Government of Karnataka

English Reader

FIRST LANGUAGE

(Revised)



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THIRD STANDARD

PART - I

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

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

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

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

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Manjushree. N. IAS
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Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and from 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 for oncerns 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.
- making the child is the constructor of knowledge.

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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 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 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 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 in 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.

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NOTE TO THE TEACHER

Dear Teacher,

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

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

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

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

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

All the best!

-Chairperson

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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.

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

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UNIT 1

PROSE

JUMBO OF INDIAN CRICKET – ANIL KUMBLE

M4V5C4

Pre-reading Activities:

Ask the children if they play any games, and what games they like to play. Also ask them if they have played Kabbadi. Say that you will read something about Kabbadi, and ask them to listen to it. Write the questions on the board and then read. After the reading, ask the students to answers the questions.

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1 Is Kabbadi a team game?
2 How many players are there in each team?
3 What does "Kabbadi Kabbadi" mean?
4 What is the duration of a Kabbadi game?
5 Do women also play this game?
6 What is "Hu-tu-tu" & "Ha-Do-Do"?

Listening passage before the reading of prose lesson on Kumble:

Kabbadi

Kabbadi is a team game. Two teams with seven players each occupy opposite halves of a field. The first team sends a member, known as the raider to the other half of the field to attack. This person has to keep saying "Kabbadi Kabbadi" all the time holding the breath and try to win points for his team by touching or pulling members of the opposite team and getting them out. The team on the other side tries

to form a chain and catch the raider to get a point for their team. They try to stop the raider from going to the home side before taking a breath. This is a very exciting game. Kabbadi is derived from a Hindi and Punjabi word meaning "holding the breath." In Western India the game is known as "Hu-tu-tu." In Eastern India it is also known as "Ha-Do-Do." The game is played for 40 minutes with a 5 minute half-time break. Both men and women play this game.

Now, get the answers to the questions orally :

After the students have answered, ask them :

Now, how many of you play Cricket? Have you heard of Anil Kumble? He created history by taking all the ten wickets in an innings. He is a living Legend!

Let us read :

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JUMBO OF INDIAN CRICKET – ANIL KUMBLE



Anil Kumble was born on October 17, 1970 in Bengaluru. He began playing cricket in the streets of Basavangudi in Bengaluru. Later, he joined the Young Cricketers club. He started playing first class cricket in 1989. He is also a qualified mechanical engineer.

Anil began playing test matches in 1990. In the match against England, he took 3 wickets in 43 overs with 7 maiden overs. He has taken 619 test wickets, the third largest in Test

history. In 1999, Kumble set a new record by taking all 10 wickets in single innings while playing against Pakistan. He is the first Indian cricketer to achieve this!

He has been honoured with the Arjuna Award and the Padmashree by the Government of India. The Government of Karnataka has honoured him by naming a roundabout in Bengaluru as the "Anil Kumble" circle.

Anil Kumble served as the captain of the Indian Test team before he retired. He lives in Bengaluru with his wife Chetana and their three children.





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New words :

first class cricket	:	in simple words, it means a match played between two states or two countries
roundabout	:	a place where two or more roads meet round a central point

Let us understand:

I. Answer the following orally:-

1 Where did Anil first start playing cricket?

2 When did Anil play his first test match?

3 What awards has the Government of India given him?

4 Where does Anil Kumble live now?

IA. Let us talk and enjoy :

1 Discuss with your friends "an average day in the life of a sportsman."

2 What should the food habits of a sports person be? Discuss.

II. Look at the picture and answer the questions orally :-










1 Is Aamir boxing?

2 Is Sachin bowling?

3 Is Anand rowing?

4 Is Asin playing golf?

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III. Let us write :-

A. Write answers to the following in your notebook :-

1 Which club did Anil join?

2 What has Anil Kumble studied?

3 What is the record set by Anil Kumble?

4 How has the Karnataka Government honoured Kumble?

B. Match the following :-

Do you know these cricketers? They are from Karnataka too! Let's see if you can match the names with the pictures.

1		a. Gundappa Vishwanath
2		b. Rahul Dravid
3		c. Shanta Rangaswamy
4		d. Robin Uthappa

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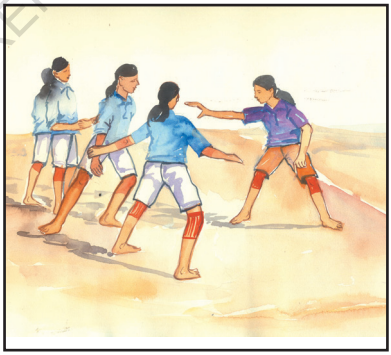
C. Some games are played inside a building. Others are played outside. For example: Chess is played inside whereas hockey, the national game of India, is played outside. Games that are played inside are called indoor games. Games that are played outside are called outdoor games.

Now look at the pictures below and complete the table :













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Indoor Games	Outdoor Games

IV. Let us practise language :

1 Look at the little boy. What is he doing?

He is **running**





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2 What is the little girl doing?

She is **eating.**

What do these words **running** and **eating** tell us ?

They tell us what the boy and the girl are doing. **running** and **eating**. These words show **action.**

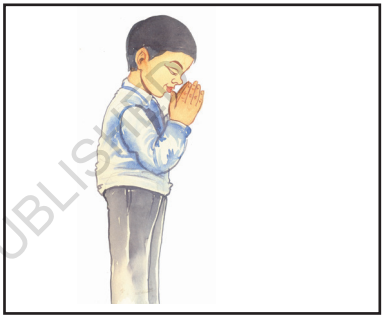
A. Now look at these pictures and write the action word for each picture.











B. Now write five sentences of your own using these action words.

1. _____

2. _____

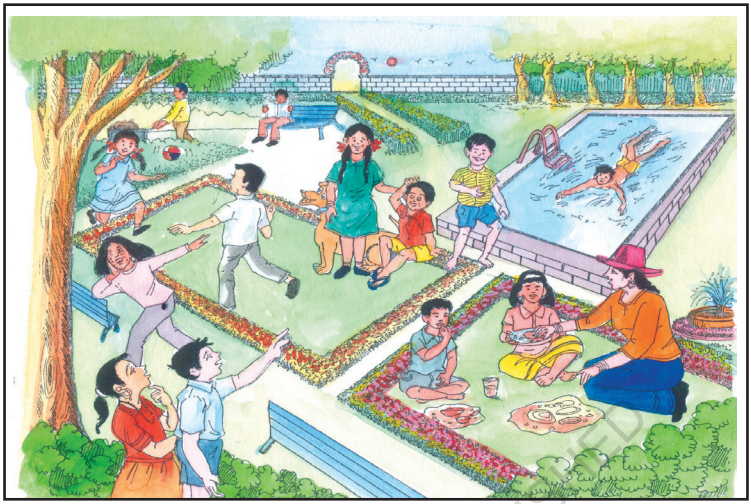
3. _____

4. _____

5. _____

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C. Look at the given picture and describe it in about five sentences using the action words :-



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Let us do :

V A) Make a paper-plate football.

What you'll need is :

A plain paper plate, red craft paint, black crayon, glue stick, 24" yellow crepe paper streamer, a pair of scissors.

How to make it : Draw a football pattern in the inner circle on the paper plate. Colour alternate areas black with a crayon. Trace the joining lines as well. Paint the outer circle of the plate red. Cut the streamer into two pieces, one a little bit longer than the other. Keep the longer strip aside. Cut the remaining strip into two strips of equal length. One strip should be narrow and the other wide. Stick the longest, widest strip to the back of the plate in the center. Stick the medium strip on one side of the long tape, then finally, stick the narrow strip on the other side of the strip. Using white glue, attach pom-poms around the border of the plate, as shown in the picture. Your paper plate football is ready.



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a



b



c



d



e

B.Team Work : Divide yourselves into groups of five. Each group should discuss its favourite sport and favourite sport stars. Collect the pictures of the stars, write two sentences about each of them, make a collage of this on a piece of chart paper. Display the charts on the display board in class.

New word :

collage : the art of making a picture by sticking pieces of coloured cloth or photo graphs onto a surface

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POEM

SPORTS IS FUN

V2B9V3

Pre-reading Activities :

Ask the children if they know any doctors. Then ask them about the different types of doctors. **Example:** a dentist, an eye specialist, a surgeon so on. Then ask if they go to any doctor everyday. Then ask them if they know about the six doctors we should go to everyday if we want to keep healthy. Tell them that they will read an action poem which tells them about these doctors and ask them to listen, repeat and imitate the actions after you.

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The Best Six Doctors (An Action Poem)

The best six doctors,	[Put up six fingers]
And no one can deny it,	[Shake / nod head]
Are sunshine, water, rest and air	
Exercise and diet.	[count using fingers]
These six will gladly attend you	[put up six fingers]
If only you are willing,	[point to the children]
Your mind they will ease,	[point to the head]
Your will they will mend,	[points to self]
And charge you not a shilling.	[nods the head slowly]

The teacher asks them if they liked the poem. Asks them what actions they perform in the order in which they perform them. Ask them why they did this. Ask leading questions. Do you think doing exercises in the morning is good ? Do you also do this in the morning? Do you do breathing exercises? How do you feel after doing them? Do you feel more energetic or dull? Would you like to know more about the sea?

Let us understand: Answer orally :

1. Who are the six doctors?
2. What will these do to your mind?
3. How much do they charge?
4. Are they real doctors?
5. Where do you find these doctors?

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Let's Recite:

The teacher asks the children if they like to participate in sports. What events they would like to participate in? What are the different sports events they would like to take part in? What different games would they like to take part in? Do they like sports activities? Ask them if they would like to listen to a poem telling them about the different sports and games? Ask them to repeat the poem after you. Read the poem with proper intonation and modulation.

Listen to the poem *The Best Six Doctors.*

Let us recite :

SPORTS IS FUN

(Repeat after your teacher)

Sports is fun,
For each and every one .
Let's go out and play,
On this bright sunny day!



