

# Blossoms

English textbook for class VI



West Bengal Board of Secondary Education

77/2, Park Street, Kolkata - 700016

**According to New Syllabus**  
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**WEST BENGAL BOARD OF SECONDARY EDUCATION**

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*By order of the Administrator*

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## THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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 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.

## ভারতের সংবিধান

### প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক ন্যায়বিচার; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার স্বাধীনতা; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের সমতা প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্মত ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে সৌভ্রাতৃত্ব গড়ে তুলতে; আমাদের গণপরিষদে, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, এতদ্বারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি এবং নিজেদের অর্পণ করছি।





## PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named “BLOSSOMS”. This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed “Expert Committee” comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world’s best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students’ participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. “BLOSSOMS” aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon’ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission—all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

December, 2017  
77/2, Park Street,  
Kolkata - 700 016



Administrator  
West Bengal Board  
of  
Secondary Education

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**under**  
**Expert Committee**

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## FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the Upper Primary level fall under a newly named series, 'Blossoms'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Blossoms : English textbook for class VI** is 'the world of imagination'. A teachers' guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

December, 2017  
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*Aneek Majumder*  
Chairman  
Expert Committee  
School Education Department  
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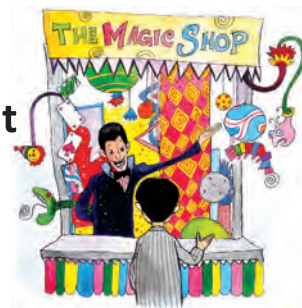
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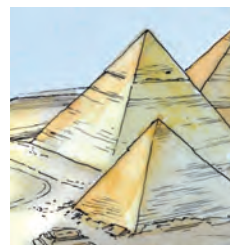
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**Cover and Illustrations :** Sampriya Bandyopadhyay  
Sankha Bandyopadhyay



# Revision Lesson

Let's do:

## Activity 1

Change the number of the given words:

Singular	Plural
child	
	men
ox	
	geese
deer	

## Activity 2

Identify the gender of the following nouns and put them in the correct boxes:

parent, lioness, tree, nephew, bull, student, nun, tiger, room, hind, glass

Masculine	Feminine	Neuter	Common

### Activity 3 (a)

Fill in the blanks with suitable articles:

- (i) There is \_\_\_\_\_ owl on \_\_\_\_\_ tree.
- (ii) Rima is \_\_\_\_\_ best girl in the class.
- (iii) The house is beside \_\_\_\_\_ Ganges.
- (iv) Rabindranath Tagore was \_\_\_\_\_ great poet.

### Activity 3 (b)

Choose suitable prepositions from the Help Box and fill in the blanks.  
There are some extra words:

- (i) \_\_\_\_\_ Sundays I go for swimming.
- (ii) The farmer is sitting \_\_\_\_\_ the tree.
- (iii) The lady is standing \_\_\_\_\_ the bus stop.
- (iv) The river flows \_\_\_\_\_ the village.

**Help Box:** from, in, at, under, into, beside, on

### Activity 4

Make meaningful sentences with the following adjectives:

good : \_\_\_\_\_

six : \_\_\_\_\_

beautiful : \_\_\_\_\_

few : \_\_\_\_\_



Let's talk:



Study the above picture and describe it to the class.

Let's do:

### Activity 5

Tick [✓] the correct answer from the alternatives given in brackets:

- (a) He (watches/watched) the film yesterday evening.
- (b) The child (is reading/ read) a story book now.
- (c) My father (is going/ went) to Kolkata last week.
- (d) The boys (are playing/played) football in the field now.

### Activity 6

Complete the crossword puzzle with the help of the given clues.

Use capital letters:

#### Across:

2: traditional folk dance of West Bengal

3: one of the Seven Wonders of the World

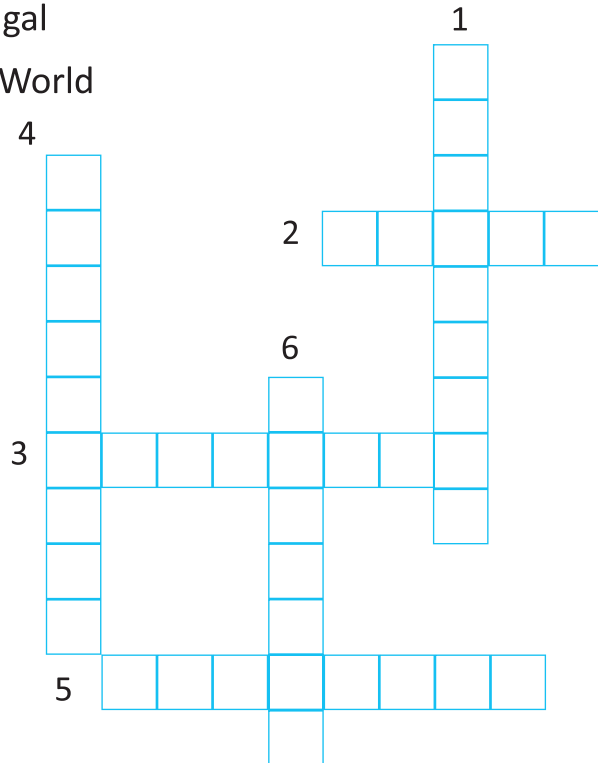
5: classical music of Southern India

#### Down:

1: a classical dance of Kerala

4: carving on wood or stone

6: matching in rhythm



### Activity 7

Punctuate the given sentences:

