



Government of Karnataka

# ENGLISH

**THIRD LANGUAGE**  
**(REVISED)**

6

**SIXTH STANDARD**

**KARNATAKA TEXTBOOK SOCIETY (R)**

100 Feet Ring Road, Banashankari 3rd stage,  
Bengaluru- 560 085.

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4. Sri Sharanappa : Assistant Master, Government High School,  
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### Artist :

Sri. Shreeshaaila Lali : Art Teacher, Government High School Bajagoli,  
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Jayanagar, Bengaluru.

### Chief Co-ordinator :

Prof. G.S.Mudambadithaya : Curriculum Revision and  
Text book preparation, Text Book Society  
Bengaluru.

### Chief Advisors :

- Sri Narasimhaiah, : Managing Director,  
Karnataka Text Book Society, Bengaluru.
- smt.C. Nagamani : Deputy Director, Karnataka Text Book Society,  
Bengaluru.

### Programme Co-ordinator :

Smt. N.S Sowmya : Asst. Director  
Karnataka Text Book Society, Bengaluru.

## PREFACE

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

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

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

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not

examination oriented in their nature. On the other hand they help the learner in all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

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

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

**Prof G S Mudambadithaya**  
Co-ordinator  
Curriculum Revision and Textbook Preparation  
Karnataka Textbook Society®  
Bengaluru, Karnataka

**Nagendra Kumar**  
Managing Director  
Karnataka Textbook Society®  
Bengaluru, Karnataka

## A NOTE TO THE TEACHER

Dear Teacher,

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

Dear Students,

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

**- Chairperson**

## About the Revision of Textbooks

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

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

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

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification

we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state



have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

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

**Narasimhaiah**

Managing Director  
Karnataka Textbook Society (R)  
Bengaluru.

**Prof. Baraguru Ramachandrappa**

Chairman-in-Chief  
State Textbook Revision Committees  
Karnataka Textbook Society (R)  
Bengaluru.



## Revision Committee

### **Chairman-in-Chief :**

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

### **Chairperson:**

Dr. Ramesh Rathod, Professor and Chairman Department of English, Gulbarga University, Kalaburgi.

### **Members:**

Sri. B.Gangadharamurthy, Professor (Retd) #A-609, Nalanda Sampige Road, Kuvempunagar, Gowribidanur.

Sri. Ravinarayan Chakrakodi, Faculty, Regional Institute of English, South India, Bengaluru.

Smt. Roshal S. Asst. Teacher, GHS, Gunjuru, South-4, Bengaluru.

Smt. Anitha Shobini, Asst. Teacher, Govt. Higher Primary School, Mudalapalya, South-2, Bengaluru.

### **Artist :**

Sri. Hazarat Ali U. Lecturer, Department of Fine Arts, Tumkur university, Tumakuru.

### **High Power Review Committee Members :**

Dr. Geetha R. Professor, Department of English, Bangalore University, Bengaluru.

Sri. Veerabhadra Kodi, Professor (Retd) Department of English, P.G centre, Rani Chennamma University, Vijayapura.

Smt. Elenuru Geethamala, Professor, Department of English, Rural First Grade College, Faridabad, Kalaburagi.

Sri. Robert Jose, Professor, Department of English, Vijayanagara Sri krishnadevaraya University, Ballari.

### **Chief Advisors :**

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Smt. C. Nagamani, Deputy Director, Karnataka Textbook Society, Bengaluru.

### **Programme Co-ordinator :**

Smt. N.S. Sowmya, Assistant Director, Karnataka Textbook Society, Bengaluru.

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## UNIT - 1

### LESSON

#### IN A VEGETABLE SHOP

##### Pre-reading activity :

(Pair of students talk to each other)

Mary : Hi, Ashraf!

Ashraf : Hi, Mary!

Mary : How're you?

Ashraf : Fine, thank you.  
And you?

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



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

Teacher: Yes, but why are you late?

Nadeem: I missed my regular bus.

Teacher: Okay, come in and sit.

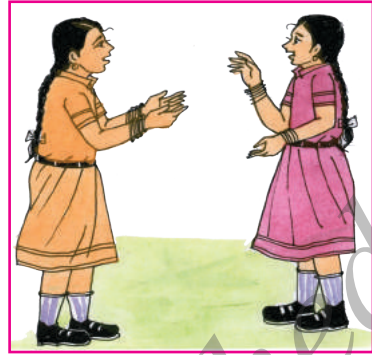
Latha : Good morning, Kala!

Kala : Very good morning!

Latha : When did you come?

Kala : Just now.

Latha : Did you have  
breakfast?



Kala : Yes I did. What about you?

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

Kala : OK

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

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

Girish : Where is Rampur?

Nithin : It is near Hegdadevanakote.

Girish : What is your father?