Should we play and skip ?
Or do high jump or long jump?
Let's race each other,
To see who runs faster!



Come out and play,
Throw ball and volleyball,
Kick the football,
Basket the basketball!
Hockey and cricket,
Let's play them all!





Oh! Look at the pool,
Let's swim. It'll make us cool.
And then we shall go,
Walking to School!



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New Words

bright : shining strongly; full of light

skip : jump over a rope holding both ends

volley : hit or kick the ball before it touches the ground

pool : a small area of still water formed naturally or artificially

Let us understand :

I. Answer the following questions orally :-

1. What does the poet want to do?
2. What are some of the things the poet wants to do?
3. What games does the poet mention?
4. What would you like to play?

IA. Discuss with your friends.

1. Which games are easy to play?
2. Which game does not need any materials?

II. Let us write :

A. Look at the poem and complete this exercise. Copy down the sentences in your notebook.

Should _____ _____

Or do high _____ or _____ jump?

Let's _____ each other,

To see who _____ _____!

Come _____ and play

_____ and volley ball,

_____ the football

Basket the _____

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B. Write the answers for the following :-

1. For whom is sports fun?
2. What is the day like?
3. What can you do in a pool?
4. What do you understand by "Let's play them all?"

III Let us search for these words:-

Helmet; safety; stop; gear ; brakes; bike ; signal ; horn ; trail

Bike Word Search

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

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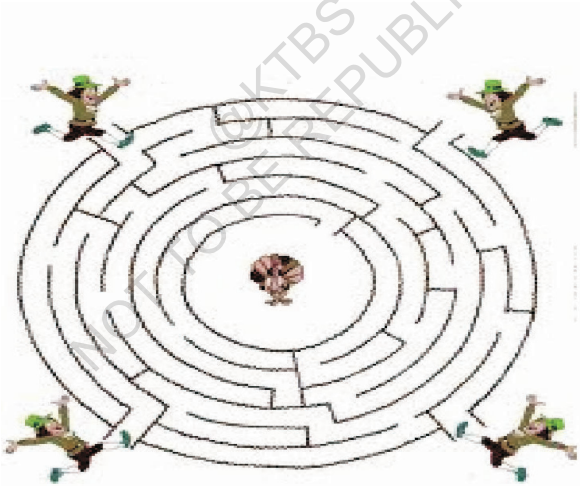


IV. List five games the names of which end in "-ing"

Ex. skipping

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

V. Let us do. See who is going to get the Turkey.



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God has filled colours in all His creation. Let us admire this colourful world. Imagine if there were no colours and the whole world was black and white! It would be so boring, wouldn't it? Do you know you can meditate on colours and absorb the positive energy of different colours? How do we do this? Simple! Just follow these steps.

Keep an object of a particular colour in front of you. It can be a dress, a toy, a piece of cloth, or anything.

- Watch the object for two – three minutes.
- Close your eyes and visualize the colour for two minutes.

Now let us see the benefits of each colour :

RED Removes lethargy. Fills us with energy.	**YELLOW** Cures digestive problems Helps regain health after illness
VIOLET Improves memory and concentration. Helps in the flow of ideas.	**GREEN** Removes fear and worry Calms the mind

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VI. Let us repeat and enjoy :

The Bear in Tennis Shoes.

The other day, [group repeats] I met a bear [group repeats]

With tennis shoes [group repeats] a dandy pair [group repeats]

He looked at me [group repeats] I looked at him [group repeats]

He sized me up [group repeats] I sized him up [group repeats]

He said to me [group repeats] Why don't you run? [group repeats]

I see that you [group repeats] want to have fun! [group repeats]

So I did run [group repeats] away from there[group repeats]

And right behind me, [group repeats] came that bear[group repeats]





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VII. Let us say aloud :

Set - met ; last - blast ; fine - mine ; day - way.



UNIT 2

PROSE

ALL BIRDS CANNOT FLY

W1J4Q3

Pre-Reading Activities : Listen to the story of The Tiger and The Mosquito

Read and act out this story.



A tiger was dozing under a tree. A mosquito came buzzing by. The tiger side, “Hey! Mosquito! Go away!”



The mosquito said, “Why should I go away? I am not afraid of you!”

The tiger was angry. He hit out with his paw.

The mosquito flew off.The paw struck his own cheek. It began to bleed.

The mosquito buzzed away.

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The tiger struck with his other paw. The mosquito flew off. This time, too, he hit himself.



The tiger was helpless. The mosquito continued to buzz.

The tiger got up and quietly walked away.



The mosquito called out after him, "Don't be so proud, my friend. Everyone is great in his own way!"

Mrinalini Srivastava

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New words

angry, bleed, great, hit, proud,

Comprehension

1) Who are the characters in the story?

2) Who was angry?

3) Who flew away?

4) Where did the tiger's paw get strike?

5) What is the moral of the story?

Suggestions :

Start the lesson with small conversation of 3-4 lines

e.g, Teacher: Somu, why were you absent yesterday?

Somu : Ma'm I had a severe toothache yesterday.

Teacher: Did you go to a dentist?

Somu : Yes, I did. I am on treatment now.

Teacher: Well, recover soon.

Somu: Thank you ma'm.

Write a few conversations on different situations. Read out dialogues with proper pause, stress and intonation.

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Let us read :

ALL BIRDS CANNOT FLY

An Ostrich was sitting with a gloomy face in a forest. A hen came there. The hen saw the ostrich. They talked to each other. What did they talk about? Read on.

Characters : Ostrich, hen and peacock

Hen : Good morning, Ostrich. How're you?

Ostrich : Boo-hoo, Boo-hoo! I'm sad, I'm sad!

Hen : Sad? Why? What's the matter? Why're you sad?

Ostrich : I'm not happy with God. I'm angry with Him.

Hen : Why? What did He do?



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Ostrich : He has given me wings, but I can't fly in the sky. Look at those birds flying high in the sky! I can't do that!

Hen : Oh! That's the matter. So what if you can't fly? Look at me. I'm also a bird. But even I can't fly.

Ostrich : Hm.....May be. But I wish I could fly! So many other birds can fly. Boo-hoo, boo-hoo! I'm sad, I can't fly!

Hen: Oh, don't worry! You can do so many things that other birds can't do. You should be proud that you are the largest and swiftest running bird. No bird can compete with you. And yes, there is one more thing that you should be proud of.....



(meanwhile a peacock enters)

Peacock : Hello everybody! Friend hen, you were saying that the ostrich should be proud of one more thing... what's that "one more thing"?

Hen : The ostrich lays the largest eggs of all. They weigh many kilograms!

Ostrich : That's true! But.....but I can't fly! I can't fly!

Peacock : Oh, come on, don't be so sad! Look at me. I'm a bird too, but I can fly only a few yards. I can't fly high in the sky! And....you might be surprised to know... but there're many other birds who can't fly.

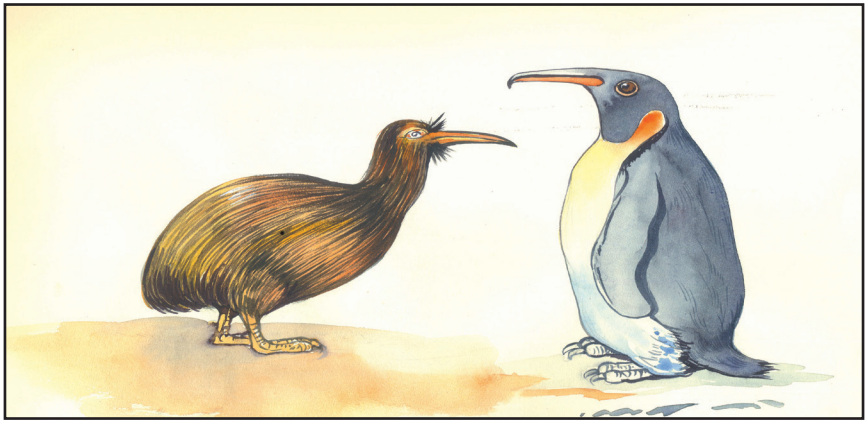
Ostrich: (wiping its tears and looking surprised): Really? Many others? Can you tell me who those are?

Hen : Sure. Kiwis can't fly at all. Penguins can hardly fly. They live on the snow. And they're all very happy. They don't feel sad at all.

Ostrich : Oh! Is that so? Then I'll not feel sad anymore (jumps around with relief). Now, I'm happy. Now I know all birds can't fly.

Ho! Ho! I'm happy! I'm happy! Now I am happy! Now I am happy!

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New words :

gloomy : sad, depressed

proud : feeling pleased with one's achievement

swift : quick / sudden

compete : take part in a contest/ competition

yard : unit of measurement (3 ft.) 1 ಗಜ

I. Answer these questions orally:

1) Which is the largest and swiftest bird?
2) Can all birds fly?
3) Where do kiwis and penguins live?

Let us speak :

II. Answer these questions orally:

1) Why do you think all of you do not get same marks in the tests?
2) Do you become happy when you do things differently from your friends?
3) Who is the fastest runner/ good singer/ painter in your class?

Let us write :

III. Write down the answers to the following questions in one or two sentences in your note book.

1. Name the birds mentioned in the story.
2. Why was the ostrich unhappy?

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3. Who was angry with God?