- (a) one day a little boy was sitting with a nail a piece of wood and a hammer
- (b) what are you doing my son
- (c) oh my toy is broken
- (d) don't cry my child said the stranger

### Activity 8

**Identify the common and proper nouns given below and place them in the correct columns:**

Vidyasagar, Elephant, Grapes, Damodar, Darjeeling, Street

Common nouns	Proper nouns

### Activity 9

**Underline the personal pronouns and circle the possessive pronouns used in the passage:**

I am Jhumi. Rana is a cousin of mine. He is a kind boy. He gave a book to Rumni. She is my sister. Rumni and Rana are classmates. They go to school together. Their school is near the village of ours.

#### Let's talk:

Tell the class who your best friend is. Give a description of your best friend and also state why you like him/her.

#### Let's do:

### Activity 10

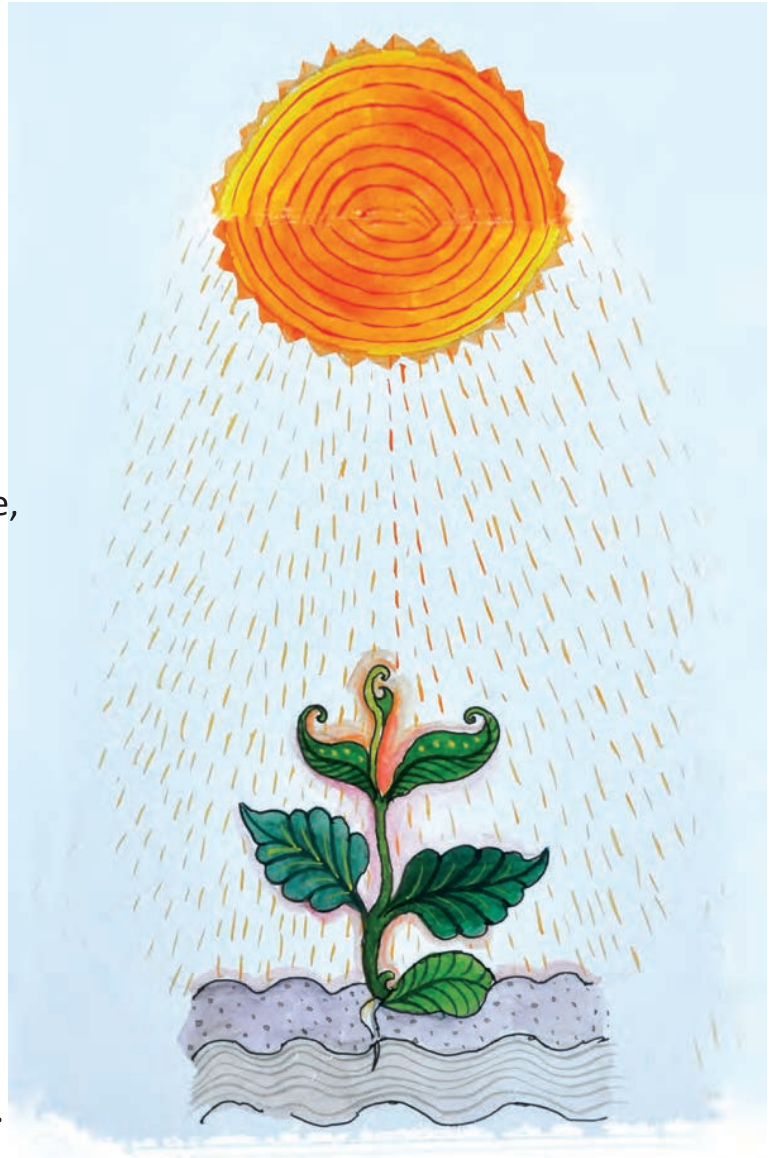
**Write five sentences on your hobby. Use the following hints:**

what do you do in your free time—describe it—how much you enjoy doing it—do you learn anything from it

Let's recite:

### The Little Plant

In the heart of a seed,  
Buried deep so deep,  
A tiny plant,  
Lay fast asleep.  
'Wake,' said the sunshine,  
'And creep to the light,'  
'Wake,' said the voice  
Of the raindrops bright.  
The little plant heard  
And it rose to see,  
What the wonderful  
Outside world might be.



—Kate Louise Brown

## Lesson 1



# It All Began With Drip-Drip



—Alka Shankar and Sharleen Mukundan

### Let's start:

Alka Shankar is an author of repute. Her well-known book is *The Mighty and the Mystical Rivers of India—exotic India*. She is famous for her children's books.

Sharleen Mukundan is a renowned children's author. She has written *Murthy: the Story Book* in collaboration with Alka Shankar.

### Let's share:

**Which of the following actions would you consider to be true acts of bravery? Why do you think so? Discuss in groups.**

- ◇ rolling down a hill
- ◇ swimming against the tide
- ◇ rescuing people from a house on fire
- ◇ saving a person who is drowning

### Let's read:

A tiger was caught in a storm. He had wandered near the village, looking for something to eat. On the **outskirts** of that village lived an ill-tempered old woman. The tiger **huddled** in shelter close to the wall of the woman's hut.

