



Government of Karnataka

ENGLISH

THIRD LANGUAGE
(REVISED)

6

SIXTH STANDARD

Part - II

KARNATAKA TEXTBOOK SOCIETY (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

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).

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UNIT - 5

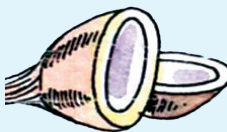
LESSON



THE STORY OF THE COCONUT

Pre-reading activity :-

The students ask their friends what they had for breakfast. They ask the ingredients of the dishes they ate. (Use sentences like: What did you eat for breakfast today? What was it made up of



1. Which is the tree that gives you food to eat, sweet water to drink, roof for the house and fuel for the kitchen? Yes, it is the coconut tree. Get to know the word for the coconut tree, and its meaning in your mother tongue.
2. The coconut is the biggest of all the nuts. It is found on trees that grow about 25 metres tall. At its top, the coconut tree has a crown of large feather-like leaves.



Glossary :



kernel : the white part inside the coconut shell

3. The coconut is the most useful crop in the world. It has as many uses as the number of days in a year. The solid white inside the wooden shell is called kernel. The milk gives us a tasty drink with rich nutrients. The dried kernel of the coconut (copra) gives us oil for our food and hair. With the oil we can also prepare margarine, soap, candles, cosmetics, detergents and many other products.

4. The fibre surrounding the nut can be used to make ropes, mats, brushes and brooms. It is also used in thatching houses and weaving baskets.

What is the normal height of a coconut tree?

What is a kernel?

margarine: artificial butter	5. The annual yield per tree may reach 150 coconuts until the trees are about 50 years old. The coconut has been given great importance in the Hindu religion and Hindu festivals.	
cosmetic : a substance for making the skin and hair beautiful	6. The coconut sprouts from a single seed and provides rich food and innumerable benefits to human beings. Shouldn't human beings too follow the good example of the coconut and help the environment in many ways?	How many seeds does a coconut have in it? _____ _____
detergent: powder or liquid used for cleaning		
sprout : to come out from a seed		

I Comprehension :

A. Sit in pairs and do the following exercises. First discuss and later on write the answers in your notebook.

1. Draw a picture of half a coconut shell. Name the parts.
2. Coconut oil is used for many purposes. List at least five of them.

3. How is the fibre of the coconut tree used?
4. 'The coconut tree is an example to us.' Explain this sentence in your own words.

B. Write a short paragraph on the uses of the coconut tree in five to six sentences.

II Vocabulary :

1. Find words in the text which means the same as the following and write them beside the description:

- a) soft inner part of nut = k _____
- b) The dried kernel of the coconut = c _____
- c) Butter made from animal or vegetable fat = m _____
- d) only one and no more = s _____
- e) to come out from a seed = s _____

2. Put the following words into their plural forms:

**Eg: coconut – coconuts; candle–candles
wife - wives**

Singular – Plural;		Singular - Plural	
a) nut	–	b) broom	–
c) rope	–	d) tree	–
e) brush	–	f) bush	–
g) life	–	h) knife	–

3. Use one of the words in the box to fill in the blanks:

A. is, are

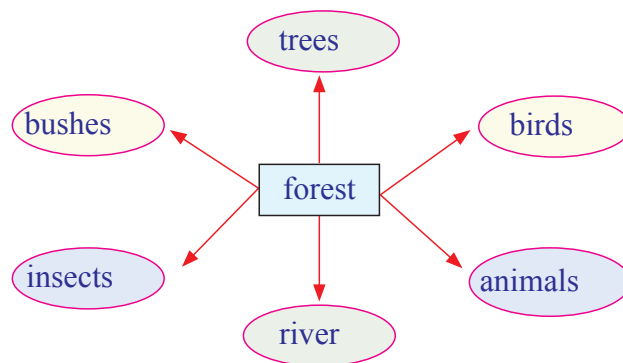
1. The coconut _____ the most useful crop.
2. Coconut trees in that farm _____ about fifty years old.
3. Children _____ playing in the ground.
4. The farmer _____ sowing seeds in the field.

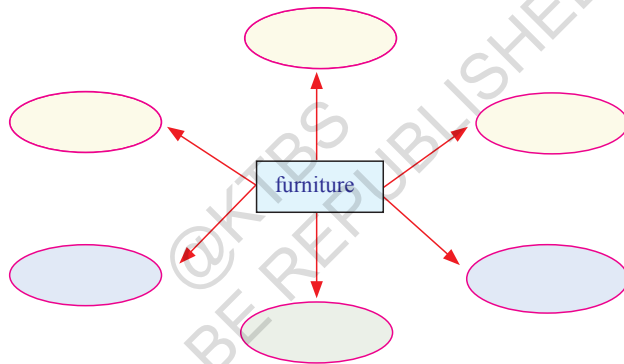
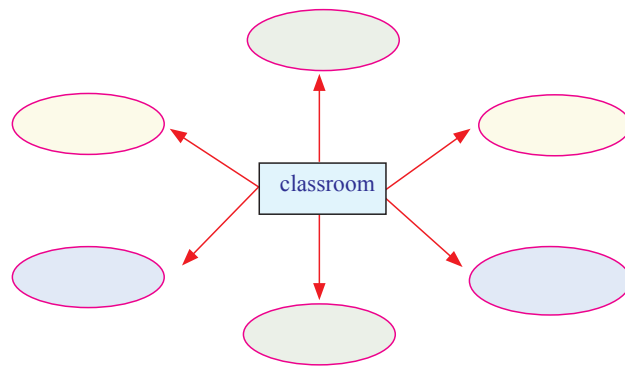
B. was, were

1. The cows _____ grazing in the field.
2. My toys _____ broken while playing yesterday.
3. The market _____ closed at 10.00 pm last Sunday.
4. The frock she wore to the party _____ very long.

4. Refer to a dictionary and write down at least six words related to the ones in the central squares.

One has been done for you.