4. What should the ostrich be proud of?

Let us practise language:

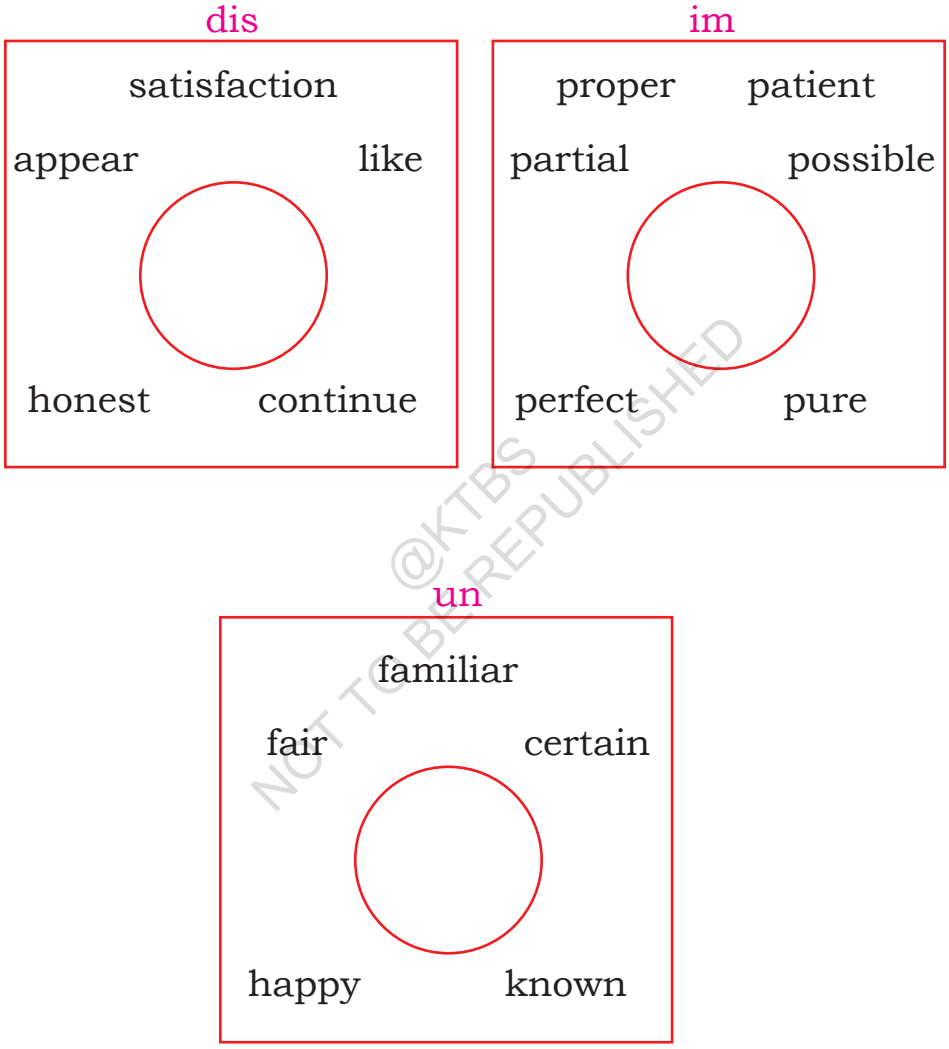
IV. In part "A" statements are given. In part "B" instructions are given. Match them correctly and copy down the answers in your notebook.

A	B
1. My handwriting is bad	A) Go on foot today
2. It is raining outside	B) Help me to lift it
3. There is no petrol in the vehicle	C) Be careful while crossing it
4. The road is very crowded	D) Practise copy writing
5. The box is very heavy	E) Put on your rain coat and go.

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V. Help these friends to reach their houses.

We “un”, “dis”, and “im” are friends. We have lost our way to our houses. Please show us the way.



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VI. A. Read the names of birds given below. Write them in the two columns. Your teacher will help you.

pigeon, parrot, eagle, sparrow, ostrich, peacock, penguin, kiwi, hen

Birds that can fly	Birds that cannot fly

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B. Match the pictures with the words.

gloomy face

angry face

smiling face

crying face



C. Complete the sentences and match pictures of birds and animals with their habits :

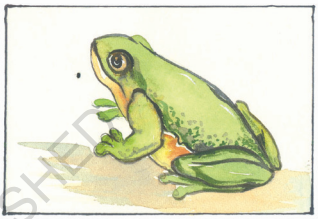
1 I can fly. Who am I? I am

_____



2 I can swing and jump.
Who am I? I am

_____



3 I can climb. Who am I ?
I am

_____



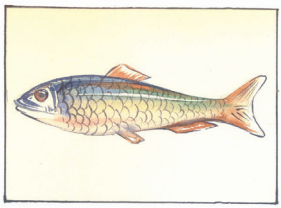
4 I can crawl. Who am I ? I am

_____



5 I can swim. Who am I ? I am

_____



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6) I can hop. Who am I ? I am



_____

D. Join the dots and see which bird it is. Name the bird. Write its habitat and food.



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Let us talk :

VII Practise these dialogues in pairs:

Sheela : Hi Rahul! Why are you limping?

Rahul : I hurt my ankle while playing yesterday.

Sheela : Oh! I am sorry to hear that. Have you shown your ankle to a doctor?

Rahul : Yes, I did this morning. He has advised me to take rest.

Sheela : Then don't move around much. Here let me give those books to the teacher.

Rahul : Thank you, Sheela. That's very kind of you.

Suresh : Hello Mahesh! Where were you yesterday?

Mahesh : Oh! I was at the "Teachers' Day" function.

Suresh : Who was the Chief Guest?

Mahesh : It was Mr. Prasad, the Mayor of our City Corporation.

Suresh : Well. How was his speech?

Mahesh : Fantastic. He asked us to follow the principles of Dr. Radhakrishnan, like simplicity and punctuality.

Suresh : Good! I have to go. See you later, Mahesh.

Mahesh : Bye. Have a nice day !

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* * *



Poem

THE LITTLE DUCKLING

R8D8N4

Pre-reading activity:

Think about the following question and discuss it with your friends in groups:

"If you could have four hands instead of two, eyes at the back of your head too, could be awake all the time instead of going to sleep at night, could remember everything that ever happened to you, how would your life be - better or worse?"

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Let us begin :

Solve these riddles -

1 Whether there is rain or not
I am always green
I never use a lip-stick
My lips are red
I can speak like human beings.
Who am I?

2 I am a bird but I can't fly.
I can swim. I live in the Antarctic.
I am black and white in colour.
I lay a single egg in a season.
Who am I?

Follow this interesting poem in your book when your teacher reads it.



The little duckling sees a peacock.

"What a beautiful tail! I want a beautiful tail, too!"

Suddenly the little duckling has a big, beautiful peacock's tail!

The little duckling is very pleased.



The little duckling sees a flamingo.

"What beautiful legs! I want beautiful legs, too!"

Suddenly the little duckling has long, thin, pink legs!

The little duckling is very pleased.

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The little duckling sees an eagle.

"What beautiful wings! I want beautiful wings, too!"

Suddenly, the little duckling has big, brown wings!

The little duckling is very pleased.

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The little duckling sees a cock.

"What a beautiful hat! I want a beautiful hat, too!"

Suddenly, the little duckling has a big, red, handsome hat!

The little duckling is very pleased.



All the little duckling's friends swim in the river.

The little duckling says, "Stop! Wait for me!"

And he jumps into the water.

But his peacock's tail is very heavy.

His big, brown wings are very heavy.

His long, thin, pink legs cannot swim.

His handsome red hat is very heavy and he can't breathe.

Glug! Glug! Glug!

"I want a little duckling's tail, and a little duckling's legs and wings,

and I don't want a hat!"



Suddenly the little duckling can swim. And he can swim very well.

Soon he is with his friends.

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New words :

pleased – happy

heavy - not light, having great weight

handsome - good - looking

glug - sound made while drowning in water

hat - the cock's comb

Let us understand :

I. Answer these questions orally:

1 Which bird has a beautiful tail?

2 What kind of hat does the cock have?

3 What qualities of others do you desire to have in yourself?

Let us write :

II. Write the answers to the following in your notebook.

1 Make a list of birds that the little duckling sees.

2 Which bird has long, thin, pink legs?

3 Name the bird with big, brown wings.

4 Where do the little duckling's friends swim?

5 Describe the cock's hat.



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III. Match the words in A with the names of birds in B.

	A	B
1	big, beautiful tail	- cock
2	long, thin, pink, legs	- eagle
3	big, brown wings	- peacock
4	big, red, handsome hat	- flamingo



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IV. Let us recite and enjoy :

Cats and dogs are animals dear,

Cocks and crows are birds so near,

Cows and goats are useful here,

Rats and mice are too small to fear.

V. Let us do :

Draw pictures of a peacock, a flamingo, an eagle and a cock.

VI Let us say aloud :

tail - sail; pink - sink; brown - drown; wing - sing



UNIT 3

PROSE

G5S2U8

HOW TENALI RAMA BECAME A JESTER

Pre-reading Activities:

Ask the following riddle slowly:

There are twenty crows on a tree. All but nine fly away. How many are there on the tree?

Stories of Tenali Ramakrishna, Akbar and Birbal can be narrated. There are stories of Tenali Rama in Kannada, Tamil and Telugu. Scores of stories are told about him all over South India. Children's books, comics, and even a television serial, have been made around this legendary jester.

Instead of, or along with, the riddle given above other riddles can be asked during the warm-up activity to make the students think about the language used therein.

Narrate or read this story and let the students write the appropriate sentences below the pictures in the textbook.

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Listening Comprehension :

STORY OF THE WISE MINISTER

There was once a king who had a wise minister. It was the habit of this minister to say, "Whatever happens, happens for the best." Once the king went with his minister hunting in the forest. His horse stumbled

and the king fell down. He hurt his big toe on the right foot. The minister, on looking at this, said calmly, "Do not worry, my Lord, whatever happens, happens for the best!" The king, hurt from his fall, was angry at these words. He looked around and saw an old, dried-up well nearby. He pushed the minister into the well and walked on. Soon a group of cannibals saw the king and shouted with joy. They carried him to their chief. The chief told them to get the king ready for a sacrifice to their Goddess. As the cannibals were taking the king to the river, they saw that he couldn't walk properly since his toe was hurt. One of the cannibals ran back to the chief to report this.

The chief heard him and told him to let the king free because he was hurt and couldn't be offered to the Goddess. The king, now walking away a free man, recalled the minister's words. He felt that the minister was right and looked for him in the well. The minister was still there, wondering how to get out. The king pulled him out with difficulty and hugged him, apologizing sincerely. The minister thanked the king, saying that he was alive only because the king had pushed him into the well.

