

ENGLISH READER

CLASS 6

सत्र 2019-20



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4 प्राप्त विषय-वस्तु की सूची से चाही गई विषय-वस्तु पर क्लिक करें।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु



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Preface

English Reader class VI is an innovative course for the students of class-6 of Chhattisgarh State. The book is an attempt to provide good and authentic material in English language with the focus on language learning for using the language in real life situations.

After 5 years of learning English, the book is an attempt to link the previous syllabus with the Communicative Functional Approach. At the upper Primary level, the focus is on all the skills of language learning. It is sincerely hoped that this book will help learners to enjoy language learning.

We would like to acknowledge the sincere help and guidance of Eklavaya, Vidya Bhawan Society & Digantar. For this book of English for Class VI, we are grateful to Prof. Ramakant Agnihotri & Shri A. Khanna, Delhi University for the orientation and interaction with the writers through workshops.

For giving permission to use copyright materials in the lesson, the Director, State Council of Educational Research and Training, Raipur C.G. wishes to thank the publisher Madhuban Educational Books, Mumbai, for *GOPAL BHAND AND MAHAGYANI*, the publisher Deshbandhu Publication Division, Raipur for *WOMEN FOR TREES*, Rupa & Company, New Delhi, for *JAGATU*, *THE GARDENER* and Orient Lognman for *THE HARE ON THE MOON*.

Thanks are also due to the publisher NCERT- Special Series for the Classes III-VIII for the material used in the poetry section—*IN THE HEART OF A SEED, WHO HAS SEEN THE WIND?, LITTLE DROPS OF WATER, RUNNING AND SHOUTING and PUPPY AND I*.

Every attempt has been made to get in touch with the concerned persons for the copyright for the lessons *A NICKEL'S WORTH OF FUN*—L. Patricia—“Focus” U.S.A.

We have adapted a translated version of the Russian folk tale *LEFT IN-CHARGE*. We are also thankful to the publisher Hamlyn Publishing Group for *JOLLY-KITTENS* from MY STORY BOOK. (GREAT BRITAIN)

ETB (Energized Text Book) is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line(after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The council welcomes suggestions from teachers, students, teacher trainers and parents for bringing to its notice any shortcomings or suggestions for improvement in the future editions of this book.

The Council would be grateful for bringing to its notice any shortcoming for improvement in future editions of this book. Any suggestions from teachers, parents, students, writers and publishers to improve the book, would be welcome. We wait eagerly for feedback from the users of the book.

Director

S.C.E.R.T.C.G., Raipur

शिक्षकों से ...

अंग्रेजी भाषा कक्षा-6 का यह संस्करण आपके हाथ में है। पुस्तक का प्रयास अंग्रेजी भाषा के शिक्षण को सरल-सुगम बनाने एवं बच्चों को अपने दैनिक जीवन में भाषा का प्रयोग करने योग्य बनाना है। इस हेतु भाषा के क्षेत्र की विभिन्न साहित्यिक विधाओं एवं रुचिकर सामग्री का चयन किया गया है। भाषा की विधाओं एवं व्याकरण सम्मत विषयों को क्रमबद्ध नहीं किया गया है, बल्कि उनका चयन दैनिक जीवन में उनके उपयोग पर निर्भर है। यह अपेक्षा की जाती है कि पाँच वर्षों तक (प्राथमरी स्तर तक) अंग्रेजी भाषा से परिचित होने के बाद बच्चे भाषा सीखने में रुचि लेंगे। पाठ्य पुस्तक में केवल 17 पाठों को रखा गया है। आरंभ के पाँच पाठों का उद्देश्य भाषा सीखने में बच्चों की रुचि एवं पढ़ने की आदत को विकसित करना है। ये पाठ बच्चों की दुनिया से जुड़े हुए रोचक पाठ्यसामग्री की सहायता से तैयार किये गये हैं जिनके माध्यम से नए शब्दों एवं वाक्यों से उनका परिचय हो सकेगा, आशा की जाती है कि इन पाठों को वे स्वयं ही पढ़ने को उत्सुक होंगे और अंग्रेजी भाषा का अनायास प्रयोग करना सीखेंगे।

कक्षा 6वीं के स्तर पर अंग्रेजी भाषा शिक्षण के समय शिक्षक निम्नांकित बिंदुओं को ध्यान में रखें –

- ❑ भाषा का आनंद उठाने में छात्रों की सहायता करना।
- ❑ बच्चों में शिक्षक के द्वारा एवं छात्रों द्वारा बोली गई भाषा को सुनकर समझने की दक्षता को विकसित करना।
- ❑ बच्चों में शिक्षक एवं अपने सहपाठियों को सुनकर सरल अंग्रेजी में अपने विचारों को अभिव्यक्त करने की क्षमता उत्पन्न करना। इस हेतु Role play समूहों में चर्चा एवं वाद विवाद जैसी क्रियाकलाप करवाना।
- ❑ बच्चों में पठन सामग्री को पढ़कर समझने की दक्षता विकसित करने के लिये अभ्यास प्रश्न करना।
- ❑ बच्चों को दैनिक जीवन में भाषा का उपयोग हेतु Notice board, समाचार पत्र, इंटरनेट, तालिकाएँ, चार्ट, मानचित्र, सार्वजनिक स्थानों में घोषण व निर्देश को समझने का अभ्यास कराना।
- ❑ बच्चों में भाषा की अभिव्यक्ति लिखित रूप में करने की दक्षता विकसित करना।
- ❑ भाषा की विभिन्न विधाओं से बच्चों को परिचित करवाना एवं उनका आनंद उठाने की क्षमता विकसित करना।

- ❑ बच्चों को भाषा के व्याकरण, शब्द संरचना, वाक्य विन्यास आदि से परिचित करवाना।
- ❑ भाषायी कौशलों के साथ-साथ **Study Skill** एवं **Reference Skill** को विकसित करना। किसी भी प्रकार की दृश्य सामग्री को पढ़कर समझना एवं आवश्यक जानकारी प्राप्त करने की क्षमता विकसित करना।
- ❑ 'Outcomes for class-6' में दिए गए समस्त उद्देश्यों को पूरा करना।

इन उद्देश्यों की पूर्ति के लिये निम्नांकित बिंदुओं को पाठ्य पुस्तक में स्थान दिया गया है –

- ❑ कक्षा में छात्र केन्द्रित शिक्षण का वातावरण निर्मित करें।
- ❑ शिक्षक बच्चों को सीखने में मदद करें।
- ❑ पाठ्य पुस्तक के पीछे दी गई **Glossary** का उपयोग शब्दों के अर्थ एवं उच्चारण जानने के लिये करें।
- ❑ पाठ्य पुस्तक के अंत में **Lesson wise Details** को पाठ पढ़ाने के पूर्व अवश्य देख लें।
- ❑ पुस्तक के **Appendix-1** में **Listening Passages** दिये गये हैं जिनका उपयोग **Listening Exercises** करवाने में करना है। कक्षा में ये अभ्यास करवाने के पूर्व शिक्षकों को स्वयं एक-दो बार जोर से पढ़ने का अभ्यास अवश्य कर लेना चाहिए।
- ❑ **Appendix-2** में **About the Lesson** (हिन्दी/अंग्रेजी) के अन्तर्गत प्रत्येक पाठ की जानकारी उपलब्ध करवाई गई है। पाठ पढ़ाने के पूर्व एक बार पाठ के संदर्भ की जानकारी अवश्य ले लें।
- ❑ प्रत्येक पाठ के पीछे दिये गये अभ्यास कार्य कक्षा-गत क्रियाओं पर आधारित है अतएव प्रत्येक अभ्यास में दिये गये निर्देशों का पालन अवश्य करें।
- ❑ कुछ पाठों के पीछे दिये गये **Project** के अन्तर्गत **Paper folding activity** के माध्यम से बच्चों को किसी **Art** की जानकारी दी गई है। **Project** का उद्देश्य अंग्रेजी भाषा में दिये गये **Instructions** को समझकर कार्य करवाना है, जिससे छात्र कुछ मजेदार आकृतियाँ बना सकेंगे, उनका उपयोग कर सकेंगे तथा उन्हें अपने दैनिक जीवन में भाषा को सीखने तथा उसका प्रयोग करने के लिये प्रेरणा मिल सकेगी।

संचालक

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़, रायपुर

Outcomes for Class-6

The learner-

- ❑ participates in activities in English like role play, group discussion, debate, etc.
- ❑ recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
- ❑ responds to oral messages, telephonic communication in English and communicates them in English or home language.
- ❑ responds to announcements and instructions made in class, school assembly, railway station and in other public places reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- ❑ reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.
- ❑ responds to a variety of questions on familiar and unfamiliar texts verbally and in writing.
- ❑ uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts.
- ❑ writes words / phrases / simple sentences and short paragraphs as dictated by the teacher
- ❑ uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing
- ❑ refers to dictionary to check meaning and spelling, and to suggested websites for information.
- ❑ writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- ❑ drafts, revises and writes short paragraphs based on verbal, print and visual clues.
- ❑ writes coherently with focus on appropriate beginning, middle and end in English / Braille.
- ❑ writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.
- ❑ visits a language laboratory.
- ❑ writes a book review.