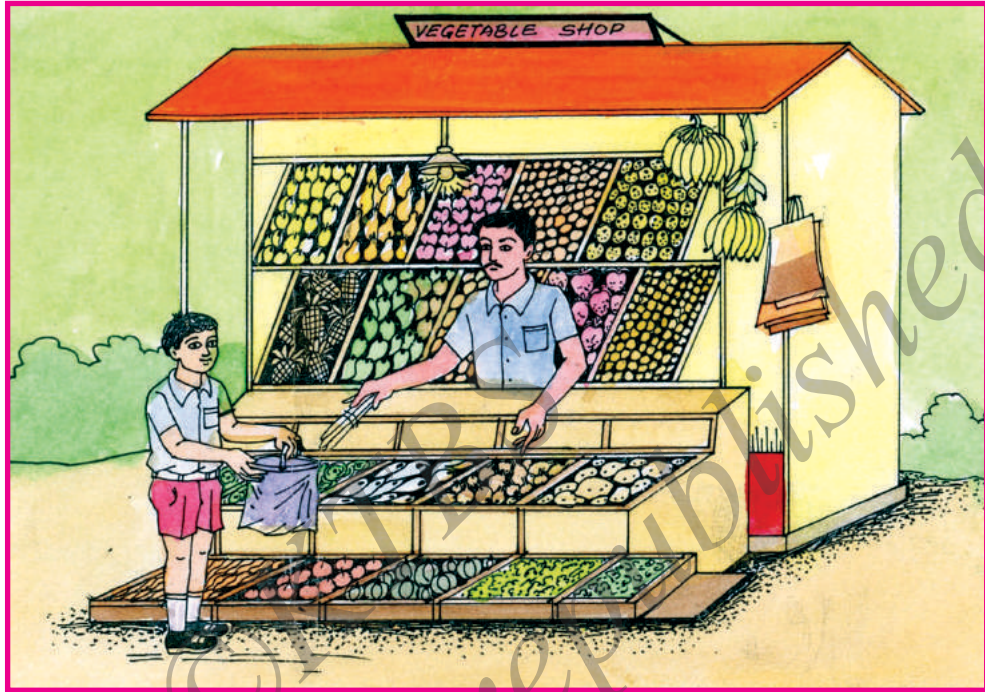
Nithin : He is a farmer. What about your father?

Girish : He is a farmer, too.

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



## Now read the lesson 'In a Vegetable Shop'



### Glossary :



**vendor:**

seller

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

**Vendor :** What shall I give you?

**Kiran :** Mummy sent me to buy some vegetables.

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

.....

.....

(Looks at the vegetables  
and listen to them  
speaking)

**curry,**  
**sambar:**

South Indian  
dish made up  
of  
vegetables,  
spices and  
pulses

**sparkling:**  
bright

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

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

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

Which is the  
softest  
vegetable of  
the three?

*Match the  
lists below:*

Carrot - softer  
Beans -softest  
Tomato - soft

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

**robust :**  
strong and  
healthy.

**aroma :**  
pleasant smell

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



**ignore:** to pay no attention

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

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

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

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

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

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

Are curry leaves sweet to eat?

Yes/ No

Which are the leaves sprinkled on salads and curries?

.....  
.....

Which vegetable did Kiran buy from the shop?

.....

What did the shopkeeper tell Kiran to do?

.....  
.....



## **I. Comprehension :**

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

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

### **A**

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

### **B**

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

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

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



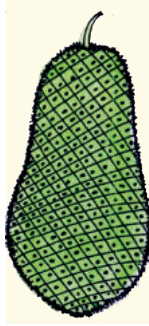
**D. In every place, some fruits grow better than in other places. Below are pictures of fruits given against the names of places where they are grown. Write the names of the fruits beside the picture.**

1. Vijayapura -



: G \_ \_ \_ \_

2. Tumakuru -



: J \_ \_ \_ \_ \_

3. Nanjangud -



: B \_ \_ \_ \_

4. Coorg -



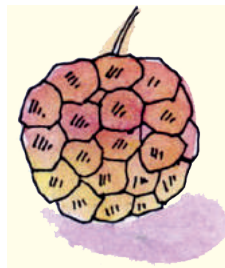
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5. Kolar -