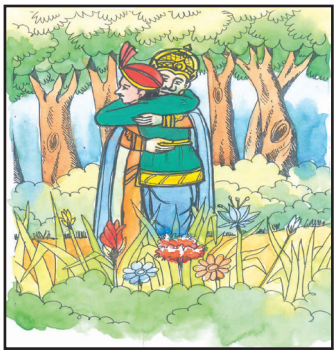
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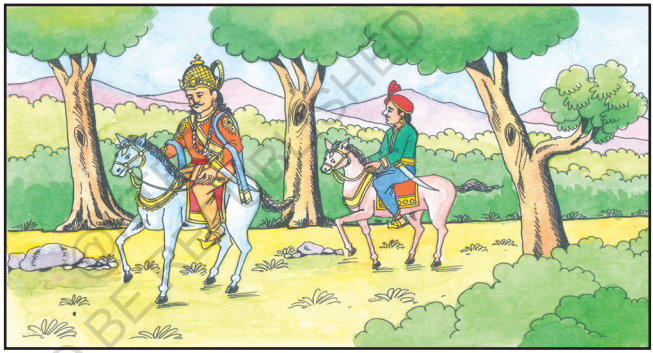
New words :

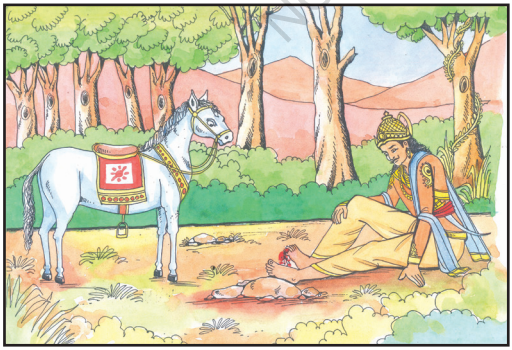
Cannibals : people who eat human flesh, ನರಭಕ್ಷಕರು

Listen to the story of the wise minister and write these sentences below the appropriate pictures.

1. The king hugged the minister.
2. The king hurt his big toe on the right foot.
3. There was once a king and a wise minister.
4. The cannibals took the king to their Chief.





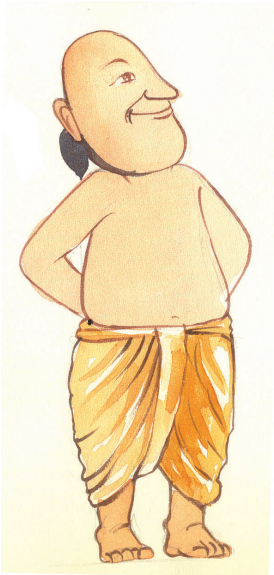




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Let us read:

HOW TENALI RAMA BECAME A JESTER



In a South Indian village called Tenali there lived a clever boy. His name was Rama. Once, a wandering sage saw him and liked his looks and clever ways. So he taught him a prayer and told him, "Go to the goddess Kali's temple one night and recite these words three million times. She will appear before you and give you whatever you ask for."

Rama went to the Kali temple outside his village and did as he was told. The Goddess appeared before him with her several faces and two hands. When the boy looked at her appearance, he wasn't frightened. He began laughing. Angry, the Goddess asked him, "Why are you laughing at me?"

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Rama answered, "O Mother, we humans have lot of trouble wiping our noses when we catch a cold, though we have two hands and only one nose. If you, with your many faces, catch a cold, how will you manage with just two hands for all those noses?"

The Goddess was furious. She said, "Since you laughed at me, you'll be a vikatakavi, a jester."

"Oh, a vi-ka-ta-ka-vi! That's terrific! It's a palindrome," replied Rama. The Goddess was pleased by Rama's cleverness that saw a joke even in a curse. She at once became calm and said, "You'll be a vikatakavi, but you will be a jester to a king," and she vanished.

In this way, Tenali Rama began to live as a jester in the court of King Sri Krishnadevaraya of Vijayanagara.

New words :

jester : a person who amuses people at a king's court: ವಿದೂಷಕ

terrific : wonderful, very good

frightened : afraid

several : many

curse : a wish for something bad to happen to others ಶಾಪ

furious : very angry

vanish : disappear

palindrome: a word which reads the same even when read backwards. Ex.Madam; noon

Examples : Live not on evil; No lemon, no melon; Was it a bar or a bat I saw?

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Let us understand :

I. Answer these questions orally :

1. Where did Rama live?
2. What did the wandering sage teach him?
3. How many times did Rama have to recite the prayer?
4. What was the blessing the Goddess gave Rama?

Let us write :

II. Match the parts of the sentences in the two columns and copy down the sentences in your note book:

A	B
i. The wandering sage was impressed by	a. the many faces of the Goddess.
ii. Rama lived in a village called	b. the King's court.
iii. "vikatakavi" is a	c. Rama's clever ways.
iv. Rama laughed when he saw	d. Tenali.
v. Tenali Rama made people laugh at	e. palindrome

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Let us learn new words:

III. Look at the pattern and fill in the blanks:

good	goodness	sad	_____
bad	_____	happy	_____
clever	_____	soft	_____
foolish	_____	hard	_____

Words showing action change in their forms when used to refer to the past as shown below:

Some words have this form :

carry -	- carried	walk	- walked
try	- tried	talk	- talked
complete	- completed	jump	- jumped
manage	- managed	show	- showed

Some other words have these forms :

get	-	got	buy	-	bought
win	-	won	bring	-	brought
see	-	saw	think	-	thought
give	-	gave	teach	-	taught
begin	-	began	come	-	came

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IV. A.Use the suitable forms of the action words in the following sentences:

1. All the children _____ their textbooks to school yesterday.
2. My friend _____ a beautiful pencil last week.
3. Shaila _____ to write her homework although she was ill.
4. Last evening, I _____ the long line of birds in the sky.
5. Whenever we participated in sports activities, we ____ to win a prize in all of them.

B. Use the words given below in the boxes in your own sentences. Begin the sentences with any of these and copy them down in your notebook:
Yesterday/Last week/Last year/A few days ago

thought	taught	came
walked	talked	jumped

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C. Complete this story by filling in the blanks with suitable forms of the action words given in brackets.

A hungry fox was searching for some food one night. He ____ (meet) a little kitten. When he _____ (try) to pounce on the kitten, the kitten _____ (say), "Oh! Don't eat me. I know where the farmer keeps his cheese. Come with me and see."

She _____(lead) him into the farmyard, where there _____ (be) a deep well. “Now, look in here and you will see the cheese, “ she _____ (say). The fox _____ (peer) down the well and ____ (see) the moon reflected in the water. He _____ (think) it was cheese. The foolish fox _____ (jump) into the well and was drowned.



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Let us spell :

V. Use “ea” or “ee” as appropriate in the blanks below and complete the words.

b__d	**t__th**	**cl__r**	**tr__s**
dr__m	**l__ves**	**p__ce**	**s__ds**

Let us do :

VI Solve this riddle!

There were twelve boys and on the table lay a fruit bowl containing twelve bananas. Each boy took one banana and there was one in the bowl. How was this possible?

VII. Learn Shadow-play :

This activity is to be done in pairs. One student stands in front of a wall with his palms and fingers spread out. Another shines a torch from behind. By moving the fingers, palms and hands, the student in front creates shapes of birds, animals and human beings. He can make sounds to accompany the different shapes. Stories too can be narrated in this manner.



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Poem

F1F6P7

THE LOOKING GLASS

Pre-reading activity:

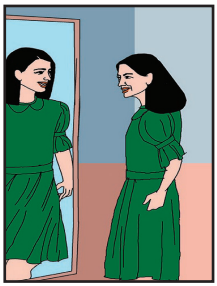
In two minutes, write down as many words relating to yourself as possible in your notebook. For ex: boy, skirt, bag etc. At the end of two minutes, stop writing, count and number of words written and announce it. The one who writes the maximum number of words is the winner.

Let us read aloud : (Repeat after the teacher)

Every day Mummy goes down to the shops,
And sometimes I go as well;
And of all the things we see in town
I'd never have time to tell.

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Today, while Mummy was buying some eggs,
I waited for her outside,
And there I saw a little green girl
Whose shoe-lace had come untied.

She stooped to tie it, and so did I;
Then we both turned away and both peeped back,
I smiled, and she did the same
It seemed like playing.
She wore a pretty green dress like mine;
Green stockings up to her knee;
And who do you think was that little girl?
Why, that little green girl was ME!

- Ruth Underwood

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New words :

looking glass : mirror
stockings : close- fitting covering for foot and leg
stooped : bent down
untied : become loose
peeped : look quickly and secretly

Let us understand:

I. Answer these questions orally:

1. Who is the speaker in the poem?
2. What did the mother buy one day?
3. What was the colour of the speaker's dress?
4. Whom did the girl see?
5. What words are these?

GIRL GREEN SHOP SHOE TIE

Let us write:

II. Copy down these sentences in your book and write whether they are True/False:

1. The mother goes to the shop every week.
2. The girl sees many things when she goes out with her mother.
3. The girl was with her mother when she bought eggs.
4. The girl was in a purple dress.
5. There were two girls standing outside the shop.

Let us say aloud :

III. Repeat these groups of similar sounding words:

Well , tell, bell, sell, spell, fell, cell; outside, untied, shied, cried; same, game, fame, name, shame.

IV. Let us recite and learn :

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SAFETY FIRST

Up the street I look to see
If any traffic is near to me.
Down the street I look as well,
And listen for a horn or bell



There's something coming – wait a bit!
If I run out I may be hit!
But now the road is really clear,
No car or motor-bus is near,
I'll run across the road so wide,
Hurrah! I'm safe on the other side.

