Government of Karnataka

ENGLISH

SECOND LANGUAGE

(REVISED)

PART - 1

6

SIXTH STANDARD

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KARNATAKA TEXTBOOK SOCIETY (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

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

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

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

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on the principles of NCF - 2005 since June 2010. Textbooks are prepared in 12 languages: seven of them serve as the media of instruction. From standard I to IV there is the EVS, mathematics and from V to X 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.
- shifting learning from rote methods.
- enriching the curriculum beyond textbooks.
- providing 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-integrating knowledge and the joy of learning.
- making the child as the constructor of knowledge.

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The new books are produced based on three fundamental approaches: Constructivist 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 the 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 country.

The most important objectives of teaching a language are developing listening, speaking, reading, writing and reference skills. 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 learners 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 grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers for helping the Textbook 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.

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Syllabus Map							
Unit No.	Unit Titles	Reading	Listening	Speaking	Writing	Language work (grammar)	Vocabulary/Reference skill
First Semester							
1.	Lighthouse	Read for comprehension – understand the main idea	Listen to the sounds around	Talk about inventions Talk on 'A visit to the zoo', 'Visit to Grandmother's House' Pronunciation -Minimal pairs	Write sentences	Exclamatory sentences	Words related to lighthouse/ vehicles/ journey Suffixes Describing words Dictionary work
	The Rainbow	Read and appreciate the poem		Perform the poem Complete the lines	Draw a picture		Rhyming words
2.	The Scholar's Mother Tongue	Read for comprehension – higher-order skills (thinking, inferring) Read and suggest titles Read and enjoy the riddles	Listen and write the sentences	Story narration	Punctuation Spelling Write a dialogue	Articles – 'a', 'an' and 'the' Present tense forms	Antonyms Associated words –words related to happiness Dictionary work
	Sympathy	Read and appreciate		Act out the poem	Complete the summary Spelling		Homophones Words related to sympathy, movement Odd one out Dictionary work
3.	How do bees make honey?	Read and make notes Read and find answers		Recipes – giving instructions Pronunciation – vowel sounds	Make notes Draw a flow chart	Subject-verb agreement	Collocations Associated words
	Kindness to Animals	Read, appreciate the theme relate to life	Listen to a story, Listen and answer the questions Listen to riddles	Discussion Ask questions Say the riddles	Paragraph writing		Naming words, describing words and action words
4.	The King's Ministers	Prediction – guess the story read silently for comprehension	Listen and extend the story	Read aloud Story building Asking questions Pronunciation – past tense forms Dramatise the story Dialogue Practice	Punctuation	Regular and irregular verbs Framing Yes/No questions.	Describing words
	All things bright and beautiful	Read for comprehension-critical thinking, expressing personal views			Translate to home tongue , Write a summary write a review		Describing words – making comparisons Know a word – its meaning, pronunciation, word form, etc.

Supplementary Reading							
1.	Ways of Learning	Extensive reading					

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A WORD WITH THE TEACHER

Dear teacher

Welcome to the new English Textbook!

You are meeting a new group of learners. This book has a lot to offer them to improve their English skills.

The book has been designed keeping in mind the principles of second language acquisition and the guidelines laid down in the National Curriculum Framework (2005). The book helps in creating an acquisition rich environment and providing comprehensible input for second language learners.

The objectives of teaching English at this level are:

* *to enable learners to use English fluently, confidently and appropriately in a variety of situations*
* *to develop their reading comprehension skills*
* *to help them produce short texts, in spoken and written forms, for different purposes*
* *to develop their reference skills by encouraging them to use dictionaries and other reference materials*
* *to sensitise them towards vocabulary items, pronunciation and grammar.*

The new English Textbook has eight units: each unit has a prose and a poem which are thematically connected. There are two lessons for supplementary reading. A detailed outline indicating the skills, vocabulary and grammar items to be learnt in each unit is given in the syllabus grid.

The main texts – prose and poem - given in each unit are aimed at developing the reading skills of the learners.

It is important for learners to learn how to read and understand the main idea of the texts given. They also need to learn how to read and gather specific information from the given texts. Therefore, wherever possible, learners shoud be encouraged to read the lessons silently.

Comprehension questions may be discussed in small groups and answers may be presented to the class orally first and then in writing. As far as possible, the texts should be related to learners' everyday lives; learners should be encouraged to express their personal views on the topics discussed. The texts can also be used to develop reading aloud skills.

The purpose of supplementary reading is primarily to develop extensive reading skills and to cultivate good reading habits among learners.

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A number of activities to develop listening, speaking and writing skills as well as vocabulary, grammar and pronunciation have been suggested in the book.

The different section headings are as follows:

Preparatory Activity	:	Activities used in the units for warm up/ activating learner's background knowledge
Let's Understand	:	Questions to check reading comprehension skills
Let's Practise Words	:	Activities for vocabulary building
Let's Listen	:	Tasks for developing listening skills
Let's Write	:	Tasks for developing writing skills
Let's Practise Language	:	Activities for grammar practice
Let's Speak	:	Speaking Activities
Extended Activity	:	Games for language development

The content of the book - prose pieces and poems - should be used to develop the language learning skills and enable learners to use English appropriately and naturally in meaningful situations. Learners should be involved in group discussions, pair activities, individual and group presentations to maximize learning opportunities in the class.

In addition to the Textbook, a Workbook has also been prepared. Tasks for Continuous and Comprehensive Evaluation (CCE) have been suggested in these books. These tasks may be used or similar tasks may be designed for conducting formative and summative assessments.

We hope you find these books interesting to share with the learners. We also hope our learners will find them extremely useful in l earning English.

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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.

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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.

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UNIT - 1

PROSE

THE LIGHTHOUSE

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Preparatory Activity :

1a. Discuss in pairs: What are some of the useful inventions made by scientists? How useful are these inventions?

1b. What would our life be like without inventions? Discuss how our life will be if we do not have the following (you can speak in your mother tongue):

- the electric light _ *have to study in the dark.*
- the telephone _ _____
- the computer _ _____
- the bicycle _ _____
- the television _ _____
- the medicines _ _____
- the plastic material _ _____
- the X-ray _ _____

2. Make a list of all the words that come to your mind when you hear the word 'lighthouse'. Read out the list to the class.

Find out who has written the maximum number of words.

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Now let's read the lesson on the invention and uses of the lighthouse.

Rajiv and his father Madhav were very happy that day. Rajiv was especially thrilled because his father would take him out on a visit to the lighthouse. They started out in the evening by 5 p.m. and reached the shore by 6 p.m. Madhav pointed out to the lighthouse in the distance. It was a tall, strong building in the shape of a tower with powerful lights at the top.

Rajiv asked his father, "Papa, what is the use of these lighthouses?" Madhav said, "They help the sailors to know where the land is and what place they are near. Sometimes they are on the seashore and sometimes in the sea. They are in places which are dangerous to ships and they help to warn and guide the sailors."

Rajiv was curious. He said, "But how do they work?"

Madhav replied, "Modern lighthouses use powerful electric lights."

thrilled	:	excited, ಪುಳಕ, ರೋಮಾಂಚನ
sailor	:	one who travels in the sea, ನಾವಿಕ
shore	:	land next to the sea

Rajiv asked, "But what about those days when there was no electricity?"

Madhav laughed, "You are a clever boy, my son. In olden days, wood fires would be lit in high places on the shore. Later, a large number of candles were used with glass around them to keep out the wind."

"You know Rajiv, in those days before lighthouses were built, sailors who got lost in the sea had no way of getting

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back to land. They also had the danger of dashing against high rocks in the darkness in the sea or being unable to see which was a safe place to land. These lighthouses guided them to safety."





Rajiv asked, "Papa when was the first lighthouse built?" "I don't know, my son," Madhav replied. "But I believe that in the olden days many fishermen were lost in the sea and were unable to return home. The people on the land were worried and yet helpless to guide them. Then a group of clever young men hit upon this idea. They collected a few huge logs and lots of dry branches and set fire to them. They were laughed at by elders. But they continued to keep the fire burning. In the early hours of next morning, the fishermen sailed home. They said that they had been guided from the land and saved only because of the light of this fire, which they had seen from a distance."

Rajiv exclaimed, "How clever of the humans!"

Madhav said, "Yes. Now, shall we go home after you have your favourite ice cream?"

Rajiv said, "Oh, yes Papa, thank you."

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Remember

*A **trip** is a short visit to some place, after which you return home.*

*A **journey** means going from one place to another over a long distance.*

*To **travel** means to go from place to place.*

*A **voyage** is a long journey by sea or air.*

Let's Understand :

C1. Discuss in pairs and answer the following questions:

1. Why was Rajiv thrilled?
2. What is a lighthouse?
3. How are lighthouses useful to sailors?
4. Where are the lighthouses built?
5. What did the people use in lighthouses before the invention of electricity?
6. How was the first lighthouse built?
7. Find words, from the story, which mean the opposite of the following:

   i. dangerous ii. short

   iii. far iv. low

   v. old vi. stop

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C2. Sit in pairs. Answer each of the following questions in a sentence:

1. Rajiv was thrilled because his father was going to take him out on a visit to the lighthouse. What incidents in your life made you thrilled? Narrate them.
2. Do you want to invent something new? What kind of invention do you want to make?
3. Lighthouse is not an invention made by any single person. In the same way, there are many other such inventions which were made with the collective effort of many persons. Make a list of them and discuss in the class.

Let's Listen :

1. Close your eyes and listen to your teacher:

Rajiv and his father Madhav visited a lighthouse. The lighthouse was built on the seashore. When they went there, Rajiv heard the whistling of whales, sea gulls crying, the wind roaring, birds chirping, slashing waves and water gushing when a ship sailed and many more sounds.

Now, do what your teacher says.

- Relax your feet and the entire body.
- Be as quiet as you can and listen to the sounds around you for two minutes.
- Open your eyes. Tell your partner softly what you heard. Ask him/her, 'What did you hear?'

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2. The following are a few sounds we hear almost every day. Divide them into loud and soft sounds:

- clapping hands
- stamping feet
- the wind blowing
- a feather dropping
- * a bee buzzing
- * a car moving
- * rustling leaves
- * a horn blowing

loud sounds	soft sounds

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Let's Practise Words :

V1. What are the following?

1. One who sails across a river or a sea s_ _l_r
2. One who catches fish for his living f_s_ _rm_n
3. A tall building in the sea which guides the sailors l_gh_ h_ _se
4. The area of land by the side of the sea s_a s_ _ re
5. A journey by sea v_y_ge

V2. Look at the word grid given below. Names of some vehicles are hidden in the grid. Look horizontally and vertically, circle them and write them down below the grid. An example is given.

B	F	T	R	A	I	N	K	J	I	D	B
U	T	R	U	C	K	R	V	W	P	K	O
S	J	A	E	R	O	P	L	A	N	E	A
M	O	C	C	T	V	B	D	O	S	C	T
A	U	T	O	R	I	C	K	S	H	A	W
S	C	O	O	T	E	R	M	I	I	R	O
C	A	R	U	J	L	N	C	E	P	T	D

1. AUTORICKSHAW
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

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V3. Read the following passage.

Asha and Gopal are going on a trip to a village. Their journey is not long. They both like to travel by train. They wish to go on a voyage when they grow up.

Now fill in the blanks with suitable words choosing from the ones underlined in the above passage.

1. My brother is fond of space travel. His dream is to go on a _____ into space.
2. My parents always _____ by train.
3. We went on a short _____ to Dehra Dun in the summer vacation.
4. The _____ from Bengaluru to Mysuru is quite comfortable.

V4. " ..... The people on the land were worried and yet helpless to guide them." Here the underlined word has a suffix 'less' to mean 'without'.

Now write more words with the suffix 'less'. Look at the clues given.

1. Don't dry my red shirt in the sun. It'll become _____
2. There isn't enough drinking water in our place. The situation is _____
3. This apple is not fresh. It has become _____
4. I emptied all the contents of the bag. Now it is _____
5. I don't know what to do next. I'm feeling _____
6. Raju is a strong boy. He is _____ too.

[**clues**: use, fear, colour, weight, help, hope]

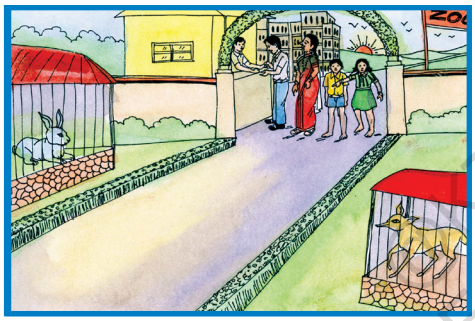
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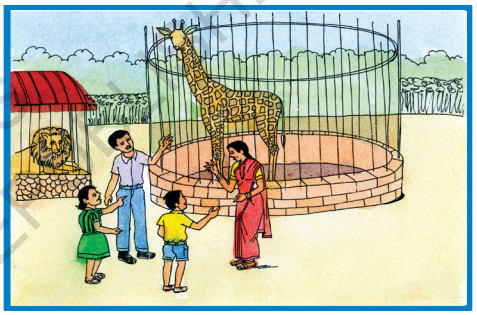
V5. Complete the set.

