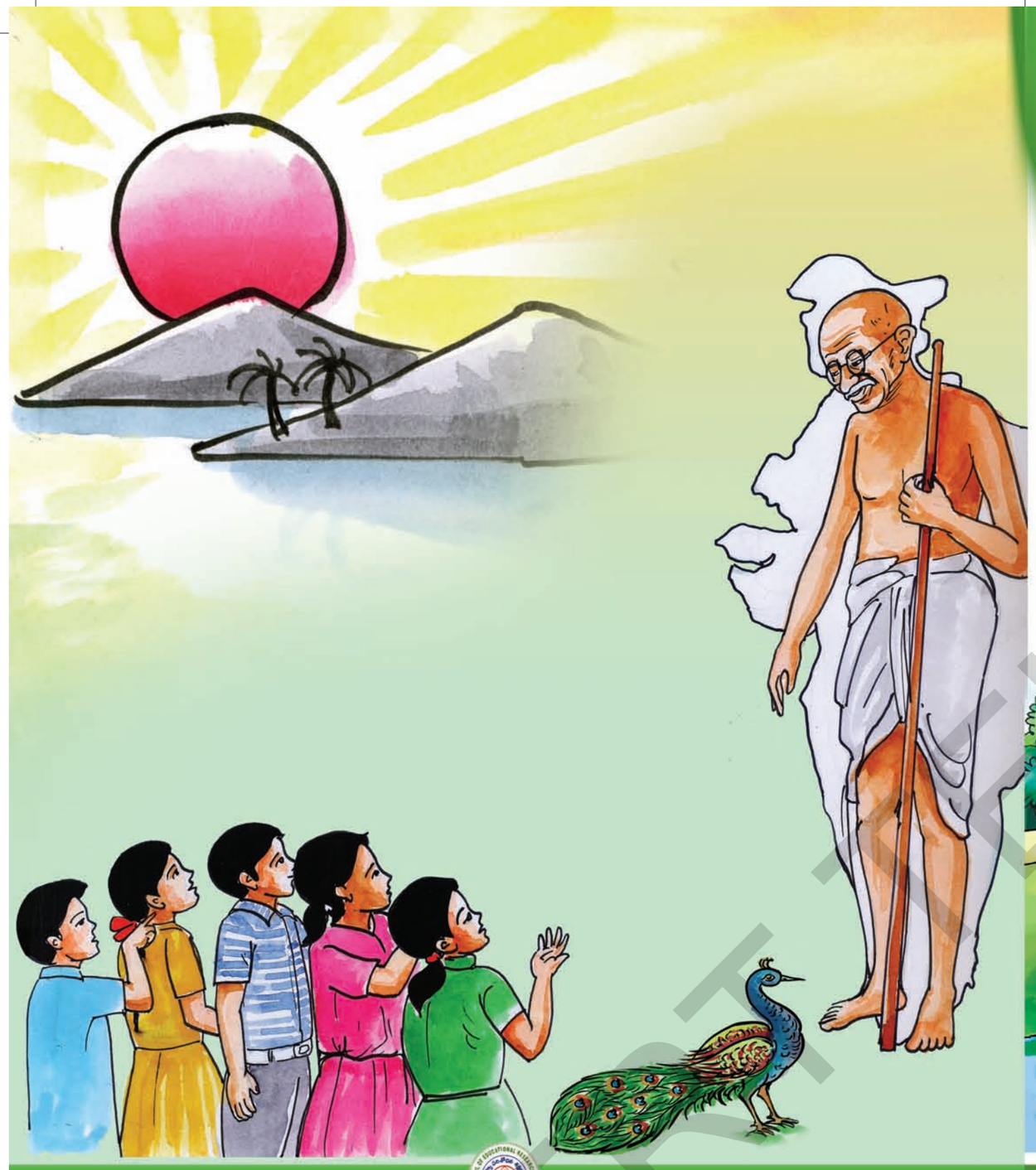