Salient Features of the Book

The book aims to:

1. help the learners to communicate and express themselves in English in day to day life.
2. develop in them the four essential skills of the language *Listening, Speaking, Reading* and *Writing*.
3. promote interest in learning the language.
4. develop 21st century skills i.e. collaboration, creativity, critical thinking and problem solving

To meet out the aims of the language learning, the book has the following features:

- ☐ Learning with fun
- ☐ Learner—centered approach
- ☐ Task /activity based learning
- ☐ Focus on developing language skills
- ☐ Challenging themes and exercises
- ☐ Within learners experience.
- ☐ Variety of the text forms : picture story, comic—strip, letter, folk story, news item, informative text etc.
- ☐ Authentic material—taken from classics, newspapers, magazines etc.
- ☐ Illustrations to help better understanding of the text
- ☐ Enough space to develop study skills
- ☐ Glossary—(English to Hindi)
- ☐ Language Syllabus

The book has its layout in the following setup:

Part A—

- ☐ Lessons/poems (content)
- ☐ Word—Meanings
- ☐ Reading Comprehension
- ☐ Vocabulary
- ☐ Grammar
- ☐ Writing
- ☐ Activity (A) Listening (B) Speaking
- ☐ Project.

Part B—

1. Appendix - 1. Listening passages for listening exercises are given in the appendix.
2. Appendix-2. About the lessons.
3. Appendix-3. Glossary
4. Syllabus-lesson wise.

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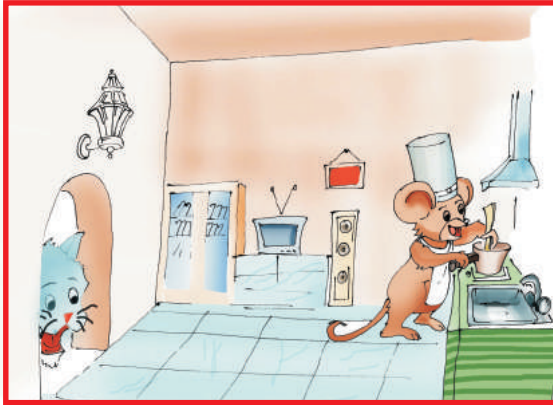
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	Syllabus	



1. Conversation



"Mousie, mousie,

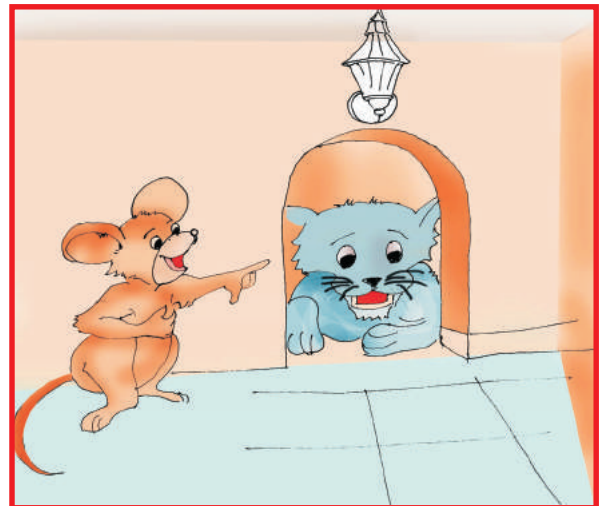


Where is your little wee housie ?"

"Here is the door,

Under the floor,"

Said mousie, mousie.



"Mousie, mousie,

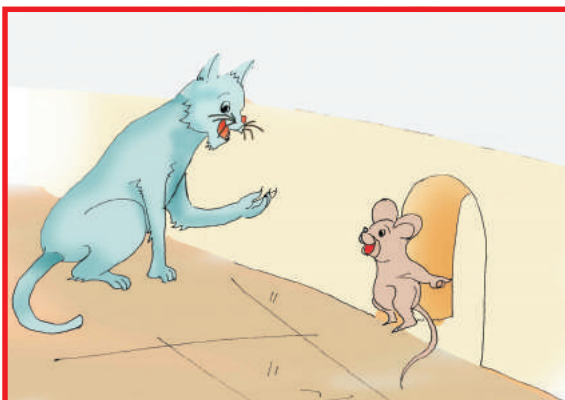
May I come into your housie ?"

"You can't get in,

You have to be thin,"

Said, mousie, mousie.

"Mousie, mousie,



Won't you come out of your housie ?"

"I'm sorry to say,

I'm busy all day,"

Said, mousie, mousie.

- Rose Fyleman

Word Meanings

wee	very small
housie	used for a house
mousie	used for mouse

Reading Comprehension

Answer the following questions:

1. Who is Mousie ?
2. Where is the door of Mousie's house ?
3. Did the Mousie invite the cat to come to its house ?
4. Why did the mouse not allow the cat to enter the house ?
5. Why did the mouse not like to come out of its house ?



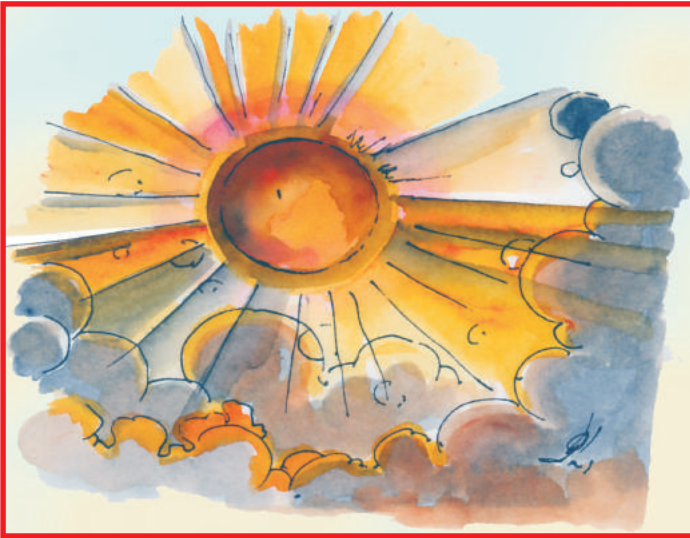
Vocabulary

Rhyme the words:

door	thin	say
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----



2. The Sun Goes on a Holiday



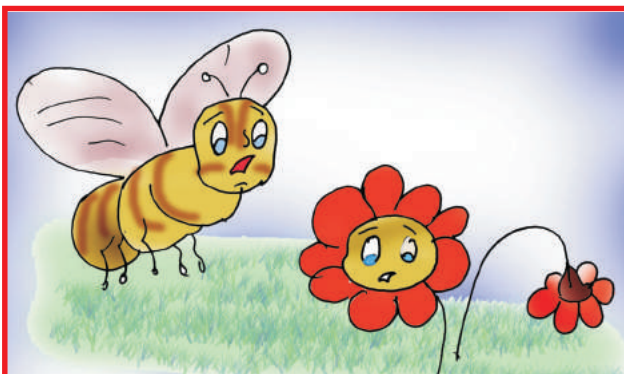
Everyone enjoys a holiday. So, one fine Sunday, the Sun also took a holiday. It suddenly disappeared from the sky. Darkness covered the earth.

A squirrel was chasing its friend. It stopped and

wondered at the darkness. It guessed something was wrong and ran home. A little plant searched for the Sun. It couldn't grow without the Sun's rays. Flowers and leaves of the



plant bent low to the ground. Other trees also missed the Sun. Mother bird



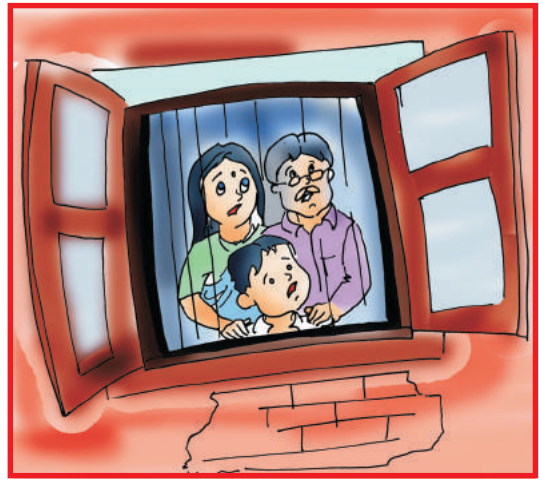
peeped out of her nest and whispered to its little ones about the darkness. She was sad because she couldn't go out to find food for them. The bee couldn't find any honey





because the flowers didn't bloom, so it went back to its hive. The Sun wasn't there, so the wind got stuck up the hill.

Men, women and children stopped working. They opened their windows and said, "What happened to the Sun?" It was very quiet every where and the warmth of the Sun was missing too. All of them prayed for the Sun to rise.