The old woman was feeling very ill-tempered that night. The rainwater was leaking through the roof.

"There is no escape from this drip-drip", she **muttered** angrily, pushing



her bed around the room to keep it dry. She **shoved** the bed and a tin trunk against a wall. The wall shook.

"This drip-drip will be the death of me!" she shouted.

The tiger on the opposite side of the wall felt the wall shake and was frightened. "The drip-drip must be a very **dreadful** creature," he thought.

Meanwhile, Bholenath, the potter, was out in the night, looking for his donkey in the storm. Suddenly he saw an animal huddled in the dark against the wall of the woman's hut.

### Word Nest:

**outskirts** : parts of the village or city farthest from the central area

**huddled** : curled up

**muttered** : talked in a low but not clear voice

**shoved** : pushed something in a rough way

**dreadful** : fearful



Let's do:

### Activity 1

Tick [✓] the correct alternative:

- (a) The tiger took shelter near the house of (i) an old woman (ii) an old man (iii) a neighbour.
- (b) The old woman was (i) soft-spoken (ii) ill-tempered (iii) shy.
- (c) The tiger thought drip-drip was (i) the constant falling of rain (ii) the name of a man (iii) a creature.
- (d) Bholenath was a (i) farmer (ii) weaver (iii) potter.

### Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

- |  |                                |
|--|--------------------------------|
| (1) She pushed her bed around the room to keep it dry.                   | <input type="text"/>           |
| (2) The tiger took shelter outside an old woman's hut.                   | <input type="text"/>           |
| (3) Bholenath was looking for his donkey.                                | <input type="text"/>           |
| (4) A tiger was caught in a storm.                                       | <input type="text" value="1"/> |
| (5) Bholenath saw an animal huddled against the wall of the woman's hut. | <input type="text"/>           |
| (6) The old woman was ill-tempered that night.                           | <input type="text"/>           |

### Activity 3

Answer the following question:

What do you think would Bholenath's reaction be if he knew that the animal 'huddled in the dark' was actually a tiger?

### Let's continue:

"There is my donkey!" Bholenath shouted, and running to the tiger, grabbed it. He pulled the tiger's ears.

"Move, you lazy donkey, or I will give you a hard time!"

The tiger was really frightened. "This must be the terrible drip-drip!" He thought.

Bholenath dragged the tiger home and kept him tied by a **sturdy** rope to a tree near his hut.

In the morning, Bholenath's wife discovered the tiger tied to the tree and screamed in fear. Hearing her, the neighbours came running out of their huts. Bholenath was sleeping. He came out, too.

The people were all **mystified**. "Who tied this tiger to the tree?" They asked.

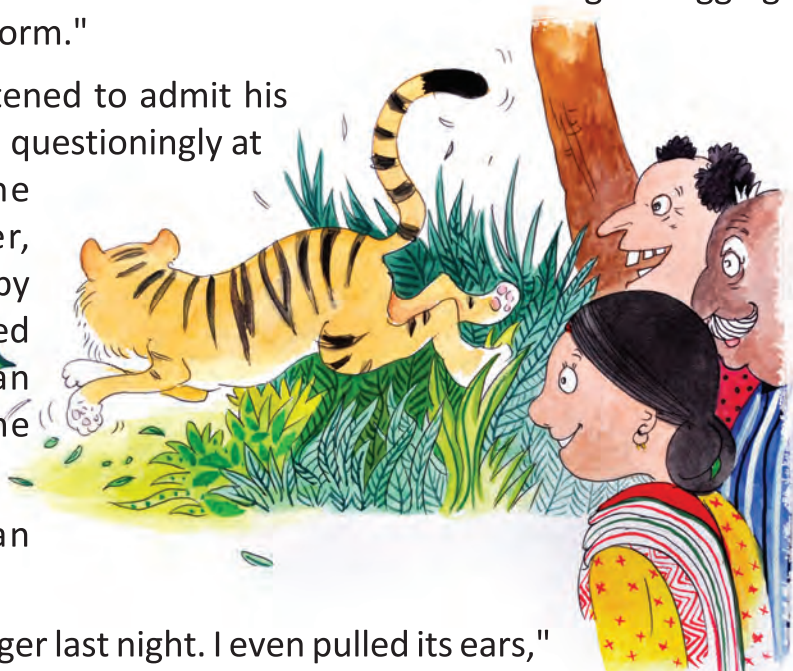
A neighbour said, "I think Bholenath can tell us. I saw him last night dragging an animal through the storm."

Bholenath was too frightened to admit his mistake. Everyone looked questioningly at Bholenath. In the meantime, the tiger, disturbed and confused by all the people, had chewed through the rope. It ran away to the jungle. The villagers were relieved.

Bholenath now saw an opportunity to **brag**.

"It is I who captured the tiger last night. I even pulled its ears," Bholenath announced proudly. Everyone marvelled at his bravery.

Soon the news of Bholenath's bravery reached the king. The king was highly impressed. He made Bholenath the Commander-in-chief of the king's army. Bholenath and his wife were given a huge house to live in.





