



Government of Karnataka

English Reader

FIRST LANGUAGE

(Revised)



THIRD STANDARD

PART - II

Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

NOTE TO THE TEACHER

Dear Teacher,

Here are a few suggestions to make the teaching of this book enjoyable and fruitful.

This text gives equal importance to the skills of Listening, Speaking, Reading and Writing. Hence every lesson begins with either a story or a poem. The story should be read or narrated in English. Please do the pre-reading activities before starting the lessons.

The listening passages may take up a whole period, but it is worthwhile because firstly, students enjoy stories and, secondly, they need to develop listening skill which is rarely addressed elsewhere. The questions for the listening text may be written on the board before the reading or narration begins so that the students can focus on the story and later answer questions properly.

The Reading texts can be read by the teacher imaginatively, with changes in voice followed by learners reading it silently. This stage is followed by questions and answers and interaction.

The “Let us understand” and “Let us speak” questions provide an opportunity to each student to get a turn in answering questions. The English class is the only place where students get to interact in English. Hence, let them speak in English in the class whenever there is an opportunity. The sections “New Words” and “Word List” (at the end of the book) give the meanings of difficult words and enable students to use them confidently in their sentences. Make good use of them! All the best!

-Chairperson

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UNIT 6

Prose

PUPPIES FOR SALE



Pre-reading Activities: Listen to the story and answer the questions orally.

Listening Comprehension :

It Made A Difference

As I walked on the seashore one evening, I saw an old man bend down, pick up something from the ground and throw it into the water. I went close to him and saw that he was throwing the small fish back into water. With every tide, hundreds of small fish would roll near the shore and die without water. There were too many of them around for the old man to save. I felt he was tiring himself unnecessarily. I watched him for sometime and asked, “Why are you wasting your time? There are hundreds of fish lying on the shore. You throw them into the water and the next wave will bring some more fish to the shore. What difference would your action make?”

The old man looked at me, picked up a little star fish that had been stranded on the shore and threw it back into the water. He said, “It made a difference to this one.”

As I thought about his words, I felt they were very true. He certainly would not be able to save all the stranded fish, but some fish would be always grateful to him for being saved. In the same way, every little thing we do will make a difference to someone in our country.

Let us understand :

1. Where was the writer walking one evening?
2. What was the old man doing?
3. Why was he throwing the fish back into the sea?
4. Could the old man save all the fish which were washed onto the shore?
5. In what way do you think you can make a difference?

Let us read :

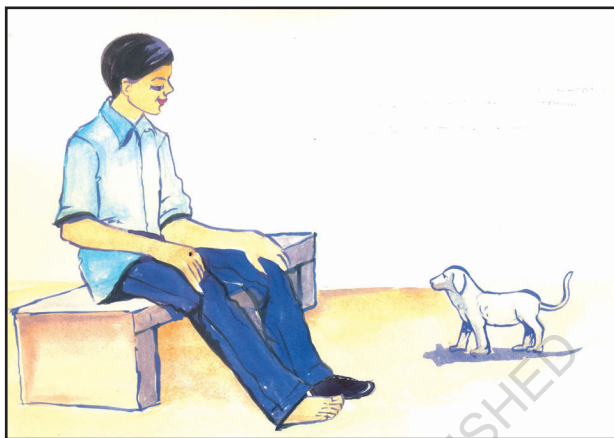
PUPPIES FOR SALE



Krishnappa was a farmer. He had some puppies. He wanted to sell them. One morning he found a little boy standing at his door. The boy asked him, "Uncle, I want to buy one of your puppies." Krishnappa said, "These puppies cost you a lot of money". The boy felt sad. He took out some coins from his pocket and said, "Will that be enough?" Krishnappa smiled and called his dog out.

A dog came running followed by four beautiful puppies. The boy's eyes gleamed with happiness. But wait! There was another little pup limping awkwardly. He was trying hard to join others. The boy, pointing to the last one, said, "I will buy that one." Krishnappa was surprised. He said, "Son, that pup will never be able to run or play with you." The boy stepped back and slowly rolled up his pants. He had a steel brace on

his leg. A specially made shoe was attached at the end of the brace. He looked at Krishnappa and said, "You see uncle, I don't run too well myself, and he will need someone who understands."



Krishnappa had tears in his eyes. He reached down and picked up the little pup. He handed it to the boy. "How much?" asked the little boy. "No charge," answered Krishanappa, "Love costs nothing."

New words :

puppy : young one of a dog

gleam : shine

limp : walk haltingly, walk with difficulty

awkwardly : clumsily

brace : clamp

Let us understand-

I. Answer these questions orally:

1. Why do you think the boy wanted to buy the last pup?

2. Imagine that you are in the playground with your friends. One of your friends has a limp. Will you take him to play with you?
3. What do you think of the little boy in the story? Was he helpful or kind?

Let us write -

II. A. Read the sentences and tick the right answer.

1. Krishnappa wanted to sell kittens.
TRUE/FALSE
2. The boy felt sad because he did not have enough money to buy the pup. TRUE/FALSE
3. The boy's eyes gleamed with happiness because-
 - a. he won a pup
 - b. he saw four beautiful puppies
 - c. the farmer gave him some money.
4. Krishnappa did not take money from the boy.
TRUE/FALSE

B. Write the answers to the following questions in your notebook.

1. What did the boy want to buy?
2. How many puppies did the dog have?
3. Why was Krishnappa surprised?
4. What did the boy have on his leg?

III. Write four to five sentences in your notebook about the picture given below.



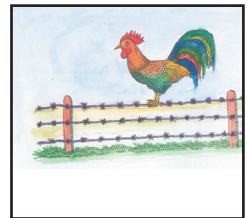
IV. Let us practise language :

A. Look at the pictures. Write YES/NO for each sentence

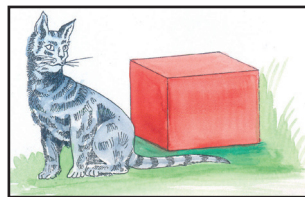
a The girl is on the chair. ____



b The cock is on the fence. ____



- c The cat is in the box. _____



- d The children are in the house. _____



- e The rabbit has jumped into the basket. _____



- f Rani is standing under the tree. _____



B. Choose the correct prewords to complete the following sentences :

- a The bridge is built _____ the river.(across/above)
- b Raju is swimming _____ the river. (into/in)
- c The bird is flying _____ the house. (above/on)
- d Anand is sitting _____ Akash and Meena. (among/between)

V. Let us learn new words:

A. Match the animals with their young ones

Animals

Young ones

dog	calf
cat	puppy
cow	kitten
tiger	piglet
sheep	duckling
horse	lamb
pig	cub
duck	colt

B. Add “ful” to make words :

- The flowers are _____ (beauty)
- The books are _____ (use)
- The children are _____ (play)
- One should be _____ (truth)

C. Fill in the blanks. One is done for you :

	One	Many
A.	Puppy	Puppies
	Baby	_____
	Pony	_____
	Lady	_____

	One	Many
B.	Goose	Geese
	Foot	_____
	Tooth	_____

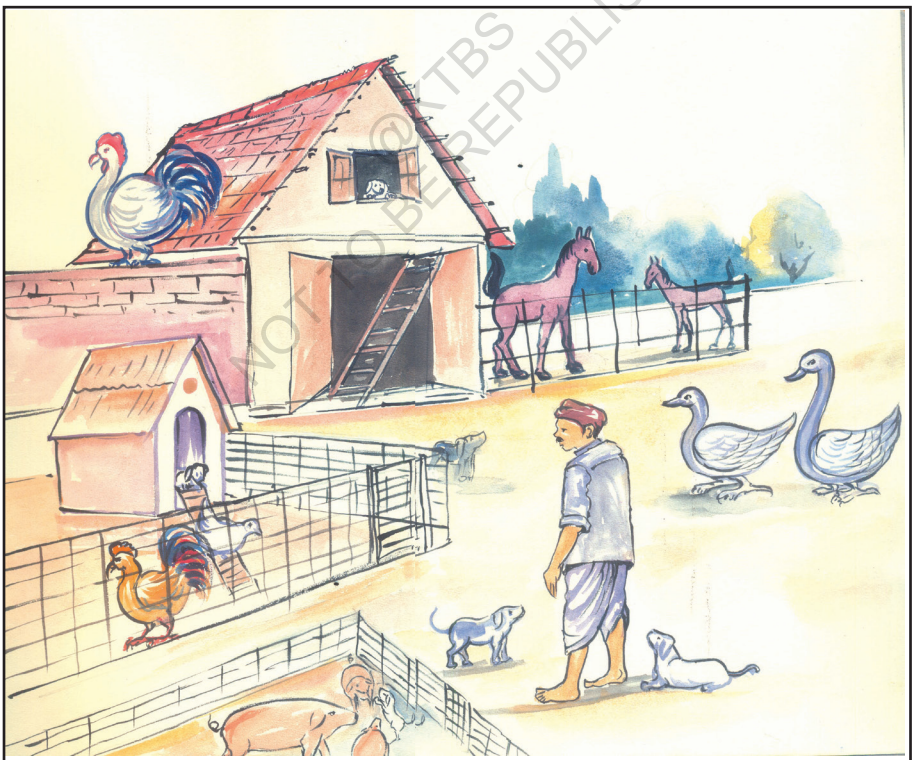
VI. Let us speak :

Read these words aloud, paying attention to their spellings.