III. Spelling :

A. Some letters are missing in each word. Write 'ee' or 'ea' in each word to complete it.

tr _ _ s

t _ _ ch

pl _ _ se

sl _ _ p

t _ _ se

ben _ _ th

br _ _ ze

IV. Punctuation :

Written sentences get a meaning when we use punctuation marks like: capital letters, full stop, comma, question mark, exclamatory mark, inverted commas etc. Use the appropriate punctuation marks in the following sentences.

One has been done for you.

1. what is your name : What is your name?
2. my name is p v sharat
3. oh what a beautiful flower
4. where are you going
5. rajat said good morning



POEM

THE ZOO



At the zoo we saw a bear
He had long, dark fuzzy hair

We saw a lion in a cage.
He was in an awful rage.

We saw the big, long necked giraffe,
And the silly monkeys made us laugh

But my favourite animal at the zoo
Is the elephant-how about you?

Glossary :



fuzzy : covered with short, soft, fine hair or fur .

awful : very bad or unpleasant.

cage : a structure made of metal bars or buyer in which animal or birds kept.

rage : a feeling of violent anger that is difficult to control.

silly : showing a lack of understanding or judgment.

Comprehension:

Answer the following questions:

1. Name the animals the poet see in the zoo?
2. How was the bear?
3. Why do you think the lion was in rage? Discuss.
4. Who made the poet laugh?
5. Which animal does the poet like most?

Vocabulary:

- A. list out the rhyming words in the poem.
- B. write the number of animals under their pictures by referring to the list below:



1
cat

2
goat

3
dog

4
ox

5
donkey

C. Use can/cannot in the blanks given below :

1. Horses _____ fly.
2. Fish _____ swim in the water.
3. Monkeys _____ climb up trees.
4. Cows _____ give milk.
5. Elephants _____ run fast.



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UNIT - 6

LESSON

MONKEYS AND THE BELL



Pre-reading activity :

Read this story:

All of you have heard the story of the cap-seller and the monkeys. The monkeys took the caps of the cap-seller when he was sleeping, and put them on their heads. When the cap-seller woke up, he saw what had happened. He looked at the monkeys, and threw his own cap down. The monkeys also threw their caps down. The cap-seller immediately collected the caps and went home.

How many action words are there in the story? Underline them.

MONKEYS AND THE BELL

1. Once upon a time, a robber came into a village. He stole a temple bell and ran towards the forest. A tiger heard the jingle of the bell.	1. What did the robber steal? _____
---	--

Glossary :



robber : a person who steals things belonging to others

When the tiger saw the robber, it jumped upon him and killed him at once. The bell fell on the ground.

2. Later, a few monkeys saw the bell and carried it to their home. They found the melodious sound of the bell very interesting.

2. Who brought the bell to the forest?

jingle : to make a ringing sound repeatedly

melodious: very pleasant to listen to

So, at night, the monkeys started playing with the bell and enjoying its sound. But the villagers who heard the sound coming from the forest, became afraid. They thought that there was some evil spirit which might kill them. So they began to leave the village

3. What were the villagers afraid of?

evil spirit : devil bravely : showing no fear of dangers	3. But there was an intelligent and bold woman, Meena, in the village. She thought to herself, "I don't believe in evil spirits. I'll find out who is ringing the bell." Late that night, she went into the forest bravely and found that a group of monkeys were playing about and ringing the bell.	4. What did Meena do to know the truth? _____ _____
grabbed : picked up very fast	4. The next day Meena went to the village head and said, "I'm sure the evil spirit can be conquered by worshipping the Gods. So please grant me some money to perform the worship".	5. Why did she ask for money? _____ _____
	5. On receiving the money, Meena bought peas, groundnuts and fruits.	

	That night, she went into the forest, placed them under a tree, and hid herself. The monkeys were, as usual, playing with the bell. When they saw the eatables, they threw the bell and ran to pick them up. At that time, Meena grabbed the bell quickly and rushed back to the village. The next morning, she gave the bell to the village head. He was happy at her bravery. Everyone in the village admired her.	6. What did Meena do with the eatables? _____ _____
	6. Ever since that day, there was no noise from the forest and people lived happily in the village.	7. Meena tricked the monkeys to take the bell from them. Was she correct? Yes/No

I. Comprehension :

A. Answer the following questions in two or three lines each :

1. Why did the village people begin to leave the village?
2. How did Meena get the bell?

II. Language :

A. Use the given words and frame meaningful sentences.

- | | | |
|------------|-------|---------|
| 1. robber | came | village |
| 2. tiger | heard | jingle |
| 3. bell | fell | ground |
| 4. monkeys | saw | bell |

B. In groups of three, read the following sentences aloud. Form other sentences substituting the underlined word with those given in brackets.

One has been done for you.

1. I am a farmer. (teacher, student)

Eg : I am a teacher.
I am a student.

2. You are a player. (boxer, runner)
3. We are merchants. (painters, servants)

4. He loves books. (sweets, movies)
5. She likes flowers. (music, toys)
6. They do not cheat. (smoke, lie)

C. i) Discuss with your friends and write the opposites for the following. If you need, you can refer the dictionary.

1. beautiful × _____
2. fast × _____
3. near × _____
4. clean × _____
5. few × _____

ii) Use the opposites of the words in the brackets to fill the blanks.

Mandel lived in a _____ (ugly) place. He thought Peter was _____ (bad) and told him to look after his cows with _____ (hate). Peter was _____ (dishonest), and always _____ (incorrect) in his job.