## Word Nest:

<b>sturdy</b>	:	strong
<b>mystified</b>	:	confused
<b>brag</b>	:	to talk proudly about oneself

## Let's do:

### Activity 4

**Complete the following sentences with information from the text:**

- (a) The tiger was frightened because \_\_\_\_\_
- (b) Bholenath's wife screamed in fear when \_\_\_\_\_
- (c) Disturbed and confused by the people, the tiger \_\_\_\_\_
- (d) Bholenath announced proudly that \_\_\_\_\_

### Activity 5

**Answer the following questions:**

- (a) Why did Bholenath bring the tiger home?
- (b) What made the neighbours come running out of their huts?
- (c) Why were the villagers relieved?
- (d) How did the king reward Bholenath for his bravery?

## Let's continue:

A few months after that evening, news came that a neighbouring king has declared war. Bholenath and his king gathered at the royal court. The king told Bholenath, "You are the Commander-in -chief of my army.I entrust you with the duty of protecting my state."

Bholenath came back home in utter **despair**. "I don't even know how to ride a horse", he told his wife helplessly, "How will I defend our borders against eight thousand enemy soldiers?"

"Don't worry," his wife said, "I'll tie you to the horse."

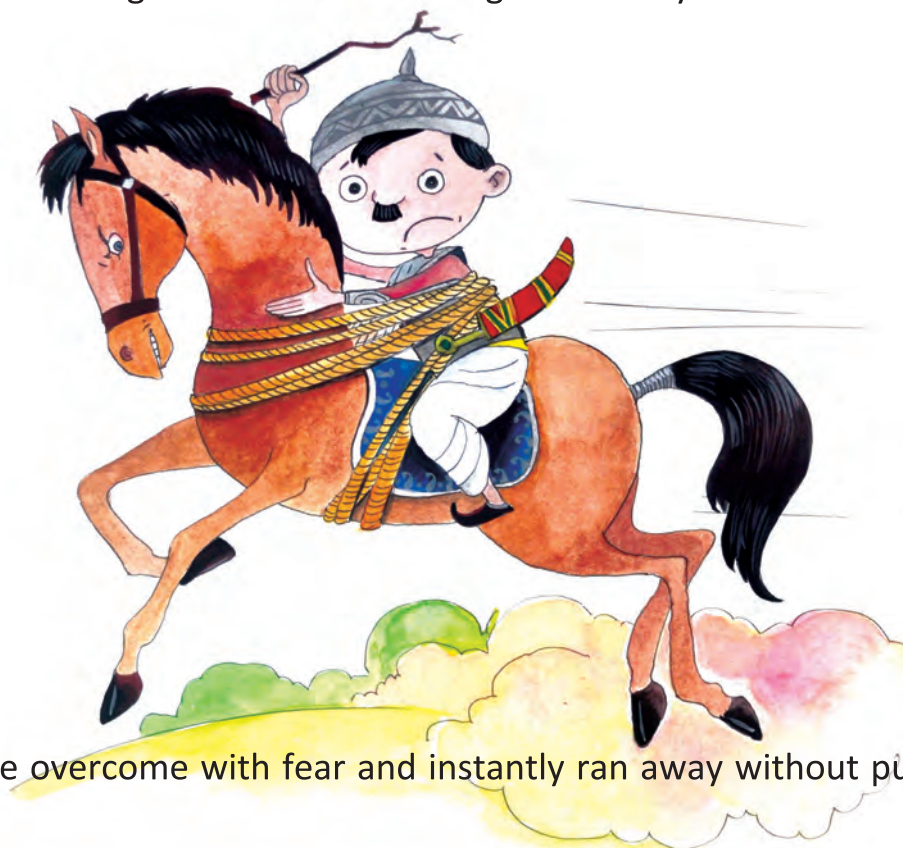
In the morning, the king sent Bholenath a magnificent **stallion**. Bholenath got up glumly on the horse and his wife securely tied him to it with a rope. The horse did not like the feel of the tight ropes. It **reared**

suddenly and galloped off wildly. Bholenath hung desperately to its mane.

Realising that the horse was headed straight for the enemy camp, Bholenath shouted in fear. The horse could not be stopped.

Bholenath noticed a large tree with its branches hanging over the road. As the horse galloped under the tree, Bholenath reached up to grasp the branches and pull himself free. But the branches broke away in his hands. The horse had entered the enemy camp.

The enemy soldiers were astonished to see a wild-looking man tied to a fierce stallion, waving branches excitedly. "Help, help!" Bholenath was shouting. The enemy soldiers did not hear him. They were greatly scared. "This must be some great warrior come single-handedly to defeat us!" The



soldiers were overcome with fear and instantly ran away without putting up a fight.

Soon the news of Bholenath's great victory spread. Everyone was amazed that he had defended his state all by himself against eight thousand enemy soldiers. The king awarded him in a public ceremony. Bholenath became a legend.

It all had started with a drip-drip!