I	–	eye	Our	–	Hour
Week	–	Weak	See	–	Sea
No	–	Know	Here	–	Hear
Of	–	Off	Eight	–	Ate
Bye	–	By	Two	–	Too

VII. Let us do :

Name the animals and birds in the picture.



KINDNESS TO ANIMALS
(for memorization)



Pre-reading activity:

Do you have pets at home? In groups, discuss the different kinds of pets one can have, and how they have to be looked after.



Little children never give
Pain to things that feel and live
Let the gentle robin come
For the crumbs you save at home, -
As his meat you throw along.
He'll repay you with a song;

Singing as if 'twere always spring,
And fluttering on an untired wing, -
Oh! Let him sing his happy song,
Nor do these gentle creatures wrong.

- Anonymous

New words :

- let : allow;
robin : a bird with a brown back and wings;;
crumbs : pieces of bread or chapatti;
meat : (here) food;
soaring : going or flying high and fast;
fluttering : moving the wings.

Let us understand :

I. Answer these questions orally :

1. What do children give small birds to eat?
2. Name the singing bird mentioned here.

II. Let us write: Copy down these sentences in your notebook and fill in the blanks.

1. Little children should give food but not _____ to animals and birds.
2. After eating the crumbs you give, the gentle robin will _____.

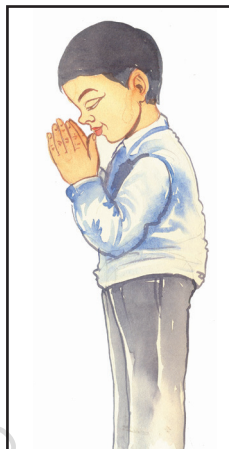
III. Let us search :

- a. 'Give' and 'live' are examples of rhyming words in the poem. Pick out some more examples of such words.
- b. 'Timothy refused to tell the time.' Two words beginning with the same sound is an example of alliteration. Can you pick out two more examples of alliteration in the poem?

IV. Let us sing (everyday) :

Father we thank thee for the night,
And for the pleasant morning light,
In rest and food and loving care,
And all that makes the day so fair.

Help us do the things we should,
To be to others kind and good,
In all we do at work or play,
To grow more loving everyday.



UNIT 7

PROSE

KALI AND THE RAT SNAKE



Pre-reading Activities:

A chart showing different animals can be brought to class and displayed. The teacher can talk to the children about observing Nature and living in harmony with it. The poem can be read to children and the children could be asked to make sounds like the sounds of the animals mentioned in the poem.

Listen to the poem on different animals and their sounds. Produce those sounds.

Listening Activity :

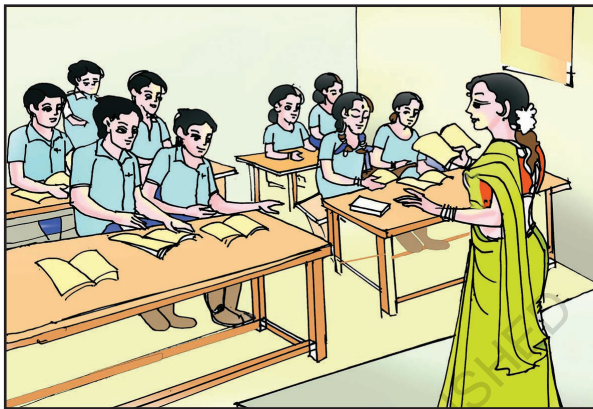
IF I MET

If I met a crow-
I should say, "Caa—caa!"
If I met a lamb,
I should say, "Baa-baa!"
If I met a cow –
I should say, "Moo –Moo!"
If I met a dove –
I should say, "Boo –cool!"
If I met a dog –
I should say, "Bow –wow!"
If I met a cat –
I should say, "Mi-aow!"
If I met a crocodile –
What should I say?
Why – nothing at all!
I should – just – RUN AWAY!

Let us read :

Read the story of “Kali and the Rat Snake” slowly and with emotion.

KALI AND THE RAT SNAKE

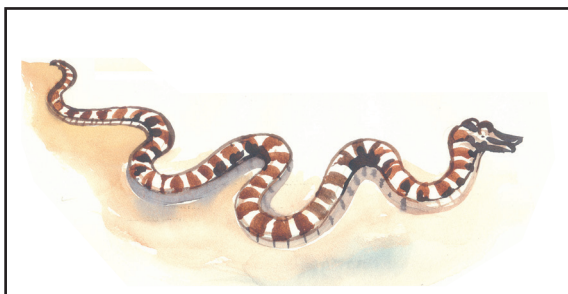


Kali walked slowly along the forest path on his way to school. He wished it was a Sunday. He wanted to go with his father to the forest and look for different kinds of snakes. His father was a famous snake-charmer of the Irula tribe.

Kali had joined school two months ago. Before that he was roaming around in the jungle, free to do whatever he wanted. Now, he felt lonely at school because he did not have a single friend. In fact, when he introduced himself to his classmates on the first day of school, everyone laughed at him. For the first time in his life, Kali did not feel proud of being an Irula. He wished he could leave school. But the teacher was very kind. She praised Kali for any little work he did at school.

One day, during an English class, there was a big commotion. One child was pointing a trembling finger at the roof, saying, “S...Snake.” Kali looked up and saw a snake. He understood that it was a rat snake and was harmless. He also remembered his father’s words,

“Rat snakes come mistaking the smell of humans to be that of rats.”



Suddenly the snake fell down in the middle of the room. Everyone was very scared. There were screams from all the children. But Kali did not show any fear. He quickly grabbed the snake with his hand behind the snake's head.



A loud cheer broke out. Everyone started chanting, “Kali, Kali, Kali.....” Kali looked up with surprise. All the children started dragging Kali by the hand saying, “Kali, you are brave. You must sit next to me.” Kali had a big grin on his face.

After school, he went home and told everyone – his parents and brothers – about the snake and how he had caught it. His family was proud of his fearlessness. They felt happy that Kali came back home in a cheerful mood. The next day, Kali woke up much earlier than usual and got ready to go to school to meet all his new friends.

New words :

tribe : a group of people living together sharing the same language, customs, religion etc.

trembling: shaking

grin : broad smile

commotion : noise, confusion

Let us understand :

I. Tick the right answer :

1. Kali had joined the school two years ago/two months ago/two weeks ago.
2. Kali had ten/many/no friends at school.
3. The children noticed the snake during History/English/Music class.
4. The snake was on the roof/window/bench.
5. Kali was slightly/not at all afraid of the snake.



Let us speak :

II. Answer these questions orally :

1. Where have you seen a snake?
2. How do snakes move?
3. What do snakes eat?
4. Are all snakes poisonous?
5. How do they help the farmer?

Let us write :

III. A. Fill in the blanks with the correct words, choosing from the words in brackets:

1. Kali's father was a _____ (doctor, snake-catcher).
2. He was from the _____ (Irula tribe, Thoda tribe).
3. Kali's teacher was _____ (kind, harsh).
4. The snake came into the class _____ (through the window, from the roof).
5. All the children in the class admired Kali's _____ (courage, foolishness).

B. Write down the answers to the following questions in your notebook:

1. In the beginning of the story, why was Kali not happy to go to school?
2. What did Kali's father tell him about rat snakes?
3. When did the children in the class scream?

4. When did they cheer Kali?
5. How did the behavior of the children change after Kali caught the snake?

IV. A. Match the words in Column A with their opposites in Column B.

A

happy

first

kind

remember

brave

B

cruel

unhappy

scared

last

forget

B. Fill in the blanks with the opposite of the underlined adjective.

1. We must be kind to animals; we must not be _____.
2. Kali did not forget his father's words; he _____ them in time.
3. At _____ children did not want to be Kali's friends, but at last they all wanted him to sit next to him.
4. Kali's family was a happy one; they did not want to see him _____.

V. What do you think Kali would tell his parents when he went home after the "snake incident"? Write in three or four sentences.

Let us practise language :

Let's describe the characters in the story.

1. Kali was unhappy at school in the beginning.
2. Kali's father was a brave snake-catcher.

VI. A. Which words from the following can you use to describe Kali/his teacher/his father?

young, brave, fearless, kind, caring, unhappy, cheerful, quick, forgetful, smart, courageous

B. Can you fill in the missing words in the following table?

Sl.No.	Positive	Comparative	Superlative
1.	tall	taller	tallest
2.	long		
3.		younger	
4.	fast		
5.			largest
6.		finer	

Let us learn new words:

VII. A. The English language has many words with silent letters. For example, the "k" in *knee*. Find out such silent letters in the following words and circle them.

kneel, knife , talk, wrong, comb,
know, listen , gnaw , hymn , write

B. The following passage has a few missing words. All of them have the same letter silent. Use the clues and find the words and also the silent letter.