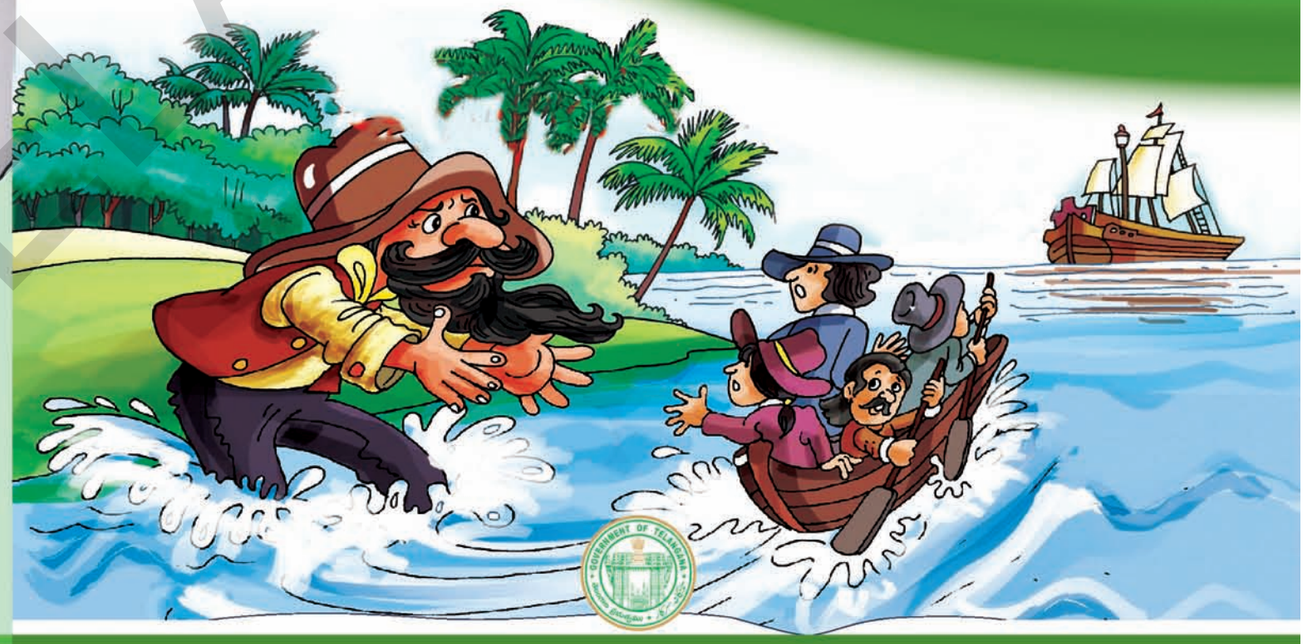