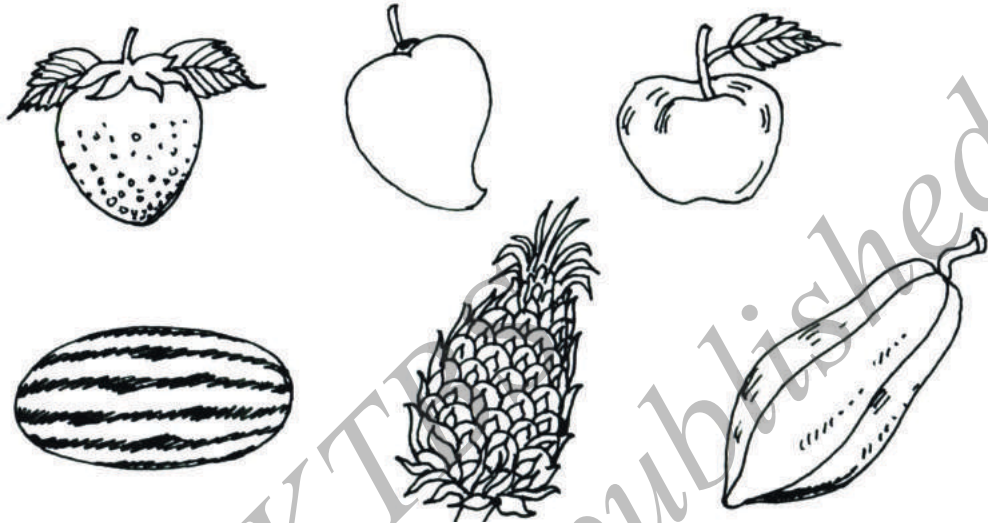
: M \_ \_ \_ \_

6. Raichur -



: C \_ \_ \_ \_ a \_ \_ \_

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



**F. Match the following occasions and greetings:**

**A**

**B**

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

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



**F.b.Recite and enjoy this interesting poem:**

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





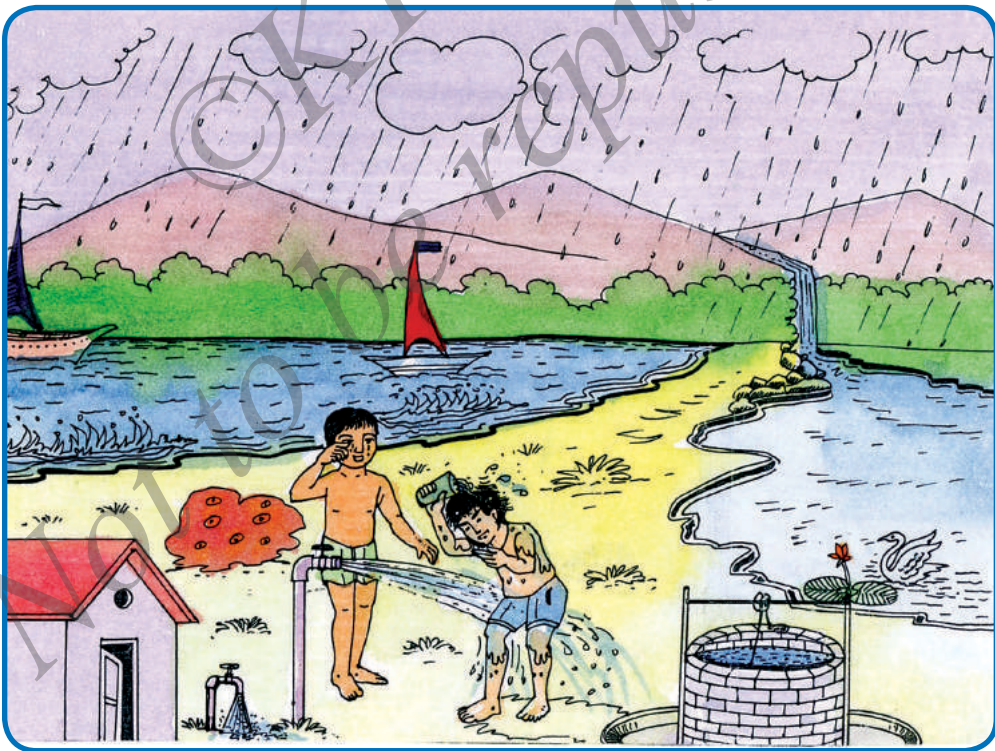
## POEM

# WATER

### Pre-reading activity :

#### I. Discuss with your friend and answer the questions.

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



## Now read the poem "Water"

### Glossary :



**cries:**  
shouts

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

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

Talk to your  
friends and  
find out.

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

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

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

- John R. Crossland

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

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

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

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

II. enjoy  
reciting the  
poem.



## I. Comprehension

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

\_all\_ - \_fall\_ ; \_\_\_\_\_ - \_\_\_\_\_;

\_\_\_\_\_ - \_\_\_\_\_; \_\_\_\_\_ - \_\_\_\_\_; \_\_\_\_\_ - \_\_\_\_\_.




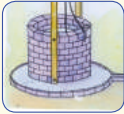

## II. Vocabulary :

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

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

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

## One has been done for you

rain	
well	
pond	
sea	
tap	
water-fall	
tears	

## UNIT - 2

### LESSON

#### HALDI'S ADVENTURE



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

“Good Morning Haldi”.

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

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

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

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

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

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

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

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

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



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

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

### Glossary :



**stare** : to look at for a long time.

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

**adventure** : an unusual, exciting experience.

**wonderful** : pleasant or enjoyable.

### Comprehension:

#### a) Answer the following in a sentence:

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

#### b) Fill in the blanks with suitable words:

- 1) The Giraffe wore\_\_\_\_\_.
- 2) \_\_\_\_\_ stared at the Giraffe.
- 3) On \_\_\_\_\_ she play games at school.

