Why did the emperor ask the washer woman to kill him instead of his queen?
3. Would justice have been done if the washer-woman had killed the emperor?
4. What do you think of Noor Jahan's response to the incident?
5. Can similar incidents happen in the modern-day world?



LESSON - 2

MIRIAM AND MOSES

Long, long ago Miriam and her parents lived in Egypt. But they were not Egyptians. They were Hebrews, the people of Israel. They had left Israel many years before and come to Egypt. There they lived a very hard life working as slaves.

The King of Egypt, the Pharaoh, was angry with Hebrews. He was also afraid of them. 'One day they will fight against my people', he thought. So he ordered that all new-born Hebrew boys be thrown into the river.

At this time Miriam had a new baby brother. He was a lovely child. His mother was worried about him. One day she put the baby in a basket and took him to the river. She hid the basket in the bush. She asked Miriam to hide behind a tree and watch the baby. She kissed the little infant and went back to her house.

Soon the Pharaoh's daughter came to the river to bathe. She was surprised to see a little baby in a basket. She asked her maid to bring the baby to her. Miriam was watching from behind the tree.

'This is a little Hebrew boy', said the princess. 'He looks so lovely. I'm sorry for him. I'll take him to the palace. But how can I bring him up?'

Miriam ran to the princess, knelt before her, and said, 'Princess, I know a woman from the country of Israel. She is good at nursing babies. I'll bring her here.' The princess agreed.

Miriam ran to her mother and brought her to the princess. 'Take this baby', said the princess. 'Look after him for me. I'm the daughter of the King of Egypt. I shall pay you well for nursing this child. And when he grows up, bring him to the palace.'

So the little boy lived with his own parents and his sister Miriam. When he grew up his mother took him to the princess. The princess looked at him and said, 'He's a very fine boy. He shall live with me. I shall call him Moses.'

Moses now lived in the palace. When he grew up to be a man, he became a great leader of the people of Israel. He gathered them together and led them out of Egypt. He led them to Canaan where they had first come from. There they built their homes.

I. Answer the following questions in one or two sentences each :

1. What is the other name for Hebrews or the people of Israel?
2. Do you think Moses' mother was clever in arranging the little trick with the princess?
3. Talk to your teacher or friend and know more about Moses.
4. Do you know of any other story where an attempt was made to kill a small baby boy because he was thought to be a threat to the king later on in life?



UNIT - 3

ANGULIMALA

One day Lord Buddha was walking slowly, along with his followers, towards Shravasthi. Soon they saw a crowd of men coming towards them. Some of them were shouting angrily, others were talking excitedly. All of them looked unhappy.

“What is worrying you, my children?”. Lord Buddha asked them gently.

“We are really worried,” said one of the men. “In the forest nearby lives a robber. He is a very cruel man and he is unusually huge and strong. No one can go to the forest to gather firewood or to graze the cattle. This robber constantly comes out of his cave and kills people.”

“Who is this man?” Lord Buddha asked gently.

“We don’t know who he is,” said the man. “But we call him Angulimala, ‘because he does a terribly cruel thing,” said another man. “He kills people, cuts off their fingers and wears them in a chain round his neck.”

“Go home, my children,” Lord Buddha said calmly. “The robber will be overcome.”

Lord Buddha put on the yellow clothes of an ordinary priest. Then he set out for the forest.

In his dark cave in the forest sat Angulimala. He was waiting impatiently for someone to pass through the forest so that he could rob him. Suddenly he saw a priest in yellow clothes. He was walking slowly past the entrance of the cave. Angulimala was greatly surprised. ‘No one has ever come so near my cave.

When people have to pass through this forest, they always run extremely fast. Look at this poor priest! He is walking so calmly past my door.' Angulimala took his huge club and ran out of his cave towards the priest.

The priest walked on quietly. He was very calm. Angulimala rushed after him, but he could not reach the priest. "That's strange!" said the giant. "I have killed so many people like him, but I cannot even overtake this one. He is always ahead of me, walking so quietly and calmly."

For hours Angulimala chased the priest. At last he was quite tired. Unable to move, he fell on the ground. He was no longer angry.

"Angulimala," the voice called him softly and gently. Angulimala looked up and saw the priest standing near him. He saw the light of love in the priest's eyes and he knew the greatness of the man in yellow clothes. He fell at the great man's feet.

Angulimala became one of Lord Buddha's followers.

I. Answer the following questions in one or two sentences each :

1. Why were the men in the crowd disturbed?
2. In what way was Buddha different when he went near Angulimala's cave?
3. Could there have been any other way of transforming Angulimala into a calm man?
4. Narrate to your partner any other story of Buddha.



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