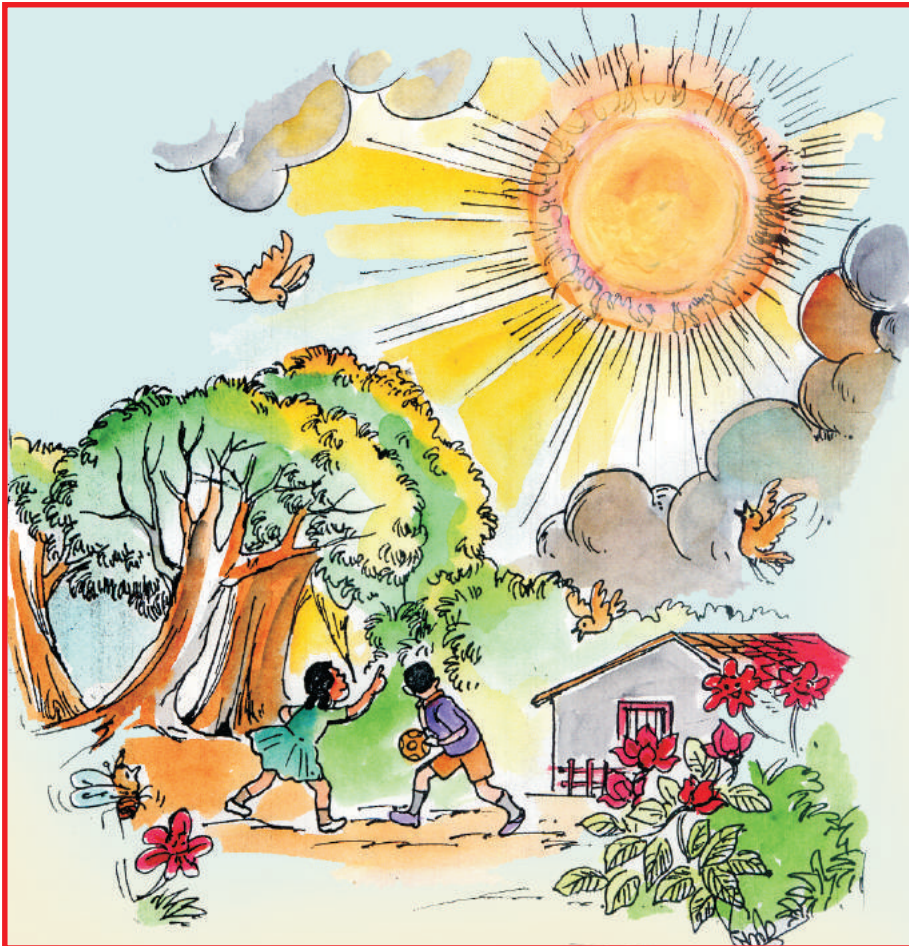


The Sun looked down from its abode. The stillness on the earth shocked the Sun. The Sun felt sorry. The earth seemed lifeless. This made the Sun very sad. So he decided to stop his holiday and start shining again.



The plants grew and flowers bloomed. Bees and birds started singing. The river flowed joyfully and the wind blew. Mother bird was happy and everyone on the earth began to work!

Indeed, the Sun can never go on a holiday!



Word Meanings

whisper	speak in a soft and low voice
abode	home
still	without movement, quiet
chase	to run after someone to catch him

Reading Comprehension

Answer the following questions:

1. When the Sun took a holiday what did the following do? Complete the table.

1.	Little plant	
2.	Flowers & leaves	
3.	Trees	
4.	Mother bird	
5.	Bee	
6.	Men, women & children	

2. Give the words used in the story for 'home'.

a. _____

b. _____

c. _____

3. What did the Sun feel when he looked down?

a. _____

b. _____

c. _____

4. The author said that everyone began to work on the earth because

Vocabulary

Write the opposites of the given words in the beehive. One is done for you.

The beehive grid is composed of hexagons. The word 'appear' is written in the middle row. The words to be used are:

- high
- kind
- take
- down
- all
- open
- disappear
- dark
- rise
- still
- out
- much
- happy
- gain
- here
- start
- come

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For example : If the word given is 'lose', the opposite of 'lose' is 'gain'. 'Gain' has 4 letters so 'gain' would come in the hive in the line which has 4 cells.





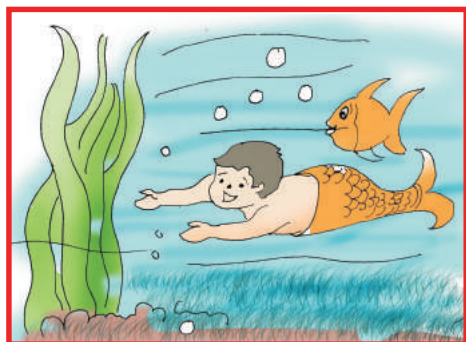
3. Pretending



It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat,

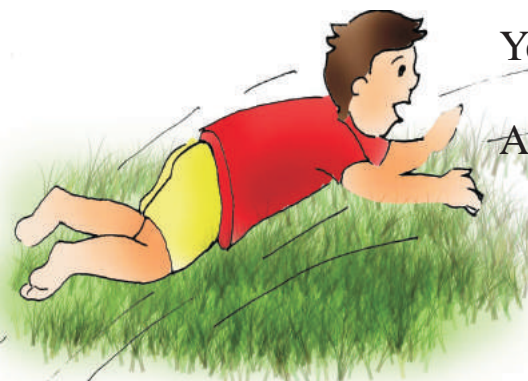


To hop like a frog,
To swim like a fish,
To trot like a horse,
To jump like a dog.



It's fun to pretend
These creatures to be.

Yet not one is clever
At copying me.



Word Meanings

pretend	imagine, to behave like any other person/ animal
creatures	living beings like animals, birds, fish, humanbeing etc.

Reading Comprehension

Make a list of the animals you find in the poem.

Vocabulary

Match the column 'A' to 'B'.

A	B
lamb	swim
fish	hop
frog	trot
cat	jump
horse	climb
dog	leap





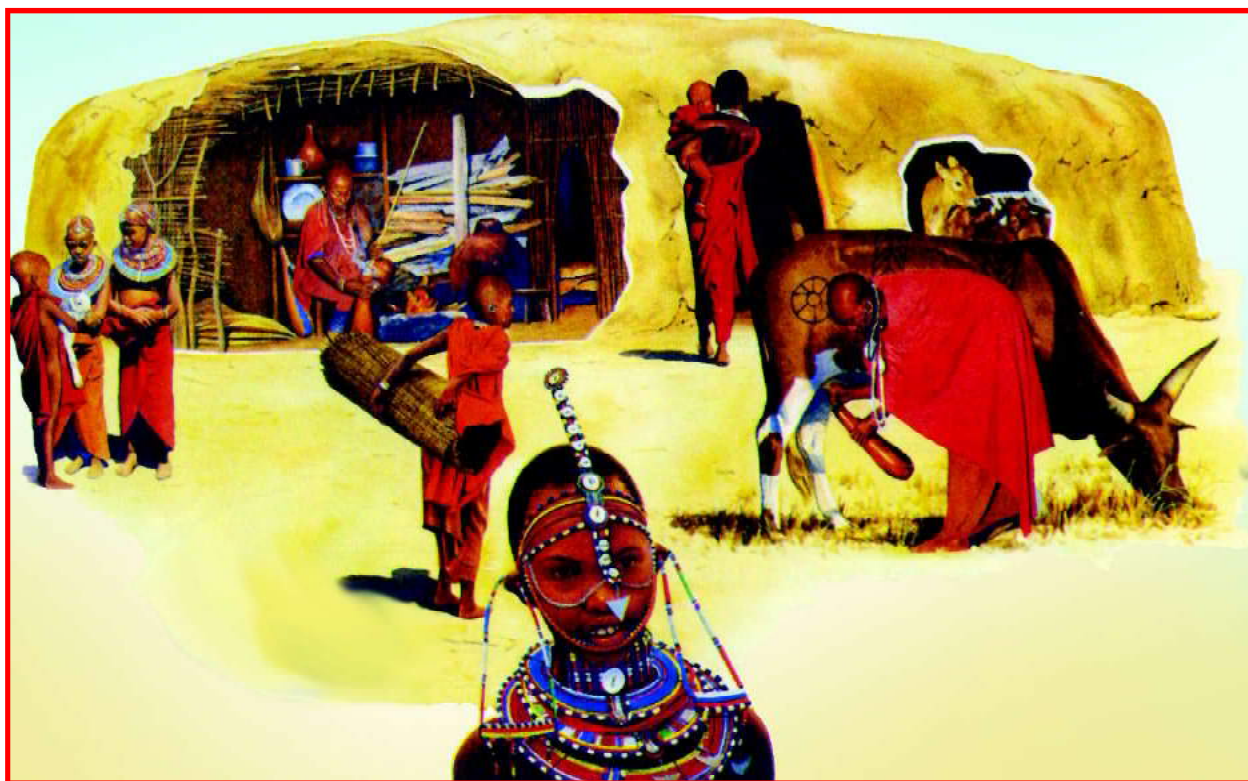
4. A Masai Home

Masai is a tribe that lives in East Africa. The Masais like to live in small traditional houses on the grassland plains near their cattle or their fields. The Masai women build their own homes.

First, they draw the shape of the house, a rectangle, on the ground. They make a frame by weaving together branches and twigs. Then, they pack grass and dung over the outside to keep the building dry. This is necessary because the weather is moist.

There is just one room inside a Masai house. Almost six people sleep together in one large bed made of large branches covered with hide. The mother and children sleep in an inner corner of the house.

In the centre of the house is a fireplace. Fire burns there. It is used for cooking, warmth and light. There are no windows in the Masai house. Only one opening is kept to let light in and smoke out.