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

*Two examples are given below:*

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

**Vocabulary:**

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

**Education**

at	cat	date
on	eat	note

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

### Word building:

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

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

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

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

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

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



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

*- Mahatma Gandhi.*

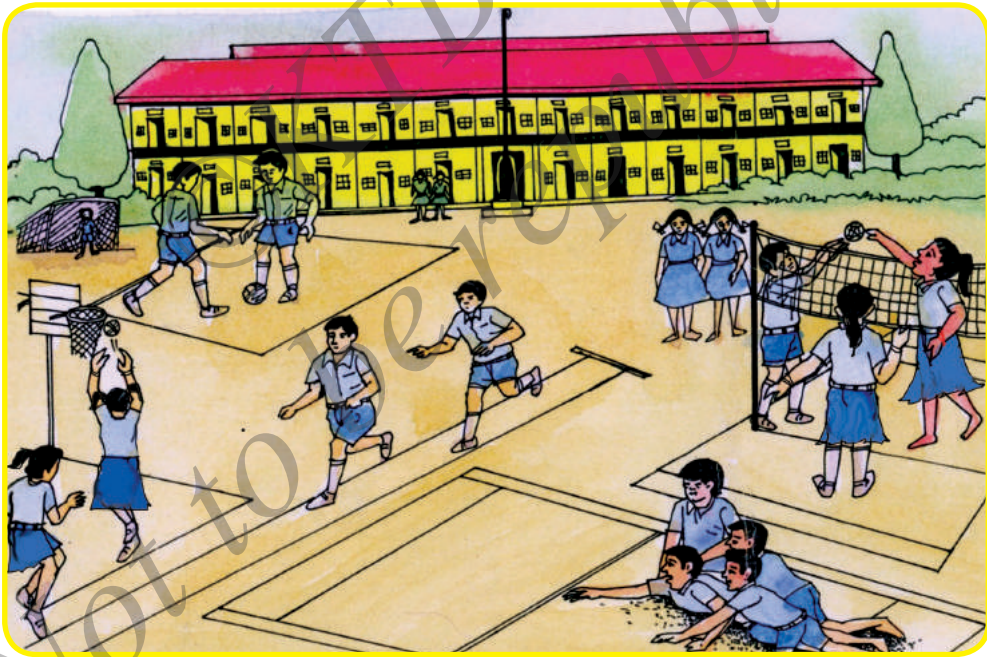


## POEM

### SCHOOL IS A PLACE OF PLEASURE

#### Pre-reading activity :

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



### SCHOOL IS A PLACE OF PLEASURE

School is a place of pleasure.

It gives us knowledge and treasure.

School makes us strong, to fight against wrong.

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

School makes us bold, to shine like gold.

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

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

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

- Aman Gupta

### Glossary :



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

**shine like gold** : get a good name

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

### I. Comprehension :

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

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

pleasure - \_\_\_\_\_: strong - \_\_\_\_\_:

hope - \_\_\_\_\_: power - \_\_\_\_\_:

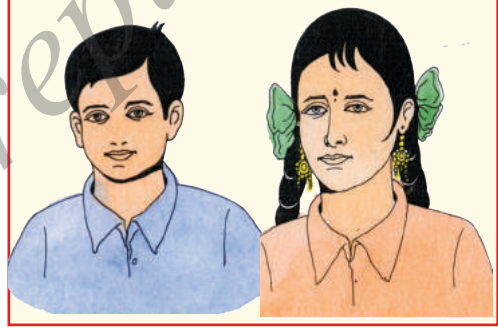
bold - \_\_\_\_\_:

**C. Recite this poem and enjoy it :**

**School is fun**

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

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



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

*- Sanskrit proverb*

## UNIT - 3

### LESSON

#### NINE LITTLE BIRDS

##### Pre - Reading activity :

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

##### The Family

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

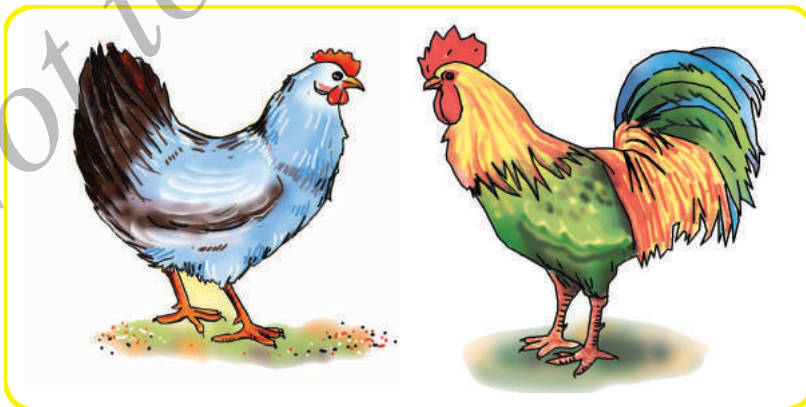
This is papa, standing near (point to pointer finger)