D. Fill in the blanks choosing suitable words from the box:

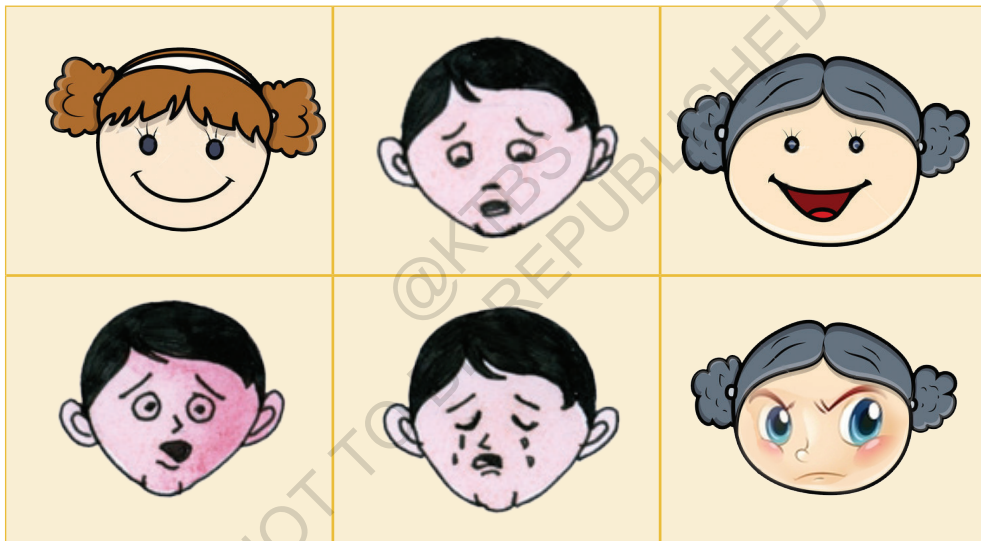
Seetha _____ Geetha are good friends. Seetha is tall _____ Geetha is short. Both study for four hours in a day. _____ they always get good marks in tests. _____ Seetha _____ Geetha wastes her time. They are always

busy _____ studying _____ helping others. Geetha is
 _____ rich _____ kind.

but	and	nor
neither	so	not only
but also	or	either

IV. Match the following words with the expressions shown below them :

happy, sad, afraid, crying, laughing, angry



III. Vocabulary :

A. Fill in the blanks in the following paragraph by supplying the words for the given pictures:

Gopal and Neena are brother and  _____.

One day they are playing with a  _____. They see

a small . Its  _____ is broken.

They take it to their  _____ and apply 

_____, and tie a  _____. Neena gives it

a  _____ to eat, while Gopal brings it 

_____ to drink. The dog  _____ for

sometime. Later, in the evening, it  _____

and  _____ with Gopal and Neena.

B. Working in pairs, look at the words in the box, then answer the questions below. You may need the help of a dictionary.

(rainbow, write, eleven, thorough, cauliflower)

1. Which word has the largest number of vowels?

2. Which word is made up of two smaller words?

3. Which word has 'i' as its middle letter?

4. Which of the five words would come first in a dictionary? _____
6. Which word would come last in a dictionary?

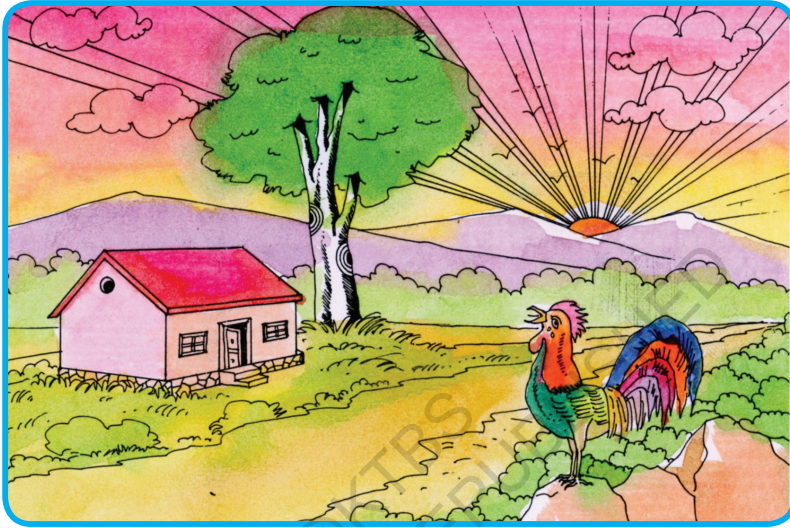
7. Which word has eight letters? _____
8. Which word begins with two consonants and ends with two consonants? _____

Suggested Reading : *Stories from the Panchatantra*



POEM

COCKS CROW



Glossary :



crow: the sound the cock makes

lies: to be in bed

wealthy: to have lot of money

Cocks crow in the morning
To tell us to rise;
And he who lies late
Will never be wise;

For early to bed
And early to rise
Is the way to be healthy,
Wealthy and wise.

Which bird makes a hooting sound at night?

What is the female of the cock known as?

I. Comprehension :

A. Complete the following sentences, looking at the poem now and then :

1. Cock crow _____
2. He who lies late _____
3. Early to bed and early to rise is _____

B. Recite the poem, first to your partner and then to the whole class :

C. Match the cries with the creatures :

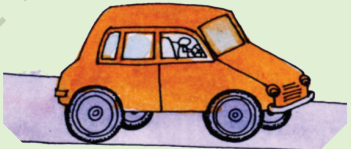
- | | |
|-----------|-----------|
| 1. cow | a) crows |
| 2. cat | b) speaks |
| 3. dog | c) moos |
| 4. donkey | d) mews |
| 5. child | e) brays |
| 6. cock | f) barks |

D. 'Early to bed and early to rise is the way to be healthy, wealthy and wise.'

This is a proverb. Write down two more proverbs.

1. _____
2. _____

E. Match the word on the left which rhymes with the name of the picture on the right by drawing lines to connect them :

mat	
tall	
dish	
fan	
fig	
far	

✕ ✕ ✕

UNIT - 7

THE GOLDEN DEER



Pre-reading activity :

Students ask each other: Do you like to play? Which is your favourite game? Describe how it is played.