- Enid Blyton



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UNIT 4

PROSE

UNDER THE SEA

Pre-reading Activities:

Ask the children to name some animals that they know. Write all the answers on the board so that they develop their vocabulary. Ask them whether they have seen a beach. Then teach them this action poem. Tell them to repeat the poem after you, and perform the action.

Listening Activity :

Let us listen:

Listen to your teacher while she reads a poem and perform the actions.

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Here is the Sea (Action Song)

Here is the sea, the wavy sea.(wave your hands from side to side)

Here is the boat, the sailing boat, (cup your hands like a boat and rock)

And here is me, and here is me, (point to yourself)

All of the fishes, all of the fishes,(wriggle your palm and fingers like a fish)

Down below, down below, (point downwards)

Wriggle their tails, wriggle their tails (wriggle your fingers)

And away they go, and away they go (wriggle your fingers and take them behind you)

Now ask them if they know what creatures live in the sea. Write the words on the board. Ask them if any of these creatures can be kept at home. Extract the word “Fish” from them.

UNDER THE SEA



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Many wonderful creatures live in the sea. Some are large but others are small. Some colorful and some with varied patterns. Some live deep in the ocean. Let’s see what some of these are.

Seahorses are a small type of fish. They are 5 cms long. Angelfish are colourful with different patterns. The young angelfish usually has a different pattern from the adult fish. They live among coral reefs.

Seals look very clumsy on land. But they move very fast in water and are good swimmers. A layer of fat called blubber keeps the seals warm. Sea anemones are brightly coloured, have wavy tentacles and look like plants. Their mouth is in the middle of their bodies.

Sharks swim in the open sea. They have huge strong jaws with several rows of teeth. If they lose a tooth another one grows quickly. Sharks are very fierce creatures.

New words :

seal	:	brightly-coloured sea animal that sticks onto rocks
tentacles	:	long thin arms of sea creatures
blubber	:	fat of sea animals
fierce	:	very angry and ready to attack
clumsily	:	move awkwardly.

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Let us understand :

I. Answer these questions orally :

1. What lives in the sea?
2. Are seahorses small or big?
3. Do seals live on land?
4. What kind of a creature is a shark?

Let us speak :

II. Answer these questions orally:

1. Have you seen any fish?
2. Where have you seen them?
3. What other creatures live in water?
4. Have you seen a sea?
5. What other things can you find in the sea?

Can you say this fast? It is called a **Tongue Twister.**
She sells sea shells on the sea shore.

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Let us write :

III. A. Write the answers to the following in your notebook :- Sit in groups, discuss and write the answers.

1. Are seahorses horses or fish?
2. Where do angel fish live?
3. What do sea Anemones look like?
4. What keeps the seals warm?
5. What is special about a shark's tooth ?

B. Match the following :-

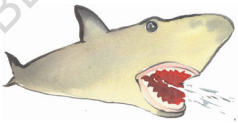
1. Starfish a.



2. Shark b.



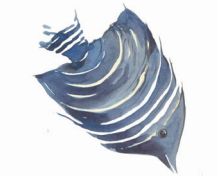
3. Angelfish c.



4. Seal d.



5. Seahorse e



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C. Write true or false after the sentences :

1. Sea horses are horses.
2. Seaanemones have tentacles.
3. Seals cannot swim.
4. Sharks have strong jaws.

IV. Write five sentences in your notebook about a sea creature you like.

Let us practise language :

Look at this example :

Shark - one : Sharks - More than one

V. A. Now write one and more than one for these words :

I a] One	More than one/Many	One	More than one
1. Seal	1. _____	1. Potato	_____
2. Pattern	2. _____	2. _____	Mangoes
3. Plant	3. _____	3. _____	Foxes
4. Animal	4. _____	4. Glass	_____
5. Creature	5. _____	5. _____	Classes

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B. Fill in the blank with words from the lesson.

1. Wonderful creatures _____ in the sea.
2. Seals _____ very fast.
3. Blubber _____ the seals warm
4. Sharks _____ in the open sea.

C. Now look at these words from the passage:-

swim, move, look – what do they show you ? An action that is being done.

Example: 1. A fish **swims.**

2. A seal **moves** very fast.

3. He **looks** at the picture.

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Complete these sentences choosing the correct words from the words in brackets.



1. A pilot _____ an aeroplane. [fly/flies]



2. A cook _____ food for all of us. [cooks/cook.]



3. The teacher _____ in a school [teaches/teach]



4. My father _____. [work/works]in the farm.



5. Sheila _____ to school [go/goes]

VI. Look at the picture. Read the information and questions, and answer Yes or No.



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1. **oxygen :** gas found in the atmosphere and water
2. **plankton :** Microscopic free-floating green plants and animals.
3. **fish :** A vertebrate (animal with a spine) that lives in water. Healthy bodies of water have different kinds and sizes of fish.
4. **bottom Life :** includes worms, snails, crayfish, mussels, clams and insect larvae.
5. **sediment :** Mud, Sand, or Gravel which has settled at the bottom of a body of water.

Answer the following :-

1. Is there oxygen in water? Yes/ No
2. Are planktons plants? Yes/ No

3. Do different kinds of fish live in water? Yes/ No

4. Do you find snails, worms and crayfish at the bottom of the sea? Yes/ No

5. Are mud, gravel and sand found at the bottom of the sea? Yes/ No

Let us learn new words :

VII A. Arrange the letters in order to make correct words.

Example :- crloa – coral

1. ywav - _____
2. dimled - _____
3. unyog - _____
4. lagre - _____

B. Find and write at least eight words from the lesson that end in "s".

Example :- creature**s**

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

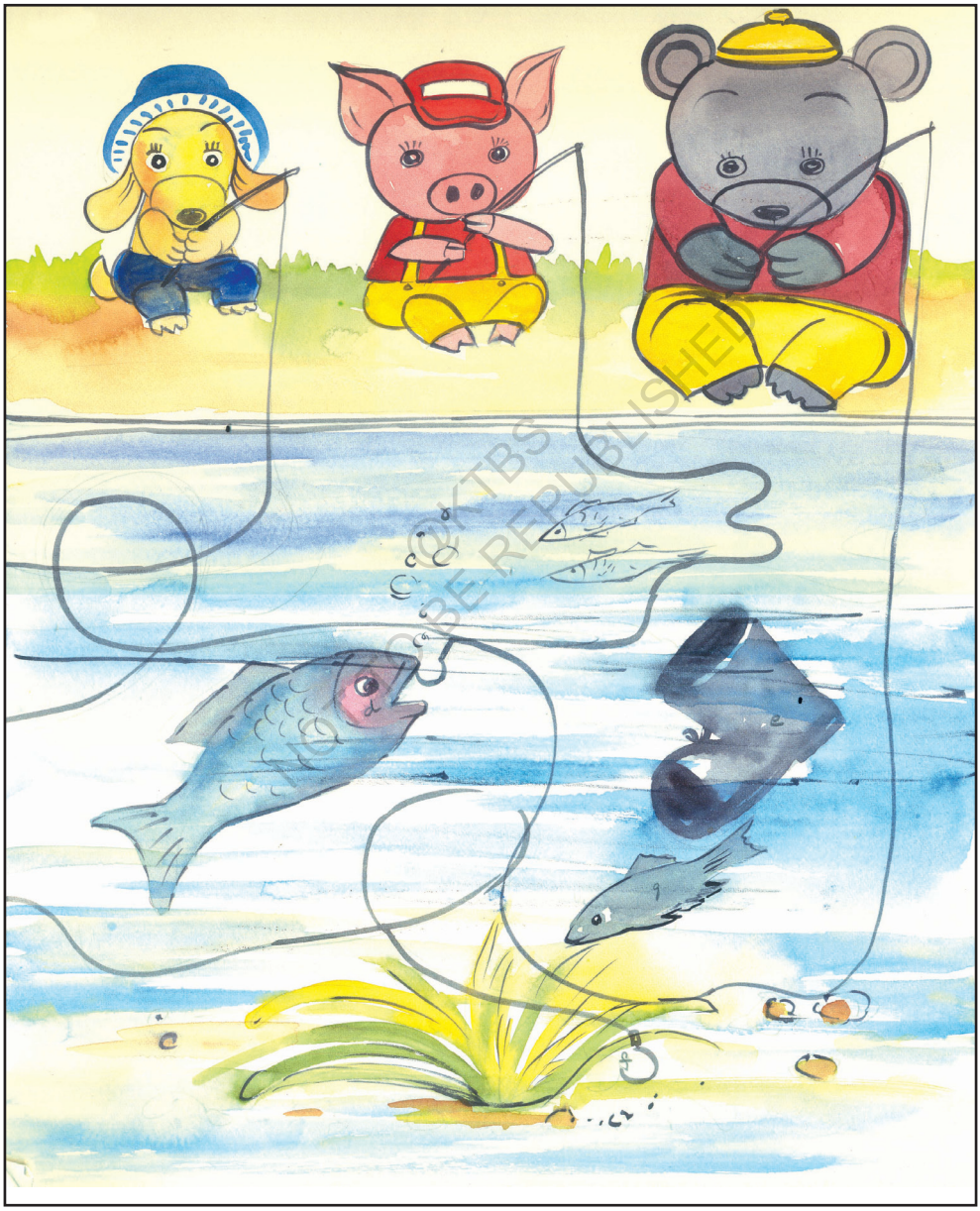
7. _____ 8. _____

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Let us do :