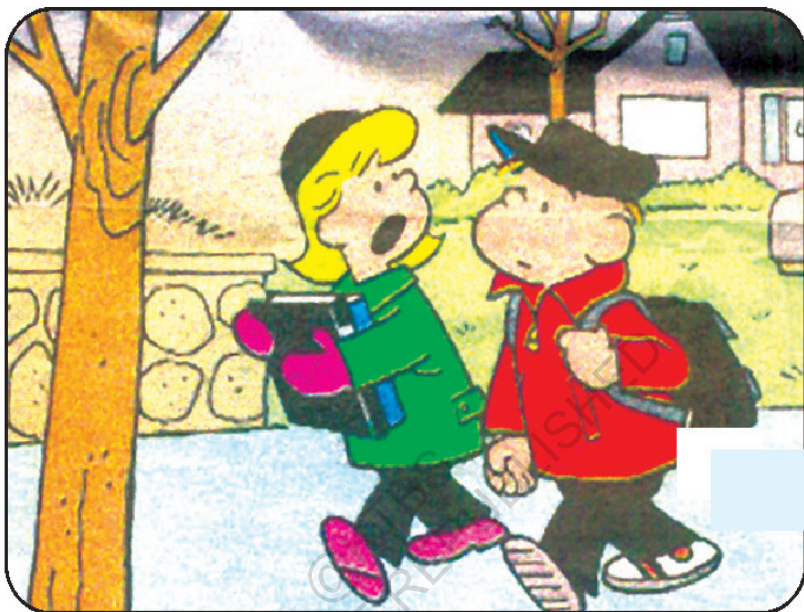
Kallu, the cowherd strolled along with his cows and c - - - . He pushed the animals with his p - - - when they stopped moving. After they reached a field, Kallu went for a w - - - . On his way, he met his friend Ramu and they had a long t - - k. While he was there, Kallu saw a piece of ch - - - . He picked it up, broke it into two, and threw one h - - - of it into the river nearby. With the other, he wrote on the bark of a tree.

C. Find one animal/bird hidden in the following sentences using the clues. The first one is done for you.

- | | |
|-----------------|--|
| n t a - | a. The <u>man</u> told us a story. |
| t r a - | b. Rohit is very popular at his office. |
| s y m n o e k - | c. The colourful yellow and lemon keys fitted all the locks. |
| b e z a r - | d. The chef froze Brazilian nuts in the deep freezer. |
| v d o e - | e. The closed oven is full of smoke. |

VIII. Let us do :

Look at these pictures. They are not the same. Write down the things that are different in picture 2.



MY PIG WON'T LET ME WATCH T.V.

(for memorization)

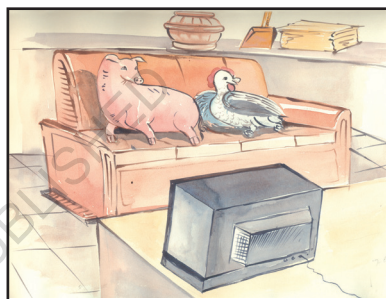


Pre-reading activity:

Do you have a pet at home? How does it behave with you? Discuss with your friends how it would be if your pet told you what to do at home.

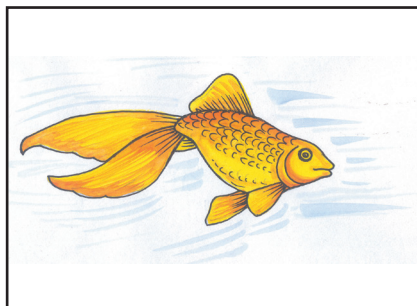
Read this poem to know about an unusual pet.

My pig won't let me watch T.V.
It's totally unfair.
He watches anything he wants
But doesn't even share.



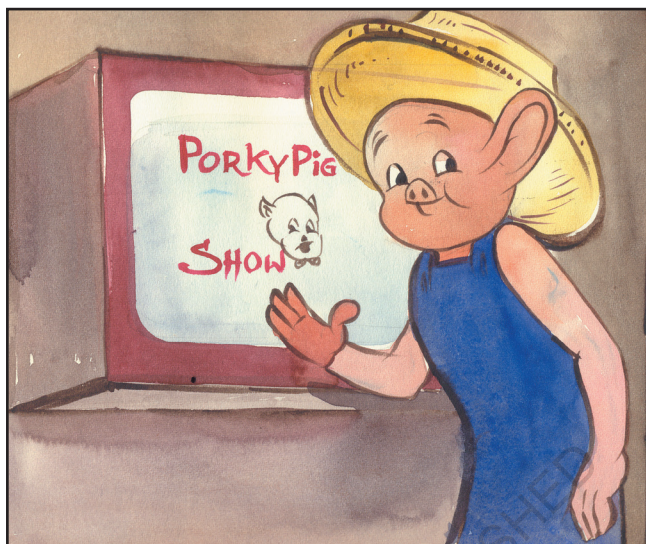
I never get to watch cartoons
Or anything like that.
He's busy watching farming
shows.

I should have got a cat.



I should have got a goldfish
Or a guinea pig or goat.
Instead I've got this pig
Who's always hogging the remote.

- Kenn Nesbitt



New words :

goldfish : a small reddish-golden fish found in ponds and an aquarium 

guinea pig : a tailless South American rat-like animal

hogging : selfish, not sharing with others

remote : a device that allows us to operate the television from a distance 

Let us understand:

I. Answer these questions orally:

1. What does the pig watch?
2. Which programme does the child want to watch?
3. What other pets does the child desire for, other than the pig?

Let us search!

II. 12 of Rohan's pets are lost in this maze. The pictures tell you what they are. Find them out for him. One has been searched out.



D	P	A	R	R	O	T	G
E	I	T	U	R	T	L	E
E	P	R	A	B	B	I	T
R	I	M	O	G	O	A	T
E	G	I	G	O	U	P	E
D	E	C	O	S	M	O	T
O	O	E	L	H	O	N	E
G	N	S	D	E	N	Y	A
E	I	N	F	E	K	S	B
P	C	A	I	P	E	A	E
I	A	K	S	O	Y	N	A
G	T	E	H	U	I	D	R

Let us write:

III. A. Pick out the rhyming words from the box and pair them in the spaces given below. The first one has been done for you.

coat	pair	promote	would
mat	spare	charming	nothing

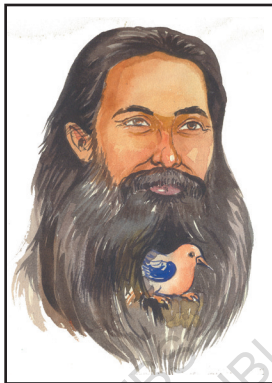
share spare remote _____
should _____ cat _____
goat _____ fair _____
farming _____ anything _____

B. Letters of Some words from the poem are jumbled up. Identify them and write in the space provided below.

remote _____ racnoto _____
hares _____ marfnig _____
shif _____ natyingh _____
tachw _____
trome _____

IV. Let us recite and enjoy:

There was an old man with a beard,
Who said, "It is just as I feared! –
Two Owls and a Hen, four Larks and a Wren
Have all built their nests in my beard!"



V. Let us say aloud:

moon – soon;	lazy – hazy;	pair – fair;
gold – cold;	stare – share;	plain – train;
night – light;	grunt – brunt;	



UNIT 8

PROSE

THE THREE FRIENDS



Pre-reading Activities:

Ask the children these questions. Let them write the answers in their text books. After that, narrate the story of Chintoo and ask the questions. The words are given on page no. 114

How many friends do you have?

Write their names-

Who is your best friend? _____

Why do you like him/her?

Listening Comprehension :

WICKED CHINTOO

There was a boy named Chintoo in a school. He was very naughty. He troubled everyone. He would take his friends' toys and break them. Sometimes he would pinch his friends till they cried. A boy named Robert joined Chintoo's school. The very first day Chintoo stole Robert's pencil box and pinched him very hard.

One day, all the students went on a picnic to a small forest. They played different games and enjoyed themselves. Chintoo was as usual troubling everyone. All of a sudden, he slipped and fell into a deep pit. He could not get out. He cried for help but no one heard him. After a while, Robert passed by and heard Chintoo's cries. He called the others and helped Chintoo climb out. Chintoo realized that even though he had always troubled others they did not mind helping him. He thanked them all and became a good boy thereafter.

Now answer the following questions:

- a What kind of a boy was Chintoo?
- b What did he do to Robert in the school?
- c What happened to Chintoo in the forest?
- d Who helped Chintoo?
- e Do you think Chintoo should have been helped? Why?

Let us listen :

Listen to the story of Chintoo and tick these words as you hear them.

girl	toys	boy	bag	box
students	children	picnic	trip	forest
pit	ditch	voice	song	thank
Robert	chintoo	school		

Let us read :

THE THREE FRIENDS

Once upon a time there lived a peacock and a parrot in a forest. They were good friends and liked each other very much. The parrot liked the beautiful feathers of the peacock. The peacock liked the parrot's green feathers and red beak.

There was a crow in that forest. She was black. So both the parrot and the peacock did not like her. But the crow never felt sad. She always considered them her friends.



One day, the parrot laid some eggs in her nest. She flew away looking for food. A snake climbed up the tree to eat the eggs in the nest. The crow saw the snake and attacked it. The snake was frightened and it went away. When the parrot returned to the nest, she learnt how the crow had saved her eggs. She thanked the crow.