Glossary :



sank on the ground : to fall down suddenly without any strength



1. It was 4.00 in the morning. There was still darkness all around. Bare-foot, the girl ran fast on the sand beside the waves.

1. Why do you think the girl ran on the sand?
Discuss with your friends.

	Feeling out of breath, she sank on the ground. Immediately, Nambiar came behind her and ordered her to get up and continue running.	
	2. Which she did, because she wanted to be the fastest runner in India. This girl was the tall athlete, P.T. Usha, trained under the watchful eye of her coach, Nambiar. Her determination and perseverance led her on to become not only India's fastest runner, but also the first Indian to grab gold medals at the Asian Games.	2. How old was Usha when she got her first gold medals at the Asian games? _____
athlete : one who takes part in sports events	3. Pilavulakandi Thekkeparambil Usha was born in Kerala in 1964. When she was 12, she joined a sports school at Cannanore, where she received guidance and training from O.P. Nambiar, a noted athletics coach.	3. What helped Usha become the fastest runner in India - desire, training, determination, perseverance? Discuss with friends.

perseverance:
ability to do
a work even
when it
is very
difficult

4. P.T.Usha's golden story begins from the 1982 Asiad in which she won two gold medals in 100m and 200m respectively. At the Los Angeles Olympics held in 1984, she had to be content with the fourth place. She was the first Indian woman to have won such an honour. During 1983 - 89 she won 17 medals - 13 gold, 3 silver and a bronze in four Asian Track and Field Championships. So she was called as the 'Golden Deer'.

4. P.T.Usha was born in: Karnataka, Kerala, Sikkim (Tick the right choice)



5. P.T.Usha has won 101 international medals so far. At present, she is an officer in the Southern Railways. In spite of her age, married status and motherhood, she is still active in sports.

5. In what two events was Usha the first one to get medals?

I. Comprehension :

Sit in pairs, first discuss and then write the answers to the following questions.

A. Rearrange the following sentences in order to make a meaningful paragraph on P.T.Usha :

1. Her golden story began from the Asian Games.
2. P.T.Usha was born in Kerala.
3. She is, at present, an officer in the Southern Railways.
4. She received guidance and training from O.P.Nambiar.
5. She joined a sports school at Cannanore.

B. Answer the following in a paragraph of four to five sentences each :

1. How did P.T.Usha become the fastest runner in India?
2. What is the passage about?

C. Match the following events with the years they took place in :

Events	Year
1. P.T.Usha was born	- 1982
2. Usha's success story begins from	- 1984

3. The Olympics held at Los Angeles - 1964
4. Usha joined Nambiar's school - 1976

D. Sit with your friends, discuss what you want to become when you grow up and how will you achieve it. Write a paragraph of four to five sentences about your goal.

II Language :

A. Sitting in pairs, make as many meaningful sentences as possible taking words from each column. You can take turns while forming the sentences.

One has been done for you.

The cat is mewing.

Mother	is	barking.
The dog		mewing.
The cat		roaring.
The lion		waiting for the bus.
Kumar		teaching lessons.
Latha		singing a song.
The teacher		playing the guitar.
My friend		repairing a bicycle.
The mechanic		feeding the baby.

B. Make as many meaningful sentences as possible taking relevant words from each column.

All the girls	are	going home.
Some boys		skipping.
We		making noise.
You		studying in Class VI.
Cows		eating straw.
The sheep		running fast.
The deer		grazing in the meadow.

C. Fill in the blanks with ‘-self ’or ‘-selves’:

1. Every morning she washes her clothes _____.
(her.....).
2. They painted the house _____.
(them.....).
3. He packed all his things _____.
(him.....).
4. My sister drives the car _____.
(her.....).
5. We do the homework _____.
(our.....).

D. Look at the words in capital letters at the beginning of each row. Then circle the word in the row that has a similar meaning, and underline the word that has an opposite meaning.

DIFFICULT	:	hard	poor	easy	cold
BROAD	:	narrow	sweet	silly	wide
WET	:	old	damp	dry	sweet
UNHAPPY	:	bent	sad	open	cheery

E. Fill in the blanks with suitable words from the above exercise :

Ravi was an intelligent boy who never found any exercise _____. He found them very _____ because he kept on trying various answers to the exercise till he got the right answer. He was a _____ fellow and tried to make all _____ people smile.

III. Vocabulary :

A. Match each of the clues given below with a suitable word from the box. The first one is done for you.

secret	sea	net	beauty	money
--------	-----	-----	--------	-------

1. The fisherman catches fish in this: _____
2. This is not to be revealed: _____
3. A rose has this : _____

4. Ships sail on this: _____

5. You use this to buy things: _____

B. Repeat these words after your teacher:

rich – reach

sit – seat

pull – pool

still – steal

fit – feet

C. Repeat these sentences after your teacher:

It's not just the rich people who can reach great heights in life.

Sit on the third seat.

We had to pull Ramu out of the pool.

The robber sat still waiting for a chance to steal.

These shoes do not fit my feet.

IV. Project work :

A. Prepare an album of at least five Indian sports-women, and mention the games in which they have achieved success.

B. Make a list of any five games, and write down the number of players in each game. One has been done for you:

1. Cricket – 11 players

2.

3.

4.



POEM

RUN



Pre - Reading Activity :

(Repeat the song after your teacher, along with actions)

Action Song :

Put your right hand in, put your right hand out
Put your right hand in and shake it all about;
Do the boogie-woogie, do the boogie-woogie
That's what it is all about.

(Repeat with 'left hand', 'right leg' and 'left leg'.)



Glossary :



country :

village

breeze :

wind

lane : street

merry :

joyful

meadow : a

field full of

grass



Away from the city

And into the sun

Out to the country

Run! Run! Run!

Run into the rain drops!

Run 'neath the trees!

Run little races

With each little breeze!

Run down the hillside

Run up the lane

Run through the

meadow

Then run back again.

Run and be merry

All through the day

Run to the country

Away! Away!