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

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

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

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



### **Now read the lesson ‘Nine Little Birds’**

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

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

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

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

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

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

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

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

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

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

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



## Glossary :



**crack** : to break something open.

**just** : exactly.

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

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

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

**caw** : sound made by crows and rooks.

**idly** : doing nothing.

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

**yelp** : to give a sudden short cry.

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

**gleefully** : happy because of that has happened.

**weird** : very strange or unusual and difficult to explain.

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



## Comprehension:

### a) Answer the following questions:

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

### b) Match the descriptions with the birds.

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

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

*Past tense*

*Present tense*

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

**d) Group Work:**

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

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

alfimy

eructpi

shoue

dhie nec

rap sent

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

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



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

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



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

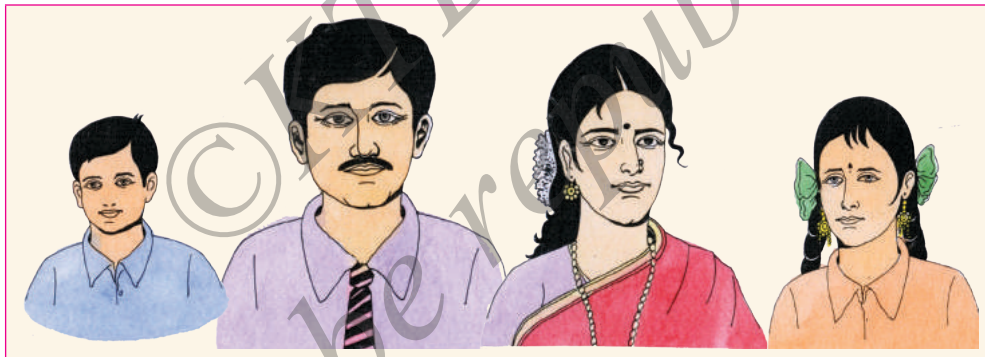
*John Ruskin*

## POEM

### FAMILY FIRST

#### Pre-reading activity :

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



Friends may come and friends may go

Family is first and this I know

Putting friends first is a mistake

And not one that you should make

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

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

- Bonnie B Long

**Glossary:**



**fun** : joyful

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

**hold on to** : be close to

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

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

go-know; \_\_\_\_\_ - \_\_\_\_\_; \_\_\_\_\_ - \_\_\_\_\_;  
\_\_\_\_\_ - \_\_\_\_\_; \_\_\_\_\_ - \_\_\_\_\_; \_\_\_\_\_ - \_\_\_\_\_;

**III. Recite and enjoy :**

**Whom do I love most?**

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



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

*- Goethe*



## UNIT - 4

### LESSON

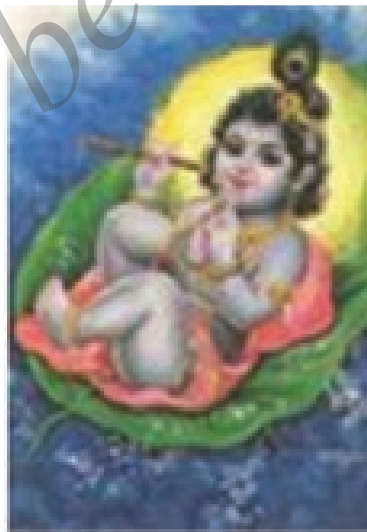
### CHARITY

#### Pre-reading activity :

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

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

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



### **Now read the text.**

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

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

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

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

### Glossary:



**pester**

: to irritate by asking many times.

**snap**

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

**proclaim**

: to tell people about something important.

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

### **I. Comprehension:**

#### **A. Answer the following questions:**

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

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

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

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

1. ....

2. ....

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

## II. Vocabulary:

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

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

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

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

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

**Ravi** : Sure, sure.

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

**Kiran** : Thank you both. See you.

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

Step, right, walk, book, nail.

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

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



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

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

Head	Attendance	Class	Play	Home
Work	Ground	Register	Master	Room

✧ ✧ ✧

## POEM

### A LITTLE WORLD

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

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

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

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

## Glossary:



**echoes** : the reflecting of sound off a wall.

**orphan** : a child whose parents are not alive.

**blind** : not able to see.

**deaf** : not able to hear.

**warmth** : the state of being friendly.

## I. Comprehension:

### A. Answer the following questions:

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

### B. Complete the poem:

God please give.....

.....

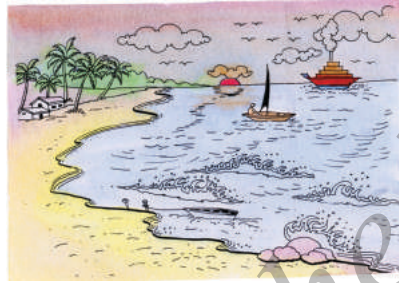
.....

.....

..... that I have.

### C. Recite and enjoy :

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



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



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

*- Goethe*

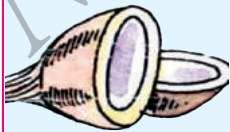
## UNIT - 5

### 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.
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.

Get to know the word for the coconut tree, and its meaning in your mother tongue.



### Glossary :



**kernel :**  
the solid  
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?

---



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**margarine**

: artificial butter

**cosmetic**

: a substance for making the skin and hair beautiful

**detergent**

: powder or liquid used for cleaning

**sprout :**

to come out from a seed

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.

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?