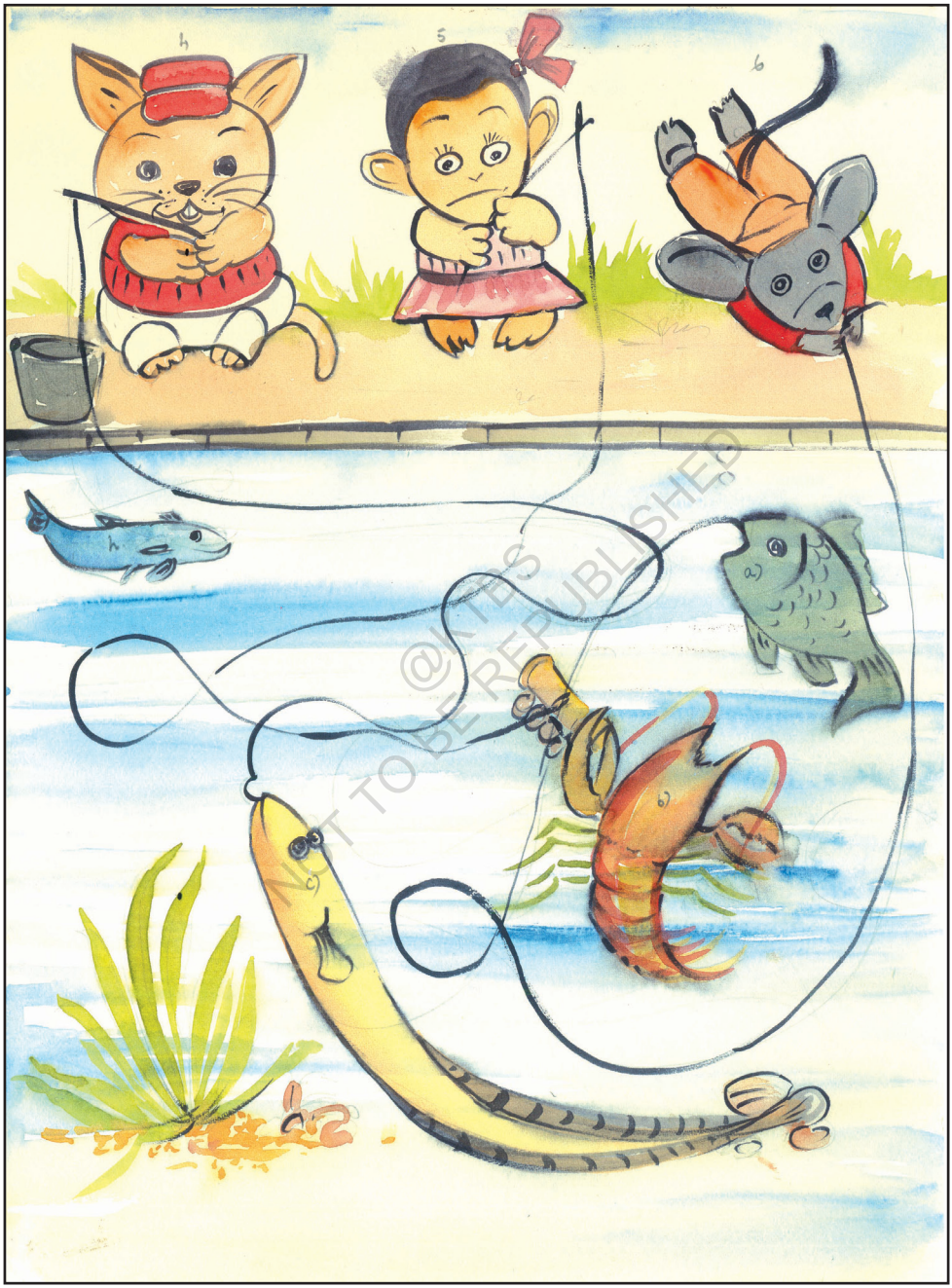
VIII. A. Look at the pictures:

Puppy Piggy Teddy



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cat Girl Mouse



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Write four sentences to show who is holding what.

_____

_____

_____

_____

B. Team Work

Make an aquarium using a cardboard shoe box. Make cardboard cut outs of fish, colour and tie them with a thread and hang them from the top. Cover the open side with thin blue paper. Keep the aquarium in the classroom.

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Poem

MY GOLDFISH

T1L9E6

Pre-reading activity:

Do the actions when your teacher reads the sentences.

Sea Sounds

I walked on the beach	[Walk.]
And picked up a shell	[Bend down and pick up].
And held it close to my ear.	[Pretend to hold shell to ear.]
I walked on the beach	[Walk.]
And picked up a shell	[Bend down.]
And held it close to my ear.	[Pretend to hold shell to ear.]
And what did I hear?	[Pretend to hold shell to ear with questioning look.]
R-O-A-R S-w-i-s-h	[Say "ROAR" loudly.]
R-O-A-R S-w-i-s-h	[Whisper "Swish".]

The sound of the sea I did hear.

Let us read :

(Repeat each line after your teacher.)

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My Goldfish

(for memorization)

All day long he swims around
His little home of glass;
He never smiles, he never frowns;
I watch him pass and pass.

Round the globe and round again,
Makes me dizzy watching
Open mouth, then shut again,
Wonder what he's catching?



Shining like a piece of gold
Glistening like a star;
Never winking, never blinking-
Round and round the jar

Round the globe and round again,
Round eyes never blinking
Looking very, very wise,
Wonder what he's thinking?

- John R.Crossland

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New words :

frown	:	facial expression of anger
pass and pass	:	go round and round
dizzy	:	feel as though everything around you is going round and round
glistening	:	shining
quivering	:	shaking slightly
gravely	:	seriously
home of glass	:	an aquarium (in the context)

Let us understand :

I. Answer the following questions orally :

1. What do you see in the home of glass?
2. What is it doing?
3. How is the water?
4. What do you understand by "looking very, very, wise"?

Let us write :

IIA. Look at the poem and complete this exercise. Copy down the lines in your notebook.

Round the _____again,

Makes _____dizzy_____

Open _____, then _____ again,

_____ what he's _____?
_____ like a piece _____

Glistening _____

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

1. What is the poem about?
2. Where is the goldfish?
3. Who is watching the goldfish?
4. Why does he feel dizzy?

Let us search :

III. Now look at these words -

Example : glass – pass. Both the words end with the sound 's'. Their ending sounds are similar. These are called "rhyming words".

A. Now find atleast four more pairs of such words from the poem and write them down.

1. _____ ; _____
2. _____ ; _____
3. _____ ; _____
4. _____ ; _____

B. Write four more pairs of your own rhyming words.

1. _____ ; _____
2. _____ ; _____
3. _____ ; _____
4. _____ ; _____

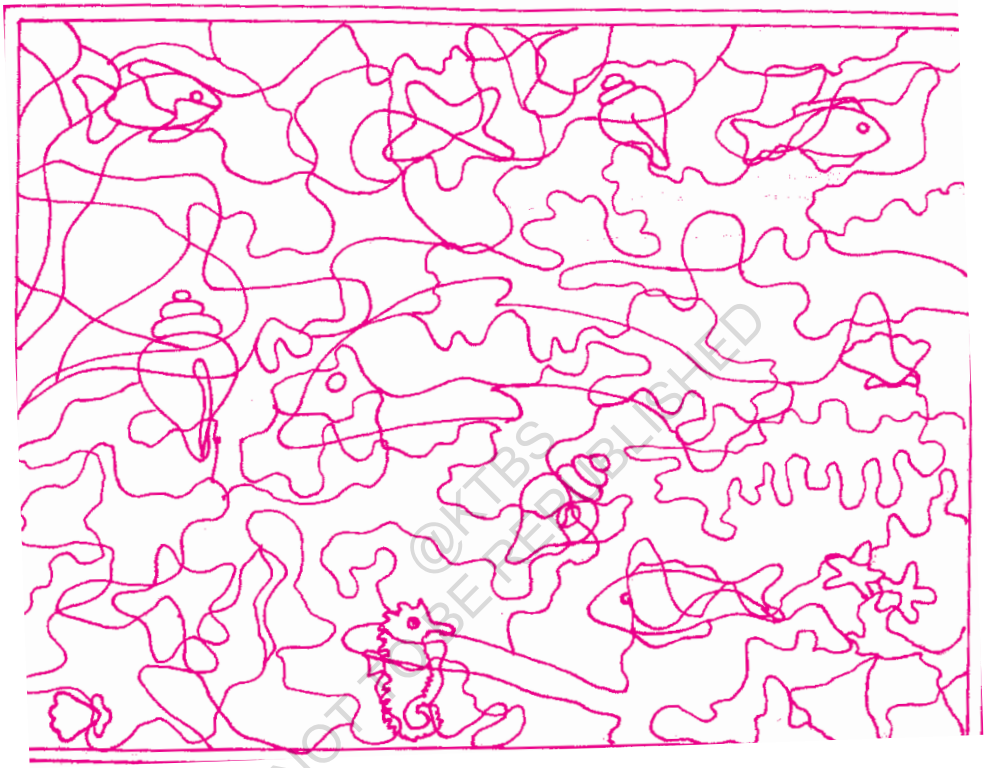
C. Try to write your own poem using the words you wrote above.

Additional information - Do you know that if a starfish breaks one of its arms, another new one will grow in its place?

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Let us do.

IV. A. Can you see these below: dolphin - fish - starfish - shells - sea horse? Identify and colour them.



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B. Write the words : dolphin - fish - starfish - shell - seahorse in the boxes below.

C. Team work : Divide yourselves into two groups. Repeat the poem - the first line by the first group and the second line by the second group. Enjoy the recitation!

Group 1 : One, two, three, four, five.

Group 2 : Once I caught a fish alive.

Group 1 : Six, seven, eight, nine, ten.

Group 2 : Then I let it go again.

Group 1 : Why did you let it go?

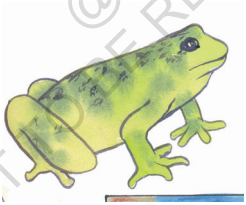
Group 2 : Because it bit my finger so!

Group 1 : Which finger did it bite?

Group 2 : This little finger on my right.