## Word Nest:

**despair** : the feeling of having lost all hope

**stallion** : a fully grown male horse

**reared** : brought up

## Let's do:

### Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) Bholenath did not know how to ride a horse. ☐

\_\_\_\_\_

(b) The king sent Bholenath a magnificent elephant. ☐

\_\_\_\_\_

(c) The enemy soldiers were happy to see Bholenath. ☐

\_\_\_\_\_

(d) Bholenath defeated the enemy soldiers single-handedly. ☐

\_\_\_\_\_

### Activity 7

Answer the following questions in complete sentences:

(a) Why was Bholenath full of despair?

(b) How did his wife help him to overcome his trouble?

(c) What made the enemy soldiers greatly scared?

(d) Do you think Bholenath could truly be called a legendary character?  
Give reasons for your answer.

## Let's learn:

### Read the following sentences:

- (a) This drip-drip will be the **death** of me!
- (b) Everyone marveled at his **bravery**.
- (c) Bholenath came back home in utter **despair**.

In the above sentences, the blue-coloured words are Nouns which indicate either a state of being or a quality of mind.

## Let's do:

### Activity 8(a)

Read the following sentences. Underline the the Nouns which indicate either a state of being or a quality of mind:

- (i) The king is known for his kindness.
- (ii) The beauty of the flower attracted me.
- (iii) Childhood is fun.
- (iv) India attained freedom in 1947.

## Let's learn:

The words you have underlined in Activity 8 (a) are **Abstract Nouns**. Abstract nouns always indicate a state of being or a quality of mind.

Note that Abstract nouns are usually formed from-

- (i) Adjectives e.g. **bravery** from 'brave', **kindness** from 'kind' etc.
- (ii) Verbs e.g. **death** from 'die', **freedom** from 'free'
- (iii) Common nouns e.g. **childhood** from 'child', **heroism** from 'hero' etc.

Let's do:

**Activity 8(b)**

**Form abstract nouns from the following words:**

- |             |   |       |              |   |       |
|-------------|---|-------|--------------|---|-------|
| (i) dark    | : | _____ | (ii) adult   | : | _____ |
| (iii) amaze | : | _____ | (iv) disturb | : | _____ |
| (v) confuse | : | _____ | (vi) sweet   | : | _____ |

Let's learn:

**Read the following sentence :**

◆ You are the Commander-in-Chief of the king's **army**.

In the above sentence, the word '**army**' indicates a number of soldiers spoken of as a whole.

Let's do:

**Activity 8 (c)**

**Underline the words that indicate a group of people, animals or things taken as a whole:**

- (i) I saw a crowd in front of the shop.
- (ii) A herd of cattle is passing by.
- (iii) Our school cricket team has won.
- (iv) A bunch of flowers was kept in the vase.

Let's learn:

The words you have underlined in Activity 8 (c) are called **Collective Nouns**. Collective Nouns indicate a group of people, animals or things taken as a whole. Collective Nouns always take a singular verb when it is used in Present tense.

Let's do:

**Activity 8(d)**

Fill in the blanks with the appropriate collective nouns given in the Help Box. One is done for you:

- (i) A posse of policemen marched by.
- (ii) I bought a \_\_\_\_\_ of grapes from the market.
- (iii) A \_\_\_\_\_ of sheep was grazing in the field.
- (iv) I saw a \_\_\_\_\_ of bees buzzing around.
- (v) The \_\_\_\_\_ is very noisy.

**Help Box:** flock, posse, swarm, bunch, class

Let's learn:

Read at the following sentences:

- 1. The **wall** shook.
- 2. The **horse** galloped off wildly.
- 3. **Rainwater** was leaking through the roof.
- 4. Bholenath hung desperately to its **mane**.

In sentences 1 and 2, the blue coloured words 'wall' and 'horse' are names of an object and a living being which can be counted. But in sentence 3 and 4, the red coloured words 'rainwater' and 'mane' cannot be counted.

Let's do:

**Activity 8 (e)**

**Underline the words in the following sentences that can be counted.  
Circle the the words that cannot be counted:**

- (i) I am reading a book.
- (ii) Iron is a useful metal.
- (iii) Snowy is his pet dog.
- (iv) She has long hair.

Let's Learn:

The words that you have underlined in Activity 8 (e) are **Countable Nouns**.  
Countable Nouns have plural forms.

The words you have circled in Activity 8(e) are **Uncountable Nouns**.  
Uncountable Nouns do not have plural forms.

Let's do:

**Activity 8(f)**

**Read the sentences carefully and put the underlined words in the correct columns:**

- (i) Milk is good for health.
- (ii) The door is closed.
- (iii) I bought a kilo of sugar from the market.
- (iv) Children play with toys.

Countable Nouns	Uncountable Nouns

### Activity 9

**Find words from the text nearest in meaning to the words given below:**

- (a) kingly
- (b) sorrow
- (c) surprised
- (d) afraid

### Let's talk:

Tell the class how 'drip-drip' changed Bholenath's life, from being a potter to a Commander-in-Chief of the king's army.