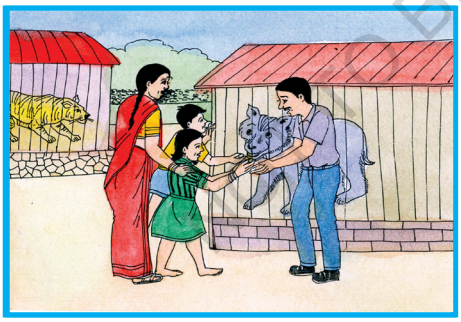
1. happy, excited, th_ _ll_d (8 letters), _ _ l_g_t_d (9 letters)
2. picnic, trip, ex_ _rsi_n (9 letters), _ _ _r (4 letters)
3. wise, clever, in_ _ll_g_nt (11 letters), _r_ _ _t (6 letters), _ _ ar_ (5 letters)
4. adorable, pet, f_vo_ _ _te (9 letters)

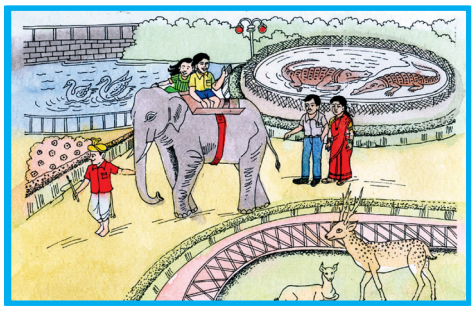
Let's Speak and Write :

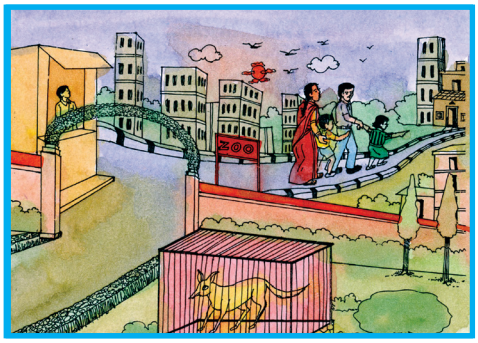
Look at the following pictures. Describe each of them.











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Can you now speak about "A Visit to the Zoo" in your own words.

Narrate any other such visits you made to different places – Visit to grandmother's house, visit to a museum, visit to a park, etc.

Write a few sentences on ONE of the above topics.

Self-Assessment :

Read the statements and tick the appropriate box.

Sl.No.	Statements	Yes	No	Fairly well
1.	I was able to describe the pictures.			
2.	I was able to narrate my experiences on the topic orally.			
3.	I expressed my ideas confidently.			
4.	I was able to write a few lines on the given topic.			
5.	I want to write more in English.			

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Let's Learn Language :

G1. In the lesson, the lighthouse is described as – a <u>tall</u>, <u>strong</u> building in the shape of a tower with <u>powerful</u> lights at the top. Now write the describing words for the following. One is done for you.

man	–	tall
girl	–	_____
rose	–	_____
day	–	_____
handwriting	–	_____

neat beautiful pretty bright red tall

Write a few more phrases like the above.

clever	–	_____
huge	–	_____
warm	–	_____
cute	–	_____
long	–	_____
short	–	_____

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G2. Rajiv exclaimed, "How clever of the humans!"

When Rajiv learnt from his father about the invention of the lighthouse, he made the above statement to express his feeling of surprise.

Read the following situations and express your feelings.

1. You see a beautiful rose . " Oh! How_____!"
2. Your friend is wearing a pretty dress. "How _____!"

3. Your mother has prepared a tasty dish. "How _____!"

4. One of your classmates pushes the bench. "How _____!"

Extended activity :

Minimal pairs

Repeat after the teacher. Add a few more words.

bark	dark
chair	share
fan	man
won	son
cash	catch
fun	gun
take	lake
spell	smell
glass	grass
lift	left
pin	pen
bill	bell

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Suggested reading :

a. Read the poem given below.

b. Underline the unfamiliar words and find their meanings from a dictionary (e.g. Longman Active Study Dictionary, Oxford Study Dictionary, Cambridge Young Learner's Dictionary)

c. Present the summary of the poem in groups in the next class.

THOMAS ALVA EDISON

Thomas Alva Edison,
A most unusual boy,
Never really bothered much
With any childish toy.

His teacher thought he couldn't learn
And sent him home from school,
But Tommy's mother knew for sure
He wasn't any fool.

He worked as newsboy on a train,
He learnt to telegraph.
The way he concentrated
Made some people laugh.

Thomas Alva Edison
Had inventions by the score.
In his laboratory
He kept inventing more.

The phonograph, electric light
(With fuses sockets too),
A super storage battery,
And movies, were a few.

If not for Mr. Edison
How dull our lives would be!
We might not have the radio,
The X-ray, or TV.

Vivian Gouled

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POEM

THE RAINBOW

GP8PIC

Preparatory activity :

Look at the picture of the rainbow and identify the colours.



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Now let us read the poem "The Rainbow".



Boats sail in the rivers,
And ships sail on the seas;
But clouds that sail across the sky,
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

- Christina Rossetti

Glossary :

sail	:	*travel in a boat or ship*
bow	:	*something that is in the shape of the letter 'u'*
bridge (v)	:	*connect*
overtop	:	*rise above*

Answer the following questions:

1. Boats, ships and clouds are all pretty. Which is the prettiest among them?
   a. boats
   b. ships
   c. clouds
2. What does the bow do?
   a. builds a road from earth to sky
   b. bridges heaven and earth
   c. both a and b
3. What is much prettier than the bridges on the rivers?
   a. the rainbow that bridges heaven and earth
   b. boats that sail on the rivers
   c. ships that sail on the seas
4. In the second stanza of this poem, what does the poet compare the rainbow to?

Let's Appreciate:

1. Find words in the poem that rhyme with 'seas'.
2. Draw a picture illustrating the theme of the poem.

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3. Could you try to translate this poem into your mother tongue?
4. Have you seen a rainbow? What are the different colours we find in a rainbow?
5. Expand the following letters to get the names of colours in a rainbow.

   V -

   I -

   B -

   G -

   Y -

   O -

   R -

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About the poet:



Christina Rossetti (5 December 1830 - 29 December 1894) was an English poet who wrote a variety of romantic, devotional and children's poems.

UNIT – 2

PROSE

7CRZ2E

THE SCHOLAR'S MOTHER TONGUE

Preparatory Activity :

1. Can you answer the following riddles?

- What is the longest word in the English language?
- What starts with 'P', ends with 'E' and has millions of letters?
- What word begins with 'e', ends with 'e' and has one letter?
- Which 'pillar' keeps crawling all the time?
- What has size and shape but no weight?
- Which son may prove dangerous?
- What cannot move or walk, but can go from place to place?
- Which letter in the English alphabet always asks a question?

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2. Puzzle

Read and enjoy :

One day Akbar drew a line with his royal hand on the floor of the open court, and commanded, 'Make this line shorter but don't by any means erase any part of it'.

Everyone was stumped by this puzzle. When it was Birbal's turn, he at once.....(what did Birbal do?).....

Now read on.....

When it was Birbal's turn, he at once drew a longer line next to the first one, without touching the first line.

Everyone in the court saw it and said, 'That's true, the first line is shorter".

Let's Laugh :

Teacher : Why are you late?

Ram : Because of the sign.

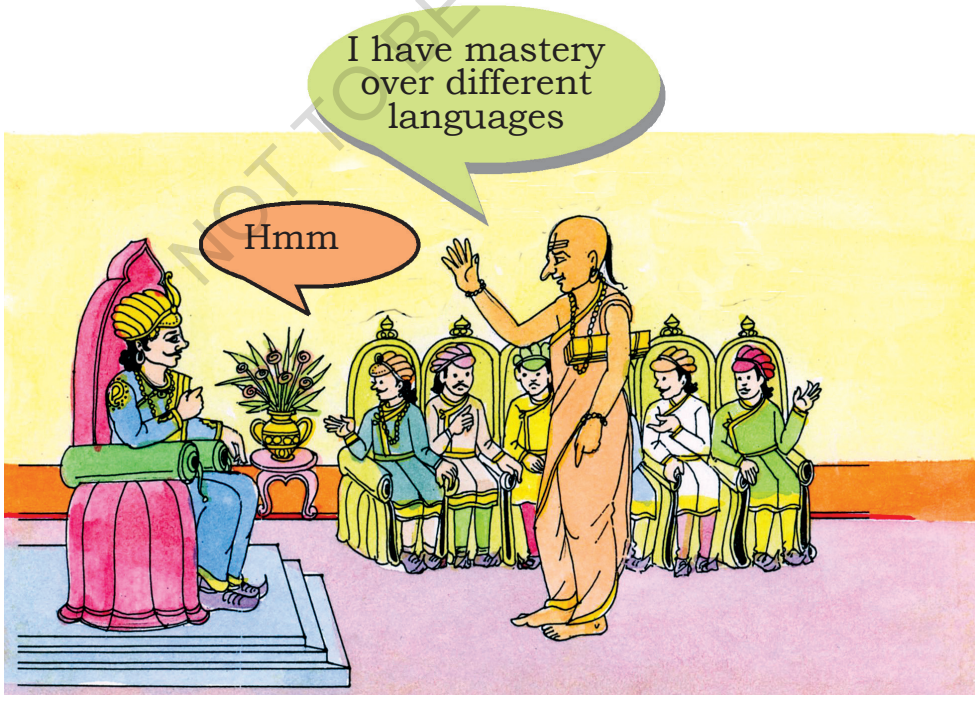
Teacher : What sign?

Ram : The one that says

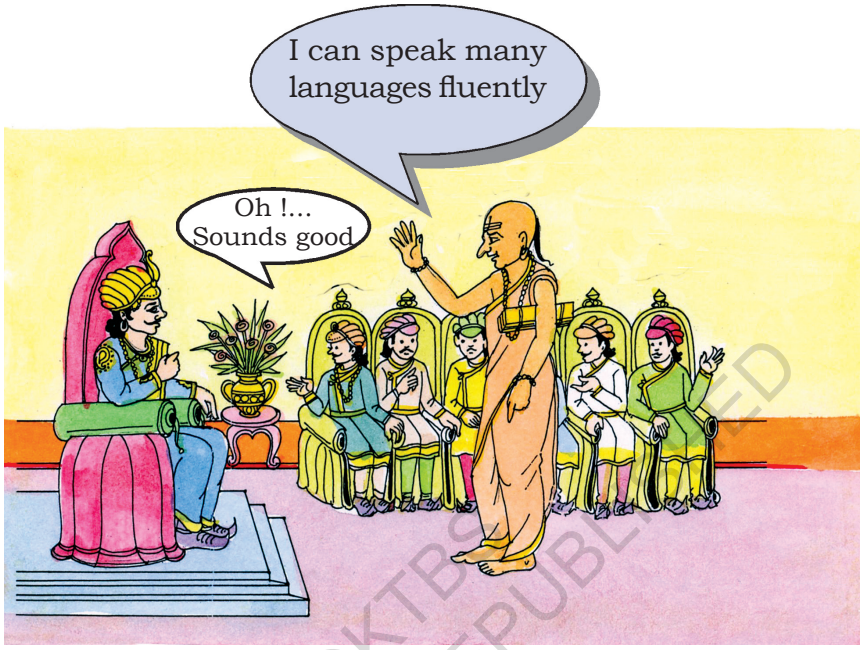
" School Ahead, Go Slow".

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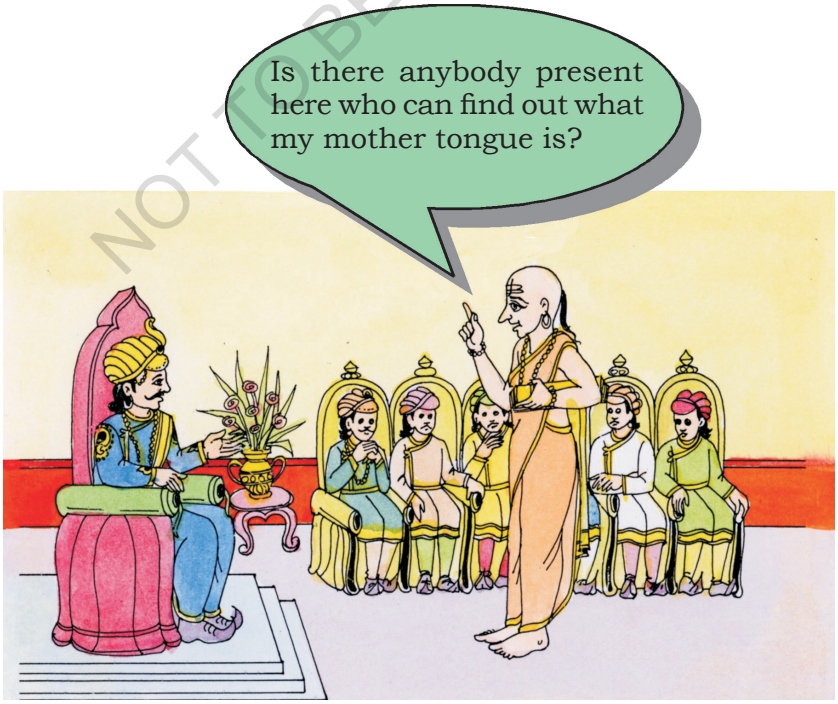
A learned scholar (Pandit) once visits the court of Akbar. He says.....