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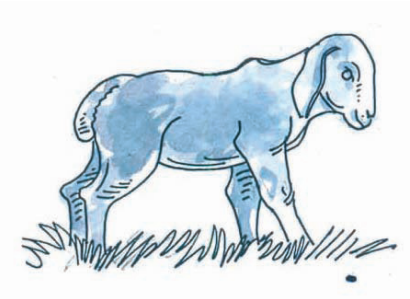




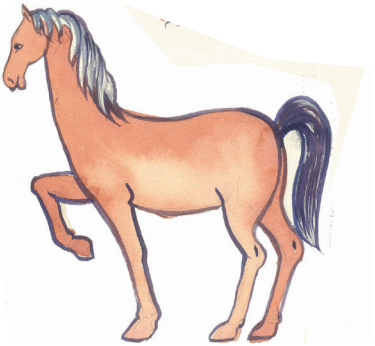
V. Let us repeat and enjoy :

Pretending

It's fun to be this,
It's fun to be that.
To leap like a lamb,
To climb like a cat,
To hop like a frog,
To swim like a fish,



To trot like a horse,
To jump like a dog.
It's fun to pretend
These creatures to be.
Yet not one is clever
At copying me.





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UNIT 5

PROSE

KITTUR RANI CHANNAMMA

B7H5H8

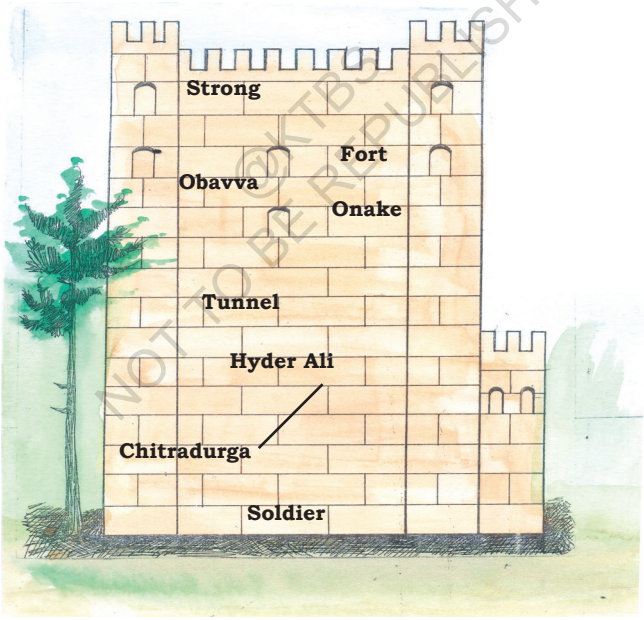
Pre-reading Activities:

Draw a fort after listening to this story.

Let us listen :

Listen to the story of Onake Obavva and link the words in the picture of the fort : one has been done for you

Onake Obavva



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Madakarinayaka was ruling Chitradurga. The Chitradurga fort was very beautiful and strong. There was a brave woman in the city. Her name was Obavva. Her husband was the guard of the watch-tower in the fort of Chitradurga.

Once Hyder Ali attacked the Chitradurga fort. The soldiers on both sides fought bravely. Hyder Ali sent his soldiers into the fort through a secret tunnel. While the soldiers were rushing into the fort through this tunnel at night, Obavva saw it. She was brave and patriotic. Without disturbing her husband, she came towards the tunnel with her onake (pestle). Hiding beside the opening of the tunnel, she began to kill the enemy soldiers one by one. She hit them on their heads with her onake as they came out of the tunnel. What a brave woman! She had saved the fort!

The guard, Obavva's husband, saw Obavva with hundreds of the enemies' dead bodies around her. He was shocked.

Obavva was an ordinary woman, and she protected the fort. Madakarinayaka praised her patriotism and bravery. She was a great woman like Rani Kittur Chennamma and Keladi Chennamma. Glory be to her!

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Let us understand:

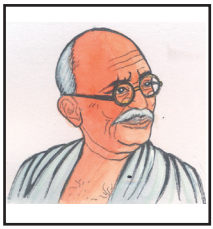
I. Answer these questions orally:

1. Who was Obavva?
2. Who attacked the Chitradurga fort?
3. How did Hyder Ali plan to send his soldiers into the fort?
4. How did Obavva kill the enemy soldiers?
5. Why was Obavva's husband shocked?

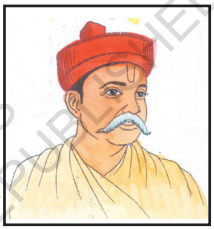
Let us read :

KITTUR RANI CHANNAMMA

We got freedom on 15th August 1947. Many of our great leaders fought against the British rule. Some of their pictures are given below. Can you identify them?







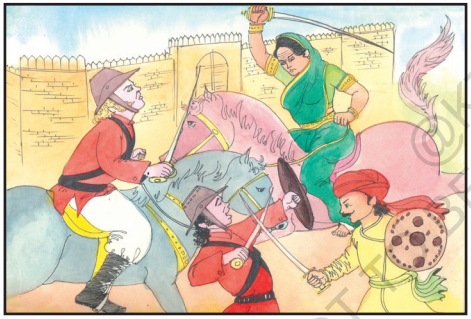
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Rani Channamma was born in 1778.She was the daughter of Dhulappagouda a desai of Kakati village of Belagavi. Her mother Padmavati was a pious woman. Channamma was brought up with love and care.She learnt Urdu and Marathi along with Kannada. When she was young, she read epics like the Ramayana and the Mahabharata. She also read different books of the Vachanas. Channamma learnt shooting and horse riding. She was bold and intelligent. The wise men said "Channamma will become a great queen". That became true.

Once a tiger appeared near the Kakati village forest area. The tiger was troublesome to the farmers. He would destroy their crops. At that time, Mallasarja, the king of Kittur state had come to Kakati. The people came to meet him. They requested Mallasarja to drive out the tiger.

Along with some soldiers, Mallasarja set out into the forest. He was a skilled hunter.He chased the tiger in the forest. Suddenly, the tiger disappeared. On the other side, Channamma rode her horse behind the tiger. Finally she shot him with arrows. Two arrows pierced his body. Channamma had killed the tiger before Mallasarja came to the spot. What a brave lady! Mallasarja praised her bravery. He married Channamma because of her valour and beauty.



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Her Fight against the British.

Channamma was patriotic.

She loved her country the most.

The British attacked Kittur Fort in 1824. She fought against the British bravely. She killed a number of British soldiers. She won the first battle, but in the second battle, she was caught and imprisoned. She was kept in Bailhongal jail. There she breathed her last on 2 Feb 1829. Her name has been written in the pages of our history. Every Indian remembers her.

New words :

pierce	:	to make a hole using an object with a sharp point ಚುಚ್ಚುವುದು
battle	:	a fight between two armies
valour	:	great courage
patriotic	:	loving one's country
pious	:	deeply religious
epics	:	a long poem describing the action of heroic figures or the history of a nation ಮಹಾಕಾವ್ಯ
imprisoned	:	kept in a jail
destroy	:	spoil, ruin
breathed her last	:	died
disappear	:	pass from sight
drive out	:	to force something/someone to leave

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Let us understand :

I. Answer the following questions orally:

1 Who was Mallasarja?

2 Why did Channamma kill the tiger?

3 When did the British attack Kittur Fort?

4 Where was Channamma imprisoned?

5 How did Channamma fight against the British?

IA. Discuss with your friends and write a paragraph on the topic :

1. Which other freedom fighter do you know about?

2. Do you know about any other brave woman?

Let us speak :

II. Answer these orally :

1. Why do you think soldiers are great?

2. "We should sacrifice our lives for the sake of our country." Do you agree?

3. Who is your favourite freedom fighter, and why?

Let us write :

III. A. Answer the following questions in a word or phrase each. Copy the answers to these questions in your notebook.

1. When was Channamma born?

2. Who were her parents?

3. What books did she read?

4. Where was the tiger found?

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B. Answer the following questions in two or three sentences each and write the answer in your notebook.

1. Who killed the tiger and how?
2. Why did the people go to Mallasarja?
3. Who married Channamma? Why did he marry her ?

Let us learn new words.

IV. A. Fill in the blanks with suitable words given in brackets.

1. i) She _____ an interesting story last night.
   ii) It is a _____ rose.
   (red, read)
2. i) _____ is a coconut tree behind our school.
   ii) They lost _____ way to the stadium.
   (their, there)
3. i) I want to _____ my class teacher.
   ii) He is a vegetarian. He does not eat _____.
   (meat, meet)
4. i) I have a _____ rupee coin.
   ii) India _____ the Test match against England. (one, won)

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B. Fill in the blanks with appropriate words given in brackets.

(pilot, sailor, mason, tailor, goldsmith)

1. One who builds houses with bricks _____
2. One who stitches our clothes _____
3. One who works on a ship _____
4. One who makes gold ornaments _____
5. One who flies an aeroplane _____

C. Pick out the word that does not belong to the group :

1. juice, water, ice cream, milk
2. chair, T.V., sofa, table
3. bus, lorry, autorickshaw, car
4. pigeon, jasmine, rose, lotus
5. apple, banana, orange, potato

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Let us learn :

Look at this sentence : my name is rama Does it look right? Does it make sense? No, without punctuation, sentences do not give meaning. The first letter of every sentence and the first letter of names are to be written in capitals. Statements end with a full stop and questions with a question mark. Let us punctuate the above sentence.

My name is Rama.