Another day, the peacock fell seriously ill. He could not move even a little. A wicked fox attacked the peacock. The crow saw the fox. She called the other crows for help. Together all of them pecked at the fox and frightened it away. The peacock thanked the crow for saving his life.



The parrot and the peacock realized that even though they had ignored the crow, she had helped them. All of them became friends and lived happily ever after.

New words :

admire : respect very much

consider : think of

frighten	:	be afraid
realize	:	understand slowly
incident	:	event
pecked	:	prick with beak

Let us understand :

I. Answer these questions orally:

1. What did the peacock like in the parrot?
2. Why didn't the peacock and the parrot like the crow?
3. Who came near the parrot's nest?
4. How did the crow save the parrot's eggs?
5. Who attacked the peacock?

Let us speak :

II. Answer these questions orally:

1. Why do you think the crow saved the parrot's eggs?
2. How do you think a friend should be?

Let us write :

III. A. Write the answers to the following in your notebook.

1. The parrot liked the peacock-
 - a) for his sweet voice
 - b) for his strong body
 - c) for his beautiful feathers.

2. Why did the parrot thank the crow?
3. The peacock could not move because he was _____.
4. How did the crow save the peacock?
5. What did the parrot and the peacock realize?

B. Write 4-5 sentences in your notebook about how we should choose our friends.

Let us practise language :

IV. A. Look at the following words and fill in the blanks :

climb	climbed
frighten	
thank	
attack	
return	
call	

B. The words in the following are jumbled up. Rearrange them to make meaningful sentences And write them down in your notebooks.

- a) beautiful/ peacock/ the/ had/ feathers
- b) nest/parrot/eggs/laid/her/in/the/the
- c) a/attacked/wicked/the/peacock/fox
- d) saved/ parrot's/the/ eggs/crow/the

Let us learn new words :

V. A. Write suitable words describing each picture-

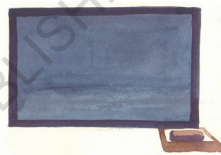
A _____ rose.



A _____ feather.



A _____ board.



A _____ tree.



A _____ rope



B. Fill in the blanks choosing their opposites given in the box below-

big _____

kind _____

happy _____

wise _____

long _____

full _____

sad, unwise, short, small, cruel, empty

Let us spell -

VI. Some letters are missing in each word. Write OO/UE in each word. One is done for you.

POOL

CLUE

st_ _ l

q_ _

Write some other words for

OO

UE

c_ _

bl_ _

f_ _ l

gl_ _

VII Let us do :

Make your own bird :

Step 1 : fold a square piece of paper in two along the dotted line.

Step 2 : fold along the dotted line

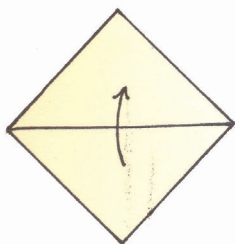
Step 3 : fold the top point backwards and forwards along the dotted line and unfold again.

Step 4 : hold the model as shown. With the forefinger of your left hand press the top inside, folding it neatly inwardly, along the dotted line to form the bird's head.

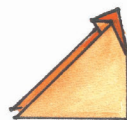
Step 5: the model should now look like the picture.

Step 6: Fold the two left-hand corners upwards on the dotted line, as shown by the arrows, one on each side to form wings. There's your bird.

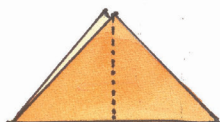
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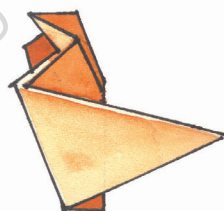
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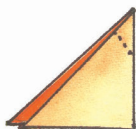
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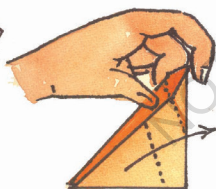
6>



3>



4>



Find these different food articles hidden in this maze.

fruits, sweets, chocolates, icecream, cake, biscuits

A	M	O	U	R	E	F	E	L	B
E	B	I	C	E	C	R	E	A	M
Q	P	C	D	E	H	F	O	M	N
R	F	Q	D	O	O	F	G	R	W
G	R	F	I	N	C	T	E	H	A
Z	U	N	I	C	O	I	K	L	I
X	I	C	L	E	L	U	O	J	M
Y	T	D	R	U	A	C	A	K	E
R	S	W	E	E	T	S	B	C	M
E	E	L	S	E	E	I	D	O	B
D	L	E	F	T	S	B	F	I	L

Which is your favourite food? _____

Do you share your favourite food with your friends?



NOBODY'S FRIEND



Pre-reading activity:

For the duration of one minute, students go around the class trying to find someone who has something similar to his/hers. For ex: name, birthday, favourite sweet/fruit, mother tongue, residential area etc. At the end of one minute, each student brings along one more and announces to the class what he/she shares with that student. For ex: I share my name/birthday/mother tongue etc.

Read this poem about how a friend should be.

She had some sweets that she wouldn't share,
She had a book that she wouldn't lend,
She wouldn't let anyone play with her doll,
She's nobody's friend!



He had some toffee, and ate every bit of it,
He had a bicycle he wouldn't lend,
He never let any one play with his train,
He's nobody's friend !



But I'll share all of my sweets with you,
My ball and my books and games I will lend;
Here's half my apple and half my cake
- I'm your friend!

- **Enid Blyton**



New words :

- share : give to others from our portion;
lend : give to use sometime.

Let us understand :

I. Answer these questions orally :

1. Do you like to share your favourite food or toys with others? Why?
2. Who is your best friend? Can you describe him/her?
3. Your friends and you have returned from playground. All are hungry. There is only one apple. What would you do?

IA. Discuss with your friends:

1. What are the things we can share with others?
2. How should we treat the person who doesn't share with us?

Let us write :

II. Write down the answers to these questions in your notebook.

1. There are _____ children mentioned in the poem.

2. The girl would not share-
a) sweets b) book c) doll d) any of these
3. Why is the boy in the poem nobody's friend?
4. What does the child in the last stanza want to lend?

a) bicycle b) cake c) books d) sweet

Let us learn new words-

III. A. Fill in the blanks with the opposite word choosing from the box given below. One is done for you.

false, easy, light, hinder, sour, borrow, soft

lend	borrow
difficult	_____
true	_____
dark	_____
help	_____
sweet	_____
hard	_____

B. Look at these words in the poem

Wouldn't, she's, I'll, I'm

Here are their full forms-

wouldn't – would not

she's- she is

I'll – I will

I'm- I am

Now write the full forms of the following words-

Can't _____ it's _____ You're _____
What's _____ that's _____ he'll _____

Let us repeat :

IV. A. Say these words aloud-

train	this	think
top	that	thin
ten	though	three
tank	then	thigh
true	them	thick

B. Write the words that rhyme with the words given below. One is done for you-

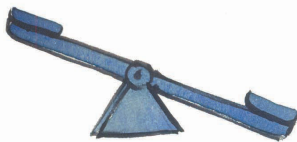
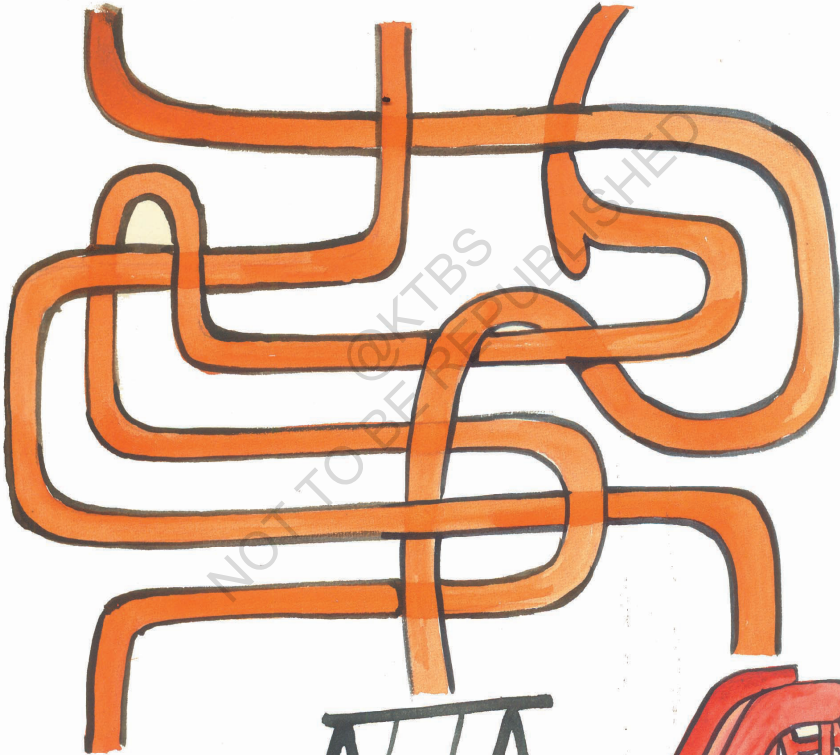
ball	call	tall
lend	send	_____
cake	_____	_____
_____	day	_____
_____	_____	bet

Let us do :

V. Find the way to the toy.

Ashraf, Chandana and Puneet are in the park. Help them find their way to their favourite place.