And the Pandit continues.....

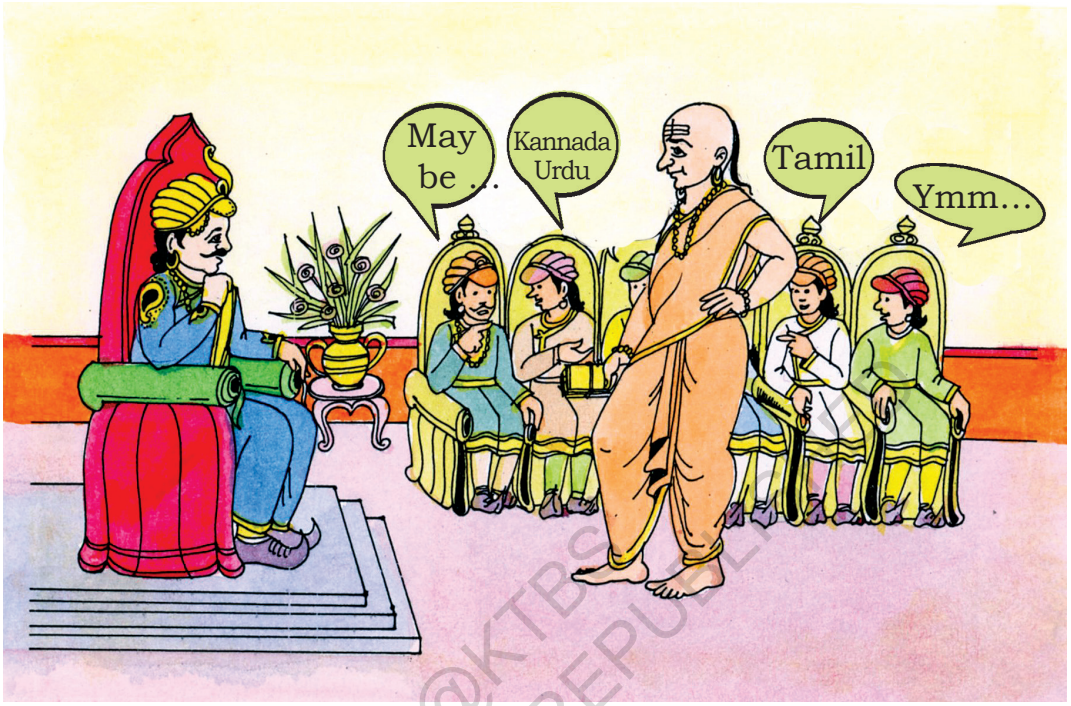


The Pandit makes a challenge to the court.

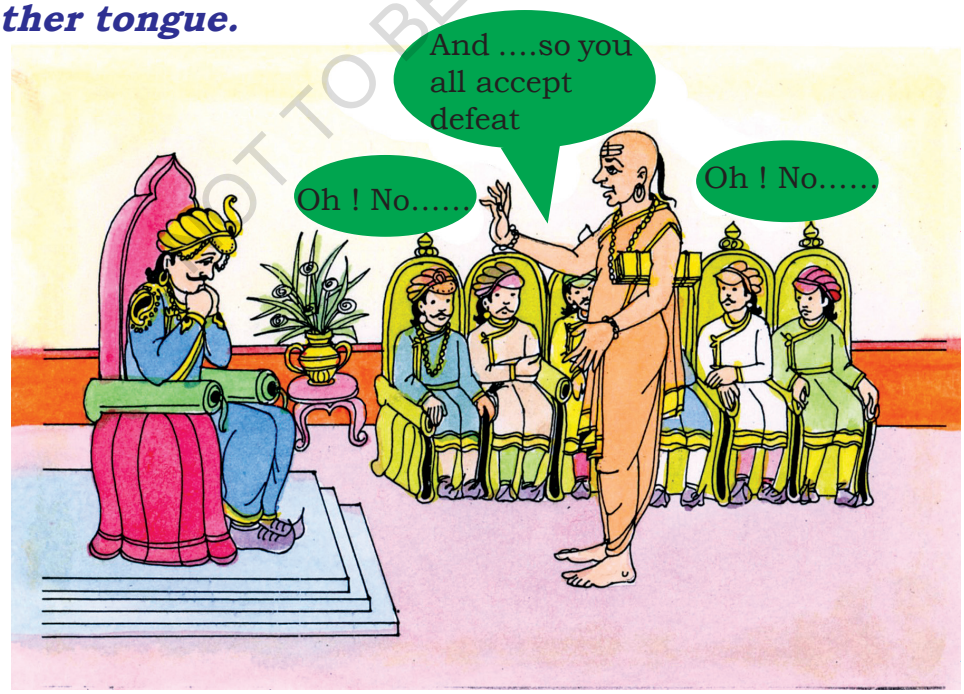


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The courtiers discuss among themselves.

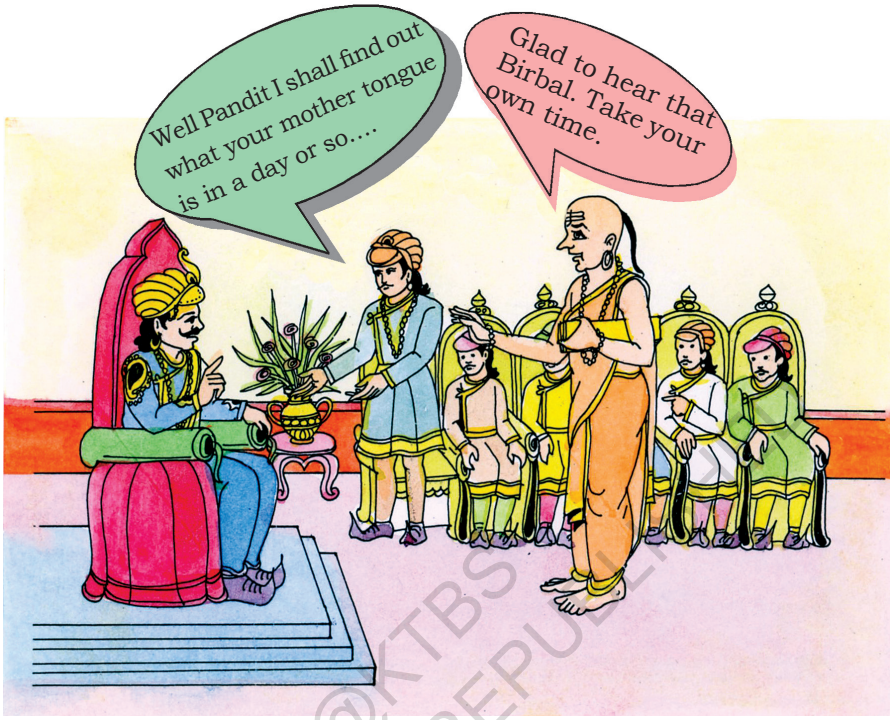


But they fail in their attempt to find out the Pandit's mother tongue.

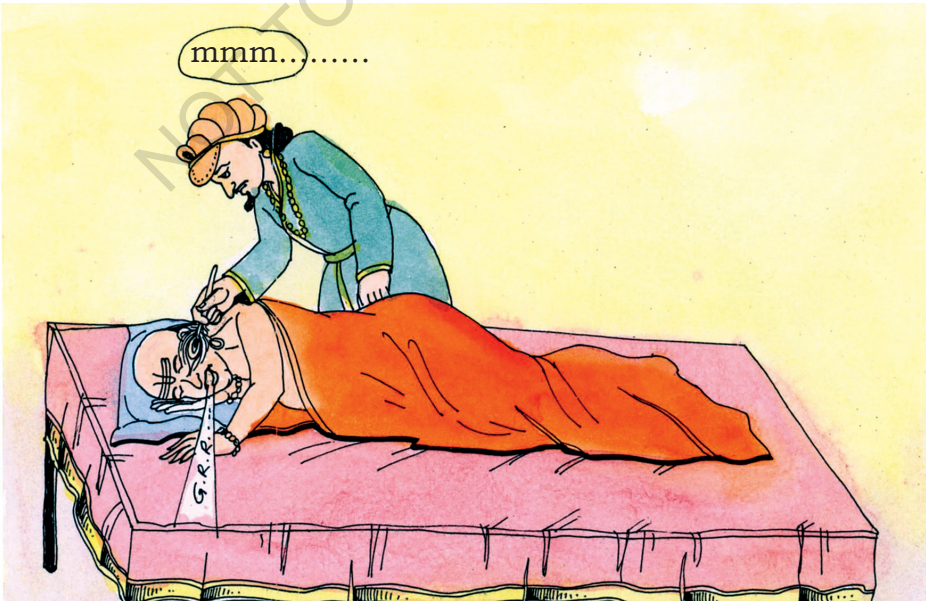


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Just then Birbal speaks.

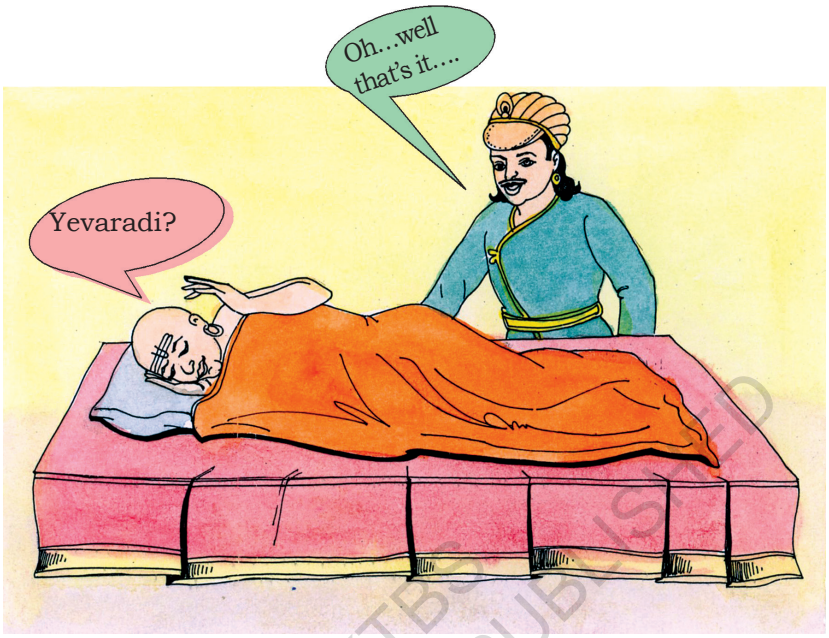


That night Birbal sneaks into the Pandit's bedroom, and finds him fast asleep. He whispers into the Pandit's ear, then he tickles his ear with a feather.

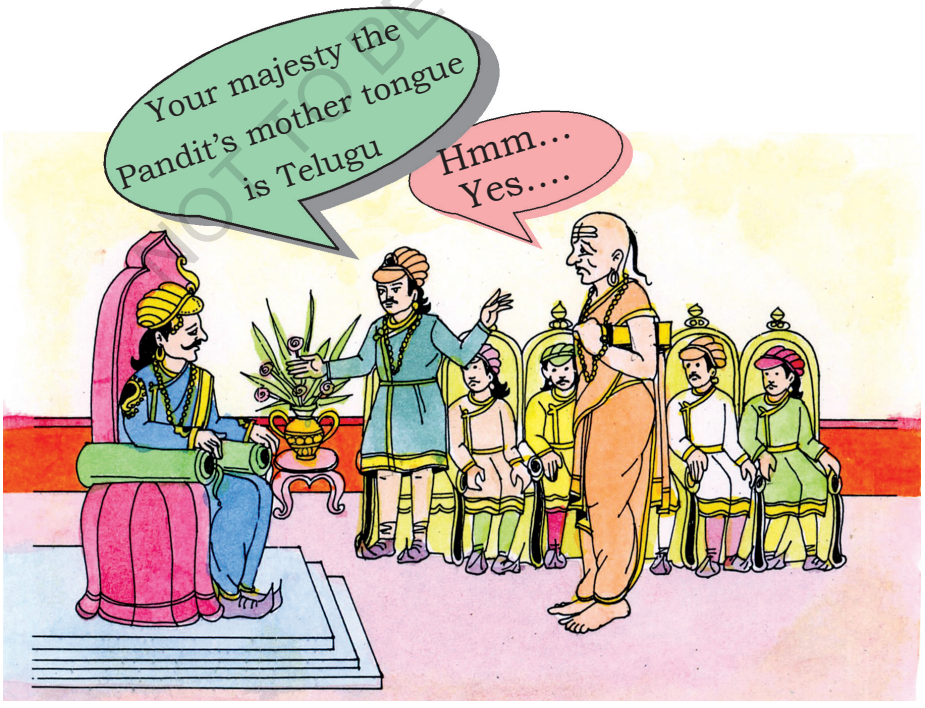


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Pandit in his sleep shouts words in his mother tongue.