Our World through English

FREE

R6L5D6

Class VI



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Energized Text Books facilitate the students in understanding the concepts clearly, accurately and effectively. Content in the QR Codes can be read with the help of any smart phone or can as well be presented on the Screen with LCD projector/K-Yan projector. The content in the QR Codes is mostly in the form of videos, animations and slides, and is an additional information to what is already there in the text books.

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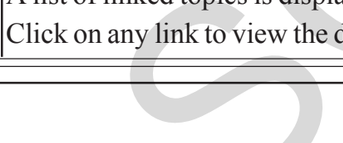
At the end of each chapter, questions are provided in a separate QR Code which can assess the level of learning outcomes achieved by the students.

We expect the students and the teachers to use the content available in the QR Codes optimally and make their class room interaction more enjoyable and educative.

Let us know how to use QR codes

In this textbook, you will see many printed QR (Quick Response) codes, such as

Use your mobile phone or tablet or computer to see interesting lessons, videos, documents, etc. linked to the QR code.

Step	Description
A.	**Use Android mobile phone or tablet to view content linked to QR Code:**
1.	Click on **Play Store** on your mobile/ tablet.
2.	In the search bar type **DIKSHA.**
3.	 will appear on your screen.
4.	Click **Install**
5.	After successful download and installation, Click **Open**
6.	Choose your prefered Language - Click **English**
7.	Click **Continue**
8.	Select **Student/ Teacher** (as the case may be) and Click on **Continue**
9.	On the top right, click on the QR code scanner icon and scan a QR code printed in your book OR Click on the search icon and type the code printed below the QR code, in the search bar. (🔍)
10.	A list of linked topics is displayed
11.	Click on any link to view the desired content
B.	**Use Computer to view content linked to QR code:**
1.	Go to **https://diksha.gov.in/telangana**
2.	Click on **Explore DIKSHA-TELANGANA**
3.	Enter the code printed below the QR code in the browser search bar (🔍)
4.	A list of linked topics is displayed
5.	Click on any link to view the desired content

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Our World through English

Class VI

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks have been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks have been developed for classes I, II, III, VI, and VII. Practicing teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class - I in 2011-12 in all Non-English Medium Schools also. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non- English medium students, a common English Textbook is introduced in all media from June 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the child in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala. Further, students of all media have a common English Textbook at Intermediate level in our state.

This textbook, "**Our World through English**" class VI, is an integrated one in the sense it has the Main Reader component, the Supplementary Reader component and the Workbook component interwoven into a single textbook. Hence, these components are found in each and every unit. The language skills like listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in the NCF - 2005. The activities are so designed as to ensure the holistic treatment of language.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

I thank all the institutions and experts at the state and national level, the members of the textbook Production and Development Committees, the staff members of the SCERT, T.S, Hyderabad and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012
Hyderabad

Smt. B.Seshu Kumari
Director, SCERT, Hyderabad

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Note: All the 'C' Readings are meant for pleasure reading and not for assessment.

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Acknowledgements

The State Council of Educational Research and Training, Telangana is most grateful to the following for their valuable contributions in the development of this book - Professor R.K.Agnihotri, Dr.A.L.Khanna, and Dr. K.N.Anandan.

The Council also thanks the following authors, copyright holders for permission to use stories, articles and poems included in this book.

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OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Vanga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- Pydimarri Venkata Subba Rao

"India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness."

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Note to the students

Dear Student,

- As you all know, your English textbook is student-friendly and interactive in nature.
- The new teaching methods and the activities given in the textbook demand your active participation.
- The questions the teacher asks at various stages of learning may have more than one answer;
- you are expected to express your ideas and thoughts freely.

What you have to do

- You learn most of the things through interactions, discussions and sharing; better learning takes place when you participate in them actively.
- Try to understand the main ideas by guessing the meaning of words and sentences. You may use the glossary given at the end of the text or use a dictionary.
- Try to identify the features of the text (such as story, essay, poem, etc.) you are reading and share them with your classmates.
- While working in groups, take turns to share what you could understand, what you could not understand and the parts you liked the most.
- Think critically (offer multiple points of view) to answer the questions the teacher asks you.
- Your teacher will give you a possible writing task (conversation, description, narrative, etc.) after reading a part of the text. Brainstorm the task in the whole class and then attempt it individually and present it before the group /class.
- After getting further inputs/feedback from your teacher / group, work individually to improve your writing. Share your writing with your group to refine it.
- The project work and the study skills are as important as the other components in a unit.
- Most of the examination will be text independent. You will get unseen texts to answer writing tasks relating to language.
- At the end of each unit you will find a page meant for self assessment. You are expected to read the statements and respond to them.
- Since most of the examination will be text independent, the guides and question banks may not be of much use to you for your examinations.
- You can improve your language by interacting in English with your friends and teachers and by reading stories, newspapers, etc. and by listening to and watching, English programmes on TV.
- If you are not able to express your ideas in English, you can share them in your mother tongue. Later, collectively decide how to say it in English.

Wish you happy learning!

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Bridging Gap Activity

Note to the teacher:-

The three pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer to the teacher's handbook for detailed process. **Steps in writing - description/ Conversation/story**

- *eliciting the words (names of the persons/things and actions)- framing sentences - sequencing the sentences to get a meaningful description - giving a title to the description.*
- *identifying the context and characters - developing possible dialogues - enacting the roles.*
- *identifying the theme and characters - fixing the plot - sequencing the events - dialogues between the characters.*

* *All the three written discourses should be edited and presented before the class.*

Picture - 1

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. What are the games the children are playing?
4. Which game do you like and why?