Colour Ashraf's path RED, Chandana's BLUE and Puneet's GREEN



VI. Let us enjoy this story-poem :

THE LION AND THE MOUSE

A little mouse at play one day

Did on a lion creep,

And, tickling him as it ran off,

Disturbed him in his sleep.

The lion, wakened, seized the mouse,

And would have crushed it quite,

Had not the little mouse implored,

“Forgive me, Lord of might !

“I did not mean to give offence;

Oh, spare my life this day,

And I shall ever try my best

Thy kindness to repay.”

The lion laughed and set it free,

And went to look for prey,

But he got caught in a net

And could not get away.

He tried in vain to free himself

From man’s ensnaring rope,

When to him came the little mouse

And told him to have hope.



It slowly bit with its small teeth

The ropes that made the net,
Till, one by one, the cords gave way,
And free the lion set!

This shows that we should not despise

The humblest thing that lives;
The strongest at some time may need
The help a poor man gives.

- Adapted from Aesop's fables: Edgar C.Hay – Ellis



UNIT 9

PROSE



MAGNIFICENT SUCCESS STORY OF MARY KOM

Pre-Reading Activity

Listening Comprehension :

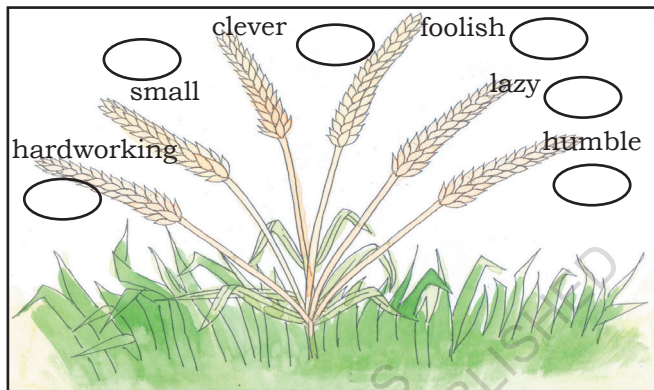
STORY OF THE ANT AND THE GRASSHOPPER

Once an ant was pulling a sheaf of wheat to its home. The grasshopper, which was singing in the field, looked at it and laughed. It asked the ant, "You are so tiny. Do you need so much food?" The ant stopped and said, "I cannot eat all of that now. But I have to stock for the winter. This will not be available then." The grasshopper laughed again and said, "Aren't you a fool to struggle like this?" You can always go out and eat your food, instead of keeping it in your house." The ant thought the grasshopper would never understand and went on its way. After some days, the weather changed and it began to rain. Soon it became very cold too, and very few animals came out. The ant was in its home, warm and happy, when it heard a knock on its door. It peeped out of the window and saw the grasshopper shivering and standing near the door. It asked what the grasshopper wanted. The grasshopper said, "I'm very hungry. Please give me something to eat." The ant remembered the way the grasshopper had laughed at it and said, "All summer you sang, now you go and dance. I've nothing for you."

Let us listen :

Listen to the story of the ant and the grasshopper and fill in their qualities in these bubbles.

Write (A) for qualities of the ant, and (G) for qualities of grasshopper.



Let us read :

Inspire minds

Inspire Minds to change lives

Magnificent Success Story of Mary Kom

Mary Kom was born in 1983 in a poor family in Kangathei, Manipur. She is the first daughter of Shri. M. Tonpa Kom and Smt. M. Akham Kom. They belong to Kangathei village, a small village in Churachandpur district in Manipur.

Her parents, Mangte Tonpa Kom and Mangte Akham Kom,



worked in jhum fields. Her family background speaks a lot of how Mary overcame hardship and inconveniences and created a name for herself in the arena of world boxing.

She completed her primary education from Loktak Christian Model High School, Moirang till her class sixth standard at St.Xavier School, Moirang upto class VIII. She then moved to Adimjati High School, Imphal for her schooling for class IX and X, but could not pass her examination. She did not want to reappear for her exams so she quit her school and passed her examination from NIOS, Imphal and graduation from Churachandpur College.

Being the eldest, Mary helped her parents work in the fields, cutting wood, making charcoal and fishing. On the other hand, she also spent a good time looking after her two younger sisters and a brother.

Mary Kom was interested in sports since her childhood. She took a keen interest in Athletics. When she was in class VI in Loktak Christian Mission School, Moirang and class VII- VIII in St.Xavier School, Moirang, Mary thought that she would become a good athlete one day and carve a name for herself in the discipline. But fate decided otherwise.

She took to sports in an effort to provide some financial support to her family. "I was initially an all-round athlete, and 400-m and javelin were my pet events."

It was the success of Dingko Singh that inspired her to become a boxer. The rise of Dingko Singh and the demonstration of women boxers at the 5th National

Games (Manipur) inspired her. “When Dingko Singh returned from Bangkok (Asian Games) with a gold, I thought I should give it a try. Dingko’s success triggered a revolution of sort in Manipur and surprisingly I found that I was not the only girl who was drawn into boxing,” she has said.

Mary began boxing in 2000 and was a quick learner who preferred to be put through the same paces as the boys around her. “In just two weeks, I had learnt all the basics. I guess I had God-given talent for boxing.”

Mary had tried to hide her interest in boxing from her family, since it was not considered as a sport for them. Her father scolded her when a photo of her winning the state boxing championship appeared in the newspaper. This, however, did not deter her from pursuing a career in boxing.

Mary Kom decided to enter into the ring with determination and strong will. To pursue her dream of becoming a world class pugilist, she joined Sports Authority of India, Khuman Lampak and underwent an intensive training from coach and mentor, Shri. Ibomcha Singh.

At a tender age of 18, Mary made her debut at the first Women World Boxing Championship, after just one year of starting to learn boxing, which was held at Pennsylvania, USA. At her debut event itself, she won a silver medal in the 46 kg weight category. A year later, she went on to win the gold at the second Association Internationale de Boxe Amateur (AIBA) World Women’s Senior Boxing Championship held at Antalya, Turkey.

Mary Kom is a mother of twin sons. In 2008, she came back from a two-year maternity break to clinched her fourth boxing gold in World Championships. That instantly won her the name “Magnificent Mary.”

Mary Kom fought Asian champion Kim Myong Sim in the title bout at the Asian Cup women’s boxing tournament in Haikou, China, little Khupneivar cheered for mummy from his hospital bed in Chandigarh.

Mary Kom’s Quotes

“I do not only rely on my technique or strength but also on my mind.”

“To be a successful boxer one must also have a strong heart. Some women are physically strong but fail when it comes to having a strong heart. One also must have the zeal and the right fighting spirit,” says Mary Kom.

“People used to say that boxing is for men and not for women and I thought I will show them some day. I promised myself and I proved myself.”

Likening her story to that of David facing Goliath, Mary Kom says, “I always remember I am also so small and Manipur is very small, but if I pray and if I do very hard work then I will win.”

Mary Kom is a five-time successive World Boxing champion, a biennial amateur boxing competition organised by the International Boxing Association (AIBA). She is the only woman boxer to have won a medal in each one of the six World Championships. As of June 2012, she is ranked world no. 4 in the 51 kg women’s category by AIBA. She has more than three Asian titles and eleven National titles under her belt.

She is a recipient of the Arjuna Award, the Padma Shri Award, the Rajiv Gandhi Khel Ratna Award and a special award from AIBA.

Mary Kom created history by becoming first person from north east to win bronze medal in Olympics 2012.

Source- “Inspire Minds “

New words :

jhum	: process of growing crops by clearing land of vegetation and burning them for good soil.
arena	: stage or scene.
triggered	: caused.
revolution	: a sudden and extreme change.
pugilist	: boxer
goliath	: A Biblical gaint
inspiration	: stimulate

Let us understand:

I. Answer these questions orally :

1. Who are Mary Kom's parents?
2. How did Mary Kom help her parents?
3. Why did mary hide her interest in boxing from her family in the begining?
4. Mention three important Mary Kom quotes.
5. Why is Mary Kom an inspiration for all women?

I A. Discuss with your friends:

1. What do you want to become in life in future?
2. Tell your friends a story of a successful person that you have heard.

Let us write :

II. Copy down the sentences and fill in the blanks with suitable words:

1. When you read about Mary Kom's childhood, you come to know how she overcame_____ and _____.
2. The success of the woman boxer_____ a revolution in Manipur and _____ Mary to become a boxer.
3. Boxing is usually seen as a _____ sport. But Mary Kom showed that it could also be a_____.

III. Rearrange some of the letters of the word given on the left below and form three words from each as shown in the example. Write them in the space provided.

overcame	:	over	came	care
championship	:	-----	-----	-----
Motherhood	:	-----	-----	-----
Inspired	:	-----	-----	-----
Belonged	:	-----	-----	-----

Let us learn new words:

IV. A. Write down the opposites of the following in your book :

new, dead, proud, patient, pleased, powerful

B. Use the answers that you wrote for the above in the following sentences :

- i. When I saw the dog lying still for a long time, I thought it had died but thankfully, it was
- ii. My father was _____ when he saw my low marks in arithmetic.
- iii. Rima's grandmother walks very slowly because she is very _____.
- iv. Only when a student is _____ can he/she learn more.
- v. When we face difficulties, we should not become_____.