- Mary Daunt

The poet
wants us to
run :

a _____

b _____

c _____

d _____

e _____

f _____

I. Comprehension :

Sit in pairs and discuss before writing down the answers.

A. Answer the following questions in a word, phrase or sentence each :

- a. What does the poem tell us to do?
- b. What does the poet ask us to do all through the day?

B. Recite the poem, first to your partner and then to the whole class :

II. Vocabulary :

A. Write the opposite for the following words :

Neath	×	_____
out	×	_____
up	×	_____
from	×	_____
above	×	_____

B. One student stands up and gives the following instructions slowly. The other students move their bodies accordingly.

- shoulders – move them up and down
- feet – walk forward and backward
- hands – move them left and right
- palms – turn them in and out

C. Running is a very good exercise. Name any two games that you play in which you have to run.

1. _____

2. _____

D. Match the pictures with the actions.



skipping

running

jumping

walking

III. Recite and enjoy :

Boys and girls come out to play,
The moon is shining as bright as day,
Leave your supper and leave your sleep,
And join your play-fellows in the street.



UNIT - 8

BUYING BOOKS



Pre-reading activity :

Form compound words choosing one from the first box and another from the second. One example has been given:

Water-bottle :

Water	play	class	text
dust	tube	shop	book

shelf	light	bottle	bin
ground	room	book	keeper



Glossary :

**wonder:**

to express
a wish to
know about
something

bid good

bye: say
good bye

exclaimed:

cry out in
happiness

relax: calm
down

shelf: a box
where books
are kept

1. I'm Sushma, studying in Class VI, and my brother Ajay is in Class III. Once my uncle visited us. He gave us some money and said, "Buy some books and read them." We both were very happy. I was wondering when to buy them. Meanwhile Ajay said, "Akka, shall we go to the book stall now?" So I decided to buy books on the same day. My next thought was about the shop. I asked Ajay, "Yes, we'll go now, but which shop?" Ajay replied, "We'll go to that small shop. The man there is very helpful." So we decided the shop. Next was about with whom to go. "Ajay, we'll go with Amma?" Ajay said, "No Akka, she'll make us hurry up. We'll go, just the two of us." We bade good-bye to Amma and left for the shop.

Should
Sushma
and Ajay
buy books
only
with the
money?
What do
you think?
Talk to
your
friend.



2. We walked for a while and reached the small book shop. As we entered the shop, the man in the shop smiled at us. Looking at the books, Ajay exclaimed, "Oh! There are so many books here. I'm confused about which to buy?" I said, "Yes, there are many books. I'm very confused." The man in the shop looked at us and walked towards us. "Relax, come with me. The books in this shelf are about animals. The books in that shelf are about machines. The third shelf from here is filled with books about wars and the shelf next to it has story books. Take what you want." he said. We picked a few books and sat on the floor. We turned a few pages of each book, read a few lines here and there. There was silence in the shop.

Who visited Sushma's house?

What did he want them to buy?

3. After about two hours Ajay said, "Akka, I'll buy this book." By then I had also decided which book to buy. I bought a book with many stories and my brother a book with many pictures. We looked at our books and were happy. We ran home, sat on the bed, and we read ...read... read....

I Comprehension :

Sit in pairs, first discuss the answers and then write them down in your notebooks.

A. Answer in a word, phrase or sentence each:

1. How did the man in the shop help them?
2. Why did they sit on the floor with the books?
3. Which books did they buy?
4. What did they do when they went home?

II Language Activity:

A. Rearrange the sentences in the correct order and write them in the space provided below.

1. They bought the books.
2. Sushma and Ajay went to the book shop.
3. They went home and read the books.
4. Sushma's uncle gave them some money.
5. They could not decide which book to buy.
6. The man in the shop helped them.
7. They were confused, when they saw so many books.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. The books are of different types. You have to arrange them systematically. Label the rows from the list given below, before you put them on the books shelf.

			Cindrella
Elementary English Grammar			
		Maths VI Std	
The Week			
		Dictionary	

Reference book, Story book, Magazine, Text book.



C. Write in the space provided below the list of books that you have at home and the school library.

Stories	Magazines	Textbooks
Games	Reference Books	Others

D. Imagine you go to a book shop. Write down what you do there

1. I shall meet the book seller.
2. I shall ask the book seller _____
3. The book seller will show me _____
4. I shall select _____
5. I will pay _____
6. I will thank _____

E. Fill in the boxes with letters using the clues given beside them. When you finish it, read the first column downwards and write the letters in the boxes given below.

		D			Name of my country
			E		One who rides
E					A sharp-eyed bird
	P				A fruit which keeps the doctor away
				K	We _____ water after food

B					Teacher writes on the black
	C				Another word for 'sea'
			E		Opposite of 'disorder'
		T			We fly them in the sky
		O			We wear them on our feet

--	--	--	--	--	--	--	--	--	--

F. Rashmi goes to her school library to take a book. Complete her conversations with the librarian using *and*, *or*, *but* in the blanks.

Rashmi : Ma'am, I want to borrow a book.

Librarian : Yes, would you like to have a story book _____ a book of poems?

Rashmi : I would like to have a story book.

Librarian : What kind of story book? Animals _____ adventure stories?

Rashmi : I like both, _____ now I would like to read the Panchathantra.

Librarian : Go to the fourth shelf, there you have both the Panchathantra _____ Aesop's Fables.

G. You know it's not a good habit to fold the corners of pages to remember the page we are reading. Bookmarks are used for such a purpose. Make bookmarks for your books.

Things you need:

colours (pencils or crayons)

scissors

thick card

punching machine

coloured ribbon



Draw a bookmark as shown in the drawing and colour it using many colours. Paste it on a thick card. Punch a hole at the top of the bookmark and tie a coloured ribbon through it. Your bookmark is ready. You can make some more like this and gift them to your friends.