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## 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; fish – fishes;  
wife – wives**

Singular – Plural;

- a) nut
- c) rope
- e) brush
- g) life

Singular - Plural

- b) broom –
- d) tree –
- f) bush –
- h) knife –

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

**A. is, are**

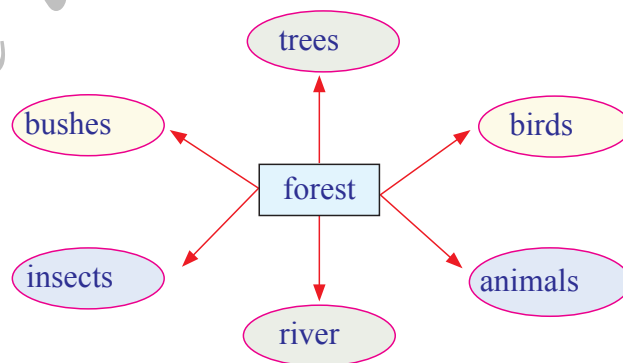
1. The coconut \_\_\_\_\_ the most useful crop.
2. Coconut trees in that farm \_\_\_\_\_ about fifty years old.
3. Children \_\_\_\_\_ playing in the ground.
4. The farmer \_\_\_\_\_ sowing seeds in the field.

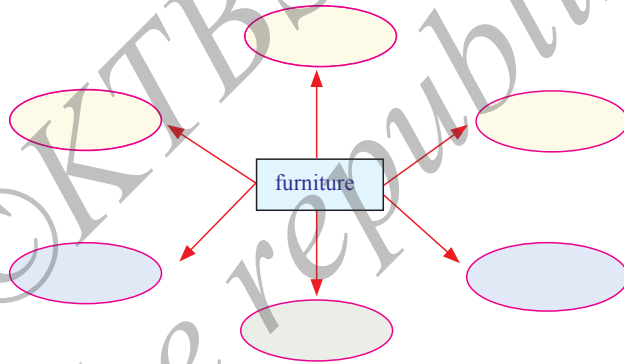
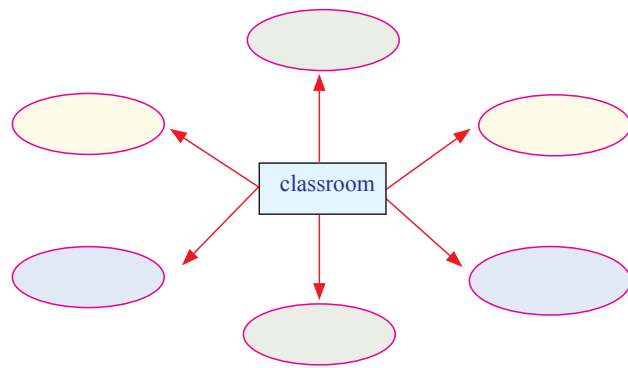
**B. was, were**

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.





## 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?  
\_\_\_\_\_

<p><b>evil spirit :</b> devil</p> <p><b>bravely :</b> showing no fear of dangers</p>	<p>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.</p>	<p>4. What did Meena do to know the truth?</p> <p>_____</p> <p>_____</p>
<p><b>grabbed :</b> picked up very fast</p>	<p>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".</p>	<p>5. Why did she ask for money?</p> <p>_____</p> <p>_____</p>
	<p>5. On receiving the money, Meena bought peas, groundnuts and fruits.</p>	

	<p>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.</p>	<p>6. What did Meena do with the eatables?</p> <p>_____</p> <p>_____</p>
	<p>6. Ever since that day, there was no noise from the forest, and people lived happily in the village.</p>	<p>7. Meena tricked the monkeys to take the bell from them. Was she correct?</p> <p>Yes/No</p>

## 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)**

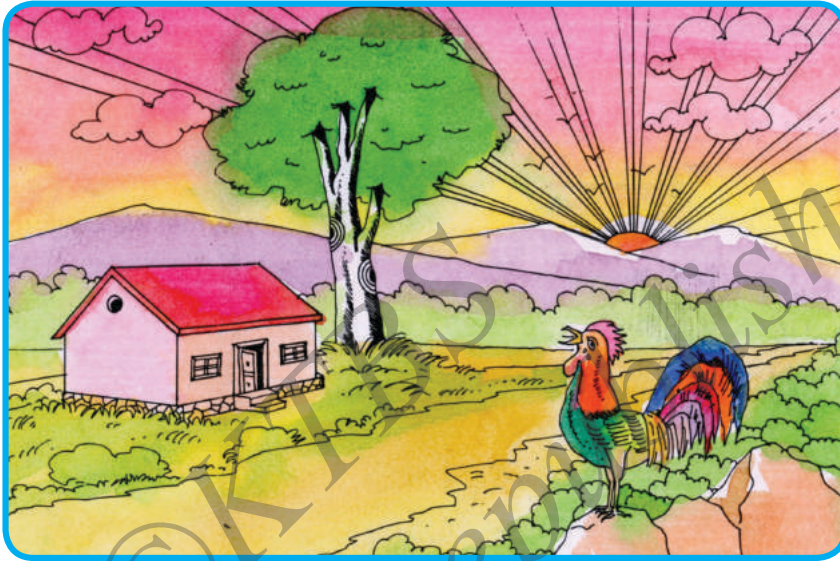
1. Which word has the largest number of vowels?  
\_\_\_\_\_
2. Which word is made up of two smaller words?  
\_\_\_\_\_
3. Which word has 'i' as its middle letter?  
\_\_\_\_\_
4. Which of the five words would come first in a dictionary? \_\_\_\_\_
6. Which word would come last in a dictionary?  
\_\_\_\_\_
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 :**