### Let's do:

### Activity 10(a)

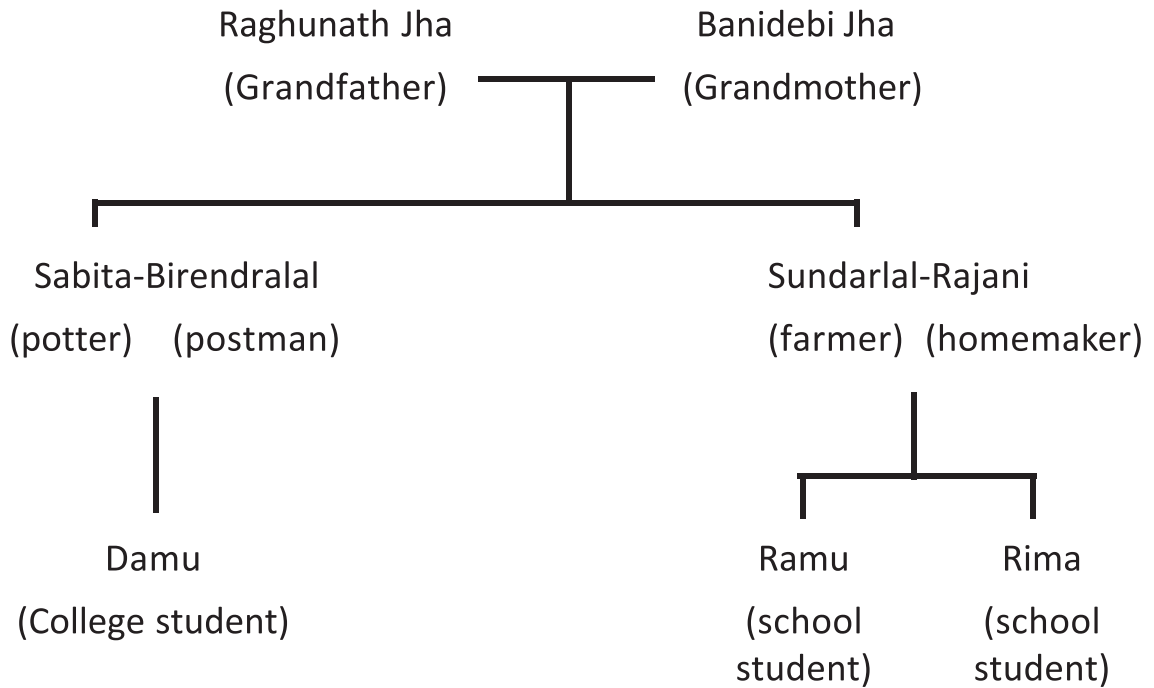
Imagine you are caught in a storm while returning home one night. Write a short paragraph in about sixty words describing your experience. Use the following hints:

returning from aunt's place — sky darkened — wild wind — rain — no one around — how you reached home



### Activity 10(b)

Study the family chart given below:



Suppose you are Rima. Your grandfather is Raghunath Jha. Write a short paragraph in about six sentences about your family.

### Let's work together:

- ◆ Form groups.
- ◆ Take a sheet of chart paper.
- ◆ Draw that incident from the text which you liked the most.
- ◆ Colour it.
- ◆ Describe the picture that you have drawn to the class.

## Lesson 2



# The Adventurous Clown



—Enid Blyton

### Let's start:

Enid Mary Blyton (1897—1968) is one of the most popular British children's authors of all times. Her works include series of novels in which children have their own adventures with minimal adult help. The most popular among these are *The Famous five*, based on four children and their dog, and *The Secret Seven*, a society of seven children who solve various mysteries. This text is an edited version of her short story *The Adventurous Clown*.



### Let's share:

#### Discuss with your partner and tell the class:

- ◇ Do you enjoy playing with toys?
- ◇ What are the different kinds of toys that you would like to have?
- ◇ Where do you normally see a clown?

### Let's read:

There was once a toy clown called Tuffy. He lived in a toy shop with many other toys. Tuffy longed to be a hero. He wanted to do something noble so that all the toys would cry out that he was a hero. He thought his little corner on the toy shelf was dull.

"Why do you **grumble** so much?" asked Timothy, the puppy dog. "Be happy with us, Tuffy. Why do you want to go off and have **adventures**?"



"Adventures are always exciting. I want to do something that would make all the toys take notice of me. It's so dull up here on our shelf," replied Tuffy.

At night, the clown climbed down from his shelf to look for adventures. Now that night there was to be a grand race between two wooden horses and carts driven by wooden farmers. The race was just starting as Tuffy climbed down. One cart came racing by. The farmer riding it stood up and shouted!

"Goodness! An adventure already! A runaway horse!" thought Tuffy. "Now is my chance to be a hero."

The horse and the cart came round again and Tuffy jumped at the reins. He held on to them and dragged the horse to one side. The cart turned over and the farmer fell down. Tuffy stood by, helping him up, feeling very proud that he had stopped the horse.

But the farmer was terribly angry.

## Word Nest:

**grumble** : complain in a bad-tempered way

**adventures** : unusual, exciting or dangerous experiences

## Let's do:

### Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

- |   |                                |
|---|--------------------------------|
| (1) Tuffy jumped at the reins.  | <input type="text"/>           |
| (2) The toy clown wanted to be a hero.  | <input type="text" value="1"/> |
| (3) The farmer was terribly angry.  | <input type="text"/>           |
| (4) There was a grand race between two wooden horses<br>and carts driven by wooden farmers. | <input type="text"/>           |
| (5) He found the little corner of the toy shelf to be dull.                                 | <input type="text"/>           |
| (6) The cart turned over.   | <input type="text"/>           |

### Activity 2

Fill in the blanks with words given in the Help Box. There is one extra word:

Tuffy, the toy clown lived in a \_\_\_\_\_. He wished to do something \_\_\_\_\_. His friend, Timothy, felt that the clown always \_\_\_\_\_. But Tuffy thought that the adventures were always \_\_\_\_\_.