The next day in the court...

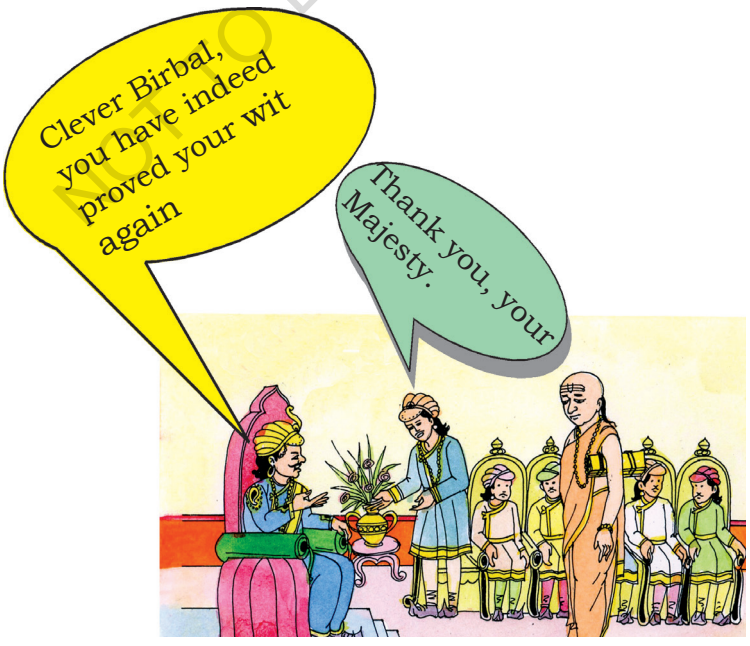


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King Akbar is astonished...

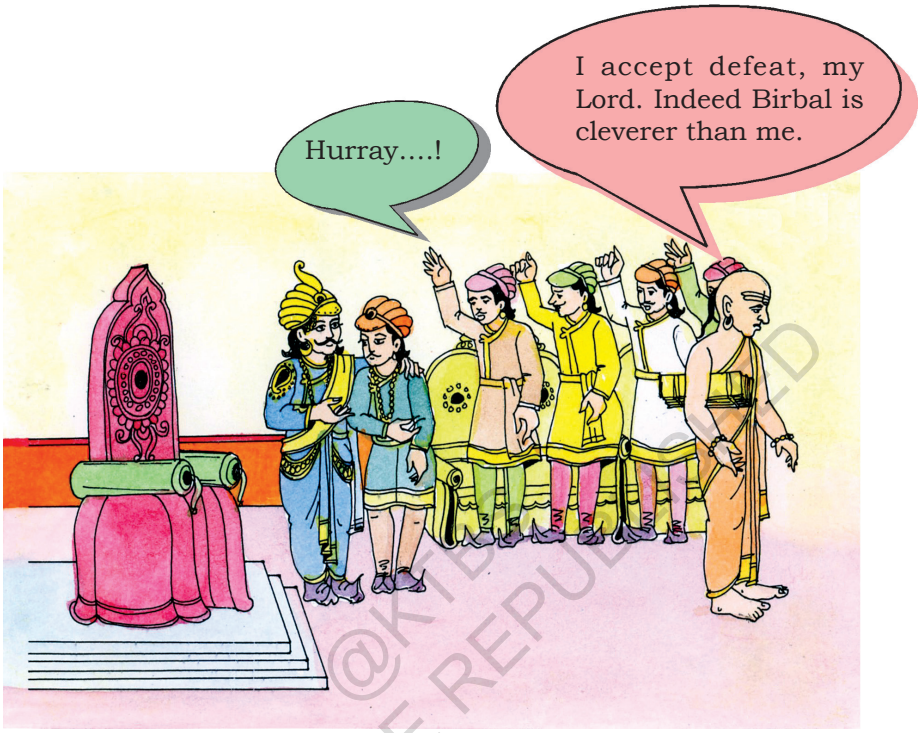


Birbal then narrates the entire incident that took place in the Pandit's bedroom the previous night.



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The courtiers praise Birbal's wit and the Pandit leaves the king's court in dismay.



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Glossary :

scholar	:	*someone who has studied a subject and knows a lot about it*
court	:	ಆಸ್ಥಾನ
fluent	:	*able to use a language naturally without stopping or making mistakes*
sneak	:	*go quietly*
whisper	:	*speak in a low voice*
tickle	:	*touch someone lightly*
astonished	:	*surprised*
dismay	:	*a feeling of sadness and disappointment.*

Let's Understand

C1. Answer the following questions in one or two sentences each :

1. Who was the visitor at Akbar's court one day?
2. What did he tell the king and courtiers?
3. What did he challenge the court?
4. What did Birbal tickle the Pandit's ear with?
5. Was Pandit's mother tongue Hindi? Mention his mother tongue.

C2. Say whether the following statements are True or False.

1. A learned scholar once visits the court of Jahangir.
2. Birbal says he can speak many languages.
3. Birbal tickles Pandit's ear with a feather.
4. The Pandit admits his defeat.

C3. The paragraph below is the story you have just read. Rearrange the sentences to make it meaningful. Do it in pairs.

a. Birbal came to the court the next day and told everyone that the Pandit's mother tongue was Telugu.

b. The Pandit could speak many languages fluently. He challenged everybody at the court to name his mother tongue.

c. A learned Pandit once visited the court of Akbar. He told the King that he had mastery over different languages.

d. Everyone in the court failed; the challenge was taken up by Birbal.

e. The King questioned how he knew this and Birbal narrated the incident that took place in the Pandit's bedroom.

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f. Birbal quietly entered into the Pandit's bedroom and tickled his ear with a feather. Pandit, half awake, shouted out words in his mother tongue.

C4.1. The title of the story is "The Scholar's Mother Tongue". Work with your partner and think of some other suitable titles.

2. Suppose you are Birbal in the story. Write a few sentences on

a. How you would find out the scholar's mother tongue?

b. What you would use to tickle the Pandit's ear with other than a feather?

Let's Speak

Here is another story that shows Birbal's wisdom. With the help of the clues given below, discuss the story with your friends and narrate it :

One day Akbar asked the courtiers ..... what punishment to be given to the person who pulled his beard..... courtiers..... different opinions..... to kill under the feet of elephant..... Akbar got bored..... asked Birbal ..... Birbal said..... you should offer sweets ..... courtiers surprised ..... Akbar pleased ..... asked Birbal the reason ..... Birbal explained ..... none other than the prince would be bold enough to touch his beard ..... Akbar rewarded him.

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Let's Practise Words :

V1. Fill in the blanks with the opposites of the underlined words :

1. We are in the <u>same</u> class, but have ____ opinions about the teacher.

2. My friend failed to solve the riddle, but I _____.
3. Raghav was quiet in a _____ class.
4. Mother stayed _____ while the child was asleep in the cradle.
5. I accepted to help Sonu, but he _____ my help.
6. Shantha thought that the sum is difficult, but after working it out she found it _____.

V2. Frame meaningful sentences using the words given below. Refer to a dictionary :

e.g. discuss : In the absence of the teacher students started discussing the sum.

a) mastery b) asleep c) shout d) surprise e) truth.

V3. Write all the words that show you are happy :

e.g. Hurray!

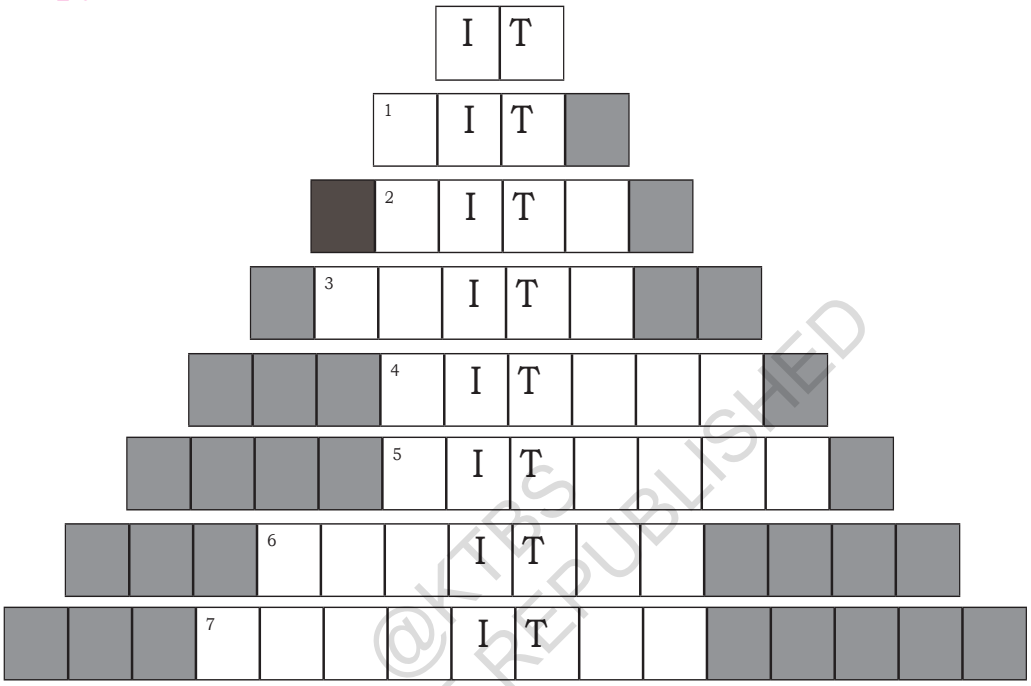
Add more .....

V4. Relate the words in column 'A' with the words in column 'B' and relate the same to column 'C'.

A	B	C
King	children	court
Teacher	patients	house
Doctor	courtiers	bus
Bus driver	clients	school
Lawyer	passengers	palace
Mother	students	hospital

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V5. Here is a word pyramid with only the word 'IT'. Use the clues to complete the other 'it' words in the pyramid.



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1. Don't stand, _____
2. The dog will _____ you. Be careful!
3. Use a pen to _____
4. A cat's baby is a _____
5. Mother cooks food in a _____
6. The headquarters of a country/state is called _____
7. When you are sick you go to a _____

Let's Practise Language :

G1. Fill in the blanks with 'a' , 'an' or 'the'.

The first one has been done for you.

	a -	man and	a -	woman
1.	_____	cow and	_____	ox
2.	_____	apple and	_____	mango
3.	_____	hen and	_____	egg
4.	_____	banana and	_____	orange
5.	_____	young woman and	_____	old man
6.	_____	umbrella and	_____	stick
7.	_____	pen and	_____	inkpot
8.	_____	Taj Mahal and	_____	Red fort
9.	_____	Bible	_____	Quran

G2. Some words are missing in the following story. Complete the story by choosing words from the brackets.

One day a great scholar_____(came, coming) to King Akbar's court. He _____ (knows, knew) many languages, No one _____(knew, know) what his mother tongue was. He challenged everyone to _____ (find out, finds out) his mother tongue.

Everyone _____ (tries, tried) but _____ (fails, failed) to _____ (find out, found out) his mother tongue! Now the task was given to Birbal. That night Birbal _____ (go, went) to the room of the scholar. The scholar was fast asleep.

Birbal _____ (takes, took) a small feather and _____ (tickles, tickled) the scholar's ears. The scholar _____ (cries, cried) in fear and _____ (shouts, shouted) words in his mother tongue.

The next day Birbal _____ (went, gone) to the court and _____(says, said) that the mother tongue of the scholar was

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Telugu. King Akbar _____(ask, asked) Birbal how he _____ (find, found) it out?

Birbal said, 'In times of danger and in difficulty a person speaks only in his mother tongue!' Everyone _____ (wonders, wondered) at the wisdom of Birbal. King Akbar appreciated and _____ (reward, rewarded)Birbal.

Let's Write :

W1. Punctuate the following sentences :

1. The pandit says i can speak many different languages
2. The pandit asks can anyone find out my mother tongue
3. Birbal says the pandit's mother tongue is telugu
4. King akbar asks how did you find it out

W2. Suppose a new family comes to your neighbourhood. How would you interact with them? Using the clues given below, write a dialogue and enact it in the classroom.

Greeting them .....
Where did they stay earlier.....
The languages they know .....
Total number of members in their family.....
Parents workplace.....And how you would help them as a good neighbour.

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Extended activity

Listening (pronunciation)

Listen to your teacher and write down the sentences.

1. a. _____

   b. _____

2. a. _____

   b. _____

3. a. _____

b. _____

4. a. _____

b. _____

5. a. _____

b. _____

Suggested Reading

Read stories of Tenali Rama, Panchathantra, etc. and narrate them in the next class.