POEM

FRIENDS



Glossary :

**Spirits:**

mood, mind

treasure:

a heap of expensive objects; something we value very much

grace:

loveliness

A friend is someone we turn to

When our spirits need a lift.

A friend is someone we treasure

For our friendship is a gift.

A friend is someone who fills our lives

With beauty, joy and grace.

And makes the whole world we live in

A better and happier place.

a. How do friends help us when we are feeling sad?

Tell your partner about two ways.

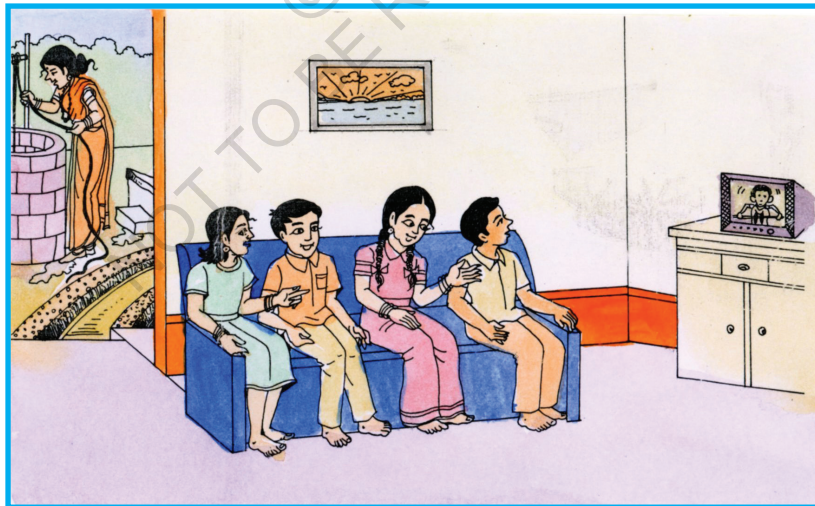
b. How is the world when we have a friend with us?

I. Comprehension :

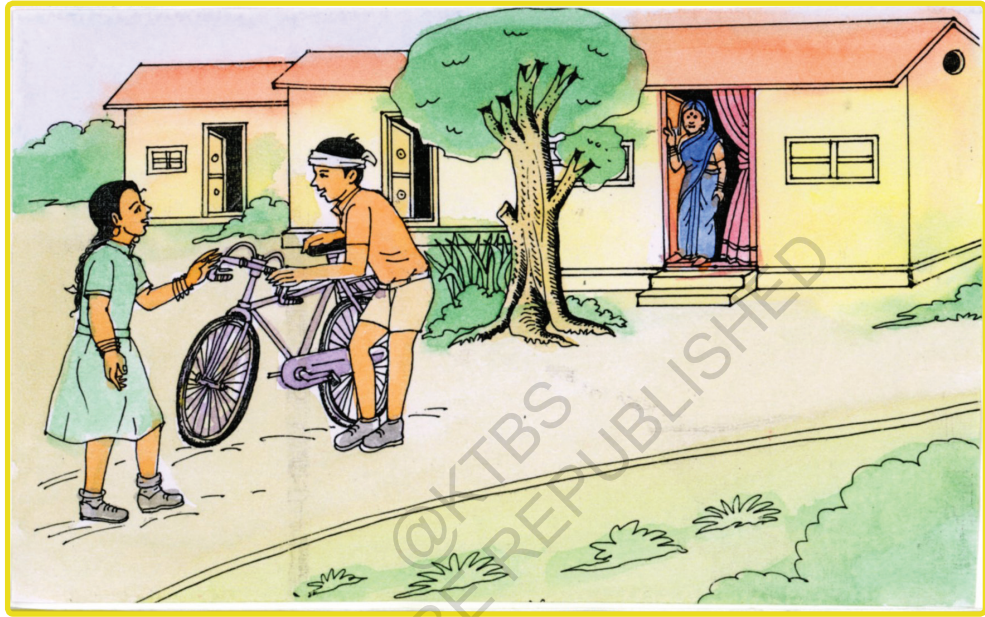
- A. Enjoy reciting the poem, first to your partner, and then to the whole class.**
- B. 'We can get good friends if we are ready to be good friends ourselves.' Discuss in pairs and write four or five sentences on how to be a good friend.**

C. Write 'Affection' or 'Selfishness' under the pictures according to what they show.





D. The picture shows a particular scene. Look at it carefully and write down what the people in the picture might be saying. One sentence has been written for you.



Eg. Rina : What happened, Shamu?

Why do you have a bandage?

Shamu : _____

Rina : _____

Shamu : _____

Mother : _____

Shamu : _____

Mother : _____

**E. Write down the rhyming words in the poem.
Add three or four more pairs of your own.**

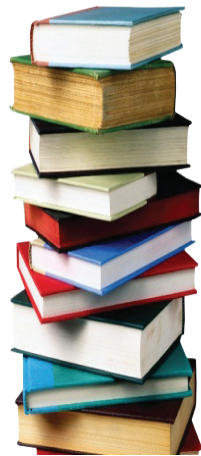
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

F. Here is a poem about a good friend. Read and enjoy it.

What Is A Book?

by Lora Dunetz

A book is pages, pictures, and words;
A book is animals, people, and birds.
A book is stories of queens and kings,
Poems and songs - so many things!
Curled in a corner where I can hide,
With a book I can journey far and wide.
Though it's only paper from end to end,
A book is a very special friend.



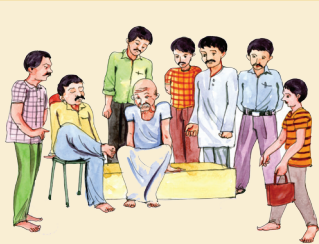
UNIT - 9

JUST A SECOND



Pre-reading activity :

JAM (Just-A-Minute): Students speak for a minute about a topic they are familiar with, like: my favourite book/place/game/cricketer/actor/leader/writer, my hobby, English, India, Karnataka, Kannada, studies, school, punctuality, computer, travel etc.