Cattle are an important part of the Masai family. Young calves and goats live in a special den inside the house. They drink milk in a long vessel called *calabash* made from hollowed out gourd.

Word Meanings

traditional	following ideas or methods that have existed (stayed alive) for a long time. 'Paramparik'
plains	large area of flat dry land.
twig	a small, very thin stem.
pack	to fit a lot of something into a space.
moist	slightly wet.
hide	an animal skin removed to be used for leather.
hollowed out	to make an empty space by removing inner part of something.
opening	a hole or space in something through which light, air, objects etc. can pass.

Reading Comprehension

A. (i) Complete the table about a Masai house.

Who makes it?	
How is it made?	
Number of rooms	
Number of people	
Number of windows	
Number of openings	

(ii) Complete the table

In a 'Masai house' where do you find these ?

1.	Kitchen	
2.	Special den	
3.	Place for sleeping	

(iii) Branches are used by a Masai for

a. _____

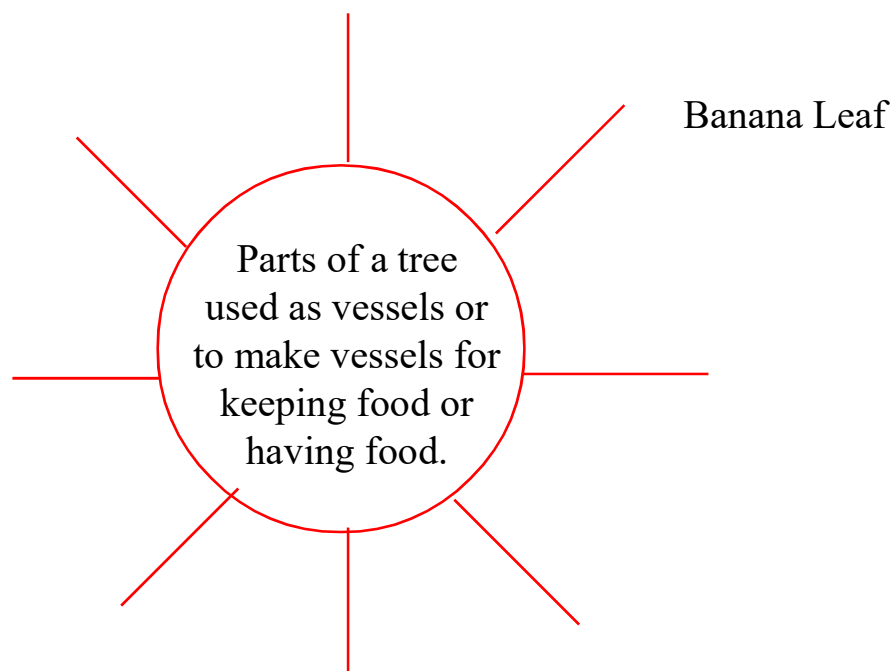
b. _____

B. Answer the following questions.


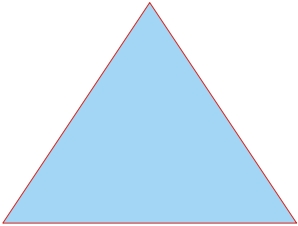
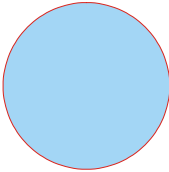
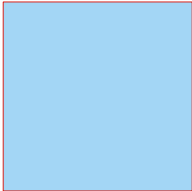
- (1) Where do the Masai women sleep?
- (2) Why do they keep the fire burning in their house? Give three reasons.

Vocabulary

1. Complete the web. Write the names of the vessels in your own language too.



2. Look at the shapes given below carefully and match them with the descriptions.

Pictures	Description
   	<p>A <i>Triangle</i> has three corners and three sides.</p> <p>A <i>Rectangle</i> has four sides. The opposite sides of a rectangle are equal.</p> <p>A <i>Square</i> has four corners and four sides. All the sides are equal.</p> <p>A <i>Circle</i> has no corners.</p>

3. Make as many words as you can from the given word and write them in your notebook. (you can make at least 21 words)





5. Alice in Wonderland



Once upon a time, there was a little girl called Alice. One day she had a very strange and interesting dream. Would you like to hear about her dream ?

(Well, this was the very first thing that happened in her dream)

A white rabbit came running by, in a great hurry. As it passed Alice,

it stopped and took his watch out of his pocket.

(Have you ever seen a Rabbit that had a watch ?)

“Oh, dear, oh dear ! I’ll be too late”,



said the rabbit.

Alice heard and watched the rabbit and ran after it. She wanted to see where the rabbit was going. She followed the rabbit and tumbled down into the rabbit-hole. There she fell fast asleep.



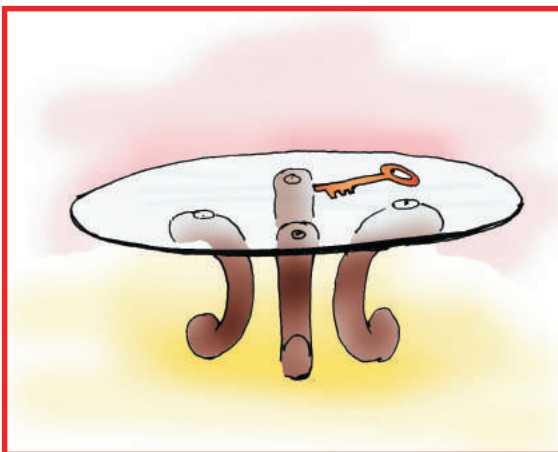
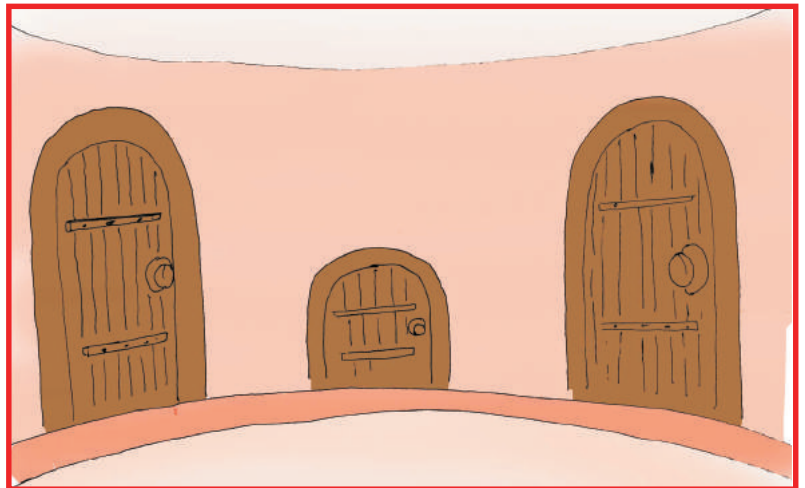


(Can you imagine how safe and cosy it was!)

After sometime, she suddenly woke up, jumped on to her feet and ran after the rabbit again. But there was no rabbit ! She found herself in a big hall

with doors all around it. All the doors were locked. So, she couldn't get out of the hall.

There was a little table in the middle of the hall. A little key was lying



on the table.

She picked up the key and tried to unlock the doors. She tried to open

them one by one and when she came to the last little door, it got opened !





She could bend down to just peep through the door and she saw a beautiful garden outside. But she could not go out



through that tiny door. She became very sad. She locked the door and went back to the table. She kept the key there. She saw a small bottle with a label 'DRINK ME'. She tasted it, and do you know what happened to her?



She got smaller and smaller, and smaller... till at last she was just the size of a little doll.

She was happy now. She ran to the door. But it was locked. Then she ran back. But, alas ! (*Why did she become sad ?*)



Word Meanings

strange	unknown, unfamiliar
follow	to go behind in the same direction
tumble	to fall from a height
unlock	to open a lock
cosy	soft and comfortable
label	a piece of information on any object

Reading Comprehension

1. Draw the things in the box that Alice saw on the table in the hall.


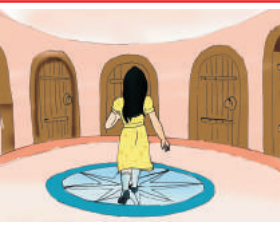
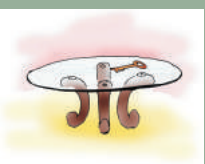
A large empty rectangular box with a red border, intended for a drawing.

2. Choose the correct answer.

- (i). After Alice tumbled into the rabbit's hole, she:
- (a) fell asleep (b) ran away
- (c) met the white Rabbit (d) came out of the hole
- (ii). Alice could not go out because:
- (a) She couldn't unlock any door.
- (b) She couldn't find any key.
- (c) She couldn't find the way.
- (d) She couldn't go through the tiny door.

3. The words used in the story for 'small' are :

4. In Alice's dream every thing was strange. Given below are some pictures. Write the words related to the hints for the pictures. One of them is done for you.

(colour)		(kept in his pocket)
white		watch
(big room)		(wooden furniture)
		
(outside the hall)		(locked)
(for drinking)		(for opening the doors)
		

5. Tick (✓) the situations when Alice was happy/sad

Situations	Happy	Sad
She fell into the rabbit's hole.		
She couldn't open the door.		
She could open the tiny door.		
She could not get out of the tiny door.		
She could not get to the key on the table.		
She got smaller like a little doll.		