Answers to the riddles :

- 'Smiles' – because there is a 'mile' between its first and last letters.
- The 'Post office'.
- 'Envelope'.
- caterpillar
- a shadow
- poison
- road
- y

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POEM

SYMPATHY

GPHKJZ

Preparatory activity :

I. Read the story given below and suggest a suitable title to it.

A sweet little girl sees a thin little bird in a park. She is filled with sympathy for the little bird. She thinks that the bird must be feeling very cold since it has no clothes. The bird too feels deep sympathy for the little girl. The bird thinks that the little girl does not have a single feather on her body, so she must be feeling very cold. Thus both the little girl and the little bird shiver thinking of each other's pain.

Now let us read the poem 'Sympathy'.

I lay in sorrow, deep depressed...
My grief a proud man heard...
His looks were cold. He gave me gold.
But not a kindly word.

My sorrow passed - I paid him back
The gold he gave to me.
Then stood erect and spoke my thanks
And blessed his charity...

I lay in want, and grief and pain.
A poor man passed my way.
He bound my head. He gave me bread.
He watched me night and day.

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How shall I pay him back again
For all he did to me?
Oh! Gold is great. But greater far
Is heavenly sympathy!

Charles Mackay

Glossary :

depressed	:	*in great pain or sadness*
grief	:	*deep sorrow*
cold	:	*unfriendly*
kindly	:	*kind and caring*
erect	:	*straight*
charity	:	*kindness or sympathy*
want	:	*poverty*
bind	:	*tie a long thin piece of fabric around something*
far	:	*very much*

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Let's Understand :

C1. Discuss the following questions in small groups and present your answers to the class :

1. How did the proud man react to the poet's sorrow?
2. What do you mean by 'his looks were cold'?
3. In spite of having gold, the poor man was not happy. Why?
4. The poet paid back the proud man. What does this tell you about the poet's character?

5. State any two ways by which the poor man expressed his sympathy.

   a. _____

   b. _____.

6. What, according to the poet, is greater than gold?
7. Explain the last two lines of the poem.
8. In not more than 50 words, describe a situation when someone was kind to you.

C2. Given below is a summary of the poem. Complete it by writing the missing word / words.

Once I was very (1)..... A proud man (2)..... my grief. He gave me some money, but did not say even a single word of (3)..... When my sorrow was over, I went to him, (4)..... back his money and (5)..... him. After sometime, I was again in trouble. A poor man (6)..... by me. He bandaged my head. He gave me bread and (7)..... after me day and night. I feel I won't be able to repay him because (8)..... is more precious than gold.

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Let's Appreciate :

Act out the poem.

Let's Practise Words :

V1. Find the odd word out in each set :

1. sorrow, grief, distress, worry, pride
2. hot, cold, warm, boiling
3. rich, poor, wealthy, well-to-do, well off

V2. Look at the words given below. The same word has different meanings in different situations. Find the difference in meaning with the help of the example given below. Pair up with your friends to work on more words. (Use a dictionary)

e.g. passed:

Ravi *passed* in the examination.

Ankitha *passed* close by me but did not recognise me.

Oviya *passed* the ball to Sharon.

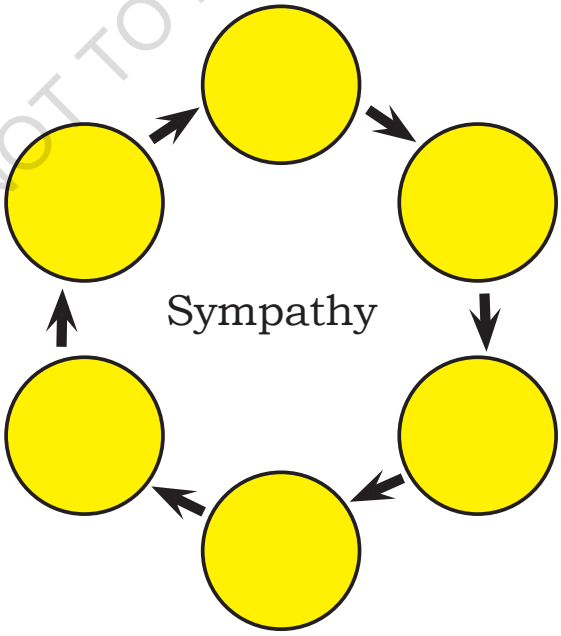
The old man *passed* away yesterday.

Similarly, differentiate the meanings of the words below with suitable examples:

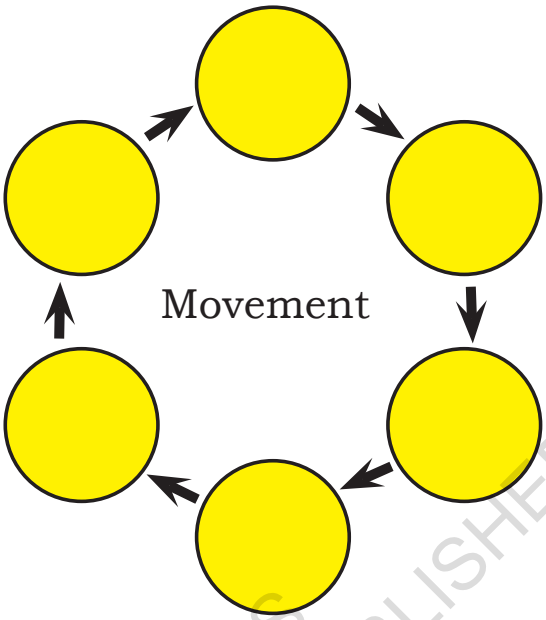
a) lie b) mouse c) bank d) sweet

e) note f) lift g) light.

V3. Sit with your friend and write out words related to:



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Let's Write :

The following words are spelt wrongly. Can you write the correct spellings? Use a dictionary.

grat	greif	blesed	proad
singel	heared	sympthy	sorow
cherity	togather	shiwer	wached
allthough	distres	heavnly	

About the poet:



Charles Mackay (27 March 1814 – 24 December 1889) was born in Perth, Scotland. He was a Scottish poet, journalist, author, anthologist and novelist.

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UNIT – 3

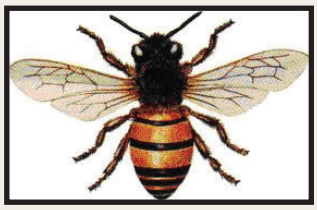
PROSE

HOW DO BEES MAKE HONEY?

7D1V42

Preparatory Activity :

1. Look at the following pictures and their descriptions. Match them. (Draw lines)

A	B
1. 	(a) Honeycomb
2. 	(b) Honeybee
3. 	(c) Beehive
4. 	(d) Honey-making

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Let's read the lesson on honeymaking. While reading, find answers for the following questions:

(i) What is honey used for?
(ii) Where do bees collect nectar from?

Honey is the oldest sweet used by people. It is a natural sugar made by bees. It contains sugar, proteins, iron and calcium. We can digest honey very easily. It calms a cough and soothes a sore throat. It is also known for its ability to kill bacteria.

Let us now learn about making honey. Honey-making is not very simple. Honey bees start the honey-making process by visiting flowers and collecting nectar. They gather nectar in the spring when most flowers and plants are in bloom. They use their long, tubelike tongues to suck the nectar out of the flowers.

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They store the nectar in their stomachs (honey sacs) and carry it to the beehive. While inside the bee's stomach for about half an hour, the nectar mixes with the proteins and enzymes produced by the bees. The nectar is thus converted

into honey. The bees then drop the honey into the honeycombs (hexagonal cells made of wax produced by the bees). The bees repeat the process until the combs are full.

nectar	:	a sweet fluid produced by flowers and made into honey by bees
in bloom	:	with the flowers fully open
honey sac	:	also called honey stomach
hive	:	beehive; a structure wherein bees live and make honey
enzyme	:	chemical substance that is produced



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To prepare for long-term storage, the bees fan their wings to evaporate and thicken the honey (note: nectar has 80% water and honey has only about 14-18% water). When this is done, the bees cap the honeycomb with wax and move on to the next empty comb. So, in a nutshell, the honey we eat is nectar that honey bees have collected, regurgitated and dehydrated to enhance its nutritional properties.

fan (v)	:	make air move around
evaporate	:	turn from liquid into vapour
honeycomb	:	a block of wax full of six-sided holes in which bees store honey
hexagonal	:	having six sides
wax	:	smooth substance made by bees, to seal the honey filled cells

Honey bees are divided as house bees and field bees. The house bees keep the houses clean and well ventilated. They build new combs to store honey. Field bees are older bees. They go away from the house. Their job is to search for nectar.

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regurgitate /riːgɜːdʒɪteɪt	:	bring food that you have already swallowed, back into your mouth
dehydrate	:	remove the water from something
ventilate	:	admit fresh air

Honey bees do not live long. At the time of honey gathering season they work very hard. As a result, a honey bee does not live longer than a month. Around two thousand bees die every day in a honey-making hive. The queen bee lays eggs and she maintains the population of the hive.

Let's Understand :

C1. Answer the following questions in a word, a phrase or a sentence each :

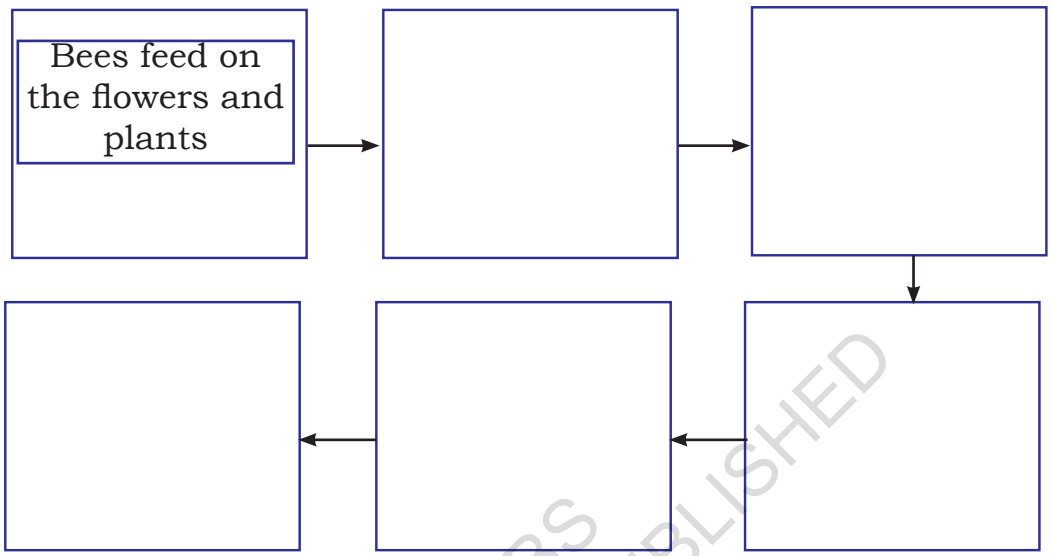
1. What does honey contain?
2. Why do bees fan honey?
3. Where do bees store the honey?
4. What is a honeycomb?
5. How long does a honey bee live?
6. Read the lesson again and write two things that the bees do to produce honey.
7. Mention the work done by the house bees and field bees.

C2. Discuss the following questions in small groups and present your answers to the whole class:

1. Do you think honey bees are hard working? Give reasons.
2. Have you ever tasted honey? Have you seen a bee hive or a honey comb?
3. What do we use honey for?
4. Imagine that you are a honey bee. Explain how you make honey.
5. Read the lesson carefully and find out the steps followed by bees in making honey. Then complete the flow chart given below.