V. Punctuate the sentences in a similar manner and copy them down in your notebook:

1) i am going to meet ravi on Tuesday
2) do you have an umbrella
3) bengaluru is a beautiful city in Karnataka
4) what do you have in your hand
5) i listen to English news every day on tv

Let us practise :

VI. A. Find out the names of the food items hidden in this maze and write them in the blanks below :

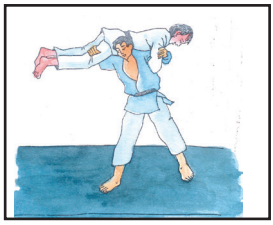
K	T	S	R	N	J	P
R	I	C	E	I	A	O
Q	D	Z	S	C	M	F
C	L	B	R	E	A	D
D	Y	A	W	I	S	T

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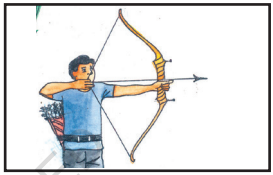
1. _____
2. _____
3. _____
4. _____

B. Match the following words with the pictures:

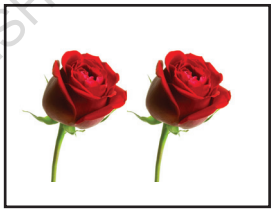
young



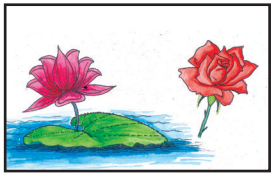
different



strong



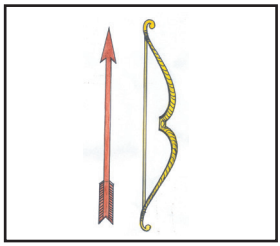
same



bow and arrow



shooting

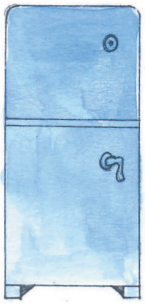


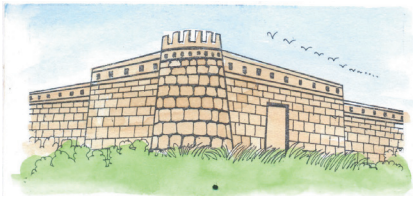
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C. Label the pictures:

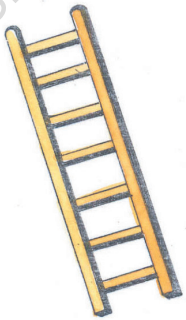
Read the following words carefully. Write the word below the picture that matches it properly.

1. ladder, sword, refrigerator, fort.









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VII Let us do: (Group Activity)

Write the names of any five people who sacrificed their lives for the sake of Karnataka. Write a few sentences on any one of them.

Poem

THIS NATIVE LAND

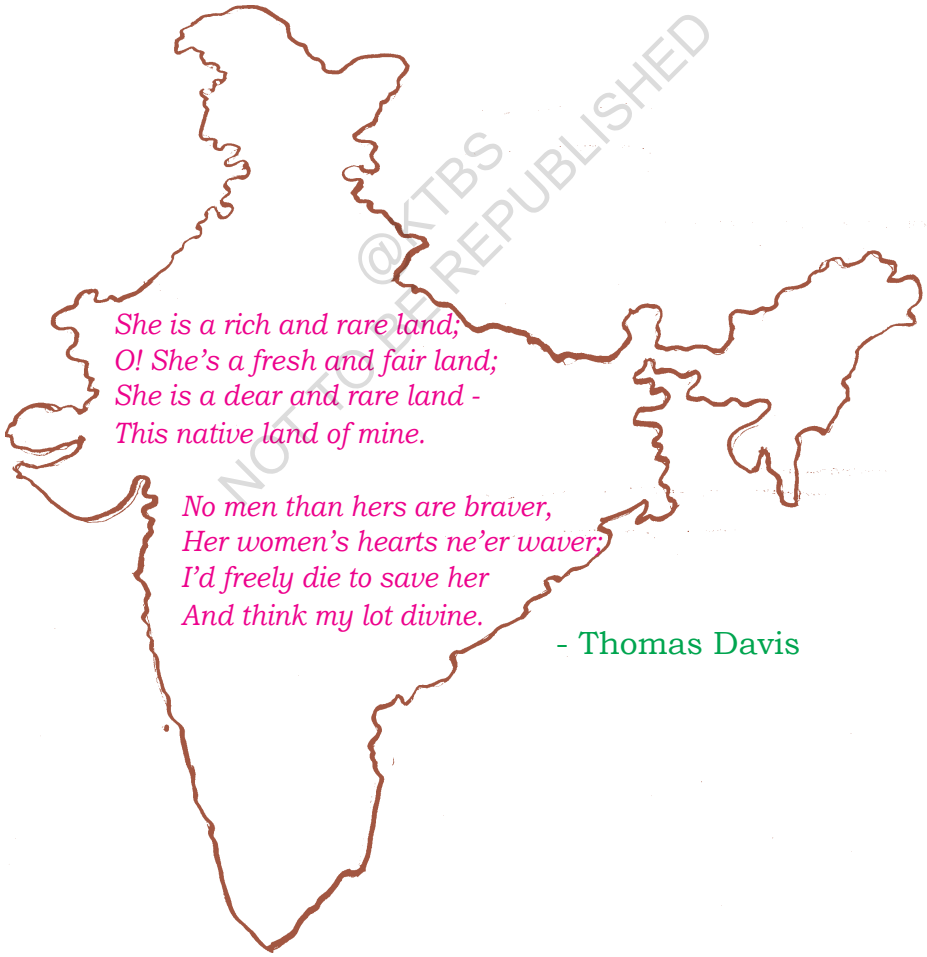
(for memorization)

Y4C7K6

Pre-reading activity:

Think about something that is special to India and mention it. For ex: more than 20 official languages, tea, movies with song and dance etc.

Let's recite : (Repeat after your teacher)



She is a rich and rare land;
O! She's a fresh and fair land;
She is a dear and rare land -
This native land of mine.

No men than hers are braver,
Her women's hearts ne'er waver;
I'd freely die to save her
And think my lot divine.

- Thomas Davis

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New words :

fair	:	beautiful
dear	:	loving
brave	:	courageous, not afraid
waver	:	become weak
divine	:	connected with God/ sacred
native	:	place of one's birth
my lot	:	whatever one has been given in life

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Let us understand :

I. Answer these questions orally:

1 What does the poet say about the men of his land?

2 What is the poet ready to do to save his country?

3 When do you call the land "rich"?

4 How can one serve one's country?

5 Why is the "Native Land" referred to as "she"?

Let us write :

II. A. Complete the following sentences and copy them down in your notebook:

1 The poet says, "My motherland is a rich and _____ land."

2 She is a _____ and fair land.

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

1 The poet says that his land is beautiful.

Identify a word in the poem which means "fair".

2 How does the poet describe the women of his land?

3 Which words does the poet use to describe his land?

C. Write the rhyming words in the blanks.

Ex. braver – waver – saver

1 hill, _____, _____

2 land, _____, _____

3 mine, _____, _____

4 men, _____, _____

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Let us sing :

III. Recite this poem rhythmically.

When You See A Soldier



When you see a soldier,

Be sure to shake his or her hand,

And let that soldier know you're grateful

For the protection the military affords our land.

But most of all, express your thanks

For every soldier's personal sacrifice.

In order to serve our country,

They risked their entire lives.

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IV Let us say aloud :

dear – near;

braver – waver;

here – fear;

mine - divine

V Let us do :

The outline map of a country is given below. Name the country. Give the name of national bird, animal, flower of this country.



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WORD LIST

absorb : take in

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

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

aspect: a particular part or feature of a matter

assumed: pretend to have or feel

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

begets: leads to, gives birth to

berry: a small round juicy fruit without a stone

birch tree: a slender tree with thin, peeling bark

blinking: shutting and opening the eyes quickly

bowing: bending forward as a mark of respect to someone

brunt: the chief effect of something bad

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

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

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

cheer: shout for joy or in praise or encouragement

cheese: food made from the pressed curds of milk

cooed: spoke very lovingly, in a soft voice

coral reef: the place where coral is found

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

cord: thin string or rope made from several twisted strands

courage: the ability to do something that frightens one

cowherd: one who takes the cows for grazing ಗೊಲ್ಲ

creep: move slowly and cautiously ಮೆಲ್ಲಗೆ ಸರಿದಾಡು

crown: the top or highest part of something ಮೇಲ್ಭಾಗ

crushed: press so as to squash or kill

demon: an evil spirit or devil

despise: hate, dislike strongly

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

display: put on show in a noticeable and attractive way

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

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

duckling: the young one of a duck

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

ensnaring: catching in or as in a trap

fable: a short story with a moral

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

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

glide: move with a smooth, quiet motion ಹರಿದಾಡು

globe: the earth

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gnaw: bite at or nibble something continuously ಕಡಿಯುವುದು

goldsmith : a person who makes gold articles ಅಕ್ಕಸಾಲಿಗ

grab(bed) : to take suddenly and roughly

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

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

hazy : vague or unclear ಮಸುಕಾಗಿರುವುದು

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

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

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

humblest: of the lowest rank

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

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

implored: beg earnestly or desperately ಮೊರೆಯಿಡು

incident: an event, a happening ಘಟನೆ

jumbled: mixed up

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

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

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

kitten: the young one of a cat

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

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

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labour: hard work

lark: a brown songbird that sings while flying

leap: jump high or a long way ಜಿಗಿಯುವುದು

link: join, bring together

Lord of might: a very strong person

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

mason: a builder and worker in stone ಮೇಸ್ತ್ರಿ

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

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

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

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

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

offence: a feeling of hurt or annoyance

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

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

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

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

pattern: a repeated decorative design

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

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

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

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

pounce: move suddenly so as to catch or attack

prey: an animal hunted and killed by another for food

principles: rules or beliefs governing one's personal behavior

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

punctuality: quality of keeping to the appointed time

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

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

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

repay: give back (a loan)

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

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

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

sage: a very wise man ಸಾಧು

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

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scared: afraid

scatter: throw in various random directions ಎರಚು

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

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

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

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

seize(d): take hold of suddenly and forcibly

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

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

shied: unwilling or reluctant to do something

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

simplicity: quality of being simple, humble ಸರಳತೆ

skilled: having special abilities or training

spare: stop from killing or harming

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

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

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

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

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

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

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

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

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

trot: move at a speed faster than a walk

uncountable: that which cannot be counted, abstract

unfair: not showing fairness or justice

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

unusual: not often done or occurring ಅಪರೂಪ

varied: involving a number of different types

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

wakened: get up from sleep

warrior: brave soldier or fighter

wild boar: a wild pig with tusks

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

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

wrappers: outer covers of chocolates or biscuits

wren: a very small songbird with a cocked tail.



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