Vocabulary

Look at the pictures and think about the spellings of the word. The word for the picture is given in brackets. Then write the new words in the boxes as given in the example. You will need only two letters from the first word.



Example -



(dr) + eam =

dream



..... + range =

.....



..... + llow =



..... + teresting =



..... + sy =



..... + bel =



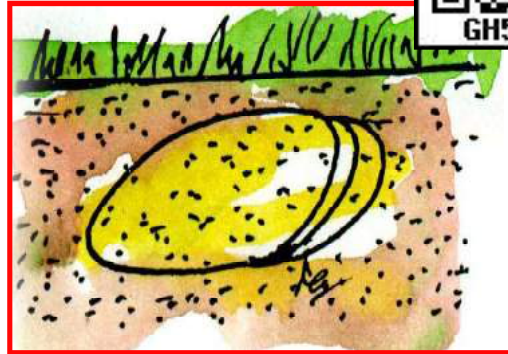
..... + mble =



6. In the Heart of a Seed



In the heart of a seed,
Buried deep, so deep,
A dear little 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.

Word Meanings

buried	hid or covered with soil
creep	to grow along the ground or a surface
rose	(past tense of rise) get up, come up to a surface or height

Reading Comprehension

A. Answer the following questions:

1. Who asked the little plant to wake up?
2. What did the little plant see when it rose?
3. Whom does the sunshine wake up every morning? Make a list.
4. Write the lines from the poem which describe the above pictures.



Vocabulary

Add a few more words that rhyme with the following words:

deep	bright	wake
-----	-----	-----
-----	-----	-----
-----	-----	-----

Grammar

Complete the following table:



creep		crept
wept		wept
sweep	swept	
slept		slept
keep		kept

Activity

Listen to the passage and clap everytime the ball hits something:

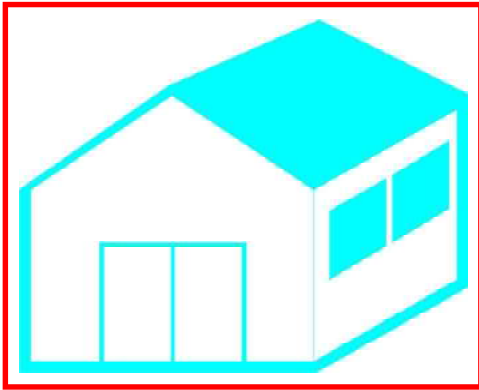
See Appendix 1 Lesson-6.

Project

Search the internet and find more poems on the birth of a plant.



7. Jolly Kittens



Billy Funny Kitty Bunny

The cat sent her kittens to buy some plates. On their way back home the kittens thought...



What are these plates for ?

Bunny, the eldest one said:

See..I know.
The plates are for playing.



Yes, the plates are for playing.





Tra..la..la...lala...la plates are for playing.
Tra..la..la...lala...la plates are for playing.

But suddenly it began to rain. Kitty said:

I think, the plates are for keeping
off the rain.



Yes! the plates are for
keeping off the rain.

Then they started singing.



Tra..lala...lala....la
plates are for keeping off the rain.
Plates are for keeping off the rain
Tra..lala...lala....la

They came near a river. They wanted to cross the river.

Where is the boat?

I can't see any boat.



How do we cross the river now?



Billy, the shortest of the kittens said,

I have an idea. See...I feel the plates are for sailing.



Oh, yes.

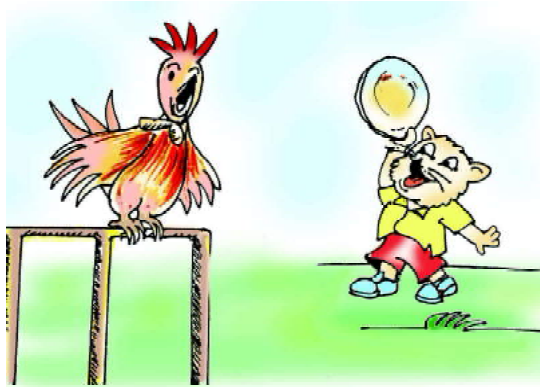
Plates are for sailing.
tra..lala...lala...



The kittens reached home. At the gate stood a puffed up bird.



Funny, the youngest of them said,



No..no..don't get scared.
'See what I do.....'
bang....bang....bang



See, the bird is scared
and it is flying away.

Tra..lala...lala..la..la..la...
plates are for driving the birds
away.Tra..lala..lala..la..la...



As they came to the door singing and dancing, their mother came out. She said:

“What’s that noise? Why are you singing? You look very happy”.

Yes, ma...

Ma, we are very hungry.

Where are the plates?

Here, they are.

Mother asked the kittens to wash themselves.

Funny, go and wash yourself first.

I think, it is
Kheer.

I think, it is
Milk Bread.



I'm sure, it is
Bread Butter.

Yes! It smells like
Bread Butter.



I want
more.

Very tasty.

Very delicious.



When they finished their lunch, they were surprised to see the plates.



All of them started singing, “Tra ..lala...lala...la....plates are for keeping food.”

Word Meanings

cross	to go from one side to another
scared of	to be afraid of
bang	to hit something to produce noise
delicious	very tasty
suddenly	without any notice

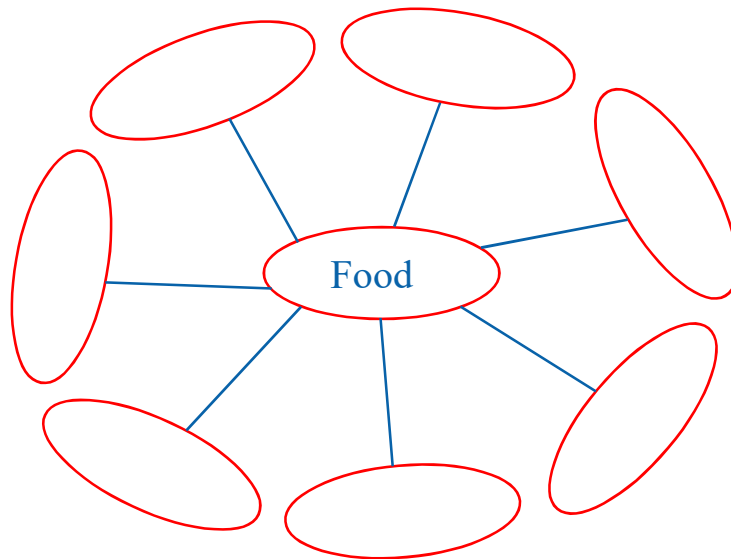
Reading Comprehension

Answer the following questions:

1. How many kittens went to buy the plates?
2. The kittens had many ideas about the use of the plates. Make a list of these ideas.
3. What were the plates for? Why did mother ask them to buy the plates ?
4. What scared the kittens at the gate?
5. What scared the puffed-up bird ?
6. Choose the right answer. The kittens were
(i) friends (ii) brothers & sisters (iii) servants working in a house

Vocabulary

1. Complete the puzzle with words related to food.



2. Frame new words by re-arranging the letters:

(Clues are given in brackets)

- a. now – (Opposite of ‘lost’) ————— Won ———.
- b. ward – (Make a picture) —————.
- c. dear – (What do you do with a book?) ———.
- d. bleat – (a piece of furniture) —————.

3. Arrange these words in alphabetic order:

scared, bang, sudden, cross, curry, tasty, delicious, hungry, smell

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

Grammar

A. Complete the table:

I	II	III
1. catch	caught	caught
2. teach
3.	thought
4.	brought
6. buy
7.	fought



B. What do you find similar in the II and III forms of these verbs?

Activity

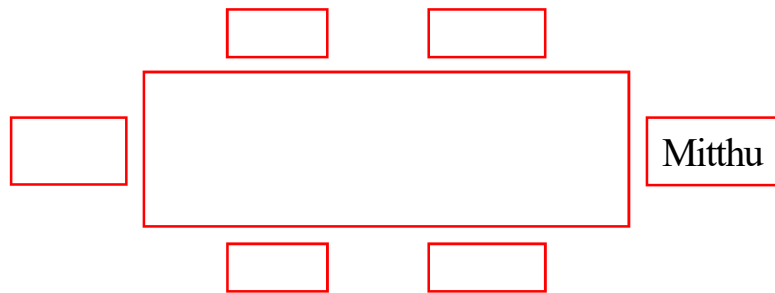
A. Listen carefully to your teacher and complete the tasks:

See Appendix I Lesson-7.

TASK-1 Complete the table:

S. No.	NAMES	BIRDS
1	Sweetie	
2	Quackie	
3	Chichi	
4	Kitti	
5	Raja	
6	Mitthu	

TASK-2 Write the names of the birds in their places around the table:



B. B. Group Discussion

'Use of plates'

1. Complete the discussion by using the words given below

(for playing, keep food, play with them, pots and bowls, plates, trays, tea cups)

Student A : Friends: what are the plates for?

Student B : I think plates are

Student C : Yes, I agree. They are for playing.

Student D : But we don't always We usually use them for keeping food .

Student A : Certainly, we on plates.

Student B : We also use them as lids.

Student C : That's right! We cover to keep food and water safe.

Student A : Don't we sometimes use plates as

Student B : Yes, my mother always keeps on a plate.