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The Honey-making Process :

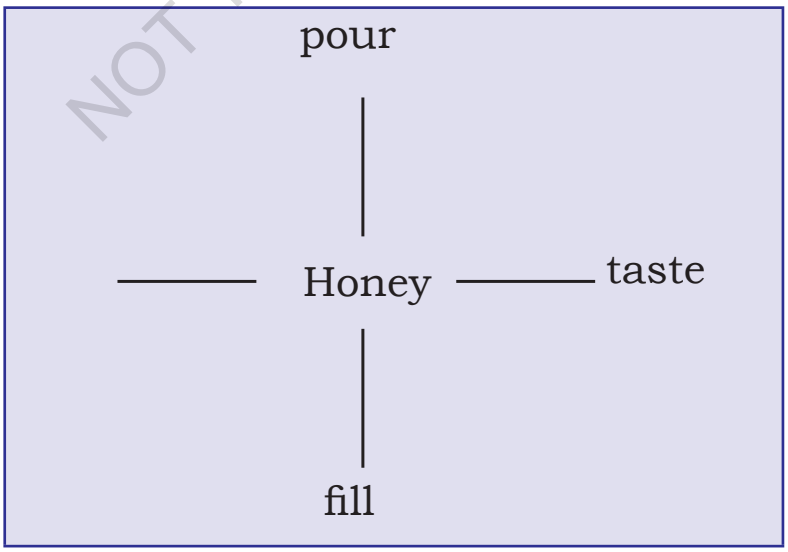


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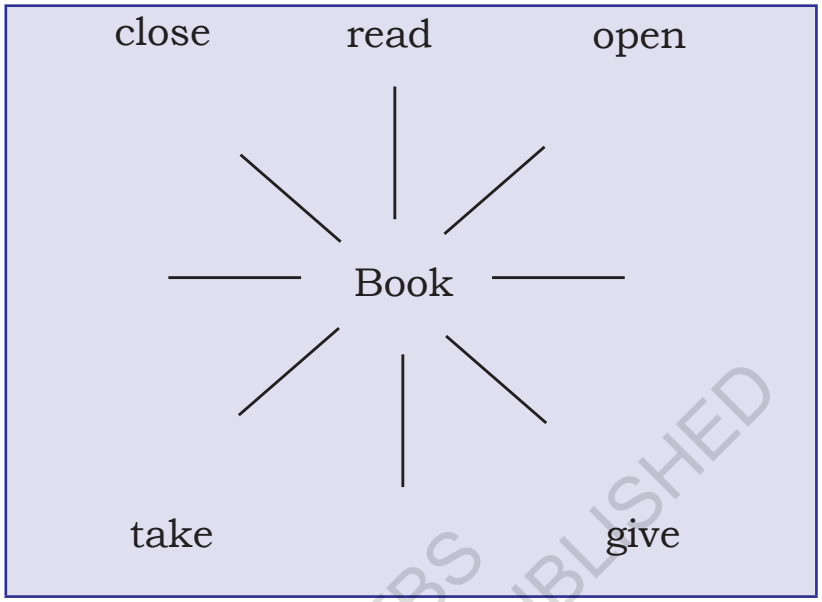
Let's Practise Words :

V1. Write the actions that go with the given words.

Honey

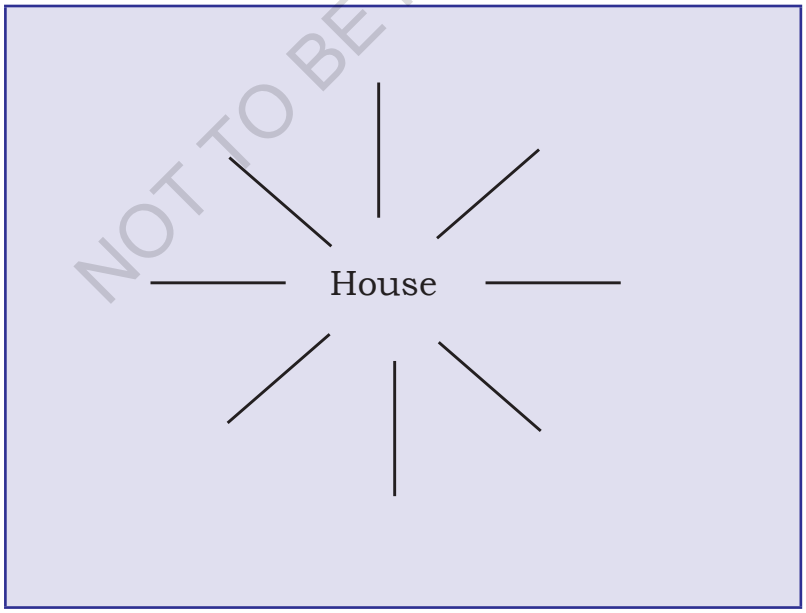


Book



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House



V2. Make meaningful phrases or sentences using the above words. *One has been done for you.*

1. I read a book yesterday.
2. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
3. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
4. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
5. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Let's Practise Language :

Here are some sentences about how plants make food. Choose the correct word from the brackets and fill in the blanks.

Plants _____(is/are) very important to us. All the foods people eat _____(come/comes) directly or indirectly from plants. For example, apples_____ (come/comes) from an apple tree. The flour used to make bread ____(come/comes) from a wheat plant. But what do plants_____ (eat/eats)? They _____ (make/makes) their own food!

Plants_____ (need/needs) several things to make their own food. They _____(needs/need) chlorophyll (a green pigment found in the leaves of plants), light, carbon dioxide, water, nutrients and minerals. Plants_____ (make/makes) food in their leaves. The leaves_____ (contain/contains) a pigment called chlorophyll, which colours the leaves green. Chlorophyll can make food that the plant can use from carbon dioxide, water, nutrients, and energy from sunlight. This process is called photosynthesis. During the process of photosynthesis,

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plants_____ (release/releases) oxygen into the air. People and animals _____ (needs/need) oxygen to breathe.

Let's Speak :

How to make...

The following are a few recipes. Read them and understand how to prepare different food items.

(***Note to the teacher:*** Select three children. Let one child read the ingredients aloud, let another child read the instructions (how to make), and let the third one mime/show through actions).

UPMA RECIPE :

- 1 cup rava / sooji (Semolina)
- 25 gms fried cashew nuts (optional)
- 1 inch ginger chopped
- 1 chopped onion
- 3 green chillies slit sideways
- 1 potato chopped
- 1 capsicum chopped
- 1 carrot chopped
- 1/4 cup green peas frozen or fresh
- 1 tsp mustard seeds
- 1 tsp urad dal
- 1 tsp channa dal
- salt to taste

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- 1/2 tsp turmeric powder
- chilli powder to taste (optional)
- 2 tblsp oil
- a few curry leaves
- finely chopped coriander leaves
- 1 tblsp ghee

(tsp - tea spoon; tblsp - table spoon)

How to make rava upma :

- Heat 1 tblsp pure ghee / unsalted butter and fry rava, on a moderate heat, stirring constantly to light brown colour and set aside.
- Now heat 2 tblsp oil in a pan and add mustard seeds and allow them to splatter.
- Add the dals : chana and urad and curry leaves to it and fry till they turn red.
- Add onion, ginger and green chillies. Sauté for 2-3 minutes.
- Add all the vegetables, turmeric and chilli powder, and salt to taste.
- Now add 3 cups of water and cover the pan and allow it to simmer on low heat until the vegetables are done.
- Add the fried rava to it stirring constantly till it becomes a little thick.
- Take off from the heat and serve hot garnished with cashews and coriander.

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APPLE MILKSHAKE RECIPE :

Use the following words and tell the class how to make apple milkshake (refer a dictionary to find out the meanings of the words given)

(put, grind, peel, mix, serve, cut, blend, pour)

- ___ apple and ___ in small pieces.
- Now ___milk, sugar and apple in a mixer.
- ___ cardamom to a powder and ___ in the shake.
- Now ___ shake in the glasses.
- ___ some crushed ice and ___ it chilled.

Also, say the ingredients.

Tell the class how the following items are prepared:

- *lemon juice*
- *tea or coffee.*

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Extended Activity :
Same sound

Pick out words which have the same sound (vowel) and write them below the box. Say them aloud/repeat after the teacher.

book	sit	cool	make
high	poor	wash	beach
room	watch	tell	will
stop	work	put	well
car	take	buy	sure
meet	park	cot	girl

e.g. cool - room

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

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"An eye for an eye only ends up making the whole world blind."

Mohandas Karamchand Gandhi

POEM

KINDNESS TO ANIMALS

GPRGLM

Preparatory activity :

- **Listen to the story narrated by your teacher and respond to the following questions:**

1. Who is Sweety?
2. List the words that describe Sweety.
3. What does Sweety love to eat?
4. Fill in the blank:

   Sweety plays with the girl in _____
5. Say True or False

   i) Uncle Roshan wants to play with Sweety.

   ii) Sweety was safe in the girl's friend's house.

- **Listen again and answer the following questions:**

1. Who do you think is telling the story?
2. Why did the narrator leave Sweety in the friend's house?
3. What would you do if you were in a similar situation?
4. What would Sweety tell Uncle Roshan if she could speak? Complete the sentences.

Sweety : Uncle Roshan, Please don't _____ me. I too_____ life like you. I _____ also like to live and play. Have mercy on me. Please_____ me live.

(would, kill, kindly, let, have).

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Your teacher will read the poem 'Kindness to Animals' aloud. Close your eyes and listen to the poem.







Little children, never give
Pain to things that feel and live.
Let the gentle robin come
For the crumbs you save at home.

As his meat you throw along
He'll repay you with a song.
Never hurt the timid hare
Peeping from her green grass lair.

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Let her come and sport and play
On the lawn at close of day.
The little lark goes soaring high
To the bright windows of the sky.

Singing as if 't were always spring
And fluttering on an untired wing
Oh! Let him sing his happy song
Nor do these gentle creatures wrong.

Anonymous

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Glossary :

gentle	:	*mild, kind*
robin	:	*a small brown bird marked with red on its breast*
crumb	:	*a very small piece of bread, cake, etc.*
meat	:	*the flesh of animals.*
hurt	:	*cause pain to a person's body or mind.*
timid	:	*easily frightened.*
hare	:	*an animal like a rabbit but slightly large and with longer ears.*
lair	:	*the place where a wild animal rests.*
lawn	:	*a piece of land covered with grass.*
lark	:	*a small brown bird that is noted for its singing.*
soar	:	*fly high in the air*
spring	:	*the season in which flowers, leaves appear*
flutter	:	*(of birds) flap the wings quickly and fly short distances only*

creature : *any living being*

if 't were : *if it were (formal English, used in writing)(informal, used in spoken English)*

Let's Understand :

C1. Complete the following sentences with the help of the poem :

i) If we allow the robin to eat his crumbs and meat then he will _____

ii) If we don't hurt the hare, she will _____

iii) If we allow the little lark to fly high, he will _____

C2. i) When does the robin come to our house ?

ii) When does the hare sport and play ?

iii) Who flies high - robin or lark? Pick out the suitable line from the poem in support of your answer.

iv) Pick out the words and phrases where the poet asks us to be kind to animals and birds.

Let's Appreciate :

1. Read the poem and find the words that rhyme with:

Words	Rhyming words
give	
play	
sky	
spring	
song	

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2. In many of the lines in this poem, we find that the same sound is repeated. For example, the sound 'r' in "Peeping from her green grass lair" is repeated.

Find other examples of such repetition in the poem.

3. Work in pairs and find out all the describing words for the following. *One has been done for you.*

Describing word	Naming word
1. little	children
2. _____	robin
3. _____	hare
4. _____	grass
5. _____	lark
6. _____	window
7. _____	wing
8. _____	song
9. _____	creatures

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4. Write this poem on a chart and display it on the school notice board.

Let's Speak :

S1. "It is not right to kill anything without a good reason." Discuss.(You can speak in your mother tongue)

S2. Sit in groups. Ask two or three interesting questions on each of the following birds and animals.

a) parrot b) dog c) cow d) cat

e) horse f) lion g) crow

S3. WHO AM I?

Riddles

Listen to the following riddles and guess the name of the bird/animal/insect (Let one child stand in front of the class and read the riddle. Let other children guess the name of the bird/animal/insect).

1. I'm very, very big. I like to eat peanuts and hay. I have four legs and two big ears. My long nose is called a trunk.

I am an...

2. My skin is green and slippery. I have four legs and webbed feet. I eat bugs and little fish. I can swim under water and hop on land.

I am a...

3. I'm a soft and furry pet. I have four legs and a long tail. I have sharp teeth and claws. I like to chase mice.

I am a...

4. I live in the ocean. I like to eat crabs. I can change colours. My eight legs are called tentacles.

I am an...

5. I am small and shy. I have eight legs. I eat bugs. I catch them in my web.

I am a...

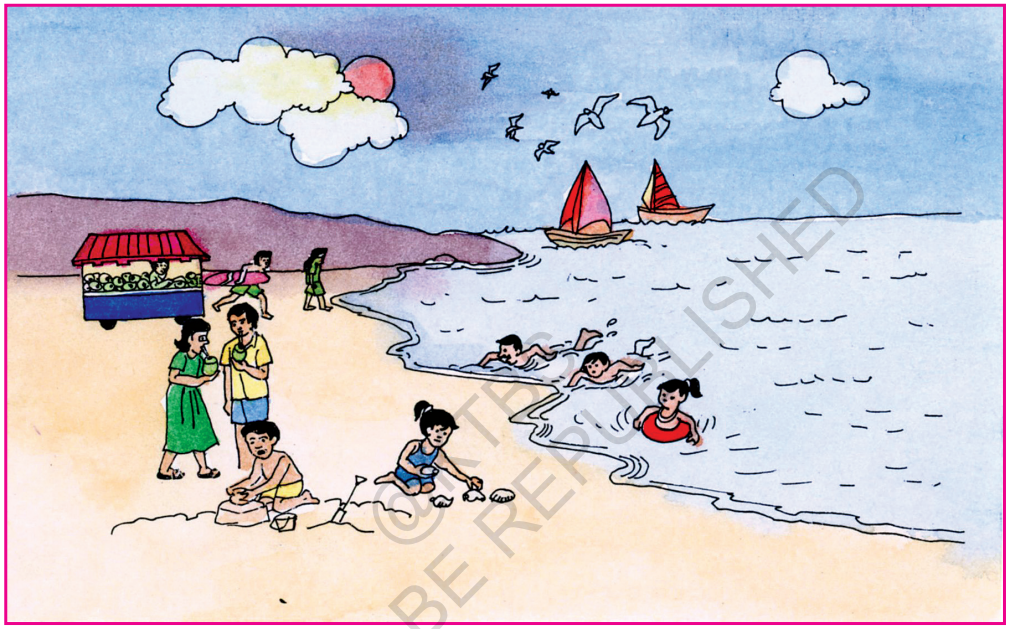
6. I live in lakes and rivers. I eat fish and birds. I have four legs and a long tail. I have lots of pretty teeth.