Let us learn usage :

Look at the following sentences :

I have a pet dog. He has a brown body, an orange spot on the forehead and a white tail. He is the best dog in the world.

The underlined words are called "articles". "A" or "An" are called Indefinite Articles and are used for singular things. "An" is used before words beginning with the vowels *a, e, i, o u* when they stand for vowel sounds, whereas "A" is used before words beginning with consonants. "The" is called the Definite Article and is used when something is known.

I. Fill in the blanks using articles “a”, “an” or “the” wherever suitable in the paragraph.



Sonia was playing in ____ garden. ____ yellow butterfly flew near her. Sonia wanted to catch ____ butterfly. It flew and sat on ____ red rose. “Now I can catch it!” thought Sonia. As she stretched her hand, off flew ____ butterfly. There was ____ apple tree. ____ butterfly flew off and sat on ____ leaf in ____ tree. Sonia tried to climb ____ tree but it flew off and was soon caught in ____ ugly spider’s web on ____ tree. As ____ big spider came near ____ butterfly, Sonia caught it. ____ butterfly was beautiful with ____ orange spot on both wings. Sonia let it free. It went up in ____ sky.

Let us spell :

II. Complete the words given below by writing either “ie” or “ei” as appropriate.

fr _ _ nd br _ _ f bel _ _ ve d _ _ d
th _ _ r rec _ _ ve w _ _ ght h _ _ ght

III. Let us recite:

Always Finish

If a task is once begun,

Never leave it till it's done.

Be the labour great or small,

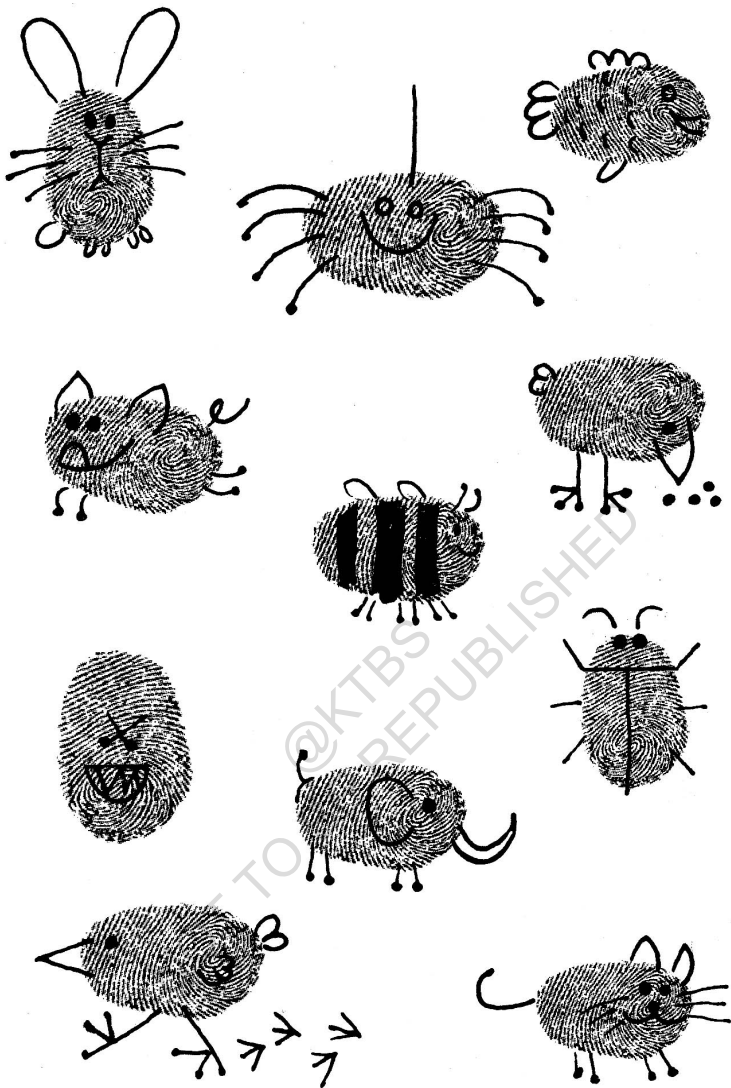
Do it well or not at all.

- Anonymous

IV. Let us do :

Learn art with your thumbs

You will need : an inkpad, some paper, a black-coloured marker and, of course, your thumb! Try not to use too much paint as then the lines of your thumb-print will get mixed up. Always let the paint dry well-before you draw lines with a marker. Happy painting!



Write two sentences on what you have drawn.

MUMMY'S DARLING



Pre-reading activity:

What happens in your house on Sundays? Discuss in groups for one minute.

Read on to know how to get everyone's praise. (Repeat after your teacher.)

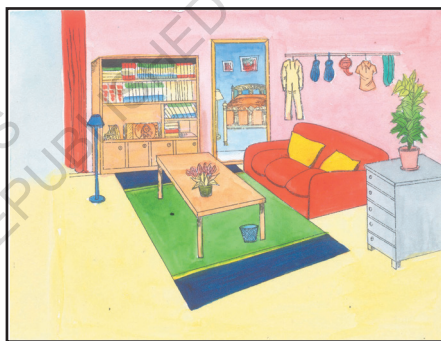
Sunday Morning
Mummy yells,

"Your room's so dirty,
Clean this mess."

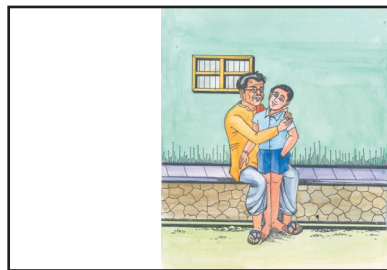
Under my bed
Was my wet swimsuit,
A half-eaten cake,
Smelly canvas shoes.

On the floor were
Bubblegum wrappers.
Pencil sharpenings
And potato wafers.

At last when
I cleaned my room
With dustcloth, mop,
Dustpan and broom,



Dear Daddy smiled
And Granny cooed,
Granpa hugged me
Over the moon.



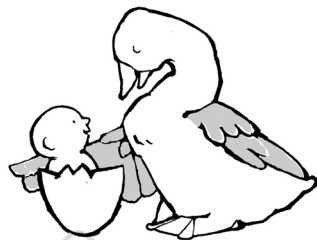
“Mum calls me _____”

“Mum calls me _____”

But when she calls me
‘Her darling’
I like that BEST!

New words :

yells : shouts;
mess : untidy
wafers : chips;
over the moon : very happy.



Let us understand:

I. Answer these questions orally :

1. On which day does Mummy want her child to clean the room and why ?
2. What are the things found under the bed?
3. What is the harm if the room is dirty ?
4. Is it a good habit to eat in one's study room or bed room ? Why ?
5. There are blanks after “Mum calls me _____”. What could those words be ?
6. When will Mum call the child "her darling" ?

I A. Discuss with your friends:

1. What do you do on Sundays?
2. How is your room? How do you like to keep it?

Let us write :

II. Copy down the sentences in your notebook and fill in the blanks.

1. Mummy becomes angry when the child's room is _____, and has become a _____.
2. The child had thrown on the floor _____, _____ and _____.
3. To clean the room, the child first used the _____, later _____ and _____, and then finally a _____.
4. The whole family expressed happiness when the child cleaned the room: Daddy _____, Granny _____, Granpa _____ and Mummy _____.

III. Let us recite :

A Flea and a Fly in a Flue

A flea and a fly in a flue

Were imprisoned, so what could they do?

Said the fly, "Let us flee,"

Said the flea, "Let us fly."

So they flew through a flaw in the flue.

(Flue- a passage in a chimney for gases; flea – a small wingless jumping insect; flee – run away; flaw-gap)

Let us say aloud :

IV. Listen and repeat the following pairs of words after your teacher.

pan – pane; wet – wait; fell – fail; sell – sail;
tall – tool; call – cool; mop – mope; best – beast;
ship – sheep; live – leave.

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UNIT 10
PROSE
WHO'S BLESSED ?



Pre-reading Activities: Listen to the story and discuss the questions.

Listening Activity :

WHO'S THE MOST IMPORTANT ONE?

Once upon a time, all the trees in the forest started fighting among themselves.

The coconut tree said, "I am more important. I give coconuts. You can drink it, eat it, make oil and even a rope from it."

The Mango tree said, "I am more important. I give delicious mangoes to eat and I also give shade."

The Neem tree said, "I am more important. I give shade. People make medicines with my leaves, flowers and seeds. I drive mosquitoes away."

The Gulmohar said, "I am no less. I give shade and beauty. My flowers are a beautiful orange colour."

No one could give a satisfactory answer. So they all went to the Banyan tree. "You are the oldest and wisest of us all. Tell us who is the most important."

The Banyan tree said, "All of you try to do everything. Try to give flowers and fruits, shade and medicine, oil and wood and paper."

All the trees went back and tried hard. But they could not do everything. The Coconut tree could not give orange flowers or shade. The Neem could not give mangoes. The Gulmohar could not give coconuts or mangoes.