Student C : That's good. My mother sometimes uses as rolling board.

2. Now continue the discussion using the hints given below

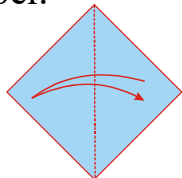
(Keeping off rain, for sailing, for banging to drive animals)

Project

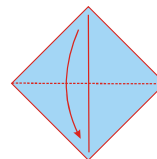
Make a pet 'Puppy'

Step-I Head of the 'puppy'

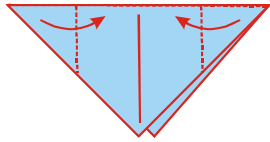
1. Take a square piece of paper.



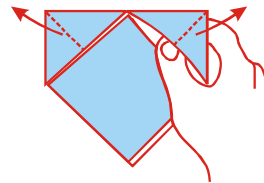
2. Fold corner to corner. Unfold paper flat.



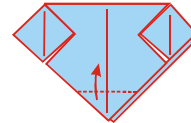
3. Fold top corner to bottom.



4. Fold both outside corners to the crease.

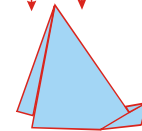
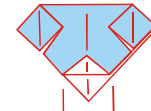
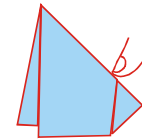
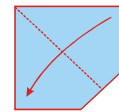
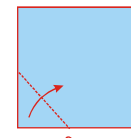


5. Push your finger inside one triangle and spread it apart. Press it flat into a square. Repeat on the other side.



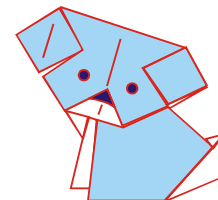
Step-II Body of the 'puppy'

1. Take another piece of paper.
2. Fold up tip of one corner. Turn paper over to the other side.
3. Fold corner to corner.
4. Pull the corner away and crease the tail to stay in place.

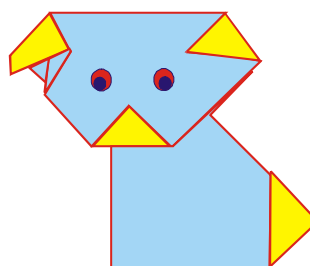


Step-III ASSEMBLE

1. Place head on top of the body.
2. Your Pet Puppy is ready.
3. Tie a name tag to your puppy.



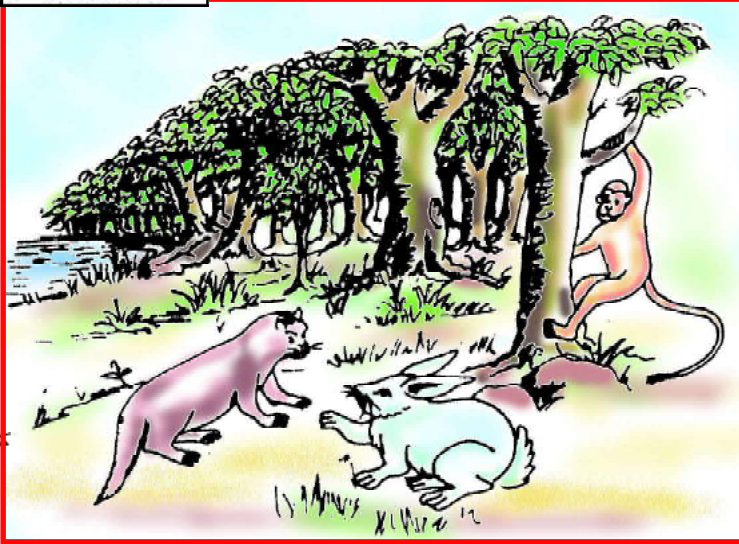
My Pet Puppy





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8. The Hare on the Moon



A hare lived in a forest. He had two friends—a monkey and an otter. They spent a lot of time together.

One day, a hermit came to the forest. He was very tired and hungry.

The otter was catching fish.
The hermit went to him.
“I’m hungry,” he said.

“I have a few fish,”
said the otter.
“Please, take them.”
“But I don’t eat fish,”
said the hermit.



“Have you anything else?”

“Sorry,” said the otter.”

“I have nothing else.”

The monkey was eating nuts.

The hermit went to him.

“I’m hungry,” said the hermit.

“Could you give me some
food, please?”

“I have a few nuts,” said the monkey.

“Oh! but I want a lot of them,” said the hermit,

“I’m very hungry.”

“I’m sorry. I have only a few,” said the monkey.

“I’ll ask the hare then,” said the hermit.

The hare was eating grass.

The hermit went to him.

“I’m so hungry,” said the hermit.

“Please, could you give me some food?”

“I have a lot of grass,” said the hare.

“But I don’t eat grass!” said the hermit with a smile.

“Have you anything else?”

“No, I’m sorry,” said the hare.

“I’m very hungry and I’m tired,” said the hermit.

“What shall I do now?”

The hare thought for a minute.

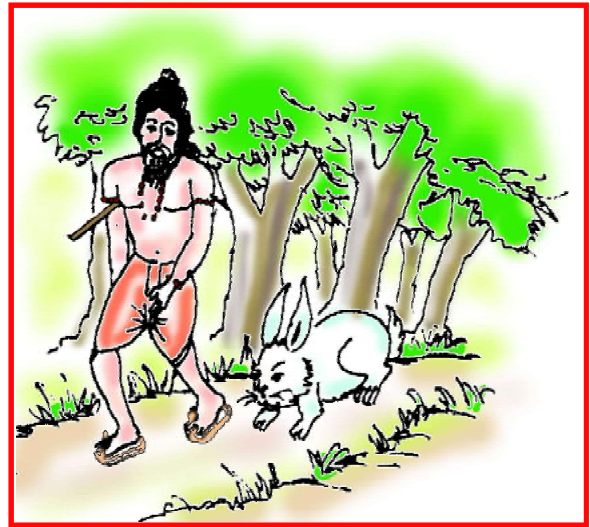
“Wait,” he said. “Please don’t go away.”

The hare brought some wood.

He struck two stones together and made a fire.

“You can eat me,” he said.

And jumped into the fire.





But the fire did not burn him !
He looked out, but the hermit was not there.

An angel stood in front of him.

He took the hare in his arms and flew up. He put him on the Moon.

Look up at the Moon.

You can still see the hare on it.

Word Meanings

nuts	dry fruits like ground nuts
hermit	a person who lives alone for religious purpose, “Saadhu”

Reading Comprehension

A. Answer the following questions:

1. Who were the hare's friends?
2. What was the otter doing?
3. What did the hermit say when the monkey offered to give him nuts?
4. How did the hare make the fire?
5. What did the hare do after lighting the fire?
6. Why was the angel pleased with the hare?

B. Write True or False in the brackets:

1. The hermit was not hungry. ()
2. The monkey offered him nuts. ()
3. The hare was a kind animal. ()
4. The otter offered nothing to the hermit. ()
5. The hermit enjoyed eating fish. ()
6. The hermit ate the grass. ()
7. The hermit was an angel. ()

Vocabulary

Separate the animals given in the box according to the food they eat. Put them in the columns given below. You can add more animals:

cat, horse, dog, tiger, elephant, hare,
deer, lion, wolf, cow, goat, camel



Eats only Plants (Herbivores)	Eats only flesh (Carnivores)	Eats both flesh and plants (Omnivores)

Grammar

Look at the pictures and statements carefully :



"I am hungry"



"I have a few fish"



"I have some nuts"



"I have a lot of grass"


The sentences given in the balloons can be repeated as below:

1. The hermit said, "I am hungry".
The hermit said **that** he **was** hungry.
2. The otter said, "I have a few fish".
The otter said **that** he **had** a few fish.
3. The monkey said, "I have some nuts".
The monkey said **that** he **had** some nuts.
4. The hare said, "I have some grass".
The hare said **that** he **had** some grass.


As you see, we make the following changes when we repeat somebody's speech to someone else:

1. " " (i.e.inverted commas) are removed.
2. 'that' is used after the 'reporting verb' (said)
3. 'am' changes to **was** and 'have' to '**had**' because the reporting verb is in the past tense.
4. Verbs used in present tense will be reported in past tense.


We now follow Shalini at school and home. She hears Geeta and Mohan talking at school. She then reports their conversation to her mother. One example is done for you. Do the rest of the exercise.




"I want a pen"




"I have a new pen"




"I have an umbrella"




"I have a new frock"



"I am a student"



"I have a purse"



He said that he wanted a pen.

Writing

- A. Look at the message left by the mother for her child before leaving the house:

Going out for half an hour
Your breakfast is on the table.
Ma

With the help of this example write a message for your mother giving the following information:

You are going out to play and will return after an hour.
You have left the key on the table.