I am a...

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Let's Write :

W1. Look at the following picture and try to describe it. There are some questions and some words in the box for your help. Discuss your ideas in small groups and present them to the class.



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two	*three*	*shells*	*birds*	*clouds*
sandcastle	*tender coconut*	*sun*	*boats*	*enjoying*

1. What do you see in the sky?
2. How many boats are there in the sea?
3. What are the children doing?
4. What is the girl collecting?
5. What is the boy doing with the sand?
6. What are the children drinking?

Write a short paragraph. Give a suitable title to the paragraph that you write.

Read your paragraph aloud to the class.

Self-evaluation

I. Read the statements and put a tick mark in the appropriate box :

Statements	Yes	Fairly well	No
1. I was able to say a few words and sentences about the picture.			
2. I shared my ideas with others in the class.			
3. We were able to write a paragraph in our group.			
4. I can write a short paragraph on a similar picture.			

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Answers to the riddles :

elephant

frog

cat

octopus

spider

crocodile

UNIT - 4

PROSE

THE KING'S MINISTERS

7DAR5P

Preparatory activity :

1. *Read the title of the story. Who do you think is the king in this story? Can you guess?*
2. *Who are the ministers? Guess.*
3. *Do you know any story about forest animals?*

Narrate one such story in English or your mother tongue.

Let us read the story and enjoy :

There was a lion who was the king of the forest. He was fierce and strong. "A king must have ministers to help him," the lion thought one day. And he called a fox.

"You are known to be very wise and clever. I want you to be my Home Minister."



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"I thank you for this honour, Your Majesty," said the fox. Then the king called a leopard and said, "You are known to be very alert and swift-footed. You'll be my Defence Minister."

swift-footed	:	fast in walking and running
swore	:	promised something very seriously
prey	:	animal or bird hunted for food
having his fill	:	eating as much as he could

"Thank you, Your Majesty," said the leopard. The next to be called was a crow. "You can fly high in the sky, so you'll be my Minister for External Affairs."

"I am grateful to you, Your Majesty," said the crow. The three ministers swore to remain loyal to the king and the lion in return promised to give them food and protection.

When the lion went hunting, they helped him to find the prey. After having his fill, he would leave the remains for them. Thus they always had enough to eat.

One day the crow said to the king, "Your Majesty, have you ever eaten camel meat? It is very tasty." The lion had never seen a camel, but he liked the idea of tasting camel meat.

"Where can we get a camel?" the king asked. "I have seen a lone camel in a desert. It looked very fat and big," said the crow.

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Next morning the lion and his three ministers set off for the desert. They had to travel for miles. At last they reached the desert. The hot sand of the desert burnt the lion's paws.

lone	:	without companion
set off	:	begin a journey
paw	:	the foot of an animal that has claws or nails
off	:	away

"Stop!" roared the lion. "Let's go back to the forest. I don't care for camel meat." The three ministers didn't want to lose this opportunity of enjoying camel meat. But they could eat it only after the lion had killed the camel.

Did the lion reach the place where the camel was? Why do you think so? Justify your answer.

The clever fox at once thought of a plan. Off he ran and came to the place where the camel was sitting. "Hello, friend!" he said to the camel. "How lucky you are! Our king has invited you to his court. Now please hurry up and come with me."

"I haven't heard of any king," said the camel."I know only my master for whom I carry heavy loads across the desert."

The fox said, "Our king is the brave lion. He has killed your cruel master, and now you're free. The good king has invited you to come and live with him in the forest."

The camel followed the fox happily. When they reached the lion's camp, the crow and the leopard were surprised. Even the lion was pleased in spite of his burnt paws.

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The camel was presented to the king.

"Get on the camel's back, Your Majesty," said the fox. "We'll return home first."

The lion at once jumped on the camel's back. The leopard and the fox sat behind him. With the crow flying ahead as a guide, they reached the forest all hungry and tired.

The three ministers looked at the camel with greedy eyes. The lion knew what his ministers were thinking.



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He turned to the camel and said, "Friend, I must thank you for saving my life. You are welcome to live with me in my forest as long as you like. I promise you my protection."

The ministers were shocked to hear this. They had all the time been longing to eat the camel's meat. But they said nothing as they were afraid of the king.

The lion, too, was feeling very hungry. But his paws were badly burnt and he couldn't go to hunt by himself.

"O Fox, Leopard and Crow!" he said, "Don't you see I am tired and hungry? Go at once and get me some food."

The ministers had to obey the king. So they went, but not very far. They sat down under a tree to discuss what to do. The fox came up with a clever plan. The others agreed to it. And back they went to the king.

Bowing low, the crow stepped forward first.

"Your Majesty," he said, "we are sorry that we've found no food. But we can't let you starve. I am your most faithful servant and you can eat me. It'll be my pleasure if I can satisfy your hunger."

The fox at once pushed the crow aside and said, "O King! Please eat me first. I have more flesh than the crow."

Then the leopard rushed in and said,"I'm even bigger, Your Majesty. You can eat me first."

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protection	:	safety from harm
long (v)	:	want very much
come up with	:	find; suggest
starve	:	die of hunger
pounce	:	make a sudden attack

The camel was deeply moved by the loyalty shown by the three ministers. He too thought it his duty to offer himself as food for the king. "Your Majesty," he said, "these three ministers of yours can be so useful to you. Therefore, I pray that you eat me instead."

Hardly had the camel spoken these words when the three ministers got ready to pounce on him. But the lion stopped

them immediately and said, "You're all so true and faithful to me. I'm deeply touched by your offers, and I accept them all. I shall eat all of you, but in the same order in which you offered yourselves."

flee	: run away
hearty	: loud and cheerful

The ministers looked at each other. There was no moment to lose. Away flew the crow! Away ran the fox! And away fled the leopard!

The lion had a hearty laugh. He turned to the camel and said, "You have proved my most loving and loyal friend. You shall live with me all your life. No harm shall ever come to you." And the two lived on happily together.

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Let's Understand :

C1. Answer each question briefly :

1. Who did the lion make his Home Minister and why?
2. Who was made the Defence Minister and why?
3. Why was the crow made the Minister for External Affairs?
4. What promise did the three ministers make to the king?
5. What did the king promise to do for his ministers?
6. How did the ministers always have enough to eat?
7. What did the crow tell the lion about the camel?
8. Who brought the camel to the lion and how?

9. Why did the lion feel grateful to the camel?

10. Why did the lion ask his ministers to get him some food?

11. Who do you think proved most faithful to the king?

C2. Write down the words used to describe the following animals :

Animals	Description
lion	
fox	
leopard	
crow	
camel	

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C3. Discuss the following questions in small groups and present your answers to the whole class :

1. 'The clever fox at once thought of a plan.' What plan did the clever fox think of?
2. 'The ministers were shocked to hear this.' What did they hear? Why were they shocked?
3. 'The camel was deeply moved by the loyalty shown by the three ministers.' Were the three ministers loyal to the lion? Give reasons.
4. Why did the three ministers run away from the place?

Let's Speak :

S1. Take the roles of different characters and dramatise the story.

S2. Choose a character from the story. Your friends will guess who the character is by asking yes/no questions.

For example, if you've chosen lion, they will ask questions as follows:

Student 1	:	Are you an animal?
You	:	Yes.
Student 2	:	Are you known for cleverness?
You	:	No.
Student 3	:	Are you strong?
You	:	Yes.
Student 4	:	Are you the king of the forest?
You	:	Yes.
Student 5	:	Are you a lion?
You	:	Yes!

S3. Read the dialogue given below aloud. Take different roles and roleplay the dialogue.

Lion	:	I'm the king of the forest. I want ministers to help me. Dear fox, you are very wise and clever. Can you be my Home Minister?
Fox	:	Sure, Sir. Thank you for this honour.
Lion	:	My dear leopard, you walk and run very fast. Can you become my Defence Minister?
Leopard	:	Certainly, Sir. I'm proud to be one of your ministers.

Continue the dialogue.

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Let's Write :

Punctuate the following :

1. the king asked where can we get a camel
2. the fox said our king is the brave lion
3. the lion said don't you see I'm tired and hungry
4. the teacher asked whats your name
5. he said my name is varun

Let's Practise Language :

a. Find the past tense forms of the following from the lesson :

call	promise	go	help	run
ask	reach	burn	roar	think
sit	kill	know	speak	

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b. Divide the above verbs into two categories as regular verbs and irregular verbs. (For regular verbs, we can add 'd' or 'ed' to get the past tense forms. For irregular verbs, we cannot add 'd' or 'ed' to get the past tense forms.)

Regular verbs	Irregular verbs
call	go

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c. Say the following words aloud :

rushed promised helped liked

looked pushed stopped reached

jumped shocked stepped

Note : These past tense forms end with /t/ sound.

d. Repeat after the teacher :

killed followed surprised pleased

agreed moved turned proved lived

Note : These past tense forms end with /d/ sound.

Extended activity :

Story chain :

Children will sit in a circle. Teacher will tell the following story.

Hiding the pot of gold

One day **a man** found a pot of gold. 'I must hide it, otherwise someone will steal it from me,' he thought. So he hid the pot of gold under **a tree**. He hid it so well that he forgot where it was.

Then one day, **an old lady** was sitting under the tree and saw the pot of gold. 'I must hide it, otherwise someone will steal it from me,' she thought. So she hid the pot of gold in **a cave**. She hid it so well that she forgot where it was.

Then one day, a...

At this point, the teacher will stop and ask the children to continue the story. Each child will add a new person finding the pot of gold and hiding it in a different place.

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"Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books."

John Lubbock

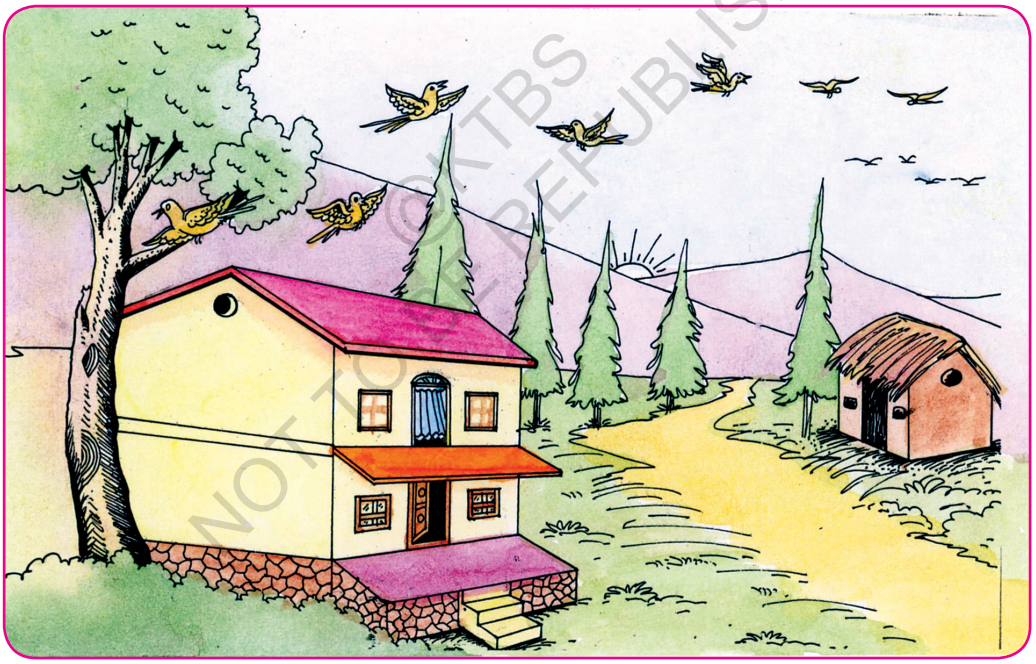
POEM

ALL THINGS BRIGHT AND BEAUTIFUL

GQ1CNA

Preparatory activity :

1. *Name some of the things that are bright and beautiful.*
2. *The poet has used many adjectives in this poem. Can you guess them and make a list of some of the adjectives he has used in the poem?*
3. *The title of the poem is 'All things bright and beautiful'. What do you think the poem is about? Guess.*



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All things bright and beautiful,
All creatures great and small,
All things wise and wonderful:
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.

The rich man in his castle,
The poor man at his gate,
He made them, high or lowly,
And ordered their estate.

The purple headed mountains,
The river running by,
The sunset and the morning
That brightens up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruits in the garden,
He made them every one.