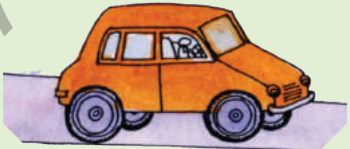


- |           |           |
|-----------|-----------|
| 1. cow    | a) crows  |
| 2. cat    | b) speaks |
| 3. dog    | c) moos   |
| 4. donkey | d) mews   |
| 5. child  | e) brays  |
| 6. cock   | f) barks  |

**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.

2. How old was Usha when she got her first gold medals at the Asian games?

\_\_\_\_\_

	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.	
<b>athlete :</b> 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.



<p><b>perseverance:</b> ability to do a work even when it is very difficult</p>	<p>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'.</p>	<p>4. P.T.Usha was born in: Karnataka, Kerala, Sikkim (Tick the right choice)</p> <p>5. In what two events was Usha the first one to get medals?</p> <p>_____</p> <p>_____</p>
	<p>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.</p>	

## **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 :**

<b>Events</b>	<b>Year</b>
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 you 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 mewling.

Mother		barking.
The dog		mewling.
The cat		roaring.
The lion		waiting for the bus.
Kumar	is	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		going home.
Some boys		skipping.
We		making noise.
You	are	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!

The poet

wants us to

run :

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

*- Mary Daunt*

## I. Comprehension :

**Sit in pairs and discuss before writing down the answers.**

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

- What does the poem tell us to do?
- 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.**

<input type="text"/>	<input type="text"/>	<input type="text" value="D"/>	<input type="text"/>	<input type="text"/>	Name of my country
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="E"/>	<input type="text"/>	One who rides
<input type="text" value="E"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	A sharp-eyed bird
<input type="text"/>	<input type="text" value="P"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	A fruit which keeps the doctor away
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="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.**

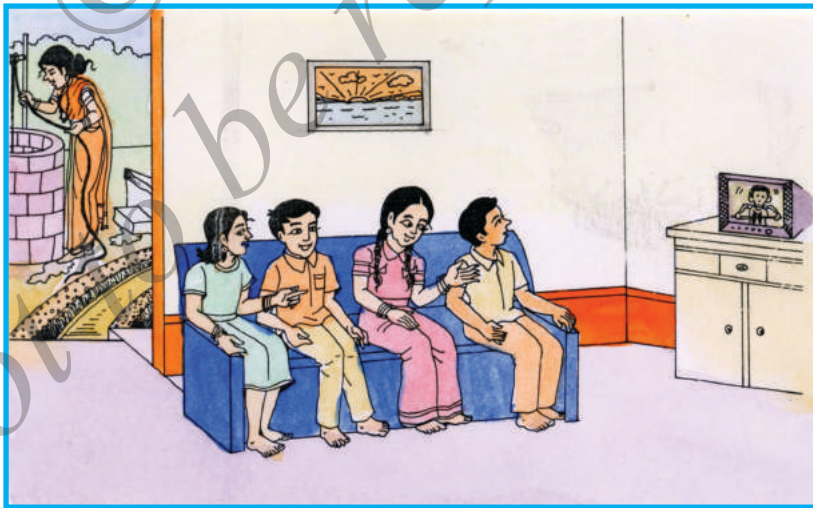
**B. 'We can get good friends if we are ready to be good friends ourselves.' Discuss in pairs and write four or five sentences on how to be a good friend.**



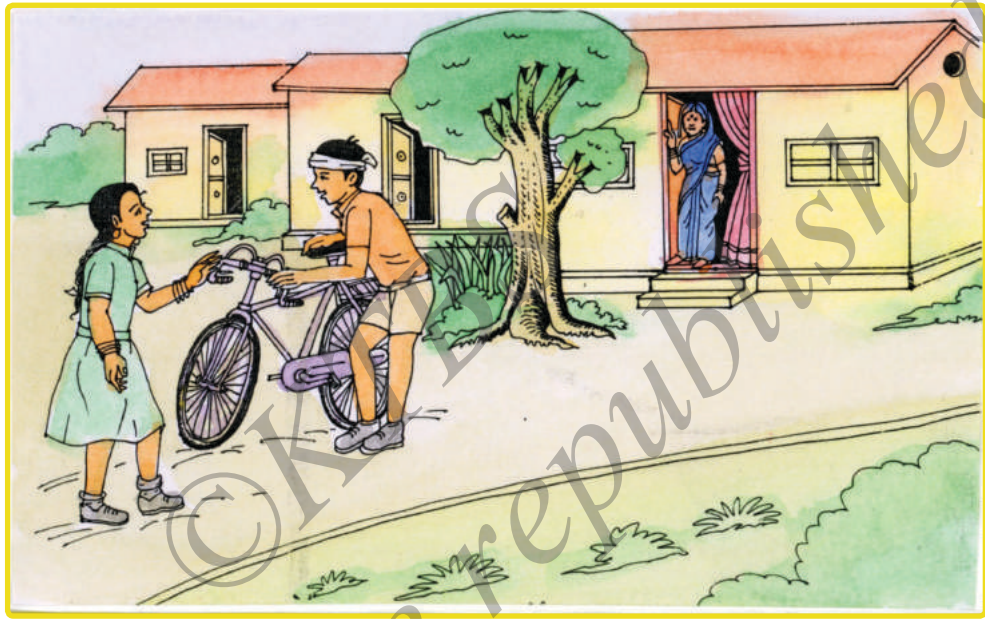
**C. Write 'Affection' or 'Selfishness' under the pictures according to what they show.**