They all went to the Banyan tree again and said, "We cannot do everything". The Banyan tree said, "Yes, you are all different. You do different things. So you are all important."

Let us understand :

1. Which tree started the fight?
2. What did the Neem tree say?
3. Who did they go to? Why?

After you listen to the story “Who’s the most important?” narrated by the teacher, write true or false beside these sentences.

1. The mango tree gives fruit throughout the year.
2. The coconut tree gives a lot of shade.
3. All trees are important.
4. The gulmohar tree has no use.
5. All the trees were satisfied with the banyan tree’s judgement.

Let us read :

WHO’S BLESSED ?

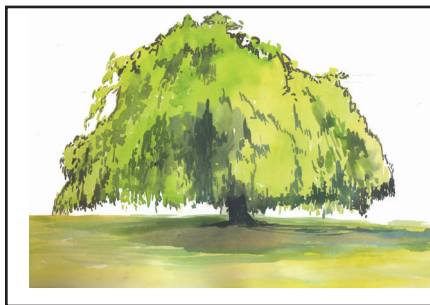
Once upon a time, it was very cold in the high mountains in the north. All the birds flew away to warm places. They would come back in spring.

But there was a little bird with a broken wing. She could not fly. She looked around for a place to keep her warm. Then she saw the trees in the forest. She thought, “May be the trees will keep me warm through the winter”. So, she went to the forest hopping with her broken wing. The first tree she came across was a slim Birch tree. “Oh’, beautiful

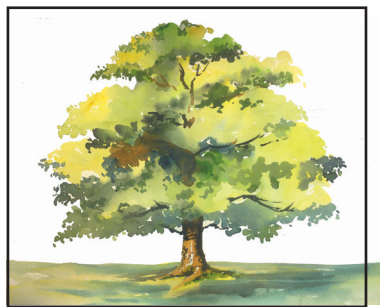


birch tree”, she said, ‘will you let me stay in your branches till spring comes?’

“Oh, no!”, said the birch tree. “I have to take care of my leaves through the winter. Go away!”



The little bird hopped with the broken wing and went to the next tree. It was a big Oak tree.

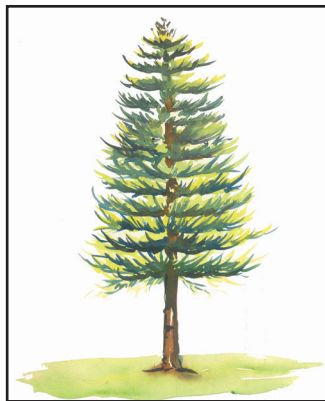


“Oh big Oak tree!” said the little bird, “Will you let me stay in your warm branches till spring comes?”

“Oh, no, sorry!” said the oak tree. ‘If you stay in my branches all winter, you will be eating all my nuts. Go away’.

So the little bird hopped with the broken wing and went to the willow tree near the stream.

“ ‘Oh lovely Willow tree,’ said the bird, ‘will you let me stay in your branches all winter?’”



‘No, sorry!’, said the willow tree, ‘I don’t speak to strangers. Go away’

The poor little bird was very sad and did not know what to do and where to go with the broken wing.

Name the trees that did not let the little bird to stay with them.



Pine tree

At that time the spruce tree saw her and said, “Where are you going, little bird?”

“I do not know,” said the little bird. ‘My wing is broken and I cannot fly. And the trees in the forest will not let me live in their branches’.

“Oh! But you may live in my branches,” said the spruce tree.

“But may I stay all winter?”

‘Yes,’ said the Spruce tree- “I shall love to have you.” Just next to the spruce tree stood a tall and strong pine tree. The pine tree said to the Spruce tree, “I am big and strong. I will keep the wind off your branches and in turn your branches can give warmth to the little bird.”



Spruce tree

Along with the spruce tree and the Pine tree stood a juniper tree with lovely tasty berries all over her branches. The juniper tree offered food to the little bird. He said to the little bird, ‘You can have my berries for dinner all winter. My berries are very good for birds’.

List the grains and food birds love to eat.

The little bird felt very nice, warm and comfortable in the branches of the tree.

At night, the North Wind and his father came to the forest to play. The North Wind puffed at the leaves and the leaves fell down on the ground in the forest. He loved to see the trees without their leaves.

He asked his father, 'Dear Father, may I touch and blow out every leaf in the forest?'

"No, my dear son," said the father, "The trees which were kind and gave shelter to the little bird in this cold winter may keep their leaves."

At that time, the birch, the oak and the willow trees were ashamed. They realized their mistake and were sorry.

And the spruce, the pine and the juniper kept their leaves all the year round and became evergreen trees.

Write the names of the trees that helped the little bird.

Let us understand :

I. Answer these questions orally:

1. Where did the story take place?
2. Where did all the birds go?
3. Why didn't the little bird go with them?
4. What did the little bird want?

Let us speak :

II. Answer these questions orally:

1. Do plants really keep their leaves and fruits to themselves?
2. What will happen if they do so?
3. How different are they from man in that aspect?
4. If a friend wants your help, what will you do?

Let us write:

III. A. Write answers to the following questions in your notebook.

1. Why did the little bird stay back in the forest?
2. When will the other birds come back?
3. Which trees were ready to help the little bird?
4. How did they help the bird?
5. How were the selfish unhelpful trees taught a lesson?
6. Which trees became evergreen trees? Why?

B. Match the dialogues in column A with their responses in Column B.

A

B

- | | |
|---------------------------------|--|
| 1. "O, beautiful Birch tree" | A. "You'll be eating all my nuts." |
| 2. "O lovely willow tree" | B. "I don't talk to strangers." |
| 3. "O big oak tree" | C. "I have to take care of my leaves." |
| 4. "But may I stay all winter?" | D. "The Spruce, pine and Juniper may keep their leaves." |
| 5. "May I blow out every leaf?" | E. "I shall love to have you." |

C. Match the description and the trees.

A

B

- | | |
|---------------|---------|
| beautiful | birch |
| lovely | oak |
| big | willow |
| strong | juniper |
| tasty berries | pine |

IV. Let us practise language :

A. Read the following and give answers/ questions in the same way.

1. Can a coconut tree give mangoes?
No, a coconut tree cannot give mangoes. It gives us coconuts.

Now, answer the following questions in the same way.

Can the banyan tree give flowers?

No, _____

Can the Neem tree give coconuts?

Can the mango tree give medicine?

The neem tree does not give pineapple.

Q. Does the neem tree give pineapple?

B. Frame questions for the following sentences in a similar manner.

A. Gulmohar tree does not give apples.

Q. _____

A. The mango tree does not give coconuts.

Q. _____.

V. Let us learn new words : -

A. Circle the odd one

- gooseberry, jackfruit, mango, banana
- carrot, beans, peas, orange
- jasmine, rose, lotus, cauliflower
- ant, grasshopper, bee, bat
- coconut, banana, neem, gulmohar

B. Which vegetables/fruits do you like? Make a list.

I like

I don't like

Ask three friends in your class about what they like and don't like. Make a list.

For ex. Sunil likes _____.

Sunil does not like _____.

VI. Match the sentences in column A with their punctuation marks in column B :

A

B

1. Do you like singing

.

2. Give me your book

?

3. What a lovely flower

,

4. If trees are man's best friends

!

VII. Let us do :

Let us make a bird-bath :

Keep a broad, shallow vessel full of water in front of the house. Scatter some seeds around it. Birds will come in summer, drink the water, and eat the seeds.





TREES

Pre-reading activity:

Think about the uses of trees. Each student should mention one use. (There are more than 25 uses of trees.)

Read the following poem to know more about trees.

Neem, Peepal, Banyan
Coconut, Mango, Banana
Tamarind, Gulmohar
Eucalyptus, Ashoka



Trees short, trees tall
Trees large, trees small
Trees are home for birds and bees
Trees dance and sway in the breeze

Trees lush, trees bare
Trees cool and clean the air
Plant trees everywhere
For trees are precious, friends rare.

- (from **Karadi rhymes**)

New words :

lush : growing thickly and strongly

sway : move from side to side

precious : very valuable

Let us understand :

I. Answer these questions orally :

1. Name the kinds of trees mentioned in the poem.
2. Name two fruit-bearing trees mentioned there.
3. Which is the tree which gives bright red flowers?
4. To whom are the trees friends?
5. How do the trees clean the air?

Let us speak :

II. Answer these questions orally:

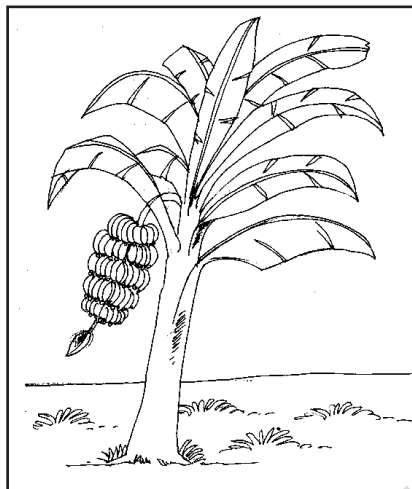
1. Who should grow trees?
2. What are the ways in which trees help us?
3. Is it possible to grow a tree in front of every house?