The tall trees in the greenwood,
The meadows where we play,
The rushes by the water,
To gather every day.

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who has made all things well.

Cecil Frances Alexander

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Glossary :

lowly : low in status

estate : assets, land or property

meadow : a piece of grassland

rush (n) : plant

Let's Understand :

C1. Answer the following questions in words and phrases:

1. What things are bright and beautiful as shown in the poem, according to the poet?
2. Who made them all?
3. What is the difference between the man who is in his castle and the one who is at his gate?
4. Why, according to the poet, did 'He' give us eyes and lips?
5. Fill in the blanks:
   a. He made the glowing colours of _____
   b. He made the tiny wings of _____
   c. He made _____ high and _____lowly.
   d. _____ brightens up the sky.
6. Pick out all the rhyming words from the poem. Add one more word to each of them.
7. The poem celebrates both nature and the omnipotence of the Creator. Can you suggest another title to the poem?

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C2. Discuss the following questions in small groups and present your views to the class :

1. Are all the things in this world "bright and beautiful"?
2. Do you agree with the poet's view that God has rightly made some human beings wealthy and others poor?
3. Can we justify the inequalities that exist in the society?
4. How do you think poverty can be eliminated?

Let's Write

W1. Fill in the blanks to get a brief summary of the poem :

This poem tells us how great ____ is. He has given us ____ to see and_____ to _____ and lips to_____ . God controls the _____ and the _____ . He has_____ everything and has made all things _____ .

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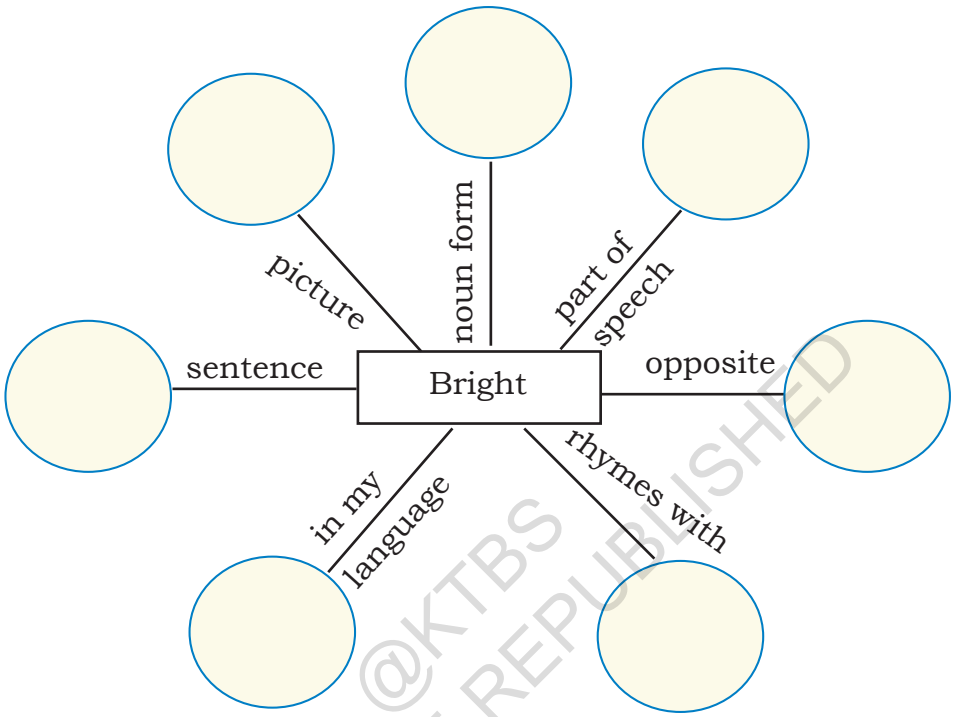
Let's Appreciate :

1. Match the describing words in Column A with the words in Column B.

A	B
glowing	wings
bright	winds
small	trees
tiny	colours
rich	creatures
cold	things
pleasant	man
tall	summer

2. Read this poem aloud in the school assembly.
3. Draw a picture illustrating the theme of the poem.
4. Try to translate a few lines/stanzas into your mother tongue.

5. What do you know about the word 'bright'? Complete the web diagram below.



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6. Complete the following table :

Title of the poem	
Theme	God almighty is great
Tone	Admiring
Message	
Style – special words used	
Name of the poet	
Do you like this poem? Why/Why not?	

Let's Practise words :

I. Look at the word flower. Complete the phrases using the adjectives. Use a few more adjectives where necessary :



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1. As _____ as a flower
2. As _____ as ice
3. As _____ as milk
4. As _____ as a snail
5. As _____ as coal
6. As _____ as a mouse
7. As _____ as a bat
8. As _____ as a rabbit
9. As _____ as a lion

10. As _____ as a fox

11. As _____ as a wolf

12. As _____ as a lamb

13. As _____ as a peacock

Can you explain to your partner why these comparisons are made? Can you think of a few more comparisons like this? List them.

About the poet:



Cecil Frances Alexander (April 1818, 12 October 1895) was a hymn-writer and poet. She began writing poems in her childhood.

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SUPPLEMENTARY READING

LESSON - 1

WAYS OF LEARNING

Preparatory activity :

Have you read any story from **The Ramayana** or **The Mahabharatha**? If so, narrate one such story.

This is a small story based on an event from the Mahabharatha, the epic by Sage Vedavyasa.

Guru Dronacharya was the preceptor for the Kuru princes – the Pandavas (sons of Pandu) and Kauravas (sons of Dhritarashtra). He, along with another learned man Kripacharya, was teaching various branches of knowledge to the Kuru cousins, along with many others who had joined the Gurukula at Hastinapura, the capital of the Kuru dynasty. One important subject of learning for the princes was archery as a part of military service that the princes of those days had to learn.

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Let's read and enjoy the story :

One day Dronacharya ordered his disciples to assemble in the large open ground in front of the Hastinapura palace. All of them assembled there.

Drona said, "Boys, I have a test for you. Are you ready?"

"Sure, Sir," said the boys enthusiastically.

"Get ready with your bows and arrows and come to this spot, as I call you," said the Guru indicating a mark on the ground. "Later you have to shoot the target on top of the tree." The Guru had set up an artificial bird (made of wood and grass) on top of a branch of the tree.

He then called one of them and said, “Come here”. The boy obeyed the Guru. Then the Guru showed a big tree at the end of the ground.

“Can you see the tree?” Drona asked.

“Yes, Sir.”

“Look at the top and tell me what all things you see.”

“I can see the tree, its trunk, branches, the sky over it and the ground below it.”

The boy was sent back.

Then Yudhishtira, the eldest of Pandava brothers was called and the Guru put him the same question. “Can you see the tree, the bird on its top and other things around?”

preceptor	:	a teacher, an expert
dynasty	:	a family of kings or other rulers whose parents, grandparents, etc have ruled the country for many years
archery	:	the sport or skill of shooting with a bow and arrows
disciple	:	pupil, learner

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“Yes, Sir,” Yudhishtira replied. “I can see the tree, the bird, my brothers, other friends and everything.”

“No, my boy, you cannot shoot the target,” said Drona, and called other princes one by one, asking them the same question.

The boys answered almost the same way. Some said, “I can see only the tree”. Others said, “I can see everything.” Yet others said, “I can see the branch of the tree and the bird,” and so on.

Then Drona called Arjuna and asked, “Can you see the tree, the bird on its top and other things around?”

Arjuna replied, “No Sir, I can see only the bird and nothing else.”

“Very good,” said Drona and asked again, “Can you see the bird?”

Arjuna replied, “No Sir, I can only see the neck and the head of the bird.”

Drona was pleased. He ordered, “Shoot your arrow.”



Arjuna did so and the arrow hit the false bird’s neck. The bird fell down on the ground. All the boys in the group, except the jealous Duryodhana, clapped and congratulated Arjuna. Drona embraced Arjuna, blessed him and said, “See my dear boys, concentration and focus are the keys to success. Be focused always.”

On another occasion, Drona was washing his feet on the side of a stream. A crocodile grabbed his foot. Though he could ward it off easily, Drona pretending panic, shouted loudly: "Boys, Ah! I am in danger. A crocodile has caught hold of my foot. Please help me, save me."

ward off	:	prevent from happening
panic	:	sudden uncontrollable fear or anxiety
stare	:	look fixedly at something
awestruck	:	showing a feeling of wonder and fear

The boys who were standing a bit away from the bank of the stream were awestruck and confused. But the brave and ever-ready Arjuna responded quickly.

Immediately he set an arrow to his bow, shot it into the stream aiming at the right point. It infused the crocodile and drove it away but it did not hit the Guru's foot. Such was Arjuna's skill.

The Acharya said, "Boys, look at Arjuna's feat. His dexterity, prompt and proper responsive action are other keys to achieve the goal and success."

infuse	:	fill
feat	:	an achievement that requires great courage, skill or strength
dexterity	:	skill in performing tasks
responsive	:	reacting quickly, in a positive way

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Notes :

1. Sage Vyasa, also called Vedavyasa, is a highly respected Rishi. He collected and edited the Vedas, besides authoring many Puranas and philosophical works. He is the son of sage Parashara and Sathyavathi.

2. Kuru dynasty, originally the Lunar dynasty (Chandra Vamsha), is so called after the great emperor Kuru.

Let's Understand :

C1. Answer the following questions in one or two sentences each :

1. Where did the disciples of Dronacharya assemble for the test?
2. What was the target set up by the Guru?
3. What was Yudhishtira's reply when Drona asked him what he saw on the tree?
4. Was Drona happy with the answers given by many of the princes? Why/why not?
5. Who passed this test?
6. Why did Drona ask Arjuna to shoot the bird?
7. Who didn't congratulate Arjuna on his achievement? Why?
8. What happened when Drona was washing his feet one day?

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9. Who drove the crocodile away? How?

10. Who do you think was the most favourite disciple of Drona? Why?

11. What is important to succeed in life?

C2. Discuss in small groups and answer the following:

1. How did Drona test the princes' skill and ability in archery? Narrate any one incident.

2. How did Arjuna prove his skill in archery?

C3. Say whether the following statements are True or False:

1. The princes had to shoot a real bird sitting on the branch of a tree.

2. Arjuna said he could see only the bird's eye.

3. Bhima succeeded in shooting the bird.

4. Arjuna drove the crocodile away.

Let's Speak :

S1. Narrate the story in your own words.

S2. Take different roles and role play/dramatise the story.

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About the Writer

The writer of this lesson, Dr M Prabhakara Joshi, is a leading Yakshagana exponent, critic, researcher and organizer. He is the former Principal of Besant P U College, Mangaluru.

Reading : Self-assessment :

Answer the following questions :

1. Do you enjoy reading? Why / Why not?
2. Do you enjoy reading in English? Why / Why not?
3. What do you generally read in your first language / mother tongue? Do you read children's books such as stories, comics, etc? Do you read newspapers, magazines or any such materials?
4. How often do you read in English? What do you read in English?
5. If you could easily read anything in English, what would you like to read? Why?
6. Do you think reading in English helps you improve your English language? If yes, how?

Don't judge each day by the harvest you reap but by the seeds that you plant.

- Robert Louis Stevenson

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UNIT - 3

LISTENING TEXT

1. MY FRIEND "SWEETY"

Papa is so nice that he gifted me a friend "Rabbit", a gift none of my friends have. The rabbit is white like cotton and her eyes are beautiful like pomegranate seeds, but a little bigger. She has beautiful long ears. Papa, Amma and I decided to call her "Sweety". Amma takes care of Sweety. Sweety loves to eat carrots and raw vegetables. Amma says vegetables eaten raw after washing, are good. So my friend Sweety and I eat together in the evening.

When I come from school, I see Sweety waiting for me. She jumps on me and I carry her. I kiss her and we play in the small garden we have behind the house. Lots of flowers grow there. It is a very beautiful garden. On Sunday morning, I water the plants. Uncle Roshan came from Mangaluru. He liked my friend Sweety. When I was playing in the living room, uncle Roshan, who is my father's friend said, "I have not eaten rabbit meat for a long time. Can I take it while I go back tomorrow? You all don't like eating meat and we don't get to see rabbits these days. My family and I will have a feast."

My Papa and Amma became angry but they did not talk. They kept quiet and continued to watch T.V. Uncle Roshan got up, went to the table and started doing his office work. I ran to see where Sweety was. She was playing on the lawn. I immediately carried her to my friend's house. I asked my

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friend to keep sweety for a day and said I would collect her the next day. I left some carrots for her too and came home. Since I take care of Sweety, Papa and Amma did not know what I had done.

Early morning, after breakfast, Uncle Roshan asked for Sweety. Papa and Amma kept quiet, uncle Roshan looked around. Nowhere could he find her. And then he left for Mangaluru. My Sweety is safe forever.

(Source: Reading cards, RIE)

Glossary :

pomegranate	:	*a fruit, ದಾಳಿಂಬೆ*
raw	:	*uncooked*
feast	:	*a special meal*
lawn	:	*an area of grass in a garden*

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"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)