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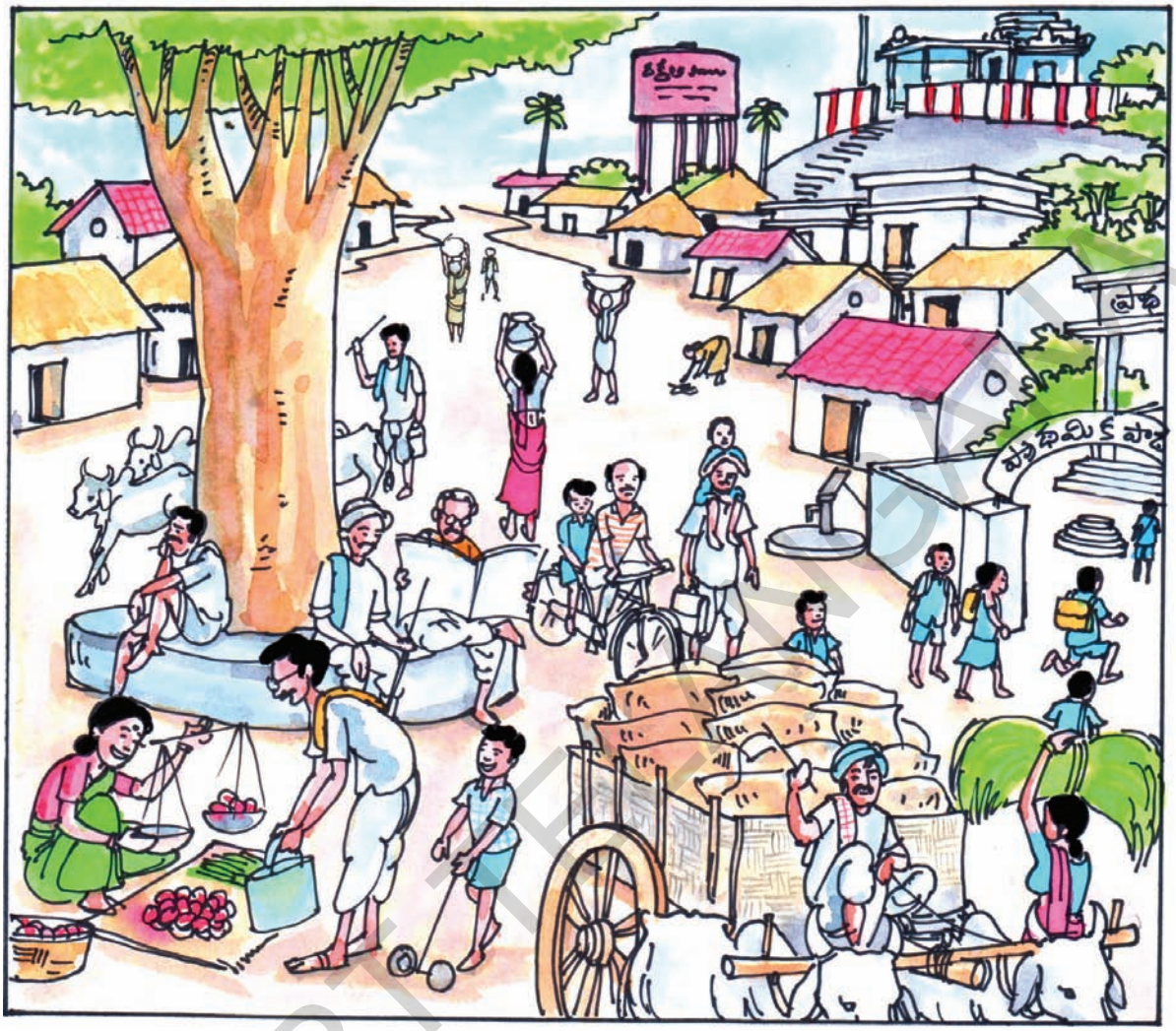
Picture - 2



Interactive questions for description:

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing ?