- B. Put the punctuation marks: (“ ”/?/capital letters/./,)

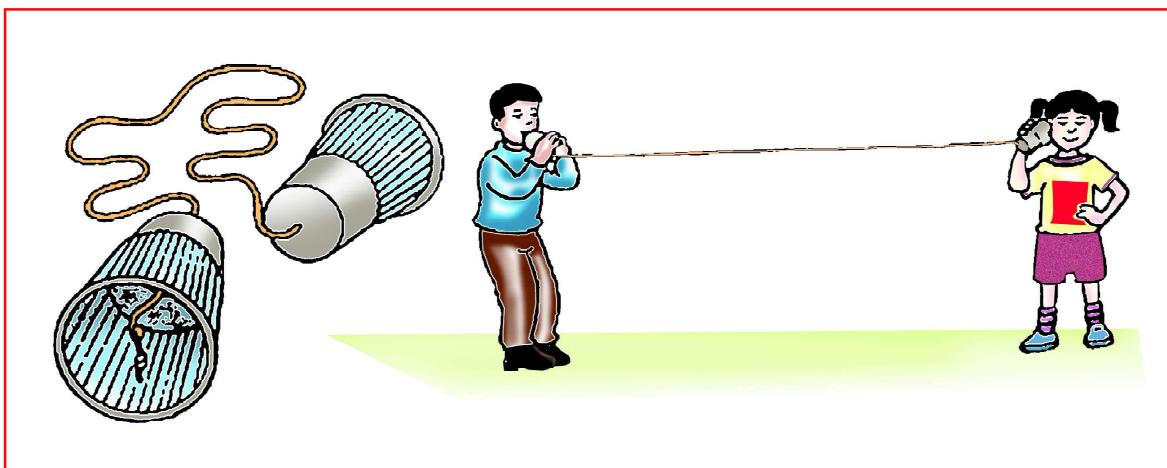
write your name the teacher said i lifted the pink chalk to the blackboard and stood there dont you know your name i did not answer what is your name ravi i said

Activity

- A. Listen to your teacher and make a ‘SPEAKING STRING’

Things needed - a piece of string 5-10 metres, two plastic cups

See Appendix I Lesson-8



B₁. Here is a list of the things your mother gave you to check. Tell your mother **how much/how many** things are left at home. Examples are given.

rice
pens
oil
butter
biscuits
salt
candles
pencils
flowers
apples
matchboxes
sugar

There is **a little** rice left.
There are **a few** pens left.

B₂. **Work in pairs:**

Use the words given in the box in exercise **B₁** and ask your partner.

Example: **A (Ask)**

Could I get some rice, please?

B (Reply)

Yes, please.

Sorry, you can't.

B₃. **Read the telephonic conversation between Anu's mom and Rani.**



Mom: Hello!

Anu: Hello! Can I speak to Rani?

Mom: May I know who I am speaking to?

Anu: It's Anu.

Mom: Oh! Anu! Rani has gone out.

Ok Aunti . I'll call later. Good day.

Mom: Good day Anu.

Anu calls again.

Complete the telephonic conversation between Anu and Rani and act it out.



Anu: Hello Rani? It's Anuradha

Rani: Hi!..... earlier.

Anu: Yes, mother

Rani: Where

Anu: I library.

Rani: Did you on our project

Anu:.....

Rani:.....

Anu:.....

_____:.....

_____:.....

Project

1. “The hare jumped into the fire. This was the right thing to do.” Have a debate on this topic in your mother tongue.
2. Translate the talk between the hermit and the hare in to your mother tongue.

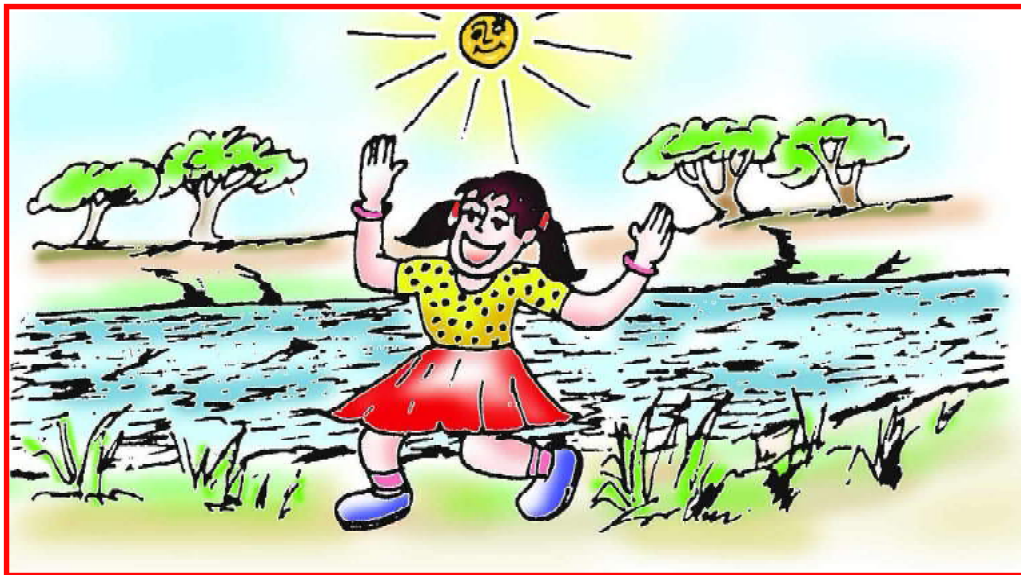


GVVUNP

9. Running and Shouting



I'm running because
I'm wanting to run.
I'm not in a hurry,
I'm running for fun.
I'm crossing a field
And I'll run down the hill
And I'll run by the stream
That can never keep still.



And I'll run in the sun.
I'll run and I'll run
And I'll run and I'll run!
I'm shouting because
I'm wanting to shout.
It's a sort of noise
And there is no one about.

I'm crossing the field
 And I'll shout down the hill
 And I'll shout by the stream
 That can never keep still.
 I'll shout in the rain
 And I'll shout in the sun.
 I'll run as I shout
 And I'll shout as I run.



Phyllis Flowerdew

Reading Comprehension

Answer the following questions:

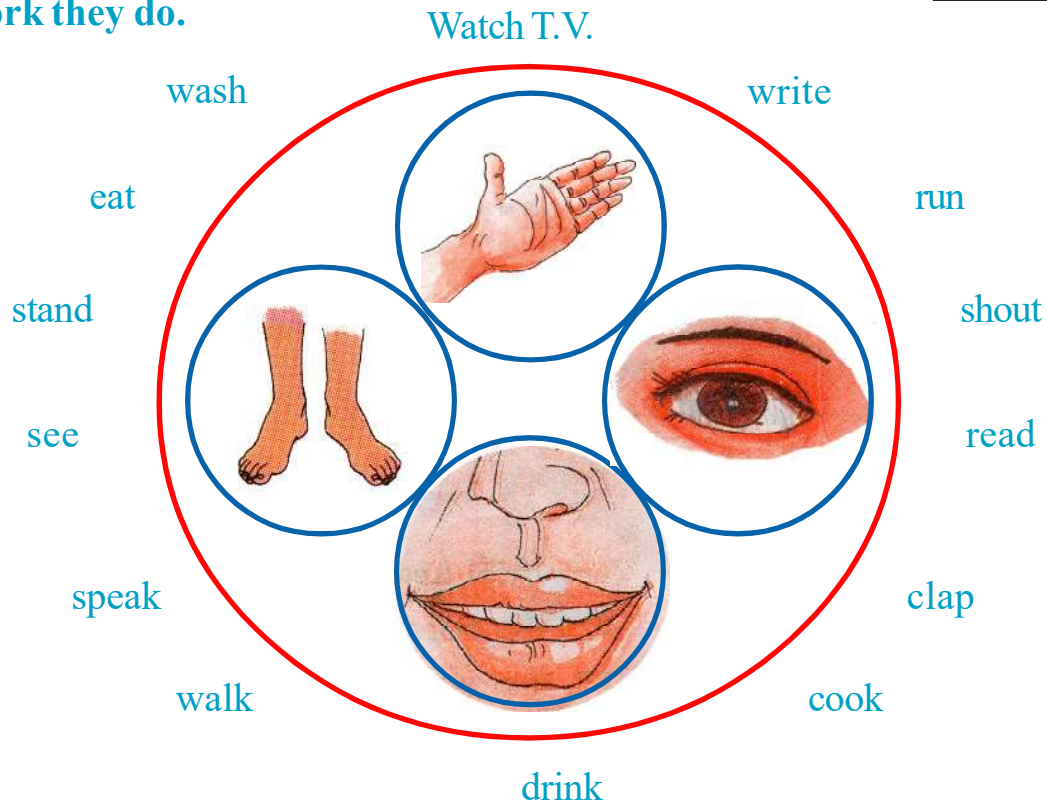
- A.**
1. Who do you think is 'I' in the poem?
 2. Why does the child in the poem want to shout and run?
 3. What is similar between the stream and the child who wants to run?
 4. The child in the poem says, '....there's no one about'. Does this make the child happy or sad? Give reasons.

B. Make sentences using the table below:

The child is running and shouting		the lane	
		the field	
	in	the hill	
	down	the lake	
	up	the stream	.
	near	the sun	
		the rain	
		the night	

Vocabulary

Given are four pictures in the circle. There are some action words around it. Match the organs of the body (pictures) with the work they do.

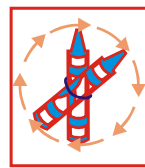
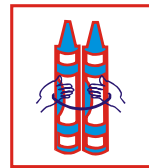
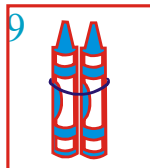
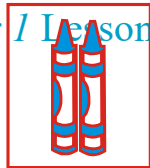
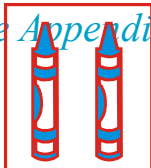


Activity

A. Listen and do

Things needed - two small pencils, a small rubber band.