Glossary :



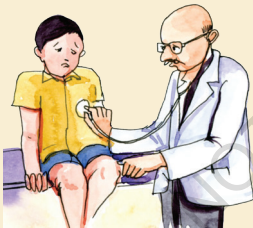
nugget : a lump of gold

1. Once there lived an old man named Time. He had seven sons. Their names were Year, Month, Week, Day, Hour, Minute and Second. Year was the eldest and Second was the youngest. Year was jobless, whereas Second was always busy.

	2.Second collected iron coins. After he collected sixty of them, he converted them into a steel coin and gave it to his brother Minute.	
what are the metals mention in the story? _____ _____ _____ _____	Minute then collecting such sixty steel coins, changed them into one bronze coin and gave it to his brother Hour. Hour collected twenty four bronze coins, changed them into a silver coin and gave it to his brother Day.	How many coins did each son collect? _____ _____ _____ _____ _____ _____

Day went round collecting silver coins and when he collected seven, he changed them into a gold coin and gave it to his elder brother Week. Week collected four gold coins, converted them into a diamond coin and gave it to his brother Month. Month collected twelve such diamond coins and changed them into a beautiful nugget, and presented to his brother Year. Year made a crown out of that nugget and placed it on his own head. In this way all the seven brothers were busy.

standstill : come to a halt	3. Second was hard working and the smartest of all, but he felt that no one cared for him. Once Second informed Father Time and went into hiding. Everything came to a standstill. Then a group of people went to Father Time and requested him to send back Second. Father Time said, "My son, Second is the smartest and the most hard working.	How should we show respect to Second?
--	--	--



You have failed to realize his worth. Remember it is the second which makes the minutes, hours, days, weeks, months, year and finally a life time. A person who realizes this succeeds in life. A person who doesn't, ends up wasting his time and life." One of them replied, "Father Time, we're sorry. We'll respect Second and make the best use of him." Father Time clapped his hands and Second appeared.

	Things started to move. People treated Second with love and respect. Ever since, Second lived happily with his six brothers and Father Time.	
--	--	--

I. Comprehension :

Sit in pairs, first discuss the answers and then write them down in your notebooks.

A. Answer the following in a word, phrase or sentence each :

1. Name the brothers beginning from the eldest.
2. How many gold coins did Week collect, when Month collected twelve diamond coins?
3. How many diamond coins did Month collect, when Year collected ten nuggets?
4. Why did Second go into hiding?
5. What did the people request Father Time?
6. What did Father Time tell the people?

B. Write about the best way to make use of time in four or five sentences.

II Language Activity :

A. 1. Match the items of column A with the names in column B by drawing a line.

One has been done for you.

A

1. Sixty seconds make a
2. Sixty minutes make an
3. Twenty four hours make a
4. Seven days make a
5. Four weeks make a
6. Twelve months make a

B

- a) day
- b) month
- c) week
- d) minute
- e) year
- f) hour

2. Write them in sentences.

1) Sixty seconds make a minute.

2) _____

3) _____

4) _____

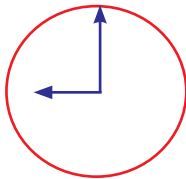
5) _____

6) _____

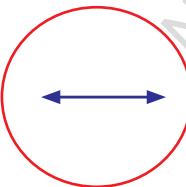
B. The family of TIME is hidden in the grid. Circle them and write them in the space provided.

S	E	C	O	N	D	W	1	TIME
D	M	I	N	U	T	E	2	_____
H	O	U	R	C	W	E	3	_____
X	N	Z	D	A	Y	K	4	_____
B	T	I	M	E	E	Z	5	_____
G	H	T	A	P	A	C	6	_____
B	R	V	I	N	R	T	7	_____
							8	_____

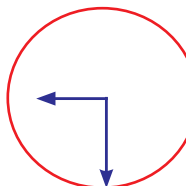
C. Say the Time



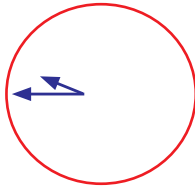
Nine in the morning



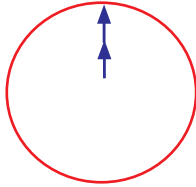
Quarter past nine



Half past nine

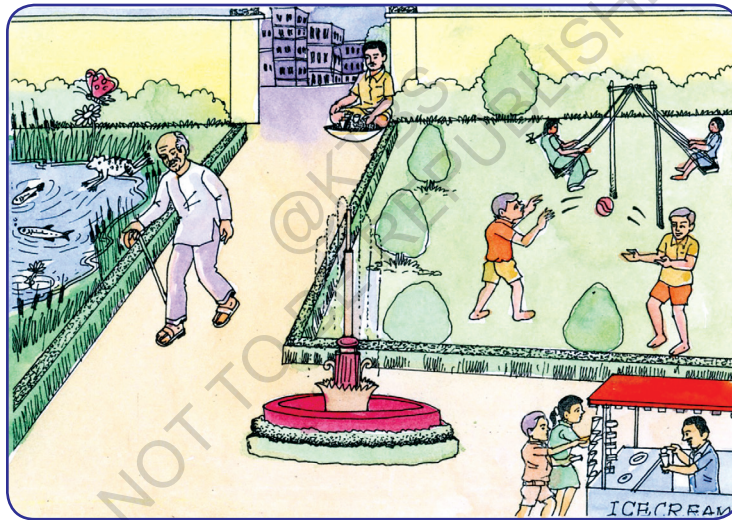


Quarter to ten



Twelve noon

D. Observe the picture carefully. Fill in the blanks with the words given below :



(on, behind, at, into, to, in, beside, with)

1. The butterfly is sitting _____ the flower.
2. The old man is walking _____ the stick.
3. The ice cream vendor is selling ice cream _____ the children.
4. The fish is _____ the water.
5. The frog is jumping _____ the pool.