**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.

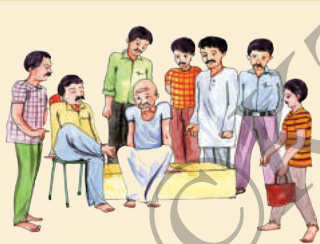


## UNIT - 9

### 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.

	<p>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.</p>	
<p>what are the metals mention in the story?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>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.</p>	<p>How many coins did each son collect?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

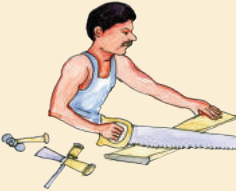
3. Second was hard working and the smartest of all, but he felt that no one cared for him. Once Second informed Father Time and went into hiding. Everything came to a standstill. Then a group of people went to Father Time and requested him to send back Second. Father Time said, "My son, Second is the 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**

**B**

- |                             |           |
|-----------------------------|-----------|
| 1. Sixty seconds make a     | a) day    |
| 2. Sixty minutes make an    | b) month  |
| 3. Twenty four hours make a | c) week   |
| 4. Seven days make a        | d) minute |
| 5. Four weeks make a        | e) year   |
| 6. Twelve months make a     | f) hour   |
- 

**2. Write them in sentences.**

1) Sixty seconds make a minute.

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

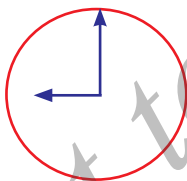
5) \_\_\_\_\_

6) \_\_\_\_\_

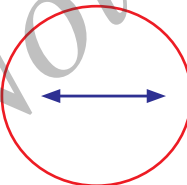
**B. The family of TIME is hidden in the grid. Circle them and write them in the space provided.**

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	_____

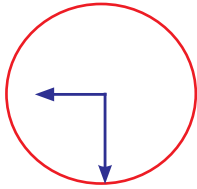
**C. Say the Time**



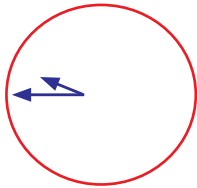
Nine in the morning



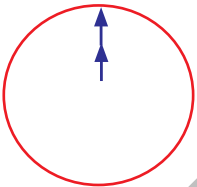
Quarter past nine



Half past nine

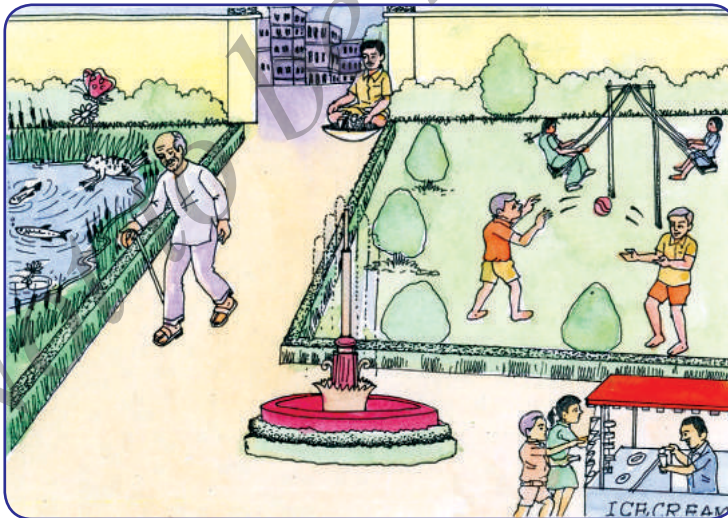


Quarter to ten



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)

Punctu-  
ality;

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 \_\_\_\_\_

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**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

### LESSON - 1

#### THE BELL OF JUSTICE

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

The news went round. The people hailed the emperor.

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

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

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

The emperor picked up the arrow. It had the royal stamp. Someone from the palace had caused the tragedy. The emperor sent the guard to find out who had practised archery on that day. The guard came back, soon enough. He hesitated. The emperor forced. Almost in a whisper, the guard named Noor Jahan, the queen, as the guilty.

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

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

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

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

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

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



## LESSON - 2

### MIRIAM AND MOSES

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

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

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

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

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

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



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

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

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

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

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



## UNIT - 3

### ANGULIMALA

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

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

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

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

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

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

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

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

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

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

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

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

Angulimala became one of Lord Buddha’s followers.

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

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



## 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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