See Appendix I Lesson - 9



B. Ask the students to think of at least one activity that they would like to do in their free time. Then ask one student at a time to mime it

before the class. The rest of the class will guess the activity and say as given below.

‘You want to’.

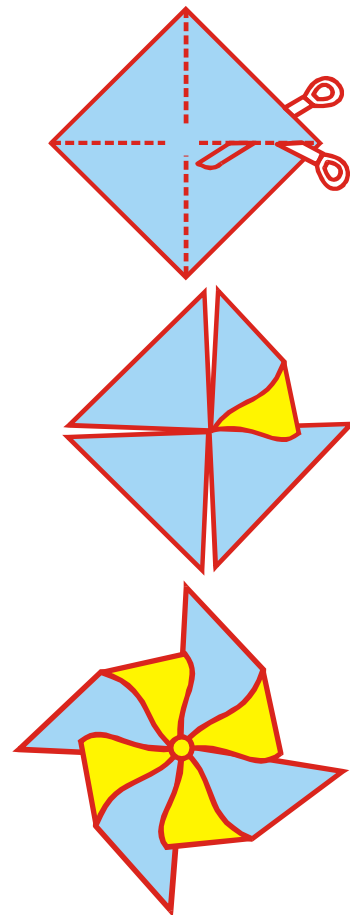
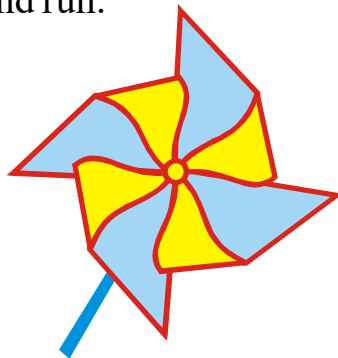
Project

Lets make a “Simple Wind-mill”.

Things needed - 1. A square piece of paper,
2. A bead (moti), 3. A pin, 4. A stick

1. Take a square piece of paper.
2. Draw lines from corner to corner of the square paper. Then cut from near the corners to the middle.
3. Mark each corner, as shown. Bend the marked point to the middle and push a pin through them at the middle.
4. Slip a bead on to the pin, then push the pin into a stick. What happens when you blow the windmill?

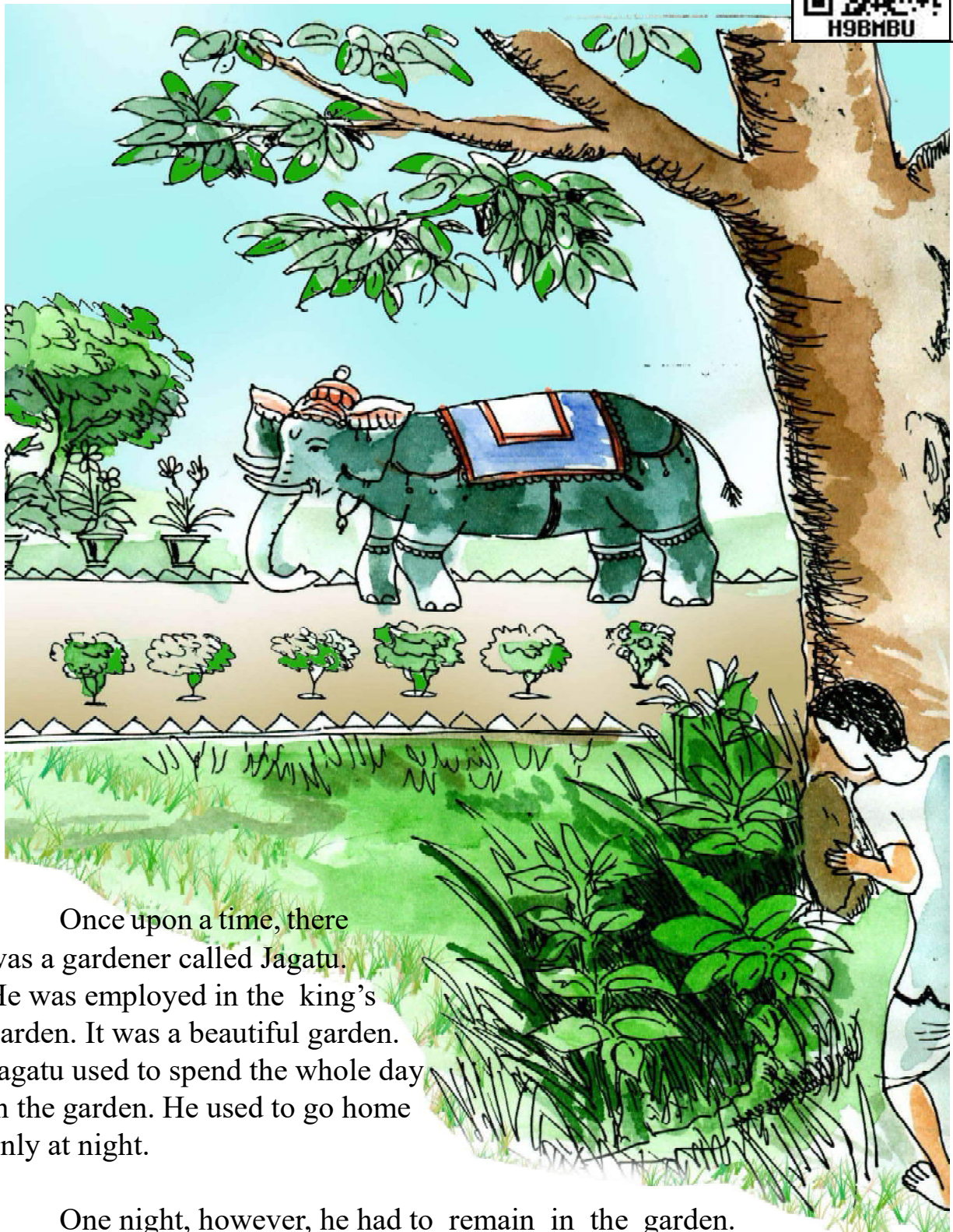
Hold the stick and run.



See how your wind-mill works.



10. Jagatu the Gardener



Once upon a time, there was a gardener called Jagatu. He was employed in the king's garden. It was a beautiful garden. Jagatu used to spend the whole day in the garden. He used to go home only at night.

One night, however, he had to remain in the garden. Suddenly he heard a loud noise. Jagatu hid himself behind a big tree in great

fear. He saw a large elephant descending from the sky. It was roaming about in the garden. After a while, Jagatu left his hiding-place, and sat down on the edge of a tank. As he sat there he said to himself, "In my whole life, I have never seen such an enormous elephant. But I remember about a heavenly elephant, called 'Airavata'. No doubt, this is that elephant." He got up and began to walk quietly after the elephant. It ate various fruits and roots that grew in the garden. Jagatu caught its long tail, when it was about to ascend to the sky again.

When they arrived in heaven Jagatu let go the elephant's tail. Airavata departed for Indra's palace and Jagatu began to roam about in the heaven. Everything was of such a huge size that the sight filled him with amazement. He got some betel-leaves (pan-patta) and some betel-nuts (supari). Both the betel-leaves and the betel-nuts were very big.

Next night, Airavata went down to the garden with Jagatu hanging on to its tail. As soon as they got there, Jagatu let go the tail, and hurried back home. His wife was looking for him. As soon as she saw him coming, she ran to meet him and cried, "Where have you been?" Jagatu, without saying a word, brought out the big betel-leaves and betel nuts. At the sight of them his wife was filled with joy. "Where did you get these?", she exclaimed.

Jagatu, then, told his wife all about his adventures. He also told her not to tell it to anyone. But she told the whole story to a friend of hers and soon everybody in the village knew about it. The villagers asked Jagatu to take them also to heaven.

That night, when the elephant was about to depart, Jagatu quickly got behind him and caught his tail. Then, they all held one another in a queue. On their way, a friend of Jagatu's wife asked her, "How big was the betel-nut that your husband brought home?" His wife repeated the question to Jagatu. Jagatu said that he would answer that later, but she insisted.



Jagatu lost patience and spreading his hands, said “This big”. As he spread his arms to show the size of the nut, he lost his grip on the elephant’s tail. And in a moment they all came tumbling down.

Word Meanings

employee	a person who is paid to work
descend	to come down
roaming	walking aimlessly-here and there
enormous	huge
amazement	surprise
insist	to make a determined demand
ascend	to go up
depart	to leave

Reading Comprehension

A. Answer the following questions:

1. What did Jagatu see in the garden one night?
2. Why did Jagatu hide behind the tree?
3. What was the name of the elephant?
4. What did the elephant do in the garden?
5. Where did Jagatu spend the whole day?
6. What did Jagatu bring from heaven?
7. What did Jagatu's wife ask him?
8. What did the villagers do?
9. Why did they tumble down?

B. Say if the following statements are right or wrong:

1. Jagatu was not amazed to see the elephant.
2. He had seen such an elephant earlier.
3. Jagatu's wife asked him to bring more betel-leaves.
4. The villagers were eager to go to heaven.