**Help Box:** exciting, grumbled, noble, toyshop, dull

### Activity 3

#### Answer the following question:

"Adventures are always exciting"—Why do you think Tuffy said so?

#### Let's continue:

"What do you mean by spoiling my race like that?" he shouted. "Now the other horse and cart will win! You silly, little clown!"

Tuffy was **upset**. "You don't understand I'm a hero!" He ran out and sat down in a toy farm wiping his tears. Suddenly Tuffy noticed a doll's house in a corner of the shop. He saw smoke coming out of one of the windows. "Fire! Fire!" shouted Tuffy. "Another adventure! I'll put it out at once."



He found a ladder and put it up against the wall of the doll's house. Then he took a big bucket, filled it with water from the farm pond. He climbed the ladder and threw all the water in at the window. Just then, someone caught him by the collar and roared, "And what do you think you're doing playing a silly trick like that?"

Poor Tuffy was shaken like a rat. "Don't do that!" he shouted. "I am a hero! I was putting out the fire." Tuffy saw that he was speaking to a sailor doll who was making **porridge**. "Can't I cook in peace without you coming and throwing water at me?"

"They won't let me be a hero," he sobbed. Soon after, he heard a cry and looked around. There was a big bowl of water nearby. In it were swimming two fine goldfish. And there was a small doll too!

"She's fallen in! I'll **rescue** her! This is a real adventure at last!"

### Word nest:

<b>upset</b>	:	disturbed, worried
<b>porridge</b>	:	dish of oats boiled with water or milk
<b>rescue</b>	:	save from danger

### Let's do:

#### Activity 4

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) The farmer called the toy clown silly.

☐

---

(b) Tuffy threw all the water at the farmer.

☐

---

(c) The sailor doll could not cook in peace.

☐

---

(d) Three goldfish were swimming in a big bowl of water.

☐

---

### Activity 5

#### Answer the following questions:

- (a) What did Tuffy do when he got upset?
- (b) How did the toy clown put out the fire?
- (c) Why was the sailor doll angry?
- (d) What real adventure did Tuffy find at last?

#### Let's continue:

He caught hold of a little net and dipped it into the water. He brought the little doll out. But she slipped out and fell on to the table banging her head.

She began to cry. Up came a policeman doll and said **fiercely**, "What are you doing, catching the doll and making her bump her head like that?"

"I was saving her from drowning!" said Tuffy.

"I was having such a lovely swim!" **sobbed** the little doll. "I swim with the goldfish every night. But that clown caught me in a nasty net and spoilt my fun. He isn't a hero at all!"

The policeman locked Tuffy in a room in the police station. Suddenly he heard a noise outside the window of the room. "Tuffy, Tuffy!" barked a little voice. "It is I, Timothy. Here is the key to the door."





Tinkle! The key fell to the floor and the clown quickly unlocked the door. Timothy and he ran off together and climbed up to the shelf.

"Thank you. You're the hero!" he said. "I didn't stop to think. But you saw I was in real trouble and you saved me." The toy dog **blushed**.

"Oh! How peaceful it is up here. I'll never want to leave this shelf again."

And, until he was sold, he never did!

### Word nest:

**fiercely** : angrily

**sobbed** : cried with loud gasps

**blushed** : became red-faced through shyness



Let's do:

### Activity 6

Fill in the chart with information from the text:

Cause	Effect
(a)	The little doll began to cry.
(b) The little doll complained to the policeman about Tuffy.	
(c) Timothy dropped the key to the floor of the room	
(d)	Tuffy decided never to leave the toy shelf again.

### Activity 7

Answer the following questions in complete sentences:

- (a) Why did Tuffy put the little net in the water?
- (b) What made the little doll think that Tuffy was not a hero?
- (c) How was Tuffy released from the police station?
- (d) Why did Timothy blush?

Let's learn:

Read the following sentences carefully:

- ◇ Poor Tuffy **was** shaken like a rat.
- ◇ What **do** you mean by spoiling my race like that?
- ◇ I **am** a hero.

In the above sentences, the coloured words help to form tenses, questions and to explain the sense of the sentences. These words are called **auxiliary verbs**.

Note that the auxiliary verb 'be' takes the forms of 'am', 'is', 'are', 'was' and 'were'.

**Let's do:**

### Activity 8

**Fill in the blanks with the correct form of the given verbs in the brackets:**

- (a) \_\_\_\_\_ your work now. (do)
- (b) The door \_\_\_\_\_ opened. (be)
- (c) Usually, Pulak \_\_\_\_\_ his work well. (do)
- (d) I \_\_\_\_\_ working. (be)

### Activity 9

**Make meaningful sentences of your own with the following words:**

- fiercely : \_\_\_\_\_
- bump : \_\_\_\_\_
- drowning : \_\_\_\_\_
- nasty : \_\_\_\_\_

**Let's talk:**

Do you think Tuffy is really a hero? Discuss with your partner.