Let us write :

III. Copy down these sentences in your notebook and fill in the blanks:

1. The rhyming words in the poem are:
 - a.
 - b.
 - c.
 - d.
2. Trees are home for _____ and _____.
3. Trees _____ and _____ the air.
4. The pairs of opposites in the poem are:
 - a. _____ and _____
 - b. _____ and _____
 - c. _____ and _____
 - d. _____ and _____

Colour the picture given below.



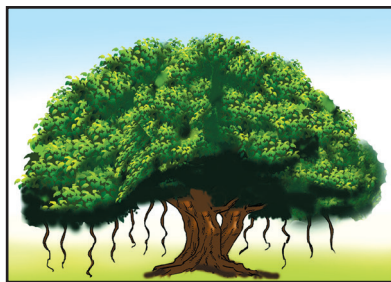
IV. Let us recite :

TREE TALK

I am a tree,
Fat and round.
I have lots of green leaves
On my crown.

I have a trunk,
Tall and wide.
Here birds and squirrels
Love to hide.

I give you flowers,
I give you wood,
I give you shade,
I give you food.



WORD LIST

absorb : take in

anonymous: with a name that is not known or not made known
ಅನಾಮಿಕ

aquarium: a water-filled glass tank for keeping fish and other water creatures and plants

aspect: a particular part or feature of a matter

assumed: pretend to have or feel

attack: act harmfully upon (someone or something)
ದಾಳಿ ಇಡು

begets: leads to, gives birth to

berry: a small round juicy fruit without a stone

birch tree: a slender tree with thin, peeling bark

blinking: shutting and opening the eyes quickly

bowing: bending forward as a mark of respect to someone

brunt: the chief effect of something bad

cannibal: a person who eats the flesh of other human beings
ನರಭಕ್ಷಕ

cartoons: an animated film or set of humorous drawings ವ್ಯಂಗ್ಯ ಚಿತ್ರ

chanting: repeating a phrase or singing a phrase repeatedly
ಮಂತ್ರವನ್ನು ಜಪಿಸುವುದು

cheer: shout for joy or in praise or encouragement

cheese: food made from the pressed curds of milk

cooed: spoke very lovingly, in a soft voice

coral reef: the place where coral is found

coral: a hard substance secreted by certain sea animals as an external skeleton, used in jewellery ಹವಳ

cord: thin string or rope made from several twisted strands

courage: the ability to do something that frightens one

cowherd: one who takes the cows for grazing ಸೊಲ್ಲ

creep: move slowly and cautiously ಮೆಲ್ಲಗೆ ಸರಿದಾಡು

crown: the top or highest part of something ಮೇಲ್ಭಾಗ

crushed: press so as to squash or kill

demon: an evil spirit or devil

despise: hate, dislike strongly

disguised: changed in appearance or nature so as to conceal the identity of

display: put on show in a noticeable and attractive way

dolphin: a small whale with a beak-like snout and a curved fin on the back

drown(ed): die or kill through submersion in water

duckling: the young one of a duck

dustpan: steel or plastic pan used to collect dust from the floor

ensnaring: catching in or as in a trap

fable: a short story with a moral

favourite: the one liked more than all others of the same kind

flamingo: a wading bird with mainly pink or scarlet feathers and a long neck and legs

glide: move with a smooth, quiet motion ಹರಿದಾಡು

globe: the earth

gnaw: bite at or nibble something continuously ಕಡಿಯುವುದು

goldsmith : a person who makes gold articles ಅಕ್ಕಸಾಲಿಗ

grab(bed) : to take suddenly and roughly

grunt: (of an animal) make a low, short sound

habitat : the natural home or environment of an animal or plant

hazy : vague or unclear ಮಸುಕಾಗಿರುವುದು

honoured : an award or title given as a reward for achievement

hop: (of a bird or animal) jump along with two or all feet at once

hugged: hold (someone or something) tightly in one's arms
ತಬ್ಬಿಕೊಳ್ಳುವುದು

humblest: of the lowest rank

hymn: a religious song of praise, especially a Christian one ಶ್ಲೋಕ

ignore(d): fail to notice or consider (something important) ನಿರ್ಲಕ್ಷಿಸು

implored: beg earnestly or desperately ಮೊರೆಯಿಡು

incident: an event, a happening ಘಟನೆ

jumbled: mixed up

jungle: an area of thick tropical forest and tangled vegetation
ದಟ್ಟು ಅಡವಿ

juniper: an evergreen shrub or small tree with sweet-smelling
berry-like cones

King's court: the residence, ministers and household staff of a
king ರಾಜನ ದರ್ಬಾರ್

kitten: the young one of a cat

kiwi: a New Zealand bird with hair-like feathers and a long bill,
has no tail and cannot fly

kneel: sit or rest on a knee or the knees ಮಂಡಿ ಊರುವುದು

labour: hard work

lark: a brown songbird that sings while flying

leap: jump high or a long way ಜಿಗಿಯುವುದು

link: join, bring together

Lord of might: a very strong person

maiden over: an over in which no runs have been scored by the batsmen

mason: a builder and worker in stone ಮೇಸ್ತ್ರಿ

maze: a complicated network of paths through which one has to find a way

microscopic: so small in size that it has to be seen through a microscope

mop: a bundle of thick strings or a sponge or cloth attached to a handle used for wiping floors

oak tree: a large tree which produces acorns and a hard wood used for building and furniture

obstacle: a thing that blocks one's way or hinders progress

offence: a feeling of hurt or annoyance

ostrich: a large African bird with a long neck and long legs that runs fast but cannot fly ಉಪ್ಪಪಕ್ಷಿ

over: a sequence of six balls bowled by a bowler from one end of the pitch

pane: a single sheet of glass in a window or door

patriotic: strongly supporting one's country and being ready to defend it

pattern: a repeated decorative design

penguin: a black and white seabird of the southern hemisphere which cannot fly

pet: a bird or animal kept for companionship or pleasure ಸಾಕು ಪ್ರಾಣಿ

pilot: a person who operates the flying controls of an aircraft

pine tree: an evergreen coniferous tree having clusters of long needle-shaped leaves

pounce: move suddenly so as to catch or attack

prey: an animal hunted and killed by another for food

principles: rules or beliefs governing one's personal behavior

proverbs: a short saying stating a general truth or giving a piece of advice ಗಾದೆಗಳು

punctuality: quality of keeping to the appointed time

punctuation: marks such as full stop, comma etc. used in writing in order to separate sentences and to make the meaning clear

recite: repeat (a passage or a poem) aloud from memory in front of an audience

reflect(ed): (of a mirror or shiny surface) show an image of

repay: give back (a loan)

riddle: a cleverly worded question that is asked as a game ಒಗಟು

roaming: travel or move around without a purpose over a wide area

sacrifice: giving up something one loves for the sake of something that is more important ತ್ಯಾಗ

sage: a very wise man ಸಾಧು

sailor: a person who works as a member of the crew of a ship or boat ನಾವಿಕ

scared: afraid

scatter: throw in various random directions ಎರಚು

scream: a loud, piercing cry or shout expressing great emotion or pain ಚೀರುವುದು

seaanemone: a sea creature with a tube-shaped body which bears a ring of stinging tentacles around the mouth

seahorse: a small sea fish with an upright posture and a head and neck like that of a horse

seal: a water-dwelling mammal with flippers and a streamlined body

seize(d): take hold of suddenly and forcibly

shallow: not very deep; having a very short distance between the top and the bottom

shark: a large sea fish with a triangular fin on its back

shied: unwilling or reluctant to do something

shore: the land along the edge of a sea, lake etc. ತೀರ

simplicity: quality of being simple, humble ಸರಳತೆ

skilled: having special abilities or training

spare: stop from killing or harming

spruce tree: a widespread coniferous tree with a conical shape and hanging cones

starfish: a sea creature having a flattened body with five or more arms extending from a central point

stroll(ed): walk in a leisurely way ನಿಧಾನವಾಗಿ ಚಲಿಸು

suitable: right or appropriate for a particular person, purpose or situation

swing: move back and forth or from side to side while hanging
ಉಗಾಡು

tailor: a person whose occupation is making clothes for people
ದರ್ಜಿ

thigh: the part of the leg between the hip and the knee ತೊಡೆ

tickle(d): lightly touch in a way that causes twitching and often laughter ಕಚಗುಳಿ ಇಡು

tongue twister: a sequence of words that is difficult to pronounce quickly

trot: move at a speed faster than a walk

uncountable: that which cannot be counted, abstract

unfair: not showing fairness or justice

untired wing: wing which allows the bird to fly for a long time

unusual: not often done or occurring ಅಪರೂಪ

varied: involving a number of different types

vertebrate: an animal having a backbone, including mammals, birds, reptiles, amphibians and fishes

wakened: get up from sleep

warrior: brave soldier or fighter

wild boar: a wild pig with tusks

willow tree: a tree which typically grows near water, has narrow leaves and bunches of small flowers

wiping: cleaning or drying by rubbing with a cloth or one's hand
ಬರೆಸುವುದು

wrappers: outer covers of chocolates or biscuits

wren: a very small songbird with a cocked tail.