Interactive questions for conversation:

1. Who are the characters speaking? (any two characters in conversation)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

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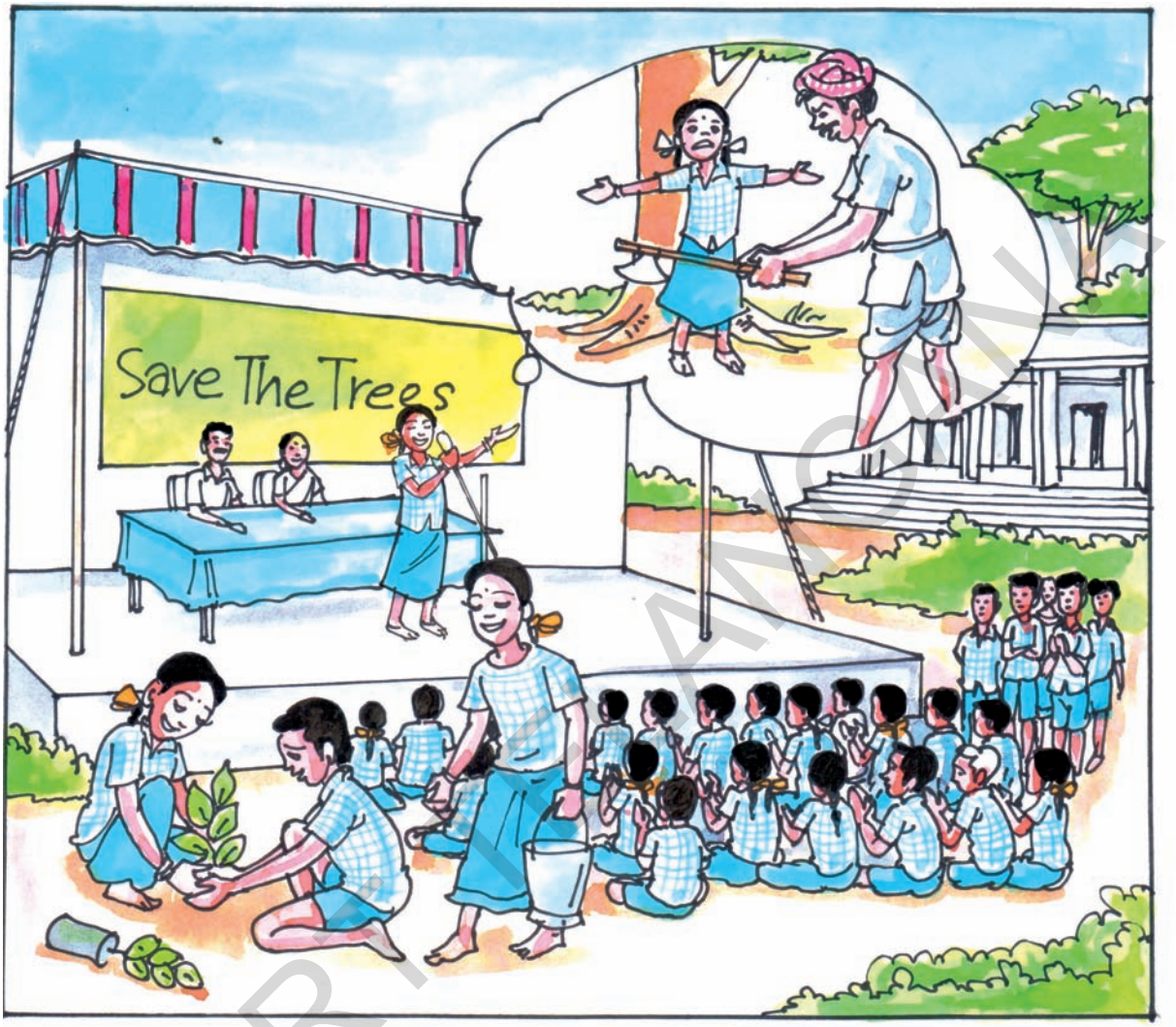
Picture - 3



Interactive questions for story:

1. What is happening in the picture?
2. What could be the dialogues between the girl and the man?
3. What do you think the girl is narrating to the children in the meeting?
4. What would have happened before?
5. What would happen next?
6. Add possible dialogues for each event.
7. What title do you want to give to this story?

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