Let's do:

### Activity 10 (a)

Write a paragraph in about sixty words on 'A boat journey' using the following hints:

moonlit night — four friends — boat on a wide river— rippling of the water— dark forest on either side—thrill of the journey

### Activity 10 (b)

Suppose you spent a night with Tuffy in the toy shop. Write a short paragraph in about sixty words describing your experience.

Let's work together:

- ◇ Take a pair of old socks.
- ◇ Stuff them with cotton wool.
- ◇ Take a sheet of coloured paper. Fold it to make a clown's cap. Put the cap on one sock. Imagine the puppet to be Tuffy.
- ◇ Take a long piece of paper to make a tail. Fix it to the other sock. Imagine the other puppet to be Timothy.
- ◇ Now start an imaginary conversation between Tuffy and Timothy.

### Lesson 3



## The Rainbow

— Christina Georgina Rossetti

### Let's start:

Christina Georgina Rossetti (1830—1894) was an English poet who wrote a variety of romantic, devotional and children's poems. She is perhaps best known for her poem *Goblin Market*.



### Let's share:

#### 1. Fill in the blanks with suitable words:

- (a) We see clouds in the \_\_\_\_\_
- (b) The sky gets clear after \_\_\_\_\_
- (c) An arrow is shot from a \_\_\_\_\_
- (d) White is the \_\_\_\_\_ of peace.

#### 2. Look at the pictures:



Which particular word comes to your mind after seeing the two pictures?  
Write it down in the given box.

Let's read:

### The Rainbow

Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are **prettier** 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.



Word nest:

**prettier** - more beautiful

**overtops** - lies above

Let's do:

### Activity 1

Tick [✓] the correct alternative:

- (a) Ships sail on the (i) pond (ii) lake (iii) sea
- (b) Clouds are prettier than (i) rain and sky (ii) boats and ships (iii) rivers and seas
- (c) The poet talks about a bow that bridges (i) heaven (ii) sea (iii) river
- (d) The poet mentions that the road is from (i) sky to earth (ii) earth to river (iii) earth to sky

### Activity 2

Complete the following sentences with information from the text:

- (a) Boats sail on \_\_\_\_\_
- (b) The sailing boats and ships are less beautiful than \_\_\_\_\_
- (c) Bridges are built over \_\_\_\_\_
- (d) The bow builds \_\_\_\_\_

### Activity 3

Answer the following question:

Boats and ships sail on the water, while clouds sail across the sky. State the difference in their manner of sailing.

#### Activity 4

Fill in the following chart with information from the text:

What	Where
(a)	on the rivers
(b) Clouds sail	
(c)	bridges heaven
(d)	overtops the trees

#### Activity 5

Answer the following questions in complete sentences:

- (a) What is prettier than boats, ship and clouds?
- (b) What are the clouds compared to?
- (c) How do you think the rainbow builds a road from the earth to the sky?
- (d) Which, according to the poet, is the prettiest of all objects mentioned in the poem?

#### Activity 6(a)

Read the passage:

Standing on the sea-shore, the four friends were watching the night sky. They looked at the stars in wonder. They felt the soothing breeze and heard the waves roaring in the deep sea.

Pick out the countable and uncountable nouns and fill in the table:

Countable Noun	Uncountable Noun

### Activity 6(b)

**Circle the collective nouns and underline the abstract nouns in the following sentences:**

- (i) The fleet move across the ocean.
- (ii) Honesty is the best policy.
- (iii) A troop came marching on.
- (iv) The old man is known for his wisdom.

### Activity 6(c)

**Fill in the blanks with the correct form of the given verbs in the brackets:**

- (i) She \_\_\_\_\_ singing a song.(be)
- (ii) My father \_\_\_\_\_ his work last night. (do)
- (iii) They \_\_\_\_\_ to the playground.(go)
- (iv) The football match \_\_\_\_\_ seen by many people. (be)

### Activity 7(a)

**Fill in the blanks with appropriate words from the help box:**

- (i) She has a \_\_\_\_\_ blue skirt.
- (ii) \_\_\_\_\_ help us to cross rivers.
- (iii) Ships \_\_\_\_\_ across the ocean.
- (iv) We must plant trees to save our \_\_\_\_\_ .

**Help Box:** sail, pretty, bridges, earth



### Activity 7(b)

**Make meaningful sentences of your own with the following words:**

build : \_\_\_\_\_  
across : \_\_\_\_\_  
bridge : \_\_\_\_\_  
road : \_\_\_\_\_

### Let's talk:

Suppose one day it has been raining since early morning. Your school declared a holiday for the rains. Now discuss with your partner how you would spend such a day.

### Let's do:

### Activity 8(a)

**After a heavy shower, we often see that a rainbow appears in the sky. Write a paragraph in about sixty words describing the scene as you see it. Use the following hints:**

time of the day- place- the clear, cloudless sky- how the rainbow looks like- colours of the rainbow- your feelings.

### Activity 8(b)

**Suppose you are standing on a bridge looking down. Write a paragraph in about sixty words describing the things that you see below.**

### Let's work together:

- ◆ Draw pictures of a few things you need on a rainy day.
- ◆ Write two sentences on the use of each of them.