6. The children are playing _____ the ice cream vendor.
7. The groundnut vendor is _____ the entrance gate.

E. Choose the correct words and fill in the blanks.

1. I get up _____ (from / of) bed at half past six in the morning.
2. I have breakfast _____ (on / at) seven.
3. I leave _____ (to / for) school _____ (at / on) a quarter to eight.
4. I attend the prayer _____ (on / at) nine.
5. I talk _____ (by / to) my friends _____ (at / on) quarter past twelve.
6. I eat my lunch _____ (on / at) half past twelve.
7. I play _____ (with / to) my friends _____ (by / at) half past two.
8. I leave _____ (in / for) home at half past four.

F. Form pairs and discuss how you spend the summer holidays. Certain clues are given below. Talk about:

- The time you take to visit places.
- The time you spend on writing holiday homework.
- The time you help elders at home.
- The time you play.
- The time you spend on your hobbies.



POEM

THE CLOCK



Pre-reading activity :

Clap your hands and recite this poem:

Hickory Dickory Dock
The mouse ran up the clock.
The clock struck one
The mouse ran down.
Hickory Dickory Dock.



There's a neat little clock,
In the school room it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

What do
the
hands of
the clock
show?

and _____

To complete things on time, Never leaving work for later And then we shall shine Making each day better. There's a neat little clock, As a guide it stands, It directs us towards time With its two little hands. - Anonymous	What is the quality we learn from the clock? (Tick the right answer) Punctuality; Kindness; courage Do you know the name of the poet of this poem? Yes/No
--	---

I. Discuss with your classmates and teacher, and write down the benefits of having a clock/ watch.

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

II. Make a timetable/ schedule for your daily activities, keeping ample time for studies, hobbies, play, rest and spending time with your family.

6.30 to 7.00 – brushing teeth, washing face and drinking milk 7.00 to _____

III. The following sentences tell us what Leela does on week days. Match the time in the left column with her activity in the right column.

Time	Activity
03.35	She plays with her friends at ten past eleven
08.45	She does her homework at half past six.
07.50	She arrives at school at a quarter past nine.
08.10	She wakes up at ten to eight
09.00	She eats her breakfast at a quarter to nine.
06.30	She leaves home at nine o'clock
11.10	She has a bath at ten past eight
09.15	She goes home at twenty-five minutes to four.



SUPPLEMENTARY READING

UNIT - 4

CLEVER KI-KI

In the green rain-forests of South America, there lived Mayta, a native girl, in a thatched hut by the river. She had a beautiful bird, a blue and yellow Macaw, named Ki-Ki. She looked after him lovingly and the bird would not leave her side.

“I shall teach him to talk!” Mayta told her friends.

“Talk!” said Capac, Mayta’s friend. “I would rather have it cooked for dinner!”

Mayta did not like this and walked away to give Ki-Ki some nuts, his favorite food. “Here’s a nut,” Mayta would say, and Ki-Ki would crack open even the hardest nut with his beak. So it wasn’t surprising, that when Ki-Ki started to speak, the only thing he would say was, “Here’s a nut!”

Capac was jealous of the way Ki-Ki followed Mayta everywhere. “Stupid thing!” he thought, determined to catch the Macaw.

One day, when all the children returned from the jungle, Capac did not come back with them. “Where can he be?” asked Mayta, worried. “Soon it will be dusk and wild-cats will start moving about. We must go back and look for him.” So they set off, into the twilight.

“Go find Capac!” Mayta ordered Ki-Ki. The macaw flew on ahead.

“Capac!” the children shouted, but there was no answer. Suddenly Ki-Ki started screeching loudly and they ran towards the noise. There he was, lying on the ground with a sprained ankle. “I’m glad to see you,” he gasped, thankfully. “It will soon be dark.”

“We must hurry,” said Mayta. “Thank goodness Ki-Ki found you so quickly,” and the others agreed

Capac hung his head. “I’m sorry I was not kind to him,” he said. “From now on, I promise I’ll be his friend.”

Mayta was pleased. So was Ki-Ki. He flew around, then landed on Capac’s head.

“Here’s a nut!” he screeched, “Here’s a nut!”

Everyone laughed.

Answer the following questions in one or two sentences each:

1. Why didn’t Capac like the Macaw?
2. How did the children find out where Capac was?
3. Why does Ki-Ki sit on Capac’s head and say ‘Here’s a nut’?
4. Ki-Ki is not only intelligent but also smart. Do you agree?



LESSON - 5

THE THREE FISH

There lived three big fish in a lake. They were close friends, but quite unlike one another. One of them was wise. Whatever he did was after careful thought. Another was intelligent and resourceful. Any problem he had, he would use his brains and find a solution. He was always cheerful. The third fish believed in fate; whatever was to happen would happen and nobody could stop it.

One day, the wise fish was leaping about in the water. He heard a fisherman telling another, "What a fine one that is, and big, too. This lake is full of good fish. Let us fish here tomorrow."

On hearing this, the fish rushed to his friends, "Let's leave this lake. This canal here will take us to another lake."

"I don't think I will leave this place," said the resourceful fish. "If the fishermen come, I shall find some way of saving myself."

The third one said, "I have been here since I was born. Why should I leave the place of my birth? Whatever has to happen, will happen".

The wise fish did not want to take any risk. He left the lake by the canal and went to another.

The fishermen came the next morning and cast their net. The two friends who had not left the lake were caught in it, along with many other fish.

The resourceful one immediately thought of a way out. He pretended to be dead. The fishermen threw him out with the other dead fish. He managed to crawl to the edge of the lake and jump in.

The fish who believed in fate kept jumping up and down in the net. One of the fishermen struck him dead.

(from ***Stories from Panchatantra*** Children's Book Trust, New Delhi)

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

1. How were the three fish different from one another?
2. 'Prevention is better than cure.' Which fish acted according to this saying?
3. Do you think solutions can be found to every problem in life?
4. What is the moral of the story?



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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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